



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

**MEETING AGENDA**

**October 31, 2013  
1:00 PM  
Roberts Room  
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
Thursday, October 31, 2013 – 1:00 p.m., Scholes Hall, Roberts Room

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting: (October 3, 2013) 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. Approval Items:**
  - A. Approval of Posthumous Degree Jessica S. Pabinquit **TAB B**  
*Richard Holder, President of Faculty Senate*  
*Bill Walters, Associate Professor; Department of Theatre and Dance*
- V. Information Items:**
  - A. Research Enterprise Update (ASA&R Goal #4) **TAB C**  
*Michael Dougher, Senior Vice Provost for Academic Affairs*
  - B. Center for Teaching Excellence (ASA&R Goal #7) **TAB D**  
*Virginia Scharff, Associate Provost for Faculty Development*  
*Aeron Haynie, Associate Professor of English and Director for the Center for Teaching Excellence*
  - C. Update on Projects and Program Statistics, International Programs **TAB E**  
(ASA&R Goal #9.2)  
*MaryAnne Saunders, Special Assistant to the President for Global Initiatives*
  - D. Financial Aid Update (ASA&R Goal #3) **TAB F**  
*Terry Babbitt, Associate Vice President for Enrollment Management*
  - E. STEM Gateway and STEM Up Grants **TAB G**  
*Tim Schroeder, Director for the STEM Gateway Program*  
*Carolina Aguirre, Director for the STEM UP CNM/UNM Cooperative*
- VI. Faculty Presenter:**
  - A. The Economics of Shale Gas, Hydraulic Fracturing and Helium **TAB H**  
*Janie Chermak, Professor and Chair for the Department of Economics*
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
Thursday, October 3, 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, (Chair), Regent Suzanne Quillen, Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Richard Holder, Staff Council President Gene Henley

***Regents' Advisors present:*** Priscila Poliana, GPSA President, Catherine Cullen, Parent Association Vice President and Professor Melissa Bokovoy

**I. Call to Order**

Regent Hosmer called the meeting to order at 1:10 p.m.

**II. Approval of Summarized Minutes from Previous Meeting:** *(September 10, 2013)*

**Motion for approval of the minutes was made by Provost, Chaouki Abdallah seconded by Regent Suzanne Quillen. Motion passed unanimously.**

**III. Reports/Comments:**

A. Provost's Administrative Report

*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*

Provost Abdallah introduces new Associate Provosts

Carol Parker, Associate Provost for Academic Personnel

Virginia Scharff, Associate Provost for Faculty Development and International Affairs

Richard Wood, Ad Hoc Special Assistant to the Provost for College of Education Initiative

Current searches are under way:

Dean of College of Education

Dean of Anderson School of Management

Dean of College of Libraries and Learning Sciences

(Michael Kelly is serving as the interim Dean during the search.)

Vice President for Research

(Michael Dougher is serving as the interim VPR during the search.)

College of Education is being re-energized with the help from a planning grant from the Kellogg Foundation. There are several levels of teachers and staff participating in this and it's a statewide process. TELL (Teaching, Empowering, Leading and Learning) The survey will be given to teachers both in public and private schools and is designed to take stock in the current teaching situations around the state.

Retirees Benefits issue will come before the Finance and Facilities Committee meeting. The Provost is looking at a combination of salary and benefits to determine if they are competitive and place UNM at a disadvantage in recruiting faculty.

Graduation rates have risen 2 points to 48.2% (an aggregated rate). Minority student rates have not risen as much. Initiatives and strategies will be pursued to move that rate up.

Fixed tuition models are being developed to get a fixed cost for 4 year tuition rates. It is hard to pinpoint whether this will affect graduation rates.

A positive trend in retention rate is being realized and is due to the first year experience programs. We are tracking this trend.

#### IV. Approval Items:

- A. Faculty Handbook Policy C250 (Academic Leave for Lecturers)  
*Richard Holder, President of Faculty Senate*

This policy is for Principal Lecturers and not Tenured Professors or Adjunct Professors. There are a limited number of lecturers that are eligible for this.

**Motion for approval was made by President of Faculty Senate, Richard Holder, seconded by Provost, Chaouki Abdallah. Regent Suzanne Quillen opposed. Motion passed.**

#### V. Information Items:

- A. Honors College Update (ASA&R Goal #8.1)  
*Kate Krause, Dean of Honors and University College*  
*Full presentation available upon request.*

Full approval by Faculty Senate, Academic/Student Affairs and Research Committee and Board of Regents, Spring 2013,

Catalog Copy included in current AY catalog,

Recognition of degree, minor by Arts & Sciences in time for December grads.

