



**BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

MEETING AGENDA

**August 1, 2013
1:00 PM
Roberts Room
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, August 1, 2013 – 1:00 p.m., Scholes Hall, Roberts Room

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meetings: (June 6, 2013) TAB A**
- III. Reports/Comments:**
 - A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - i. Degree Map
Greg Heileman, Associate Provost
 - B. Member Comments
 - C. Advisor Comments
- IV. Approval Items:**
 - A. Approval of C1231-New Phlebotomy Technician **TAB B**
John Austin, Director UNM Valencia
 - B. Approval of C1232-New Personal Care Attendant **TAB C**
John Austin, Director UNM Valencia
 - C. Approval of C1233-New Nursing Assistant **TAB D**
John Austin, Director UNM Valencia
 - D. Approval of C1234-New Emergency Medical Services EMT- Basic **TAB E**
John Austin, Director UNM Valencia
 - E. Approval of C1235-New Emergency Medical Services EMT- Intermediate **TAB F**
John Austin, Director UNM Valencia
- V. Information Items**
 - A. Honors College Report **TAB G**
Kate Krause, Dean Honors College
 - B. Fall Enrollment **TAB H**
 - Micro lending Project
 - Plan for 17 ACT
 - Terry Babbitt, Associate Vice President Enrollment Management*
- VI. Public Comment**
- VII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, June 6, 2013 1:00 p.m., Scholes Hall, Roberts Room

SUMMARY OF MEETING

A recorded version of this meeting is available upon request

Committee members present: *Regent Bradley Hosmer, Regent Suzanne Quillen (by telephone), Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Amy Neel, and Staff Council President Gene Henley*

Regents' Advisors present: *GPSA President Priscila Poliana, and Professor Melissa Bokovoy*

I. Call to Order

Regent Hosmer called the meeting to order at 1:06 p.m.

II. Approval of Summarized Minutes from Previous Meetings: (May 9, 2013)

Motion for approval and agenda change was made by Provost, Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.

III. Reports/Comments:

Provost's Administrative Report

Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

Hiring season update:

Vice President of Extended Learning has been hired with a start date of July 1, 2013.

Massive Open Online Courses (MOOCS):

UNM is one of 10 public universities that have signed an agreement with Coursera, one of the two major commercial providers of MOOCS.

Udacity, is another provider who will transfer in a computer science course. The intent is to have students complete this course before they come to UNM and have them transfer them in. Faculty Senate has passed a resolution to support the study of MOOCS and to determine the process for transfer credit in.

Conversation will occur with faculty and Deans to continue the discussion on the use of MOOCS and the many possibilities. A new marketplace is opening with the opportunity of utilizing MOOCS. UNM will be both a consumer and developer with a quality product. There is high potential and UNM is in early in the game both nationally and globally.

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IV. Information Items:

Degree Maps:

Degree Maps are being developed for student to aid them in deciding what degree path and to help advisors guide them. For every program an 8 semester degree plan is developed. This will include a path and include prerequisites. Additional data will be input over the summer and analytics be developed. This information will be available to all, not just current students. This will help the advisors to better help students. The application is functional, data will now be input.

Campus Climate Response:

Chief Kathy Guimond gives an overview of the Cleary Law. The Federal Government requires UNM to report annually the crime statistics and the status. This report is distributed to the campus community as well.

SART – Sexual Assault Response Team

With the addition in students that live on campus, we have gone from a mostly commuter campus to a more residential campus and with this comes new challenges. The program is victim oriented; victim controlled and respects the wishes of the victims. August rollout of the SART Program is anticipated.

4 Components of the response team (in order of importance):

- 1) Medical – SANE (Sexual Assault Nurse Unit) unit partner and the Rape Crisis Center
- 2) Psychological
- 3) Police
- 4) Dean of Students

Research suggests most effective and faster recovery of victims to utilize all components. There are plans in the future to expand the program to include a preventive program. Behavioral threat assessment will be the next multi-disciplinary team to be rolled out.

Faculty Senate recommends that there be an annual meeting to discuss campus safety issues that encompasses all the components that affect this issue and create a central clearing house to triage inquiries. An umbrella organization to communicate campus safety issues, a Campus Safety Committee.

