

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 I: 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 2000 freshman class at New Mexico Tech were computer science, engineering, physics, and biology. New Mexico Tech's geographic focus for recruiting resulted in 73% of the 2000 entering class being from New Mexico. Other states with high percentages were Texas, Colorado, California, and Alaska.

	NM-ACT Science and Engineering Test Takers	NMT Fall Freshmen	NMT Fall Freshmen	NMT Fall Freshmen
	ACT	1998	1999	2000
African American	1.5%	0	1.4%	1.2%
Anglo/Other	39.9%	67.4	70.9%	70.8%
Asian	2.5%	1.4	2.7%	2.3%
Hispanic	29.2%	24.3	18.6%	21%
American Indian	8.8%	6.9	6.4%	4.7%

Benchmarking: The entering classes of 1998, 1999, and 2000 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 First-Year Experience program that clusters freshman students together in first-year classes and in study groups.

Retention Rates:

Academic Year	NMT Number of Entering Students	Fall to Spring % Retained	Fall to Spring Number of Students	Fall to Fall % Retained	Fall to Fall Number of Students
1998	293	88%	259	71%	207
1999	330	90%	297	72%	238
2000	318	92%	291		

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 from the most recent on-site visit from the Accreditation Board for Engineering and Technology (ABET).

Benchmarking: New Mexico Tech's Assessment Plan and Annual Reports show New Mexico Tech's 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..

Five-Year-Goal: Programs with first-year courses will assess whether student learning meets the objectives for the course. The Chemistry Department is clarifying the objectives for Chemistry 121 and 122. The Humanities Department's Director of English 111 and 112 reports that the baseline scores for English 111 papers are slightly above average and those for English 112 papers are below average. The First Year Composition program is implementing a plan to improve writing in those courses. Assessment of the American History introductory course indicates that students are meeting the objectives for the course. The Math department reports that students who take the pre-calculus courses at New Mexico Tech were passing calculus at less than 50% but now are passing it after pre-calculus at about a 75% rate as a result of assessment. Assessment demonstrated that the pre-calculus course was not adequately preparing students for calculus. The Math Department has successfully addressed the need for a stronger pre-calculus course.

New Mexico Tech will continue to implement the following plan to improve student learning in the first year courses and achieve Goal 3:

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 collaborate with the New Mexico Commission on Higher Education to conduct a degree-flagging study of baccalaureate level programs.

New Mexico State University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

Report on Last Year's Goal: NMSU's goal is to continue to make progress in having our freshman class reflect the ethnic profile of New Mexico's high school graduates. A particular priority for NMSU is to increase the representation of American Indian students in our freshman (and transfer) classes. NMSU made slight progress in the past year: 3.9% of our Fall 2000 New Mexico freshmen were American Indian students, an increase from 3.5% in Fall 1999. As we note under Goal 2, more of our American Indian students also are persisting at NMSU and reenrolling for their second year of college.

	NMSU First-time In-state Freshmen		NM HS Graduates	NM ACT Test Takers
	Fall 1999	Fall 2000	1999-2000	1999-2000
Hispanic	42.4%	42.1%	40.7%	30.6%
Asian or Pacific Islander	1.8%	1.7%	1.2%	1.5%
Black, non-Hispanic	1.7%	1.2%	2.2%	1.6%
American Indian	3.5%	3.9%	11.6%	8.6%
White, non-Hispanic/Other	50.5%	51.1%	43.4%	40.9%
No Response	0.1%	0.0%	0.9%	16.8%

NMSU experienced a slight decrease in the representation of all other minority groups among its Fall 2000 entering freshmen from New Mexico, although the representation of these minority groups is similar to their representation among New Mexico's high school graduates. NMSU takes pride in its diverse student body and continues to attract students from every county in New Mexico.

2001-2002 Goal: NMSU's goal remains one of making progress toward having our freshman class reflect the ethnic profile of New Mexico's high school graduates. Achievement of this goal would demonstrate that citizens throughout New Mexico were able to participate in and benefit equally from NMSU's programs and services. We will continue to place a priority on recruiting and providing supportive programs and services to help retain American Indian students, who are still underrepresented at NMSU and in New Mexico's higher education system.

