



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

Garnett S. Stokes

8/31/2018

Signature of Institution's President or Chancellor

Date

Garnett S. Stokes, President

Printed/Typed Name and Title

The University of New Mexico

Name of Institution

Albuquerque, New Mexico

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: 8-31-2018

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Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

The University of New Mexico chose to focus on improving its first year experience with a Quality Initiative called “The First Year in High Gear.” In 2012, UNM teamed up with **the Gardner Institute for Excellence in Undergraduate Education** to conduct a Foundations of Excellence® (FoE) First College Year Self Study (2012-13). UNM studied student success, **working with consultant George Kuh**, and focusing on new student orientation, curriculum, advising services, time-to-degree, and fixes to UNM’s organizational “silos.” The self-study process resulted in **a report and action plan**, which UNM began to implement the following year (AY 2013-14).

Several factors militated for a first-year focus. Approximately 30 percent of UNM students enter with one or more remedial needs in math, reading, or composition, while students with “national merit” designation also matriculate with each freshman class. Between the 2009 and 2010 cohorts, **retention to the third semester** had dropped to 74 percent. Further, over 23 percent of all student stop outs were occurring before the third term. The four-year rate was hovering near 15 percent, and the six-year rate was around 47 percent.

UNM is a complex institution: a Carnegie classified Research One university, a public doctorate-granting flagship, one of a small but growing number of Hispanic Serving Institutions in the U.S, and a school with a majority minority student population. UNM admits high numbers of Pell-eligible students, first-generation college students, and students who come from homes in which English is a second language. This wide range of student characteristics and levels of readiness requires an equally wide range of approaches in providing a challenging and supportive academic experience for all students.

The focused first-year self-study and action plan was incorporated into the **UNM2020 Strategic Plan**. Specifically, one of the broad institutional goals, “Preparing Lobos for Lifelong Learning,” (Goal 2 in the appendix) included two specific aims for improving student outcomes. A First Year Steering Committee (FYSC) was charged with improving retention to the third semester by 80 percent and six-year graduation rates by 50 percent by the second quarter of 2015. The Vice Provost for Teaching, Learning, and Innovation, and the dean of University College and Honors College, assembled a small group to **implement a range of recommendations** from the action plan.

UNM met its third semester retention goal in 2015, although it has since lost some ground. Notably, by 2018, the **four-year graduation rate climbed to 32.5 percent**, and the five-year rate reached 47.1 percent.

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The First Year in High Gear was centered on six overarching areas:

1. Student transitions to UNM
2. First-year curriculum
3. Student support
4. Faculty and graduate teaching assistant support
5. Out-of-classroom experiences
6. Data and assessment

1. Student Transitions to UNM

The **first area**, student transitions, included goals to improve communication with first-year students, redesign New Student Orientation, and improve student placement. The groups involved with the redesign brought a spirit of innovation to student transitions, experimenting with different models to best address the needs and interests of both under-prepared and well-prepared incoming students.

Communication

The Enrollment Management Division **effort** focused communication to first-year students around critical issues at key times, targeting support for timely registration, maintaining financial aid, and progress toward degree. The communication is supported by collection and analysis of data related to registration, financial aid, probation, and GPA. Interventions included user-friendly websites, phone calls, emails, and advising referrals.

New Student Orientation

A New Student Orientation (NSO) program **redesigned in 2014** includes a greater emphasis on academic expectations, incorporates more technology into sessions, and includes more faculty participation. A comprehensive assessment process has helped the team make additional changes during annual reviews, including a better integration of advising, student support resources, and UNM's shared learning experience.

Placement

Early FYSC improvements to placement included tweaks to the ACT and SAT cut-off scores and test timing. Beginning in 2014, students could challenge their placement by taking the COMPASS. After **improvements made in 2017**, free of charge ACCUPLACER exams are available to enable rapid placement prior to the start of the semester, and students may take the exams up to three times.

2. First-Year Curriculum

A central recommendation of the Foundations of Excellence project was to ensure that every incoming student has access to at least one high impact practice (HIP) in the first year. Changes to first-year curriculum, **area two**, included overhauls of developmental education (pedagogy that is considered below college level), introductory courses (the first courses that students encounter in a discipline), and the creation or expansion of other first-year programming.

End of Remediation

Prior to 2014, UNM offered remedial courses, called Introductory Studies (IS) courses, in math, English, and reading. These non-credit-bearing courses were taught by faculty from Central New Mexico Community College (CNMCC), and enrollment was determined by students' incoming placement scores. Students placed into remedial courses were delayed in their progress toward a degree and separated

from their peers. The FoE Taskforce, working with the English and Math departments and University College, replaced all **remedial courses** with new transitional gateway courses for UNM students.

The Math Learning Lab (MaLL)

Intermediate Algebra is the first class for many UNM students, taken by roughly 2500 students per year. Before 2012, fewer than 35 percent of students passed Intermediate Algebra with a C or better. The three-credit sink-or-swim course yielded high fail rates among students who struggled with certain math concepts but not necessarily with others. The Mathematics and Statistics Department piloted and implemented Intermediate Algebra (formerly Math 120, now Math 101-102-103) through an emporium model. In the emporium, or “flipped classroom” model, students spend course time working on math problems with in-class support and at their own pace. They progress through the course by demonstrating successive mastery of topics in one-credit modules. After the redesign, a struggling student may, for example, earn two credits and have to retry the third later without having to sacrifice all three credits, as would be the case in a traditionally structured course. The one-credit modules also allow for more efficient pathways, since some students only need the first two modules before moving onto the next-in-sequence three-credit course. UNM’s new model eliminates in-class lectures, replacing them with a learning center, called the **Math Learning Lab (MaLL)**, utilizing interactive software (ALEKS) and on-demand personalized assistance. The first course in the revised sequence is a credit-bearing Math Foundations course followed by Intermediate Algebra.

Math Foundations

The **Math Foundations course** replaced IS-Math for low-scoring students, placing them in a for-credit self-paced course originally called Quantitative Reasoning (now Math Foundations), which teaches foundational skills in preparation for Math 101 (see above), with opportunities to test out at two-weeks, mid-semester, or semester-end. The new model decreases time to graduation for students who previously spent a semester in a non-credit remediation course.

The Foundational Math program implements more advanced curriculum and also uses the self-paced computerized math program (ALEKS). This allows students to focus on the skills they most need to develop and to pass over material they have already mastered. The course integrates academic tutoring, requires students to meet at least twice with a faculty advisor, and provides students with college success strategies.

English Stretch & Studio

Beginning with a 2013 pilot, UNM’s English Department has experimented with alternative models for teaching introductory English (General Education Core Writing). The department developed two new programs, **English Stretch and Studio**, to deliver the entry-level English course while retaining its existing first-year English for well-prepared students. The first new program is a “stretch” model, for students with an ACT score below 17. Stretch extends the work of the first semester writing course over two semesters (Summer-Fall, or Fall-Spring), allowing students more time to meet college-level writing expectations. The second program relies on a “studio” model for students scoring either a 17 or 18 on their ACT. These students take the first-semester writing course with accompanying support from an additional one-credit-hour course.

Critical Text Analysis

In 2015, UNM replaced Introductory Studies-Reading with a Critical Text Analysis (CTA) course. The course went through several iterations. Beginning this fall, it can be completed through either a 1-credit or a 3-credit model. Students in the 1-credit option can take reading-intensive courses concurrently; students in the 3-credit option must pass CTA before taking reading-intensive courses. Six of the ten CTA sections are piloting a new software, the NM DELT EdReady program, which uses adaptive assessment to create a customized learning path for each student. Similar to the ALEKS software used in Math Foundations and Math 101 (above), the CTA sections using EdReady allow for a self-directed learning approach; students are free to work on their customized learning path at their own pace, with the

instructor providing pacing guidelines and intervening if students fall behind. CTA includes a Peer Mentor Tutor who provides help with content in-class and also holds office hours for mentoring.

First-Year Programming in University College

In alignment with UNM's first-year curriculum goals, University College began expanding first-year programming in 2013 when it increased the number of Freshman Learning Communities (FLCs). As of 2015, **UC first-year programs** serve more than 2,000 students per year (out of about 3,000 total first-year students), and the programs come in a variety of formats tailored to meet the needs of particular groups of students.

Freshman Learning Communities (FLCs) link a General Education core course with a small-enrollment seminar. Historically, FLCs have higher retention rates and student GPAs. Transition Communities prepare students in critical thinking, problem solving, and personal and social responsibility. These courses are designed around unique cohorts, including CAMP (College Assistance Migrant Program), exploratory major, and student athletes, among others, and have demonstrated a third-semester retention rate that is four percentage points higher than the overall rate, along with evidence of a narrowing achievement gap for Black, Native American, and CAMP students.

3. Student Support

Drawing from greater coordination across organizational lines, the first-year effort **improved coordination between curriculum design and support programs (area three)** by embedding mentors in first-year courses, redesigning advising, and building a new student website (students.unm.edu).

A Student Affairs Peer Mentor Tutor (PMT) program embeds five mentors into both the Math Foundations and Critical Text Analysis courses. Faculty and PMTs work together to give students individualized attention in math and reading, as well as address other aspects of students' college transition, including preparation, organization, and stress management.

The **Center for Academic Program Support (CAPS)** provides peer learning facilitators that support all students in all subjects, and have similarly coordinated with first-year courses. In Foundational Math, for instance, students are required to go to CAPS workshops on time management, and note and testing taking.

Advising

In 2009, HLC reviewers noted "a significant staffing shortfall in the area of student advising" and requested a 2011 Progress Report on Advising. That report was accepted by the HLC. A 2012 visit from a team of consultants with the National Academic Advising Association (NACADA) observed "considerable progress," but still found "significant inequities in advisor/student ratios." In 2013, **advising was restructured** with the aim of lowering the advisor-student ratio in the University Advisement Center and shifting advising duties to major-specific or college-specific advisors who are embedded in the programs in which students are enrolled.

4. Faculty and Graduate Teaching Assistant Support

A new **Center for Teaching and Learning (CTL)**, formed in 2015, facilitates teaching enhancement for faculty, staff, and graduate students. Academic Affairs has complemented this support through establishment of more detailed teaching portfolios in faculty promotion dossiers and Quality Matters training and certification for online courses. CTL houses a Graduate Resource Center, teaching enhancement programs for faculty, and peer tutoring through CAPS, which was designated in 2017 as a Center of Excellence by the National College Learning Center Association.

Teaching Certificate for Graduate Students

In 2015, Graduate Studies partnered with CTL to sponsor a certificate in college teaching for UNM graduate students, called the “Graduate Teaching Academy certificate,” with dual aims in improving the quality of teaching in Teaching Assistant-led courses, and preparing UNM graduate students to enter the workforce and find placement as faculty and lecturers at colleges and universities.

Scholarship of teaching and learning

In 2014, the CTL began the **UNM Teaching Fellows Program**. The program provides opportunities to discuss teaching in an informed and supportive community, to examine the latest research on teaching and learning, and to conduct research on one’s own teaching. The 2016-17 UNM Teaching Fellows program has focused on courses that have historically had high failure rates (over 25 percent).

5. Out-of-classroom experiences

Improvements to out-of-classroom experiences, **area five**, focused on changes to residence life, and career skill mapping, among other topics.

Themed Residence Floors

The **Living Learning Program (LLP)** promotes academic success among residential students. Nearly 1,000 programs are delivered each year to students living in UNM residences. During the FoE effort, fifteen Living Learning Communities were created around areas of interest, such as “Engineering,” “Outdoor Living & Environmental Learners,” and “Community Engagement.” UNM is initiating a required on-campus living for first-year students in 2018.

Career Skill Mapping

To provide students with a better understanding of the purpose and impact of various in-class and out-of-classroom experiences, the Office of Career Services took on a project to map skills to core-curriculum Student Learning Outcomes. This project resulted in **the UNM5**, a set of five essential skills students learn throughout their time at UNM, including: 1. Communication, 2. Critical Thinking, 3. Collaboration, 4. Research and Assessment, and 5. Professionalism (these are further divided into five sub-skills per each overarching skill).

6. Data and assessment

Finally, in **area six**, a range of efforts focused on improving data and assessment of student outcomes, degree mapping, and collection of high impact practices (HIPs) data.

Degree Plans

The Degree Maps website (degrees.unm.edu) was developed in 2013 and provided student advisors with more accurate information about all UNM degrees. The site has been used effectively during orientation advising sessions, where advisors work with students to find programs. With only a few exceptions, all B.A. and B.S. degrees now require 120 student credit hours, with pathways to degrees visible on the site.

Assessment

The first phase of assessment improvement focused on generalizing design of lower division assessment plans following a university-wide rubric with strong student learning outcomes and college-specific review and feedback on assessments. Undergraduate programs in University College, the College of Arts and Sciences, the College of Fine Arts and the School of Architecture and Planning, where first-year students complete their course-work, have full assessment plans, while general education courses are assessed according to a cycle on a course by course basis. A special focus on assessment of University College (the home for pre-major students) and on advising has yielded unit reorganization and new staff training strategies. With a high level of adoption of assessment practices across the university, the Office of

Assessment is now supporting research question driven improvement of assessment and will be piloting general education core curriculum level (rather than course by course) assessment by 2019.

HIPs - Data Collection

The FYSC Data Subcommittee studied freshman participation in high impact practices during the fall 2013 and spring 2014 semesters. Most of the 92 impact practices studied were co-curricular or student development interventions. Student participation data for each impact was collected manually, involving interviews and data requests of program coordinators and directors. The analysis also examined the impact of student participation at various levels (no engagement, low engagement, moderate engagement and high engagement).

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

Overall, the impact on student success outcomes has been significant. In 2012, when UNM began the FoE self-study, the four-year graduation rate was 15.1 percent. Preliminary numbers for Spring 2018 show that the **four-year graduation rate** has reached 32.5 percent (the final rate will be confirmed within the next one to two weeks, and is expected to top 34 percent). The rate has more than doubled in six years. The **six-year graduation rate** also improved steadily, over the same time period, increasing from a little over 45.7 percent to 48.8 percent in 2017.

After the **third-semester retention rate** dropped to 74 percent in 2011, it climbed steadily through 2015, with a slight drop again in 2016. Retention of Hispanic students reached an all-time high of 80.1 percent in 2014, and the overall rate for full-time beginning freshmen eclipsed 80 percent in 2015, meeting the UNM2020 third-semester retention goal. 2016 third-semester retention rates are expected to dip again, owing possibly to greater numbers of non-resident students and improved regional employment opportunities.

The **overall improvements in student outcomes** were matched by positive results in many of the individual projects. Information about some of the processes, technology, and programs that are now in place are described above under "Question 2."

Math Learning Lab

The **results from the MaLL are auspicious**. In 2014 the combined pass rate for intermediate algebra (Math 101-102-103) was 70 percent, though there was also a larger number of incompletes. By **Fall 2015**, MaLL faculty had ironed out the issues with incompletes while resulting in success rates that were virtually identical to 2014. The MaLL has also saved UNM nearly \$20 per student over the old model. Previously, with Intermediate Algebra (Math 120 at UNM), the average DFIW rate was around 40 percent, but with the MaLL the DFIW rate is now averaging around 15 percent. The average GPA earned is about 1 percent higher in the MaLL than it was with Math 120. Finally, for STEM students who take the next-in-sequence Math 121 class, performance in Math 121 was significantly better.

Math Foundations

Under the old IS-Math model, roughly 700 students spent 16 weeks in Introductory Studies Math with a pass rate of 76 percent. Under the **new Math Foundations curriculum in 2016**, 87 percent passed with a C or higher. Students moved through the course more quickly (testing out at 2-weeks or mid-semester) and were eligible to begin Math 101 during the same semester. Of the students who began in Foundational Math in 2016, 39 students received credit for Math 101, 11 for Math 102, and 3 for Math 103 that same semester. For these students, the Academic Foundations shaved an average of one semester toward the student's degree.

English Stretch and Studio

During the pilot, the aggregated pass rate for **Summer and Fall 2013 Stretch and Studio courses** was 90 percent (compared to a typical pass rate for English 101 of 81-82 percent), and 93 percent of those students who went on to English 120 passed. Stretch and Studio students' reported feeling "confident" to "extremely confident" on 16 survey items related to their levels of confidence as writers, including the ability to organize and defend their ideas in writing, revise their papers, and use grammar and punctuation to clearly express their ideas. The consensus in the department is that the model remains a significant improvement over the former one. There are plans to confirm this in Fall 2018 through analysis by the Office of Institutional Analytics.

Advising

The **reorganization of advising** reduced the high 770:1 student-advisor ratios in the University College Advisement Center. In 2013, the advising structure was reorganized toward major- or college-centric advising. The average student-advisor ratio across campus was 300:1 as of 2016, coming in below a goal of 325:1 that UNM set based on recommendations from NACADA, alongside an improved balance of ratios across campus.

Data and Assessment

To support the FoE initiatives, **UNM bolstered its data collection and analysis systems**, including updates to the Office of Institutional Analytics, and a new **Institute for Design and Innovation**. The result has included new tools for analyzing the structural complexity of curricular pathways to reduce bottlenecks, some early forays into cohort tracking, and comprehensive archiving of assessments so that they can be mined and analyzed more effectively.

4. Explain any tools, data or other information that resulted from the work of the initiative.

The self-study and implementation of FYSC produced curricular change, support services and initial evaluation tools (as described in answers to Questions 2 and 3). Overall, FYSC focused on simplifying student access to services and streamlining information and pathways and yielded enduring institutional results, from office restructuring to website design (degrees.unm.edu and students.unm.edu).

During the FoE self-study process in 2012, surveys of first-year students and faculty and staff were administered. A follow-up survey of first-year students was administered in Fall 2017. These survey results have guided recommendations and their implementation over the course of the effort. The FoE self-study and implementation processes resulted in a series of reports, the self-study final report and action plan, and phase reports completed throughout the implementation process. We also made a considerable effort to document the entire process over the past five years by working with the university communication office and **regularly publishing press releases** on many of the projects (this list includes 50 news articles about student success projects completed since 2012).

Some of the faculty members most responsible for the curriculum redesigns have shared their work publicly and have received national recognition for it. Sonia Rankin, associate dean of University College, received an "**Outstanding First-Year Student Advocate Award**" and was invited to present at the annual conference of the awarding institution. The faculty members who designed and directed the innovative **English Stretch and Studio program**, Professors Bethany Davila and Cristyn Elder, were recognized at the annual Conference of College Composition and Communication. The program also resulted in a publication, "Stretch and Studio Composition Practicum: Creating a Culture of Support and Success for Developing Writers at a Hispanic-Serving Institution." The program aims to serve as a model for other institutions that encounter increasing linguistic, cultural, and racial diversity and first-generation students.

The development of the Teaching Certificate for Graduate Students resulted in the academy and certificates for graduate student teaching assistants. The scholarship of teaching and learning directed by the CTL has resulted in **studies and publications** by academic fellows.

Finally, the collection of data on high impact practices produced findings that can inform future work. First, students who were more successful in high school were more likely to be engaged in impact practices in college. Second, engaged students experienced significantly higher retention rates than unengaged students. Third, there was no significant difference in cumulative college GPA between engaged and unengaged students. Fourth, moderately engaged students were academically more successful than unengaged, minimally engaged and highly engaged students. Fifth, it appears that specific ethnic populations are more likely to participate in specific impact practices (for instance, Native American students are more likely to participate in mentoring programs, and less likely to participate in tutoring services).

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

UNM is at the leading edge of a national shift in student demographics. Programs and models that are effective here, such as our sustainable Math Learning Lab and advisement reorganization, can provide models for other institutions.

The lessons learned from the FYSC initiative overall include the need to arrive at shrewd determinations of how to direct limited resources so that they can have the greatest impact and to balance volunteer effort and enthusiasm with assessment of long-term sustainability. The ExceedU program is an illustrative case. ExceedU is a two-day event immediately preceding freshman Welcome Days offered beginning in 2014. With little budget but an outpouring of support from more than 30 programs, ExceedU included sessions from faculty in English and Math, peer learning facilitators, and others that yielded promising early results. Yet, since students enrolling in the program proved to be those least likely to struggle in college and the program itself requires significant volunteer effort, UNM is reassessing its value. Targeting resources sustainably is a priority in an extended period of financial constraints. Academic Affairs, with an annual Instruction and General (I&G) budget of about \$160 million (in FY19, it was \$167.2 million), has sustained budget cuts due to decreases in state funding totalling \$25 million over the past nine years.

Initiating the FoE effort involved hundreds of staff participating in the process on a volunteer basis. The organization of the effort was large scale and required new methods and approaches for transcending organizational boundaries and allowing departments and offices to work together. This was true in many of the specific projects as well, including New Student Orientation, communication, advising, and developmental education. The bridges forged in FoE will continue to serve stakeholders as we work on improving the first year experience.

The **overhaul of analytics** required a substantial amount of effort to make raw data available, develop the tools and staff required to analyze it, and create easy-to-use visualizations for faculty, staff, and administrators. The same is true for the collection and analysis of HIPs data that took place during FoE. A one-time study showed the value of collecting data on student participation in HIPs, but also revealed decentralized and inconsistent record keeping among programs across campus. FoE opened a path for analysis of outcomes for specific cohorts of first year students, which will allow UNM to target support resources more effectively.

Tool adoption presented another challenge. The advising application purchased in 2013, for instance, suffered from uneven adoption, prompting UNM to take a different approach several years later. Institution-wide academic assessments of achievement garnered only low participation rates because

they were based on prize incentives rather than being embedded in the curriculum. In contrast, assessment in which faculty and staff felt direct ownership was more successful.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The FoE self-study process included **more than 200 volunteers**, including faculty, students, and staff, who contributed to 9 working committees.

The implementation phase was led by the **First Year Steering Committee**, a ten-person committee with administrative responsibilities overseeing most aspects of main campus operations. The FYSC oversaw a subcommittee structure charged with implementing individual projects.

It is difficult to quantify the total number of individuals who contributed to improvements in student success outcomes, although Academic Affairs, Student Affairs, Student Services, University College, the College of Arts and Sciences, the Office of Advising Strategies, the Center for Teach and Learning and Dean of Students were all directly involved. The campus-wide program heightened awareness of student success in general, and the importance of the first year in particular, and led to more effort directed toward improvements than were directly called for within the program. Faculty and staff within many departments and offices created or strengthened curriculum or support programs aimed at improving the first year experience without having been directly called to do it.

7. Describe the most important points learned by those involved in the initiative.

The success of the project was the result of an emergent effect. The scale of the project and its cross-campus character created an environment within which many individuals on campus contributed and those contributions could flourish. Yet this scale resulted in such a large number of projects all coming to fruition at once that it was difficult to assess the impact of any single one. Projects that have proved difficult to evaluate, such as the Lobo Reading Experience, have been difficult to sustain.

The most impactful programs were initiated by individual faculty members and small groups within departments and offices, with the assistance of a committee dedicated to working across a large university system to reduce barriers. Enterprising groups took on ambitious projects, and when they encountered resistance working across organizational lines, they relied on the support of an overarching committee with members overseeing widespread aspects of university governance to find and allocate resources, facilitate relationships across traditional university divisions, and relieve some of the administrative burden of locating resources, collecting data, and analyzing the effects of new ideas. Where innovative programs have been integrated into new or transformed units, from the Departments of English or Mathematics and Statistics, to CTL, to the Office of Advising Strategies, they have been the most sustainable.

Linking up improvement goals can be a successful strategy at UNM. FoE worked hand in glove with the initiative to improve four-year graduation rates. The improvements in placement, developmental and introductory courses, greater integration of student support (especially advising), on the one hand, all fed into the creation of clear four-year (120-credit) degree pathways, on the other. UNM benefits from many strong and nationally-ranked degree programs, a high quality faculty, and advances in data collection and analysis that are at least on par with universities across the nation. The entire FoE effort

demonstrated that a large number of faculty and staff were willing to go beyond the duties of their position to contribute to a shared academic mission. The challenges encountered were also the constraints that gave rise to a tremendous outpouring of care and ingenuity among dedicated staff and faculty members.

UNM is building from the FoE effort to respond creatively to a State of New Mexico common course numbering initiative and reform of general education student learning outcomes. As a result of FoE, we are in a position to create faculty- and staff-driven integration of lower-division curriculum, beyond Freshman English and College-level Algebra, with student support resources. Faculty communities of practice, partnering with staff throughout Academic Affairs, are rethinking general education courses to incorporate into their classes community engaged learning, undergraduate research, race and social justice pedagogy and content, innovation, global awareness, and writing across the curriculum. FoE provided the opportunity for continued transformation of entry-level coursework by fostering greater awareness of how to calibrate efforts so that they serve both our neediest and our most academically prepared entering students.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

UNM **invested significant resources into student success** over the course of the FoE effort. In addition to the description of individuals and groups involved in the effort (in the answer to Question 6, above), we are including below some of the financial, physical, and technological resources cultivated to support the effort:

The financial investments included both one-time and recurring costs. The one-time costs included:

• Foundations of Excellence	\$90,000
• External Consultant George Kuh	\$27,000
• Math Learning Lab Construction	\$1.3 million
• Admissions Consultant	\$18,000
• Enhanced High School Engagement	\$5,000
• Additional Communications to Students	\$8,000
• Total	\$1.4 million

Recurring Annual Costs:

• Enhanced High School Engagement	\$5,000
• Additional Communications to Students	\$6,000
• Math Learning Lab	\$150,000
• Elimination of Remedial Courses	\$100,000
• Advising	\$555,000
• Student Affairs Initiatives	\$200,000
• Center for Academic Program Support (CAPS)	\$110,000
• Graduate Assistantships	\$356,000
• Student Success Staff Support	\$173,000
• Teaching Fellows Program	\$12,000
• Total	\$1.6 million

Many of the other projects and contributions were absorbed into regular staff workloads and the operating budgets of departments and offices across campus, such as the increase in the number of writing specialist faculty hired in the English Department, including a director for the Center for Teaching and Learning.

Several of the items listed above also included both physical and technological resources, such as the construction of the Math Learning Lab, the software packages for introductory courses in math and reading, the development of the degrees.unm.edu and students.unm.edu websites, and allocation of resources to the Office of Institutional Analytics and the Office of Assessment.

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

The original effort, which was explicitly related to the Foundations of Excellence, broadened into a diverse range of efforts within offices and departments across campus. While many of the initial participants served on FoE committees, contributed to FoE reports, or coordinated with the FYSC, several individual projects have been absorbed into departments or offices and became a part of institutional operations. The institutionalization of the Center for Teaching and Learning and reorganization of all advising under the Office of Advising Strategies will allow first-year tutoring and advising to be sustained at the current level. Freshman English Stretch and Studio is integrated into the Department of English and the successful MaLL continues to be funded. The biggest challenge has been maintaining the resources necessary to continue the programs that were built five years ago. A partnership between Academic Affairs and the Deans of Students and of University College will draw on FYSC reports and studies to hone new student orientation with continuing programming throughout the first year experience. UNM is also bringing data tools developed in the past five years to bear on increased analysis of transfer students and their needs as new UNM students, including first-year students at and from UNM branch campuses in Valencia, Taos, Gallup, and Los Alamos. Finally, a joint Academic Affairs and Faculty Senate study on general education has yielded a 2018-2021 effort to invest high impact practices piloted in FoE into the general education core curriculum and to assess general education as a program. Partially funded by a Lumina Grant for Race and Social Justice, the effort brings together faculty in communities of practice and supports direct integration of UNM co-curricular support into the lower-division curriculum.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

UNM programs created through an iterative process spanning several years, including pilots, evaluation, expanded rollouts, and further assessments may have the greatest value for other institutions. UNM addressed developmental math and intermediate algebra using the approaches described above, while faculty and staff have gone on to complete other course designs and redesigns for core math courses further along the sequence. The English Stretch and Studio program, similarly, could serve as a model for other institutions. The work of the Department of English, especially that of Professors Davila and Elder, which provided the basis for the 2017 publication on “Stretch and Studio Composition Practicum,” could guide other institutions encountering increasing linguistic, cultural, and racial diversity and first-generation students.

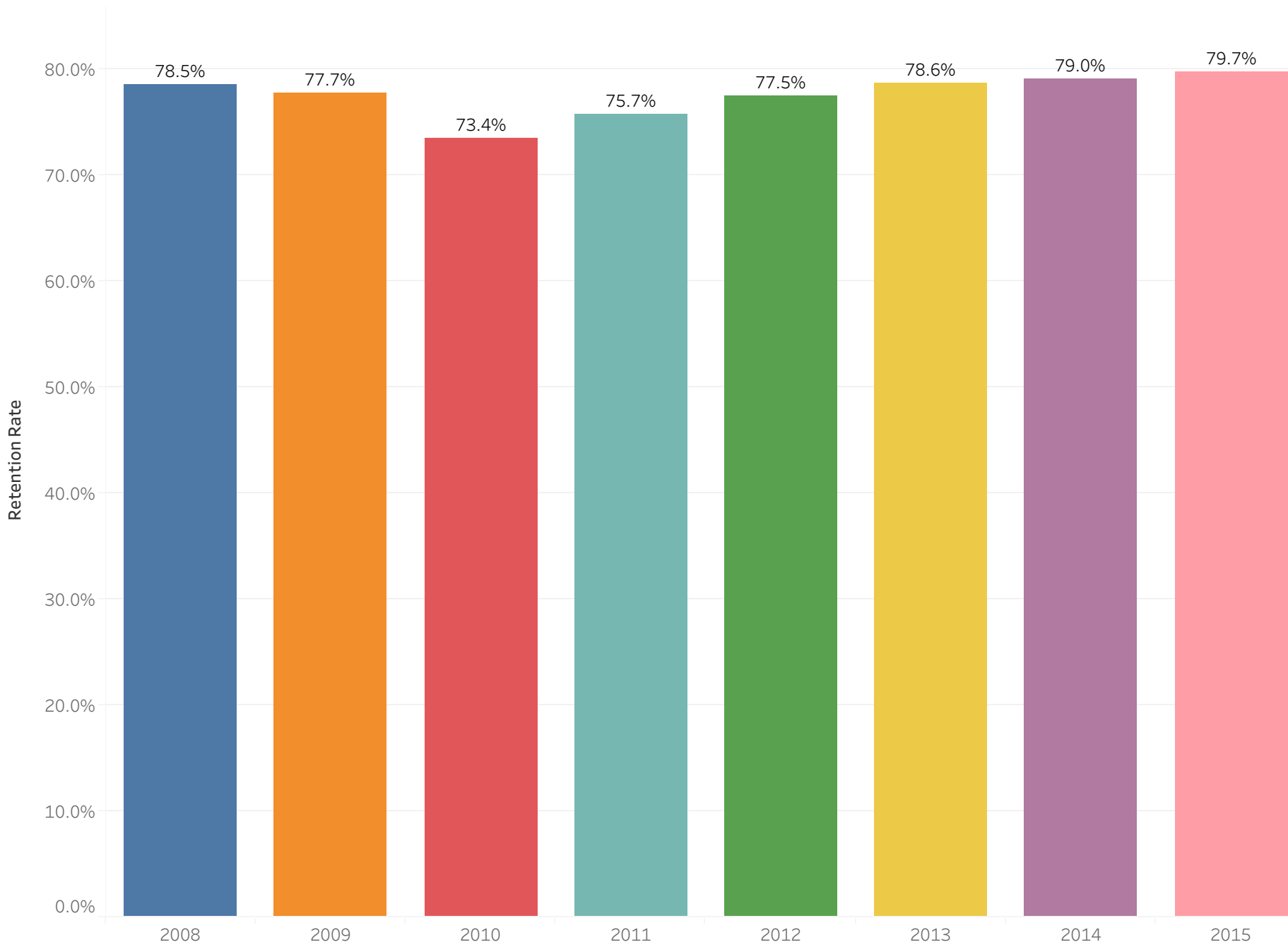
The process UNM used to collect student participation data and pair it with individual practices could be useful to other campuses studying high impact practices. Specifically, this process allowed for program staff to report data according to their programmatic definitions (for instance, 20 students participated in a professional conference), while allowing the professional intern to convert these easily to impact practice categories and definitions (for instance, 20 students participated in undergraduate research and career exploration).

Development of units with clearly defined goals may be especially useful. The consolidation of support for undergraduates, graduate students and faculty in a single Center for Teaching and Learning has created a more visible profile for learning support. The development of embedded advising and a central Office of Advising Strategies facilitates advising enhancement and assessment at an institution of our size. The creation of an Institute of Design & Innovation (IDI) by the Office of Academic Affairs has improved UNM's ability to map curriculum and model flow towards degree in ways that may be of immediate use to other institutions.

The **Teaching Fellows Program** has resulted in a growing number of publications on teaching and learning. The IDI has also generated a number of **scholarly publications** and is open to collaborating with other universities.

The remarkable collective effort that yielded overall improvement in our graduation rates may be difficult to break down into quantifiable measures; we continue to measure and to experiment with FoE models. UNM would be delighted to share any of the resources it developed for FoE, especially the story of how dedicated faculty and staff improved outcomes at a flagship public institution where students of color represent the majority.