Stop the Hate training will occur in August to respond to hate bias and will be open to the broad community. Dr. Luan Wong, a hate crimes specialist, has been appointed as a special assistant in the office of equity and inclusion to help create a cohesive plan to how we address hate and bias on the UNM campus.

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Campus Safety Committee is comprised of members of many university departments and makes recommendations on campus safety. A comprehensive emergency response website is being created as the source for information. Plans for a monthly campus safety meeting that will include both faculty and students are in the works. A formal training course for emergency response is being created and will be open to building coordinators and students.

Safety initiatives:

- Campus Safety Walk
- Lighting –
- SART
- Crosswalks restriped

Items to be taken to the Board of Regents:

Dr. Cheo Torres – Written summary status report on the Safety Committee

Chief Kathy Guimond – SART initiative to be taken to the Board of Regents in August

Provost Chaouki Abdallah – Report on MOOCS

V. Public Comment

None

VI. Adjournment

Motion to adjourn meeting was made by Provost, Chaouki Abdallah, seconded by Faculty Senate President Amy Neel. Motion passed unanimously.

Meeting adjourned at 3:05 p.m.

Certified Phlebotomy Technician

PBT 101L (Certified Phlebotomy Technician) 8 cr.

PBT 102L (Certified Phlebotomy Technician Clinical) 4 cr.
12 cr.

This course prepares students to become an American Society for Clinical Pathology (ASCP) certified Phlebotomy Technician (PBT). Topics include anatomy, safety, blood- drawing techniques, preparation of patient specimens, equipment maintenance, clerical duties, HIPPA regulations as well as customer service, work and job retention skills.

Course Objectives: Certification is granted upon successful completion of an apprentice program at a clinical worksite. Instruction is geared toward preparation for the national certification exam; however, completion of the course qualifies students for immediate employment.

Provides a quality education and a lifetime of success. Students gain both a viable skill which prepares them for employment upon completion, and an entry level requirement for future education in the PBT field.

b. How does the program fit with similar and related offerings in the state and region?

UNM-Division of Continuing Education offers Phlebotomy program upon which the program at UNM-Valencia was modeled. PBT programs are also offered at Central NM Community College in Albuquerque, Eastern NM University-Portales, Dona Ana Community College in Las Cruces, San Juan College in Farmington, Santa Fe Community College, and several for-profit proprietary schools.

Personal Care Attendant

Program Description

a. What is the program and why should we offer it? (Include the program's major goals).

Personal Care Attendant 101L:

This course prepares students to provide patient care in a home or assistant living center, The course prepares students for the National Direct Care Givers Coalition certification exam.

Course Objectives: Also referred to as Home Health Aide, this course prepares students to work as Personal Care Attendants in home healthcare settings as independent contractors or to provide care for a relative. They are also in demand at assisted living centers.

b. How does the program fit within the Branch's mission?

Provides a quality education and a lifetime of success. Students gain both a viable skill which prepares them for employment upon completion, and an entry level requirement for future education in the home healthcare field.

c. How does the program fit within the UNM mission and strategic plan?

This program is consistent with the UNM mission in that the PCA program offers the student a comprehensive educational program in a demand occupational field. It also affords a significant contribution to the quality of life in New Mexico by providing a selected service to the public.

As part of the UNM strategic plan, the PCA program fills a vital role in fulfilling our responsibility to the public. In the implementation phase of the plan, the PCA program meets the objective of applying the University's education abilities for the advancement of the interests and aspirations of people of New Mexico by provide a career pathway for trained healthcare workers. Consistent with UNM-Valencia's Strategic Plan, we are creating new short-term certificate programs and courses based on community and industry needs and interests.

1. Program Description

a. What is the program and why should we offer it?

Certified Nursing Assistant (CNA) CNA 101L: This course prepares students to provide patient care in a home, health care center, or hospital under the supervision of a professional health care provider (RN). The course prepares students for the NM Nurse Aide Competency Evaluation (NACEP) exam.

