

Performance Effectiveness Plan: Institutional Goals for Performance Improvement

This 2000 Performance Effectiveness Plan reports on the first steps of the six universities in developing performance goals. The institution-specific goals presented in this section demonstrate each university's commitment to improve the match between its programs and services and the needs of its students/prospective students and to use its resources effectively in maintaining responsive and academically excellent programs. These goals build on what we know about our institutional performance to date and take into consideration the particular needs of our students and our region. We look forward in future years, also, to the identification of quality indicators and performance goals unique to each institution's mission in the areas of research, public service and economic impact.

To direct New Mexico's attention and university efforts in the next few years even more clearly toward student access and success in college, the Council of University Presidents has selected four key performance areas:

- Freshman enrollment by race/ethnicity (indicator of accessibility)
- Freshman persistence rates (indicator of student progress)
- Use of student learning outcomes for program improvement (indicator of academic quality)
- Degree-program flagging (indicator of efficient use of resources)

The following sections present each institution's specific goals for these performance areas. Each university has addressed the strategies and program changes that are planned to improve its own performance in each area. Since changes in programs or services and the assessment of their outcomes take several years, most of the institutional goals are stated as five-year goals. However, each institution will report annually on its progress.

The ultimate instructional goals for all of our institutions are to help more New Mexicans obtain the higher education they need to realize their full potential and to provide them with programs and services that ensure their success during and after their college years. Many factors affecting student participation and student success are beyond the control of the universities. Actions of the legislature, policies of executive agencies, priorities of the public, media focus, parents' expectations for their children, the health of the economy: all of these affect prospective students' educational planning. However, concerted effort by the universities, together with a statewide public agenda focused on higher education as the foundation for the future development of our state and the future well-being of our citizens, can create a level of energy and public awareness that can change the future of New Mexico.

If more New Mexicans from all over the state attend college, whichever institution they choose, and if, once enrolled, more of them persist until they achieve their educational goals, we will be successful.

Goals for Performance Improvement – Research Universities

New Mexico Institute of Mining and Technology

Accessible and Affordable Education

Goal 1: Freshman enrollment by race/ethnicity

New Mexico Tech will seek to increase its enrollment in its entering class to become within five years an Hispanic serving institution (25% Hispanic) and to reflect more closely the ethnic make-up of the state high school ACT test takers who plan undergraduate majors in biological and physical sciences, business and management, engineering, and mathematics.

Context: New Mexico Tech's recruiting plan focuses on academically outstanding students in New Mexico and other Western states with high minority populations. We seek students interested in science and engineering. The four most frequently reported majors of the 1999 freshman class at New Mexico Tech were computer science, engineering, physics, and biology. New Mexico

Tech's geographic focus for recruiting resulted in 74% of the 1999 entering class being from New Mexico. Other states with high percentages were Texas, Colorado, California, and Alaska.

	NM ACT Science & Engineering Test Takers	NMT Fall 1998 NM Entering Students	NMT Fall 1999 NM Entering Students
	ACT	1998	1999
Black, non-Hispanic	1.5%	0.0%	1.4%
White, non-Hispanic	39.9%	67.4%	70.9%
Asian or Pacific Islander	2.5%	1.4%	2.7%
Hispanic	29.2%	24.3%	18.6%
American Indian	8.8%	6.9%	6.4%

Benchmarking: The entering classes of 1998 and 1999 demonstrate New Mexico Tech's minority enrollment, on average, reflects the proportion of ethnic make-up of the state ACT test takers who plan to major in fields consistent with New Mexico Tech's science and engineering focus.

Five-Year Goal: Within five years, New Mexico Tech will show steady progress in recruiting and retaining entering classes that better reflect the population of New Mexico and the Western states with high minority populations, particularly to achieve the status of an Hispanic serving institution (25% Hispanic) and to increase the enrollment of American Indians. New Mexico Tech will achieve these goals by the following strategies.

