

## Strategic Plan for 2009 – 2012

### Overview

*The mission, vision, core values and strategic areas of our 2009 – 2012 Strategic Plan were developed to help us focus our professional endeavors to enhance student success. The Plan emerged through numerous meetings of the Strategic Planning Committee going back to September, 2008. Input from all stakeholders is sought annually. The last Town Hall meeting was April 28, 2010. In effect, this Plan was a collective effort of the College community.*

### Mission Statement:

*A quality education – a lifetime of success*

### Vision Statement:

*Excellence in teaching, learning, and service to our community*

### Core Values:

*Student centered*

*Quality education & services*

*Diversity & community*

*Ethics & academic integrity*

*Creativity & initiative*

*Responsible stewardship*

### Strategic Areas, Goals & Outcomes:

#### Increase Student Success

*Increase the prospects of all students to realize their educational goals.*

1. To improve student learning and, subsequently, success rates.
  - a. The success rates<sup>1</sup> of ENGL 100 (developmental studies) students will increase to 70 % by the end of the 2011 fall semester from the 2008 spring and fall semesters baseline aggregate of 58%.
  - b. The success rates<sup>1</sup> of MATH 100 (developmental studies) students will increase to 60% by the end of the 2011 fall semester from the 2008 spring and fall semesters baseline aggregate of 46%.
  - c. The success rates<sup>1</sup> of MATH 119 and MATH 120 students will increase to 50% by the end of the 2011 fall semester from the 2008 spring and fall semesters baseline aggregate of 34%.

- d. The success rates<sup>1</sup> of CHEM 121 students will increase to 60% by the end of the 2011 fall semester from the 2006 – 2008 fall semesters baseline aggregate of 54%.

<sup>1</sup> “Success rates” are determined to be a grade of “CR” or “C” or higher as compared to the total number of students enrolled in a section at census date.

2. To improve transfer, retention, persistence and graduation rates.

- a. Retention rates<sup>2</sup> will increase to 90% by spring 2011 from the 2008 fall to 2009 spring semesters retention baseline rate of 87%.
- b. Persistence rates<sup>3</sup> will increase to 70% by fall 2011 from the 2007 fall to 2008 fall semesters persistence baseline rate of 61%.
- c. Transfer rates<sup>1</sup> will increase by 10% per year beginning fall 2010.
- d. Graduation rates<sup>4</sup> will increase to 80% by the 2011 – 2012 academic year from the 2008 – 2009 academic year baseline rate of 72%.

<sup>1</sup>“Transfer rates” indicate the percentage of students who transfer to UNM in any one academic year as compared to the unduplicated count of students registered for classes. Note: UNM Main considers a transfer from a branch campus to be a student who is currently enrolled exclusively at main campus, has declared a major at main campus, and was exclusively enrolled at a branch campus prior to the current enrollment at main campus.

<sup>2</sup>“Retention rates” indicate the percentage of students who enroll in a given spring semester who were also enrolled the preceding fall semester (i.e., remain enrolled throughout a given academic year).

<sup>3</sup>“Persistence rates” indicate the percentage of students who enroll in a given fall semester who were also enrolled the preceding fall semester (i.e., continue from one academic year to the next).

<sup>4</sup>“Graduation rates” indicate the percentage of students completing a degree or certificate in 150% of nominal program duration as compared to the unduplicated count of degree-seeking students.

### **Ensure a Quality Curriculum and Accountability for Teaching & Learning**

*Focus on academic quality, innovative teaching and learning practices and program relevancy with a commitment to improvement of the curriculum through assessment of student learning at the course and program level.*

1. To provide students with academic programs which will develop specific skills, knowledge, values and appreciation needed by professionals in the field most closely related to their certificate and degree program.
  - a. Students will develop skills in expressing themselves orally and in writing (e.g., 60% of all students will pass CJ 130 with a grade of “C” or higher).

- b. Students will demonstrate the ability to find and use resources for answering questions or solving problems (e.g., 80% of students on campus will complete a library research workshop).
    - c. Students will demonstrate readiness to enter the workforce or transfer to four-year institutions.
  2. To determine the efficacy and, subsequently, modify or discontinue existing instructional programs.
    - a. Program enrollment data will be provided to academic administrators by the Institutional Researchers Office on a semester basis by fall 2010.
    - b. The Curriculum Committee will begin reviewing instructional programs by the end of the 2010 – 2011 academic year.
  3. To create new programs and courses based on community needs and interests.
    - a. College advisors will meet high school counselors periodically depending on the needs and progress of course articulation at each high school to align the high school and college programs of study based on the Career Pathways and/or Small Learning Communities as defined by the school districts and the NM Public Education Department (PED) in order to increase the potential of high school students completing college certificate or associate degree programs upon high school graduation.
    - b. Game design and simulation program will be developed by fall 2011. Sharing of expertise will include faculty and staff in online education, film, and dual credit programs.
    - c. By the 2012-2013 academic year, development will begin to revamp the current Information Technology (IT) program to train students for certification in networking and security systems resulting in careers in various business and government settings.
  4. Upon receipt of a degree/certificate, students will have achieved the stated learning objectives for their degree/certificate program.
    - a. For each degree/certificate program a yearly report on student achievement of at least 1 program learning objective will be submitted in August, based on data from the past academic year for both December and May graduates, beginning fall 2009.
  5. Upon successful completion of a UNM-V course, the student will have demonstrated the stated learning objectives for that course.