Course Objectives: An introduction to basic nursing skills with an opportunity for students to explore a variety of patient needs. Basic nursing skills will be applicable for patients in need of acute or chronic long care. Patient care for those in Home Health, Hospice, Assisted Living, or Mental Health facilities will also be introduced. After successful completion of the course, students are permitted to take the NM Nursing Assistant certification exam.

The 96 hours of classroom and lab skills practice enables students to obtain introductory knowledge of basic theoretical areas: Anatomy & Physiology, Aging, Patient Safety, Communication skills, Cultural Competency, Medical Terminology and a variety of other subjects. This course will also permit students to learn and practice basic nursing skills in a laboratory and healthcare setting. A 32 hour supervised clinical experience in a health care facility permits students to perform safe, basic, patient care skills and utilize the basic nursing knowledge attained.

The CNA program provides students with both a viable skill set for employment upon completion, but also an entry level requirement for future education in health care (i.e. nursing).

c. How does the program fit within the UNM mission and strategic plan?

This program is consistent with dimension one of the UNM mission in that the CNA program offers the student a comprehensive educational program in a popular occupational field. It is also consistent with dimension three by making a significant contribution to the quality of life in New Mexico by providing a selected service to the public.

As part of the UNM strategic plan, the CNA program fills a vital role in fulfilling our responsibility to the public. In the implementation phase of the plan, the CNA program meets the objective of applying the University's education abilities for the advancement of the interests and aspirations of people of New Mexico by provide a career pathway and trained healthcare workers.

b. How does the program fit with similar and related offerings in the state and region?

Upon completion the students of the program are qualified to take the state certification exam and demonstrate a standardized level of proficiency as defined by the New Mexico Department of Health.

c. Provide evidence of demand for program graduates.

Employment of nursing aides, orderlies, and attendants is expected to grow by 20 percent from 2010 to 2020 (U.S. Bureau of Labor Statistics, Employment Projections program, <http://www.bls.gov/ooh/healthcare/nursing-assistants.htm#tab-6>). Per the New Mexico Workforce Connection web page, the CNA positions have a “bright outlook statewide”. They site high replacement needs for nursing and psychiatric aides with a limited number of people looking to enter the occupation. Further they state that many leave the occupation for further training or related fields. As a result they forecast excellent job opportunities.

https://www.jobs.state.nm.us/vosnet/lmi/occ/occsummary.aspx?session=occdetail_lms&geo=350100000&geotype=&city=&zip=&radius=&onetcode=31101200).

3. Program Content and Quality

a. Describe the curriculum.

Lecture/skills lab: 96 hours total, clinical: 32 hours total. Prerequisites: Satisfactory score on placement tests for writing, reading, and mathematics or completion of ENGL 100 and MATH 099 with a grade of “CR”. Prior to entering the clinical setting in the final week of class, students must be certified in American Heart Association Basic Life Support for Healthcare Providers CPR, have a current TB test and be able to lift a minimum of 50 lbs. Employers in the healthcare setting will require a finger print background check and drug testing prior to hiring. A UNM—Valencia Campus Certificate of Completion is awarded upon successful completion of this course.

b. What are the expected student learning outcomes for the program?

At the end of this course, students will possess the knowledge to demonstrate:

1. Basic nursing skills with an emphasis on patient safety.
2. Knowledge of basic medical terminology.
3. Knowledge of basic anatomy and physiology.
4. Knowledge of basic pathophysiology and the correlation with CNA standards and practices.
5. The professionalism and competence commensurate with a basic nursing care provider.
6. The Nursing Process and the basic fundamentals of Nursing Science.

c. What instructional model(s) will be used to deliver the program?

Teaching/Learning Strategies: Lecture, discussion, work groups, work book exercises and clinical skills practice. The clinical portion of this course will include demonstration of practical skills. This practical experience will take place in a 'student to patient' situation in the clinical facility setting.

d. If applicable, describe any accreditation issues:

The program has earned approval from the Department of Health to offer this program.

4. Evaluation and Assessment

a. How will the program's learning outcomes be measured?

Student outcomes will be measured via written testing, return demonstration and a skills practicum.

b. What other measures to evaluate program effectiveness are contemplated?