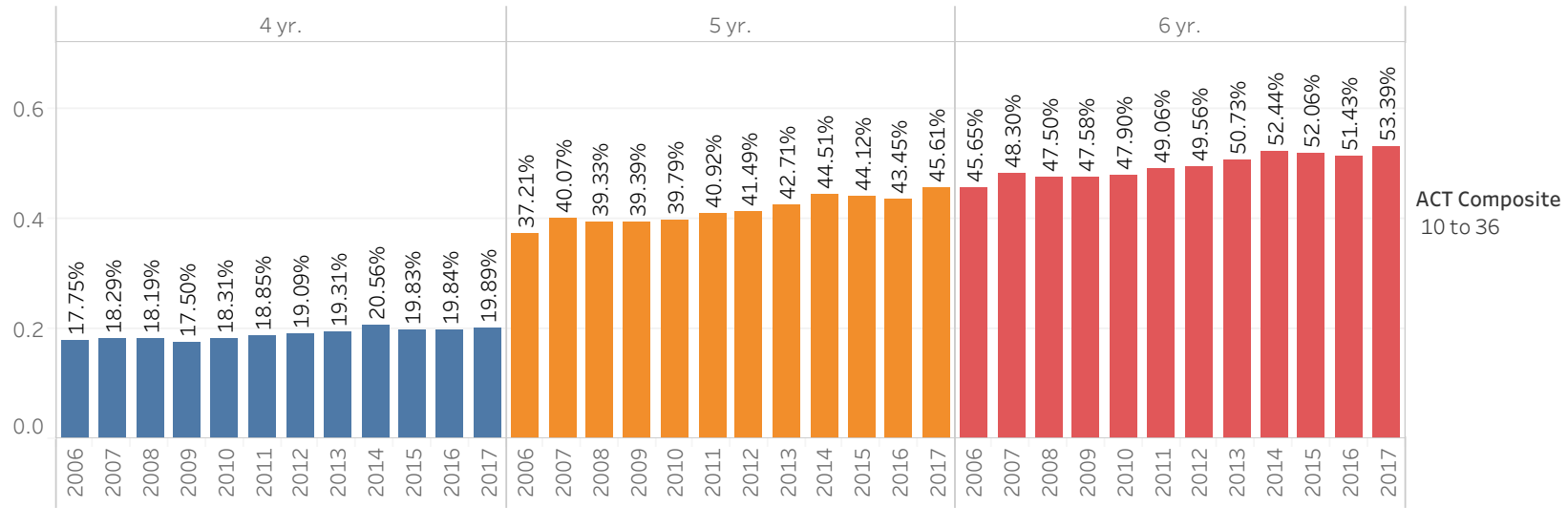
Retention Rates by Cohort, 2008-2016



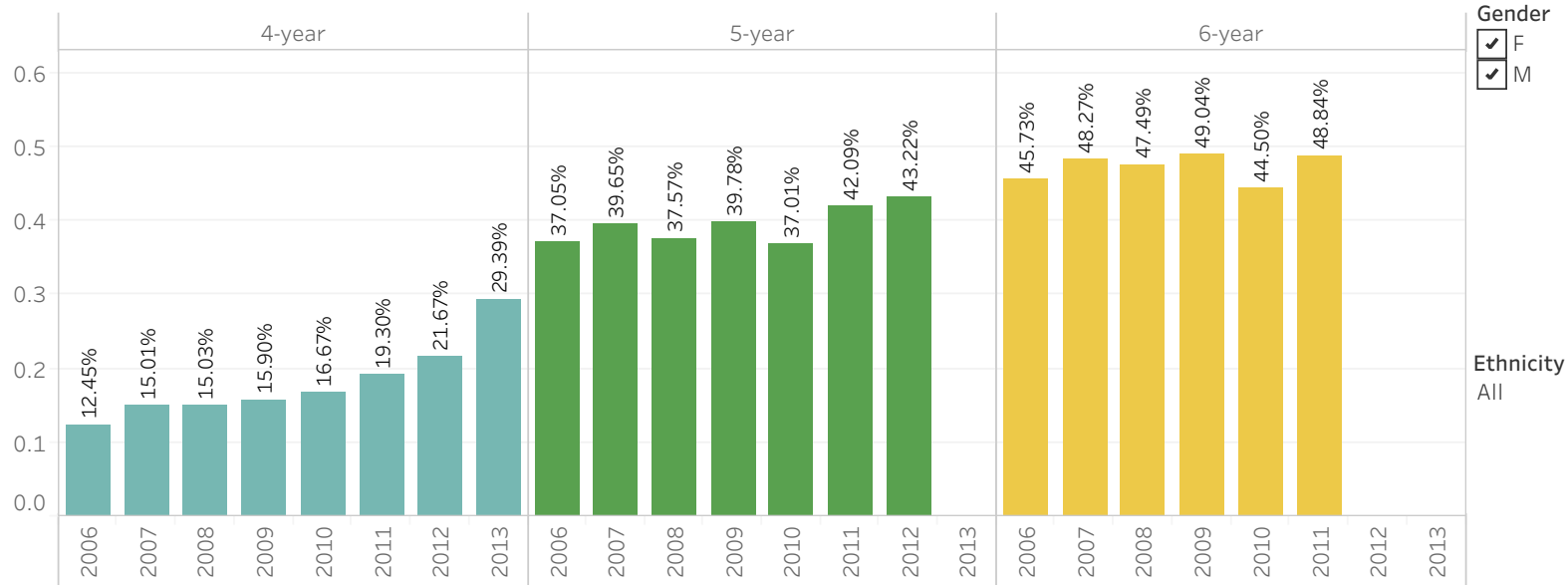
UNM-Main Campus Predicted and Actual Graduation Rates

Predicted Graduation Rates Based on Incoming Characteristics (2006-2017 Full-time Cohorts)

High School GPA
0.06 to 4.97



Actual Graduation Rates by Year



Student Success Summit Kicks Off Foundations of Excellence

By Sari Krosinsky © September 17, 2012

Categories: [Inside UNM](#)

The Student Success Summit kicks off Foundations of Excellence at the University of New Mexico on Wednesday, Sept. 19, 8 a.m.-noon. UNM is one of several colleges and universities selected by the John N. Gardner Institute for Excellence in Undergraduate to participate in the yearlong project. At the summit, participants will receive data regarding retention and graduation rates, learn about the Foundations of Excellence process and find out how to become involved.

The Foundations of Excellence project is designed to help campuses evaluate and improve the overall experience of *first-year students*. The Gardner Institute, based in Brevard, N.C., is a nonprofit higher education research/policy center established in 1999. The institute helps both two- and four-year institutions of higher education enhance new student learning and retention through systematic appraisal and improvement of programs, policies and institutional procedures. Since the project began in 2003, more than 500 two- and four-year colleges and universities have participated either in developing the model or completing the self-study process.

Registration is appreciated but not required. Register at [Learning Central](#). Visit the [Office of Student Academic Success](#) for more information and to view a video recording after the summit, or call (505) 277-7763 for questions.

Media contact: Sari Krosinsky (505) 277-1583; email: michal@unm.edu

Renowned Professor Addresses Practices in Student Engagement and Retention

By Mara Kerkez © June 19, 2012

Categories: [Inside UNM](#)



George Kuh, renowned scholar and researcher on retention and student success, presents "Promising Practices in Student Engagement and Retention," on Wednesday, June 27 from 8:30 - 9:45 a.m. in the Science and Math Learning Center, room 102. The University of New Mexico's Office of Student Academic Success, a division of Student Affairs, sponsors the event.

For individuals who are unable to attend the presentation, a live web cast will be available via the following link: [Dr. Kuh Talk - 6/27/2012](#). An archive of the presentation will also be available after the viewing.

Kuh, an adjunct professor of Education Policy at the University of Illinois and Chancellor's Professor Higher Education Emeritus at Indiana University Bloomington, currently directs the National Institute of Learning

Outcomes Assessment co-located at Indiana University, and the University of Illinois and the Strategic National Arts Alumni Project (SNAAP).

The Founding director of the widely-used National Survey of Student Engagement (NSSE), Kuh has written extensively about student engagement, assessment, institutional improvement, and college and university cultures, and consulted with more than 350 colleges and universities in the U.S. and abroad. In addition to High-Impact Practices (2008) produced as part of the AAC&U; LEAP initiative.

His two most recent books include: *Student Success in College: Creating Conditions That Matter* (2005, 2010) and *Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations* (2007).

In 2001, he received Indiana University's prestigious Tracy Sonneborn Award for distinguished career of teaching and research. George earned the B.A. at Luther College, M.S. at the St. Cloud State University, and Ph.D. at the University of Iowa.

Grand Opening Set for Math Learning Lab at UNM

By Steve Carr © January 14, 2013

Categories: [Inside UNM](#) [College of Arts & Sciences](#) [Mathematics & Statistics](#)

A grand opening celebration is scheduled for the University of New Mexico's newest learning innovation – the Math Learning Lab, or "MaLL." The ribbon-cutting event is set for Friday, Jan. 25, from 1 to 4 p.m. at the Centennial Science and Engineering Library (CSEL). The MaLL is located on Lower Level 1.

At 1 p.m., a public viewing of the newly renovated facility begins. As part of the event attendees will be able to sample the software being used for course curriculum. At 2 p.m., various dignitaries will speak at the event. The event is open to the public and refreshments will be served.

For directions from Central Ave. & Yale, NE visit: [Centennial Science and Engineering Library](#).

"The MaLL allows more student success in the first math course, providing a rehearsal in critical math skills," said Frank, who was on board with this project from the time he started his presidency at UNM after a similar implementation at Kent State, his former institution. "We know this approach is effective and can move more students toward graduation."

The grand opening comes on the heels of a pilot project last fall in which 200 students participated. Jenny Ross, MaLL coordinator, was pleased with the results of the pilot and expressed confidence that this new format would provide students with a more successful experience in future math courses.

The MaLL is equipped with 125 computers for instructional purposes and features a testing lab with 15 additional computers. Classroom lectures will be replaced by time on task in an online learning system called "ALEKS."

Initially, each student takes an online assessment of skills. After assessment students are given a specific course of individual study designed to fill in the knowledge gaps and move students through the three modules that comprise the course.

Instructors are available to spend one-on-one time with students during class time and open lab time, helping students working in the MaLL with difficult parts of the curriculum when needed. Instructors will also monitor students' progress online, and will communicate with them via email to keep them on task and on time. When the MaLL computers are not in use by math students, they will be available for general usage.

"It's amazing how quickly this has come together," said Mark Peceny, dean, College of Arts & Sciences. "We owe a great deal of thanks to the Office of the Provost for their overarching support of the initiative, the Math 120 working group, Planning & Campus Development, Office of Capital Projects, the Office of the University Architect, the faculty and staff in the Department of Mathematics and Statistics and especially all the folks from the University Libraries for making this facility possible."

University Libraries is partnering with the College of Arts and Sciences in hosting this new facility which supports math students' learning and success.

For more information, visit: [MaLL](#).



HLC Accreditation Evidence Document

Title: Original UNM2020 Strategic Plan

Office of Origin: Board of Regents

Description: Document hosted on the BOR website that provides the original articulation of UNM2020 before the 2016 UNM2020 refresh. It includes the 7 goals and 27 objectives of UNM2020.

Date: 2013

	Goal	Obj
	G1	Become a Destination University
1.1		Fully implement an Honors College by 1Q15.
1.2		Develop a plan which identifies amenities and resource requirements for the 'compelling case to be on campus' by 4Q14.
1.3		Increase international programming by 20% by 2Q15.
1.4		75% faculty and staff rate UNM as 'great place to be' by 4Q15.
1.5		Develop a plan and the processes to prioritize capital allocation options in the 10-year capital plan by 2Q14.
	G2	Prepare Lobos for Lifelong Success
2.1		Create structures and processes that allow for student degree customization by 4Q15.
2.2		Improve retention rates by 80% and graduation rates by 50% by 2Q15
2.3		Increase the number of doctorates awarded by 3% in 2014, and 6% in 2015.
	G3	Promote Institutional Citizenship
3.1		Create and value opportunities for all members of UNM (students, faculty, staff, leadership) to to serve local, state, regional, national and global communities by 3Q14.
3.2		Take a leadership role in cultural, social and educational revitalization of the community by 2Q14. (PREVIOUSLY 7.3)
	G4	Enhance Health and Health Equity in NM
4.1		Deliver an integrated HSC academic and service model by 2Q14.
4.2		Improve public health and health care to the populations we serve by 4Q14.
4.3		Recognized as the Premier Health Care Choice for NM by 2Q15.
4.4		Recognized as top institution for translation of our research into clinical and educational practice by 4Q15.
4.5		Build the workforce of NM by providing a premier and innovative education by 4Q15.
	G5	Advance Discovery and Innovation
5.1		Create structures and processes that support collaborative and interdisciplinary team research and scholarship by 4Q14.
5.2		Increase grants and contracts funding by 15% by 4Q15.
5.3		Initiate two nationally prominent research programs with NM labs by 4Q15.

	Goal	Obj
5.4		Increase the number of major faculty awards by two each year (as measured by The Top American Research Universities).
5.5		Strengthen and expand the number and range of interdisciplinary research enterprises by 4Q14.
G6 Ensure Financial Integrity and Strength		
6.1		Establish a \$500m - \$1b Endowment by 4Q21.
6.2		Implement recognition and compensation programs linked to outcomes by 4Q15.
6.3		Implement process for continuous evaluation of programs for relevance and investment by 3Q14.
6.4		Reform revenue allocation processes, analyze expenditure efficiencies, and standardize budget development mechanics to align responsibilities and authority by 4Q13.
G7 Advance and Accelerate Economic Development		
7.1		Develop a culture of entrepreneurship and innovation among students and faculty with the aim of fostering economic development in NM by 2Q15.
7.2		Leverage public/private partnerships with the aim of promoting economic development by 4Q14.
7.3		Streamline University policies to ensure the growth of its intellectual property portfolio segments having high economic development impact by 2Q14. (PREVIOUSLY 7.4)

Foundations of Excellence

Executive Summary



The First Year in High Gear



June 2013



The University of New Mexico



As this state's flagship research university serving a highly diverse student body, the University of New Mexico is committed to offering a high-quality education marked by a challenging and supportive environment that provides all students with the foundation for academic and personal success in the first year and beyond.



Introduction

Improving the first-year experience for students at the University of New Mexico is a momentous undertaking that requires making the first year a priority at a large institution that serves many students and performs many functions. The following report was the result of a choice to single out the first year for increased attention, to make it the focus of a candid self-assessment, to make its challenges the occasions for creative thinking and problem solving. The Foundations of Excellence® (FoE) Task Force—composed of over two hundred members of the UNM community, including faculty, students, and staff—generated this report. Many members of this same dedicated group have already begun acting on the recommendations, setting into motion this extensive, coordinated plan for improving the first-year experience.

The University of New Mexico (UNM) is a complex institution: it is a research university with the highest Carnegie Basic Classification for doctorate-granting universities—designated “RU/VH,” or “Research Universities (very high research activity)”—one of only seventy-three public universities in the United States with this designation. It is a Hispanic-serving institution. Among the seventy-three RU/VH universities, it has the largest percentage of American Indian and Hispanic students enrolled, and only seven schools on the RU/VH list have a higher percentage of Pell Grant recipients. The returning student population is joined every year by a traditional beginning freshman class of approximately 3,400 students, 1,900 new transfer students, and 1,800 new graduate and professional students. How well we integrate those new students into the UNM community will determine our future and theirs.

As a research university that serves a large and diverse undergraduate student body, UNM is often criticized for dissipating its energy by trying to be all things to all people. This criticism gains validity when part of the University’s stated mission appears to be de-emphasized. With competing resources and evolving priorities, the well-being of the 3,400 beginning freshmen has not been the focus of a cohesive, intentional undertaking for some time. Individual departments and programs with high interaction with freshmen have not ignored them and many, to the contrary, have demonstrated great passion for improving their success. Those efforts, however, have been isolated and uncoordinated. This FoE initiative establishes an institutional focus on the first-year experience of our beginning freshmen that has collaboration, coordination, and shared outcomes as core values.

The term “emerging majority” is increasingly commonplace in descriptions of the nation’s shifting demographics. At UNM, our first-year students emerged several years ago as a majority-minority cohort. In the Fall 2012 semester, only one-third of our beginning freshmen were classified as white. Many of the students entering UNM arrive with great but untapped potential, having grown up without access to the financial and other resources that have historically predicted academic success. Many are first-generation college students who come from homes where English is a second language; have significant financial challenges; and may not even have U.S. citizenship. Our core values of equity, inclusion, and access compel us to admit these students, but admission without support is insufficient. We must utilize all available resources in a unified manner to assure that all students, irrespective of wealth or privilege, have



the opportunity to succeed. If we are unsuccessful, the economic conditions and quality of life of our students and their families will not reach their full potential. If we are successful, UNM will lead the way for others who are just beginning to experience this demographic transformation.

UNM’s Foundations of Excellence® work was launched in the same year that UNM began its focused long-term strategic planning effort known as UNM 2020, and the two processes are opportunely aligned.

Central themes of UNM 2020 include a focus on innovative teaching and learning and enhancing the “Lobo Experience” so that UNM becomes a destination university. The Action Plan that emerged from the FoE effort provides specific steps to accomplish a number of UNM 2020 objectives.

Our Action Plan, detailed in the following recommendations, and which can be found in-full in the appendix, features a new administrative body charged with coordinating first-year programs and developing best practices to support students as they acquire the foundational skills necessary for success in their years at UNM and beyond. But given the urgency of our mission, the Task Force did not wait for finalization of this report to begin instituting the recommendations made by our members. To date, significant steps have been taken to improve the first-year experience.

For many students, their first exposure to UNM is New Student Orientation. In preparation for making improvements to the New Student Orientation program for next year (2014), a committee was formed to collect and review orientation materials, develop student learning outcomes for each section of orientation, and develop other recommendations to be implemented the following summer. A committee has been working to improve the Lobo

Reading experience in order to create a much wider campus involvement than in the past. Part of that will include making the book available electronically to incoming students, and then integrating the book into orientation and the high-freshman-enrollment English 101 and 102 courses.

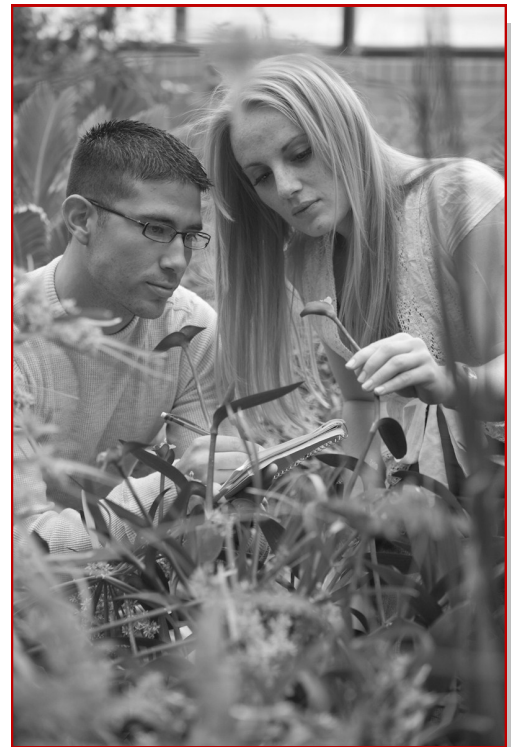
UNM faces challenges due to the diversity of academic preparation of its incoming students. Approximately 30 percent of our entering students place into developmental coursework, while at the same time, many students with “national merit” designation matriculate with each freshman class. Taking remedial courses delays a student’s entry into college-level courses and slows progress to degree. Two efforts to reduce remediation are included in the FoE Action Plan, the Math Learning Lab (MaLL) for Math 120-College Algebra students, and the English 101 "Summer Stretch" and "Studio Courses." The MaLL has just finished its first year (2012-2013 academic year) as the sole form of delivery for the Math 120 curriculum. Similarly, innovative English 101 courses are being developed and deployed. This summer, students who would have placed into developmental English or math courses are being given the opportunity to enroll in college-level courses that provide additional time and support. Students who successfully complete these offerings will now be able to complete core English and math requirements by the end of their first year.

Financial hurdles are the single most common reason students are not retained at UNM. This year curricular and co-curricular offerings will include programs that encourage financial competency. For example, a financial competency unit will be included in first-year seminars to provide students with the skills to navigate the complex financial terrain of paying for college, managing living expenses, and planning for the future. Other co-curricular initiatives, such as the study abroad savings program being developed by the UNM Global Education Office, will be introduced to students early, either during or prior to new student orientation, to help students and their families save for high-impact educational opportunities. Study abroad opportunities, and others like them, have been shown to dramatically improve student academic success.

Several recommendations address teaching in courses that enroll a large number of first-year students. UNM has instituted a new Center for Teaching Excellence, led by a new director, that will provide the professional development needed to support faculty in first-year courses. A subcommittee of the Provost's Committee on Academic Success (PCAS), under which our new First Year Steering Committee (FYSC) will likely be located, is developing rubrics for evaluating teaching effectiveness. Those rubrics are part of an effort to make effective teaching a large part of the promotion and tenure process, along with other evaluative processes, and to find ways to recognize and celebrate excellent teaching. Many first-year courses are taught by lecturers, and UNM established a professional career path for lecturers during the 2012-2013 academic year.

Courses taken during a student's first year set the stage for future success. Our work was guided by the advice of Dr. George Kuh, who stresses the effect that "high-impact practices" have on student engagement and success. Several high-impact practices are being piloted or substantially revised and reissued this year in light of Dr. Kuh's advice. The number of Freshman Learning Communities was doubled this year (from about 30 to 60) with the goal of making high-impact practices more widely available in course work. University College is offering five new First-Year Seminars (in addition to those offered in athletics) targeting Pell-eligible students. Another First-Year Seminar will be offered by Accessibility Resources. All First-Year Seminars will include curricula on financial competency, critical thinking, the Lobo Reading experience, and research skills. As part of the plan to increase research service-learning opportunities for students, including freshmen, the Faculty Senate recently created the Community-Engaged Scholarship Task Force. In the residence halls, Residence Life has introduced themed residence floors that give students the opportunity to live with peers, form study groups, and attend similar classes. Finally, as part of the effort to ensure that all students are receiving at least one high-impact practice during their first year, we are beginning to develop a tracking system for first-year students that will eventually allow us to match students with effective programs and allow us to collect data that will be used to guide the improvement of this program on an on-going basis.

Advisement plays a central role in student success. For the first time in over ten years, the University Advisement Center gave advising awards as part of an overall effort to elevate the profile of advising on campus. The LoboAchieve advising system, an important new tool for faculty, advisors, and others, is "Going Live" on August 1, 2013, and will be open to the new freshman cohort. The system allows students to sign up for faculty office hours, has a centralized location for recording advising notes, an Early Alert feature that will allow instructors to alert advisors and other service providers to potential issues with student behavior and academic performance, and many more features geared toward student success. As part of the plan to restructure advising, and to shift more advising duties to college-specific and major-specific advisors, a pilot program in the School of Engineering was started to move engineering students to engineering advisors earlier. At the Spring Advisor Institute on May 22, 2013, the Provost and Associate Provost for Curriculum introduced advisors to the importance of the initiative to improve the student-to-advisor ratio, and to get advisors to "buy in" to LoboAchieve. Mentors and coaches can provide much needed guidance to students and, as Dr.



Kuh reminded us, play an important role in shrinking the psychological size of campus. The Volunteer Academic Coaching program, which provides one-on-one coaching for some freshman students, just finished its first year. Ways to expand the program to more first-year students are being considered in preparation for the new year. Finally, “roadmaps” for majors have been created which list each major’s critical requirements, optimal course sequence, and helps students stay on track to completion in four years.

In addition to the academic advising provided by advising centers across campus, students need consistent, reliable, and accessible information about campus resources. The Student Academic Success office is collecting all first-year communication so that we can better coordinate the messages sent to incoming students. Also, two “one-stop” efforts are underway to simplify access to resources. A physical "Student Success" location, which will have staff devoted to first-year students, is currently under construction and will be open to students before the Fall 2013 semester. The electronic one-stop, which will have links and information specific to freshmen, is in development, a beta-version can be found at students.unm.edu.

Decisions concerning the first year will be informed by data about students and their experiences, but currently students are surveyed far too often, and there is a lack of central oversight. A committee was formed to streamline student surveying, and the committee will collect all surveys and combine them into simpler survey tools to be administered at intervals throughout the school year. Data about student learning is also critical. The Provost’s Committee on Assessment is working on an assessment plan for core curriculum to assess the effectiveness of writing/speaking core courses this fall.

In the following section, you will find recommendations for improving the first-year experience at the University of New Mexico. This section is an abbreviated version of the full Action Plan, which you may find in the appendix at the end of the report (pg. 113). The reports by each of the Dimension Committees that evaluated the nine aspects of the first year (as developed by the John N. Gardner Institute for Excellence in Undergraduate Education) are included.

Our student success efforts do not end with the creation of this document. Implementation of the recommendations will require a sustained effort and the support of the entire UNM community. Our obligation to students, to their families and to the state of New Mexico compels us to invest our time, energy, and resources in an ongoing effort to ensure that each student we admit, who is willing to work hard, is given the opportunity to flourish personally and academically.

 |

Recommendations

First Year Steering Committee (FYSC)

The task force recommends the creation of the First Year Steering Committee (FYSC), led by a representative of the Provost, and acting under his or her authority, as a necessary pre-condition to implementing many of the other recommendations listed below. The committee will have campus-wide representation from schools, colleges, and administrative units that serve first-year students, as well as representatives from student groups.

The FYSC will orient its work around a version of the Philosophy Statement for the First Year adopted by campus, the initial draft of which was developed as part of the FoE exercise. This statement is considered to be a living document and will be modified as changing needs and circumstances warrant:

As this state's flagship research university serving a highly diverse student body, the University of New Mexico is committed to offering a high-quality education marked by a challenging and supportive environment that provides all students with the foundation for academic and personal success in the first year and beyond.

The FYSC will work with all appropriate schools, colleges, offices, and others to:

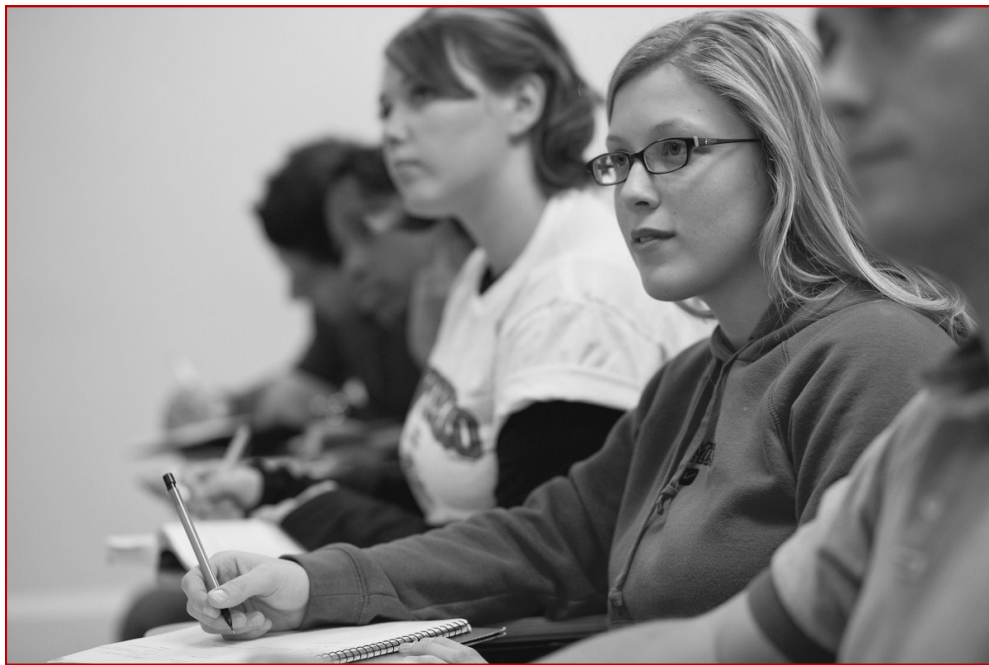
- Coordinate and enhance all curricular, co-curricular, and other first-year efforts;
- Inform funding for all first-year initiatives, and review all proposals for first-year programming to ensure promising practices are featured and that resources are used efficiently and effectively;
- Develop the plans and tools necessary to track student progress, create an active support plan, and match students with high-impact programs and practices;
- Collect, analyze, and disseminate data that informs and assesses first-year policies and programs;
- Streamline first-year communication to students and their families, as well as to faculty, staff, administrators and others in the University community concerning current programs and other efforts.

A Challenging and Supportive Experience for All Students

UNM is committed to offering a high-quality education, which requires preparing students to meet high academic expectations. Reaching these expectations in turn requires excellent support and service to help students navigate the multiple challenges they face—academic, transitional, and otherwise. We are likewise committed to providing the resources students need to be successful in their first year and beyond.

The FYSC, or subcommittees thereof, will be responsible for:

- Continuing to enhance learning in New Student Orientation (NSO);
- Developing a curriculum that provides a strong foundation for success, with high priorities in reducing remediation, increasing high-impact offerings, adopting and assessing Student Learning Outcomes (SLO) for the first year, and increasing intellectual and experiential diversity;
- Intentionally focusing on the learning that occurs outside classrooms, labs, and studios, both on and off campus, by encouraging progress on first-year Student Learning Outcomes in out-of-classroom activities.
- Providing students with a safe and welcoming campus.



Faculty, Staff, and Support Services

Curricular and co-curricular efforts must be balanced by efforts to improve the support and development activities of those who serve first-year students—including faculty and staff, advisors, and others—as well as enhancing the services they provide and simplifying access to resources.

The FYSC, or subcommittees thereof, will be responsible for:

- Facilitating and rewarding best practices by faculty and staff, and creating a culture that tangibly values teaching and serving first-year students;
- Restructuring advising with the aim of lowering the advisor-student ratio in the University Advisement Center and shifting advising duties to major-specific or college-specific advisors who are closer to the programs in which students are enrolled;
- Simplifying student access to resources, by creating two centralized and well-known presences—one physical, the other electronic—or “One Stops,” for first-year students and those who serve them;
- Developing a model of active or intrusive support to bring resources to students who need them in a timely manner.

Communication

Improvements must be made to first-year communication to streamline messages to prospective and current students and their families, ensure that faculty and staff have the information they need to serve students, and to publicize UNM’s contributions to the broader community.

The FYSC, or subcommittees thereof, will be responsible for:

- Recommending and supporting the creation of a position within University Communication and Marketing (UCAM) Office focused on first-year communication, which includes recruitment activities;
- Developing a system for consistently delivering effective and timely communications to students;
- Preparing messages in multiple languages and media for the many audiences with whom UNM communicates.

THEME CATEGORY			
Number	Category		Leader(s)
1.x.x	Front Door: Improving student transitions to UNM		Terry Babbitt
2.x.x	Curriculum		Kate Krause, Greg Heileman
3.x.x	Student Support		Jennifer Gomez-Chavez, Vanessa Harris, Tim Gutierrez
4.x.x	Faculty, Staff and Grad Student TA Support		Amy Neel, Diane Marshall
5.x.x	Campus Quality and Out-of-Classroom Experiences		Tomas Aguirre
6.x.x	Data and Assessment		Greg Heileman

FYSC-Directed PROJECTS			
Number	Category	Name	Leader(s)
1.01.1	1. Front Door	First-Year Communications	Corine Gonzales
1.02.1		New Student Orientation	Sonia Rankin
1.03.1		Placement	Diane Marshall, Terry Babbitt, Kate Krause
2.01.1	2. Curriculum	UNIV Offerings	Kate Krause, Sonia Rankin
3.01.1	3. Student Support	Electronic One-Stop for Students	Jennifer Gomez-Chavez
3.02.1		Academic Coaching Program	Jennifer Gomez-Chavez
3.04.1		Early Alerts (Lobo Achieve)	Vanessa Harris
3.05.1		Front Line Culture for Faculty and Staff	Joe Suilmann
3.06.1		Coordinating Student Support	Tim Gutierrez
4.01.1	4. Faculty/Staff Support	Reward and Support Quality Teaching in First-Year Classes	Aeron Haynie
5.01.1	5. Out-of-Classroom	MyUniversity - Student Learning Outcomes	Tomas Aguirre
6.01.1	6. Data & Assessment	Assessment of FYSC Progress	Tim Schroeder
6.02.1		Assessment of FYSC Project Progress	Tim Schroeder
6.03.1		Assessment of High Impact Practices	Tim Schroeder

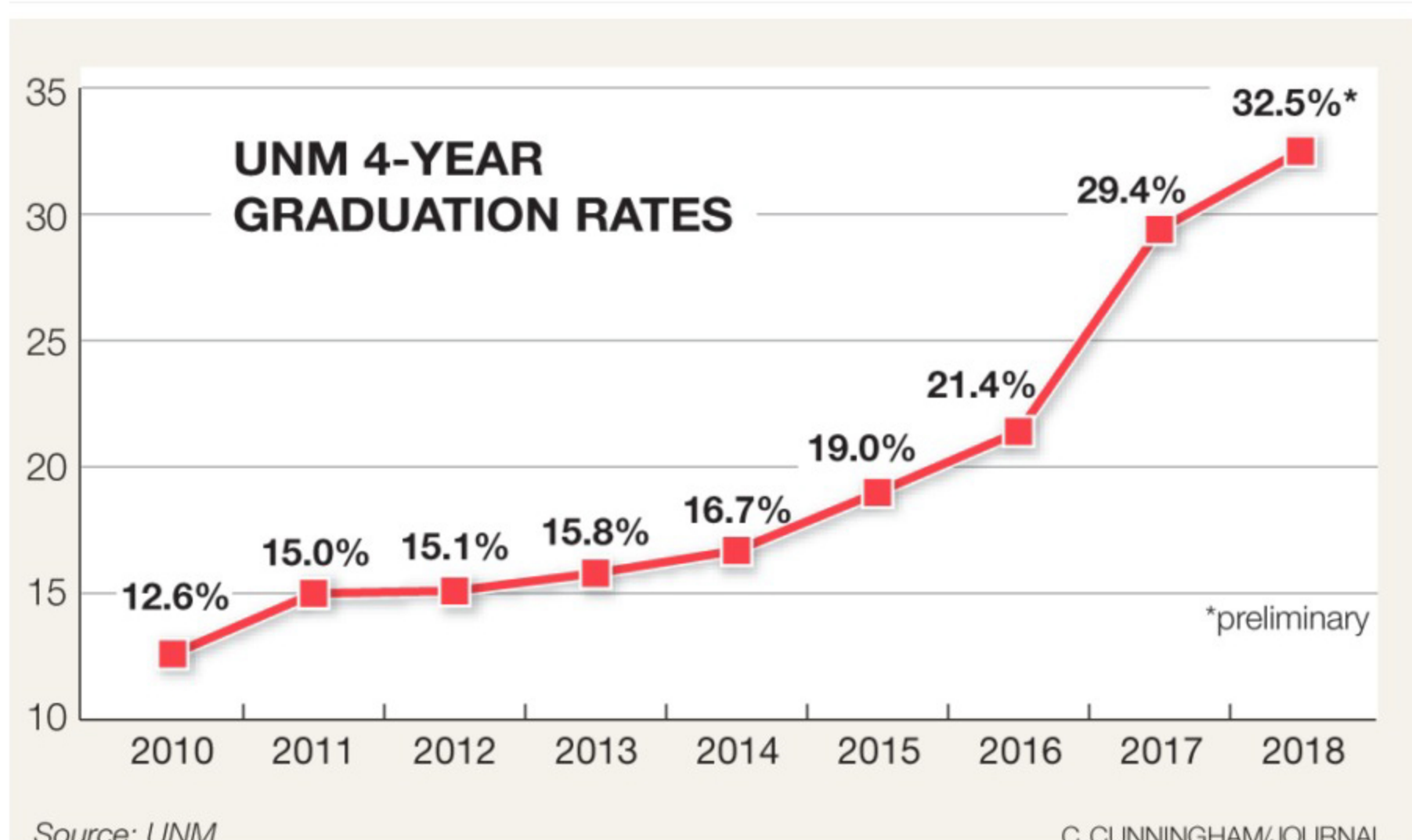
First-Year Institutional Initiatives			
Not Tracked Monthly	Category	Name	Who
	1. Front Door	Recruiting	Terry Babbitt
		Internship - Telling the Student Story	Joe Suilmann, Ethan Rule
	2. Curriculum	Lobo Reading Experience	Jennifer Gomez-Chavez
		Degree Maps	Greg Heileman
		Service Learning & Community Engagment	Monica Kowal
		Student Learning Outcomes	Kate Krause, Sonia Rankin
		STEM Redesign Projcet	Tim Schroeder, Gary Smith
	3. Student Support	Writing in the Curriculum	Dan Sanford, Aeron Haynie
		Physical One-Stop for Students	Jennifer Gomez-Chavez
	4. Faculty/Staff Support	Operation Registration	Jennifer Gomez-Chavez
		Electronic First-Year Newsletter	Tomas Aguirre
	5. Out-of-Classroom	Center for Teaching Excellence	Aeron Haynie
		Career Path for Lecturers	Amy Neel
	6. Data & Assessment	Themed Residence Floors	Tomas Aguirre

UNM turns out grads at record pace

By Jessica Dyer / Journal Staff Writer

Published: Thursday, August 2nd, 2018 at 7:33pm

Updated: Thursday, August 2nd, 2018 at 9:48pm



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In 2010, only 12.6 percent of University of New Mexico students earned a degree within four years.

