

**UNIVERSITY OF NEW MEXICO  
GRADUATION TASK FORCE  
FALL 2006**

**Finishing What We Start:  
Improving Degree Completion  
at the University of New Mexico**

**Final Report and Recommendations**

**Submitted to Provost Reed Dasenbrock**

**21 December 2006**

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# **FINISHING WHAT WE START: IMPROVING DEGREE COMPLETION AT THE UNIVERSITY OF NEW MEXICO**

## **INTRODUCTION AND CHARGE**

In June 2006, Provost Reed Dasenbrock announced the formation of a Graduation Task Force at the University of New Mexico. His charge to the group was to build on the insights of previous studies, both external and internal, “to devise practical strategies that can have a tangible impact on the problem” of degree completion at the University of New Mexico. The Task Force was charged to complete this work by mid-January 2007, so that its findings could be considered in the FY 08 budget cycle.

The following UNM faculty and staff constituted the steering committee for the Graduation Task Force:

Peter White, Vice Provost and Dean of University College, Co-Chair  
Wynn Goering, Associate Provost for Academic Affairs, Co-Chair  
Terry Babbitt, Associate Vice President of Enrollment Management  
Mark Chisholm, Director of Institutional Research  
Jennifer Gomez-Chavez, Director, Title V Program  
Nancy Lopez, Assistant Professor of Sociology  
Mark Ondrias, A&S Associate Dean for Student Affairs and Professor of Chemistry

We began our work by drafting a prospectus of the known elements affecting graduation rates: preparation, affordability, engagement, success, progress, and equity. In turn, members of the steering committee formed subcommittees of students, faculty, staff and external stakeholders, to examine each of these elements in detail.

In the course of our deliberations, the themes of **communication, organization, engagement** and **equity** emerged repeatedly. We found ourselves asking, at each stage of our analysis, how we could communicate better, better organize our processes, and better engage our students, to improve degree completion overall and degree completion equity among all groups at the University of New Mexico? We also found it helpful to focus on the degree completion pathway *as experienced by students*, in order to best understand the kinds of interventions that might speed or smooth that path.

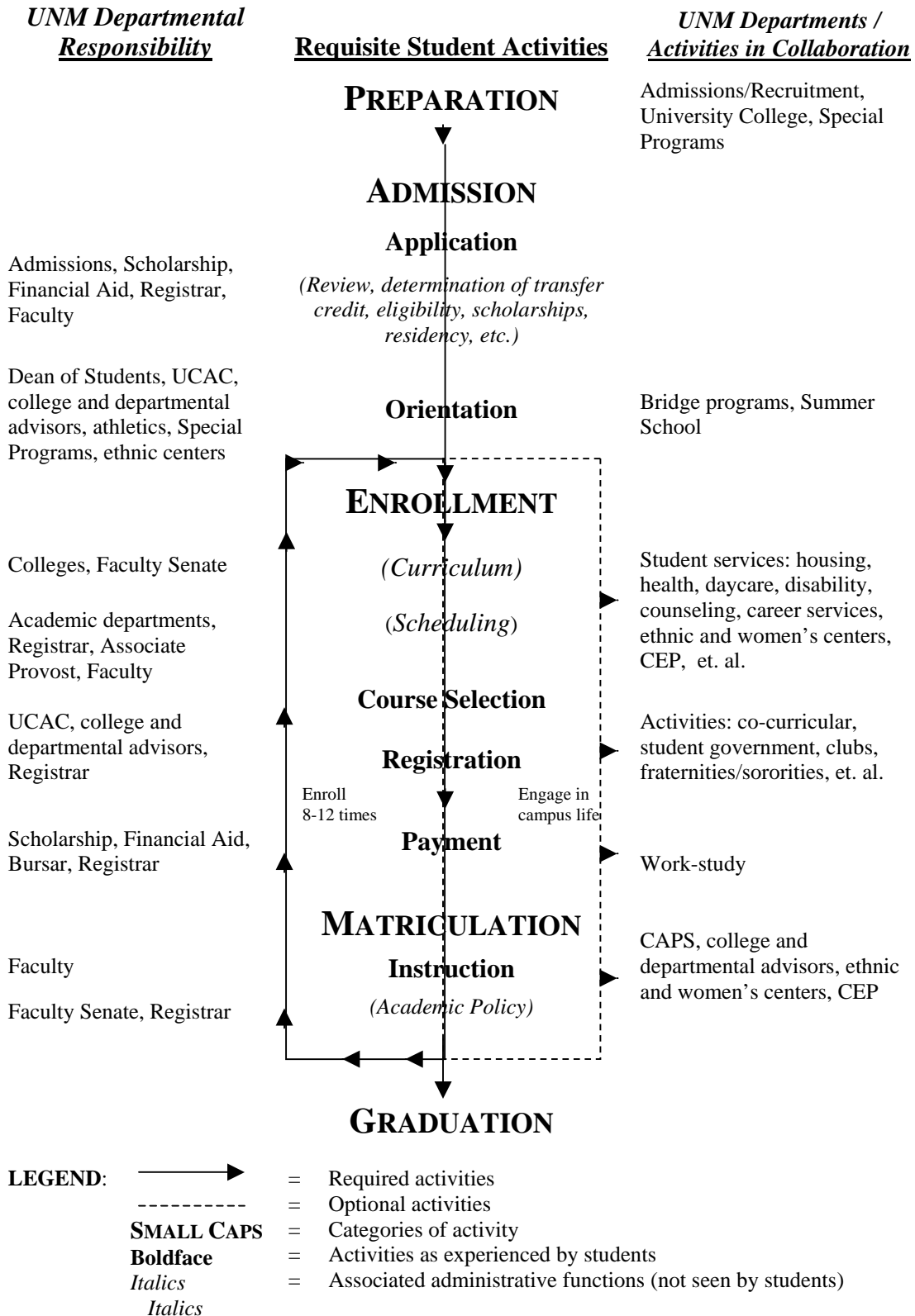
**Based on our review of previous retention and graduation studies, our analyses of current institutional data, and the work of our subcommittees, the Steering Committee of the Graduation Task Force recommends eight major strategies to improve degree completion at the University of New Mexico.** Some are extensions of