The program tracks the attempts and success rate of students on the state certification exam.

5. Required Resources

a. How many faculty are necessary for program delivery and what are their qualifications?

One Registered Nurse faculty member is required for every 12 students in the course.

b. How will this program affect the workload of current faculty and support staff?

Faculty RN's have already been recruited as adjunct and are teaching this content.

c. Will additional faculty or staff be required? What is the cost?

No.

d. What faculty and staff development services will be needed?

Emergency Medical Services: EMT-Basic (total of 11 credit hours)

Includes EMS 113 EMT-Basic (8); EMS 142 EMT-Basic Lab (2); EMS 141 EMT-Basic Clinical and Field Experience (1)

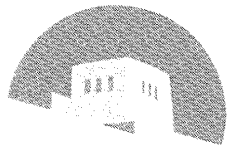
Meets the 1998 EMT-Basic National Standard curriculum requirements and incorporates NM EMT-B scope of practice. Provides lecture, lab and clinical experience. UNM-EMS Academy (EMSA) courses. Catalog text is subject to change per EMSA.

The reason for request: Provide short-term workforce training certificates that meet industry standards and earn an industry-recognized credential.

Budgetary & Faculty Load Implications: Courses are currently taught by adjunct faculty are approved by UNM-EMSA. UNM-Valencia adjunct faculty page policies apply.

Long-range Planning Statement: The EMS program at UNM-Valencia was funded for 4 years (Fall 2009 – Spring 2013) through the Carl Perkins grant. Perkins provided all necessary equipment to operate the program for EMS-Basic and EMS-Intermediate. The equipment provided by Perkins is the same equipment required to take the program to the next level which is the Bachelor of Science in EMS (Paramedic) which is scheduled to begin at UNM-Valencia in Fall 2013.

Effect on Other Departmental Program/Branch Campuses. EMS programs exist at all UNM branch campuses. Because these courses are UNM-EMS Academy courses, a strong relationship with UNM-EMSA is ongoing.



UNM VALENCIA

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EMT-Intermediate certificate program

| | | |
|---------|--|--------------|
| EMS 143 | EMT-Intermediate Lab | 1 cr. |
| EMS 151 | EMT-Intermediate Clinical & Field Experience | 2 cr. |
| EMS 180 | EMT-Intermediate | <u>5 cr.</u> |
| | | 8 cr. |

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The Honors College

Conversion of Honors Program to Honors College

Old: Legacy counted as Humanities Core; no other core
24 Credit Hour Transcribed Designation

New: All Core areas except Foreign Language
3 Different completion pathways:
15 Credit Hour Designation
24 Credit Hour Minor
36 Credit Hour Major

What's NOT new:

Same admission criteria (freshmen and upperclassmen)
Priority registration
Small interdisciplinary seminars

Admission Standards

ACT of 29 and High School GPA of 3.5 will be admitted.

Others admitted on a case-by-case, holistic review basis.

Current UNM students can always apply.

We welcome and encourage a diverse student body.

Recruitment Strategy, 2012-13

Coordinated by Enrollment Management:

Multiple Contacts targeting high-achieving students

- Development of new brochure; Top Reasons cards; post cards
- Phone calls by current Honors students
- Dean letters; admission determination
- Scholarship offers

On Campus

- Meetings with departmental and Honors faculty, Honors dean
- Campus tours

Summer 2013 Numbers

Process for Admission to Honors:

- Some admitted directly (ACT 29+ and 3.5 GPA);
- Some applied online before Orientation;
- Some (~30 per week) apply at Orientation

Admissions to Honors:

Fall 2012: 439 As of July 31, 2013: 558 (+119)

Freshman Enrollment in Fall Honors Courses:

Fall 2012: 325 As of July 30, 2013: 366 (+41)

There are three more orientations, so numbers will increase.

One objective for establishing the Honors College was to encourage more high-achieving students to attend UNM. Current deposits by freshmen with ACT of 29+ are up ~7% over last year.