1. Recruit at New Mexico high schools with significant populations of Hispanic and American Indian students.
2. Recruit in neighboring Western states with high minority populations, targeting minority school districts.
3. Initiate summer programs targeted at Hispanic and American Indian middle and high school students to encourage and direct them into science, engineering, math, and related fields

Student Progress and Student Success

Goal 2: Freshman persistence rates

New Mexico Tech will seek to increase its entering student persistence rate to 75% for fall to fall terms.

Context: New Mexico Tech seeks to increase the entering students who return to New Mexico Tech for the second year. By increasing the number of students who return to New Mexico Tech for the second year, New Mexico Tech can increase retention overall and increase graduation rates. Efforts to improve retention include raising the high school G.P.A. entrance requirement from 2.0 to 2.5, which reflects the entrance requirement of the other New Mexico research universities, restructuring Student Services to be housed in one campus building, and a freshman goal program that clusters freshman students together in first-year classes and in study groups.

Retention Rates

Academic Year	NMT Entering Students	Fall to Spring %	Fall to Spring Number of Students	Fall to Fall %	Fall to Fall Number of Students
1998	293	88%	259	71%	207
1999	330	90%	297		

Benchmarking: Retention of New Mexico Tech entering students from fall to fall averages 72% over the past four years. New Mexico Tech's efforts to improve the learning and living experience for New Mexico Tech students is consistent with increasing retention of entering students to an average of 75% from fall to fall.

Five-Year Goal: Within five years, New Mexico Tech will show steady progress toward retaining on average 75% of the entering students to return for the following fall term. New Mexico Tech will achieve this goal by the following strategies.

1. Offer a First Year Experience to all freshman students that will include a student success seminar, a campus Advising Center, and study groups.
2. Restructure Student Services to work with the New Mexico Tech Admission Office in order to make recruitment and retention a seamless effort.

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student learning outcomes assessment program and use of results for improvement

New Mexico Tech will seek to collect data from the undergraduate student learning outcomes assessment program and use the results to try to improve undergraduate learning.

Context: In 1996 New Mexico Tech's Assessment Plan was submitted to and accepted by North Central Association of Colleges and Schools. The New Mexico Tech Plan proposed that faculty would define the objectives for New Mexico Tech academic programs, determine whether those objectives were being met, collect data of student learning, and develop strategies for improvement. Every academic program at New Mexico Tech submits an annual report each fall of the assessment activity and data collection for that program for the previous year. Outcomes assessment of student learning and the improvement cycle helped all seven New Mexico Tech engineering programs earn accreditation of their programs in 1999 from an on-site visit from the Accreditation Board for Engineering and Technology.

Benchmarking: New Mexico Tech's Assessment Plan and Annual Reports show NMT academic programs are engaged in program assessment of student learning. Review of teaching evaluations, capstone courses, senior thesis and design classes produces improvement in student learning.

One-year Goal: Within one year, programs with first-year courses will focus on the first-year course in their assessment of outcomes. New Mexico Tech programs will collect data about student learning in the first year courses, including English, American history, calculus, and chemistry. New Mexico Tech will achieve improvement in student learning in the first-year courses by the following strategies.

1. Programs with first-year courses will assess whether student learning meets the objectives for the course.
2. Programs will develop and implement a plan to improve student learning in the first-year courses based on what is learned from assessment.
3. Programs will assess whether the actions taken improve student learning in the first-year courses.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

New Mexico Tech will seek to have fewer double-flagged graduate programs (flagged for the number of majors and the number of degrees awarded).

Context: New Mexico Tech reviews its curriculum continuously through regular meetings of academic departments, the Council of Chairs, and Faculty Council. The Academic Council of Higher Education (ACHE) of the CHE reviewed the eight double flagged programs at New Mexico Tech in March 2000, including three master's programs and five Ph.D programs.

NMT Double-flagged Programs

M.S.

Ph.D.