initiatives already in place. Others will require the deliberation and authorization of the Board of Regents, Faculty Senate, provost, deans, departments and other groups, to whom we respectfully submit them for consideration.

These strategies constitute our best thinking about where UNM should focus its institutional attention on the challenge of degree completion. That said, they represent only a fraction of the excellent ideas put forth in the course of our study. We urge all interested parties to read the appended subcommittee reports, and to make use of or take initiative on any of the other suggestions advanced therein.

Taken altogether, we hope this work can viewed as an agenda for improvement, as we continue our efforts to provide the best possible education for every student enrolled at the University of New Mexico.

# UNIVERSITY OF NEW MEXICO PATH TO DEGREE COMPLETION



# **GRADUATION TASK FORCE SUMMARY OF RECOMMENDATIONS**

## **PREPARATION**

**STRATEGY 1: Work with secondary schools to align pre-college curricula with standards for success at UNM.**

## **ADMISSION**

**STRATEGY 2: Strengthen course placement processes and options for first-time freshmen.**

- 2a. Broaden secondary school access to UNM pre-admission placement exams.
- 2b. Review and revise placement levels to improve student success in key classes.
- 2c. Review and revise curriculum offered in key placement areas.
- 2d. Increase and strengthen Freshman Academic Choice (FAC) offerings.

**STRATEGY 3: Study need-based financial aid impact vis-à-vis academic performance at UNM.**

## **ENROLLMENT**

**STRATEGY 4: Revise class scheduling process and paradigm.**

- 4a. Strengthen the means by which course demand is assessed and funded.
- 4b. Change the basic template by which courses are scheduled.

**STRATEGY 5: Organize registration and enrollment functions around student experience.**

## **MATRICULATION**

**STRATEGY 6: Engage students through increased support of campus employment.**

**STRATEGY 7: Add a cultural awareness component to the curriculum.**

**STRATEGY 8: Improve the teaching and learning environment at UNM.**

- 8a. Require new students to be enrolled continuously in English and mathematics.
- 8b. Change the drop-add policy.
- 8c. Promote and support “intervention” programs and strategies.
- 8d. Promote and support classroom technology.
- 8e. Develop a comprehensive strategy to hire faculty from underrepresented groups.
- 8f. Develop full-time, professional opportunities for faculty dedicated to teaching.