Student Progress and Student Success

Goal 2: Freshman persistence rates

Report on Last Year's Goal: NMSU's goal is to improve persistence rates for all of its students. Our current focus is on increasing students' persistence from their first to their second year of college, the time period during which students are at the greatest risk of dropping out. NMSU's goal is to increase to 75% those new NMSU freshmen who reenroll at NMSU for their second year. A number of institutional retention strategies are in planning or implementation stages at present. As the following data demonstrate, NMSU did not make progress toward this goal in 2000:

Cohort Year	1997	1998	1999
1 st -Year Retention	72.1%	72.2%	69.0%

While the first-year persistence rate for the 1999 freshman cohort as a whole was lower than for previous incoming freshman classes, the good news was that American Indian and Black students within this freshman class were reenrolling at a higher rate for their second year at NMSU. In general, all subgroups of freshmen entering NMSU in 1999 on a Texas-135-mile tuition waiver had a lower persistence rate at NMSU than did incoming students who were not in this waiver program.

2000-2001 Goal: NMSU's goal continues to be to improve the persistence of NMSU's freshman class so that within five years 75% of our incoming NMSU freshmen reenroll at NMSU for their second year of college. We will continue to improve our support services for students and implement additional retention strategies currently in the planning stage.

Academic Quality and a Quality Learning Environment

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

Report on Last Year's Goal: NMSU has had an ongoing program of student learning outcomes assessment in the major since the early 1990's. NMSU's goal is for 100% of all academic departments to be at Stage 3 in their assessment of student learning.

- Stage 1 – Planning for assessment of learning
- Stage 2 – Implementing assessment of learning
- Stage 3 – Using the results of assessment to make changes in curriculum

In our benchmark year, 1998-99 (reviewed in Spring 2000), 55% of the departments with undergraduate programs were at Stage 3 in their assessment activities and 45% of the departments with graduate programs were at Stage 3. In our most recent review, of 1999-2000 (reviewed in Spring 2001), 84% of departments with undergraduate programs were at Stage 3 as were 76% of departments with graduate programs. This represents significant progress in academic understanding, commitment and reporting of assessment of student learning in the major.

2000-2001 Goals: NMSU's Outcomes Assessment Committee I (OAC I) oversees the institution-wide program of assessment of student learning in the major. As a result of committee recommendations that support rigorous planning and development of departmental assessment programs rather than a sole focus on the short-term attainment of a Stage-3 ranking, NMSU has developed an associated intermediate-range goal for its assessment program. Our goal is still that all academic departmental assessment programs will be ranked at Stage 3 during a five-year period. In addition, a minimum of 75% of our academic departments will be at Stage 3 in any given year. This goal recognizes that a well-developed assessment program under implementation may require a couple of years before results are available for use by program faculty. In addition, as assessment programs mature and their results are used for program changes and improvement, departments will revise their assessment plans to meet additional departmental needs for outcomes measurement. Thus, NMSU anticipates a few departments will be in planning and implementation mode in any given review cycle. Such constant renewal is a sign of a mature and effective institutional assessment program.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

Progress Report on Graduate Degree Program Flagging: NMSU supports and will continue to participate in future cycles of statewide graduate degree program flagging studies facilitated by the Commission on Higher Education and the Academic Council for Higher Education. During the most recent statewide review, three graduate programs at NMSU were flagged for more detailed review. One of these programs has been terminated. Through its internal program review process, NMSU monitors, on an ongoing basis, all graduate degree programs to ensure they maintain effective and efficient use of resources by meeting student needs, providing quality offerings, and graduating an adequate number of students.

As an aid to this annual monitoring process, NMSU uses the following as a measure of degree production adequacy for masters' and doctoral programs:

- All masters' degree programs should award a minimum of 15 degrees during any given five-year period. In the period 1995-96 through 1999-2000, five (10%) of NMSU's masters' programs had awarded less than 15 degrees. In addition, one interdisciplinary master's degree is being phased out due to lack of demand, and new programs in public health and in creative writing are being phased in.
- All doctoral degree programs should award a minimum of 10 degrees during any given five-year period. All of NMSU's doctoral programs currently meet this goal.

Bachelor's Degree Flagging Goal: NMSU supports and encourages the Commission on Higher Education and the Academic Council for Higher Education to design and conduct a baccalaureate degree flagging study with the six universities during Academic Year 2001-2002.