UNM

Division of Enrollment Management

Key Strategic Student Success Initiatives Updates

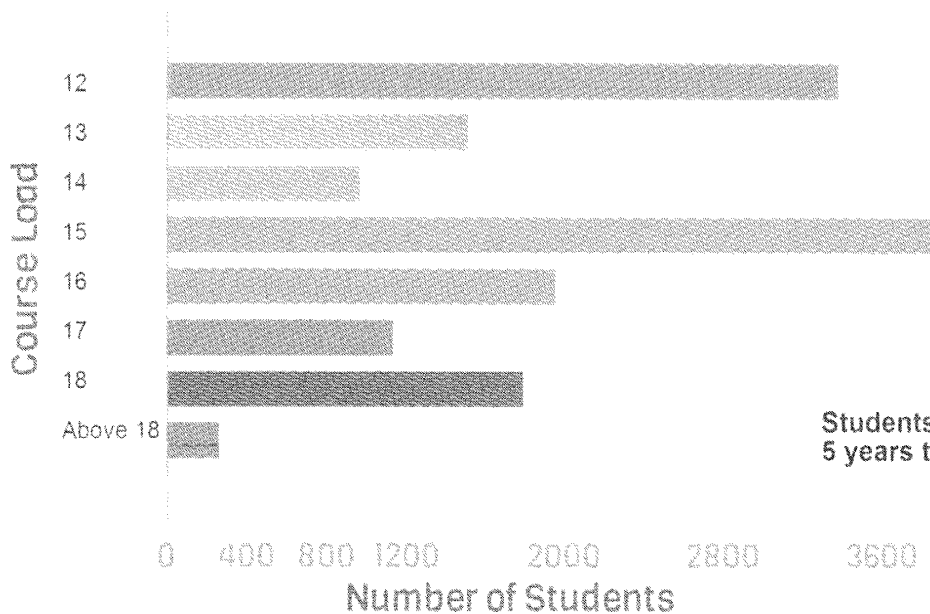
15 Credit Hour Tuition Plan

Microaid

Summer Early Start Program

15 Credit Hours

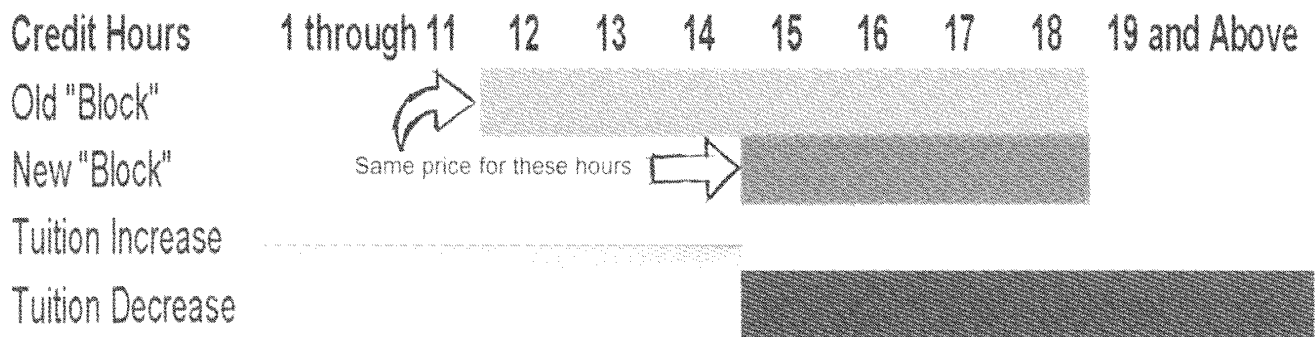
Distribution of Undergraduate Course Loads



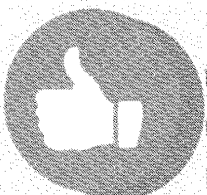
39%
of UNM full-time undergraduates had < 15 hour course loads

Students cannot graduate in 4 or even 5 years taking 12 credit hours.

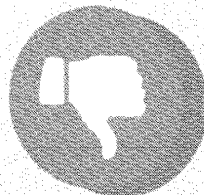
Strategy: Encourage movement from 12-14 credit hours to 15



The 12-18 hour block has been in place for many years with no effect. This plan allows the cost for 15 hours to be less than 12.