## **GRADUATION**

## **PREPARATION**

### **STRATEGY 1: Work with secondary schools to align pre-college curricula with standards for success at UNM.**

Universities have long known that measures of precollegiate preparation, as defined by high school test scores, gpa, and especially curricula, are the greatest predictors of persistence in college. Writing in the most recent federal study of the subject, The Toolbox Revisited (2006), Clifford Adelman confirms that “the academic intensity of the student’s high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor’s degree” (xix).

We know, with some precision, the pre-college curricula that correlate with student success at UNM. For that reason, the Graduation Task Force recommends that UNM, in partnership with other New Mexico universities, systematically work with secondary schools across the state to align their pre-college curricula with standards for academic success in college.

Specifically, we want our state P-12 systems to understand that taking mathematics, composition, and an additional laboratory science in the senior year of high school are keys to a student’s success in college. We also encourage the provision of other pre-collegiate curricular opportunities like AP, concurrent enrollment, and summer bridge programs.

SB 561, passed by the 2007 New Mexico Legislature and signed into law by Governor Richardson, incorporates many of the recommendations above for New Mexico high school students who graduate in the year 2113 and following. In the meantime, key components of this initiative will include an extensive communication plan, to reach high school counselors, parents and students across the state; targeted outreach to PED, APS and as many other New Mexico school districts as possible; and in partnership with participating school systems, careful monitoring and encouragement to ensure equity of participation by all underrepresented groups in pre-college coursework. Where smaller districts face constraints of personnel or budget, we should offer technical assistance to help them bridge those gaps.

The Continuing Success Committee, chaired by Vice Provost Peter White and consisting of representatives from UNM, CNM and APS, has already been discussing these and related issues, and is well positioned to begin the implementation of this recommendation. We suggest they be formally charged to pursue this task, engaging other UNM faculty and resources as appropriate.

**UNIVERSITY OF NEW MEXICO  
RECOMMENDED PRE-COLLEGE CURRICULUM**

UNM Admissions (current)	APS Graduation Requirements (Class of 2009)	NMPED Per SB 561 (Class of 2113)	PROPOSED Pre-college curriculum to be recommended to NM schools
4 English, (one is Composition)	4 English	<b>4 English</b>	<b>4 English, w/composition in Yr 4</b>
3 Math (Alg I, Geometry, Alg II, Trig, Calc, or higher math)	3 Math (Alg I, Geometry, Algebraic Models (equiv or higher)	<b>4 Math (through at least Alg II)</b>	<b>4 Math (Alg I, Geometry, Alg II, and capstone or higher math such as Trig, Calc, etc. in Yr 4)</b>
2 Science (one with lab)	3 Science (one each from categories A,B,C)	<b>3 Science (two labs)</b>	<b>3 Science (two labs)</b>
2 Social Science (one U.S. History)	3.5 Social Science (NM Hist, US Hist & Geog, World Hist & Geog, Gov, Econ)	<b>3.5 Social Science (NM Hist, US Hist &amp; Geog, World Hist &amp; Geog, Gov, Econ)</b>	<b>3 Social Science</b>
2 Foreign Language	7 Electives	<b>2 Foreign Lang. 1 Phys. Ed. 1 Comm. or Bus. Ed.</b>	<b>2 Foreign Language</b>
	8 Electives	<b>5.5 Electives</b>	
13 units			<b>16 units</b>

Our anticipation is that as we make progress in this area, and see increasing numbers of high school students coming fully prepared to the University of New Mexico, we will need to change our admissions criteria to reflect their levels of preparation. That should be the concluding step in this compact of rising expectations between UNM and its feeder high schools.