Today, about a third of them do it.

New preliminary numbers show that UNM's four-year graduation rate continued to climb in 2018, reaching 32.5 percent. But that does not count all of the students who wrapped their degrees during the summer session, and officials estimate the number should top 34 percent once those graduates are included.

The 2018 number will surpass last year's record of 29.4 percent and continues an upward trend. Only 12.6 percent of UNM students finished in four years in 2010, while 16.7 percent did it in 2014.

Heather Mechler, director of UNM's Office of Institutional Analytics, described it as a "stunning amount of growth over what we saw just a few years ago." She presented the preliminary numbers Thursday to the regents' academic/student affairs and research committee.

Her presentation showed UNM also has made progress in its five- and six-year graduation rates.

The five-year rate hit 47.1 percent by the end of spring semester, up from 43.2 percent last year. The six-year rate rose to 49.5 percent from 48.7 percent in 2017.

Both should also grow with summer degree additions, and Mechler said the finalized numbers should be available later this month.

Even with the improvement, UNM lags the national average. The four-year graduation rate at all four-year institutions is 40.6 percent, according to the most recent federal data available. It is 35.5 percent at public four-year schools. Nationally, the six-year graduation rate is 59.8 percent at all schools, and 58.9 percent at public institutions.

UNM made significant investments aimed at helping first-year students, including additional advising resources and the computer-centric "Math MaLL" for those working through entry-level math.

Regent Suzanne Quillen called the continued gains a "huge accomplishment" and praised UNM Provost Chaouki Abdallah for maintaining a focus on student success measures even amid recent years' budgetary challenges.

Abdallah, who will leave later this month for a new administrative position at Georgia Tech, said former UNM president Bob Frank made improving the graduation rate a priority, but he credited a larger culture change at UNM.

"This involved hundreds and thousands of people," Abdallah said. "We had a lot of difficult conversations and also changing of attitudes and changing of processes. ... There is no one person or even a small group (to credit)."

But the provost also sounded warnings about the future, saying the growth is not sustainable unless UNM finds and implements other measures to keep students on track.

While UNM has intervened to remake its entry-level math programming, Abdallah said it should do the same in other subjects with similar "killer courses" that can stop students from advancing.

"We need to redesign those to put more resources into those," he said. "Our models show if you can improve the success in those courses, there's a multiplier effect, but we can't do it today with the resources we have."

Terry Babbitt, vice provost of enrollment management and analytics, said in an interview that UNM likely needs to continue boosting advising services but budgetary constraints make that difficult.

UNM saw state funding cuts the last two years. While it saw a slight boost this fiscal year, the appropriation remains below 2015 levels. Tuition and state funding are UNM's primary funding streams.

Babbitt said financial considerations also make it hard to expand certain offerings aimed at first-year students. That includes the Early Start Summer program, which UNM requires for incoming freshmen with lower standardized test scores as a means of easing their transition to college.

UNM fronts the tuition costs for the neediest students, he said. In addition, forcing more students into the program might turn them off UNM, hurting the school's already declining enrollment.

"(The summer program) costs money and it causes students to make other decisions sometimes than attend UNM," Babbitt said. "So it's hard to expand in this enrollment environment."

STRATEGIC RETENTION INITIATIVES



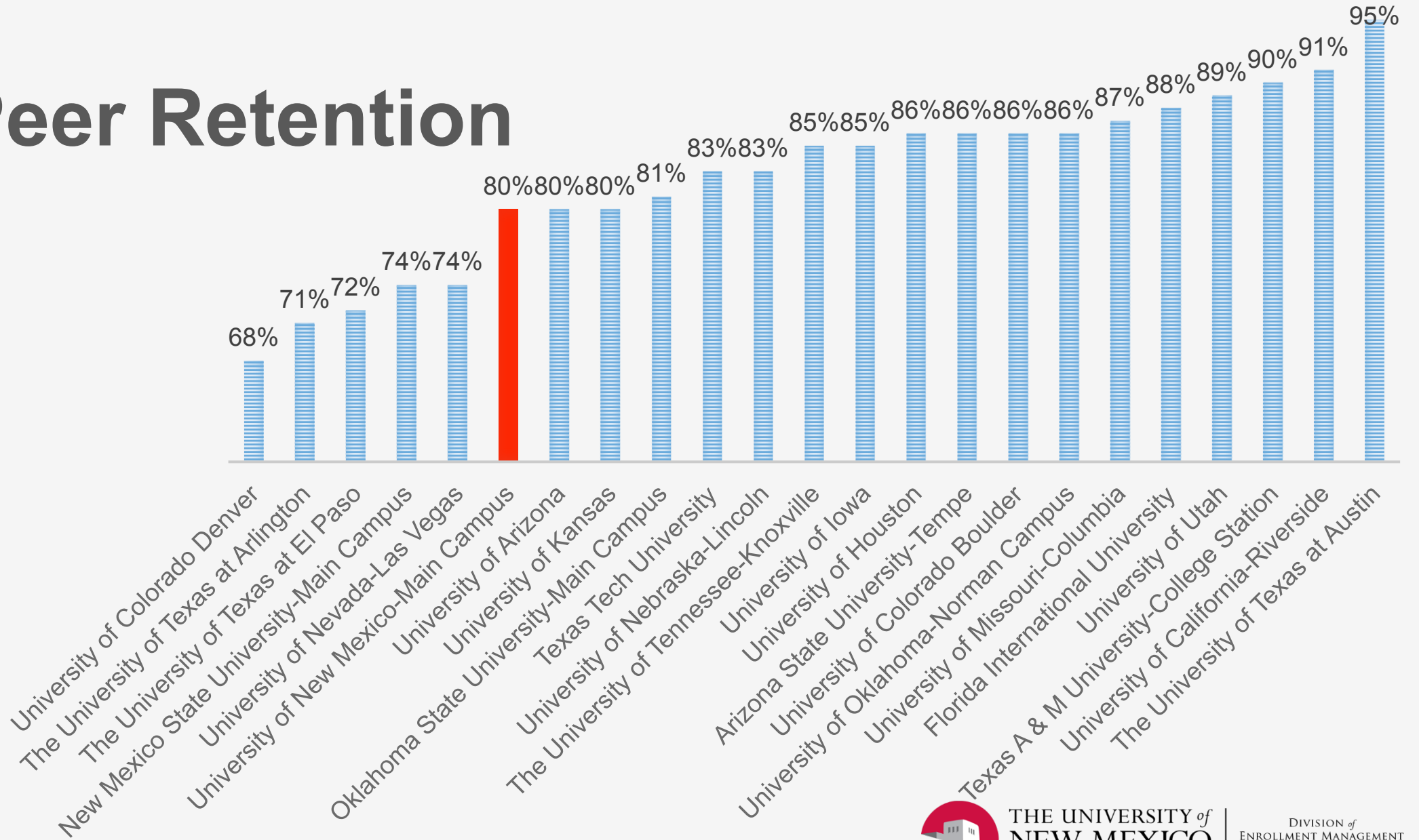
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ENROLLMENT MANAGEMENT

Agenda

- Peer Retention
- Strategic Efforts
- Utilizing Data
- Examples
- Communication activities
- Where they ended up and why

Peer Retention



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Strategic Efforts

Pre-Entry

- Summer Melt
- Mailing
- Monitor withdrawals

First Semester

- Check for under-enrolled/jeopardy of losing lottery
- Withdrawals
- Promote 2H & Late Starting
- FAFSA renewal
- Missing credentials
- Non-Registered for Spring
- Check on credit hours and GPA after first semester (2.3 – 2.49)
- Monitor withdrawals

Second Semester

- <15 and <2.5 and in jeopardy of losing lottery
- Promote 2H & Summer
- Non-Registered for Fall
- Run with the Pack
- FAFSA Renewal
- Monitor withdrawals

Summer prior to 3rd Semester

- Promote summer courses
- Non-Registered for Fall
- Bursar Holds/Pack Assistance
- Monitor withdrawals



Utilizing Data

- Not Registered
- Under-enrolled for scholarships
- Missing credentials
- Have not completed FAFSA
- Holds that prevent registration
- Probation
- GPA

Cohort Data

- Strategize time-frame
- Develop call script
- Develop email script

Plan

- Calling Campaign
- Email Blast
- Referral to Advisement
- Referral to Lobo Achieve

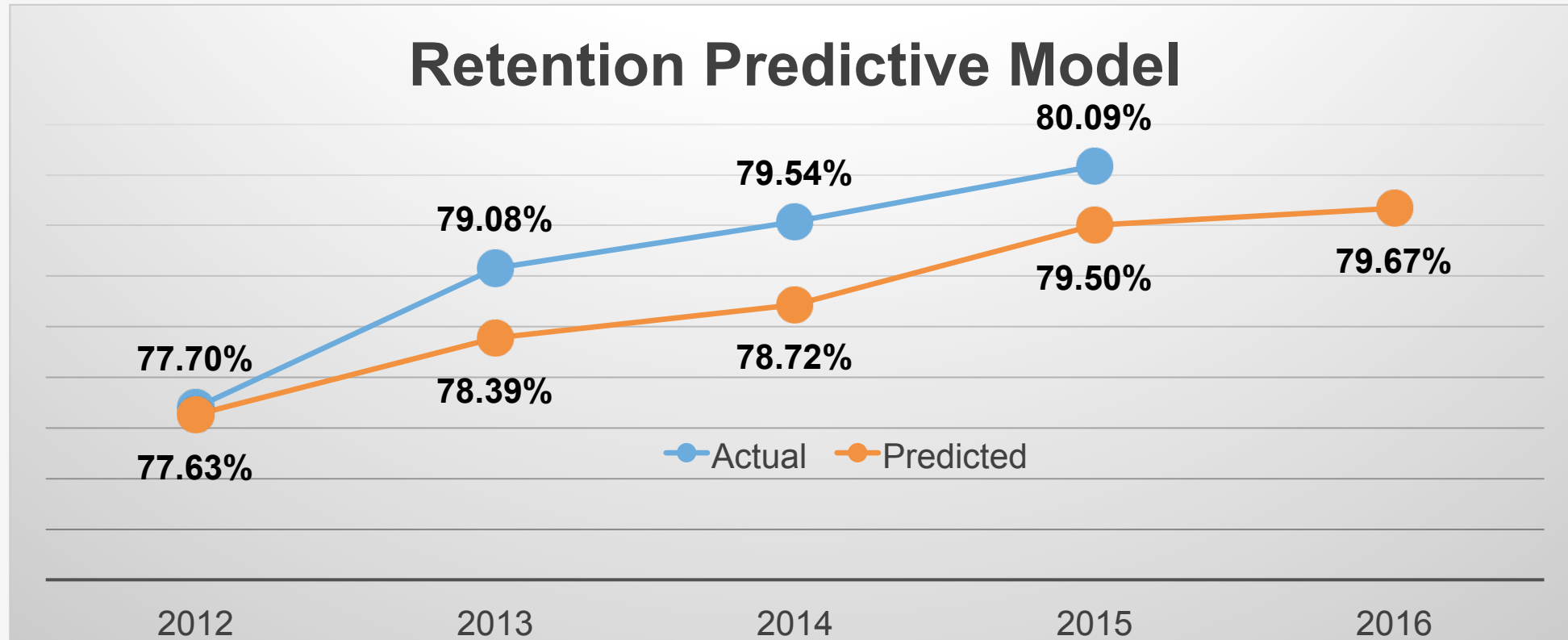
Action



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Predictive Analytics



Variables

Ethnicity	FAFSA Date	Residency State	Institutional Funds	Federal/State Funds
Gender	Application Months	Application Period	ACT (times taken)	AP Attempted
HS GPA	Admitted Months	First Generation	ACT Comp	AP Earned

Communication Activities

Calling Campaigns

- Summer Melt
- Non-Registered
- <15 cr. Hours
- Withdrawals
- FAFSA renewal
- Holds
- Missing Credentials
- Mid-Semester Check-In

Email Blasts

- Registration reminders
- Promote 2H, Late Starting, Summer
- Non-Registered
- FAFSA Renewal

Text Messages

- Welcome
- Check-In
- C.A.P.S.
- FAFSA Renewal
- Registration Reminder

Postcard Mailings

Academic Resources

Reminders include:

- Registration
- Meeting with advisors
- Meeting scholarship and/or financial aid eligibility
- Degrees.unm.edu
- Operation Registration Event

Referrals to Academic Advisement/Lobo Achieve

Example Mailings

(sent to ~3000 students)

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REGISTRATION for summer and fall starts soon!
View your degree audit online at my.unm.edu and review the schedule of classes for Summer and Fall schedule.unm.edu

FINANCIAL AID/ SCHOLARSHIPS in order?
Visit LoboWeb on my.unm.edu to review any outstanding requirements

ACADEMIC ADVISEMENT
Meet with your academic advisor to clear any advisement holds loboachieve.unm.edu

HOUSING—have you secured housing for 2015-16?
Check out housing.unm.edu for options

TAKE ACTION
Class of 2018!



CLASS OF 2018

Set Yourself Up for Success

- JOIN THE CLASS
- TAKE CARE
- STAY ON TOP

Questions? Visit with staff from Academic Advisement, Registration, Financial Aid, Housing on **Thursday, April 30: 10am – 2pm in the SUB-Ballroom C!**

Time Management One thing at a time

Study in the Library Utilize resources

Build relationships Professor office hours

Get Involved No all-nighters

Be organized CAPS Go to Class Teach others

Ask for Help Ask for Help Go to Class Practice Exams Ask for Help

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Go to Class Eat meals To-do-List

Learn "Me" time Time Management

Deep Breath Step out of your comfort zone, meet people

Ask for Help Practice Exams Deep Breath

Learn Professor office hours

Eat meals Build relationships Utilize resources

CAPS Study IN ADVANCE Time Management



Example – Text Message

Hi Peter, this is Corine with UNM. I will be sending you a few texts this year to help w/college life! Let me know if u have any questions, Go Lobos!

UNM-First_Year_Communication  UNM-First_Year_Communication
8/18/16 10:02 AM

Want to make sure this is legit? Call us at UNM Enrollment Management 505-277-1766. Don't want these mgs? Txt back "cancel"

UNM-First_Year_Communication  UNM-First_Year_Communication
8/18/16 10:02 AM

Awesome. Thank you!

UNM-First_Year_Communication    Peter Weber 8/18/16 10:04 AM

Thanks Peter! Welcome to UNM!


UNM-First_Year_Communication  Savana Carollo 8/18/16 10:05 AM

   Estevan Pakozodi 9/7/16 5:38 PM


Hi Estevan! Don't wait until exam week to start studying - plan your next study session and/or visit CAPS for free academic tutoring & support!

 UNM-First_Year_Communication 10/5/16 10:12 AM

Where is CAPS?

   Estevan Pakozodi 10/5/16 10:13 AM

3rd floor of Zimmerman library. It is also available online.
<http://caps.unm.edu/>.

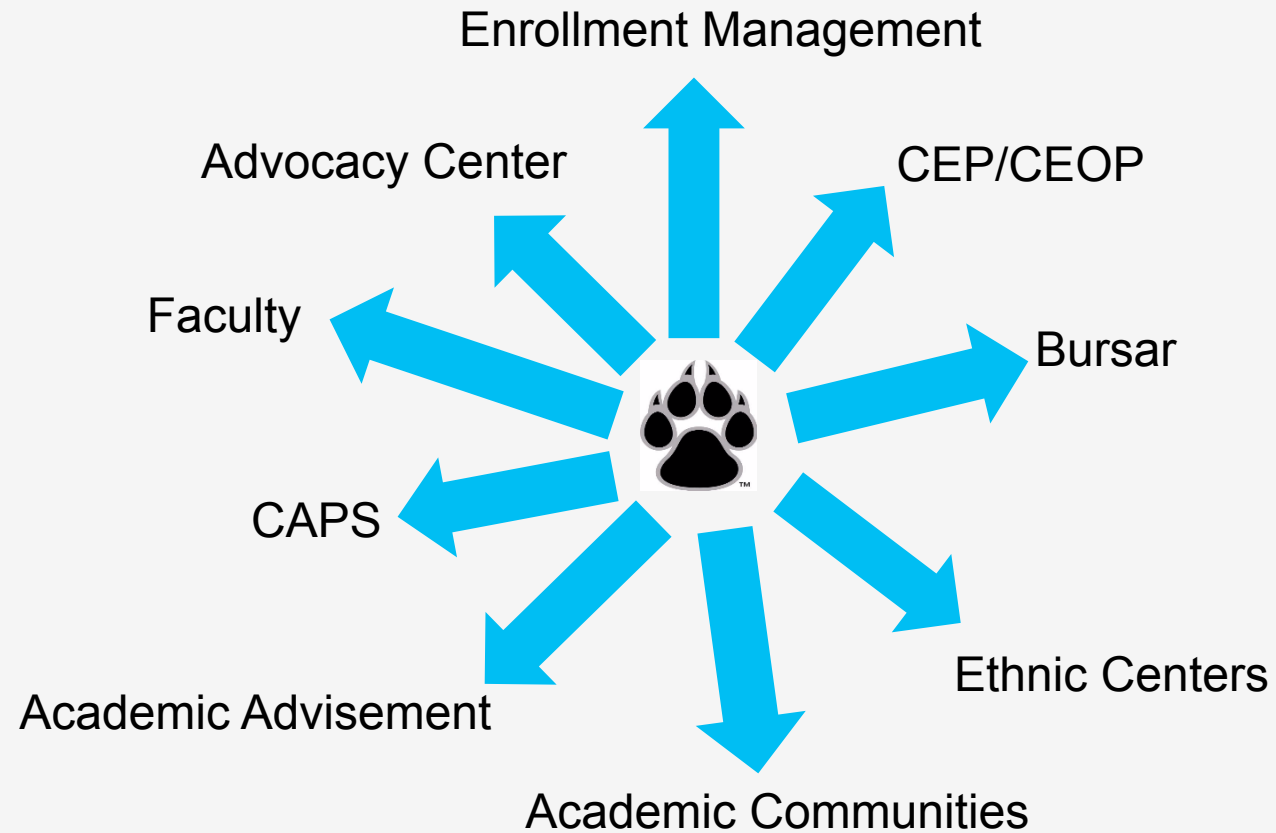
 Savana Carollo 10/5/16 10:16 AM



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Collaborators



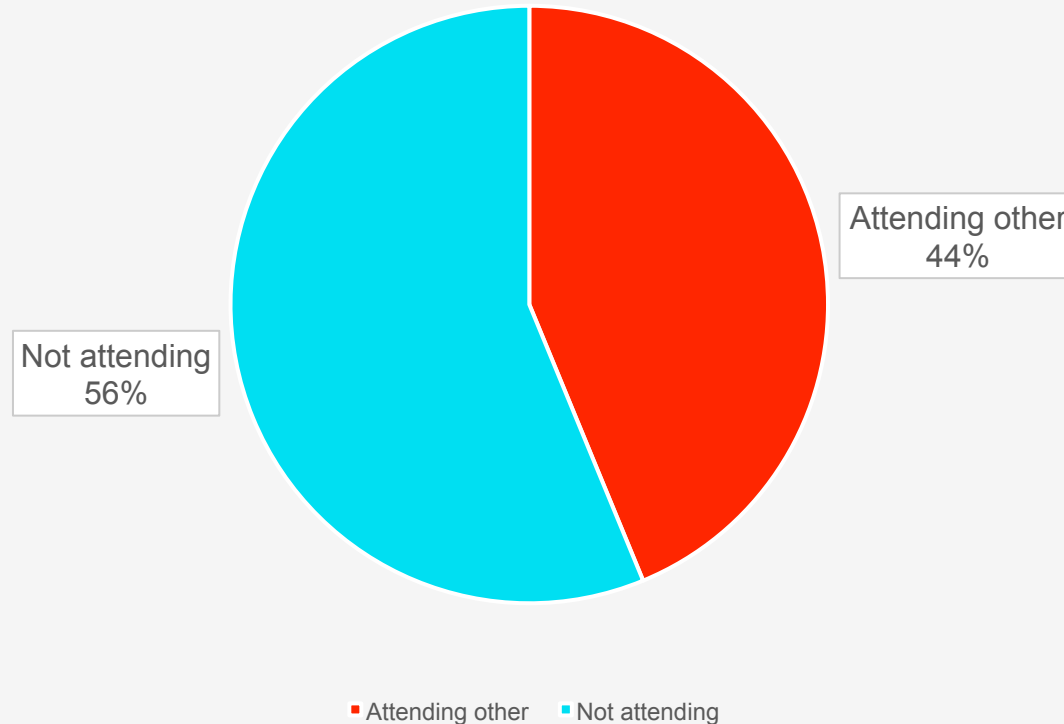
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Non-Returners

2015 cohort

2015 Cohort
Non-Returners



Some of the institutions they are attending:

CNM: 149

NMSU: 18

ENMU: 14

San Juan: 8

Source: *National Student Clearinghouse*

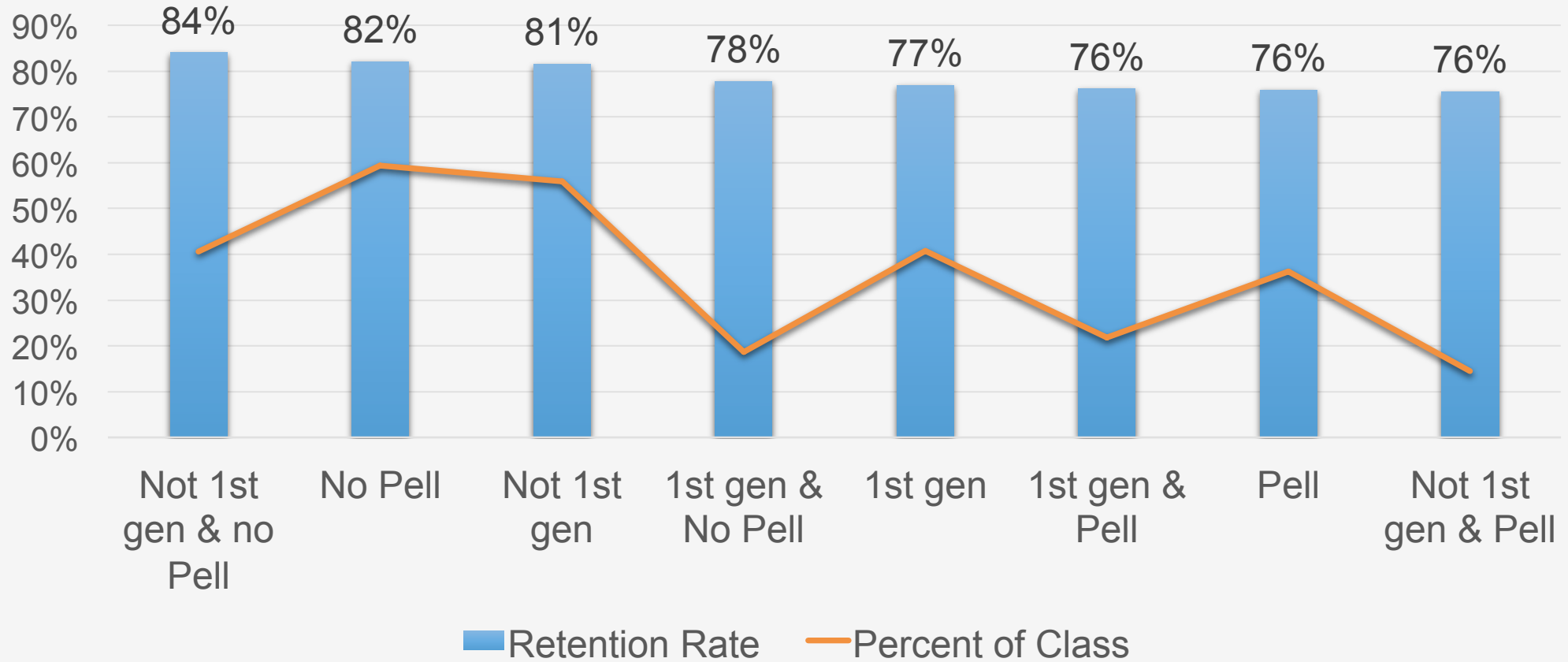


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SES and PEA

2015 BF Cohort Retention and % of Class



Single most important reason you withdrew from UNM?

- “Too big of a cultural difference from east coast”
- “Transferred to a school that had my desired major”
- I couldn’t figure things out on my own. Which is something I tried to do and failed at”
- “Save money while figuring out what I want to do”
- “I executed poor time management when balancing school, fraternity, friends, and fun. Consequently I lost my WUE scholarship. Now, I am gaining residency while paying out-of-state tuition at CNM. Looking forward to coming back to UNM.”
- “Working full time to support myself and taking 6-7 classes a semester was becoming too stressful for me.”

Reference: Survey Monkey “Non Returner Survey” results, October 20



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Summary

- Strategic communication efforts by various forms
- Keeping students engaged
- Utilize data
- Continue and enhance collaboration
- Peer-to-peer – positive feedback (from both students and parents)



New Student Orientation undergoes a redesign

By Mara Kerkez © May 02, 2014

Categories: [Inside UNM](#) [University College](#)
[Student Success](#) [Student Special Events](#)

The University of New Mexico Student Orientation Program recently underwent changes to ensure a more academically-focused curriculum. Beginning this summer, the College Enrichment Program (CEP) orientation and New Student Orientation (NSO) unite to bring new students a more enhanced program.

Each week from May 30 to mid-August, NSO will serve approximately 300 students and 150 parents and family members. The sessions will be hosted by faculty and staff from the Libraries, Career Services, academic departments and the Center for Academic Program Support (CAPS). Evening and weekend activities will be coordinated by Residence Life, Student Activities, the Parent Association and the President's Office.

ExceedU, an event that occurs two days before the semester begins, has been increased from one-and-a-half to two full days, with the last half of the day presented in a conference style format that incorporates interactive sessions with new technology. Programming will feature presentations and activities sponsored by various programs and departments on campus, complete with helping students understand what UNM is, what the expectations are, how to find community and all of the support the university offers to help them succeed.

"Over the past two years, and at the urging and support of President Frank, we have focused on the first-year experience at UNM because of its importance in impacting students and providing a basis for their long-term success," UNM Provost Chaouki Abdallah said. "The redesign of New Student Orientation is a key part of the Foundations of Excellence project to improve UNM's first-year experience. I'm very pleased with the leadership of the chair of the redesign committee, Dr. Sonia Rankin, and with the cross-campus collaboration that has gone into the orientation redesign."

"Here's what we hope to impart to students through the New Student Orientation," said Sonia Rankin, associate dean, University College Curriculum and Program Development. "You're going to hear ideas you've never heard before and have an opportunity to say if you agree or disagree. You're going to conduct research that contributes to being a member of knowledge creators. You're going to get an opportunity to interact with people from throughout the city, state, nation and world. You will be stretched further than you've ever imagined. And it's going to be the best four years of your life."

Rankin added that it's all about getting students prepared and excited to exceed their own expectations. "We want them to believe that they can go further than they ever thought possible."

Incoming freshmen benefit from program aimed at cutting down course load

🕒 August 11, 2017

Categories: [University College](#) [College of Education](#) [Student Affairs](#) [Front Page](#)

Incoming freshman will graduate faster without going to class thanks to a new Student Affairs and Academic Affairs partnership. The College Enrichment Program (CEP) is spearheading the initiative to test hundreds of students this summer during New Student Orientation.

When registering for classes, ACT and SAT scores are used to determine course placement; these tests can sometimes be taken as early as sophomore year in high school and may not reflect current subject knowledge. In some cases, students' test scores place them into Foundational Math and Critical Text Analysis, which restrict them from taking some core courses.

For example, if a student wants to major in engineering, their first math class is Math 162. A student who tested lower on their ACT may be 1, 2, 3, or even 4 math classes away from Math 162. As a result, their 4-year degree looks more like 5 or 6 years.

This initiative allows students to complete the ACCUPLACER—a test designed to evaluate their current reading or math comprehension level. The results are then used to more accurately place students in courses that match their ability.

“Students have always had the opportunity to place out of classes, but they had to do it on their own time, off main campus, and that meant not many would test,” said Jose Villar, a senior program manager of CEP. “We look up each student’s test scores and any dual credit courses, determine which course they would place into based on that information, and offer math and reading tests, free of charge, to potentially place them into higher level coursework.”

By uploading their ACCUPLACER results immediately, students are able to register for the appropriate courses during orientation, preventing them from taking a class they do not need.

“I wasn’t expecting to have this opportunity,” said incoming freshman Serena Bueno. “My ACT scores weren’t so good on my reading, so they had me test again to be sure I was going to be in the right class and I ended up placing out.”

University College, where Foundational Math and Critical Text Analysis are offered, is very pleased with the results.

“Through better placement, students can start at the right level of challenge,” said Sonia Rankin, associate dean of University College. “We are so excited for the students who will move forward and the students who will be in our classes will be greeted by engaged instructors, committed CEP advisors, and connected peer mentor tutors. Together, we have built a strong network to support our students to be successful.”

So far this summer, over 626 students have taken this opportunity and 750 tests have been administered; 531 in math and 219 in reading.

“We’ve been fortunate to work with the College of Education, who provided personnel, laptops, and space, to test this many students each week,” said Leslie Armell, a CEP advisor who oversaw the logistics of this initiative. “Without their help, it would have been tough to accomplish everything we have done.”

“By the end of summer, potentially 10 to 15 percent of the incoming class could be one step closer to their degree plan because of this effort,” says Villar. “When the University works together across divisions in innovative ways, great things happen for our students.”

Tags: [Center for Student Success](#) [Student Affairs](#) [Academic Affairs](#) [ACCUPLACER](#)

Results Snapshot

- 68.73 percent of students tested placed out of Foundational Math.
- 55 percent of students tested placed-out of Math 101 (Depending on the specific major, the score may not exclude the student from Math 101).
- 28.64 percent of students tested placed-out of Critical Text Analysis (CTA prevents students from enrolling in most courses in the humanities and social sciences, a major part of their core curriculum).

UNM discontinues remedial Introductory Studies courses

Move transforms first-year experience

By Joe Suilmann  October 27, 2015

Categories: [Latest News](#) [Provost's Office](#) [Honors College](#)

This fall, the University of New Mexico reached an important milestone in the effort to transform the first-year experience when it discontinued offering remedial Introductory Studies (IS) courses. The IS courses were preparatory courses taught by Central New Mexico Community College (CNMCC).

Students were placed into those courses if their ACT or SAT scores indicated they might need additional preparation to be successful in college. There were three Introductory Studies Courses: English, Reading, and Math. Those courses have now been replaced with for-credit courses designed and taught by UNM faculty members.

It is not uncommon for students to need extra help adjusting to college-level coursework, which is why UNM entered into the operating agreement with CNM to provide remedial instruction. The issue was not with the service provided by CNM instructors, but with the way the students taking the IS courses were divided from their peers and slowed in their progress toward a degree.

The first effort to replace an IS course was undertaken by faculty members in UNM's English Department. The challenge was to provide for-credit courses for all first-year English students, while also providing the extra time or support some students need to succeed.

The English Department developed **two programs** to deliver the entry-level English course. The first was a "stretch" model, which extended the work of the first semester writing course over two semesters, allowing students more time to meet college-level writing expectations. The second program was a "studio" model, in which students taking that same first-semester writing course were also supported with an additional one-credit-hour course. Both of those programs were offered to UNM students, based on scores in placement exams, in the 2014-15 academic year, after a successful pilot program the year prior.

Beginning this fall, UNM's University College took on the other two IS courses by creating **Academic Foundations courses** in reading and math. Students who would have taken IS-Math in the past now are either placed into the redesigned college algebra course, Math 101, or placed into the new Quantitative Reasoning (QR) course, depending on ACT score.

