



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

MEETING AGENDA

**October 2, 2014
1:00 PM
Roberts Room
Scholes Hall**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**
Thursday October 2, 2014 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** *(September 4, 2014)* TAB A
- III. Reports/Comments:**
 - A. Provost’s Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - B. Member Comments
 - C. Advisor Comments
- IV. Action Items:**
 - A. Posthumous Degree, Derek Crook TAB B
Stephanie Hands, Director, Academic Advisement: Arts and Sciences
 - B. Adoption of ASUNM/GPSA “Start by Believing” Resolution TAB C
Amber Duke, GPSA Equity and Inclusion Chair
Jenna Hagengruber, ASUNM Vice President
Earl Shank, ASUNM Chief of Staff
- V. Information Items:**
 - A. Academic Affairs Results Oriented Management Process for FY15 TAB D
Kevin Stevenson, Director of Strategic Projects, Office of the President
 - B. Quality Metrics TAB E
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - C. Introductory Studies Update TAB F
Greg Heileman, Associate Provost for Curriculum
 - D. UNM West Update TAB G
Wynn Goering, CEO, UNM West, UNM-Los Alamos
Special Assistant to the President for Branch Affairs
 - E. Massive Open Online Course (MOOC): Curanderismo: Traditional Medicine TAB H
Eliseo “Cheo” Torres, Vice President for Student Affairs
- VI. Public Comment**
- VII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, September 4, 2014 1:00 p.m., Roberts Room, Scholes Hall

SUMMARY OF MEETING

A recorded version of this meeting is available upon [request](#)

Committee members present: *Regent Bradley Hosmer, Regent Suzanne Quillen, Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah and Faculty Senate President Pamela Pyle, and Staff Council Representatives Danielle Gilliam and Mark Reynolds*

Regents' Advisors present: *ASUNM President Rachel Williams, GPSA President Texanna Martin, and Parent Association President, Catherine Cullen*

I. Call to Order

Regent Hosmer called the meeting to order at 1:09 p.m.

II. Approval of Agenda and Summarized Minutes from Previous Meeting:
(July 31, 2014)

Motion for approval of the minutes was made by Provost Chaouki Abdallah, seconded by Regent Heidi Overton. Motion passed unanimously.

III. Reports/Comments:

A. Provost's Administrative Report

Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

Search for Vice President of Research will begin. Mike Dougher is currently the Vice President of Research. A committee is being formed and the search team will be identified.

Searches for Dean of Engineering, Dean of Anderson School of Management and Director of Public Administration will be conducted next year as those positions are currently filled by interim Deans and a Director.

Budgets and projections are being formulated for Academic Affairs. This will feed into the discussions on the 4-year budget plan.

Academic Affairs is looking at a wide array of metrics. Collegiate Learning Assessment (CLA) is one and is a measurement of students. The University of New Mexico is performing much better than our peers according to this assessment. Freshmen and seniors are the populations that are being assessed.

B. Member Comments

Regent Heidi Overton reports that she did a rotation in Manhattan at Memorial Sloan Kettering Cancer Center and had full privileges at the hospital. She reports that the care that UNM Cancer Center provides is a world class center and that we should be proud of that.

C. Advisor Comments

Parent Association President, Catherine Cullen reports that the association will be conducting "Family Weekend" on September 26th and 27th and will include a golf tournament, tailgate party before the football game and the association annual meeting.

IV. Faculty Presenter:

- A. A Brief History of Chocolate in Pre-Hispanic New Mexico
*Patricia Crown, Distinguished Professor of Anthropology
National Academy of Sciences Member*

V. Action Items:

- A. 2014 Summer Degree Candidates

Motion for approval of the 2014 Summer Degree Candidates was made by Faculty Senate President Pamela Pyle, seconded by Regent Suzanne Quillen. Motion passed unanimously.

- B. Posthumous Degree, Phillip D. Sisneros

Motion for approval of the Posthumous Degree for Phillip D. Sisneros was made by Provost Chaouki Abdallah, seconded by Regent Heidi Overton. Motion passed unanimously.

VI. Information Items:

- A. Enrollment Report

Data is from the 10th day of classes, fall semester

Decrease in beginning freshmen was anticipated but larger than projected

- a. Anticipated maximum decrease was around -7%
- b. Actual decrease was approximately 10%
- c. Fewer students at lower ACT scores, decrease of high school graduates and requirement to complete needs analysis for grants are the major variables impacting the decrease
- d. Very little change in demographic characteristics
- e. Highest ACT and GPA average in history
- f. 19% increase in 30 and higher ACT scores

- g. 13% increase in non-residents
- h. Graduate increase of new students and overall level credit hours is positive

Increased international student enrollment, high retention rates and increases in transfer students are filling in much of the gaps as per the enrollment strategy had planned.

Full report available upon request

B. Environmental Scan Preview

Three Key Themes

1. “Right-Sizing” the University

This is a strategy driven by growth the most effective use of limited resources in today’s environment?

- Minimal growth in New Mexico high school graduates
- Substantial demographic shift away from Bernalillo County
- Shifting focus away from growth may create opportunities to improve the quality of both our students’ experience and our scholarship
- Ability to concentrate more fully on student success and support of our faculty and staff

Question: Is a continued strategy focused on growth in the best interests of the university?

- What are the benefits and consequences if a no-growth strategy is adopted?

2. Strategic Investment in Student Success Initiatives

- What have we learned given recent investments?
- Existing opportunities?
- Overarching retention strategy through graduation?

3. Strategic Investment in Faculty and Staff

- Compensation
- Across-the-Board
- Performance/Merit

Full report available upon request

C. Academic Affairs Faculty Compensation Update

UNM continues to face a number of critical issues that threaten the University’s capacity to help New Mexico address the challenges it faces, and to achieve its academic goals. One of the most important issues is ensuring that UNM can compete for and retain great faculty. Faculty salaries at UNM departments vary widely within and across disciplines. The plan focuses on faculty strengths including retention and compensation.