## ADMISSION

### **STRATEGY 2. Strengthen course placement processes and options for first-time freshmen.**

For many students, the interval between their applications to the University of New Mexico and their actual enrollments in classes, is one with the potential to improve their academic performances later on. In order to realize this potential we recommend the University pursue the following set of initiatives:

- 2a. **UNM should work with New Mexico secondary schools to give their students access to our pre-admission placement exams in English, mathematics, and foreign languages.** We understand the technical and other constraints to accomplishing this, but it is our strong sense that the current system of placement exams administered either at orientation or enrollment is actually hampering rather than fostering the academic momentum of many students.
- 2b. **UNM should systematically review and revise its placement levels to improve student success in key classes.** We recommend a comprehensive analysis of the effect of our current course placements on student success; e.g., how well do students perform in the classes in which they are placed? In the next level of courses?
- 2c. **We recommend that UNM review and revise where necessary, the curriculum it offers in key placement areas.** This should include considerations of extra levels of course work as appropriate: e.g., in a case where students' placement scores would put them at risk in an IS 100 course, we should be offering an 099 level class instead. It should also entail a systematic review of how various courses are scheduled and delivered. In particular, in cases where students feel early in the course that they cannot be successful, there should be "drop-back" options of lower-level sections available in a 2<sup>nd</sup>-eight week or other format.
- 2d. **Freshman Academic Choice course offerings should be increased and strengthened for first-time freshman,** through an increase in core course options in the Freshman Learning Community courses, and sufficient 2-hr. Freshman Interest Group (FIG) options to serve all first-time freshman in Introductory Studies courses.

**STRATEGY 3: Study need-based financial aid impact vis-à-vis academic performance at UNM.**

We know that by virtually any measure, the cost of a University of New Mexico education is a bargain compared to similar universities. Our baseline tuition and fees are lower than those of any of our peer institutions, and our tuition increases are mitigated for many students by the scope of the New Mexico Lottery Success Scholarship.

The impact of the Lottery Scholarship on UNM is well-documented and understood. We know that over 70% of entering freshmen at UNM now achieve the Lottery Scholarship, and that their eventual graduation rates are some 12 percentage points higher than those for the University as a whole. Conversely, we know that students who do not attain the Lottery Scholarship as freshmen are highly unlikely ever to graduate from UNM – meaning that academic support and intervention tactics like those suggested above, remain of critical importance.

In sharp contrast, what is not well understood are the affordability issues that affect the persistence of our neediest students. We know very little about the correlation between need-based aid and long-term academic performance at UNM. What we do know is troubling – that even though students eligible for Pell Grants persist to their third semester at rates comparable to other students, their 6-yr. graduation rates are significantly lower.

<b>PERSISTENCE AND GRADUATION RATES OF NON-FAFSA FILERS, FAFSA FILERS, &amp; PELL ELIGIBLE STUDENTS</b>			
FAFSA Filer	Cohort Group 1997-2000		
	Number In Cohort	% Persisting to the 3 <sup>rd</sup> Semester	% Graduating
Non-Filer	4,104	70.5%	43.3%
FAFSA Filer – No Pell	2,383	76.5%	46.3%
FAFSA Filer – Pell	1,912	72.1%	36.0%
Total FAFSA Filers	4,295	74.5%	41.7%
Total	8,399	72.6%	42.5%

Accordingly, the Graduation Task Force recommends that UNM undertake a detailed study of the academic histories and progress of our Pell-eligible students, in order to determine the points at which additional need-based aid or other interventions might be most effectively applied.

## ENROLLMENT

### **STRATEGY 4. Revise class scheduling process and paradigm.**

Students experience enrollment at the University of New Mexico as a complex sequence of requirements and choices. They must take certain classes in order to graduate; they must pay in a timely fashion. Through its course offerings and business processes, UNM attempts to give students choices about how they fulfill these requirements; but in point of fact, such choice is more often curtailed than expanded by the way the university has traditionally conducted its business.

- 4a. **The Graduation Task Force recommends that UNM strengthen the means by which course demand is assessed and funded.** UNM needs more routine and rigorous analysis about course demand; and it needs better resources and mechanisms to meet that demand. Efforts currently underway for Summer School, intersession, and other delivery models are a start to this, but the process needs to be regularized and provided with more reliable funding.
  
- 4b. **The Graduation Task Force recommends that UNM change the basic template by which courses are scheduled.** In the current model, individual departments have virtual “carte blanche” in regard to how and when their courses are offered. In order to improve coordination and basic order in this system, we suggest that the two standard MWF/TuTh formats for three-credit-hour courses be discarded and replaced with a single 1 ¼ hr. format to be conducted MW/TuTh. This model was discussed at some length by the Banner Catalog/Schedule Implementation Team (see the report of the “Progress” subcommittee), but not recommended at that time because of the impending implementation of the Banner software. We think the idea now deserves fuller consideration by UNM departments and the Faculty Senate.