	M.S.	Ph.D.
General Engineering	1 flagged on degrees and majors	
Chemistry		1 flagged on degrees and majors
Computer Science		1 flagged on degrees and majors
Earth & Environmental Science	1 flagged on degrees and majors (Geophysics)	3 flagged on degrees and majors (Geochemistry, Geology, Geophysics)
Mineral Engineering	1 flagged on degrees and majors	

Benchmarking: The three double-flagged Earth & Environmental Science degrees have been consolidated into one degree with options. ACHE recommended termination of no NMT programs, with two receiving the recommendation to "continue until the next review cycle in three years."

Three-year Goal: Within three years, New Mexico Tech will have reduced the number of double-flagged programs by the following practices.

1. Conduct annual internal review of any graduate programs that experience a drop in the number of majors and/or degrees.
2. If warranted, revise the curriculum of double-flagged graduate programs to attract students and conduct regular review of the progress of students going through the program.

New Mexico State University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

New Mexico State University draws students from the entire State of New Mexico and primarily from the New Mexico high school graduating classes. Therefore, NMSU has established the goal of making progress toward having its entering freshman class reflect the ethnic profile of the New Mexico high school graduating classes. Indeed, NMSU has reached this goal as it pertains to Hispanics, Asians or Pacific Islanders, and Blacks, non-Hispanic. As apparent in the following table, matching the percentage of American Indians in the freshman class to the percentage graduating from high school will take a longer period of time.

	NMSU Fall 1999 1st-Time In-State Freshmen	NM HS Graduates 1998-99	NM ACT Test Takers in 1998-99
Hispanic	42.4%	42.0%	29.9%
Asian or Pacific Islander	1.8%	1.3%	1.7%
Black, non-Hispanic	1.7%	2.1%	1.5%
American Indian	3.5%	10.7%	8.4%
White, non-Hispanic/Other	50.5%	43.9%	40.3%
No Response	0.1%	0.0%	18.2%

A priority for NMSU will be to increase the number (and percentage) of American Indians attending NMSU. NMSU has taken some steps already by signing a Memorandum of Understanding with 22 Pueblos/Tribes to work together to provide more educational opportunities for American Indians, including providing additional scholarships. Additional recruitment efforts will be implemented, such as providing “bridge” programs, hosting student groups, and sending admissions counselors to the Pueblos/Tribes.

Student Progress and Student Success

Goal 2: Freshman persistence rates

The goal for NMSU is to improve persistence rates for all its students. However, the current focus will be on improving freshman persistence, since the greatest attrition occurs from the first fall semester to the second fall semester. The persistence rate for the freshman students who entered in Fall 1998 is 72.2% (i.e., 72% of the students who entered in Fall 1998 returned for the 1999 fall semester). The goal for NMSU is to raise the percentage rate for incoming freshmen to 75% within a five-year period. This will be accomplished by implementing or expanding activities that have proven to be successful either at NMSU or nationally. The Freshman-Year-Experience program will be expanded, eligibility criteria for continuation scholarships will be reviewed, and more freshman interest groups will be started.

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student learning outcomes assessment program and use of results for improvement

NMSU has implemented an undergraduate (and graduate) outcomes assessment program based on student learning. The university's overall assessment effort flows from the institution's land-grant mission and focuses on four major functions of the university (teaching, research, extension education, and public service), all reflected on the mission statement.

Four institution-wide committees, coordinated by an umbrella Institutional Effectiveness Council, are responsible for guiding the development and monitoring of assessment programs addressing all areas of the institution's mission and priority goals. Implementation of the assessment program initially addressed the assessment of student learning in the major. Each academic program, graduate and undergraduate, has an assessment process based on program outcome goals, which are related to the educational purposes of the university as outlined in the mission statement. Additionally, the university is refining its assessment plan for the general education program.