Full report available upon request

D. Research Enterprise Update

Given federal funding for research is at best likely to be flat, we need to find ways to maximize our chances to obtain existing sources of federal funding and seek additional sources of funding.

Proposed Strategies:

1. Enhance proposal and contract support services
2. Increase internal support: equipment, seed funding, interdisciplinary proposals
3. Expand research partnerships & collaborations

In a flat funding environment we have to take steps to maximize our effectiveness and seek alternative sources of funding.

Full report available upon request

E. Assessment Process Update

There is a new Director of Assessment due to the retirement of Tom Root. Dr. Dymaneke “Neke” Mitchell is the new Director of Assessment. She comes from Alabama where she earned a doctorate from the University of Alabama. She has worked as an instructor, faculty and administrator at the secondary and postsecondary levels in Alabama, Illinois and Georgia. She has extensive experience associated with examining and improving assessment and data management processes for continuous improvement and accreditation.

UNM is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The next reaffirmation of accreditation visit will occur during the 2018-19 academic year. Planning has begun and committees will be determined. UNM’s Foundations of Excellence project will serve as the Quality Initiative required as a part of the Open Pathway option we are following.

Full report available upon request

F. Role of Academic Freedom and Tenure at UNM

Goals of the Academic Freedom and Tenure Committee are:

1. To explain shared governance and academic freedom as related to the Academic Freedom and Tenure Committee
2. To explain the roles and responsibilities of the Academic Freedom and Tenure Committee at UNM

The Academic Freedom and Tenure Committee consists of 13 tenured faculty members elected by the Faculty for two year terms. Their responsibilities are Faculty Handbook Policies Section B. The Academic Freedom and Tenure Committee does not advocate for faculty or administration, only for the policies and procedures of Faculty Handbook. The role of the Academic Freedom and Tenure Committee is to Advise faculty and administrators on Section B policies, recommend changes in Section B policies for approval by the UNM Faculty and the Board of Regents and fostering understanding of academic freedom rights and responsibilities.

G. Academic Affairs Results Oriented Management Process for FY15

Item deferred to the October 2, 2014 Academic/Student Affairs and Research Committee Meeting.

B. **Public Comment**

None

C. **Adjournment**

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

Meeting adjourned at 4:33 p.m.



September 29, 2014

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Selena Salazar, Office of the University Secretary

SUBJECT: Posthumous Degree Request for Derek Crook

The Faculty Senate approved the posthumous degree for Derek Crook at the September 23, 2014 Faculty Senate meeting.

Included is the request from the College of Arts and Sciences.

Thank you.

Attachments



Posthumous Degree Request Form

Request Initiator: Stephanie Hands Contact: sgsmith@unm.edu

Relationship to student or UNM: Advisement Director, AES

Would you like the Dean of Students to contact the family regarding this request? Yes No

Dean of Students Notification: 2/13/13

Student Name:	<u>Derek Crook</u>		
Student ID:	<u>100810726</u>		
College:	<u>AES</u>	Degree:	<u>BA</u>
Major(s):	<u>Anthropology</u>		
Concentration(s):	<u>Ethnology / Linguistics</u>		
Minor(s):	<u>Economics</u>		

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;
2. The student must have completed a minimum of half of the credits required for the degree;
3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;
4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;
5. The degree will be noted as "posthumous" on both the diploma and the transcript.

Approvals	Name	Signature	Date
Department :	<u>Carla Sarracino</u>	<u>Email approval: Atch</u>	<u>8/18/14</u>
College :	<u>Stephanie Hands</u>	<u>Stephanie Hands</u>	<u>8/18/14</u>
Faculty Senate:	<u>Vivian Valencia</u>	<u>Vivian Valencia</u>	<u>9/24/14</u>
Senate Graduate Committee (if necessary):			

“It is up to all of us to ensure victims of sexual violence are not left to face these trials alone. Too often, survivors suffer in silence, fearing retribution, lack of support, or that the criminal justice system will fail to bring the perpetrator to justice. We must do more to raise awareness about the realities of sexual assault; confront and change insensitive attitudes wherever they persist; enhance training and education in the criminal justice system; and expand access to critical health, legal, and protection services for survivors”.

President Barack Obama, April 2012

“There is no shame when your loved one dies. When your car is stolen. When you’re diagnosed with cancer. Friends and loved ones gather around you for support. They don’t blame you for “bringing it on yourself.” It should be the same with sexual violence. Rape and sexual assault are just as unpredictable, just as devastating. But all too often, victims who have the courage to tell someone what happened are blamed for bringing it on themselves. A terrifying attack becomes a source of shame, not support. And the pain—and shame—ripples with destructive effects on families, communities, and the very fabric of our society. Sexual violence hurts everyone.”

Brochure developed by End Violence Against Women International (EVAWI) to introduce the Start by Believing public awareness campaign.

“My daughter died in a car crash.”

“Well that’s what she gets for not taking the bus.”