### **STRATEGY 5. Organize registration and enrollment functions around student experience.**

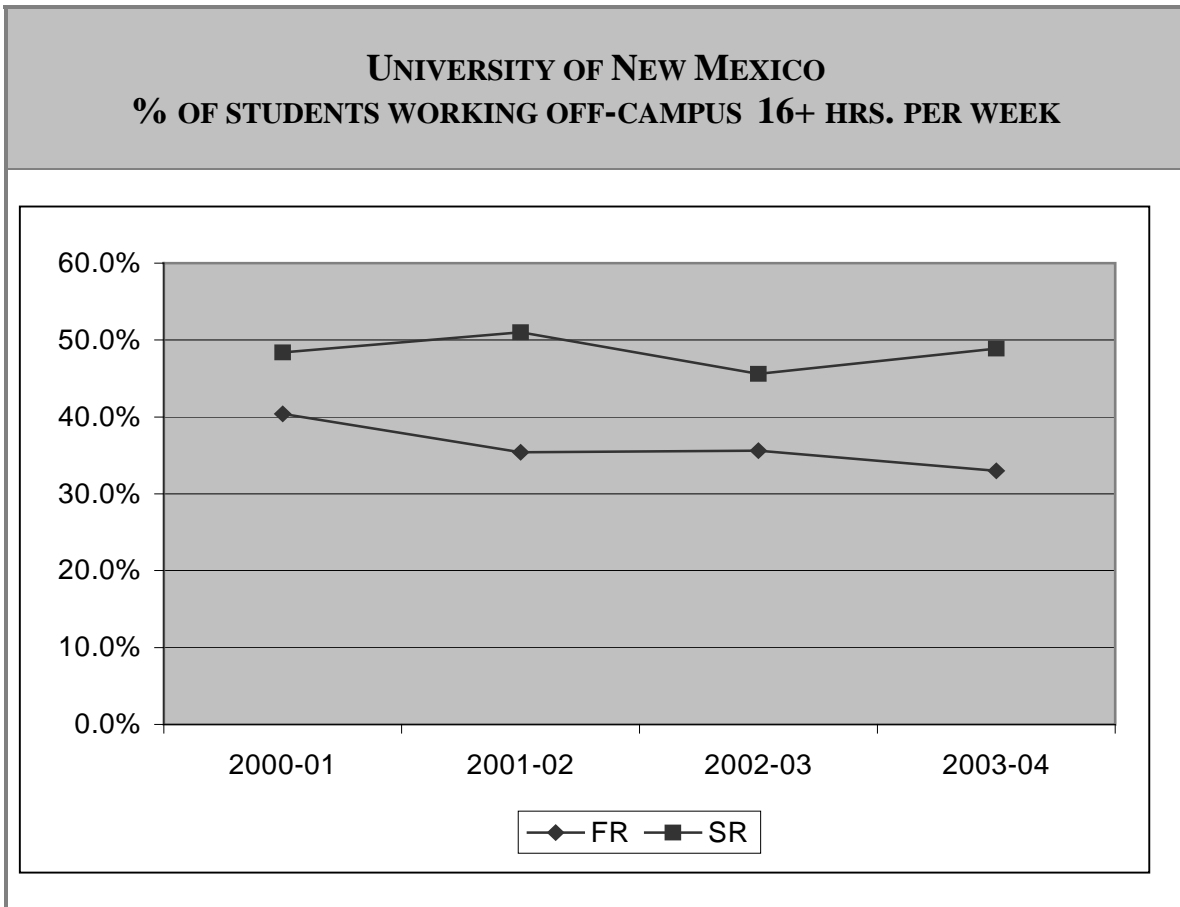
In order for students to complete a baccalaureate degree in the median five-year time frame at UNM, they must successfully navigate its enrollment processes at least 10 times. For most, this entails separate transactions with the Registrar, Bursar, Financial Aid, and Scholarship offices – each of whom reports to a different Vice President or AVP at the university. Inefficiency, ineffectiveness, and generally unsatisfactory customer service are the inevitable result of this lack of coherent organization. We recommend that the University revise the management structure of these critical enrollment units, in order to provide common protocols, goals and oversight of the entire registration process.

