

# Goal Team 1

PRIORITIES & ACTION PLANS FY 20



**BE BOLD.** Shape the Future.

# 1.1.a Create Targeted Enrollment Initiatives



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**Background / Problem Statement**

Enrollment management, as a process, is poorly understood, silo-ed, many parties/units involved, and data is hard to come by. Need to understand enrollment of first year, transfer, graduate students into NMSU and into degrees, along with connection to Community Colleges. Stabilizing and/or growing enrollment is tied to efficient processes, shared understanding, organizational structure, leadership, and data availability and reliability.

**Mission of the Activity**

Create a well understood enrollment process with identified roles and responsibilities, beginning with student interest in NMSU to graduation. Able to facilitate multi-semester (2 years?) registration for students, improve advising effectiveness/efficiency, and meet demands of classes needed for degree completion.

**Specific Goals / Objectives**

1. Create process flow chart to understand current state.
2. Identify “pain points” in order to prioritize the work.
3. Envision a future state and how to get there.
4. Benchmark with other universities to learn their processes.
5. Involve the “right” people for process mapping and as needed to make improvements.
6. Identify academic pathways so students can complete their degrees within 4 years
7. **Develop a one-year schedule that can facilitate student planning**
8. **Create budget tools to align with enrollment targets**

**Timeline**

- Map current process and identify pain points – full day– October, 2019
- Benchmark with others – Fall Quarter
- Improve processes – report every 30 days till complete
- Identify academic pathways – by end of Spring semester?
- Understand and standardize College processes/tools and how they interact with central – end of Summer 2020
- Train on use of Ad Astra and making multiple year course projections

**Strategic Alignment**

- Goal 1: Student Success and Social Mobility, and
- Goal 4: Most Effective University Processes/Best Practice

**Measures to be Used: baseline, progress, outcomes**

- Fall enrollment data
- Retention
- Classroom and Course Utilization by section/time of day/student ranking
- Faculty ranking (TT, FTL, PTL, Grad student, etc.)
- Budget
- **Ad Astra Platinum Analytics data (fill ratio), and other tools that support Course demand projections**

**Sponsor / Owner**

President Flores

**Project Leader / Manager**

Carol Parker, Renay Scott

**Facilitator (if one is needed)**

Ruth plus xxx?? **(Renay can help facilitate as well)**

**Team Members**

Luis Cifuentis, Grad School/VPR  
Luis Vasquez, Associate Dean of Graduate School  
Jennifer, advising  
Seth, Admissions  
Dacia Sedillo, Registrar  
Vandeen McKinzie, Director of Financial Aid  
Dean(s)  
Student(s)  
Daniel – Bursar?  
Natalie? ICT



# 1.2.a Develop System-wide Advising Practices



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**Background / Problem Statement**

Current and prospective students rely on technology and expect regular and person communication. Students, particularly first generation college students, find navigating the University system difficult. NMSU needs to find a technology solution that can enhance a students' academic journey and be connected to networks of care while breaking down communication and data silos

**Purpose of the Activity**

The purpose of implementing EAB Navigate is to provide students with a network of care while helping faculty and staff have the right access to student information to assist in providing support leading to retention and completion

**Specific Goals / Objectives/Actions****Objectives:**

1. Program a work flow platform that supports students through their academic journey
2. Develop "to do" processes to ensure just in time communication to students
3. Develop a predictive analytics model that identifies the level of care new students will need to increase their likelihood to be retained and complete.
4. Develop a roll out plan that ensures 80% use of the Navigate tool by students, faculty and staff.

**Timeline**

Fall 2019: Data transfer, evaluation and workflow set up  
February 2020: Advisor Training  
March-April 2020: Pilot appointment schedule, notes, and planning tool  
May 2020: Roll out Student App to New and transfer students  
August 2020: Faculty mentor training  
August-October 2020: Roll out to entire student body  
November-December 2020: All student registration utilization  
January 2020: Phase II tools (new action plan required)

**Strategic Alignment with Goal X and Action #**

- Goal 1: Student Success and Social Mobility
- Action 1.2.1 Develop system-wide practices that align with student learning objectives and promote student success

**Metrics to be Used: baseline, progress, outcomes**

- 100% of advisors at each location will use Navigate for appointment scheduling
- 100% faculty mentors will set up appointment scheduling in Navigate
- 80% of all students will download the Navigate app
- 80% of all students will develop an academic plan in Navigate
- 100% advisors will record notes in Navigate
- A note taking SOP will be developed and adopted by advisors