START BY **believing**
startbybelieving.org

**YOUR REACTION
MAKES THE DIFFERENCE**

START BY BELIEVING

A Campus Resolution Brought by:



FROM THE 'NOT ALONE' REPORT:

- *“Sexual assault is a unique crime: unlike other crimes, victims often blame themselves;*
- *“...insensitive or judgmental comments – or questions that focus on a victim’s behavior ... rather than on the alleged perpetrator’s – can compound a victim’s distress.”*



Updated policies/procedures:

- Sexual Violence
- Student Grievance

Coordinated Efforts:

- Clery Coordinator
- Title IX Committee
- President's Task Force On Sexual Violence Prevention
- Sexual Misconduct and Assault Response Team (SMART)

- Primary Prevention Training
- Awareness Campaigns
- Start by Believing
- Bystander Intervention
- Reporting
- Policy/Procedures

10,000 students trained by the Women's Resource Center (WRC) since July 2014

Policies
Procedures

Education

Support

Services

- Advocacy for victims
- Existing Resources for Counseling and Legal issues

Sexual Misconduct and Assault Response Team (SMART):

- Sexual Assault Nurse Examiners Collaborative
- Rape Crisis Center of Central New Mexico
- Student Health and Counseling
- Counseling and Referral Services
- Dean of Students Office
- Office of Equal Opportunity
- UNM Police Department
- Domestic Violence Resource Center
- Alb. Police Dept. Family Abuse and Stalking Team

OTHER IMPORTANT EFFORTS

Student Involvement

- Peer Educators:
 - Primary Prevention
 - ByStander Intervention
- **Start By Believing***:
 - Provide trainings similar to SAFE ZONE
 - Advocacy--proclamations
- LoboRESPECT

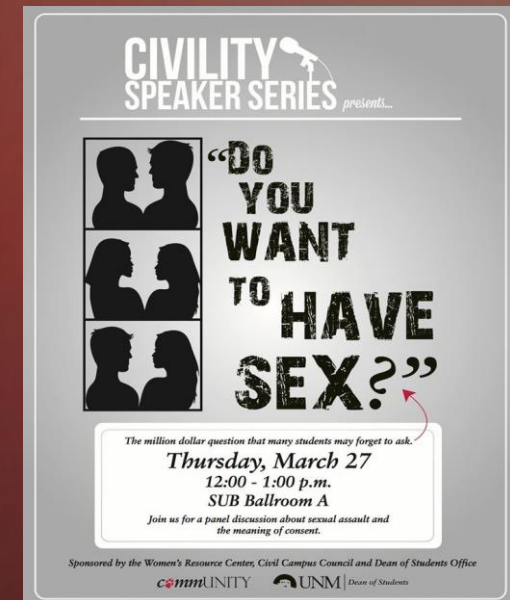


Awareness Months

- October--Domestic Violence
- January--Stalking
- February--Dating Violence
- April Sexual Assault

Ongoing Programs

- Gendered Violence Prevention Program (GVPP)
- Men's Program @ WRC
- Healthy Sexuality/Relationships
 - Sex Week
 - I Heart Female O



WHAT IS START BY BELIEVING?



End Violence Against Women International began this campaign to change the outcomes for victims of rape and sexual violence, one response at a time.

Goal: to change campus culture around sexual violence, increase reporting, and reduce sexual violence overall

START BY BELIEVING IS...

A public awareness campaign uniquely focused on the *public response* to sexual assault

- BECAUSE -

Most sexual assaults are ***not*** reported to the authorities*



START BY BELIEVING MEANS...

- *Start By Believing* is not about passing judgment
- It is about making the first step in a long and difficult process more gentle for victims of damaging behaviors – not only sexual violence.



DO THE MATH:

Example: Women students @



21,060 (Fall 2012)



1 in 5 College Women



DO THE MATH:

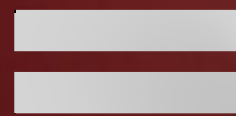
Example: Women students @



21,060 (Fall 2012)



1 in 5 College Women



4212

THE DANGER OF UNDERREPORTING

- Rapists attack an average of six times; one failed response can equal **five more victims***



"My daughter died
in a car crash."

"Well that's what
she gets for not
taking the bus."

YOUR REACTION
MAKES THE DIFFERENCE



START BY BELIEVING!



Two common reasons for not reporting sexual assault are:

- *Humiliation or fear of the perpetrator or other individual's perceptions*
- *Fear of not being **believed** or of being accused of playing a role in the crime*

START BY BELIEVING @



- We can send the message to victims of sexual violence that our campus provides a safe environment for them to come forward with their concerns, without fear of harassment

*“Victimization is committed by the perpetrator, and therefore the sole responsibility for the assault lies with the perpetrator”**

*Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). The campus sexual assault (CSA) study: Final Report. Washington, DC: National Institute of Justice, US Department of Justice



We request that The University of New Mexico be proclaimed a **Start By Believing** campus, publicizing this action through campus-wide awareness and recognition efforts.

START BY BELIEVING AT UNM

Current Request:

- Adoption of ASUNM/GPSA Start by Believing Resolution by Regents

In the Future:

- Partners: Women's Resource Center (primary), Dean of Students, Office of the Provost, Albuquerque Sexual Assault Nurse Examiners Collaborative, Start by Believing Chartered Student Organization (forthcoming and advised by WRC)
- Collaborate with existing community efforts to take Resolution to State Legislature, with funding request for educational efforts

Training (Goal):

- To change campus culture around sexual violence, increase reporting, and reduce sexual violence overall
- How to respond supportively when someone tells you they were sexually assaulted (and who you must report to)
- How to challenge Rape Culture

Awareness Campaigns:

- Collaboration with existing and future partners to bring awareness to issues of sexual violence
- Expand trainings and increase participation

We will leverage current partnerships and resources to achieve these goals.



START BY

believing

startbybelieving.org

Start by Believing is a program of **End Violence Against Women International**

Results Oriented Management

Performance-Driven Approach to Budgeting

Regents Academic/Student Affairs & Research Committee
October 2, 2014



Purpose

- Establish a baseline of performance and resource allocation to facilitate ongoing improvement
- Develop financial and non-financial goals
- Incentivize revenue generation and cost effectiveness in support of our values
- Introduce a financial perspective into decision making:
 - Understand the revenue and cost drivers of university activities
 - Optimize instruction and curriculum
 - Direct future investments strategically and in recognition of performance



Purpose – Why ROM?