## MATRICULATION

In the final analysis, the extent to which our students complete their degrees and accomplish the goals they have set for themselves at UNM correlates directly with the quality of the service they experience. Simply put, the better we educate and support our students, the more of them will graduate. That is the fundamental reason that most of our recommendations come in the category of “matriculation.”

### **STRATEGY 6: Engage students through increased support of campus employment.**

We know from numerous national studies, that on-campus employment is one of the single most effective tools of “engaging” students in ways that contribute to academic success. We know, too, that almost all UNM students work part- to full-time to put themselves through school – and that at present, the bulk of that work takes place off-campus.



Therefore, the Graduation Task Force recommends that UNM develop a major initiative to increase on-campus employment at the university. We envision such an initiative to be more than the promotion or expansion of current on-campus employment opportunities.

Rather, it should be one that integrates such employment with financial aid, and provides support structures for managing and developing student employment in all applicable sections of the campus. This will be a process involving multiple stakeholders, and we recommend that the Engagement Subcommittee of the Graduation Task Force be assigned ongoing responsibility for the task.

**STRATEGY 7: Add a cultural awareness component to the curriculum.**

At its most fundamental level, a university course requirement is a signification of what the institution values most. Thus UNM is like every other university in the country in its requirements for English and mathematics, because every university regards those competencies as essential elements of a university education. Or, to take a contrasting example, UNM is more distinctive (but by no means unique) in the scope of its second language requirement, which reflects a deep New Mexican conviction regarding the importance of bilingualism.

Every member of the Graduation Task Force thinks that an appreciation and understanding of cultural issues is essential for every productive citizen of New Mexico. We believe that virtually every other member of the UNM community would feel the same, if asked. So for those reasons, we recommend that a proposal for some kind of core cultural awareness requirement be developed and presented to the UNM faculty for its consideration. This will clearly require sustained focus, effort, and a broad base of conversation, and we suggest that the faculty members of the Equity Subcommittee be charged to pursue this initiative.

**STRATEGY 8: Improve the teaching and learning environment at UNM.**

We believe there are “practical and tangible” ways to improve virtually every aspect of teaching and learning at the University of New Mexico.

8a. **In conjunction with the suite of “course placement” tactics above (under “Admission”), the Graduation Task Force recommends that all new students be required to enroll continuously in English and mathematics courses until their core course requirements are fulfilled.** We base this recommendation on numerous studies showing the correlation between the early acquisition of such credits and subsequent academic success.

8b. UNM’s “drop-add” policy is far more lenient than any currently in force among its peer institutions – an approach that runs counter to Clifford Adelman’s findings that “no-credit course enrollment” is a significant drag on academic progress. **Accordingly we recommend that a proposal to bring UNM’s drop-add policy more in line with those of its peer institutions, be presented to the Admissions and Registration Committee of the Faculty Senate.**

## ADD/DROP/WITHDRAWAL PROPOSAL

	<u>UNM Current</u>	<u>Peer Average</u>	<u>Proposed</u>
Last day to add a course	2 weeks	1.6 weeks	2 weeks
Last day to drop a course	6 weeks	2.6 weeks	3 weeks
Last day to withdraw	10 weeks	9.8 weeks	6 weeks
Last day to withdraw w/dean's permission	16 weeks	n/a	n/a

- 8c. UNM currently employs many successful “intervention” strategies in support of student learning, including group and individual tutoring, peer mentoring, Supplemental Instruction, and other models. Students consistently make use of everything the university offers to help them understand their course material. We know the support works – all that is needed is more resources (both in money and space!) to increase what we are already doing.
- 8d. Classroom technology continues to evolve and change the face of teaching. In particular, the web is rapidly becoming not only an acceptable, but in some disciplines even the preferred, medium of instruction. **We recommend that UNM deans, chairs, and appropriate ITS departments, aggressively promote web-based pedagogies to broaden access and improve quality wherever possible;** and that the university support this development with resources and personnel.
- 8e. Decades of research on “what matters in college” consistently point to two fundamental, lasting influences on students: the values of their peers, and the values modeled by their professors. This is the single greatest argument for the need for diversity in the faculty – the fact that only teachers from groups traditionally underrepresented in higher education, can embody the levels of accomplishment we desire for students from those same groups.