**Sponsor / Owner**

Dr. Carol Parker

**Project Leader / Champion**

Dr. Renay Scott

**Facilitator (if one is needed)**

Marissa Flower, Kelsey Smyth, Paul Lucero, Brad Mazdra

**Team Members – be broad, system wide**

- |                    |                   |                     |
|--------------------|-------------------|---------------------|
| • Tersa Burgin     | • Anne Ricksecker | • Ambrosia Knighton |
| • Advising Leads   | • Mark Cal        | • Eddie Binder      |
| • Nathan Cheeman   | • Cindy           | • Jackie Kiefer     |
| • David McNabb     | • Fabian-Holder   | • Cindy Brown       |
| • Jeany Ontiveros  | • Karla Thompson  | • Sky Klaus         |
| • Tony Marin       | • Diana Campos    | • Elma Hernandez    |
| • Roseanne Bensley | • Juanita Garcia  |                     |
| • Vandeen McKinzie | • Karla Volpi     |                     |
| • Jennifer Hodges  | • Haley Jones     |                     |
| • Will Waller      | • Lacy Davis      |                     |
| • Natalie Kelner   | • Ike Ledesma     |                     |
| • Carol Parker     | • Mary Ulrich     |                     |
| • Kori Plank       | • Kelsey Kurupas  |                     |
| • Sam Yrigoyen     | • Brad Mazdra     |                     |
| • College Deans    | • Shannon Bradley |                     |
| • Dacia Sedillo    | • Beth Armstead   |                     |

# 1.3.b. Develop Robust Experiential Learning



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**Action Plan**

Name: Steve and John

Date:

**Background / Problem Statement**

- Strengthen & Expand the Living Learning Communities
- Find alternatives to include commuter students in LLC activities

**Purpose of the Activity**

Studies have shown that active involvement and participation in LLC is a pathway to success.

Elevates retention and graduation

**Specific Goals / Objectives/Actions****Objectives:**

1. Be inclusive of non-traditional students
2. Offer non-traditional housing for commuters – 1 or 2 day hotel-style opportunities

**Timeline**

Fall 2020

**Strategic Alignment with Goal X and Action #****Metrics to be Used: baseline, progress, outcomes****Sponsor / Owner**

Housing and Residential Life

**Project Leader / Champion****Facilitator (if one is needed)****Team Members – be broad, system wide**



# 1.1.c Leverage system-wide outreach programs



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**Background / Problem Statement**

Community College students are part of the Aggie family but do not have access to student activities on main campus, the main campus library or some opportunities. Further, DACC students may live on campus and feel part of the main campus but lack access to student activities and the main campus library. Including System CC students in Aggie Life may facilitate the transfer to Main campus upon completing course/degree goals at the CCs.

**Activity or Action**

Explore options that will allow System CC students to access student activities and events at Main campus. Further, expand access to the main campus library to System CC students.

**Specific Goals / Objectives/Outcomes****Objectives:**

1. Identify interested stakeholders
2. Identify activities that CC students can access with out paying additional fees
3. Identify activities that CC students can access if they pay a fee – identify a fee structure.
4. Develop a proposal to Executive leadership

**Timeline**

Spring 2020: Form a workgroup  
March 2020: Present proposal to Executive Leadership  
May 2020: Develop a communication plan if proposal is approved

**Strategic Alignment With Vision 2025 (Goal and/or Objective)****Measures to be Used: baseline, progress, outcomes**

- # of CC students who attend sporting events with ID swipe
- # of CC students who participate in clubs & organization (Presence data)
- # of CC students who participate in performances (swipe or Presence data)

**Sponsor / Owner**

Ruth Johnson – Renay Scott

**Project Leader / Manager**

?????

**Technical Lead (if one is needed)**

Not needed

**Team Members**

Ann Goodman  
Monica Torres  
UAC Representative

# **1.1.j Collaborate on Interdisciplinary academic programs in emerging disciplines**



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**Background / Problem Statement**

- 1) State of NM currently lags other states in K-12 performance indicators
- 2) Current MBA for educators, initially sponsored by Woodrow Wilson Foundation, has run out of funding.

**Purpose of the Activity**

Develop education- and business-related competencies of K-12 leaders by implementing a joint Master's degree in Education and Business and specialized graduate certificates in both colleges. (e.g., small business management, etc.).

**Specific Goals / Objectives/Actions****Objectives:**

1. Identify program champions in both Business and Education colleges.
2. Identify curriculum
3. Identify resources for Administration of program (day-to-day oversight and champion for program across state/nation)
4. Offer certificate programs, joint Master's (e.g., Master's of Business and Education)
5. Enroll students

**Timeline**

1. Engage TPAL leadership in vision discussion (Nov '19)
2. Hold focus group of MBA for educators graduates to identify what Business and Education courses are seen as most beneficial (Dec '19)
3. Identify "champions collective" from CoE, CoB, GS (Jan '20)
4. Host curriculum development meeting (certifications and joint Masters) (Feb '20)
5. Follow university protocol for approval of programs (Fall 2020)
6. Offer certificate programs to students (Spring 2021)

**Strategic Alignment with Goal X and Action #**

- Goal 1, #5
- Goal 3, #2
- Goal 3, #5 (with business certifications/support)

**Metrics to be Used: baseline, progress, outcomes**

- Identification of personnel to form the plan's "champions collective"
- Development of new joint master's degree and/or graduate certifications.
- Number of students enrolled in new programs
- Students' report value in the curriculum