"Changing the ACT cut-off by one point, from 19 to 18, and allowing students to progress rapidly into Math 101 has made more than 200 students eligible for Math 101 who would not have been eligible under the previous policy. This places them on track for timely entry into the math sequence. I think this is pretty remarkable—it has the potential to change the time-to-degree for hundreds of students." – ***Kate Krause, dean, Honors and University College***

Like the **redesigned Math 101 course**, which utilizes the **Math Learning Lab (MaLL)**, QR uses the ALEKS software system. The learning is self-paced, requires mastery of content before students can proceed, and has already proven effective at helping students succeed in subsequent math courses.

Sonia Gipson-Rankin, the associate dean of University College, likened the new QR course to preparation for the MaLL.

"Students who began their math sequence with IS Math, depending on their intended major, were delayed by as much as a year and a half. So we designed QR to encourage students to transition into Math 101 as quickly as possible, and to get them ready for the MaLL," Rankin said. "There are opportunities for students after two weeks and eight weeks to show proficiency with the material, then move into Math 101."

This model works well for students who may not have had a math course as a high school senior, or just need a bit of time getting up to speed. Nearly ten percent of the 600 QR students tested out of it after two weeks this semester, which allowed them to transition into Math 101 quickly, during the two-week period for adding and dropping courses.

Gipson-Rankin said they expect roughly one quarter of QR students to pass the competency exam by the eight-week mark. Formerly, any student with an ACT of less than 19 would have had to spend a full 16 weeks in IS-Math.



Students spend time studying in the Learning Commons at Zimmerman Library.

Kate Krause, dean of University College, said, "Changing the ACT cut-off by one point, from 19 to 18, and allowing students to progress rapidly into Math 101 has made more than 200 students eligible for Math 101 who would not have been eligible under the prior regime. This places them on track for timely entry into the math sequence. I think this is pretty remarkable—it has the potential to change the time-to-degree for hundreds of students."

Introductory Studies Reading was similarly replaced the Critical Text Analysis course offered by University College. A review of historical data showed that a preparation need in reading was the most significant predictor, compared to English and math, for later academic struggles. Some of the new approaches focus on students for whom English is a second language, based on the premise that students struggling with reading are not having difficulty with comprehension, but with the language.

To address this, University College is piloting a Freshman Learning Community that pairs an English course tailored to domestic second language users with an Introduction to Chicano Studies. Options such as these may finally be getting at the root of a problem that has existed for years.

All of these efforts have combined to place new UNM students in college-level courses more quickly, shortening time to degree and helping to reduce the financial burden on families. It continues a trend of creative approaches aimed at supporting UNM students along their path to graduation.

Math Learning Lab (MaLL) Update

Regent's Academic/Student Affairs & Research Committee

October 2, 2014

Background: The National Context

The slides in this section are provided for the purpose of better understanding the national context of the Math Emporium model, and will not be presented during the ASAR committee meeting.

Math Emporium

- The Math Emporium concept was pioneered at Virginia Tech., and is finding success around the country.
- There are various models, ranging from large to small computer labs, and fixed to flexible schedules, among various other features.
- Pedagogy is the critical feature/innovation:
 - The standard lecture is eliminated.
 - Interactive computer software (adaptive learning) is combined with personalized, on-demand assistance.

Math Emporium - Core Principles

Why the Emporium Model is successful:

- Students spend the bulk of their course time doing math problems rather than listening to someone talk about doing them.
- Students spend more time on things they don't understand and less time on things they have already mastered.
- Students get assistance when they encounter problems.
- Students are **required** to do math (mastery

Math Redesign Results

Skill attainment:

Mean Scores on Common Final Exams

Institution	Course	Traditional	Redesign
Alcorn State University	College Algebra	56%	66%
Auburn University	Pre-Calculus Algebra	76%	81%
Louisiana State University*	College Algebra	70%	78%
	Trigonometry	71%	85%
Oklahoma State University	College Algebra	73%	80%
University of Central Florida	College Algebra	63%	81%
University of Missouri-Kansas City	College Algebra	73%	79%
Virginia Tech	Linear Algebra		
*Median			

Source: How to Redesign a College-Level or Developmental Math Course Using the Emporium Model, The National Center for Academic Transformation.

www.thencat.org/Guides/Math/TOC.html

Math Redesign Results

Student success:

Final Grades of C or Better			
Institution	Course	Traditional	Redesign
Cleveland State Community College	College Algebra	65%	79%
Louisiana State University	College Algebra	64%	75%
	Trigonometry	59%	79%
SUNY at Oswego	College Algebra	42%	52%
University of Central Florida	College Algebra	65%	78%
University of Missouri-St. Louis	College Algebra	50%	78%
Virginia Tech	Linear Algebra	81%	87%

Source: How to Redesign a College-Level or Developmental Math Course Using the Emporium Model, The National Center for Academic Transformation.

www.thencat.org/Guides/Math/TOC.html

Math Redesign Results

Cost:

Cost Savings Summary

Institution	Cost-per-Student		Savings-per-Student	
	Traditional	Redesign	\$	%
Alcorn State University	\$278	\$184	\$94	34%
Auburn University	\$128	\$75	\$53	41%
Louisiana State University	\$121	\$78	\$43	36%
Oklahoma State University	\$102	\$74	\$28	27%
SUNY at Oswego	\$387	\$187	\$200	52%
University of Central Florida	\$70	\$49	\$21	30%
University of Missouri-Kansas City	\$103	\$67	\$36	35%
University of Missouri-St. Louis	\$170	\$119	\$51	30%
University of North Carolina at Chapel Hill	\$153	\$124	\$29	19%
Virginia Tech	\$91	\$21	\$70	77%
AVERAGE				38%

Source: How to Redesign a College-Level or Developmental Math Course Using the Emporium Model, The National Center for Academic Transformation.

www.thencat.org/Guides/Math/TOC.html

Background: The UNM Context

The information contained in the slides in this section was previously presented to the UNM Board of Regents. It is provided for the purpose of better understanding the analysis that follows. These slides will not be presented during the ASAR committee meeting.

UNM Math Courses

Important Courses Preceding Calculus I:

- ISM 100 (Algebraic Problem Solving)
- Math 120 (Intermediate Algebra, demised)
- Math 101, 102 and 103 (Intermediate Algebra, MaLL)
- Math 121 (College Algebra)
- Math 121 (College Algebra, MaLL)
- Math 123 (Trigonometry)
- Math 129 (Survey of Math)
- Stat 145 (Intro. to Statistics)
- Math 150 (Pre-Calculus)

UNM Math Emporium

- The UNM Math Emporium implementation is called the Math Learning Lab (MaLL).

Note: do NOT call it the Math MaLL, you will be corrected!

- The MaLL is located on the first level of the Centennial Science and Engineering Library, in a redesigned collaborative learning space consisting of:

- Class: 126 seats/workstations.
- Assessment center: 15 seats

- UNM's Intermediate Algebra course was redesigned to use the MaLL.

Note: do NOT refer to this class as Math 120, you will be corrected!

UNM Intermediate Algebra

- Intermediate Algebra is the first math course for many UNM students (~2500 students/year).
- Previously, one path to math core:
Math 120 → Math 121, Math 129 or Stat 145
- Redesign, created two paths to math core:
Math 101,102 → Math 129 or Stat 145
Math 101,102,103 → Math 121

Cost of the MaLL

Startup Costs: \$1.3M

- facilities (renovation)
- equipment

Projected Costs and Savings (fall/spring only):

Math 120		MaLL (budget)		MaLL (actual)	
Faculty	\$42,000	Faculty	\$42,000	Faculty	\$56,327
Adjunct/P TI	\$147,600	Tutors	\$60,480	Tutors	\$67,030
Graders	\$7,560	Tech Support	\$40,000	Tech Support	\$29,497
		Lab Maintenance/Op eration	\$10,000	Lab Maintenance/O peration	\$416
Cost/year	\$197,160	Cost/year	\$152,480	Cost/year	\$153,270
Cost/stud ent	\$82.00	Cost/student	\$63.53	Cost/student	\$63.86

The UNM MaLL



UNM MaLL Performance

The following slides are intended for presentation at the ASAR committee meeting.

Summary of Results

- As compared to Math 120, students who complete intermediate algebra via the MaLL:
 - Earn higher grades in intermediate algebra.
 - Are far less likely to drop out of intermediate algebra.
 - Perform at least as well in Math 129 and Stat 145.
 - Perform significantly better in Math 121.
- A final analysis of success cannot be completed, however, until the significant number of incomplete grades have been processed (this must occur within one year).

Math 120 versus MaLL

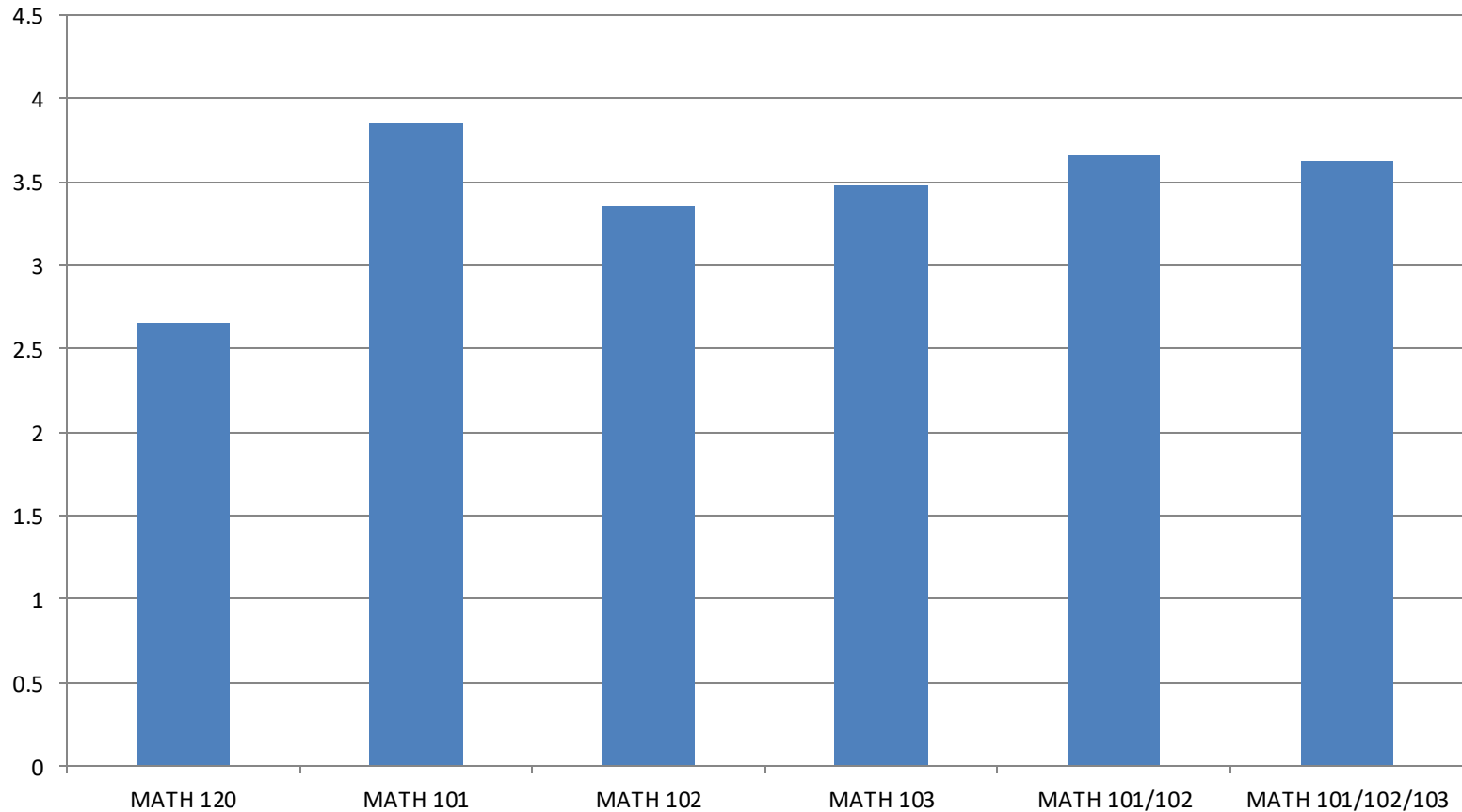
Final grades of C or better:

Course	%
Math 120 (traditional)	36.49%
Math 101	75.43%
Math 102	62.35%
Math 103	75.78%
Math 101/102	69.39%
Math 101/102/103	70.34%

Math 120 versus MaLL

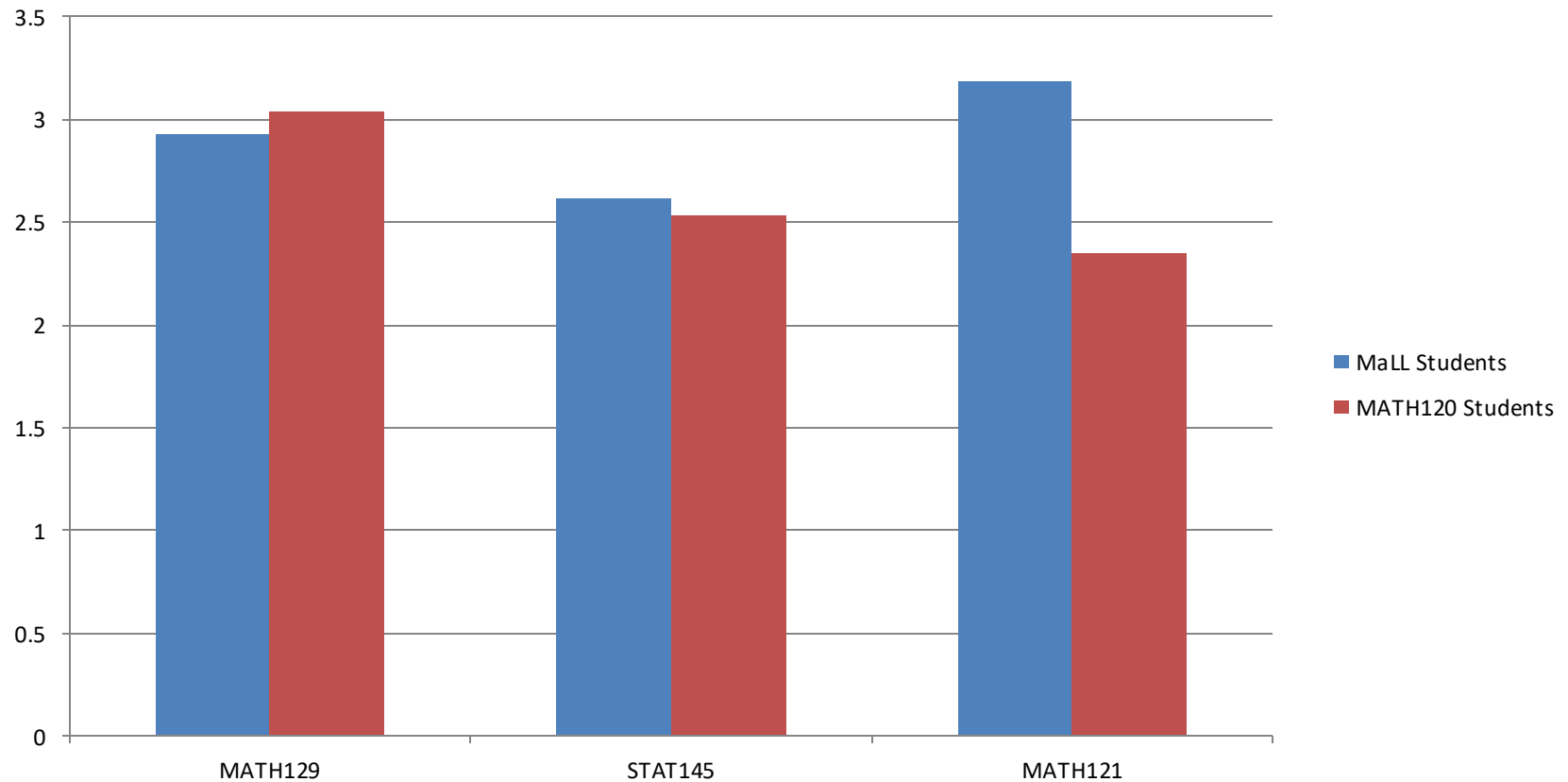
Performance in Intermediate Algebra:

Mean Grades by Course



Math 120 versus MaLL

Performance in Subsequent Courses:



Intermediate Algebra at UNM

Course	Total Students	Drop	F/NC	Incomplete
Math 120	7093	22.86%	19.31%	0%
Math 101	1318	3.07%	9.65%	21.35%
Math 102	863	8.45%	6.68%	58.01%
Math 103	375	4.55%	4.33%	39.47%
Math 101/102	2181	5.21%	8.48%	35.80%
Math 101/102/103	2556	4.49%	7.26%	30.22%

Notes:

- Math 120 includes 2009-10 through 2011-12 academic years (fall and spring only).
- Math 101/102/102 includes fall 2013 and spring 2014 semesters.
- Incompletes were not allowed in Math 120.

Incomplete Grades

What is being done about them:

- Students are being pushed to remove incomplete grades within four months.
- An analysis of course level data is underway to determine the rate of progress for those with incompletes. Appropriate interventions will follow.
- A “course fee” return model is under consideration that would involve rewarding those students who complete intermediate algebra on time.

Next Steps

- Two sections of Math 121 (College Algebra) are run in the MaLL each semester.
- A more seamless transition from ISM 100 to Math 101 is being planned:
 - Use of the ALEKS software in ISM 100 in the fall (same software used in the MaLL).
 - An 8-week ISM 100 course, followed by a late-starting 8-week Math 101 course.
- Better initial math placement:
 - Work with students who initially place low, and then allow them to retake the placement exam.
 - Use of ALEKS for math placement will be piloted this summer.

Related Math News

ISM 100 – 8 week versions of ISM 100 will pilot this spring. Space in the MaLL will be reserved for those who complete.

Math 123 & Math 150 – As of 2011, only 5% of students took these simultaneously. STEM-Gateway has funded design of a unified class, piloted with one section this fall. Four sections will be offered in the spring.

Math 120 & Math 121 – As of 2011, typically one section per semester of combined Math 120/121 was offered. We now offer Math 121 in ALEKS in the MaLL as a late starting class as demand dictates, for students who complete Math 103 by mid-semester. Last spring about 50 students took advantage of this fast track.

Placement rules – About 200 students took advantage of the re-take option on the Compass test. Drop in ISM 100 enrollments by ~160 students since the previous fall.

Placement options at UNM – Pilot using ALEKS as placement as part of the Summer Math Boost, funded by a Title V grant.

Placement options before UNM – Mathematics and Statistics is considering use of the upcoming PARCC assessment in high schools as an additional mechanism to place directly into the core classes Math 121, Math 129 and Stat 145.



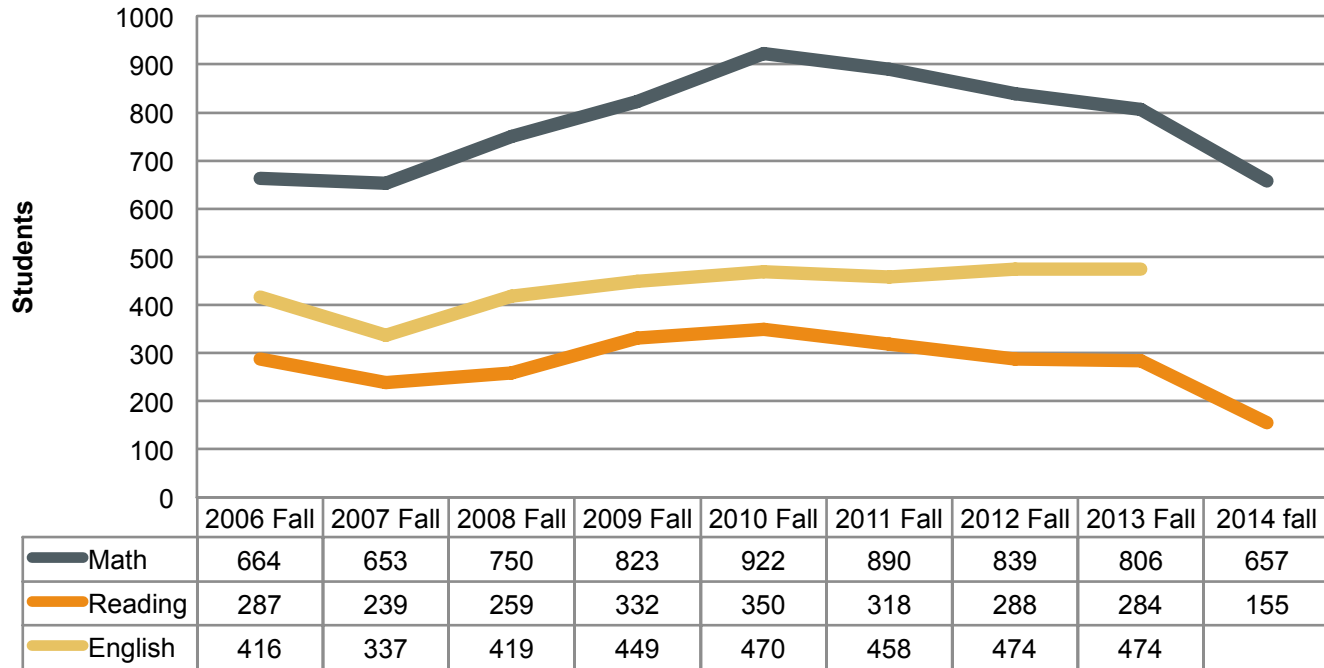
QUANTITATIVE REASONING TRANSITION

SONIA GIPSON RANKIN

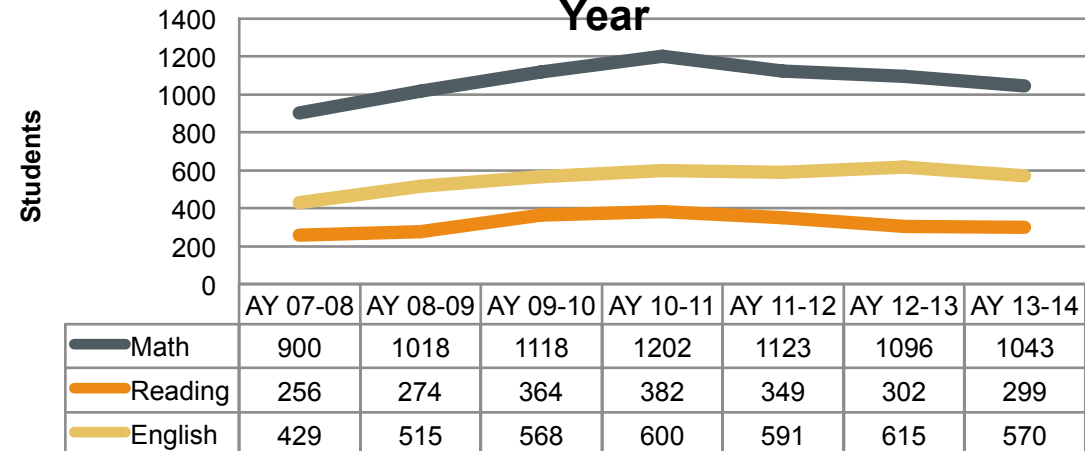
ASSOCIATE DEAN, UNIVERSITY COLLEGE



IS Census Day Enrollment, Fall



IS Census Day Enrollment by Academic Year



NSO 2015		
Need an Academic Foundation course	837/3,321	25.20%
Need Quantitative Reasoning	473/3,321	14.24%
Need Critical Text Analysis	165/3,321	4.96%
Need both	199/3,321	5.99%

Jose Villar, CEP , *Fall 2015 Incoming Freshman Overview, Sept 2015*

Academic Foundation Courses	Enrollment
Quantitative Reasoning	515
Critical Text Analysis	230
Enrolled in both	106

Julie Sanchez & Lisa Hahn, UC , *Enrollment Management Data, Sept 2015*

245 STUDENTS ARE NO LONGER TAKING DEVELOPMENTAL MATH !

- *Under old model*, 705 students would have spent 16 weeks in Introductory Studies Math
- *Because of new system: 33%* of old ISM population is now in the M α LL (Math 101 and beyond)

190 students who scored 18 on ACT Math were automatically enrolled in MATH 101

40 students tested out of Quantitative Reasoning in the 2nd week of class

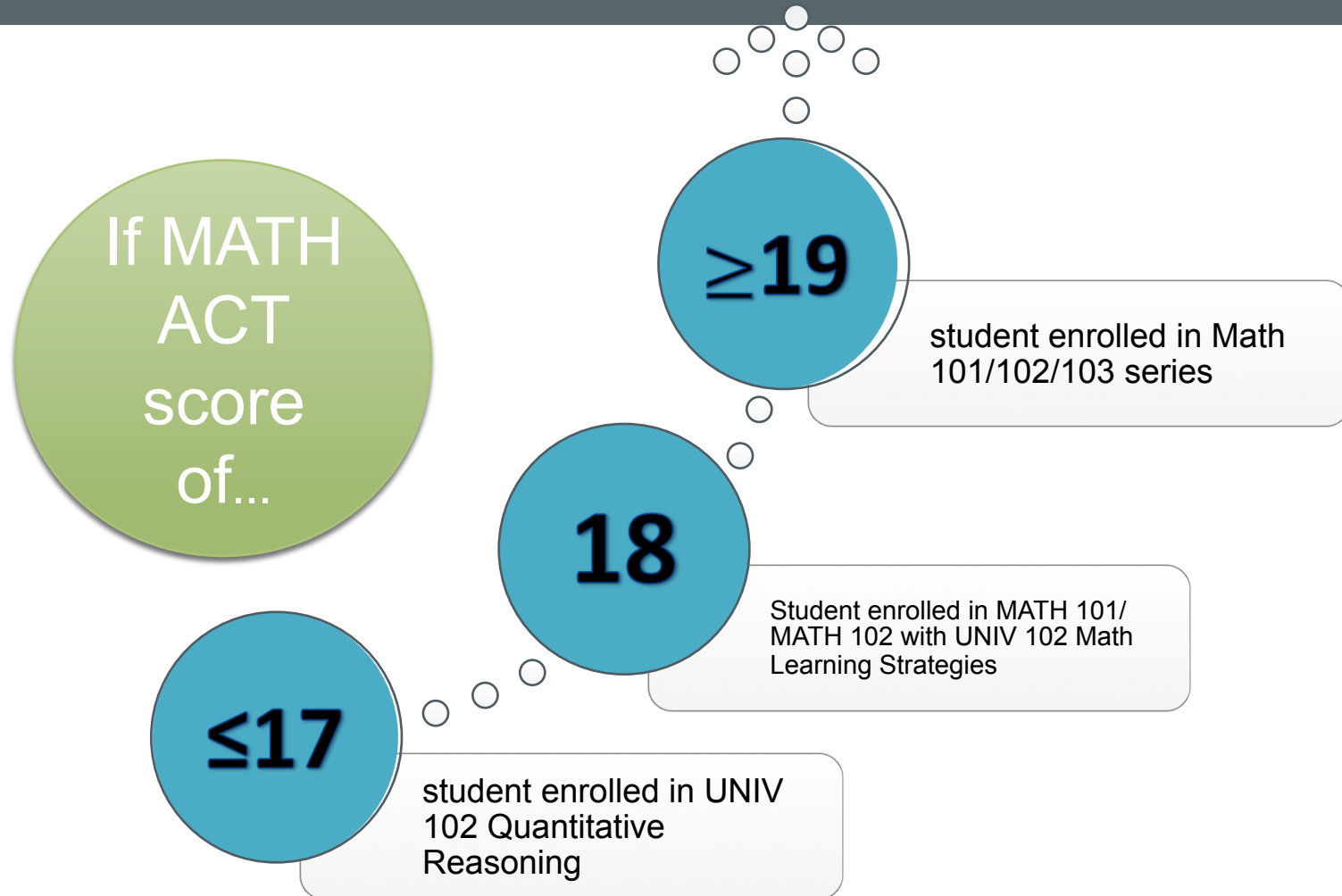
+ 34 students completed QR by the 2nd 8 weeks of semester

245 students are one step closer to their dreams! (fulfilling core math in your college)

ACADEMIC FOUNDATION COURSES REPLACE IS-R AND IS-M

- Created in conjunction with English Department, Math & Statistics Department, Enrollment Management, and Academic Advisement
- IS-R was replaced with **Critical Text Analysis**
 - IS-R: ACT ≤ 18 ; not college credit; does not serve as a pre-req for any course
- IS-M was replaced with **Quantitative Reasoning**
 - ACT ≤ 18 ; not college credit; at least two course levels below core math
- *Academic Support in CTA and QR classrooms*
 - (College Enrichment Program Peer Mentor Tutors in every classroom and CAPS workshops requirement)

MATH DEFAULT PLACEMENT FOR FALL 2015



SUPPORT DESIGNED FOR 18 MATH ACT STUDENTS IN MALL

if 18 ACT, *then* student will:

start MATH 101 series

semester schedule

MATH 101 1H

+

MATH 102 2H

+

UNIV 102 Math Learning Strategies (online)

3 credits attempted for semester

- *UNIV 102 is a 1 cr Problem Solving course focusing on using Math for problem solving*
- *UNIV 102 requires advisor permission*

Math Learning Strategies I

- Fractals and geometric patterns in nature
 - Ratios & Proportions in daily use
 - Probability in the news
 - Using information to tell a story
- Displaying international data graphically
 - Infographics
- Using the correct visualization form
 - Information sources
- Deception and trickery in data depictions
- Intro to game theory and prisoners dilemma
 - Sequential games
 - Systems



WHAT HAS BEEN THE OUTCOME OF THIS
WORK?



If MATH
ACT
score
of...

≥ 19

student enrolled in Math
101/102/103 series

18

Student enrolled in MATH 101/
MATH 102 with UNIV 102 Math
Learning Strategies

≤ 17

student enrolled in UNIV
102 Quantitative
Reasoning

190 students went
directly to MATH 101

515 students in QR

515 STUDENTS ENROLLED IN QUANTITATIVE REASONING. REPRESENTING EVERY COLLEGE

	Introductory Studies Math 2014	Foundational Math fall 2015
Passed course	76% (70% or higher)	86% (75% or higher)

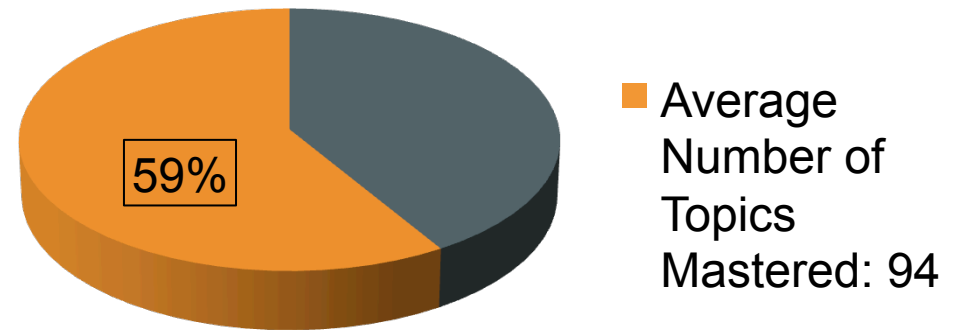
- More advanced curriculum
- Higher required pass score
- Removal of students with Math ACT score of 18

Sonia Gipson Rankin, University College, *Enrollment Management*, January 2016
Cash Clifton, Foundational Math Coordinator, *Banner*, January 2016

WHAT HAPPENED TO STUDENTS WHO COMPLETED QR AT 8 WEEK MARK?

- Started MATH 101 on 10/12/2015
- Average number of topics mastered on initial assessment: 94 topics out of 160 topics
 - Range: 28 to 138 topics mastered on initial assessment
- 78% started at 70+ topics mastered!
 - (traditional starting number of topics is approximately 50)

MATH 101: Mastery of Topics on Initial Assessment



Total Topics: 160

LENGTH OF TIME IT TOOK TO GET TO CORE MATH

Frosh Fall	Frosh Spring	Sophomore Fall	Sophomore Spring	Junior Fall
QR	MATH 101-103	MATH 121	MATH 153	MATH 162
<i>2 weeks</i>	<i>8 weeks</i>	<i>8 weeks</i>	<i>16 weeks</i>	

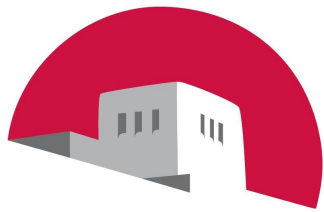
OR MATH 123 (Trig)

After 102:
STAT 145 (Stat)
MATH 129 (Survey of Math)

After 121:
MATH 180 (Calc)

w/
ALEKS
system

Stretch and Studio in First-Year Composition



UNM

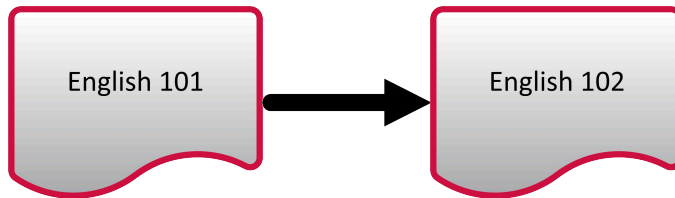
Beth Davila and Cristyn L. Elder

Stretch and Studio Composition

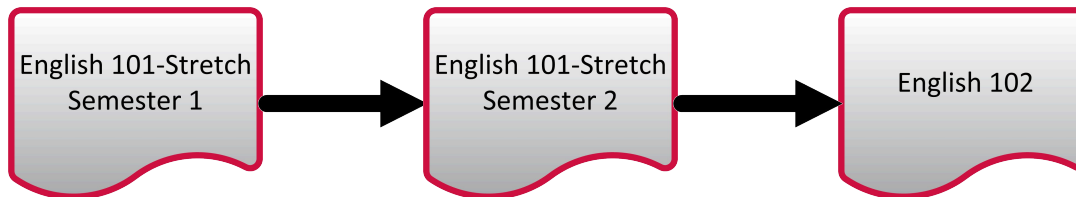
- **Stretch:** stretches curriculum across two semesters (Summer-Fall or Fall-Spring).
- **Studio:** adds 1-credit-hour, small group writing lab to comp course.
- Curriculum addresses local needs.
- Both models are taught in computer classrooms.