The successes UNM has had in recruiting and retaining faculty from underrepresented groups, have been the result of strategies applied and supported during each recruiting interval and over time. In other words, it has proved more effective to recruit and retain 10 underrepresented faculty with \$1 million than to attempt to recruit and retain 1 with \$100,000. **Therefore, the Graduation Task Force recommends that UNM develop a long-term and comprehensive strategy (including appropriate funding levels) to recruit and retain faculty from underrepresented groups.**

- 8f. Much has been made, in recent years, of the transformation of the American professorate into a group of narrow specialists that are more interested in their research than in their students. Though the critique is pejorative and vastly oversimplified, it does capture something of the professional reality of flagship universities. UNM is like many high research institutions, in the ways in which its

status and sources of funding are far more closely tied to the research productivity of its faculty than its retention or graduation rates.

At the same time, we know that fiscal pressures resulting from steady enrollment growth have forced UNM and other universities to rely increasingly on part-time and temporary faculty for their undergraduate instruction:

<b>UNM FACULTY AND FACULTY/STUDENT RATIOS MAIN CAMPUS, FALL 2001 – 2005</b>										
	<b>Count</b>					<b>Percentages</b>				
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Part-Time/Temporary</b>	549	592	657	663	649	37.4%	38.9%	41.3%	41.5%	40.6%
<b>Non-Tenure Track / Lecturer</b>	83	92	99	113	122	5.7%	6.1%	6.2%	7.1%	7.6%
<b>Tenure/Tenure Track</b>	835	836	836	820	827	56.9%	55.0%	52.5%	51.4%	51.8%
<b>TOTAL</b>	1467	1520	1592	1596	1598	100.0%	100.0%	100.0%	100.0%	100.0%
<b>UG students / Tenure/Tenure Track Faculty</b>	16.5	16.9	18.2	19.0	19.3	-	-	-	-	-

Few at UNM are ready to consign undergraduate education to a lower level of priority, despite the fact our fiscal environment and reward structures do precisely that. That leaves just two approaches to address the increasing gap between the professional domains of UNM faculty and the needs of their undergraduate students. We could revise our own internal evaluation and reward structures in the face of these environmental realities – in other words, evaluate, promote, and pay faculty primarily on the basis of their contributions in the classroom, despite the fact that this would inevitably increase instructional costs, reduce research productivity and downgrade one of the emerging strengths of UNM. Or, we could acknowledge that the range of demands on faculty in the modern research university make it virtually impossible for any individual to meet them all – and develop, accordingly, a greater range of appointments and professional roles in which our faculty could thrive and prosper.

**Therefore, the Graduation Task Force recommends that the provost appoint a working group to develop a proposal for “teaching faculty.”** There are many possible models – from rank-and-tenure instructors like those employed at UNM branches, to term contract “distinguished lecturers;” from subdivisions of faculty working in our current departmental structures, to a core of “general education” faculty employed by University College or Arts and Sciences. Whatever the model, the Task Force believes it is time to address our core need for full-time, professionally qualified and accountable faculty dedicated to the well-being of undergraduate and especially lower level students.

## GRADUATION TASK FORCE STRATEGY IMPLEMENTATION OUTLINE

### Preparation

	Authorization	Resources	Implementation
<b>STRATEGY 1: Work with secondary schools to align pre-college curricula with standards for success at UNM.</b>	Provost	\$100,000 recurring	Vice Provost, AVP Enrollment, Continuing Success Committee

### Admission

	Authorization	Resources	Implementation
<b>STRATEGY 2: Strengthen course placement processes and options for first-time freshmen.</b>			
2a. Broaden secondary school access to UNM pre-admission placement exams.	Provost	\$60,000	AVP Enrollment, NMEL
2b. Review and revise placement levels to improve student success in key classes.	Provost	<sup>1</sup>	IR, Colleges
2c. Review and revise curriculum offered in key placement areas.	Colleges, Faculty Senate	\$60,000 recurring	Colleges
2d. Increase and strengthen Freshman Academic Choice (FAC) offerings.	UC Dean	\$60,000 recurring	White
<b>STRATEGY 3: Study need-based financial aid impact vis-à-vis academic performance at UNM.</b>	Provost	<sup>1</sup>	IR, Financial Aid