- 15 hour cost is cheaper than the 12 hour rate
- Hours 16-18 are the same cost as 15
- Emphasizes economic argument for 15 hours
- Increases credit hour totals and course fill rates



- Increase in part-time rate target of criticism
- Some students indicate they cannot take 15 hours
- Tuition rules and Bursar functions difficult
- Enforcing an increase if hours dropped is new



Division of Enrollment Management

Tuition Strategy to Incentivize 15 Credit Hour Loads

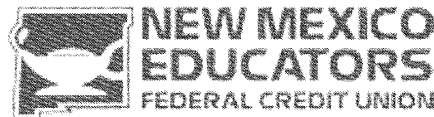
| Credit Hour Load | Fall 2012 | | Fall 2013 | | % Change | Fall 2012 | | Fall 2013 | |
|----------------------------|--------------------------|--------------|--------------------------|--|----------|--------------------------|---------------|--------------------------|--|
| | Point in Time Comparison | | Point in Time Comparison | | | Point in Time Comparison | | Point in Time Comparison | |
| | 29-Jul-13 | | 29-Jul-13 | | | 29-Jul-13 | | 29-Jul-13 | |
| | Headcount | | Headcount | | | Credit Hours | | Credit Hours | |
| 0 | 127 | 123 | | | | 0 | 0 | | |
| 1 | 25 | 30 | | | | 25 | 30 | | |
| 2 | 22 | 10 | | | | 44 | 20 | | |
| 3 | 666 | 630 | | | | 1998 | 1890 | | |
| 4 | 132 | 148 | | | | 528 | 592 | | |
| 5 | 39 | 31 | | | | 195 | 155 | | |
| 6 | 1166 | 1056 | | | | 6996 | 6336 | | |
| 7 | 317 | 313 | | | | 2219 | 2191 | | |
| 8 | 134 | 139 | | | | 1072 | 1112 | | |
| 9 | 987 | 967 | | | | 8883 | 8703 | | |
| 10 | 390 | 361 | | | | 3900 | 3610 | | |
| 11 | 207 | 224 | | | | 2277 | 2464 | | |
| 12 | 2565 | 2129 | | | -17.0% | 30780 | 25548 | | |
| 13 | 1214 | 1116 | | | -8.1% | 15782 | 14508 | | |
| 14 | 857 | 623 | | | -27.3% | 11998 | 8722 | | |
| 15 | 3928 | 4514 | | | 14.9% | 58920 | 67710 | | |
| 16 | 2378 | 2643 | | | 11.1% | 38048 | 42288 | | |
| 17 | 1239 | 1302 | | | 5.1% | 21063 | 22134 | | |
| 18 | 1988 | 2075 | | | 4.4% | 35784 | 37350 | | |
| 19 | 60 | 74 | | | | 1140 | 1406 | | |
| 20 | 11 | 15 | | | | 220 | 300 | | |
| 21 | 18 | 22 | | | | 378 | 462 | | |
| 22 | 1 | 3 | | | | 22 | 66 | | |
| 23 | 2 | 3 | | | | 46 | 69 | | |
| 24 | 0 | 2 | | | | 0 | 48 | | |
| Total Undergraduate | 18473 | 18553 | | | | 242318 | 247714 | | |

What is Microaid?

Simple funding solutions for those who may not have access to traditional sources of financial capital.

Typically, microaid has smaller amounts of funding; quicker and easier process; favorable terms; and is used in unconventional formats.

College students and educational lending are ideal targets for microaid.