Three Pathways for Students

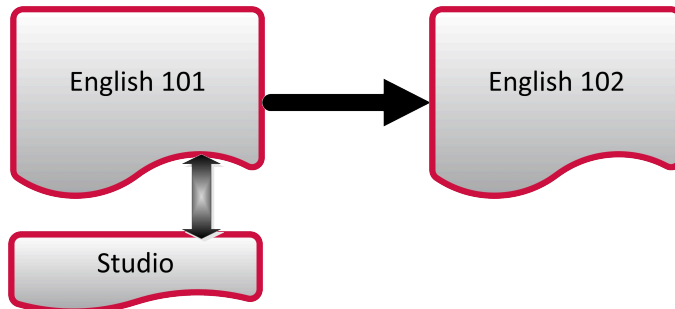
Traditional: ACT > 18



Stretch: ACT < 17

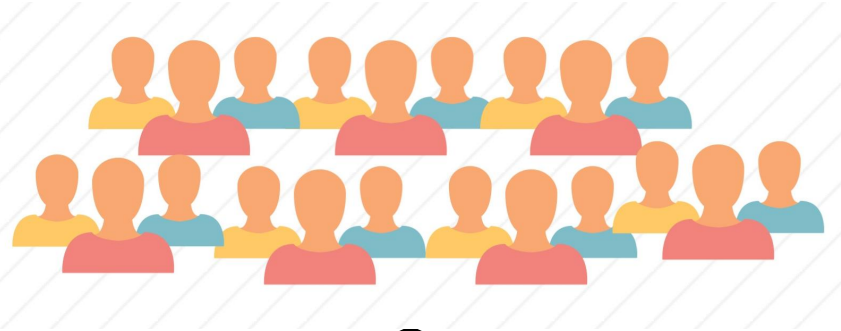


Studio: ACT 17 & 18



Studio

Full Class Meets Monday, Wednesday, Friday



Monday's Studio



Wednesday's Studio



Friday's Studio

Pass Rates for Stretch and Studio

Session	Course	# of Ss enrolled	# Passing	# W	# Failing	Pass Rate
Summer 2013	1 st semester Stretch 2 sections	19	19	0	0	100%
Fall 2013	2 nd semester Stretch 2 sections	18	18	0	0	100%
	1 st semester Stretch 4 sections	72	64	2	6	89%
	Studio 3 sections	56	49	6	1	88%



Office of the Dean

TO: Robert G. Frank, President
FROM: Kate Krause, Dean and Sonia Gipson Rankin, Associate Dean, University College
RE: First Year High Impact Practices
Date: February 4, 2016

A central recommendation of UNM's 2012-13 Foundations of Excellence (FoE) effort was to ensure that every incoming student has access to one high impact practice (HIP) their first year at UNM. (Kuh, https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf)

University College, long the home of First Year Learning Communities (FLCs) and other first-year programming, works with campus partners to meet this recommendation. Additional financial support from the President's office allowed UC to increase the number of first year students served in the FLCs by over 40% in the last four years. We expect to maintain approximately the current level of FLCs because we have found that some first year students are better served in other HIP formats. In collaboration with units throughout campus, we are implementing additional programs.

The table on the following page summarizes enrollment and impact of these programs. In summer/fall 2015 total enrollment in UC first year programs was 1,947 students. More are being served this spring. First-year HIPs are offered in other schools and colleges, bringing the total number of students served closer to the total first-year enrollment.

Expansion plans: UC has taken on the task of providing foundational credit-bearing courses to students who had been served by CNM's remedial curriculum. Other expansion plans will depend on budget. Regardless of budget, we will continue to refine our programming, particularly strengthening our engineering and iA/entrepreneurship connections.

First Year Programming in University College

	Summer/Fall 2014 enrollment	Summer/Fall 2015 enrollment	Anticipated Growth; Future Plans	Success Metric
FLCs Two courses linked together by content or theme. HIP	772 (24.5% of incoming class)	893 (26.5% of incoming class)	Expanding to include two new STEM focused FLCs, focusing on math and computer science.	Higher retention rates historically; higher student GPAs. Scaling may reduce selection bias; will review data for recent years of FLCs.
Transition Communities College transition courses. HIP. Curriculum and financial support provided by Nusenda	32 summer 206 fall	50 summer 213 fall	Expansion of intersession courses for credit acceleration and credit recovery from fall semester.	Fall 2014, 3 rd semester retention is 4 percentage points higher than campus rate, evidence of narrowing achievement gap for Black, Native American, and CAMP students. *
Big Questions Interdisciplinary first year seminars. HIP.	98 students	42 fall <i>Anticipate 75 spring (50 in Business Boot Camp)</i>	Increase innovation Academy links to create additional entrepreneurship courses offered in non-traditional formats	Interdisciplinary curriculum that supports credit recovery and innovation Academy pedagogy. *
Academic Foundations Placement based on ACT. Program acquired after CNM left UNM campus. Math sections use ALEKS platform.	n/a 2015 is first year offered	Fall: 519 math 230 reading Spring: <i>104 math 17 reading</i>	Would like to convert half of the reading courses to FLC model. One is already an FLC and results were successful. Will track success in follow-on courses.	86% passed Foundational Math (FM). 10 percentage points higher pass rates in FM than CNM remediation despite FM's <ol style="list-style-type: none"> 1. More challenging curriculum 2. Higher required pass score 3. Lower avg. ACT score students

*New curriculum and format so no historical comparative data or long-term retention data available yet.

Additional detail:

1. First-Year Learning Communities (FLCs): Approximately 50% more courses offered each fall in most recent four years.
2. Transition Communities: Prepare students in critical thinking, problem solving, and personal and social responsibility. Courses for unique cohorts including CAMP, Architecture, Exploratory Major, and Student Athlete sections. Summer sections offered through Ethnic Center summer bridge programs (African American Student Services and American Indian Student Services) and to student athletes.
3. Big Questions: Large topics that are interdisciplinary.
4. Academic Foundations: *Academic Foundations* courses help students who need additional support in reading and math. Unlike the CNM-offered remediation courses

that these courses replace, Academic Foundations courses include curriculum that make them eligible for UNM credit toward graduation. Also unlike the CNM remediation courses, Foundational Math is self-paced, allowing students to advance to the MaLL once they master the requisite material. In its first semester, 12% of FM students advanced to a MaLL course before the end of the semester.

More information about the Math Curriculum and our success data follows. It was a featured Mission Graduate "Bright Spot" and I include the publicity prepared by the Mission Graduate team.

Academic Foundations in University College at the University of New Mexico

Website: <http://firstyear.unm.edu/about/academic-foundations.html>

Data Snapshot

How Much Do We Do?

- 190 students who started UNM in 2015 and scored 18 on the ACT Math assessment were automatically enrolled in college-level math (Math 101) and required to take a one-credit Math Learning Strategies support course. Under the old system, these students would have spent 16 weeks in Introductory Studies math before being allowed to enroll in college-level math.
- 515 students who started UNM in 2015 and scored below 18 on the ACT Math assessment enrolled in UNM's new Academic Foundations Quantitative Reasoning course (now called Foundational Math).

How Well Do We Do It?

- Of the 515 students who enrolled in Foundational Math, 7.8% (or 40 students) tested out of the course during the second week of class and were allowed to enroll in Math 101. An additional 6.8% (or 35 students) tested out of the course by the middle of the semester. *In total, (86% (445/515) of the students who started Foundational Math in fall 2015 passed the class. The self-paced curriculum allowed these students to start working on Math 101 material as soon as they completed the Foundational Math curriculum, often before the beginning of the next semester.*
- The Foundational Math program implemented more advanced curriculum, required a higher pass score, and served a student body with a lower average ACT score (no Math ACT 18 students). Under the new curriculum, 86% passed with a C or higher as compared to the past pass rate in Introductory Studies Math of 76%. More students were now eligible to take the next in sequence math course.

Is Anyone Better Off?

- Under the prior system, students with an ACT score of 18 or lower would have spent the entire fall semester in a non-college credit remediation course. In Fall 2015 nearly 200 students – those with an ACT of 18 – were eligible to move directly into Math 101. In addition, of the students who began in Foundational Math, 39 students received credit for Math 101, 11 for Math 102, and 3 for Math 103 that same semester.
- For these students, the Academic Foundations shaved off an average of one semester toward the student's degree.

How did the QR/FM students do in Spring 2016?

- 71% (317/445) of those who passed QR/FM during fall 2015 signed up for a Math class at UNM in the spring of 2016. Of these, 79% (249/317) received credit for Math 101 in the spring, 50% (160/317) received credit for Math 102 in the spring, and 7% (21/317) received credit for Math 103 in the spring.
- A small group of students (21) received credit for higher-level math courses in Spring 2016. These courses satisfy UNM's core curriculum requirement and in many cases are requirements for the students' majors. This subset of students shaved off an

average of two semesters toward their degrees.

- Data are presented using a Results-Based Accountability framework. See <http://resultsleadership.org>.

Like many colleges around the country, the University of New Mexico (UNM) provides special support to first-year students who are not fully prepared for college-level coursework. It has been common practice at UNM and elsewhere to place students in non-credit remedial courses for additional preparation before enrolling them in college-level, credit-bearing classes—but that approach underwent a facelift at UNM in the fall of 2015.

For the 2015-16 school year, UNM discontinued its remedial “Introductory Studies” courses and launched Academic Foundations, an approach that places low-scoring students in a for-credit self-paced math course called Quantitative Reasoning (now Foundational Math), which teaches foundational skills and then transitions them into Math 101 as soon as they can test into this self-paced foundational algebra course, whether at two-weeks, mid-semester, or semester-end.

“Literally hundreds of students who would have spent 16 weeks in remediation under the prior regime are now eligible to take college math during their first semester at UNM,” reflects Kate Krause, dean of University College on campus.

The old remediation classes were a barrier to success for many students. Too many were placed in the courses, too many were discouraged by their lack of progress, and too many left UNM without graduating.

Academic Foundations has the potential to shave off time to graduation for hundreds of students, reducing the financial costs for them and their families. The Foundational Math course is challenging but the personalized support and the self-paced and computer-based format encourage students to advance as quickly as possible into Math 101. Once there, Math 101 has also been redesigned to include significant computer-based instruction through the UNM Math Learning Lab (MaLL). By taking these two self-paced courses in sequence, students who simply had a bad test-taking day or have often felt the math curriculum out of their grasp can progress past topics they already know and focus on areas they have struggled to comprehend.

The program has just finished its first year and is already showing promise in its potential to improve the college experience and chances of success who enter the university a few steps behind.

Purpose and Goals

Academic Foundations courses replaced remediation at UNM. These courses provide students with foundational skills for college success. Critical Text Analysis supports students in their transition to collegiate level reading, and Foundational Math allows students to test as soon as possible into Math 101, a self-paced math course that prepares students for the core math requirement for graduating with a degree. The new model shaves off time to graduation for students who previously sank a semester into non-credit remediation courses, and based on pilots in other states, is expected to increase the likelihood that they will persist into their sophomore year.

Population Served

Academic Foundations is designed for students who score lower than 18 on the ACT Math or Reading sections and so cannot enter many college-level courses. In fall of 2015, 515 students placed in Foundational Math and 225 in Critical Text Analysis, the foundational reading course.

Strategies Used to Achieve Goals

UNM's Academic Foundations program includes two primary components. First, students participate in a self-paced computerized math curriculum that provides opportunity for advancement to college-level math. Second, students receive support from UNM faculty and have access to a number of UNM resources to help them succeed. The specific strategies include:

- **Lower cut-off score:** UNM lowered the ACT cut-off score students would need in order to enroll in Math 101 from 19 to 18 and provided additional support for those students. This change alone made 190 students eligible for Math 101 at the beginning of the semester.
- **Self-paced, computer-based learning:** Academic Foundations students participate in a self-paced computerized math curriculum which allows students to focus on the skills they most need to develop and pass over material they have mastered.
- **Self-directed learning support:** In addition to the competency-based elements of the program that teach foundational content-area skills, Academic Foundations fosters self-directed learning in students by (1) exposing them to on-campus resources like the Student Health and Counseling (SHAC) and the Center for Academic Program Support (CAPS); (2) providing academic tutoring; (3) requiring that they meet at least twice with a faculty advisor; and (4) teaching students essential college success strategies.
- **Quick advancement to college-level math:** Students can test out of Foundational Math and into Math 101 at two-weeks and eight-weeks rather than waiting to transition until the end of the semester. At any point during the semester students can progress to Math 101 material as soon as they complete the Foundational Math material.

Summary information about the LAIS program

From the LAIS APR (with updates and edits)

The University Studies program, known as the BUS degree, was established in 1969. After 45 years it was changed by the Faculty Senate [2014] to the Liberal Arts and Integrative Studies program — BLA & BIS degrees.

In these degree programs students design their own curriculum from courses offered in every College/School within the University. LAIS does not have its own faculty, though some staff do teach (e.g. Rob DelCampo, the Director, teaches sections). The BIS is currently inactive as we do not have any faculty to teach its scaffolded curriculum, but the BLA is a robust program with increasing enrollment. It was recently ranked 14th nationally among online Liberal Arts degrees by the SR Education Group. (<http://www.guidetoonlineschools.com/degrees/liberal-studies>)

The LAIS program is involved in many important student success initiatives, and prioritizes building relationships with the Branch campuses. We recently took on all of the BLA students who had been served by the Extended University Field Centers when those Centers were discontinued. LAIS works with Community Colleges statewide so that students can transition smoothly from their home town schools to UNM. For example, the program played a key role in establishing the 2+1+2 program that links CNM with UC and Anderson School. BUS was one of the first programs to bring its degree to the smaller communities across the state.

LAIS has developed curriculum to teach students about interdisciplinarity and integrative thought and research. The BLA now requires students to take a course that introduces them to interdisciplinary scholarship.

There are currently approximately 1000 students pursuing the BLA degree.

University College offers freshmen Academic Community Program support

Students learn to develop self-directed learning

By Mara Kerkez © August 25, 2015

Categories: [Latest News](#) [University College](#)
[Student Success](#)

The University of New Mexico's University College has created new programs to not only assist freshmen academically in their first year, but to also help them feel empowered by their education.

Academic Foundations courses are designed to help students needing additional support in reading and math, and are intended to deliver not only content, but also to help students develop self-directed learning.

These courses replace what had been Introductory Studies-Math (IS-M) and Introductory Studies-Reading at UNM. The fall offerings include ten sections of Critical Text Analysis, serving 250 students, 25 sections of Quantitative Reasoning, serving 600 students, and 5 sections of Math Learning Strategies I, serving 125 students.

As it relates to the Quantitative Reasoning course, University College has created some innovative ways to help with student success. "In the past, students were placed in what had been Introductory Studies-Math (IS-M) because of ACT scores, but ACT scores are not always indicative of a student's ability to do more advanced work," said Sonia Gipson-Rankin, associate dean for curriculum and program development of University College. Yet, if they score low in math, they have to take this course. But, we believe that with support our students can succeed. We have added two times in the semester where students can test out of that course early and move into Math 101 content."

In the past, students spent the entire semester in IS-M; but now, if in the first two weeks, students pass a proficiency exam, they can drop Quantitative Reasoning and enroll in Math 101. And should it take longer than two weeks, and a student buckles down and gets the content, they can take the exam mid-semester to transition into the next math course. It's built into the program like a self-paced curriculum to get them where they need to be. But, that is not the only support that has been added. Upperclassmen have been embedded in all Academic Foundations courses to help students and assist instructors.

Peer Mentor Tutors

Peer Mentor Tutors, one of the newest units in the program, will embed five mentors into the Quantitative Reasoning and Critical Text Analysis classes to tutor students in math, reading, and transitioning to college.

Upperclassmen, working with the College Enrichment Program (CEP), will mentor students not only in content but also in a holistic approach to thinking about their college experience: how to get better organized; better prepared; deal with outside stressors that impact learning; balancing all that and more.

Students will be required to go to CAPS workshops on time management, and note and testing taking, giving them exposure to all the things that will make them successful. "We believe, given that it's a self-paced environment, that several students will find that they only need a quick boost to get on track," Rankin said. "Others will have the benefit of the semester and a built-in support network to teach them all the ins and outs of how to be successful in college."

"This is a very exciting time in University College, as we work on offering innovative ways to expose students to these skills their first semester in college. With these experiences and skills, they will be inspired to create a better tomorrow for themselves, our university and society." – Sonia Gipson-Rankin, associate dean, curriculum and program development

Transition Communities

Transition Communities (TC) offers ten courses designed to prepare students in critical thinking, problem solving and personal and social responsibilities. The courses are for unique cohorts such as College Assistance Migrant Program (CAMP), architecture, exploratory majors and student athletes. This summer, TC offered 3 sections, two for students enrolled in Ethnic Center summer bridge programs (African American Student Services and American Indian Student Services) and student athletes. Fifty students were served this summer and 183 students have enrolled for the fall semester. "This is our second year working with African American Student Services and African American students from the program last year had an 87 percent 3rd semester retention rate. This is fantastic and we were excited to expand our course into the American Indian Summer Bridge program," Rankin said.

CAPS plays critical role in student success

Tutoring geared toward improving retention and graduation rates

By Carolyn Gonzales © October 15, 2014

Categories: [Inside UNM](#) [Student Success](#) [CTL](#)

Tutoring has come a long way from the student and mentor occupying a table in a quiet corner. The way the University of New Mexico addresses academic support takes on many forms that includes not only one-on-one tutoring, but also group settings and online assistance.

Tutoring is often a group of students at a table. Daniel Sanford, director of the [Center for Academic Program Support](#), or CAPS, said, "It can be a loud social space where students are doing homework together or writing papers collaboratively while the tutor leans in to answer questions and facilitate the peer interaction."

"CAPS users have a .5 higher GPA than non-users and are two times more likely to graduate within six years than non-users."

Some tutoring doesn't even take place in person. "We recently hired a program specialist to oversee online tutoring and direct our social media presence," Sanford said, indicating that CAPS used to employ a national service for online tutoring. CAPS staff realized the service wasn't a good fit for some UNM courses and programs. Effective this fall, CAPS offers online tutoring from 6 p.m. to midnight. "UNM students have jobs and other commitments. We already see that the online service is well utilized," Sanford said.

Students who use CAPS succeed

All tutoring is geared toward improving retention and graduation rates.

Students go to CAPS by choice and are opting in at higher numbers. "CAPS sees more than one-quarter of the student body every academic year. We track the effectiveness of the service. CAPS users have a .5 higher GPA than non-users and are two times more likely to graduate within six years than non-users," Sanford said, adding, "We provide a service that is an integral part of the president's and provost's benchmarks for meeting goals for graduation rates."



Daniel Sanford

UNM Provost Chaouki Abdallah said, "We have high expectations for students, and we strive to give them all of the support they need to get there. CAPS epitomizes what we look for in our student support programs. They have a long history of successful programming, and they are among the University's leaders in tracking and demonstrating that success. They are also one of the many programs that led to all-time highs in both number of students and percentage of Hispanic students returning for their second year."

More students are recognizing the value of coming in early. Sanford, who has been at CAPS since 2005, said, "The beginning of the semester used to be fairly slow, but now we have busy days from the first week of the semester." He added that it works best when students get into a good habit. "When they come to class right after their biology class to do their homework, they establish a routine and don't fall behind."

The areas where they get the most students are in math, chemistry, biology, writing and Spanish. "Chemistry and biology are large classes with many students who need the courses for degree progression. We see lots of pre-med, science and engineering students," he said.

Writing is a critical area that will be expanding in the spring. It is moving from its 300 sq. ft. location within CAPS on the third floor of Zimmerman Library to 1,400 sq. ft. of space when they open up in a couple of classrooms in the College of Education. "This creates a second main location for CAPS. It allows the Learning Writing Center to develop its own identity," he said.



Jenisha Patel tutors a group of students preparing for a chemistry exam. Patel is a senior majoring in dental hygiene.

Tutors benefit, too

CAPS also provides meaningful employment to 150 student employees. CAPS received additional funding from the Student Fee Review Board this year. "SFRB recognized that the funding allows us to help more students and tutors. Tutors know the content, have been through the course - usually two years prior - and they know the professors," Sanford said, adding that the tutors' skills at being empathetic, good listeners and an ability both to understand and explain content are critical skills.

"Tutors get three days of training that includes peer tutoring theory, which explores the 'situatedness' of learning in the mind. They attend additional sessions for two hours each Friday where they learn to work with non-traditional students, veterans and other underrepresented populations, as well as how to handle a variety of learning environments," he said.

Sanford said the training is especially good for those tutors who plan to go into teaching or who plan to pursue advanced degrees, which might put them in a teaching role as a TA or GA. "For some TAs, this could be the only pedagogical training they receive," he said.

The challenge CAPS faces now is educating faculty about the value of sending students to CAPS. "Don't wait until a student fails an exam or a paper. We're better used proactively as a habit as opposed to a remedy," Sanford said.

Tags: [Daniel Sanford](#)



UNM

OFFICE *of the* PROVOST/EVP
for ACADEMIC AFFAIRS

Undergraduate Advising at the University of New Mexico: Creating Structures and Processes that Facilitate Student Academic Success

Academic Affairs Policy Report 2013-002

November 26, 2013

1 Executive Summary

This report addresses academic advising at the University of New Mexico (UNM), with a focus on the undergraduate advising capabilities that have emerged since the university's Higher Learning Commission (HLC) Reaffirmation of Accreditation visit in 2009.

A summary of the report is as follows. A brief historical context is provided in Section 2, along with a detailed description of the current organizational structure of undergraduate advising at UNM. The current structure of academic advising at UNM was influenced by concerns raised during the aforementioned HLC visit. The changes implemented in response to these concerns are described in Section 2, and the complete response submitted to the HLC in 2011 by UNM is provided in Appendix A. Next, the current state of academic advising at UNM is discussed. This includes a consideration of the advising ratios that our undergraduate students encounter as they move through the UNM system. In addition, we consider the roles that various staff at UNM fill relative to the advising mission, and how these are currently perceived by students. The evaluation of advising metrics, in conjunction with the recommendations made by a NCADA Evaluation team that visited UNM in February 2012 (report provided in Appendix B), lead to a set of more specific recommendations that are provided in Section 3, and summarized below.

The most significant of the recommendations involves a restructuring of undergraduate academic advising that more closely aligns with the restructuring that has occurred in University College, as well as with the reporting and responsibility structures at the college level that will emerge from the responsibility-oriented management (ROM) process that has been put in place at UNM. In short, the philosophy associated with the suggested restructuring of advising involve (1) moving students, for academic advising purposes, more quickly into their majors, where the data shows they are more likely to find success, (2) clarifying the roles that student advisors fill campus wide, and (3) creating a more robust administrative structure around advising that more clearly defines the roles that advising staff fill throughout academic affairs.

The specific recommendations from this report are:

- 1. Fully empower the Director of University Advisement to oversee and improve advising processes campus wide.** UNM's response to the previous HLC report outlines a Director of University Advising position that encompasses training, advisor orientation and professional development. These functionalities should be augmented with additional authority as well. Specifically, the work of the University Advisement Office would be greatly facilitated by:
 - **Create dotted line reporting relationships from each of the college-level Advising Directors to the Director of University Advisement.** At the very least, this relationship should involve an evaluation by the University Advising Director that is incorporated into each Advising Director's annual performance review. These materials should also be provided to the provost, so that they may be incorporated into the annual assessment of colleges as a whole.
 - **Provide advising certification authority to the Director of University Advisement.** Specifically, in order to serve as an academic advisor (and thus remove advising holds from student accounts), a staff member would first need to be certified by the Director of University Advisement. The certification process is envisioned to include initial training and annual professional development components for all advising staff. This should serve to elevate the professional standing of these staff.
- 2. Deliver annual reports on the state of academic advising at UNM.** These reports should include a rubric-based assessment of the advising processes in each college. This report, generated by the Director of University Advisement, would be used to determine the appropriate number of advising professionals assigned to each unit in order to maintain the appropriate quality standards necessary for effective advising, as well as the steps that might be taken in order to improve advising processes campus wide.

3. **Shift all students who have declared majors, but are currently assigned to advisors in University College, to advisors in the units related to their intended majors.** The closer a student can be placed to advisors in the major, the better. The School of Engineering and the College of Fine Arts have already agreed to this. This would yield a University College that houses primarily the undecided students, or those in transition between colleges.
4. **Create roadmaps for undecided students in targeted areas.** In order to support the previous recommendation, University College should develop a number of prescribed pre-major roadmaps that undecided students or students in transition between majors would follow in order to help them efficiently decide on a major. For instance, this may include a STEM pre-major roadmap, a humanities pre-major roadmap, etc.
5. **Reassign University College advisors.** Now that the leadership of University College has stabilized, and a more holistic first year program has been established, reassign the advisors currently associated with the University College so that they report directly to the dean of that college, or to a designee of the dean. Specifically, the University College advisors should become the direct responsibility of that college.
6. **Clarify the roles of academic advisors and student support staff on campus.** More clearly define who serves as academic advisors on campus, and more clearly assign students to advisors. Currently we have situation where students seek advice from multiple locations/services on campus, and in many cases they are confused as to who their actual academic advisor is. These roles need to be clarified for students. Student support entities should continue to provide outstanding student support services; however, it is important that the student seek academic advice on the major directly from those advisors that are affiliated with the major. Furthermore, as more freshman will now be advised within the academic units, it will become imperative for these units to leverage the student support services that are currently available on campus that have traditionally served many of these students.

Student Success Center Celebrates Grand-Opening

🕒 September 04, 2013

Categories: [Inside UNM](#) [Student Success](#)

The University of New Mexico unveiled its new Student Success Center Tuesday afternoon. UNM's Student Success Center is a one-stop student resource center located in Mesa Vista Hall in the University Advisement and Enrichment Center designed to enhance student success.

"This epitomizes what can happen when faculty, staff and students start thinking about student success," said Provost and Executive Vice President for Academic Affairs Chaouki Abdallah. "We worked towards various aspects to enhance student success with resources that get students the help they need to succeed."

The celebration included the unveiling of several new student success initiatives including the UNM Students website - students.unm.edu. The UNM Students website is a resource-rich tool providing students with a number of support services including Academic Support, Financial Aid, Health and Wellness, Albuquerque Community, Activities and Events and Parking and Transportation.

"The Student Success Center has been developed as the central place to help students navigate through any personal or academic challenges they might encounter," said Jennifer Gomez-Chavez, director, Student Academic Success. "This was a campus-wide effort and together with many partners we hope to promote student success each day. This investment by the administration clearly demonstrates that students matter at UNM."

Academic coaches, mentors and staff were on hand to assist students on the spot while referring them to appropriate services. Additionally, support will be provided to faculty and staff to connect their students to programs and resources.

Other important initiatives that highlighted the event included the degree plans website and the LoboAchieve Advising Portal. These critical student resources were part of the Foundations of Excellence initiative and the Lumina Unidos project, two important and successful student efforts at UNM.

In addition to Abdallah, several guest speakers spoke during the program's agenda including Vice President for Equity and Inclusion Jozi de Leon; Associate Provost for Curriculum Greg Heileman and ASUNM President Isaac Romero.

For more information, visit the [UNM Students](#) website.

Tags: [UNM's Student Success Center](#) [Student Academic Success](#)

UNM Center for Teaching and Learning to combine functions

CAPS and CTE to be placed under CTL

🕒 July 09, 2015

The University of New Mexico is creating a Center for Teaching & Learning through the alignment of the Center for Academic Program Support (CAPS) and the Center for Teaching Excellence (CTE). This will bring the student-focused learning support program and the faculty-focused instructional support program together.

UNM Provost Chaouki Abdallah announced that Aeron Haynie, currently the director of the CTE, will serve as the executive director beginning Monday, July 13.

“A combined center for teaching and learning is an emerging model at universities nationally,” Abdallah said. “It makes sense to bring together these important support programs because of their common mission of using evidence-based approaches to learning, and we also anticipate that this will increase scholarship opportunities in the area.”

Haynie has served as the director of the Center for Teaching Excellence for two years. Her previous leadership experience includes directing the Center for the Advancement of Teaching and Learning at the University of Wisconsin-Green Bay, and the statewide Wisconsin Teaching Fellows and Scholars Program. She also has over 20 years of teaching experience at the college level.

“A combined teaching and learning center will allow us to integrate both sides of the learning process – the learner and the teacher – in a more efficient and dynamic way,” Haynie said. “I’m very excited to begin working with the excellent staff at CAPS.”

The current director of CAPS, Daniel Sanford, accepted a position at Bates College in Lewiston, Maine. Sanford has served as director of CAPS since 2013.

About the proposed Center for Teaching & Learning, Sanford said, “The planned changes for the center will strengthen both learning and teaching at the University of New Mexico, and I’m confident in the leadership of Dr. Haynie in driving the new, combined program forward. It’s been an honor for me to work alongside the students and staff of the Center for Academic Program Support, and to serve the students of UNM as director.”

The CAPS name will be phased out over a period of time, but services to students and the program itself will continue.

Tags: [Office of Academic Affairs](#) [student success](#) [Center for Teaching and Learning](#)

CTL announces 2016-17 Teaching Fellows Award recipients

🕒 September 19, 2016

Categories: [Inside UNM](#) [Faculty News](#)

The Center for Teaching and Learning recently announced the Teaching Fellows Award recipients for 2016-17. Recipients include: Justine Andrews, Leandra Boucheron, Erik Erhardt, Les Field, Dawn Nordquist, and Daniel Wolne. The recipients will be honored later this month.

The UNM Teaching Fellows program provides opportunities for faculty to discuss teaching in an informed, supportive community, to examine the latest research on teaching and learning, and to conduct research on teaching. During spring 2017, fellows will perform their teaching intervention and collect evidence of its effectiveness.

In 2016-2017 the UNM Teaching Fellows program will focus on the instruction of large introductory courses that historically have high failure rates.

Executive Director of the Center for Teaching and Learning, Aeron Haynie, said, “as a public research university, the University of New Mexico has the expertise to provide state-wide and national leadership for a more scholarly, evidence-based approach to college teaching. One of the most powerful and effective ways to create a campus climate that values a more scholarly approach to teaching is to give faculty opportunities to investigate student learning in their own courses.”

After earning her Ph.D. from UCLA in 2002, Andrews joined the faculty of the Department of Art and Art History at the University of New Mexico in 2004. Professor Andrews has worked extensively in the museum field including the J. Paul Getty Museum, the Meadows Museum in Dallas, and the National Gallery of Art in Washington, D.C. She participated in the NEH Summer Institute “Networks and Knowledge: Synthesis and Innovation in the Muslim-Christian-Jewish Medieval Mediterranean” in Barcelona, Spain in July 2012.

Boucheron has been a faculty member in the in the Physics and Astronomy Department since January 2016. She is a full time lecturer for undergraduate level courses. Previously, Boucheron was a graduate student researcher at UC San Diego where she utilized synchrotron-based x-ray scattering techniques to study nanoparticle thin films self-assembled at the liquid surface. She earned her BS (2010) from New Mexico Institute of Mining and Technology, and MS (2012) and Ph.D. (2015) from the University of California, San Diego.

Erhardt is an associate professor of Statistics in the Department of Mathematics and Statistics, where he has served as Director of the Statistics Consulting Clinic, and is currently Director of the Biostatistics and Neuroinformatics (BNI) Core for the second phase of the Center for Biomedical Research Excellence (COBRE) in Brain Function and Mental Illness at the Mind Research Network. His research interests include Bayesian and Frequentist statistical methods for stable isotope sourcing and brain imaging.

Field is a Professor of Anthropology (Ethnology). He has been at UNM since fall 1994. He received his BA in Anthropology from Johns Hopkins University and his PhD from Duke University.

Nordquist has taught Public Speaking, Nonverbal Communication, and Communication Research Methods for the department. Her research interests focus on habitual forms of communication and what those patterns tell us about communication styles and human cognition. In her spare time, she enjoys storytelling and leisurely dog walks. She earned her Ph.D. in Linguistics from UNM in 2006.

Wolne is a principal lecturer and associate director in the Religious Studies Program at UNM. He’s been at UNM since August 2001. He earned his degrees, B.A, Philosophy (1986), M.A. Philosophy (1993), Ph.D. Philosophy (1997), from Colorado State University and UNM.

Success lives in UNM Residence Life & Student Housing

Campus living is more than just a place to sleep & study

© August 31, 2016

Categories: [Institutional Support Service](#) [Latest News](#)
[Student Success](#) [Physical Plant](#) [Dean of Students](#)

The University of New Mexico Class of 2020 arrived on campus for Move-In Day in mid-August. For many, this will be the most exciting experience of their college career. What most won't realize, however, is that the decision to live on campus can greatly impact their overall success in college.

Recent statistics from the UNM Office of Enrollment Management show that freshman students living on campus in 2014 had an 85 percent retention rate headed into their sophomore semester compared to 75 percent for those living off campus. Additionally, six-year graduation rates for on-campus students who started UNM in 2009 was 52 percent compared to 45 percent for off campus.



"We believe the potential for student's academic success is certainly enhanced by living on campus," said Wayne Sullivan, director of UNM Residence Life and Student Housing. "In addition to the convenience to academic resources, living on campus provides a more in depth sense of engagement in the UNM experience, allowing students to remain focused on their studies as well as benefit from academic, social and community development activities. This is integral to the experience we provide."

"Our events and activities provided by our trained staff of Resident Advisors, are more than just pizza night," said Megan Chibanga, manager of Resident Education. "The nearly 1,000 programs implemented each year are centered on our education model in order to enhance the college experience, keeping students involved, engaged and supported."



Residence Hall common areas provide a space for students to hang out and interact with one another.

Additionally, the halls house 15 Living Learning Communities where residents can live and learn with other like-minded students. The communities, which include areas of interest including Engineering, Outdoor Living & Environmental Learners and Community Engagement, partner closely with academic departments on campus to integrate classroom and campus life for an optimal learning experience.

Other added benefits to resident success is the closeness to campus resources, no commuting headaches and the overall social support of peers.