Outcomes Assessment Committee I (OAC I) has as its major function the oversight of the assessment of student learning in the major. It is understood, however, that assessment of student learning is best done at the departmental or program level. Thus, departments and programs have developed assessment plans appropriate to the major. The OAC I monitors the progress being made by each department or program by analyzing their annual reports which include current copies of outcomes assessment plans, an outline of assessment activities, a description of what was learned, anticipated changes resulting from the information, and how the results will be used and communicated to the faculty. Each department or program is then judged to be in Stage 1, 2, or 3 as follows:

Stage 1 – Planning for assessment of learning

Stage 2 – Implementing assessment of learning

Stage 3 – Using the results of the assessment to make changes in the curriculum

It is the goal of NMSU to have all academic programs at Stage 3 by August 2001. By this date, all departments should be using the results of the assessments to make changes to their programs as appropriate.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

The current degree flagging program, facilitated by the CHE and the Academic Council on Higher Education (ACHE) flagged three programs at NMSU. These programs were the M.A. in Agriculture, the Ed. S. in Reading, and Ed. S. in Counseling and Guidance. The M.A. in Agriculture is a "no cost" degree in that if it is terminated, no savings will accrue to the department or college. The College of Education requested that the Ed. S. in Reading be terminated since there are currently no students in the program. The Ed. S. in Counseling and Guidance has a new focus and the number of students in the program is increasing and should not be flagged in the future. The goal for NMSU will be to continue its rigorous internal review process to ensure that few, if any, programs will be flagged in the future. Through internal reviews, programs at NMSU that have small enrollments are identified and are required to bolster enrollment. If the program is not successful in recruiting an adequate number of students, the program is either combined with another program or terminated.

University of New Mexico

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

	UNM Fall 1999 1st-Time In-State Freshmen	NM HS Graduates 1998-99	NM ACT Test Takers in 1998-99
American Indian	3.2%	10.7%	8.4%
Asian or Pacific Islander	3.5%	1.3%	1.7%
Black, non-Hispanic	2.1%	2.1%	1.5%
Hispanic	36.8%	42.0%	29.9%
White, non-Hispanic	52.6%	43.9%	40.3%
No Response	1.8%	0.0%	18.2%
Total Number	2,344	18,695	11,915

The University of New Mexico's goal is to have enrollment at UNM reflect the state population's race/ethnic distribution, especially as it relates to high school students who take the ACT test. This comparison group serves as a proxy for students who express an interest in attending college, and the ACT (or SAT) is required for admission to UNM. Very few high school graduates in New Mexico take the SAT instead of the ACT.

UNM is currently quite representative of New Mexico's ACT test takers population, with the percentage of first-time freshmen for fall 1999, by race/ethnic group, exceeding the percentage taking the ACT in all but the American Indian category. The percentage of enrollment of Hispanic first-time freshmen is slightly less than the percentage of all graduates, but exceeds the percentage that take the ACT test by almost 7 percentage points. The specific goal for the next few years is to increase the representation of American Indians while maintaining or increasing the representation of the other racial/ethnic groups.

The University has several programs specifically designed to promote American Indian participation and success at the university. There are also many other programs at UNM designed to assisting minority students while at UNM. These include: the African American Mentorship Program; the American Indian Science and Engineering Society (AISES); the Black On Black Mentorship Program; the College Enrichment Program; the Educational Native American Network (ENAN); El Centro de la Raza; the Latino Native American Network (LANA); the Minority Biomedical Research Support Program; the Minority Engineering Program, College of Engineering; the Minority Recruitment and Retention Program; the Native American Program College of Engineering (NAPCOE); the Native American Studies Center; the New Mexico Mathematics, Engineering, Science Achievement Program (NM MESA); and the Tribal Resource Institute in Business, Engineering, and Science (TRIBES), among many others.

Student Progress and Student Success

Goal 2: Freshman persistence rates – fall to fall terms

The retention of undergraduate students has been a major focus at UNM over the last year. The current retention percentage of first-time freshmen at UNM (Fall 1998 to enrollment in Fall 1999) is 69.4%. While this is similar to the retention rate at urban universities around the country, the University's goal is to improve the rate by 2 to 4 percentage points over the next three to four years.