University of New Mexico

Accessible and Affordable University Education

Goal 1: Freshmen Enrollment by Race/Ethnicity

Goal: 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.

Context: In fall 2000, the University of New Mexico made progress toward the goal of having the entering class of first-time, in-state freshmen reflect the ethnic distribution of ACT test takers in New Mexico. UNM's in-state freshmen were reflective of the distribution of graduating high school seniors in all ethnic categories with the exception of American Indians. In setting targets for fall 2003, UNM intends to maintain its representation of Asian/Pacific Islanders, Black, non-Hispanic, and Hispanic students, and to increase the representation of American Indians to at least 6%. The long term goal continues to be to fully represent the proportion of students taking the ACT. It can be noted that if all first-time freshmen at all UNM campuses are taken as a group (this includes the Los Alamos, Gallup, and Valencia Branch Campuses and the Taos Education Center,) that 10.1% are American Indian, virtually the ACT percentage.

	UNM First-Time, In-State Freshmen				
	NM HS Graduates	NM ACT Test Takers	Benchmark	Current	Target for
	1999-2000	1999-2000	Fall 1997	Fall 2000	Fall 2003
American Indian	11.4%	10.3%	5.5%	4.2%	At least 6%
Asian/Pacific Island	1.3%	1.8%	3.1%	3.4%	*
Black, non-Hispanic	2.1%	1.9%	1.5%	2.1%	*
Hispanic	41.8%	36.8%	35.7%	39.0%	*
White, non-Hispanic	43.3%	49.2%	54.2%	51.4%	
No Response¹	235	2,095	19	55	
Total Number	18,856	12,444	1,710	2,257	

* UNM's Goal is to continue to equal or exceed the ACT representation of these ethnic groups.

¹ The percentages are calculated without the "No Response" count included, which is the same as assuming that those who don't specify ethnicity are distributed similarly to those who do.

Student Progress and Student Success

Goal 2: Freshman Persistence Rates

Goal: For the University of New Mexico to improve its 1st year retention rates for first-time freshmen up to the average for large doctoral granting universities that have mostly a commuter population.

Context: Improving the retention of undergraduate students has been a major focus at the University of New Mexico over the past several years, and it continues to be a priority. The retention percentage of first-time freshmen at UNM from fall 1999 to fall 2000 was 71.0%. This represents an increase from the fall 1998 to fall 1999 rate of 69% and is similar to retention rates at urban universities around the country. The University's goal is to improve the rate to at least 75% by 2003. This would be quite an improvement from past performance, the highest fall to fall retention rate over the past 17 years was 73%.

UNM 1 st Year Persistence Rates		
Benchmark	Current	Target
Percent of Fall 1996 Class Enrolled in Fall 1997	Percent of Fall 1999 Class Enrolled in Fall 2000	Percent of Fall 2002 Class Enrolled in Fall 2003
72.8%	71.0%	75.0%

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate Student Outcomes Assessment Program and Use of Results for Improvement

Goal: The University of New Mexico is committed to a process where all of its programs are assessed to ensure that they are serving students and to tie the results of assessment to budgets and changes for further improvement.

Benchmark: In 1999 the University received an unconditional re-accreditation from the North Central Association, including the internal outcomes assessment program in place at the University.

Context: In the past year, the University engaged in an extensive process to develop a new Strategic Plan. A fall draft of the plan is now posted and being discussed by the campus community, and a final version is scheduled to be adopted this fall. In addition, the University began to restructure its outcomes assessment process. A new Director of Outcomes Assessment was appointed this fall.

But while the assessment process was under consideration, the University continued several other efforts to assess its programs. One of the most significant of these efforts was its participation in spring 2000 and spring 2001 in the National Survey of Student Engagement (NSSE) program. This nationally sponsored program, with participation by 476 colleges and universities in spring 2001, assesses the extent to which students engage in a variety of good educational practices that are central to our efforts to enhance student success. NSSE, and other assessment tools, will provide UNM with externally validated measures that can be tied to specific goals and in the strategic plan and will help the University monitor progress toward achieving specific goals in the strategic plan, providing at the same time comparative data with similar universities across the country.