"Move-in is our most exciting time here in Student Housing because we look forward to providing the best experience possible for our residents," said Sullivan. "A positive experience living on campus can impact a student's entire college experience."

Residence Life & Student Housing is a department of Institutional Support Services (ISS).

Tags: [Residence Life & Student Housing](#) [ISS](#)

Unm5: essential skills for your future

**Jenna Crabb, Director
UNM Career Services**



**CAREER
SERVICES**

Career readiness

“Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.” (NACE, 2017)

UNM5 Essential skills

- Critical Thinking
- Collaboration
- Communication
- Research and Assessment
- Professionalism

<http://unm5.unm.edu/>

Critical Thinking

Communication

Collaboration

Research and Data

Critical Thinking: Academic Student Employment

Critical thinking is a habit of mind that helps you explore ideas. It is both an attitude and a set of skills.

- Crafting Critical Questions
- Perspectives
- Information Literacy
- Analysis, Conclusions and Consequences
- Reflective Journey

Critical thinking

Critical thinking is a habit of mind that helps you explore ideas. It has both an attitude and a set of skills.

Core Classes and Assignments	Student Employment Experience
Phil 156 (Reasoning and Critical Thinking)	Assist with planning of programs, events and activities
UHON 201 (Rhetoric and Discourse)	Solve a problem with your group on how to do something.
Freshman Learning Communities Classes	Gather diverse perspectives to drive a project or provide new insight
Political Science Courses	Figure out an Aha! Moment to develop a new idea (program, etc.).

Critical Thinking

Communication

Collaboration

Research and Data



Communication: Academic Student Employment

Communication skills help you to receive and convey information, ideas and messages in ways that are powerful and appropriate to the situation.

- Written communication
- Oral communication
- Non-verbal and visual communication
- Active listening
- Contextual communication

Communication

Communication skills help you to receive and convey information, ideas and messages in ways that are powerful and appropriate to the situation.

Core Classes and Assignments	Student Employment Experiences
English 110, 112, 113 and 120 (Composition classes)	Working on reports
English 219 (Technical Writing)	Social media posts for office
CJ 130 (Public Speaking)	Taking meeting minutes to send out to the group/staff/students
Phil 156 (Reasoning and Critical Thinking)	Creating visual info graphics on topics

Critical Thinking

Communication

Collaboration

Writing Data

Collaboration: Academic Student Employment

Collaboration skills help you to work with others to achieve shared goals

- Creating and maintaining relationships
- Group and team dynamics
- Measuring progress and success
- Leadership practice
- Community engagement

Collaboration

Collaboration skills help you to work with others to achieve shared goals.

Core Classes and Assignments	Student Employment Experience
Anth 160 (Human Life)	Participate in a group project with group tasks and goals
AMST 185 (Intro to Race, Class and Ethnicity)	Participate in community outreach and meetings
ANTH 130 (Cultures of the World)	Successful in meeting objectives of a group
Psychology courses	Run a group meeting
Sociology courses	Monitor group progress of a task

Critical Thinking

Communication

Collaboration

Research and Data

Research and Assessment: Academic Student Employment

Research and assessment skills help you to better understand and explain the world around you.

- Foundation concepts of research and assessment
- Data collection
- Data analysis
- Communicating research and assessment
- Impact and ethics of research and assessment

Research and Assessment

Research and assessment skills help you to better and explain the world around you.

Core Classes and Assignments	Student Employment Experiences
Eng 110, 112, 113 and 120 (compositions)	Assist staff with gathering statistical information for annual reporting
Math 121(Algebra), 129 (Survey of Math), 150 (Pre-Calc), 145 (Stats)	Assist with the writing of the data
Math 215 (Math for Elem. Teachers)	Participate with researching information related to topic areas
UHON 202 (Math in the World)	Present your information/research to group/staff
PHIL 156 (Reasoning and Critical Thinking)	Assist with the formation of a survey

Professionalism	Diversity
Leadership	Goals – what do you want to learn more about?

Professionalism: Academic Student Employment

Professionalism skills help you to gain career and workplace knowledge through a variety of in- and out-of-classroom activities.

- Ethics and integrity
- Professional development
- Personal development
- Workplace expectations
- Career exploration

Professionalism

Professionalism skills help you to gain career and workplace knowledge through a variety of in- and out-of-classroom activities

Core Classes and Assignments	Student Employment Experiences
OI&LS STEP and Mgmt 398	What you are doing today – working on your resume (events/programs)
Foreign Language classes	Gaining real work experience (student employee, internship)
Fine Art courses	Ethics around being on time, dressing appropriately
History Courses	Representing your office at events

Professionalism	Diversity
Leadership	What do you want to learn more about?

Diversity and Leadership: Academic Student Employment

Diversity and Leadership are the umbrella of experiences – not necessarily a skill set. But, important to list experiences in these areas to highlight and think about how these play a role in your skill building around the UNM5.

- What skills make you a leader?
- What skills gain you experience in diversity/multiculturalism?

Investment in student success paying dividends at UNM

Record number of graduates receive degrees

By Dianne Anderson © May 13, 2017

Categories: [Front Page](#) [President's Office](#) [Provost's Office](#)
[Student Success](#) [University Secretary](#)

The University of New Mexico's investment in student success is paying off with a record number of graduates this spring and a continued climb in the graduation rates for students completing degrees in four years and in six years.

During commencement ceremonies at UNM, thousands of students received their diplomas and now take the next steps toward a career or continued education. More than 3,900 students* are projected to receive degrees in Spring 2017 including 361 Doctoral, 610 Master's, 2,731 Bachelor's and 260 Associate's.

Many of this year's undergraduates are getting out of college faster than the cohorts who came before them. For the sixth year in a row, UNM has topped its previous four-year graduation rate. The number of students completing their degree in four years has increased from 15 percent in 2010-11 to an anticipated 26 percent in 2016-17, a jump of 66 percent over this time period. This spring's six-year graduation rate will be near an all-time high at just under 50 percent.

"The strategic investments we made five years ago are starting to come to fruition," Acting President Chaouki Abdallah said. "It takes four years to change the four-year graduation rate; it takes five years to change the five-year rate, and so forth, but we are continuing to move the needle each year to new record highs."

At the beginning of this decade, the University started studying ways to improve retention rates. At the time, UNM was losing about a quarter of its freshman class going into their third semester of college - a 75 percent retention rate. More than 200 faculty, staff and students volunteered for a self-study of the first college year experience at UNM. The Foundations of Excellence project began in September 2012, in collaboration with the John N. Gardner Institute for Excellence in Undergraduate Education.

Following that comprehensive review, the University instituted a number of changes involving academics, student support and research as it impacts freshmen in particular.

UNM administrators believe the gains now being shown in student success outcomes stem from a combination of initiatives, many driven by the Foundations of Excellence project. Those changes included increasing the number of high-impact practices for freshman, instituting special programs aimed at improving retention and graduation rates such as incentives to finish college in four years and reforming developmental and introductory courses, advising and curriculum.

UNM allocated \$2.3 million in recurring costs for student success programs and spent approximately \$1.3 million in one-time funding to renovate space for the new Math Learning Lab (MaLL). Another \$5.8 million was focused on faculty initiatives and \$1.4 million on student recruitment efforts.

"What is most notable is that while we have allocated some additional funding, we have also reallocated and emphasized completion of degrees," Abdallah said. "It's a much bigger win for students if the investment comes from efficiency, retention of students and reallocated money, not just additional funding."

While the changes have not been cheap, they are an important investment, not only for the university and its students, but for the state of New Mexico.

"What people don't see is the number of degrees is going up, the time to degree is shrinking, so that means students are spending less, the state is spending less per that degree, and those people are going into the job market sooner, meaning if the graduates stay in the state, they pay taxes, they're generating revenue and opportunities," Abdallah said.

The key number is the financial impact of graduating students sooner. Abdallah said the increase in the four-year graduation rate saves 360 students to a minimum of \$2-4-million every year UNM maintains that higher number, and saves another 150 students an additional \$1-2 million every year the six-year rate stays close to 50 percent.

Inside the numbers...

Over the past several years, The University of New Mexico has made a greater investment in student success. Below are the initiatives that have contributed to a record-number of graduates this spring.

Student Success Initiatives: recurring cost: \$2.3M

- Advising- \$555K
- Student Affairs initiatives- \$200K
- Center for Academic Support- \$110K
- Graduate Assistantships- \$356K
- Graduate Resource Center and online software- \$180K
- Libraries- \$466K
- Lobo Respect Advocacy Center- \$106K
- Elimination of remedial courses- \$100K
- Student Success staff support- \$173K

Faculty Initiatives: \$5.8M

- New faculty lines- \$3.81M
- Faculty equity and compaction- \$1.47M
- Faculty retention- \$446K
- Faculty support staff- \$100K

Student Recruitment Efforts: \$1.4M

- Global Education Office- \$950K
- Study Abroad program support- \$150K
- Honors College- \$160K
- Student Recruitment Enhancement Software- \$200K

Math Learning Lab improving student outcomes

Adaptive learning software, personalized assistance meet students needs

By Dianne Anderson © October 10, 2014

Categories: [Latest News](#) [Provost's Office](#) [Mathematics & Statistics](#) [Student Success](#)

How'd you like to skip the lecture on math and go straight to the MaLL? Not to shop, but to learn. That's what UNM students, like Matthew Cossum are doing and it's working. MaLL is short for Math Learning Lab, a new approach to teaching Intermediate Algebra.

Matthew Cossum, a freshman who is no fan of math courses, likes the system, which is completely computer based at the Math 101, 102 and 103 levels. "You can work at your own pace," Cossum said. "It is very relaxed, very nice." He just completed Math 101 with a perfect score and has launched into Math 102.

Cossum didn't like math in high school, and wasn't pleased with a computer-based community college math course, which he dropped halfway through. But ALEKS, the software course available at UNM, suits his learning style. He is planning to major in philosophy so he expects to put college algebra behind him quickly this semester.

Intermediate Algebra is the first math class for many UNM students, about 2,500 a year. Historically, it has been a course with a high failure rate, blocking many students from proceeding through the college math sequence and making progress toward graduation.

In the fall of 2012, UNM opened the new MaLL on the first level of Centennial Science and Engineering Library. It is a redesigned collaborative learning space similar to a computer lab that uses adaptive learning software combined with personalized assistance to meet a student's needs. Instead of one class - Math 120 - students now move at their own pace through a series of labs: Math 101, 102 and 103, each worth one credit hour, or they can jump from Math 102 into Math 129 or Stat 145.



Freshman Matthew Cossum likes the MaLL approach. He just completed Math 101 with a perfect score and has launched into Math 102.

"One of the reasons this method works so well is that students spend more time on things they don't understand and less time on things they have already mastered," said Associate Provost Greg Heileman.

The new format addressed an old problem. Students who struggled with early lessons would eventually hit a wall, because math lessons

become progressively more complex as the semester goes along. When the course was 3-credits sink or swim, 65 percent of those students sank. Now students complete the labs one at a time, ensuring that they get credit as they go. Students must also demonstrate mastery of content before proceeding and those still struggling to succeed are given more time to finish after the term ends.

Now Heileman and other UNM leaders are assessing the course data and trying to quantify how well this pedagogy is working. Compared to the old Math 120, students who complete intermediate algebra via the MaLL:

- Earn higher grades in the course
- Are far less likely to drop out of the class
- Perform at least as well in Math 129 and Stat 145
- Perform significantly better in Math 121

There is no way to cleanly compare the new model to the old one because students who get an incomplete can work into the next semester to finish the course.

"The only thing we can really do is measure when they start to when they end," Heileman said. "But early results show 70 to 75 percent are making a "C" or better and our repeats of the class are way down."

Now University officials are doing analysis to determine the rate of progress of students who have not finished the course and still have an "incomplete" grade. They are also looking at ways to incentivize students to finish, by either rewarding them by returning their course fee when its completed or charging them if they don't finish.

Cody Brown is a traditional student who wants to hear the lecture, then come to the MaLL to do the homework. Other students prefer to only work in the software program. "I liked the classroom and needed to hear the lecture before I started to work."

In Math 121 students have the option of a traditional classroom lecture or courses completely offered on computer at the MaLL. Brown really didn't like math in high school, but became a tutor at the MaLL because he wanted to show other students math isn't as bad as they think. "Math is really hard," he said. "Students need a chance to learn in their own way."

Courses at the MaLL have a ratio of 1 tutor to 10 students, so help is always near. Some students may always have trouble with math, but now they have several ways to approach the problem and at last more students than ever are succeeding.

Math Learning Lab - Pass Rates & Comparison with Online - AY15-16

"FACE-TO-FACE" VS. Online Performance Comparison

Semester	Class Type	Course	Sample size	% passed (as of close-out date)
F15	MaLL	MATH101	869	85.6
F15	Online	MATH101	58	74.1
Sp16	MaLL	MATH101	496	75.2
Sp16	Online	MATH101	54	53.7
Sum16	MaLL	MATH101	62	74.2
Sum16	Online	MATH101	36	63.9
F15	MaLL	MATH102	807	75.1
F15	Online	MATH102	63	52.4
Sp16	MaLL	MATH102	402	65.7
Sp16	Online	MATH102	59	47.5
Sum16	MaLL	MATH102	83	66.3
Sum16	Online	MATH102	43	60.5
F15	MaLL	MATH103	119	90.8
F15	Online	MATH103	47	63.8
Sp16	MaLL	MATH103	100	69
Sp16	Online	MATH103	68	70.6
Sum16	MaLL	MATH103	65	76.9
Sum16	MaLL	MATH103	54	66.7
F15	MaLL	MATH121	125	68
F15	Online	MATH121	70	54.3
Sp16	MaLL	MATH121	108	77.8
Sp16	Online	MATH121	66	54.5
Sum16	MaLL	MATH121	26	76.9
Sum16	Online	MATH121	62	56.5

Weighted average pass rate
76.77

Notes:

1. "FACE-TO_FACE" implies that the class meets in the MaLL
 2. Close-out date is when Incompletes are converted to a letter grade including NC.
- For F15, 101-103 students had a grace period of 4 months from the time of receiving an Incomplete to take care of it. Starting Sp 16, this grace period is reduced to the Friday before classes of the next term (includes summer) start for 2H classes and to Friday of Finals Week for 1H classes

Foundational Math: Taking fear, anxiety out of learning mathematics

New course model has 87% pass rate

By Aaron Hilf © June 16, 2017

Categories: [Front Page](#) [Inside UNM](#) [Mathematics & Statistics](#)
[University College](#) [Latest News](#)

For many students at universities across the country, the prospect of diving into a college level mathematics course is downright terrifying. But, thanks to a program at The University of New Mexico, hundreds of undergraduates every year are tackling these fears head-on and even learning to enjoy a subject they may never have thought they would.

The course is called Foundational Math (Univ. 103) and is a division of University College's Academic Foundations Program. Primarily computer-based, the class is designed for students who need brush up on some general math and algebra concepts before going into higher level courses required for most majors.

"I came into this class completely freaked out and scared of math," said UNM student Pam Quintana. "Now, not only do I not fear math but I'm actually starting to like it a little bit which is shocking because I came in here with such a bad feeling about it."

And Quintana is not alone. Foundational Math Coordinator Cash Clifton says roughly 600 students take the course every year and a large portion of them have similar anxieties about the subject.

"A lot of students are traumatized by math," said Clifton. "Maybe the classes when they were younger just went too fast and they fell behind. Maybe they didn't have a great math teacher. We see a real anxiety to math for so many of them and they really avoid it."

According to Clifton, Foundational Math represents a fundamental rethink of how UNM delivers mathematics to a large portion of its student population. Instead of a traditional lecture-style class, they've implemented the Emporium Model which uses computer software and individually developed learning paths to allow each student the ability to work at their own pace.

"We've seen amazing results with this program. In Fall 2016, we had about an 87 percent pass rate in this model, which is about 10 percent higher than the previous model, Introductory Studies Mathematics," he said.

Clifton credits the pass rate to the self-paced style of the course. He says in the old model, students would be tested at preset intervals throughout the semester. If a student failed a test, the class would still move on. And since math concepts very much build upon themselves, if you're forced to move on before mastering one topic, there's a good chance you won't be able to keep up with the next. That doesn't happen with this course.

Conversely, the class also has checks in place for anyone who may have ended up there by mistake or because of an out of the ordinary testing day. If a student is able to complete the course requirements and tests very quickly, they are able to transfer out of Foundational Math mid-semester and move on to the [Math Learning Lab \(MaLL\)](#) or other classes where they can continue working toward meeting their core requirements.

"Approximately 15 percent of entering freshman have benefited from academic interventions in math and reading. I am really gratified at the results we are seeing," said Kate Krause, Dean of University College. "This is the result of those who have been working so hard for our students."

Krause, along with Associate Dean Sonia Rankin, say these outcomes highlight the amazing achievements that are possible when faculty, staff and students come together for a single initiative. From faculty teaching small section courses, to academic advisors keeping a close eye on student's progress and even peer mentor tutors working hand-in-hand with students, administrators say all of these efforts are really what has helped make these programs a success.

"Take this class," said Quintana. "I cannot say enough about how it's changed my attitude toward math and how much I've learned. It will give you a good, solid foundation for any math class you need to take."

For more information on Foundational Math or University College's Academic Foundations Program, [visit their website](#).

Student success is driving force behind advisement changes

Advisors now engage with students early and often

By Karen Wentworth © August 06, 2014

Categories: [Inside UNM](#) [Provost's Office](#) [Student Success](#)

An academic advisor is now one of the first faces new students see after enrolling and going through freshman orientation. With advisement changes, students can now meet immediately with advisors from their intended school or college. If the student hasn't yet chosen a major, he or she is assigned to University College.

The change, suggested by the First Year Steering Committee, is meant to make it as easy as possible for students to find an academic home and focus on a specific course of study. Associate Provost Greg Heileman hopes the improvements in advisement will allow students to graduate more quickly, without encountering bureaucratic obstacles such as not realizing the need to take a critical course at a specific time in the pursuit of a degree.

Connecting students with specific schools and colleges early is intended to lead to student success and improve graduation rates.

It is also a great change in University College. In the past, University College was the front door of the university where all students were placed until they declared a major and were accepted into a specific school or college. But sometimes students lost their bearing in the crowd and spent months taking courses they didn't need for their eventual major.

University College is now the academic home for students who do not know what their intended major is and for students who plan to major in a career in the health care fields. Dean of University College Kate Krause said the recent changes in advisement allow University College advisors to spend more time with individual students. "It's a calmer environment now and the advisors can spend more time to help students find their way," she said.

As students decide which area of study most interests them, they are encouraged to work with advisors in that particular school or college. Heileman said, "We are trying to shift as much of the load as possible for freshman advising to the academic units."

UNM offers more than 200 undergraduate degrees. Students who understand the academic path they would like to pursue can quickly begin to hone in on how to make that happen. A new [online degree mapping system](#) allows students to chart a course to the degree they want."

In the past, students who planned to teach would take their core curriculum courses and prerequisites before moving into the College of Education. As a result, COE advisors wouldn't see students until their junior year. Now students meet with COE advisors, even as freshmen.

"Initial feedback from students has been very positive, said Deborah Rifenbary, associate dean, College of Education. "We've seen comments such as 'the advisors in the College of Education are knowledgeable and extremely helpful in creating a schedule tailored to each student's interests,' and 'the faculty were very helpful and very eager to provide feedback'".

Advisement in the School of Engineering has traditionally been more aggressive because advisors also do recruitment. Advisors in all six departments that comprise the School of Engineering work together to host open houses. They also attend career days to meet students with an interest in engineering. Steve Peralta, director, Engineering Student Services, said they recruit families, hosting them for campus tours of engineering labs. He added that they talk to parents as well as students.

The School of Engineering allows students who have completed Math 100 to enter the college. Once a student has declared a major in engineering, they receive close attention from the advisors in ESS. "We do midterm grade checks," Peralta said. "If they are having trouble, we have our own tutoring program, led by engineering students. Our office funds tutors to help them through the math, science and many of the specific engineering courses." If a student falters, they may be placed on an Academic Improvement Plan and tracked until their academic standing improves.

UNM continues efforts to make advisement easier for students, no matter where they are in their academic career. Heileman said the realignment of advisors within the university should make it easier, even for students who haven't declared a major.

There are now two student success centers, one located in the University Advisement and Enrichment Center and another in Casas del Rio, the new student residential housing on campus. Students who prefer to get information online can visit [students.unm.edu](#).

Tags: [advisement](#) [University College](#) [Greg Heileman](#) [Kate Krause](#)

Academic Affairs Dashboards

Regent's Academic/Student Affairs & Research
Committee

September 3, 2015

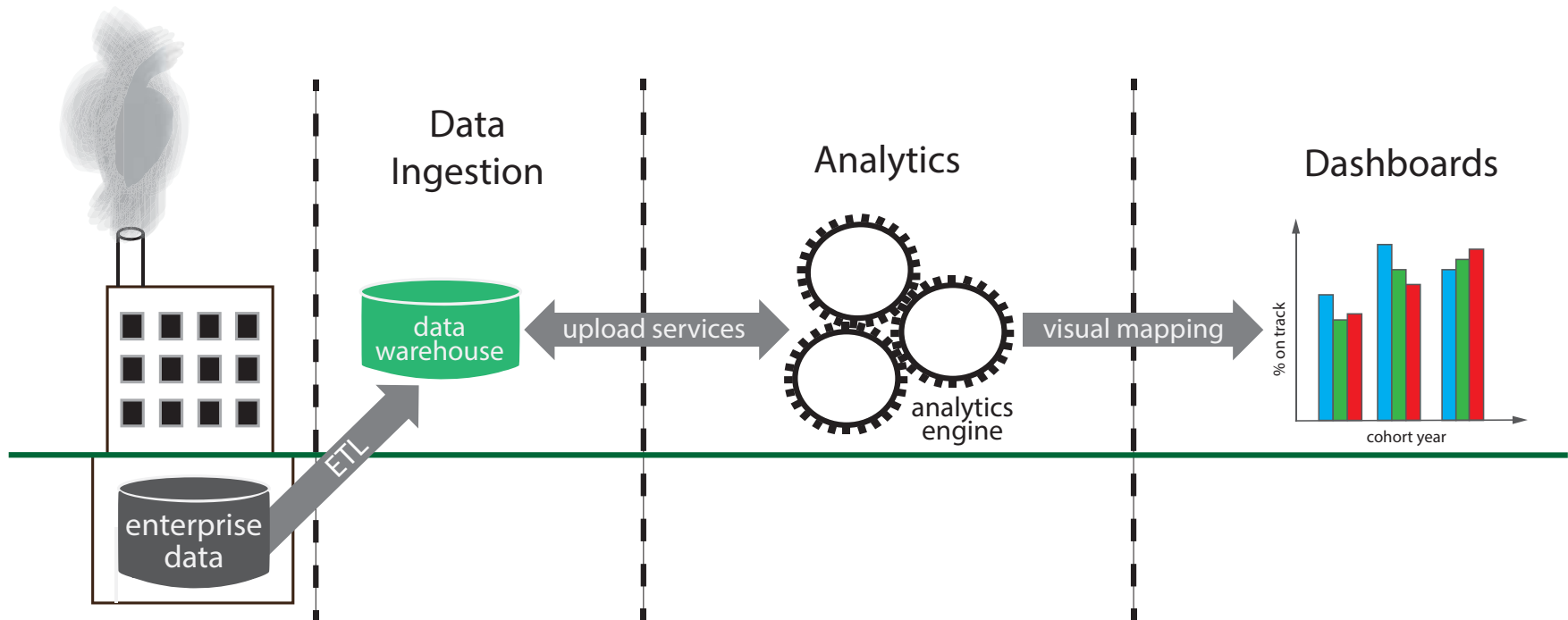
Institutional Effectiveness

We are organizing Assessment, Accreditation and Institutional Analytics under the **Office of Institutional Effectiveness**.

- No new personnel.
- Co-located within one suite in Dane Smith Hall.
- Benefits:
 - Enables “effectiveness” units to work in synergy.
 - One location for academic/administrative units to visit for institutional effectiveness needs.
 - Administrative units assessment (new effort) will be coordinated through this office.

Data/Analytics/Dashboards

In support of these effectiveness/integrity efforts, the **Academic Affairs App Team** continues to develop the underlying infrastructure that supports our emerging analytics and reporting needs.



Data/Analytics/Dashboards

These emerging capabilities will:

- Support the work of the Office of Institutional Effectiveness.
- Support data-informed decision making across campus (ground discussions in facts).
- Direct deeper investigations related to student success, faculty compensation, institutional efficiencies, etc.
- Provide KPIs, metrics and targets for performance evaluation at all organizational levels.

Gallery of Dashboards

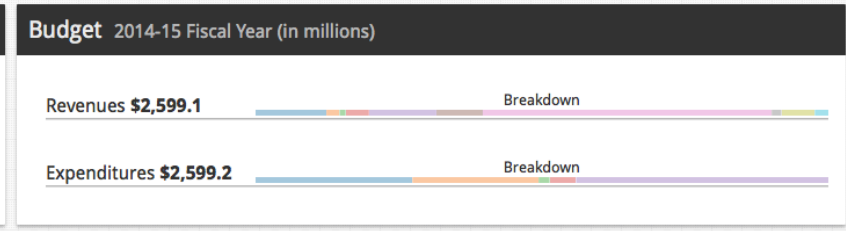
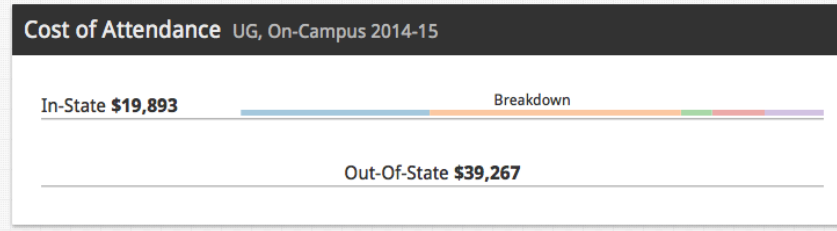
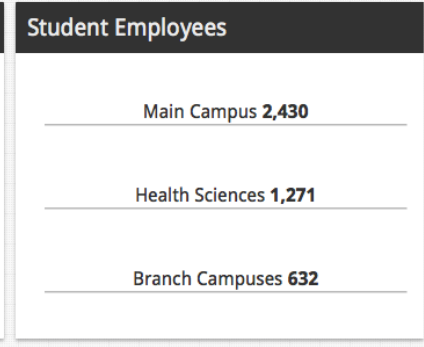
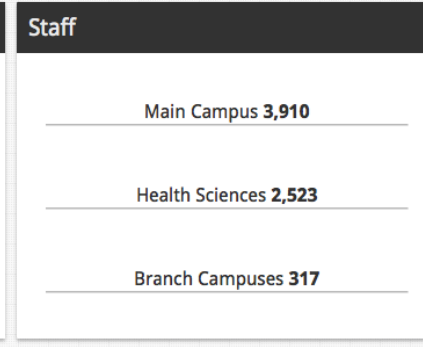
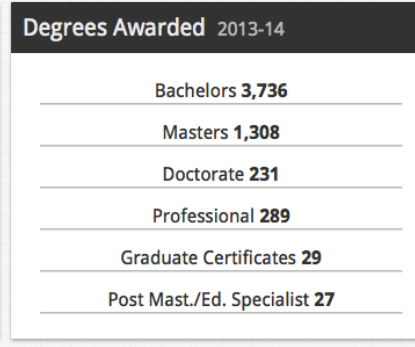
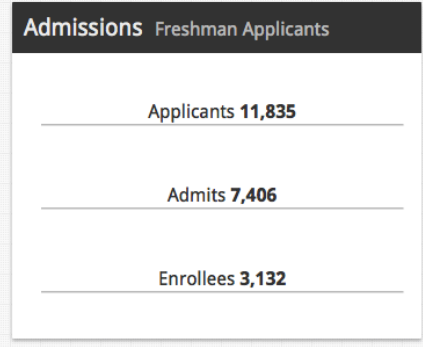
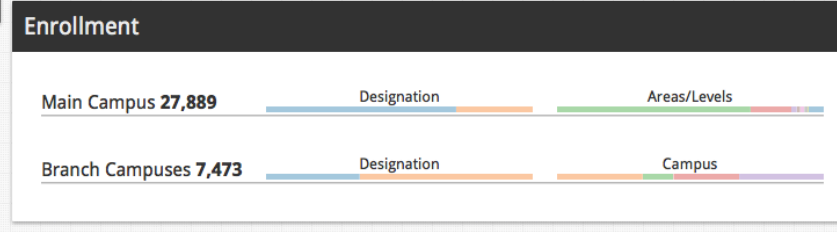
Provost Dashboard

- <http://informatics.unm.edu/>
- Institutional Fact Book Tab
- Student Success Metrics Tab
 - By University/College/Program
 - Degree Output by time-to-degree
 - Enrollment
 - Student Flows
- Up Next: Financial Tab, Faculty Tab

Provost Dashboard – Institutional Facts

Go To
Colleges/Schools

University Of New Mexico - Overview



Provost Dashboard – Success Metrics

Go To

Colleges/Schools

Filter By

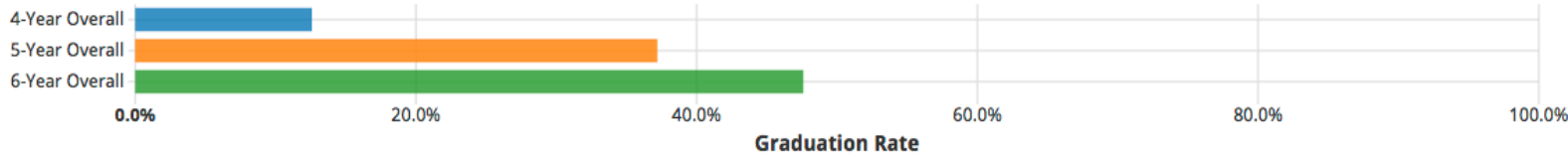
Cohort Year:

- 2008
- 2007
- 2006

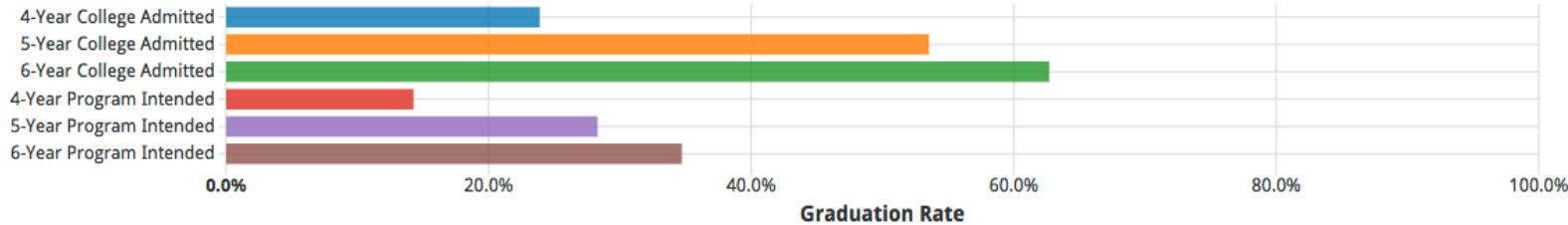
University Of New Mexico - Students

Success Metrics Other Grad Rates Enrollment Flow

UNM Student Graduation Rates Overall

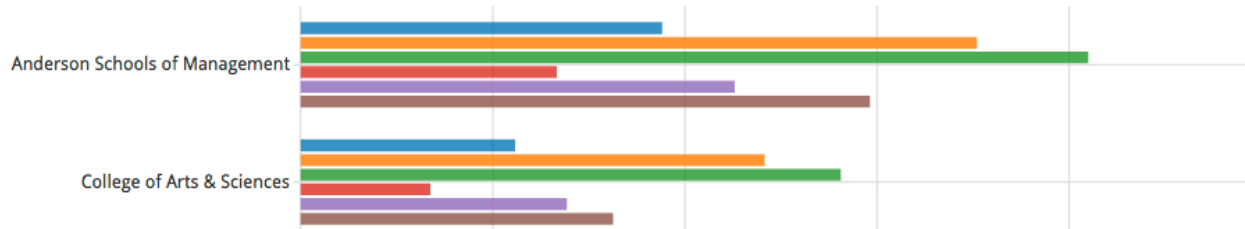


UNM Student Graduation Rates College Admitted / Program Intended



Student Graduation Rates By College College Admitted / Program Intended

Sort By: Name



Provost Dashboard – Degree Production

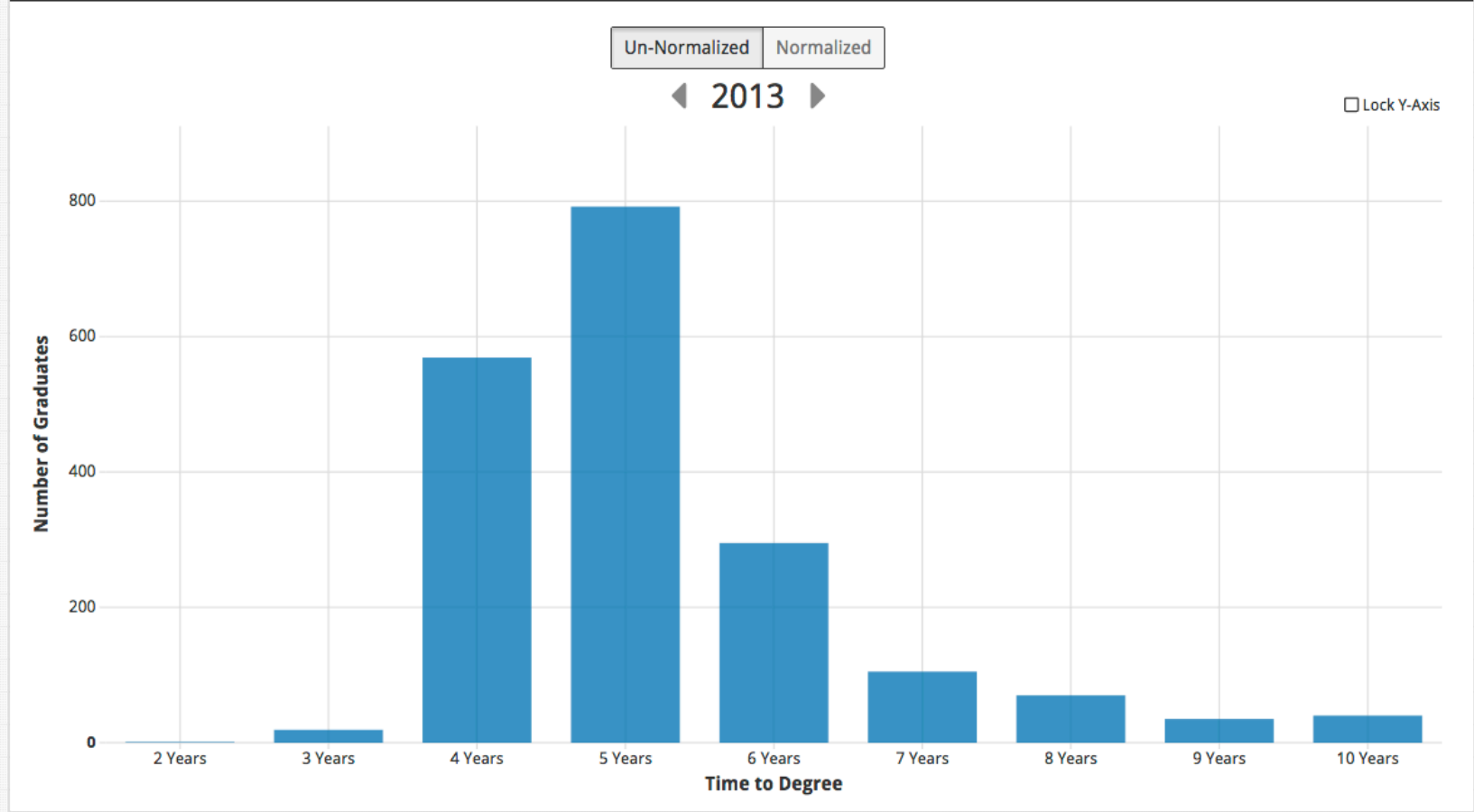
University of New Mexico

Go To
Colleges/Schools

University Of New Mexico - Students

Success Metrics Other Grad Rates Enrollment Flow

Graduation Rates By Time To Degree



Provost Dashboard – Enrollment

Overview

Students

University of New Mexico

Go To

Colleges/Schools

Filter By

Enrollment Period:

- Fall 2014
- Fall 2013
- Fall 2012
- Fall 2011

Show Amounts For:

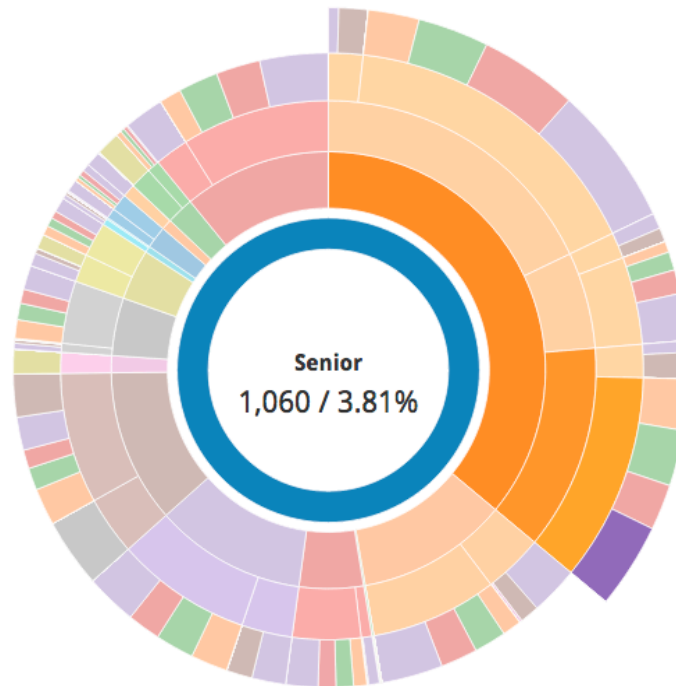
- Gender
- Ethnicity
- Level

University Of New Mexico - Students

Success Metrics Other Grad Rates Enrollment Flow

Student Enrollment

University of New Mexico > College of Arts and Sciences > Natural Sciences > Undergraduate > Senior



Hide Legend

Break Down By:

College

Division

Department

Major

Classification

* All data at the college and major levels reflect both program-admitted students and students intending to major in specific programs within the respective colleges.