Throughout 1999-2000, there was a Core Retention Committee at UNM that met frequently to come up with recommendations for actions that the University could take to improve and promote student retention. Some specific activities commencing this fall include:

- the introduction of freshman seminars, a content driven course that also teaches a wide variety of academic skills while strengthening the students' connection to the community and helping them in transition to university life and learning;
- planning for implementation of learning communities (funded by a Hewlett Foundation grant which was awarded to the University as the result of a grant application that came out of the University's focus last year on retention issues). These would consist of the teaming of three faculty who will teach three courses from the core curriculum to cohorts of 75 or few students, thus addressing class size and building a sense of community among the students;
- the formation of an Advisor's Council and a monthly meeting of all advisors on campus for professional development and helping to ensure that all advisors are using the same information;

- improvement of student support systems, including web page development, improved processing in financial aid, registration, billing, and all areas that affect a student's interaction with the University;
- activity on the Kellogg Enlace Grant, a cooperative effort between UNM, TVI, and APS to encourage and support Hispanic students in their efforts to become teachers in the public school system;
- implementation of a Rapid Response Team, which meets weekly throughout the summer, consisting of representatives from Orientation, Undergraduate Studies, Admissions, Financial Aid, freshman coordinators from the English and math departments, and several others who interact with incoming freshmen; in order to review the process for incoming students and be able to react quickly to add more sections if needed and to make any other changes that might improve the experiences for incoming freshmen;
- continue planning efforts for implementation of a Title V grant awarded to the University that focuses on improvement of undergraduate education for Hispanic and other minority students.

There are other activities also going on, but the above list illustrates the importance paid to this issue by the University. Evaluation plans are also being developed to monitor the success of new programs and to identify areas where they could be further improved.

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student learning outcomes assessment program and use of results for improvement

The University first started full-scale implementation of outcomes assessment across all University programs in 1996-97. Prior to that, assessment was used by some programs for external accreditations. By Fall 1999, all undergraduate and graduate degree programs were required to state their educational goals, define the specific measures they propose to use in assessing that students are achieving those goals, and to have collected data. Reports from departments and deans were received this spring and will be reviewed, with feedback and suggestions returned to each dean and department chair.

The next step is to tie these results to budgeting and to ensure full compliance across all programs. The goal for the University for the next several years is to reach 100% compliance across all programs and to ensure that outcomes assessment results are incorporated into university planning and budgeting efforts.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

The New Mexico Commission on Higher Education completed a flagging study this spring of all graduate programs in New Mexico. The Commission identifies programs for review by selecting masters programs with fewer than an average of 3 degrees over the last five years and less than an average of 7 enrolled students over the last two years; doctorates are flagged if the average number of degrees is less than 2 and average enrollment is less than 6. There were 124 graduate programs reviewed at UNM – only four were flagged for further review. Of these, the University: agreed that the EdS in Health Teacher Education and the EdS in Physical Education Teaching were no longer active and should be removed from the inventory; explained that the Master of Music (Education) was no longer a separate degree, but that it was now an option under the broader Master of Music degree; and successfully argued to keep the Master of Portuguese, which has low enrollment, but is part of the department of Spanish and Portuguese and the courses and faculty who support that degree are part of the larger degree programs offered by that department. Overall, the results show that while UNM has a broad array of graduate degree programs, they are productive programs that are serving the needs of the State.

Goals for Performance Improvement – Comprehensive Universities

Eastern New Mexico University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

ENMU will seek to increase its minority enrollment in its freshman class to reflect the state's and southeastern New Mexico's ethnic make-up. By 2001, the freshman class will reflect an increased Hispanic representation (32%) and an increase overall in under-represented groups.

Context: ENMU's efforts to attract and retain a freshman class that reflects the state and service region are part of the University's recruiting plan. Efforts this past year (1999-2000) have included bilingual marketing (radio, television, brochures), the use of recruiters sensitive to the needs of minority students and their parents, and the availability of bilingual assistance at on-campus orientations and off-campus recruiting sessions.