- Require a new definition for “financial management”
- Ensure that budget allocations are driven by institutional goals and incorporate performance targets
- Maximize the effectiveness of existing resources
- There is recognition nationally of the shift away from “limitless” new revenues and the necessity to operate in an environment with flat resources:

Provosts

“Most new funds for academic programs will come from reallocation rather than new revenue.”



66%
Agree or
Strongly Agree

Chief Business Officers

“New spending at my institution will come from reallocated dollars, not an increase in revenue.”



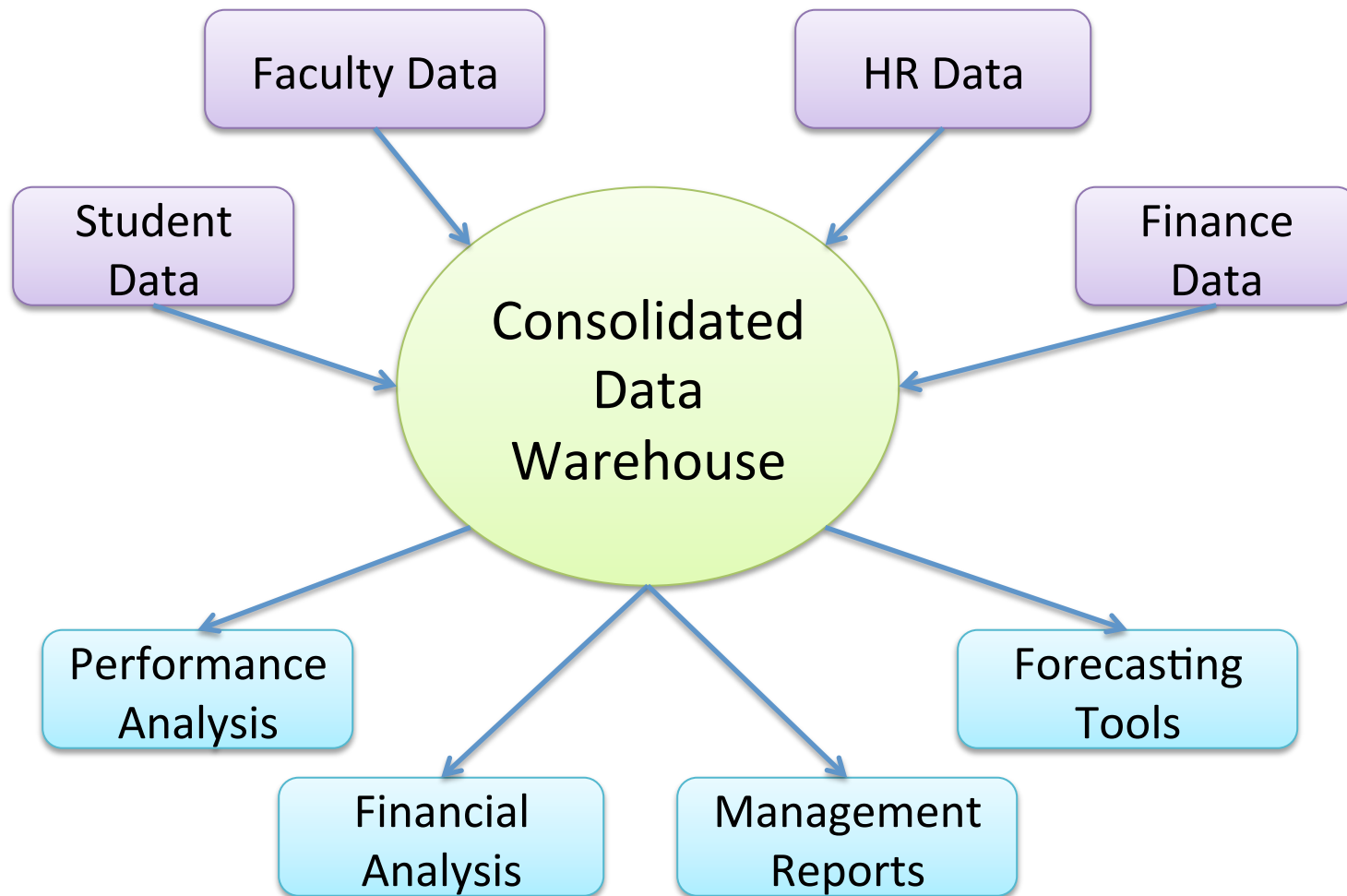
57%
Agree or
Strongly Agree



Purpose – What is ROM?

- Simply put, ROM has two key components:
 - Creation of the data, information, and tools to empower academic and administrative leaders to make decisions in a manner that improves performance
 - It is the creation of performance metrics and incentive structure to align budget allocations (including internal reallocations) with performance and facilitate ongoing improvement