Target: By 2003, the University will have fully implemented its restructured outcomes assessment program and have in place clearly stated goals tied to the strategic plan and measured annually by measures from NSSE and other external and internal measurement processes.

Effective and Efficient Use of Resources

Goal 4: Degree Program Flagging

Goal: The University of New Mexico will ensure that graduate programs remain effective and efficient through its regular program review process and monitoring of flagged programs.

Benchmark: The New Mexico Commission on Higher Education completed a flagging study in spring 2000 of all graduate programs in New Mexico. There were 124 graduate programs reviewed at UNM – only four were flagged for further review. Of these, the University agreed that two of the degrees should be removed from the inventory, clarified that one was no longer a separate degree but was now only an option under a broader degree, and that the remaining program required only support courses in place as part of other programs in that department that were not flagged and that there was no cost to the state or the institution in continuing the program. 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.

Context: The University has had in place for many years a Graduate Unit Review Process that ensures that all graduate programs at the University go through an extensive review process, including a self-study written by the unit and an on-site visit by an external team of discipline experts who prepare a written report. This process also helps to ensure that graduate programs at the University are serving students and the state.

Target: By 2003, the University will have in place an internal process that evaluates all graduate programs annually to ensure they exceed the degree-flagging criteria used by the Commission on Higher Education. Any programs that trigger a review based on these criteria will be subject to an internal institutional review and may also be asked to go through a

Graduate Unit Review ahead of their normally scheduled time. In addition, the University will continue its current Graduate Unit Review process for all graduate programs at the University.

Goals for Performance Improvement – Comprehensive Universities

Eastern New Mexico University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

Report on Last’s Year’s Goal: Last year, ENMU set a goal to increase the minority enrollment in its freshman class to reflect New Mexico’s and southeastern New Mexico’s ethnic make-up, increasing its Hispanic enrollment to 32% of the entering freshman class. ENMU **has exceeded last year’s goal**, increasing Hispanic representation to 32.77% of the freshman class.

2001-2002 Goal: To make progress toward maintaining and enhancing the ethnic representation of ENMU’s freshman class to reflect New Mexico’s population, especially the southeastern (Chaves, Curry, DeBaca, Eddy, Lea, Lincoln, Quay, Roosevelt) counties of the state, and to continue to build a learning environment that assures the success of all students.

Context: The chart below shows that ENMU continues to progress toward our long-range goal of recruiting a freshman class that reflects the population of NM’s southeastern region. ENMU actively recruits students from across New Mexico but still draws the majority of its students from the southeastern counties. The ethnic diversity of ENMU’s student body has steadily increased since 1991, a learning benefit for all students.

ENMU- Portales Campus—Freshman Ethnic Distribution

	1999-2000 Population		ENMU 1998	ENMU 1999	ENMU 2000	Target for 2002-2003
	Southeast NM	NM*				
American Indian	1.1%	9.5%	4.70%	2.5%	2.52%	At least 2%
Asian/Pacific Is.	.8%	1.2%	.40%	.6%	.84%	
Black	3.1%	1.9%	3.07%	3.4%	6.36%	At least 3%
Hispanic	34.0%	42.1%	25.00 %	30.2%	32.77%	At least 34%
White	61.0%	66.8%	65.70%	62.6%	53.78%	At least 55%
Other/Unknown			1.02%	.6%	3.72%	
Total Number			871	871	833	

*U.S. Census reports exceed 100% because of reporting guidelines allowing multiple-race identifications

Student Progress and Student Success

Goal 2: Freshman Persistence Rates

Report on Last Year’s Goal: In Fall 2000, ENMU set a goal to improve freshman-to-sophomore retention rates to 63%. ENMU **has exceeded** this goal, retaining 63.6% of freshman-to-sophomore students in 2000-2001.

2001-2002 goal: In the coming year, ENMU will increase retention rates (freshman to sophomore) by an additional percentage point (64%), utilizing retention strategies including required Freshman Seminar courses, new faculty advising initiatives, and learning communities.

Context: Building on steadily improving persistence rates, ENMU will continue to pursue its long-term goal, to raise freshman-to-sophomore persistence to the national average for comprehensive, peer institutions. The **target goal** for 2002-2003 is 65%.