	Southeast NM, Pop., 1998-99	ENMU Fall 1998 Freshmen	ENMU Fall 1999 Freshmen
Black, non-Hispanic	2.2%	3.07%	3.4%
White, non-Hispanic	50.6%	65.7%	62.6%
Asian or Pacific Islander	.6%	.4%	.6%
Hispanic	45.0%	25%	30.2%
American Indian	1.0%	4.7%	2.5%
Other/Unknown		1.02%	.6%

Benchmarking: The freshman class of 1999 demonstrated an increase in under-represented minorities, consistent with recruiting efforts and the population demographics in the southeastern portion of New Mexico.

Five-Year Goal: Within five years, ENMU will show steady progress in recruiting (and retaining) freshman classes that reflect the population of New Mexico. ENMU will achieve these goals by (1) evaluating recruiting practices, (2) refining recruiting strategies and materials to better meet student needs, (3) and by focusing attention on the packaging of student financial aid.

Student Progress and Student Success

Goal 2: Freshman persistence rates

ENMU will continue to improve on its freshman-to-sophomore retention, with a five-year goal of approaching the national average (currently, ~72%) for student persistence at regional comprehensive universities. By 2001, freshman-to-sophomore retention will be 63%.

Context and Benchmarking: As reported in last year's Accountability Report, ENMU's retention efforts through the Freshman Year Seminar and the Office of Advising and the Freshman Year have improved the retention of first-time, full-time freshmen to 61.3% from fall 1998 to fall 1999, compared to previous years:

Year	1999	1998	1997	1996	1995	1994	1993	1992	1991
1 st Year Retention	61%	57%	58%	53%	52%	54%	55%	58%	56%

Five-Year Goal: ENMU's Retention Committee is preparing a revision of the 1997 Retention Foundation Plan. ENMU will accomplish progress toward its stated goal by (1) completing the revised Foundation Plan by October 2000; (2) by implementing

recommendations for 2000-2001 recommended in the Plan; and (3) by implementing an assessment strategy for evaluating the effectiveness of ENMU's retention strategies.

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student learning outcomes assessment program and use of results for improvement

ENMU will assure that all academic programs conduct regular, qualitative assessment of student learning and that this data is used to inform curriculum and program design, program review and institutional decision-making. By 2001, 70% of students will exceed departmental learning goals as defined in their academic assessment plans.

Context and Benchmarking: Building on thirteen years of formal assessment practices, ENMU currently assesses students as rising juniors; departments evaluate students in formal end-of-program assessments. ENMU uses other assessments of campus services and student satisfaction to gauge where improvements are needed.

Goals: In 2000-2001, ENMU will institute an evaluation of department assessments and campus surveys, using ENMU's Assessment Committee as the review team. The following specific goals will be accomplished in 2000-2001:

- 100% of academic programs will submit assessment plans that reflect multiple measures of student learning.
- 70% of academic programs will submit assessment plans that indicate that students are meeting or exceeding the learning goals set by the department.
- 50% of academic programs will be able to demonstrate that their assessment results have informed meaningful program and/or curriculum changes.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

ENMU will assure that graduate programs will remain effective and efficient through regular program review (three-year cycle) and continued monitoring and reporting by the Graduate Committee to the graduate dean and the VPAA. In the 2000-2001 campus review cycle, all programs reviewed will rate "satisfactory" in quality curriculum, enrollment, and effective resource allocation.

Context and Benchmarking: ENMU has conducted regular program review of all graduate programs since 1985. These reviews, besides serving as a model for peer review of curriculum, long-range planning, and quality control, also enforce a tradition of accountability of the graduate programs and graduate faculty to their colleagues, to the state, and to their professional peers.

In the past evaluation cycle, two programs were flagged for low degree production, the Master of Music (Education) and the Master of Arts in Counseling. Both programs prepared reports and presented their case to the ACHE, receiving recommendations for continuation (Music) and conditional continuation with a 3-year review (Counseling). As a result of these reviews, both programs will conduct program strengthening and recruiting activities. Music's history of summer enrollments created part of its flagging problem. The history of the Counseling program—with a moratorium on accepting new students—also contributed to enrollment declines.