**Sponsor / Owner**

Luis Cifuentes

**Project Leader / Champion**

Carol Flinchbaugh & Julia Parra

**Facilitator (if one is needed)****Team Members – be broad, system wide**

- College of Education faculty
- College of Business faculty
- Graduate School personnel
- Extension agency for certificate programs
- PED personnel



# **1.6.a For all degree programs, create & publish learning objectives & assessment plans**



**BE BOLD.** Shape the Future.

**Action Plan****Name:** Degree program learning objectives and assessment plans**Date:**

11/10/19

**Background / Problem Statement**

LEADS 2025 Objective 1.6.a. states that “For all degree programs, create and publish learning objectives and assessment plans”

**Purpose of the Activity**

Student learning is integral to student success. Transparency with respect to learning outcomes/objectives is known to support learning and reduce equity gaps. Assessment is a process of reflection for program improvement and is therefore directly supportive of student success.

**Specific Goals / Objectives/Actions****Objectives:**

1. Require reporting of program-level student learning outcomes (SLOs) and three-year assessment plans as part of the Annual Academic Departmental Assessment (AADA) process (main campus)
2. Support improvement of program-level SLOs and assessment plans through training workshops, report feedback, and consulting/mentoring (main campus)
3. Create a central repository of program level SLOs and assessment plans on the NMSU Assessment website (main campus)
4. Coordinate with community college assessment offices to support alignment of assessment activities system-wide

**Timeline**

1. Completed Fall 2019: SLOs were required for reporting previously; Reporting three-year assessment plans was implemented starting in the 2018--19 reporting cycle (reports submitted Fall 2019)
2. Spring 2020 and ongoing: AADA committee is charged with these activities
3. Create and publish this information by spring 2021. This gives two assessment cycles for departments to develop/improve SLOs and plans
4. Spring 2020

**Strategic Alignment with Goal X and Action #**

- Objective 1.6.a
- Indirectly supports other student success and social mobility objectives

**Metrics to be Used: baseline, progress, outcomes**

- Number of departments / assessment reports receiving “well-developed” ratings on (i) program-level student learning outcomes, and (ii) Three-year assessment plans on annual AADA reports
- Degree of departmental participation in training workshops
- Creation of repository
- Documentation of community college practices with respect to SLOs and assessment plans; publication of community college information

**Sponsor / Owner**

Office / Director of Assessment, NMSU-Las Cruces

**Project Leader / Champion**

David Smith, Director of Assessment

**Facilitator (if one is needed)****Team Members – be broad, system wide**

- Annual Academic Departmental Assessment (AADA) Committee
- Assessment coordinators / directors on other NMSU campuses
- Academic Dean’s Advisory Council (ADAC)

# **1.2 Increase student learning, retention, & degree attainment**



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**Background / Problem Statement**

The Howard Hughes Medical Institute's (HHMI) Inclusive Excellence Initiative provides grant support to universities to "build their capacity to effectively engage students from all backgrounds throughout their undergraduate years." The premise of the initiative is that a "university can aspire to excellence only if inclusion is at the core of its identity." Participating in this initiative will help NMSU establish a unique, inclusive identity recognized both for creating equity in access to a quality education and for decreasing the opportunity gaps in academic achievement. What happens inside the classroom is critical to promoting student success. A growing body of research has looked at how changes to the classroom experience can measurably improve student learning, retention, and graduation rates. This "evidence-based pedagogy" is solidly grounded in both science and practice.

**Purpose of the Activity**

The key challenge the proposal will address is how we might develop, implement, and assess processes for "meaningful evaluation of effective and inclusive teaching" that will, in turn, "inform faculty practices, including promotion and tenure decisions." The pre-proposal and final grant application processes will specifically require us to

- Articulate what inclusive excellence means for NMSU
- Define a strategy and processes for engaging faculty in their understanding and commitment to inclusive excellence
- Develop a plan for meaningful evaluation of effective and inclusive teaching

- Articulate how that plan would be implemented and assessed

These are all directly relevant to our efforts to improve Student Success and Social Mobility at NMSU.

**Specific Goals / Objectives / Actions****Objectives (pre-proposal phase)**

1. Identify a leadership team
2. Gather relevant institutional data
3. Complete and submit pre-proposal
4. Coordinate efforts and planning with other Goal 1 strategic initiatives

**Timeline**

1. Completed
2. Dec. 20<sup>th</sup>
3. Jan. 14<sup>th</sup>, 2020
4. Ongoing

**Strategic Alignment with Goal 1 & 4**

- Objective 1.2 d, f, g
- Objective 1.6 f
- Objective 4.1.b, d
- Objective 4.2 b, e

**Metrics to be Used: baseline, progress, outcomes**

- Pre-proposal submitted

**Sponsor / Owner**

Provost

**Project Leader / Champion**

Michèle Shuster

**Facilitator (if one is needed)****Team Members – be broad, system wide**

Leadership team:

- Greg Fant
- Tara Gray
- David Smith
- Patrick Turner
- Sonya Cooper
- Paul Furth

Goal Team 1 (for Objective 4)