Creating a Transformative Data Model



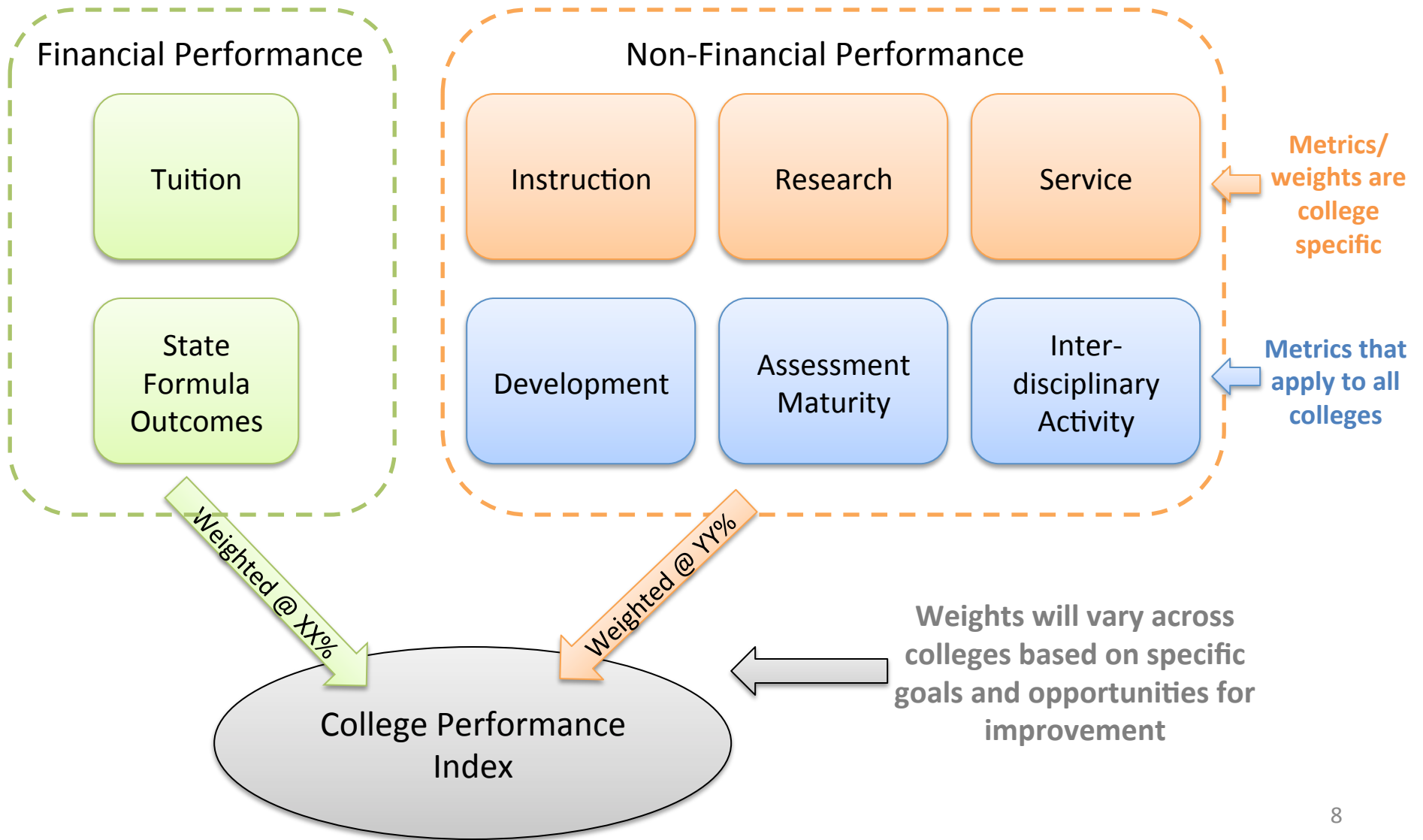
Performance Metrics: Revenue

- Outcome measures tied directly to the generation of new revenue
- Tuition Revenue
 - Undergraduate and Graduate Student Credit Hours
 - Student enrollment in degree programs/majors
- State Funding Formula Outcomes
 - Degrees Awarded
 - Sponsored Research Expenditures