Year	1995	1996	1997	1998	1999	Target	
						2000	2003
1 st Year Retention	52%	53%	58%	57%	61%	63.6%	65%

Academic Quality and a Quality Learning Environment

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

Report on Last Year’s Goal: In Fall 2000, ENMU set as a goal that all academic programs would continue to conduct regular, qualitative assessment of student learning, using these data to inform curriculum and program design, program review, and instructional decision-making. ENMU has **met** this goal, with 100% of departments submitting assessment plans and reports on their findings from the academic year 2000-2001. Based on the report of the Assessment Committee, which reviews these reports, ENMU has **met** its goal that at least 50% of programs have demonstrated how their assessment results have informed program changes.

2001-2002 Goal: By June 2002, 70% of departments’ spring 2002 academic assessment reports will reflect the use of assessment data to inform meaningful curriculum and program change. Department reports will also reflect that more than 70% of graduating seniors will meet the learning goals defined by the department. Departments will be especially encouraged to use classroom-based assessments as indicators of student success.

Benchmarking: ENMU adopted institutional assessment practices in 1986. By 1995, assessment plans had been developed for all academic and non-academic units. ENMU continues to encourage academic and non-academic departments to review and revise their assessment plans, as needed.

Target: By 2003, ENMU will have assessment reports from all units that reflect the use of assessment data to adjust curriculum or unit practices to enhance the institutional mission. Departments will report 100% of graduating seniors meeting departmental learning outcomes.

Effective and Efficient Use of Resources

Goal 4: Degree program flagging

Follow-Up Report on Flagged Programs: In the last review cycle, the New Mexico Commission on Higher Education identified two flagged graduate programs, the M.M. in Music Education and the M.A. in Counseling. Flagging procedures failed to take into account summer enrollments and graduates in the M.M. in Music; however, the School of Music has drafted a revised curriculum to meet needs of music teachers, including more web-based courses. The Counseling program has undergone a thorough review of admission standards, curriculum, and degree requirements and will be reviewed for program continuation in 2001-2002. In addition to these intensive graduate program reviews, the Graduate Committee completed program reviews for graduate programs in Biology, Mathematics, and Psychology, and the first phase of the program reviews for Chemistry and Anthropology graduate programs during 2000-2001.

Context: ENMU has conducted regular graduate program review since 1985, with programs reviewed on a regular five-year cycle. The review process focuses on process and quality indicators as well as quantitative factors such as majors and degrees granted.

Benchmark: The Program Review of the Graduate School both complements and exceeds the CHE flagging studies, using a broader list of criteria and using a collegial forum to explore programs’ centrality to the mission, and the viability, quality, and marketability of the program. Since 1987, the education specialist degree was discontinued and three master’s programs (in political science, natural science, and religion) were dropped.

2001-2002 Target Goals:

- The Graduate Committee will continue its regular sequence of graduate program reviews, with the intended outcome that all programs will produce an average of 3 awarded degrees, per year, consistent with the flagging criteria.
- The Graduate Committee will also assure that programs meet qualitative, as well as quantitative, outcomes assuring that program curriculum is reviewed and updated, that programs are using resources efficiently and effectively, and that students' needs are being met.
- The University will work in collaboration with the CHE to institute undergraduate program flagging to complement institutional program review.

New Mexico Highlands University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity (revised 2001)

Five-Year Goal: Key strategies related to Goal 2 of the five-year campus-wide Enrollment Management Plan include specific recruitment approaches in six areas including: all students, first time college students, transfer students, international students, and non-traditional students. New Mexico Highlands University will strive to maintain a student enrollment reflective of the ethnic diversity of New Mexico and in particular northern New Mexico's diverse ethnic population.

Context: NMHU is proud of its history as a Hispanic serving university. In NMHU's Five Year Strategic Plan: 1999-2003, growth in enrollment at the Las Vegas campus and educational outreach sites continues to be a major goal. Current enrollment management goals include increasing student numbers as well as implementing a philosophy of enrollment management and a strategic plan for recruitment, retention, and graduation.

Benchmark: The majority of NMHU's freshmen (about 60%) come from the north-central (NC) counties of NM. With the implementation of the strategic plan for enrollment management, NMHU is determining methods for improving overall numbers and diversity of new enrollees (see table) with a focus on increasing the number of American Indians and other non-Hispanic students.