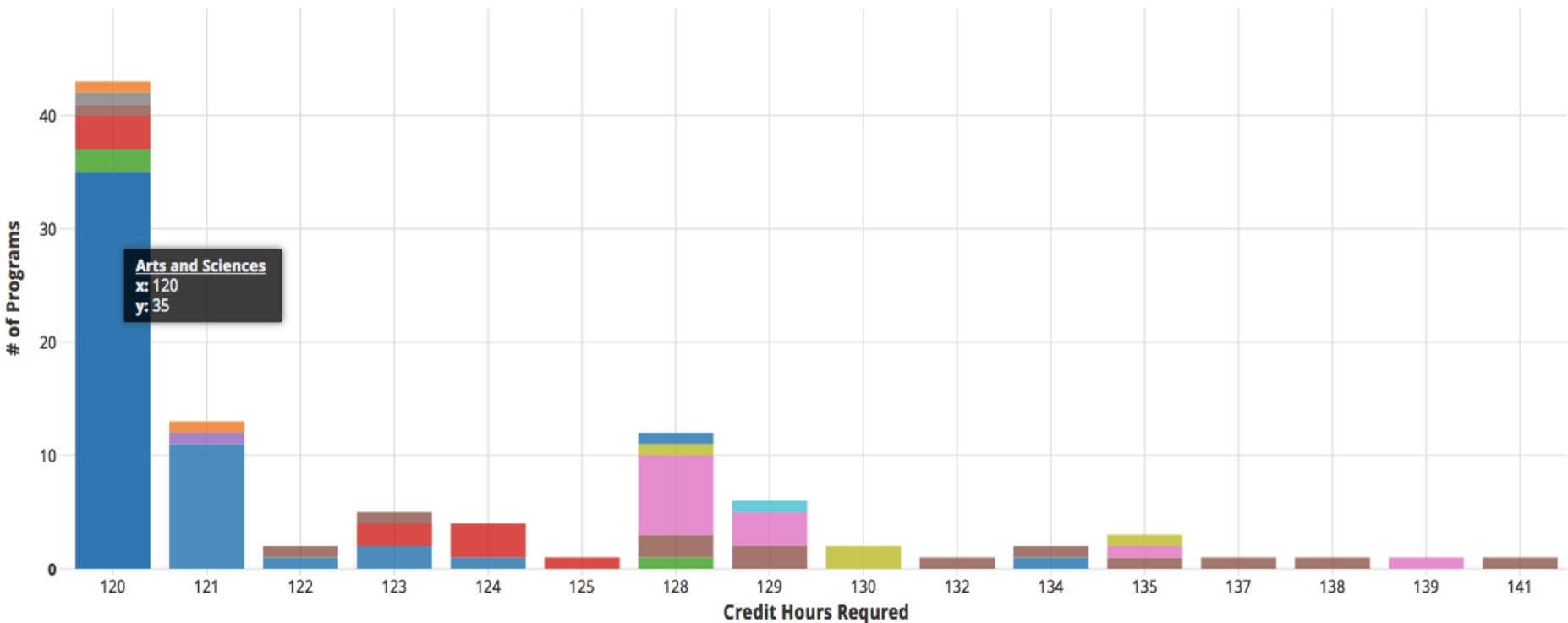
Provost Dashboard – 120 CH Degrees

Program Credit Hours By College

Total Change

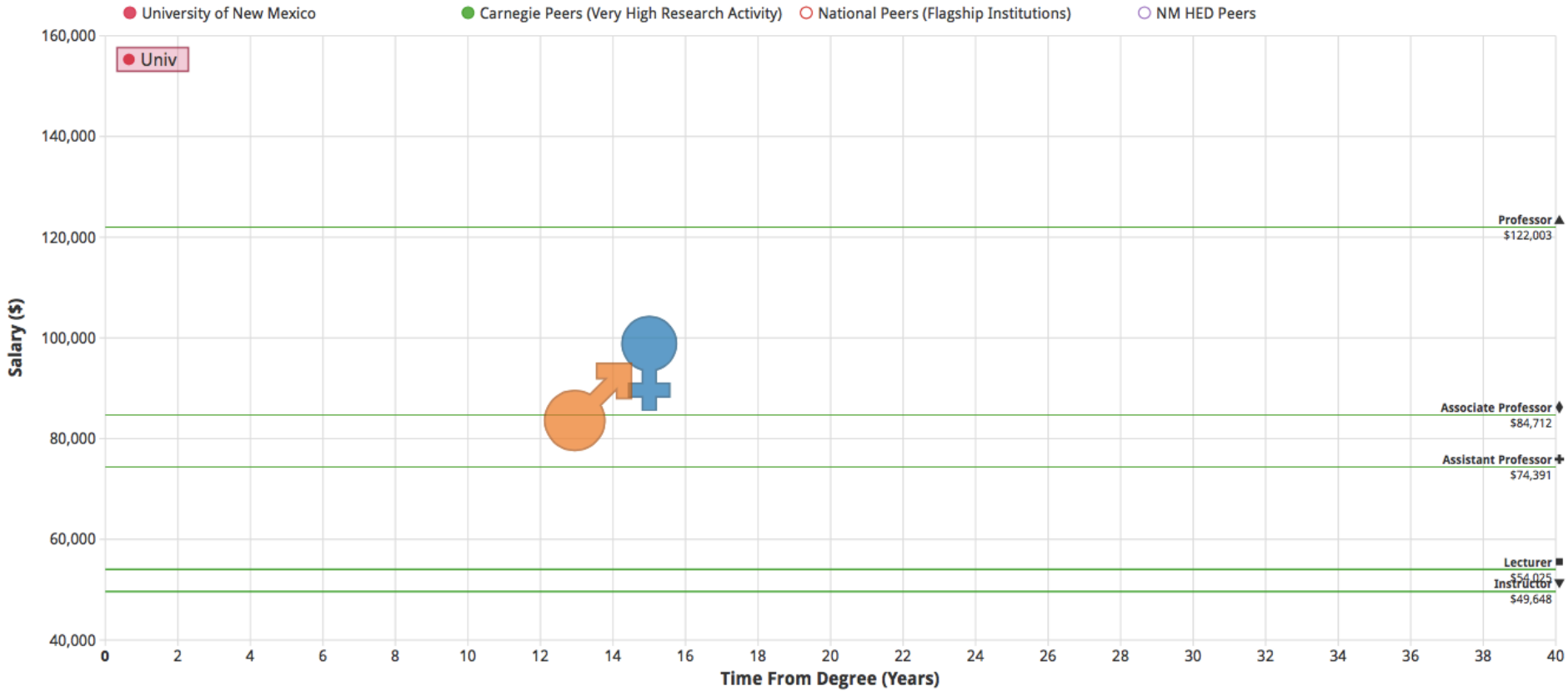
Stack Bars

- Arts and Sciences
- Architecture and Planning
- University Studies
- Engineering
- Library
- Education
- Fine Arts
- Honors
- Medicine
- Nursing
- Management



Provost Dashboard – Salary Equity

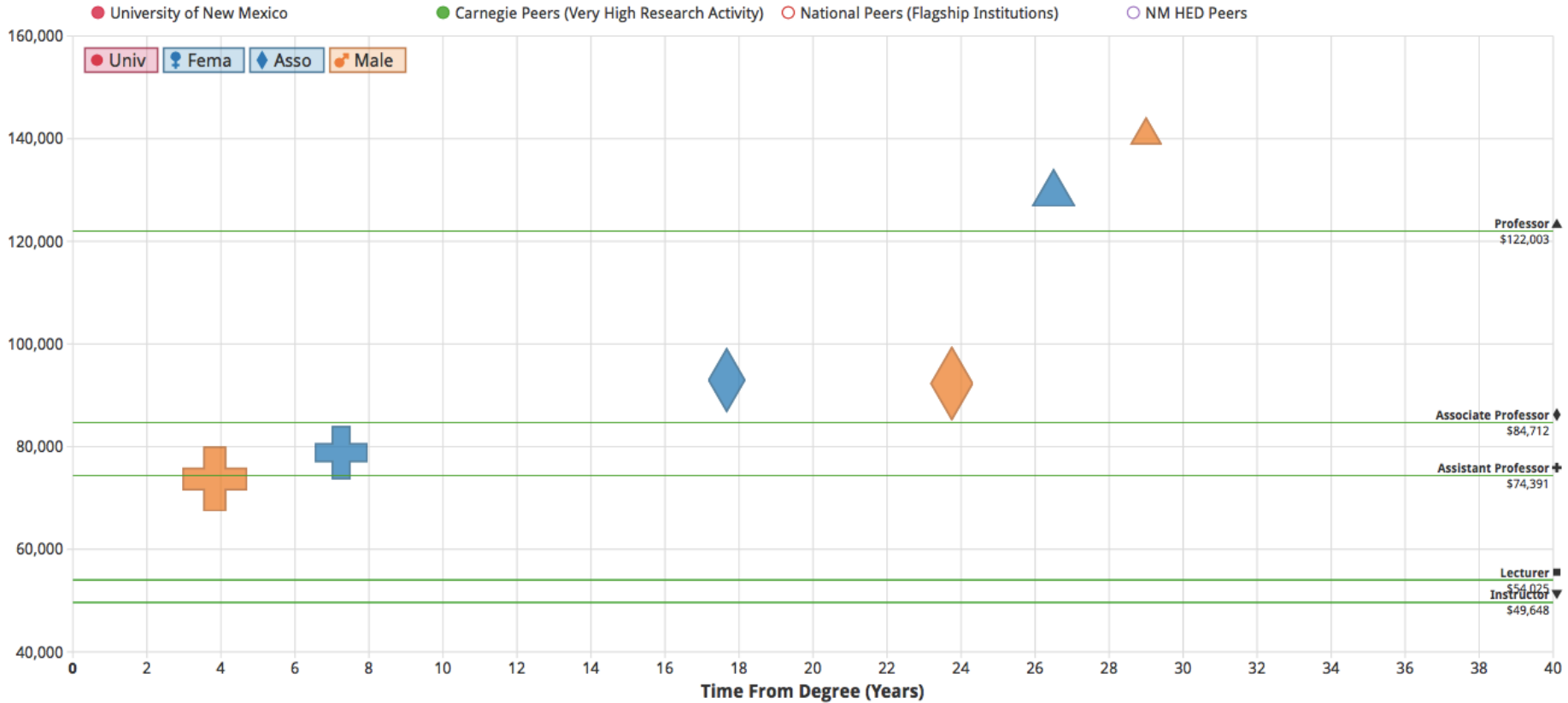
Lock Y-Axis Lock X-Axis



Name: Univ Rank: Prof Degree Year: 1999-2000 Gender: F Department: SOC Discipline: Economics 2014-15: 100000 2015-16: 100000

Provost Dashboard – Salary Equity

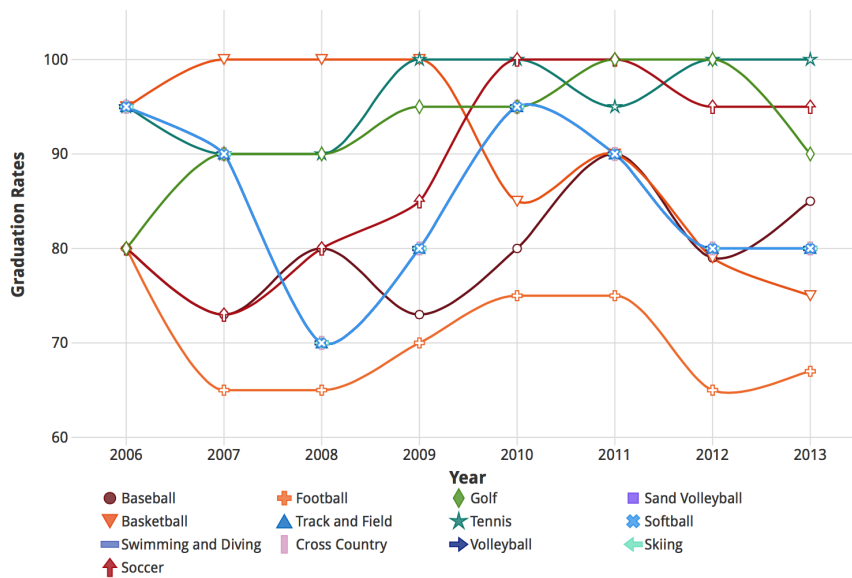
Lock Y-Axis Lock X-Axis



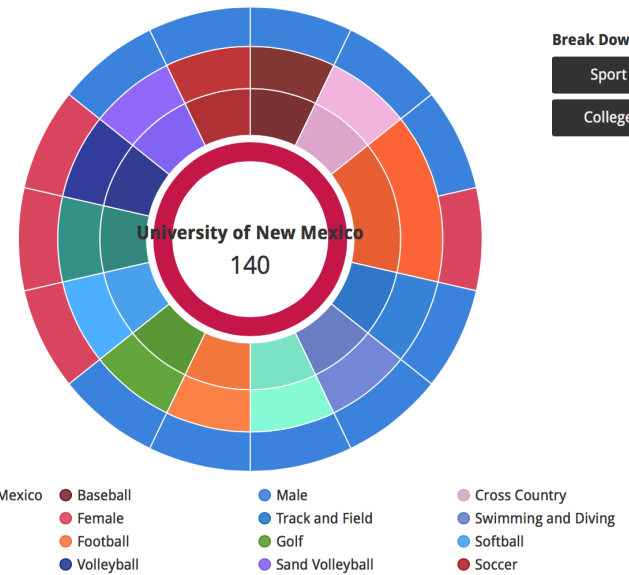
Name	Rank	Degree Year	Gender	Department	Discipline	2014-15	2015-16
Jane	Prof	1990..2000	F	SOC	Economics	..100000	..100000

Provost Dashboard – Athletics

4-Year Graduation Rate by Year



UNM Sports



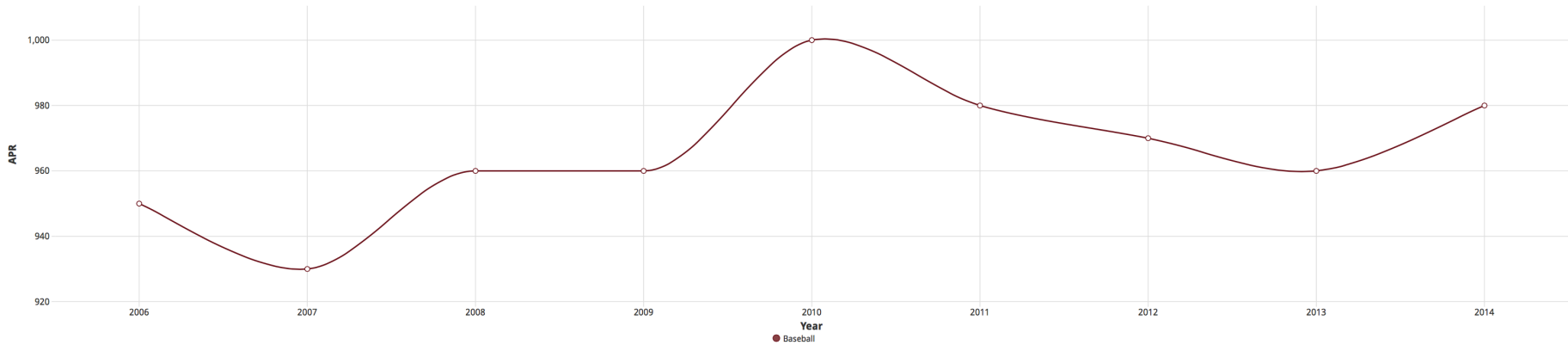
*Dashboard is displaying fake data

Provost Dashboard – Athletics

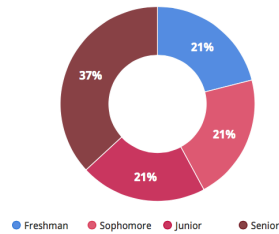
Soccer

APR 19 STUDENTS 19 AVERAGE GPA 3.56

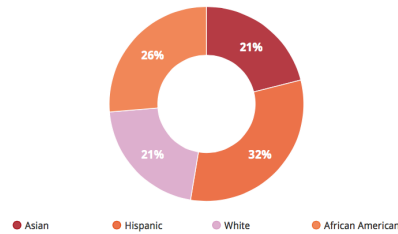
APR by Year



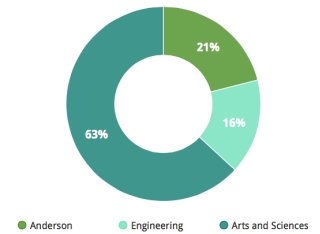
Classification



Ethnicity



College



Student ID	Name	Gender	Classification	Ethnicity	GPA
<input type="text" value="10..20 =50"/>	<input type="text" value="Jane"/>	<input type="text" value="F"/>	<input type="text" value="Freshman"/>	<input type="text" value="asian"/>	<input type="text" value="3.5"/>
1111111	Smith, John	M	Freshman	Asian	3.50
5111115	Doe, John	M	Freshman	Asian	3.50

*Dashboard is displaying fake data

NM HED – Degree ROI

New Mexico Graduate Workforce

Graduation Year: 2008-09

All Institutions

All CIP Groups

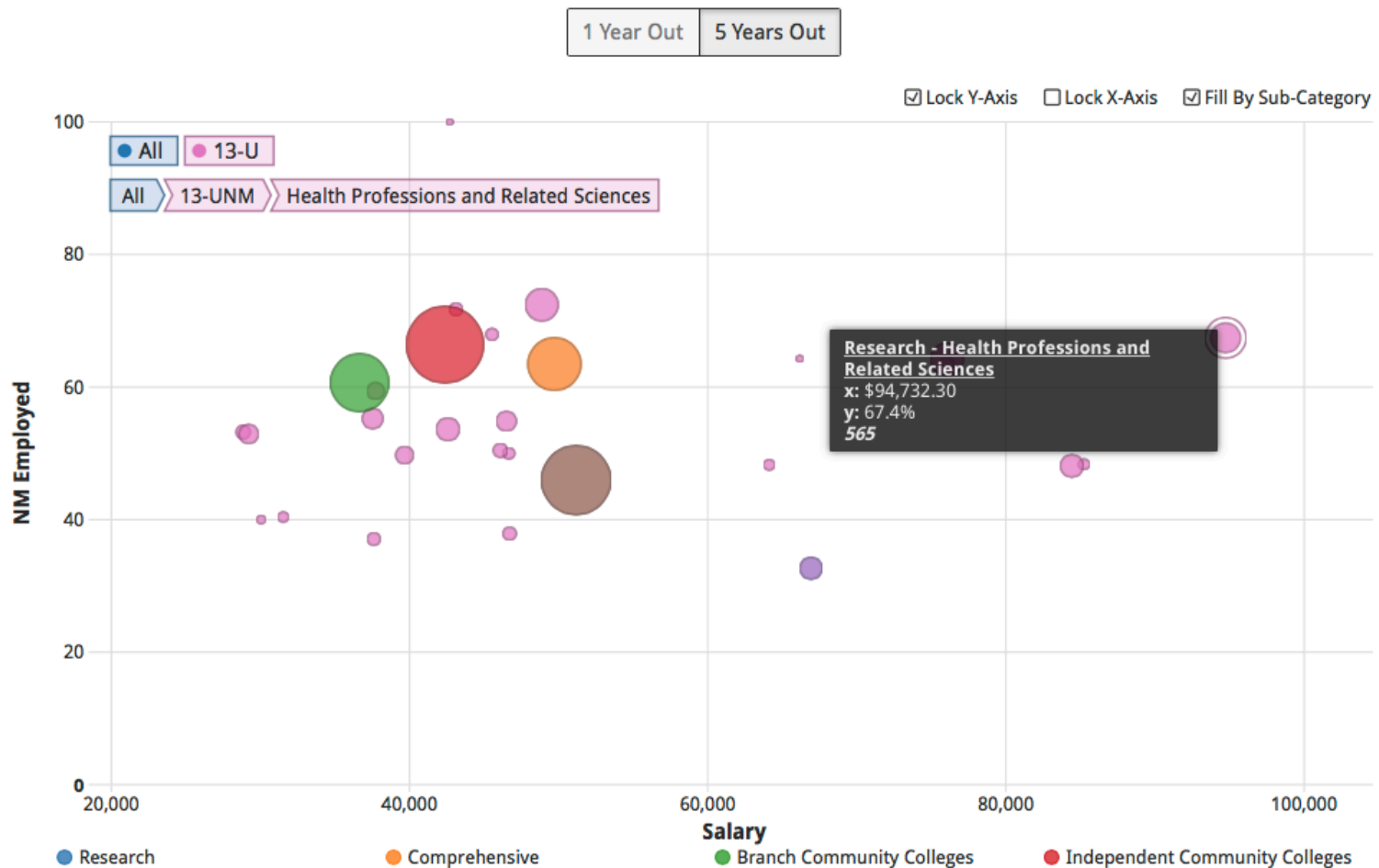
All Award Levels

Only STEM-H

Salary: \$0 - \$3,186,148

Award Count: 1 - 24

How many stayed and what did they make? 2008-09 Cohort



Cohort Analytics

The cohort analytics application utilizes Degree Plans and will dramatically improve our student success capabilities:

This application will enable:

- Advisors, chairs, deans and administrators to track the progress of relevant student cohorts relative to academic progress.
- Earlier insights into various metrics the regents, president, provost have asked us to track. E.g., accurately project the number of students who will graduate in four years (tuition free final semester).
- Accountability: Set and track program- and college-level success targets, measure advising efficacy.
- More accurate graduation rate projections (years in advance, rather than months in advance of required reporting).

Cohort Analytics

The application involves the integration of a number of information systems, deployed in the cloud:

- Student Data Mart – student progress data (FERPA applies).
- Degree Requirements and Degree Plans databases.
- Reasoning Engine – reasons over the aforementioned data stores.
- CAS Authentication and Authorization.
- Analytics and Interactive Dashboard Framework.

Cohort Analytics Dashboard



COLLEGE OF FINE ARTS

STUDENTS
233

AVERAGE GPA
3.42

AVERAGE CREDIT HOURS
112

AVERAGE COMPLETION
72%

This dashboard is meant to be used for cohort analytics purposes only. As the data may contain errors, it should not be used as an official audit of student progress.

EFFICIENCY RATING

70

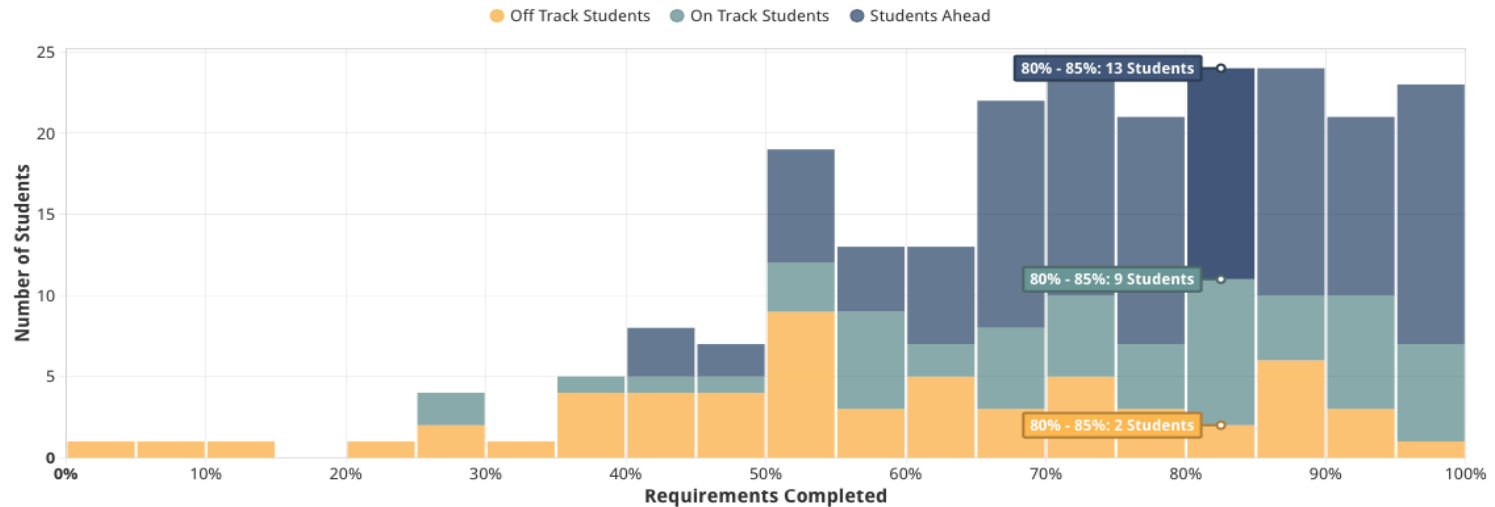
AVG CREDITS COUNTED TOWARDS DEGREE:

79

AVG CREDITS NOT COUNTED TOWARDS DEGREE:

33

STUDENT PROGRESS HISTOGRAM



Cohort Analytics Dashboard



COLLEGE OF FINE ARTS

14 STUDENTS IN GROUP

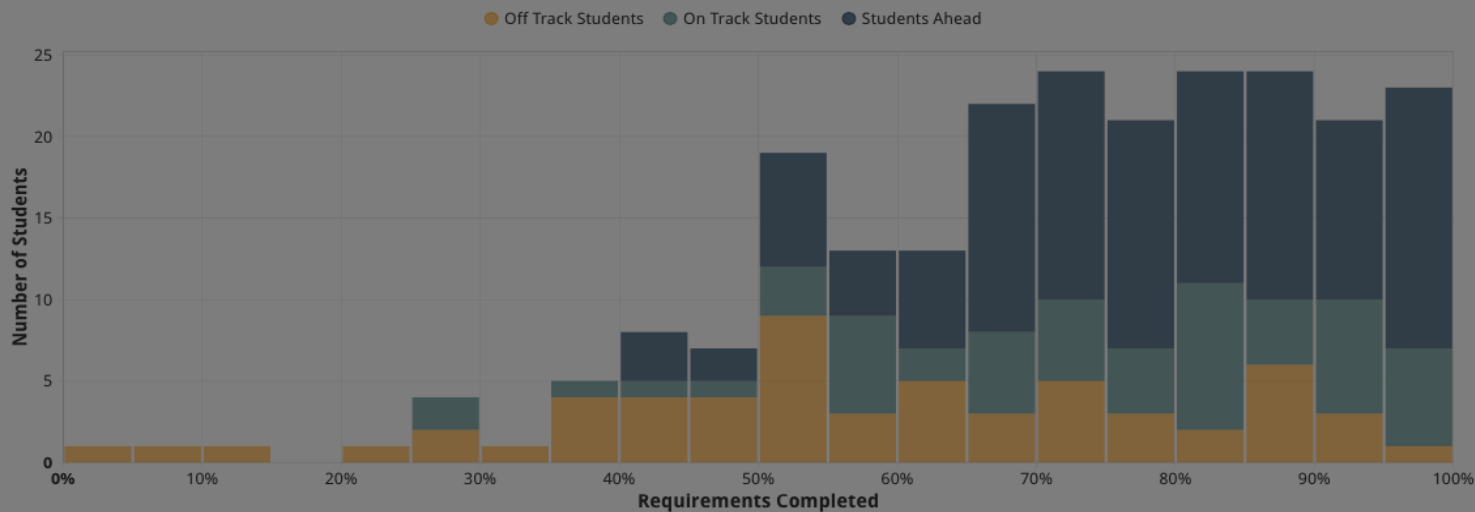
ANNE SIMPSON

Term Admitted: Fall 2012 **GPA:** 3.96 **Credits:** 92 **Progress:** 0.86

ANTONIO JONES

Term Admitted: Fall 2013 **GPA:** 3.43 **Credits:** 51 **Progress:** 0.86

STUDENT PROGRESS HISTOGRAM



Cohort Analytics Dashboard

ANNIE FOX

STUDENT ID: 614848266

MAJOR: Music

CONCENTRATION: N/A

ADMITTED TO UNM: Fall 2012

MINOR: N/A

ADMITTED TO PROGRAM

2012

GPA

3.44

ATTEMPTED CREDIT HOURS

84

COMPLETION

69%

This degree audit should be used for analysis and advising purposes only. This audit may contain errors, and should not be considered an official transcript.

EFFICIENCY RATING

81

CREDITS COUNTED TOWARDS DEGREE:

68

CREDITS NOT COUNTED TOWARDS DEGREE

16

REQUIREMENTS COMPLETED

✓ MUS 101	MUS 101: CR	✓ MUS 150	MUS 150: C+
✓ MUS 150L	MUS 150L: C+	✓ APMS 119	APMS 119: A-
✓ MUS 101	MUS 101: CR	✓ MUS 152	MUS 152: A-
✓ MUS 152L	MUS 152L: B+	✓ APMS 120	APMS 120: A
✓ MUS 250	MUS 250: B	✓ MUS 250L	MUS 250L: B
✓ HIST 101	HIST 101: B	✓ MUS 252	MUS 252: B
✓ MUS 252L	MUS 252L: B	✓ ENGL 220	ENGL 220: B
✓ HIST 102	HIST 102: A	✓ MUS 361	MUS 361: B-

Cohort Analytics Dashboard

REQUIREMENTS NOT COMPLETED

- ✖ ENGL 120
- ✖ APMS 219
- ✖ APMS 220
- ✖ MUS 101
- ✖ Social Behavior Science
- ✖ MUS Fine Arts Outside the Major

- ✖ MUS 101
- ✖ MUS 101
- ✖ MUS 101
- ✖ ENGL 110
- ✖ MUS Major Ensemble

COURSES NOT COUNTED

- ⓘ PSY 105: A
- ⓘ PENP 159: A+
- ⓘ PENP 158: A+
- ⓘ MUSE 195: A-
- ⓘ AMST 320: A-
- ⓘ MUS 111: B
- ⓘ MUS 112: B
- ⓘ MUS 112: C
- ⓘ MATH 111: C-
- ⓘ MUS 211: W
- ⓘ SOC 422: W

- ⓘ PENP 193: A
- ⓘ MUSE 155: A+
- ⓘ MUS 236: A-
- ⓘ HIST 300: A-
- ⓘ MATH 111: B
- ⓘ APMS 107: B
- ⓘ RELG 347: B+
- ⓘ MUS 152: C
- ⓘ MUSE 213: CR
- ⓘ MUS 152L: W
- ⓘ FREN 101: W

UNM's Institute for Design and Innovation fueled by technology-driven innovation

IDI created to enhance student academic success

By Steve Carr © February 19, 2016

Categories: [Latest News](#) [Provost's Office](#)

Four years ago when Robert Frank began his presidency at The University of New Mexico, one of his main goals was to increase student academic success. Now, through the Institute for Design and Innovation (IDI) – coupled with the implementation of a suite of new analytics tools – advisers, faculty, and administrators can track student success with unprecedented accuracy.