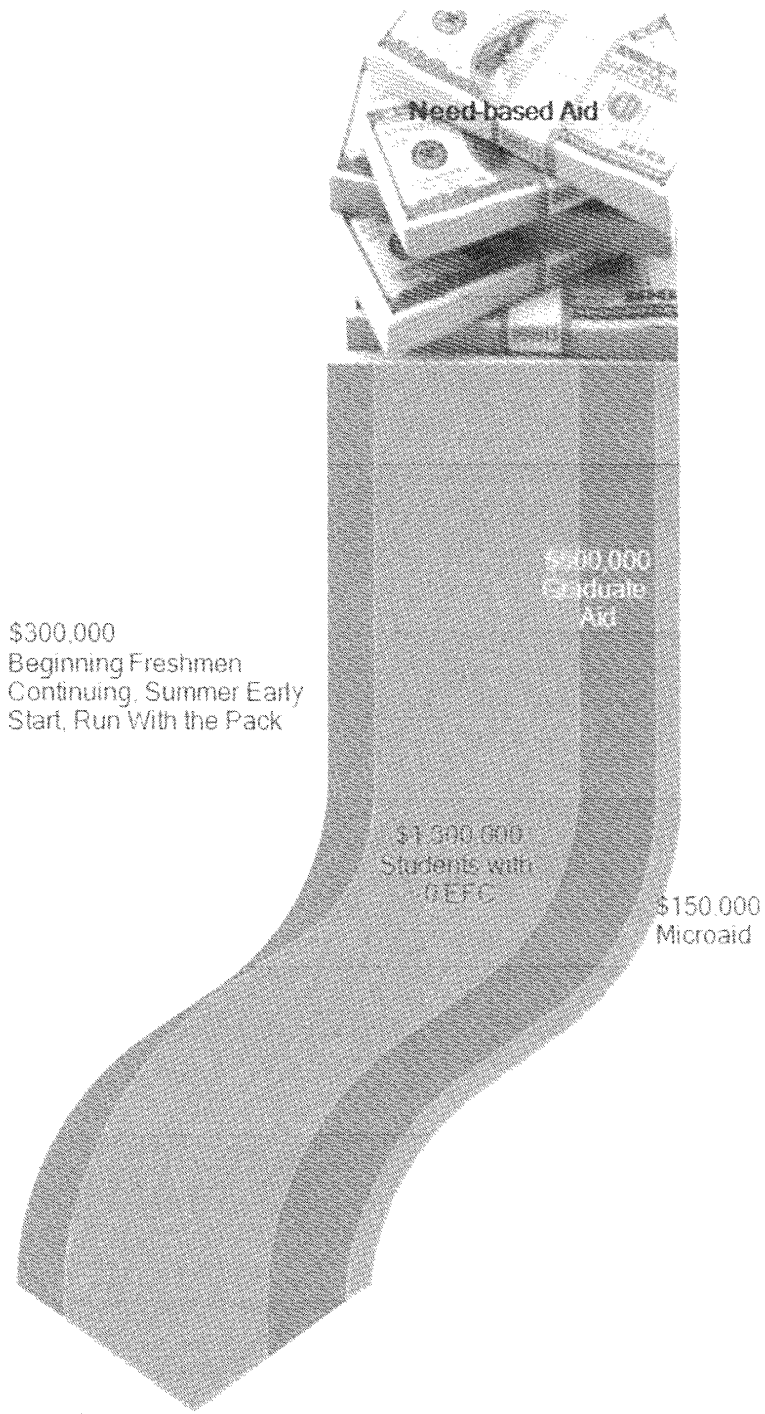


The Power of WE.

UNM has partnered with NMEFCU to develop microaid opportunity for UNM students.. Key components include:

- Easy application and short turnaround
- Academic progress based forgiveness incentives
- Financial capability course required to obtain funding (4 session program coinciding with ½ terms – provided by NMEFCU)

Concept has gained national attention and exposure.