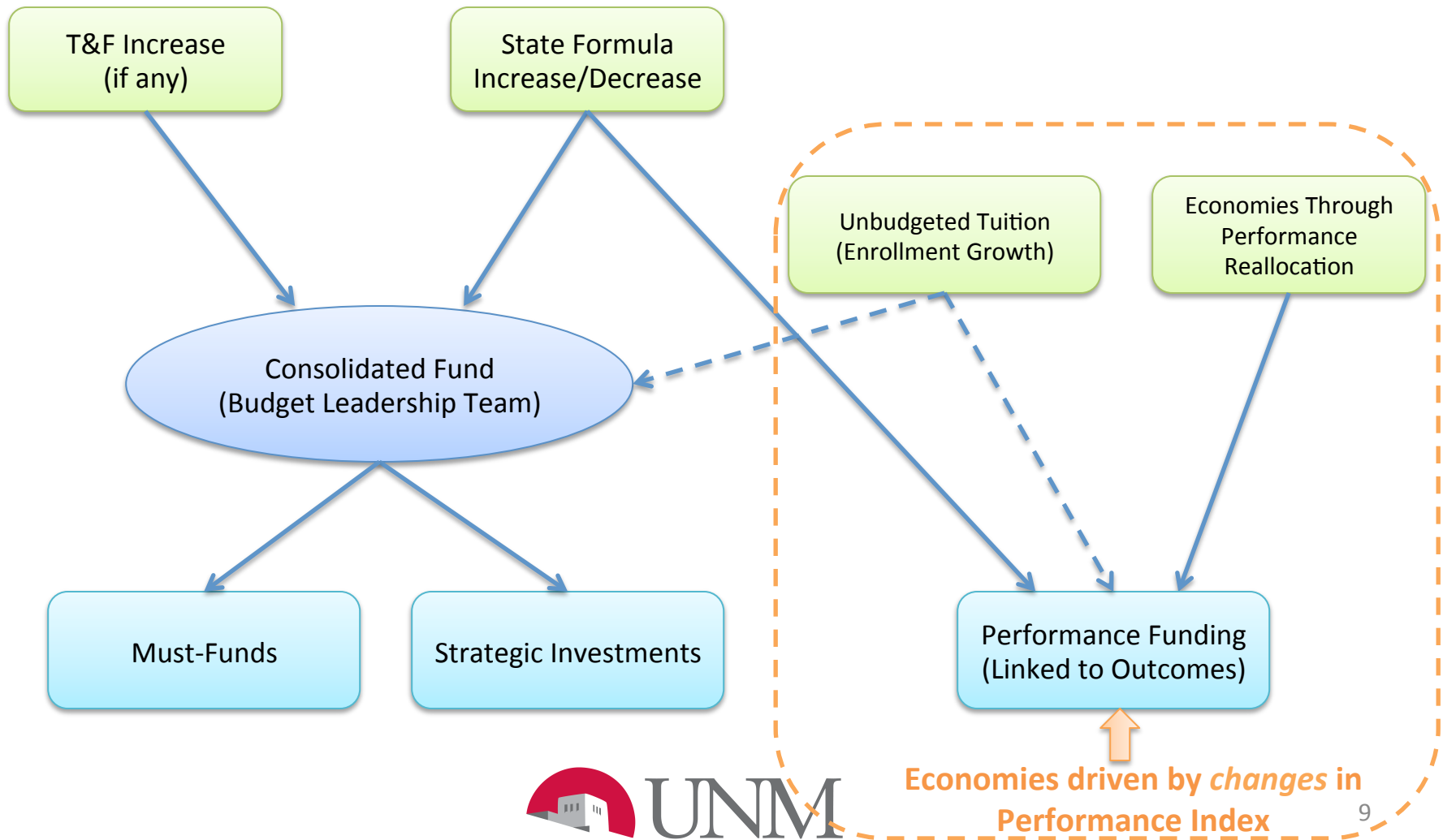
Performance Metrics: Effectiveness

- They are not intended for comparisons across units
- They should be based, in part, on comparisons with peer units at other institutions
- They should be based, in part, on measures we already have
- They should be able to reveal changes (positive, but also negative) in the quality of activities
- They should not be too many in number
- They should aggregate at multiple levels [this means indexes]

Possible College Metric Framework



Incorporating Performance Reallocation into the Existing Budget Process



Next Steps

- College Deans are working with Provost on the development of unit-specific performance metrics
- Once identified, baseline data will be collected and initial trends analyzed
- Determination of the reallocation process
 - Timing, phasing, scope, etc.
- Parallel process for administrative units is underway and ongoing

Quality Metrics

Presenter: Chaouki Abdallah

Provost & Executive Vice President for Academic Affairs

Supplemental materials to be provided

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:

Previous Costs (fall/spring)		MaLL Costs (fall/spring)	
Faculty	\$42,000	Faculty	\$42,000
Adjunct/PTI	\$147,600	Tutors	\$60,480
Graders	\$7,560	Tech Support	\$40,000
		Lab Maintenance/Operation	\$10,000
Cost/year	\$197,160	Cost/year	\$152,480
Cost/student	\$82.00	Cost/student	\$63.53