“This initiative puts UNM one step closer to fulfilling our student success goals,” Frank said. “It is a cutting edge, data-driven method to better track our students, identify obstacles that may be slowing their progress and help them move toward graduation more effectively and efficiently.”

UNM Provost and Executive Vice President for Academic Affairs Chaouki Abdallah created IDI last November to enhance student academic progress at UNM and in the state as a whole. Its mission is to support technology-facilitated innovation in higher education in the State of New Mexico and the nation by creating and sharing innovative solutions that support students from exploration to outcomes.

“IDI is the structure created by the office of academic affairs in response to the direction of the president and the board of regents,” Abdallah said. “It shows that we can respond quickly to the new realities of higher education, and it has allowed us to be very nimble and effective by reallocating and targeting our intellectual resources towards solving problems faced by UNM and other universities. At meetings with other provosts across the nation, simply providing a glimpse of IDI's capabilities and products makes UNM the envy of most colleges.”

Frank also tasked the group with building online degree roadmaps for every undergraduate program at UNM. The degree roadmaps, available at <http://degrees.unm.edu>, are now widely used by UNM students and advisors, and have generated more than two million visits over the past three years.

UNM is already seeing benefits from its student success efforts, which are supported by these new analytical tools, including more than a 7 percent increase in 6-year graduation rates, all-time records in 4-year graduation rates each of the past two years. UNM is on track and will likely set another record for 4-year graduation rate this year.

This work is being partially supported by a Research and Public Service Project (RPSP) in collaboration with the New Mexico Higher Education Department (HED), and leverages the data and expertise made available by UNM's Office of Institutional Analytics. The goal of the RPSP is to support Gov. Susana Martinez's and Secretary of Higher Education Barbara Damron's initiatives related to improving access and success rates as well as transfer and articulation in higher education statewide.

In particular, the IDI is working with the HED to support Secretary Damron's trifecta of reform initiatives including:

1. Statewide common course numbering and alignment of lower division coursework (to share 80 percent of the student learning outcomes).
2. Developing meta-majors and transfer modules.
3. Reforming the general education core curriculum.

“Tracking student success, while guiding them to a four-year graduation, is key to continuing to diversify our workforce and economy,” said Higher Education Secretary Barbara Damron. “The work being done at UNM is already showing promising results and is as an example of the positive impact that bold reforms have for our students. I have no doubt that their work will continue to benefit our students and schools across the state.”



Provost Chaouki Abdallah and Higher Education Department Secretary Barbara Damron talk about UNM's new Institute for Design and Innovation and the new new analytical tools they are designing for student success.

In an effort to reach those goals, UNM has created a number of analytics-based dashboards using a JavaScript dashboard framework developed by IDI. UNM has developed in-house technology to support the work, ranging from visualization and analytics/reasoning engines, to data warehousing frameworks that make UNM very agile in terms of its ability to rapidly answer questions related to student success.

A sample of some of work produced by the IDI includes:

Degrees – UNM degree exploration website for the University of New Mexico. UNM is creating similar web application for seven other institutions of higher education in the State of New Mexico to be delivered in August 2017.

Workforce – This site contains New Mexico employment data for every person that received credentials or degree from an institution of higher education over the past 10 years in the state.

Informatics Degrees – A dashboard showing the progress UNM has made in reforming its curriculum university-wide after allowing undergraduate degree programs to be reduced from 128 to 120 credit hours.

Analytics – This dashboard is used to track the progress of students matriculated in a given academic program. There is also a tutorial associated with this dashboard (upper right hand corner of the dashboard). This dashboard brings together a large amount of student data (for a fictitious university, as FERPA laws would apply to real student data) with degree progress tracking.

Showcase – This dashboard provides a showcase of some of the dashboards UNM has developed.

Student Flows – This provides a visualization of how students move through the various colleges and departments at UNM.

Informatics – A fact book dashboard for the UNM Provost Office. The Overview tab shows high-level facts (click on the bars in the dashboard), and the Students tab shows student success metrics, enrollment, etc.

“There is a push nationwide to use data and analytics to better understand the issues that impact student academic success, with the intent of informing improvement efforts in higher education. The IDI is at the forefront of this movement,” added Associate Provost Greg Heileman. “Our immediate goal is to use these newly developed capabilities to track the progress of student cohorts at UNM, and to use this information to more intentionally advise them toward on-time graduation.”

Tags: [UNM's Institute for Design and Innovation](#)

Student Success News Links: 2012-2018

Topic	Story	Date	Link
George Kuh Visit	Renowned Professor Addresses Practices in Student Engagement and Retention	6/19/12	http://news.unm.edu/news/renowned-professor-addresses-practices-in-student-engagement-and-retention
Math Learning Lab	Help Coming for UNM's Math Challenged Students	6/28/12	http://news.unm.edu/news/help-coming-for-unm-math-challenged-students
Math Learning Lab	UNM Builds Safety Net for Killer Classes	9/10/12	http://news.unm.edu/news/unm-builds-safety-net-for-killer-classes
Initial Summit	Student Success Summit Kicks Off Foundations of Excellence	9/17/12	http://news.unm.edu/news/student-success-summit-kicks-off-foundations-of-excellence
Initial Summit	Summit Lays Foundations of Excellence	9/19/12	http://news.unm.edu/news/summit-lays-foundations-of-excellence-2
Coaching	Office of Student Academic Success Offers Coaching Opportunity	10/16/12	http://news.unm.edu/news/office-of-student-academic-success-offers-coaching-opportunity
Math Learning Lab	Grand Opening Set for Math Learning Lab at UNM	1/14/13	http://news.unm.edu/news/grand-opening-set-for-math-learning-lab-at-unm
Self-Study Midpoint	Student Success Summit Set for Thursday, Feb. 7	2/5/13	http://news.unm.edu/news/student-success-summit-set-for-thursday-feb-7
English and Math	UNM Exercises Options Through Stretch Programs	7/23/13	http://news.unm.edu/news/unm-exercises-options-through-stretch-programs
New Center	Haynie Named Director of the Center for Teaching Excellence	7/25/13	http://news.unm.edu/news/haynie-named-director-of-the-center-for-teaching-excellence
Degree Maps	UNM Students Can Now Map Out Their Degrees	9/3/13	http://news.unm.edu/news/unm-students-can-now-map-out-their-degrees
Success Center	Student Success Center Celebrates Grand-Opening	9/4/13	http://news.unm.edu/news/ribbon-cutting-set-for-new-student-success-center
Financial Aid	UNM Restructures Financial Aid Bridge for Incoming Freshmen	10/16/13	https://news.unm.edu/news/unm-restructures-financial-aid-bridge-for-incoming-freshmen
Time to Degree	UNM moving to 120 hour bachelor's degree	3/13/14	http://news.unm.edu/news/unm-moving-to-120-hour-bachelor-s-degree
Honors	Honors College ribbon-cutting ceremony Friday, April 4	3/26/14	http://news.unm.edu/news/honors-college-ribbon-cutting-ceremony-set-for-friday-april-4
Orientation	New Student Orientation undergoes a redesign	5/2/14	http://news.unm.edu/news/new-student-orientation-undergoes-a-redesign
Celebration	UNM marks effort to establish Foundations of Excellence	5/15/14	http://news.unm.edu/news/unm-marks-effort-to-establish-foundations-of-excellence
Advising	Student success is driving force behind advisement changes	8/6/14	http://news.unm.edu/news/student-success-is-driving-force-behind-advisement-changes
State Summit	New Mexico research universities put student success under the microscope	8/28/14	http://news.unm.edu/news/new-mexico-research-universities-put-student-success-under-the-microscope
ExceedU	ExceedU pilot program offers freshmen easier transition to college life	9/10/14	http://news.unm.edu/news/exceedu-pilot-program-offers-freshmen-easier-transition-to-college-life
Retention	Hispanic students highlight UNM retention efforts	9/12/14	http://news.unm.edu/news/hispanic-students-highlight-unm-retention-efforts
Review of Efforts	Preparing students to navigate a shape shifting world	10/6/14	http://news.unm.edu/news/preparing-students-to-navigate-a-shape-shifting-world
Math Learning Lab	Math Learning Lab improving student outcomes	10/10/14	http://news.unm.edu/news/math-learning-lab-improving-student-outcomes
CAPS	CAPS plays critical role in student success	10/15/14	http://news.unm.edu/news/caps-plays-critical-role-in-student-success
General	Getting out of college is just as important as getting in	10/23/14	http://news.unm.edu/news/getting-out-of-college-is-just-as-important-as-getting-in
Operation Registration	UNM Student Success Center hosts 'Operation Registration'	12/1/14	http://news.unm.edu/news/unm-student-success-center-hosts-operation-registration
Teaching & Learning	UNM Center for Teaching and Learning to combine functions	7/9/15	https://news.unm.edu/news/unm-center-for-teaching-and-learning-will-combine-functions
Academic Preparation	UNM 2015 freshmen class bigger, better prepared for college	8/13/15	http://news.unm.edu/news/unm-2015-freshmen-class-is-bigger-better-prepared-for-college
Introductory Studies	University College offers freshmen Academic Community Program support	8/25/15	http://news.unm.edu/news/university-college-offers-freshmen-academic-community-program-support
General	UNM sees results from student success initiatives aligned with governor's goals	9/11/15	http://news.unm.edu/news/unm-sees-results-from-student-success-initiatives-aligned-with-governors-goals
General	Fall enrollment down slightly; retention, graduation rates increase	9/30/15	http://news.unm.edu/news/fall-enrollment-down-slightly-retention-graduation-rates-increase
Veterans	UNM offers veterans tools for success	10/14/15	https://news.unm.edu/news/unm-offers-veterans-tools-for-success
Introductory Studies	UNM discontinues remedial Introductory Studies courses	10/27/15	http://news.unm.edu/news/unm-discontinues-remedial-introductory-studies-courses
Registration	Fourth annual Operation Registration coming soon	11/20/15	http://news.unm.edu/news/fourth-annual-operation-registration-coming-soon
Sonia Rankin	Rankin honored for work on behalf of first-year college students	1/27/16	https://news.unm.edu/news/rankin-honored-for-work-on-behalf-of-first-year-college-students
Analytics	UNM's Institute for Design and Innovation fueled by technology-driven innovation	2/19/16	https://news.unm.edu/news/unms-institute-for-design-and-innovation-fueled-by-technology-driven-innovation
English S&S	UNM's Stretch English program recognized nationally	4/27/16	https://news.unm.edu/news/unms-stretch-english-program-recognized-nationally
Athletics	Gathering a first of its kind for University athletes	5/2/16	https://news.unm.edu/news/gathering-a-first-of-its-kind-for-university-athletes
Foundational Math	Foundational Math: Taking fear, anxiety out of learning mathematics	6/16/17	https://news.unm.edu/news/foundational-math-taking-fear-anxiety-out-of-learning-mathematics
Co-curricular	Migrant and seasonal farm worker students find a livelihood at UNM	8/17/16	https://news.unm.edu/news/migrant-and-seasonal-farm-worker-students-find-a-livelihood-at-unm
Resident Life	Success lives in UNM Residence Life & Student Housing	8/31/16	https://news.unm.edu/news/success-lives-in-unm-residence-life-student-housing
Teaching Fellows	CTL announces 2016-17 Teaching Fellows Award recipients	9/19/16	https://news.unm.edu/news/ctl-announces-2016-17-teaching-fellows-award-recipients
Analytics	Mechler named interim director of Office of Institutional Analytics	11/14/16	https://news.unm.edu/news/mechler-named-interim-director-of-office-of-institutional-analytics
Student Affairs	The answer to 'How are you going to graduate?'	3/7/17	https://news.unm.edu/news/the-answer-to-how-are-you-going-to-graduate
Outcomes	Investment in student success paying dividends at UNM	5/13/17	https://news.unm.edu/news/investment-in-student-success-paying-dividends-at-unm
Placement	Incoming freshmen benefit from program aimed at cutting down course load	8/11/17	https://news.unm.edu/news/incoming-freshmen-benefit-from-program-aimed-at-cutting-down-course-load
Co-curricular	A week of activities to ensure student success	8/18/17	https://news.unm.edu/news/a-week-of-activities-to-ensure-student-success
Advising	University Advisement is key to student success	8/23/17	https://news.unm.edu/news/university-advisement-is-key-to-student-success
STEM	UNM STEM initiatives prove vital for minority success	9/1/17	https://news.unm.edu/news/unm-stem-initiatives-prove-vital-for-minority-success
High-Impact Practices	Connecting students with culture to create academic success	10/6/17	https://news.unm.edu/news/connecting-students-with-culture-to-create-academic-success
Advising	University Advisement hosts 'First Generation Student Success' as part of national celebration	11/7/17	https://news.unm.edu/news/university-advisement-hosts-first-generation-student-success-as-part-of-national-celebration
Recognition	Campus student leaders honored	4/23/18	https://news.unm.edu/news/campus-student-leaders-honored
Accessibility	How Lobos use their individual learning differences to achieve success in the classroom	4/26/18	https://news.unm.edu/news/recognizing-disabilities-and-how-students-are-finding-the-key-to-college-success
Graduation	UNM turns out grads at record pace	8/2/18	https://www.abqjournal.com/1204354/unms-grad-rate-jumps-again.html
Faculty Support	UNM welcomes new hires at New Faculty Orientation	8/13/18	http://news.unm.edu/news/unm-welcomes-new-hires-at-new-faculty-orientation

Rankin honored for work on behalf of first-year college students

By Mara Kerkez © January 27, 2016

Categories: [Latest News](#) [University College](#)

Sonia Rankin, associate dean of University College at the University of New Mexico is one of 10 educators to receive an outstanding first-year student advocate award from the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina and Cengage Learning.

The award, now in its 27th year, honors college faculty, administrators, staff and students for their outstanding work on behalf of first-year students and for the impact their efforts have on the students and culture of their institutions.

"I have had a fantastic time working with the staff and faculty at UNM in making a difference for students," Rankin said. "It has been so much fun to create spaces and opportunities for students to discover their potential. The most important thing is that our students know they have come to a university committed to their success and that our work helps them achieve their goals."

***"This national recognition shines a very favorable light on UNM..." –
Kate Krause, dean, University College***

The winners, who were chosen from 85 nominations, will be recognized at the annual conference on the First-Year Experience in Orlando, Fla.

"We were thrilled when we learned that Sonia had earned this well-deserved accolade," said Kate Krause, dean of University College. "She brings incredible energy, passion and commitment to her work here in University College. This national recognition shines a very favorable light on UNM, and we can thank Sonia for that."

Rankin, who received her computer science degree from Morgan State University and law degree from the University of Illinois, is a lecturer in UNM Africana Studies where she teaches undergraduate courses such as *Race and the Law*, *Race in the Digital Age*, and *Race, Family and the Law*. She has also taught Civil Rights Movement, Black Women, and Black Liberation and Theology and currently teaches *Race and the Law* as an adjunct faculty member in the UNM School of Law.

Her latest article: *Black Kinship Circles in the 21st Century: Survey of Recent Child Welfare Reforms and How It Impacts Black Kinship Care Families* was published with the Whittier Journal of Law and Family Advocacy in 2013.

Rankin served as the Associate Director of Africana Studies for three years and was appointed the Associate Dean for Curriculum and Program Development, University College, in 2012 where she gets to ask her favorite question to every college, department and academic program on campus: "What are you doing to prepare your first-year students?"

She is the chair of UNM's Web Advisory Committee and since 2013, she has served as chair of the New Student Orientation Redesign committee, bringing together over 30 campus partners to create and implement the mission and vision of welcoming students to UNM. Rankin also serves as President of the New Mexico Black Lawyers Association and created *ExceedU*, a two day academic preparedness workshop for first-year students.

For more information about the award, the award recipients or the National Resource Center for the First-Year Experience and Students in Transition, contact Amanda Jackson, conference assistant, (803) 576-6328, fjackson@mailbox.sc.edu.

UNM's Stretch English program recognized nationally

Professors receive award for innovation

By Katie Williams © April 27, 2016

Categories: [Latest News](#) [College of Arts & Sciences](#) [English](#)

With a little bit of extra time and support, students at The University of New Mexico with low test scores are able to learn necessary skills to pass first-year composition courses thanks to an innovative and now award-winning program designed to eliminate courses that don't count for credit.

Designed and directed by assistant professors Bethany Davila and Cristyn Elder, the Stretch and Studio Composition program replaces the Introductory Studies-English course, a course that did not count toward graduation. Since the first Stretch class offered in summer 2013, approximately 1,000 students have taken and passed Stretch and Studio classes, helping them move through university requirements faster.

"The Stretch and Studio program shows students that we value the knowledge they bring with them to UNM and that we know they can succeed in college-level writing classes with the right amount of support," says Davila and Elder.

The Stretch model, English 111/112, takes the curriculum from English 110 and stretches it across two semesters, either summer-fall or fall-spring, offering extra time for drafts, peer workshops, and feedback from instructors. The Studio model, English 113, is a four-credit hour course that requires students to meet in small groups with their instructor each week for an hour.

At the annual Conference of College Composition and Communication, an award from the Council on Basic Writing was recently given to professors Davila and Elder in recognition of their Stretch/Studio program at UNM.

"A half dozen years ago, only slightly more than 12 percent of our students graduated in four years and only 74 percent of our students continued on to their third semester," said Mark Peceny, dean, College of Arts & Sciences. "By last year, our four-year graduation rate had improved to more than 19 percent and our third semester retention rate was nearly 80 percent. The transformation of the entry level courses in core writing by Dr. Elder and Dr. Davila and their colleagues in the Department of English has played a crucial role in these dramatic improvements in student success at UNM."



English professors Bethany Davila and Cristyn Elder were recently honored by the Council on Basic Writing in recognition of their Stretch/Studio program at UNM.

Successful outcomes of the Stretch/Studio program include:

- Combined Stretch and Studio pass rates, when including student withdrawals, are approximately 90 percent; the traditional composition course pass rate is 87 percent.
- Over 93 percent of Stretch/Studio students pass the next required composition course.
- Stretch and Studio students' reported feeling "confident" to "extremely confident" on 16 survey items related to their levels of confidence as writers, including the ability to organize and defend their ideas in writing, revise their papers, and use grammar and punctuation to clearly express their ideas.

The Stretch/Studio program aims to serve as a model for other institutions that encounter increasing linguistic, cultural, and racial diversity and first-generation students.

Davila and Elder's work on the Stretch/Studio Composition curriculum has also resulted in a forthcoming publication expected in the spring of 2017 titled, "Stretch and Studio Composition Practicum: Creating a Culture of Support and Success for Developing Writers at a Hispanic-Serving Institution."

Tags: [Stretch/Studio Composition](#) [College of Arts and Sciences](#)

Foundations of excellence report on Faculty Support

Teaching Certificate for Graduate Students

1. In the 2015-16 academic year Graduate Studies partnered with The Center for Teaching and Learning to sponsor a certificate in college teaching for UNM graduate students, called the “Graduate Teaching Academy certificate.” Students must take the following requirements: OILS 583: Graduate Teaching (1 cr). Introduces new Teaching and Graduate Assistants to teaching at UNM; reviews various instructional methods, assessment strategies, and pedagogical theories pertinent to teaching in higher education; ED PY 630: College Teaching Seminar; Teaching Experience. Participants must submit a letter from their department chair attesting that they have taught a college course, or have designed and delivered at least three classroom lectures; Attendance at no fewer than four CTL workshops. (Verified by the Director of CTL.). Those who complete Academy training will receive a non-transcripted certificate in college teaching, which will enhance their CVs and improve their chances of placement as faculty and lecturers at colleges and universities. The certificate will also improve undergraduate student learning in the course taught by TAs.
2. The certificate program is still new. So far, three graduate students have been awarded certificates. The enrollment in the courses needed for the certificate have increased considerably (from 15 to 40 in OILS 583 and from 12 to 20 in ED PSY), therefore, we expect the numbers of certificates award to increase significantly in Spring 2017 and onward. As numbers increase we will document how many undergraduate students have been affected.
3. We will begin gathering data as the numbers of certificates increase.
4. So far, the only challenge is in the extra credit hours that graduate students need. Graduate Studies has been financing the OILS 583 1 credit, but graduate students still need the 3-credit ED PSY course.
5. The Graduate Teaching Academy certificate uses existing courses and instructors.
6. Ongoing work: the executive director of the Center for Teaching and Learning will continue to supervise the instructors of OILS 583, collaborate with the instructor of ED PSY 630, and provide workshops for graduate students on teaching.
7. Artifacts: (working on a new flyer for the Graduate Teaching Academy, will send when it’s done.)

Scholarship of teaching and learning

1. In the academic year 2014-15, the Center for Teaching Excellence began the UNM Teaching Fellows Program. The UNM Teaching Fellows program provides opportunities to discuss teaching in an informed, supportive community, to examine the latest research on teaching and learning, and to conduct research on one’s own teaching. Faculty apply to the program by articulating a teaching problem that they wish to investigate. For example, a faculty member might identify a common “bottleneck” in student learning in her course and then propose a method of addressing these student misconceptions. At the end of the fall semester, Fellows submit literature reviews of the scholarship of teaching and learning in their discipline. During the spring semester Fellows perform their teaching intervention and collect evidence of its effectiveness. The program culminates in a campus presentation in the fall. At the end of the program, Fellows have results that could be shared at national conferences in their disciplines and which will form the beginnings of publishable articles.
2. In the 2014-15 AY there were eight Teaching Fellows from the following disciplines: English, Earth and Planetary Sciences, Electrical Engineering, Law,

- Spanish/Portuguese, Communication and Journalism, Nursing, and Honors College. In the 2015-16 AY there were eight fellows from the following disciplines: Computer Science, Education, Nursing, Writing, Public Administration, Math, Political Science, Physical Therapy. The 2016-17 Fellows program focuses on instructors of courses that have had high failure rates. The Fellows are from the following disciplines: Anthropology, Statistics, Linguistics, Art History, Physics, and Religious Studies.
3. Final reports from the 2015 Fellows have been completed and will be placed on the new CTL website.
 4. The biggest challenges have been and will continue to be financial. Deans are asked to provide each Teaching Fellow with a course release. The Center provides the stipend. Since many of our undergraduate courses are taught in the Arts and Sciences, this places a burden on that Dean and he has indicated that he can no longer provide stipends.
 5. The Fellows program will be co-directed by the Executive Director and the Associate Director. Each Fellow is given a course release and a stipend for 2,000. In the current year, Fellows teaching large intro courses are also provided with 1-2 Peer Learning Facilitators.
 6. The scholarly publications and presentations of Fellows projects:

Elder, Cristyn L. and Karen Champine. "Designing High-Impact 'Writing-to-Learn' Math Assignments for Killer Courses" *Across the Disciplines*, Spring 2016.

Loreto-Morena, A. Presentation at the 2016 Midwest Public Affairs Conference, last June, in Columbus, OH.

Shin, Naomi L. & Mary Hudgens Henderson. Forthcoming, Spring 2017. A sociolinguistic approach to teaching Spanish grammatical structures. To appear in *Foreign Language Annals*.

Shin, N. textbook under review with Routledge book series "Introductions to Spanish Language and Linguistics.

Potowski, Kim & Naomi L. Shin. *Gramática española: Variación social*.

Shin, Naomi L. "Teaching grammar with a focus on language variation". August 17, 2015 issue of Center for Applied Second Language Studies (CASLS) newsletter, University of Oregon.

"Grammar and Society: A sociolinguistically informed approach to teaching grammatical structures". Talk given as part of UNM's Language Learning Center Speaker Series. April 2016.

2017 ASEE Annual Conference & Exposition, "Improved learning through collaborative, scenario-based quizzes in an undergraduate control theory course," Meeko Oishi, Vanessa Svihla, Victor Law.

2015, February "Using Real-World Problem-Solving Tasks to Assess Critical Thinking Skills: Employing Routines that are Scalable", NMHEAR conference, Albuquerque, NM

An Approach to Teaching Critical Thinking Across Disciplines Using Real-World Problem Solving Tasks. Cargas, S., Williams, S., Rosenberg, M. (book under review)

*Other results of Fellows program: The NP/CNM TeleECHO is (finally) embedded in 3 courses in our advanced practice curriculum. We just graduated our first cohort who have had the ECHO experience in their coursework. One of our grads even negotiated with her new employer to get the time to participate as part of her new contract. We have recently negotiated to add PAs to the program with the intent of

creating more of an inter-professional environment. In July, our name will change to the Primary Care TeleECHO Clinic.

7. We will have the final reports of the Fellows' projects listed on the CTL webpage.

Pedagogy in high failure rate courses.

The 2016-17 UNM Teaching Fellows program has focused on courses that have historically had high failure rates (over 25%).



Acknowledgements

The University of New Mexico would like to thank the faculty, students, and staff who gave their time and energy to the Foundations of Excellence process. They formed the committees, provided a candid assessment of the first-year experience, and generated the many ideas and recommendations for improving it. The ultimate success of this effort will depend on their sustained commitment to bringing this plan to life.

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Special Programs, College of Fine Arts

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Admissions Office

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Dean of Students Office

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Student Health and Counseling

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Student Affairs Fiscal & Planning Officer
Manager, Division Supply Services
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Liaison for Distance Education
Program Coordinator, Elementary Education
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Mathematics and Statistics

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Biology General Administrative

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University Advisement Center

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Extended University Independent Study

Diana Torrez
Career Services Manager
Valencia County Branch

Erin Weddington
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Special Programs

Peter Winograd
Director
Center for Education Policy Research

Hannah Wood
Senior Academic Advisor
University Advisement Center

Maria Yzeta
Graduate Assistant-Special

Dimension Six: All Students

Tim Gutierrez *Co-Chair*
Associate Vice President
Student Services

Deborah Rifenburg *Co-Chair*
Associate Dean, College of Education

Renée Delgado-Riley *Committee Recorder*
Program Planning Manager, Student Services

Kiyoko Simmons *Committee Leader*
Director, Center for Academic Excellence &
Leadership Development

Henry Villegas *Committee Leader*
Manager, Athletics Academic Advising

Lynn Conner *Committee Leader*
Program Coordinator
Engineering Student Services

Steven Peralta *Committee Leader*
Diversity Program Director
Engineering Student Services

Angelo Gonzales *Committee Leader*
Associate Director
Center for Educational Policy Research

Cristyn Elder *Committee Leader*
Assistant Professor, English

Pamela Agoyo
Director, American Indian Student Services

Anna Mae Apodaca
Senior Academic Advisor
Arts & Sciences Advisement

Theresa Brito-Asenap
LUMINA Unidos
Albuquerque Public Schools

Christina Chavez
Senior Program Manager
Accessibility Resource Center

Hiram Crook
Student

Dawn Davis
Senior Program Manager
New Media Extended Learning

Ty Dennison
Student

Leslie Donovan
Associate Professor
University Honors Program

Marilyn Dykman
Director, Veteran's Resource Center

Frankie Flores
Student

Corine Gonzales
Manager, Student Initiatives
Dean of Students Office

Andrew Gonzalez
Senior Program Manager
College Enrichment & Outreach Program

Joan Green
Director, Accessibility Resource Center

Pier Gutierrez
Program Specialist
Center for Academic Program Support

Stephanie Hands
Director, Academic Advisement
Arts & Sciences Advisement Center

Jeremy Jaramillo
Program Coordinator, Psychology

Rosalee Lucero
Student

Karen Majors
Senior Academic Advisor
Arts & Sciences Advisement

Jaylene Martinez
Student

Stephanie McIver
Director, Counseling & Therapy Services

Veronica Mendez-Cruz
Director, El Centro de La Raza

Lauren Moore
Data Manager
Center for Academic Program Support

Holly Meyer
Senior Academic Advisor
Arts & Sciences Advisement

Caroline Muraida
President, Associate Students of UNM
Student

Ivan Olay
Program Specialist
College Assistance Migrant Program

Karla Paul
Program Specialist
Accessibility Resource Center

Doloritas Romero
Associate Director, Finance & Administration
Enrollment Reporting

Alma Rosa Silva-Bañuelos
Program Specialist, LGBTQ Resource Center

Tracy Skipp
Associate Dean, University Studies

Michelle Steiner
Director
Center for Academic Program Support

Laura Valdez
Senior Program Manager
University Advisement Center

Norma Valenzuela
Post-Doctoral Fellow
Vice President for Equity & Inclusion

Dimension Seven: Diversity

Josephine De Leon *Co-Chair*
Vice President for Equity and Inclusion

Mary Anne Saunders *Co-Chair*
Special Assistant to the President for
Global Initiatives

Ken Carpenter
Associate Director, International Programs and
Studies, Global Education Office

Bessie Gallegos
Program Specialist, Provost Office Staff

Natasha Kolchevska
Associate Provost for International Initiatives

Nancy Lopez
Associate Professor, Director and Co-founder,
Institute for Study of "Race" & Social Justice,
RWJF Center for Health Policy

Mariana Madrigal
Student

Gary Weissman
Associate Chairperson
Earth and Planetary Sciences

Dimension Eight: Roles and Purposes

Jane Ellen Smith *Co-Chair*
Professor and Chair, Psychology Department

Sarah Erickson
Associate Professor, Psychology

Jennifer Gomez-Chavez *Co-Chair*
Director, Student Academic Success
Director, Unidos Lumina Grant

Gerald Feltman
Student

Steve Alley
Lecturer, Psychology

Danita Gomez
Senior Program Manager, Extended University

Merlyn Avila
Student

Meriah Heredia Griego
Program Manager
Center for Education Policy Research

Hannah Bigham
Student

Caitlin Holland
Student

Dawn BlueSkye-Hill
Student Programs Specialist: Special Programs

Cassidy Holland
Student

Jessica Bolin
Student

Gail Houston
Professor and Chair, English

Cheryl Bryan
Project Assistant
Evening & Weekend Degree Programs

Dick Howell
Dean, College of Education

Travis Chaney
Student

Homer Hubbell
Student

Kristina Ciesielski
Associate Professor, Psychology

Erin Jackson
Student

Jenna Crabb
Director, Career Services

Kiran Katira
Program Operations Director
Community Engagement Center

Josh De Los Santos
Student

Lisa Lindquist
Student Affairs Specialist, Dean of Students

Ramsey Lofton
Supervisor, Community Education Programs

Priscilla Maranhville
Student

Julian Mathias
Student

Gregory Montoya-Mora
Student, Student Government
Accounting Office

Joel Nossoff
Retired, University College
Freshman Learning Communities

Sonia Rankin
Associate Dean, University College

Roberta Ricci
Senior Alumni Relations Officer
Anderson School of Management

Lawrence Roybal
Executive Director, Engaging Latino
Communities for Education (ENLACE) &
Graduate Resource Center
Assistant Dean, Graduate Studies

Marisa Silva
President, Graduate and Professional Student
Association; Graduate Student

Peter Siyahhan Julnes
Student

Vanessa Smith
Program Manager
Evening & Weekend Degree Programs

Taylor Smith
Student

Devonte Watson
Student

Bryan White
Student

Katie Witkiewitz
Associate Professor, Psychology

Dan Young
Director, Research Service-Learning Program

Dimension Nine: Improvement

Christopher K. Butler *Co-Chair*
Associate Professor, Political Science

Greg Heileman *Co-Chair*
Associate Provost for Curriculum

John Cornish
Program Operations Director
Extended University

Michael Darling
Graduate Student
Electrical and Computer Engineering

Bethany Davila
Assistant Professor, English

Chuck Fleddermann
Associate Dean, School of Engineering

Philip Ganderton

Associate Dean, College of Arts and Sciences
Professor, Economics

Jonathan Gayer

Student Activities Advisor

Kim Kloeppe

Interim Dean of Students
Student Affairs Fiscal & Planning Officer
Manager, Division Supply Services
Division of Student Affairs

Lauren Moore

Data Manager, CAPS

Divana Olivas

Student

Curtis Porter

Associate Vice Provost for
Academic Administration

Tom Root

Outcomes Assessment Planning Manager

Terry Turner

Director, Institutional Analytics

F.Y.S.C.

First Year Steering Committee



Terry Babbitt

AVP for Enrollment Management



Tim Gutierrez

AVP, Student Services



Tomas Aguirre

Dean of Students



Joe Suilmann

FoE, Program Coordinator

Co-Chairs



Kate Krause

Dean, University College and Honors College



Greg Heileman

Associate Provost for Curriculum



Jennifer Gomez-Chavez

Director, Student Academic Success



Vanessa Harris

Dir., University Advisement Center



Diane Marshall

Associate Dean, College of Arts & Sciences



Amy Neel

Assoc. Professor, Speech & Hearing Sciences

Subcommittees

Communication



Carolina Aguirre

Dir. STEM Up

New Student Orientation



Sonia Rankin

Assoc. Dean, University College

Data & Assessment



Tim Schroeder

Dir. STEM Gateway Program

PUBLICATIONS

UNM Institute for Design and Innovation

2018

A. Slim, T. Ojha, D. Hush, C. Abdallah and M. Mashhadani, "An Automated Framework to Recommend A Suitable Academic Program, Course and Instructor," in Proceedings of the 12th ACM Conference on Recommender Systems. Vancouver, Canada: ACM 2018. (submitted)

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2017

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2016

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2011

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