New Mexico Highlands University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

New Mexico Highlands University will continue to maintain a student enrollment reflective of New Mexico and in particular northern New Mexico's diverse ethnic population, while increasing its total enrollment over the next three years.

Context: NMHU has sustained a steady growth pattern in total student enrollment from 1990-1999 with a slight insignificant decrease in Hispanic students. In a study by the Office of Research, Planning, and Institutional Development, the reduction in enrollment by Hispanics at the main campus was accompanied by an increase in the enrollment of Hispanics for the first two years of university schooling at regional community colleges in Santa Fe, Española, Las Vegas, and El Rito. The study further found that a number of these students returned to NMHU for their junior and senior years. A further increase in the number of students, particularly Hispanics, is anticipated with the establishment of NMHU distance learning reception sites at these community colleges.

Benchmarking: The freshman enrollment data from 1997 to 1999 shows an ethnic balance representative of the demographics of northern New Mexico.

Race/Ethnicity	NMHU Percent New Freshman Enrollment			
	Fall 1997	Fall 1998	Fall 1999	Projected for 2001
American Indian	10.2	8.1	8.0	Overall 8.6 % Growth
Asian or Pacific Islander	1.1	0.0	2.6	
Black, non-Hispanic	3.2	0.7	2.9	
Hispanic	69.6	76.5	66.2	
White, non-Hispanic/Other	12.4	11.1	16.8	
Nonresident/Unknown	3.5	3.6	3.2	

Five Year Goal: In 2000, NMHU created a five-year campus-wide Enrollment Management Plan. The aim in Goal 2 of the management plan is to strive from its current level to an 8.6% growth on the main campus and from its current level to a 40% growth at the off-site centers. Key strategies related to Goal 2 include specific recruitment approaches in six areas including: all students; first time college students; transfer students; international students; and non-traditional students.

Student Progress and Student Success

Goal 2: Freshman persistence rates

New Mexico Highlands University will continue to enhance and promote retention efforts for entering freshmen and all students.

Context: NMHU began a concerted effort of documenting and improving persistence rates in 1997. As a result of these endeavors a variety of support programs are offered to freshmen such as:

- Assign an academic advisor to each freshman
- Follow-up calls to ensure proper advising and course selection
- Centralize tutoring system for all academic areas
- Offer freshman leadership classes

Benchmarking: Freshman classes from 1997 to 1999 show a continued increase in persistence rates between fall-to-fall terms. Persistence rates of American Indian and nonresident students fluctuated over the three-year period.

Race/Ethnicity	NMHU Percent Freshman Persistence Rates – Fall to Fall Terms		
	Entered Fall 1997 (n= (n=262) % Enrolled Fall 1998	Entered Fall 1998 (n=349) % Enrolled Fall 1999	Entered Fall 1999 (n=) % Enrolled Fall 2000
American Indian	48.5	44.1	
Asian or Pacific Islander	50.0	66.7	
Black, non-Hispanic	45.5	50.0	
Hispanic	50.6	60.7	
White, non-Hispanic/Other	48.7	63.6	
Nonresident/Unknown	57.1	35.3	
Overall	50.0	58.2	60.0

Five Year Goal: As part of the 2000 Enrollment Management Plan, a major strategy related to freshman persistence rates in Goal 1 will be to conduct regular program reviews and action plans that include information on student quality, demands, enrollments, sustainability, flagging and productivity. With recent funding from NASA, NMHU also will create and maintain opportunities for students by identifying and recruiting talented Hispanic and Native American who have been historically underrepresented in the field of science, mathematics and technology.

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student learning outcomes assessment program and use of results for improvement

New Mexico Highlands University will continue to improve its outcome assessment efforts and increase the use of results for program improvement in areas related to NMHU's open admissions policy.

Context: As part of its effort to develop overall academic capabilities and reputation within an open admissions policy, Academic Affairs at NMHU included outcome assessments of all programs on a regular basis as part of its five-year strategic plan (1999-2003).