The UNM MaLL



UNM MaLL Performance

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

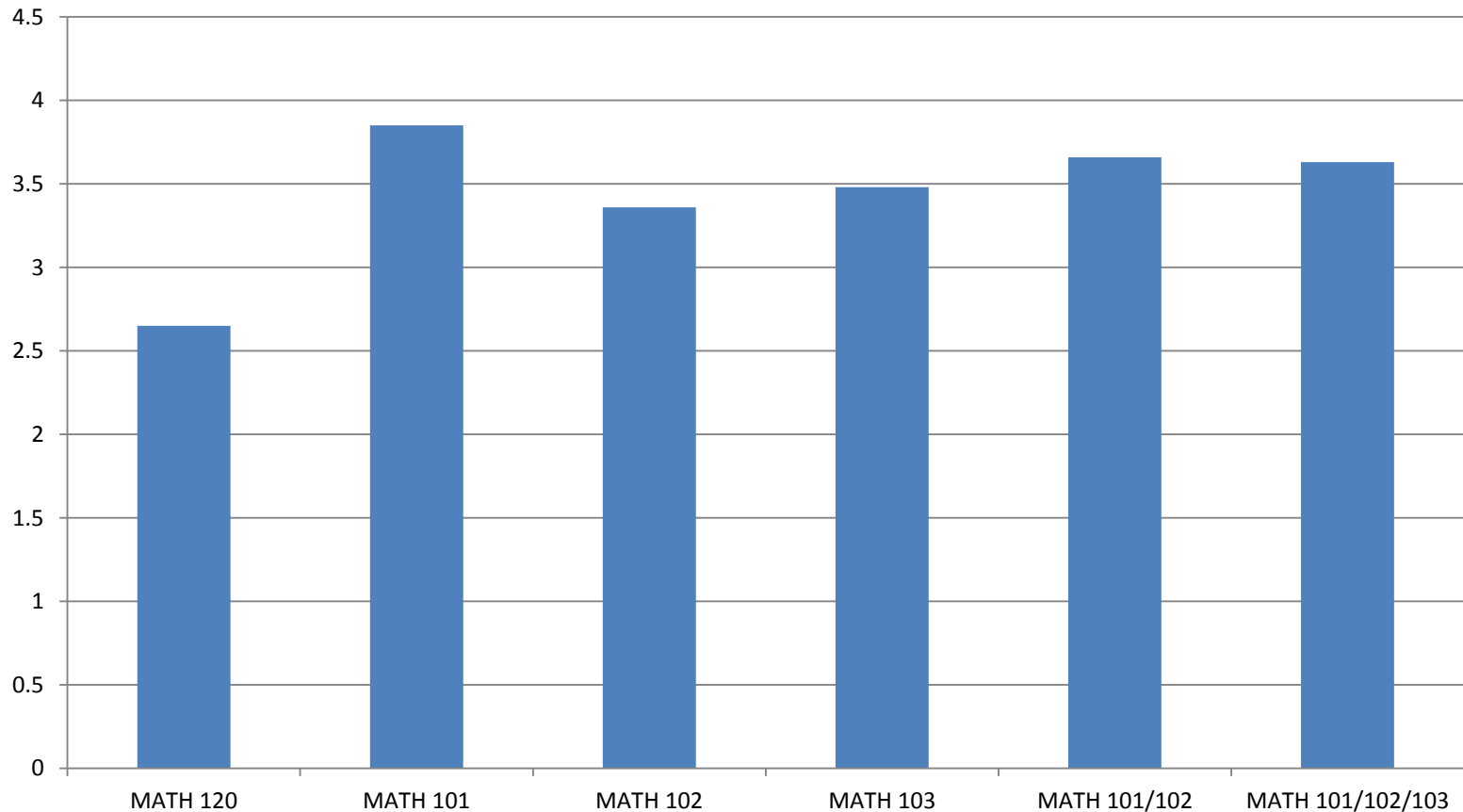
Summary of Results

- 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

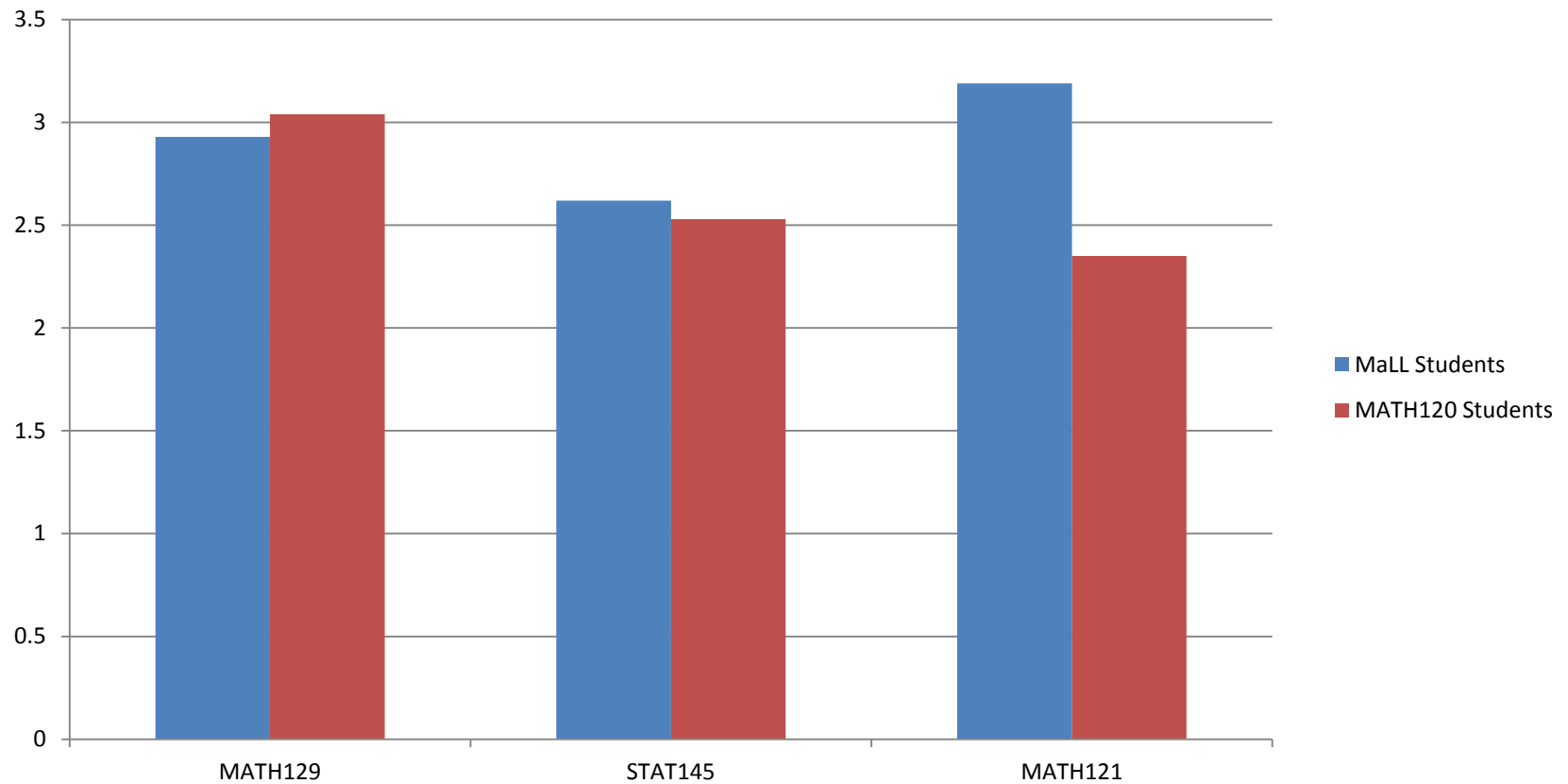
Performance in Intermediate Algebra:

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.



UNM WEST UPDATE

OCTOBER 2014

UNM Board of Regents Academic and Student Affairs Committee

In March 2014, the UNM West report provided to the Board of Regents outlined the campus's plans for "a sustainable academic and business operation to fulfill promises made to the Rio Rancho community." The following is a status report on that implementation. Unless otherwise noted, all data is as of the first day of the Fall 2014 semester.

Enrollment

As noted in March, the primary driver for both the academic and business plan of UNM West is to increase enrollment by means of effective curriculum planning. The initial success of that effort is seen clearly in the 72% increase in UNM West's Fall 2014 course enrollments compared to Fall 2013. 780 individual students made up that total – a 59% increase, which means that on average each student is taking more of their classes at UNM West.

Equally important, students continue to give very high marks to the quality of their academic experience at UNM West. In the Spring 2014 semester, 86% of UNM West students rated their courses to be at or above the average of all the classes in the national database maintained by the Individual Development and Educational Assessment Center (IDEA) – a statistically extraordinary outcome. According to the IDEA Center, "when the percentage exceeds 60%, the inference is that the campus's overall instructional effectiveness was unusually high."