Percent NMHU New NM Freshman Enrollment

Race/Ethnicity	Fall 1997	Fall 1998	Fall 1999	Fall 2000	NC NM Census 2000	2005 Target (Minimum)
American Indian	10.2	8.1	8.9	3.4	4.3	4.3
Asian or Pacific Islander	1.1	0.0	0.0	0.0	0.4	0.2
Black, non- Hispanic	3.2	0.7	1.7	3.8	0.6	Sustain
Hispanic	69.6	76.5	73.2	75.2	59.2	Sustain
White, non-Hispanic	12.4	11.1	11.9	14.1	34.0	20.0
Other	3.5	3.6	4.3	3.5	1.5	Sustain

NC NM counties: San Miguel, Mora, Rio Arriba, Taos, Santa Fe, and Guadalupe

Student Progress and Student Success

Goal 2: Freshman persistence rates – fall to fall terms (revised 2001)

Five-Year Goal: NMHU will continue to promote persistence efforts for entering freshmen and all students and has set a goal to increase the first-time full-time freshman retention rate to 64% over the next five years.

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:

- Academic advisors assigned to each freshman
- Follow-up calls ensuring proper advising and course selection
- Centralized tutoring system for all academic areas
- Freshman leadership

Benchmark: Persistence rates for first-time full-time freshmen have fluctuated over the past five years. 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 that include information on student quality, demands, enrollments, sustainability, flagging and productivity. NMHU will continue to seek additional funding to support these activities.

First-Time Full-Time Freshman Persistence Rates (percents)

Year	1995 to 1996	1996 to 1997	1997 to 1998	1998 to 1999	1999 to 2000	2005 Target (Minimum)
Percent of class returning the following fall	56.4	58.5	65.03	61.1	60.1	64

Academic Quality and a Quality Learning Environment

Goal 3: Undergraduate student outcomes assessment program and use of results for improvement (revised 2001)

Goal: NMHU will develop a Student Outcomes Assessment Framework to be employed for the General Education Curriculum and all the academic programs for conducting systematic, annual assessments of student learning with evidence that data results are used for curriculum, program, and instructional review and decision-making, and to effect meaningful curriculum/program change.

Benchmark: Varied approaches to measure student learning have been used among the academic departments. In the early nineties, NMHU developed assessment plans for academic departments to employ to address outcomes assessment.

Context: In 1998, some of the academic programs submitted assessment plans, using a common model. A majority of the departments submitted assessment plans with documentation of results and the use of the results for curriculum, program, and instructional review and decision-making in 1999-2000. A plan piloted for the assessment of the General Education Curriculum was included.

Target: By Fall 2002-2003 a common Student Outcomes Assessment Framework will be established at NMHU for all academic departments to use consistently on an annual cycle. The framework will include a model for assessment of the General Education Curriculum. By Fall 2003-2004, a majority of the departments will submit assessment plans with evidence of results and use of the results to effect meaningful curriculum/program change. By 2005, 100% of the departments, including a committee for the General Education Curriculum, will report their assessment plans with demonstration of results applied to review and effect meaningful change.

Effective and Efficient Use of Resources

Goal 4: Degree Program Flagging (revised 2001)

Five-Year Goal: New Mexico Highlands will sustain its efforts to have no graduate programs flagged by the New Mexico Commission on Higher Education. Based on Goal 3 of the 2000 Enrollment Management Plan, NMHU will utilize quality and responsive services, activities and programs to increase its reputation 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.

Context: No graduate programs were flagged in the New Mexico Commission on Higher Education (CHE) review in 1999.

Benchmark: As part of an effort to maintain regular review of its programs, NMHU self-initiated a regular 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.