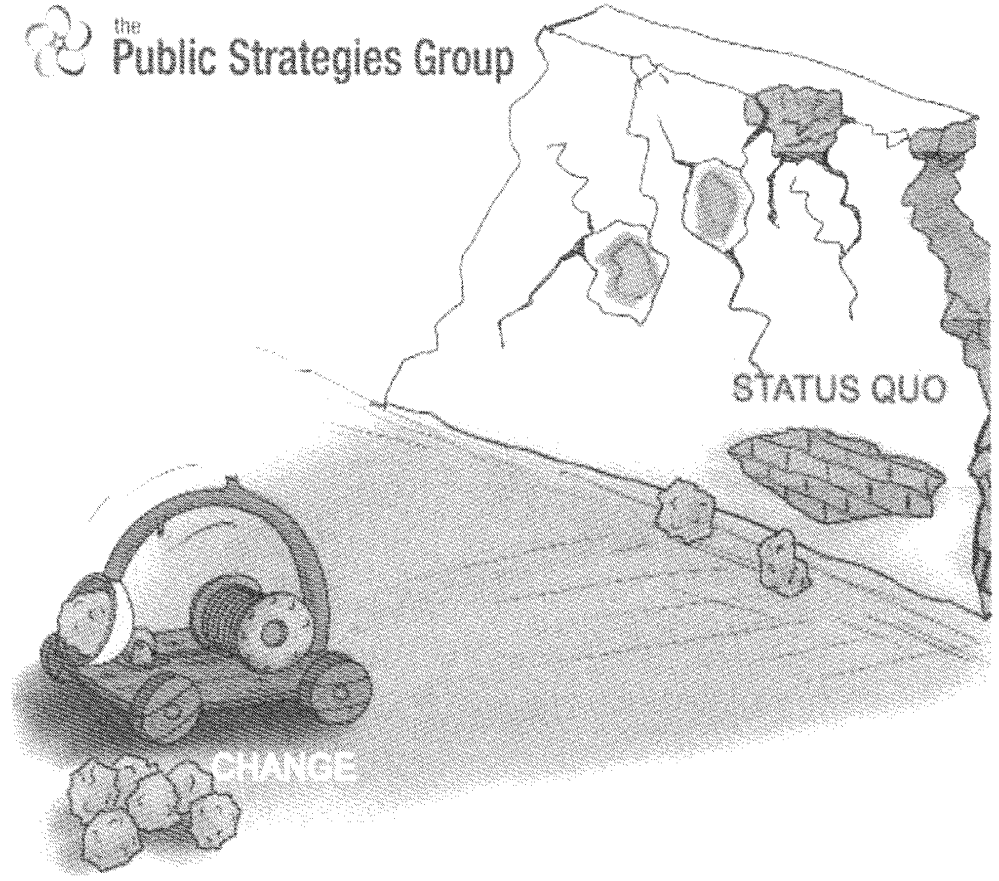


Division of Enrollment Management

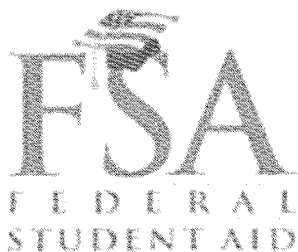
National Support for Innovative Financial Aid Strategies

Catapult! is an international competition of public purpose change initiatives designed to produce measurably better outcomes.

The Public Strategies Group donor advised fund at Minnesota Philanthropy Partners, The Public Strategies Group, Inc. (PSG) and The Center for Policy Studies, announce Catapult!, an international competition of worthy innovative **public purpose** system change.



Up to three winners of the competition—one international, one North American, and one from a Minnesota based organization—will receive a Catapult! grant designed to boost a change initiative.



Early Start Program

Summer ESP is intended to give students who can benefit from more preparation an early start in college by requiring they start in the summer session before their initial Fall semester.

The target population for the beginning freshman class of 2014 is students who have an ACT score (or SAT equivalent) less than 17.

Experiences at other universities and UNM's data indicate ESP can help students in preparation for beginning college.

Beginning Freshmen ACT < 18

| No Summer Courses Taken before Start | | |
|--------------------------------------|---------------------|-------------------|
| Cohort yr | 2nd sem retention % | Cum hrs - 2nd sem |
| 2009 | 83.5 | 18 |
| 2010 | 79.7 | 18 |
| 2011 | 80.9 | 18 |

| Summer Courses Taken before Start | | |
|-----------------------------------|---------------------|-------------------|
| Cohort yr | 2nd sem retention % | Cum hrs - 2nd sem |
| 2009 | 89.5 | 22 |
| 2010 | 85.7 | 22 |
| 2011 | 88.9 | 25 |

- 70 students voluntarily piloted in 2013
- Plan to require for <17 ACT for 2014
- Impacts 200 beginning freshmen