Finances

In a business model where revenues are based on enrollment, it is critical to hit targeted projections for growth. UNM West's business plan is based on an assumed average annual growth rate of 30% over the next five years – higher in the earlier years and lower as the numbers grow larger. This year's enrollment puts the campus well ahead of its revenue goals.



Program

As reported in March, UNM West is now offering the following programs in their entirety:¹

Communications	Business Administration (BBA)
Sociology	Public Administration (MPA)
Criminology	Nursing (BSN)
Psychology	Emergency Medical Training (EMT Basic)
Liberal Arts	Special Education Dual Licensure

With the addition of four new instructors this fall, fully half the programs above are staffed by full-time faculty in residence at UNM West. We continue to explore further program development and faculty growth for FY 16.

One new initiative in the character of UNM West programming is community-based learning. Our goal is for every student who completes one of the above programs at UNM West to have some form of community engagement built into their program of study.

Looking ahead, the commitment of Rio Rancho and Sandoval County to health-related services as the anchor of their economic development strategy will also shape UNM West's academic programming. In educational terms that translates to the STEM disciplines. This will also drive facilities planning (below) in the next phase of UNM West's campus development.

Facilities

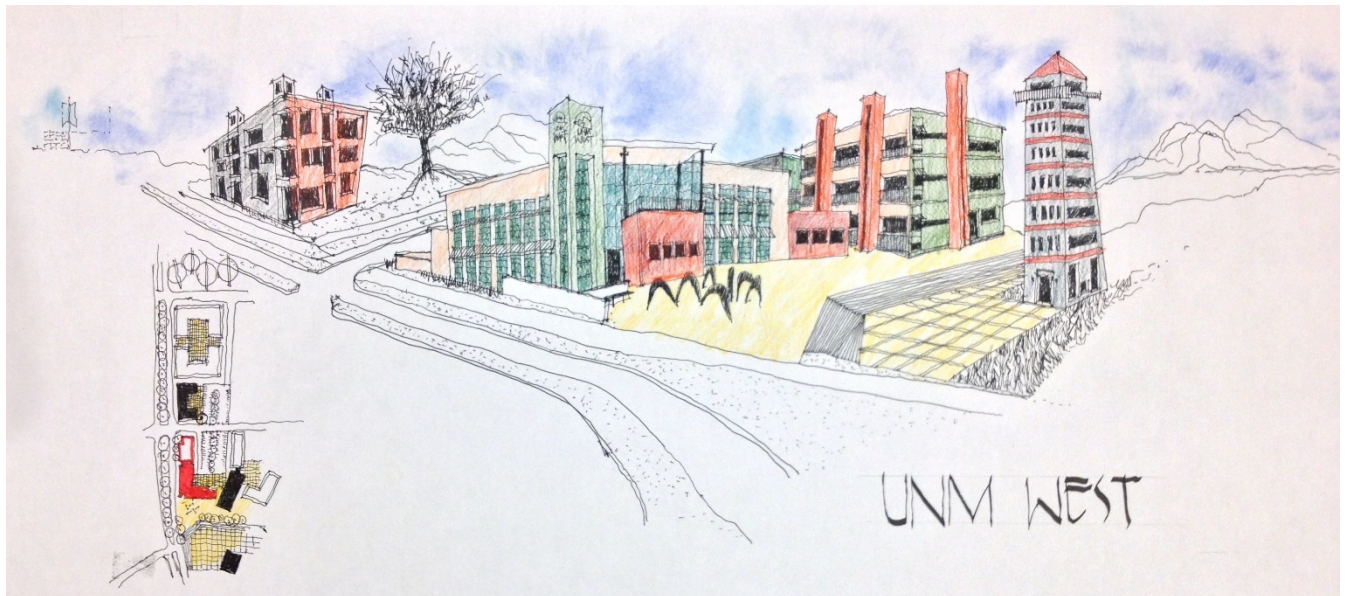
The need for facilities with teaching laboratories for biology, chemistry and physics is driven by the academic programs required to support an expanding healthcare system in the community. Capacity issues, however, are more complex. How should the overall space requirements of a university campus be determined?

For purposes of its ongoing development and campus planning, UNM West has adopted a metric that compares the total square footage devoted to instructional and general activities (i.e., "I&G" space) to the total number of student credit hours produced at any one time (SCH). The basic unit of the latter is the "FTE," which is the 15 credit hour load assumed for a full-time student. The usefulness of this metric is that it is (a) understandable – the smaller the number, the more efficient the campus; (b) longitudinal, so we can track the effect of new facilities and the efficiency of the campus over time; and (b) public, as it is reported annually for every campus in the state, so we can benchmark our efficiency compared to actual norms.

¹ Some of these programs involved courses available online but not yet onsite at UNM West. As a working definition we're using a figure of at least 80% onsite delivery before we market a program as "available" on campus.

In the most recent data released by the HED in June 2014, UNM’s main campus reported 289 square feet of net I&G space per student FTE.² UNM’s four branch campuses, on average, listed 200 square feet per FTE. UNM West, with approximately 26,500 square feet of I&G space, and opening day course enrollments of 1,230, comes in at just over 100 square feet per FTE for Fall 2014.

As program demands become more complex, the amount of space required per student increases – that is why the main campus appears less “efficient” than the branches. Nevertheless these are helpful benchmarks. If UNM West continues to meet or exceed its enrollment targets it will need additional space simply to accommodate the current programming by 2017-18. Regent approval will be required for the initial request for capital project funding in spring 2015, and a detailed plan will be submitted at that time.



² Credit hours generated by online instruction are excluded from these calculations.

Massive Open Online Course (MOOC): Curanderismo: Traditional Medicine

Presenter: Eliseo "Cheo" Torres

Vice President for Student Affairs

Supplemental materials to be provided