Graduate Program Review

Number of programs reviewed	Number of programs not meeting CHE criteria in 1999	Target number of programs not meeting CHE criteria in the next five years
11	0	0

Western New Mexico University

Accessible and Affordable University Education

Goal 1: Freshman enrollment by race/ethnicity

Context: The freshman class profile for fall 2000 reflects the unique cultural mix of the region WNMU serves and highlights the university's status as a Hispanic-serving institution. The table below illustrates the cultural and ethnic balance that characterizes recent freshman classes at WNMU. Approximately fifty percent of new freshmen are Hispanic, about forty percent are White, non-Hispanic; nearly three percent are Black, non-Hispanic, two percent American Indian, and the remaining six percent are Asian or Pacific Islander, or not reported/other. WNMU is proud of its success in attracting an ethnically diverse freshman class, and has set a goal of nurturing the healthy natural diversity that new freshmen represent.

WNMU First Time Freshmen

Race/Ethnicity	Percent of total freshman class		
	1998	1999	2000
Hispanic	49.7%	49.8%	48.1%
Asian, Pacific Islander	0.0%	0.6%	0.3%
Black, non- Hispanic	1.0%	1.5%	2.7%
American Indian	1.4%	1.5%	1.6%
Caucasian, non-Hispanic	40.2%	42.1%	41.2%
Not reported/Other	7.8%	4.3%	6.1%
Total	100.0%	100.0%	100.0%

Recent initiatives to improve diversity focus on increasing the proportion of American Indians who enter WNMU as freshmen. Efforts to improve Native American representation include more intensive recruiting in the Gallup area and using technology-enhanced curricula in education, occupational therapy and business to improve student access to WNMU courses.

Benchmarking: The ethnicity profile of the Fall 2000 freshman class demonstrates that WNMU continues to attract a high proportion of Hispanic students, and shows a modest improvement in the proportion of Black, non-Hispanic students over the prior two years.

Five-year Goal: Over the next five years, WNMU will continue efforts to attract students from under-represented groups, specifically American Indian and Black, non-Hispanic by crafting recruitment, retention and financial support activities to better meet the needs of these students. WNMU will strive also to maintain the healthy proportion of Hispanic students it currently enjoys.

Student Progress and Student Success

Goal 2: Freshman persistence rates

Context: WNMU is among a relatively small group of institutions across the nation that are Hispanic-serving, open admissions, and rural. It is distinct in New Mexico, as well, in providing a full developmental studies program for students on the main campus and learning centers of a comprehensive regional university. 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 triggered 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.

Benchmarking: Freshman persistence rates at WNMU are expected to show steady improvement as the university continues to focus on the retention-enhancement programs already in place, and to adopt new strategies. The efforts of a year-long retention task force, chaired by the Vice Presidents for Academic Affairs and Student Affairs, resulted in the following recommendations to the university executive council.

- Focus on programs designed to bring under-prepared freshmen to college readiness;
- Review alternatives to enhance student success in the developmental studies program;
- Implement an intrusive advising program for at-risk students.

Five-Year Goal: WNMU's goal is to attain over time a freshman fall-to-fall persistence rate that matches the national average for comparable institutions.

Academic Quality and a Quality Learning Environment

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

Context: WNMU's on-going assessment program is designed to improve student learning through the use of multiple quantitative and qualitative measures in all academic and student support services areas. Assessment not only measures student learning relative to national or state peer groups, but also relies on faculty and others to interpret results, discuss their implications, and recommend changes in curricula or programs. This process continuously evolves; each year a greater number of service units and faculty become actively involved.

Benchmarking:

- All academic majors are guided by an operational assessment plan that uses multiple measures of student learning.
- In Fall 2001, the Assessment Committee is scheduled to review a rubric that will foster consistent and helpful feedback on departmental assessment plans.
- Annual departmental assessment reports filed each Fall include a recap of the assessment results, trends discovered over time, and a method of using results to foster meaningful change within the unit.
- General education assessment moved in Spring 2001 from a pilot program to the use of ACT CAAP. The instrument provides a measure of writing, reading, mathematics, and critical thinking skills. The Assessment Committee reviews the results each fall.
- Three general education objectives will be reviewed each year for the next three years to better define effective performance measures for each.
- Student satisfaction surveys were administered to over 900 students on the main campus and at the off-campus learning centers. Results help to evaluate the effectiveness of student support areas in assisting student learning.
- Assessment information is part of program effectiveness reviews.

Five-Year Goal: Assessment will reach the mature stage of continuous improvement and reflect the importance of identifying learning expectations, determining outcomes of student learning within and across academic programs, and using assessment results to improve student learning and success.

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.