- a. For each course required for each degree program, the syllabus will include measurable learning outcomes that match the program student learning outcomes (SLOs). The syllabus will also describe what the student is required to do to meet the course learning goals, by fall 2009.
  - b. For each course offered, a yearly report on student achievement of at least one course learning objective will be submitted in August, based on data from the past academic year. For courses with multiple sections, departments may decide to focus on one section as their sample or choose to pool results from multiple sections, by fall 2010.
6. A culture of assessment will pervade our campus.
- a. Faculty will share, through the Teaching & Learning Center (T&LC) seminar courses, how they modified their courses/programs to improve student achievement of program and course learning objectives, based on the reports created for goals 1 and 2. In the seminar, faculty can offer each other alternate solutions to improve student learning.
7. To improve teaching & learning by expanding faculty development and training.
- a. Faculty participation in active learning and use of other interactive pedagogical instructional techniques will increase training hours by 15% (baseline year training hours is 400) for continuing faculty and adjunct faculty beginning spring 2011.
  - b. Faculty participation in training for teaching online and hybrid courses will increase by 25% for continuing faculty and by 10% (baseline year training hours is 224) for adjunct faculty beginning spring 2011.

### **Invest in Campus Renewal and Sustainability**

*Continue investing in our physical resources to ensure a quality and sustainable learning environment.*

1. The University will achieve long term stability through ongoing, comprehensive assessment, planning, financial oversight, and management of the instructional areas of the university.
  - a. Instruction and Campus Resources will assess the Strategic Plan on an annual basis to determine if we are, in fact, focusing resources on sustainable academic programs; programs which are not sustainable will be eliminated, curtailed or redesigned.

- b. Recruitment strategies will be developed annually with an end to attract sufficient numbers of traditional age students to ensure a minimum of 3% growth annually.
2. Develop and implement campus sustainability plans that will lead to the careful stewardship of human, fiscal and energy resources as well as promote campus advancement.
  - a. Campus Resources will assess the Facility Master Plan on an annual basis to ensure we are incorporating cost-effective energy conservation and sustainable design principles to all new capital projects to meet LEED standards.

### **Require Accountability**

*Promote a culture of openness, honesty, integrity, and the highest of ethical standards.*

1. To continue to develop an organizational infrastructure that enhances planning, performance, assessment, and public accountability.
  - a. The Strategic Plan will be updated on an annual basis and the Facility Master Plan will be updated as needed to reflect changes in priorities and initiatives and budget on campus.
  - b. The Strategic Planning Committee will review performance and accomplishments annually.
2. To refine budget process, seeking greater transparency, accountability and alignment of resources and priorities.
  - a. Changes in departmental budgets will be tied to availability of state funding and documented sustained changes in enrollment, planned enhancement of instruction or workload changes.
3. Ensure compliance with university, State and Federal policies and procedures
  - a. Training for personnel responsible for compliance in all appropriate areas required at least annually and as needed.

### **Expand Access to Students**

*Extend our reach by reducing barriers to enrollment.*

1. To improve and expand educational opportunities to current and prospective students.
  - a. Instructional equipment will be maintained or replaced to ensure 100% functionality.
  - b. Campus and faculty administrators will collaborate with counterparts at UNM-ABQ and other branch campuses (e.g. DMA and STEM programs).

- c. Online offerings will expand annually to meet student needs.
- 2. To increase post-secondary education affordability through efficient use of financial resources.
  - a. Information regarding internal and external scholarship opportunities will be provided to students.
- 3. To enhance learning opportunities through the use of technology.
  - a. Training opportunities will be provided to all faculty to expand the available options for utilizing web-based instruction.
  - b. Innovative technologies (e.g., capture technology, online advisement, adaptive technologies) will be utilized to enhance student success.
- 4. To market all that the University of New Mexico-Valencia has to offer to the community, schools, veterans, and students with disabilities.
  - a. Public Education Department's requirement for students to take one college level course before graduation will be met by 2013.
  - b. The number of Adult Basic Education students who transition into college will increase by 10% over the life of the Plan from the baseline number of 90 for the 2007 – 2008 academic year.