### Enrollment

	Authorization	Resources	Implementation
<b>STRATEGY 4: Revise class scheduling process and paradigm.</b>			
4a. Strengthen the means by which course demand is assessed and funded.	Provost	\$100K - \$200K recurring	Associate Provost, Registrar, Colleges
4b. Change the basic template by which courses are scheduled.	Provost, Faculty Senate	-	Registrar, Colleges
<b>STRATEGY 5: Organize registration and enrollment functions around student experience.</b>	Provost, EVP Administration, VP Student Affairs	\$100K - \$200K recurring <sup>2</sup>	Offices of Registrar, Admissions, Scholarship, Financial Aid

<sup>1</sup> Strategies 2b. and 3 require substantive commitments of Institutional Research time.

<sup>2</sup> No cost would be associated with an administrative reorganization, per se. However, it is our assumption that the process of reorganizing would highlight a number of critically underfunded areas within these units that contribute to enrollment problems and constraints.

<b>Matriculation</b>			
	<b>Authorization</b>	<b>Resources</b>	<b>Implementation</b>
<b>STRATEGY 6: Engage students through increased support of campus employment.</b>	Provost, VP Student Affairs	tbd <sup>3</sup>	Engagement Committee, Financial Aid, Student Affairs
<b>STRATEGY 7: Add a cultural awareness component to the curriculum.</b>	Faculty Senate	-	Equity Committee
<b>STRATEGY 8: Improve the teaching and learning environment at UNM.</b>			
8a. Require new students to be enrolled continuously in English and mathematics.	Departments, Faculty Senate	-	Graduation Task Force, Faculty CC
8b. Change the drop-add policy.	Faculty Senate	-	Graduation Task Force, Faculty A&R
8c. Promote and support “intervention” programs and strategies.	Provost, Departments	\$100K - \$200K recurring	CAPS, Title V activities
8d. Promote and support classroom technology.	Deans, Departments	td <sup>3</sup>	Colleges, NMEL, CASTL
8e. Develop a comprehensive strategy to hire faculty from underrepresented groups.	Provost, Deans	td <sup>3</sup>	Deputy Provost, Deans
8f. Develop full-time, professional opportunities for faculty dedicated to teaching.	Provost, Deans, Faculty Senate, Regents	td <sup>3</sup>	Provost, Deputy Provost, Vice Provost, Deans

<sup>3</sup> The resources “to be determined” in the “Matriculation” section of the report would clearly be substantial – at a guess, anywhere from \$500,000 to \$5,000,000 in recurring funds. In most cases they would also be scalable, depending on “how much and how fast” the University would choose to commit to those priorities. For that reason we have not assigned them arbitrary sums, but rather assumed that more rational estimates will grow out of the development of these proposals.

# GRADUATION TASK FORCE SUBCOMMITTEES

## Preparation

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## **Progress**

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Dawn Davis, Program Manager, Summer School  
Stephanie Hands, Manager, College of Arts and Sciences Advisement Center  
David Jones, Professor and Chair, Department of English  
Danny Trujillo, Manager, Department of Athletics Academic Support Services

## **Equity**

Nancy Lopez, Assistant Professor of Sociology, Chair  
Veronica Mendez-Cruz, Director, El Centro de la Raza  
Finnie Coleman, Director, Africana Studies  
Glenabah Martinez, Language, Literacy and Sociocultural Studies, College of Education  
Elizabeth Silva, Undergraduate-College of Arts and Sciences  
Alex Gonzalez, Associate Director, Scholarship Office  
Marla Wydhe-Hall, Upward Bound  
Irma Correa-Chavira, ENLACE, APS  
Jocelyn Jackson, Cultural and Language Equity, APS  
Joan Green, Director, Accessibility Services  
Adrian Pedroza, The Albuquerque Partnership  
Pamela Agoyo, Special Assistant to the President for Native American Affairs  
Melissa Binder, Associate Professor of Economics  
Karen Majors, Undergraduate Advisor, Sociology  
Paul Krebs, Director of Athletics  
Mark Chisholm, Director of Institutional Research