Benchmarking: In 1999, NMHU contracted with an outcome assessment specialist to increase the use of outcomes assessments in its academic units. As a result of this evaluation, NMHU departments are in the process of implementing outcome assessments. Results from these evaluations will be used for further planning and program improvement purposes.

Five Year Goal: Based on Goal 3 of the 2000 Enrollment Management Plan, NMHU will develop several strategies to ensure quality and quantity of the learning environment including:

- Annual evaluation of student learning and conditions for success.
- Utilization of institutional data to identify and assist "at-risk" students.
- Improvement of the system for and reporting of student exit interviews.
- Establishment of measures of competency for all areas in undergraduate and graduate study.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

New Mexico Highlands University will continue to improve its review process of graduate and undergraduate programs to ensure high quality and effective use of resources and related curriculum implementation.

Context: No graduate programs were flagged from the New Mexico Commission on Higher Education (CHE) in 1999. As undergraduate programs were not included in the review by the CHE, NMHU's Office of Research, Planning and Institutional Development conducted an internal examination of the undergraduate programs for flagging purposes.

Benchmarking: As part of an effort to maintain regular review of its programs, NMHU self-initiated an annual degree-flagging process in the fall of 1999 to provide an early alert to departments who can then take appropriate steps to reduce the number of programs with low enrollment and degree completion averages.

Five Year Goal: Based on Goal 3 of the 2000 Enrollment Management Plan, NMHU will utilize quality and responsive services, activities and programs to increase its retention and graduation rates for both undergraduate and graduate students that will positively impact enrollment for all NMHU programs. To obtain its goal, NMHU will offer a comprehensive series of short-term and long-term retention strategies in four key areas including academic affairs, academic support, campus life, and housing.

Western New Mexico University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

Freshman enrollment in Fall 1999 reflects the unique cultural mix of the region WNMU serves and highlights the university's status as a Hispanic-serving institution. Approximately fifty percent of new freshmen are Hispanic, about forty-three percent are White, non-Hispanic, about two percent American Indian, and the remaining five percent Black, non-Hispanic; Asian or Pacific Islander; Other/Unknown or non-reporting. The share of Hispanic students in the freshman class increased by ten percentage points over the prior year, from forty to fifty percent. WNMU is proud of this progress, and has set a goal of nurturing the healthy natural diversity that the 1999 freshman cohort represents.

Student Progress and Student Success

Goal 2: Freshman persistence rates

WNMU's goal is to attain over time a freshman fall-to-fall persistence rate that matches the national average for comparable institutions. The university's uniqueness is both a source of strength and a challenge to student persistence. WNMU's open admissions policy welcomes new students whose academic preparation ranges from substandard to excellent. Any student with a GED or high school diploma is given access to a wide variety of quality programs at WNMU. New students with an academic record that shows deficiencies, nearly 85 percent, are characterized as at-risk. These students enroll in developmental classes before progressing to college level math or English.

A high proportion of students balance the multiple responsibilities of work, family care and college coursework. Many enter the university through its affiliated programs in Adult Basic Education; others are preparing for a career change necessitated by cyclical events in the mining industry. The challenge of improving persistence is to expand existing programs and develop new ones that meet the needs of the university's unique student body, that help students to identify reasonable goals, and that encourage student success.

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student learning outcomes assessment program and use of results for improvement

- All academic majors will have an operational assessment program using more than a single measure of effectiveness that facilitates measurement of student learning.
- Information gathered during assessment efforts will be used to assess program effectiveness and will serve as input into curriculum revisions.
- An annual departmental assessment report will be filed by the end of the academic year recapping the assessment results and how they were used to foster meaningful change within the unit.
- Analysis of data by appropriate groups during the fall 2000 semester from the general education assessment pilot program held last spring will result in implementation of a new general education assessment program during the spring 2001 semester.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

The goal for WNMU is to continue to build excellence in academic programs, with the result that no programs will be identified through the flagging process.