In Process: Coding for Degree Audit and management of Honors Data in the system.

Students can declare a major when they are accepted in the Honors College. 353 freshman enrolled, an increase overall with a total of 5

Student Enrollment Growth:

Fall 2012: Enrolled 353 Freshmen in Honors Program

Fall 2013: Enrolled almost 600 Freshmen in the Honors College (today's unofficial data uses base of 557)

**Faculty Growth:**

Two conversions from Lecturer to Tenure Stream

Two new Tenure Stream hires

**Curricular Growth:**

59 classes this fall (prior semester max ~40)

New program collaboration with athletics

Average High School GPA: 3.97 (higher than '12)

Average ACT score: 27.8 (virtually identical to '12)

Act of 30 or higher: 129 (26% of ACT-takers)

ACT less than 25: 54 (~11% of ACT-takers)

Almost 80% from a New Mexico High School

~4% California, 3% Colorado, 2% Texas

Only 10% out of state last year

15% increase in NM freshmen with at least a 26 ACT /1170 SAT

**B. New One Stop Advisement Center and Virtual One Stop (ASA&R Goal #2)**

*Greg Heileman, Associate Provost for Curriculum*

*Terry Babbitt, Associate Vice President Enrollment Management*

**Purpose:** Provide students with a physical one-stop location on campus where they may seek help and advice.

**Location:** Mesa Vista Hall, directly inside the front door.

**Goals:**

Alleviate the “run around” that many students report they are subjected to at UNM.

Provide a welcoming atmosphere that makes new and returning students comfortable in seeking assistance.

Efficiently provide correct information and/or referrals.

Promote student success at UNM.

Project was led by the Office of Student Academic Success, in collaboration with Enrollment Management Division, Student Services (College Enrichment Program, Career Services, Dean of Students), University Advisement Center, Graduate Resource Center, ENLACE NM, CNM, APS,

The physical One Stop began serving students on August 12, 2013, one week prior to the start of the semester. It is integrated with the new Student Success Center, which had its grand opening in Mesa Vista Hall on Sept. 3, 2013.

To date a total of 1,784 students had been served.

- C. Tuition and Fee Policy Task Force Update (ASA&R Goal #3.5)  
*Terry Babbitt, Associate Vice President for Enrollment Management*  
*Full presentation available upon request*

October 3 - Comprehensive fee description and proposal

October 17 - The appropriate role for differential tuition and course, curricular and other fees

October 31 - Review current tuition structure with emphasis on graduate tuition models

November 14 - Financial/budgetary implications of preferred tuition structures

December 5 and 19 – Final recommendations of tuition and fee planning for President and EVPs

**VI. Faculty Presenter**

- A. How People Learn: Lessons for UNM

*Vanessa Svihla, Assistant Professor for the Department of Teacher Education*  
*Presentation available upon request*

Professor Vanessa Svihla gave a presentation titled “How People Learn: Lessons for UNM”.

**VII. Public Comment**

None

**VIII. Adjournment**

**Motion to adjourn meeting was made by Provost, Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.**

**Meeting adjourned at 3:13 p.m.**



## *Faculty Senate*

October 24, 2013

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Selena Salazar, Office of the University Secretary

SUBJECT: Posthumous Degree Request for Jessica S. Pabinquit

The Faculty Senate approved the posthumous degree for Jessica S. Pabinquit at the October 22, 2013 Faculty Senate meeting.

Included is the request from the College of Fine Arts.

Thank you.

Attachments



# Posthumous Degree Request Form

Request Initiator: BILL WALTERS Contact: bwalters246@gmail

Relationship to student or UNM: HEAD OF THEATRE, DEPT. OF THEATRE & DANCE

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

Dean of Students Notification: \_\_\_\_\_

Student Name:	<u>JESSICA S. PABINQUIT</u>		
Student ID:	<u>101451297</u>		
College:	<u>FINE ARTS</u>	Degree:	<u>BA</u>
Major(s):	<u>THEATRE</u>		
Concentration(s):			
Minor(s):	<u>JAPANESE</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>WILLIAM LIOTTA</u>		<u>9/19/13</u>
College :	<u>Kymerly Pinder</u>		<u>9/19/13</u>
Faculty Senate:			
Senate Graduate Committee (if necessary):			



*Department of Theatre & Dance*

To: Vivian Valencia, University Secretary  
From: Bill Walters, Assoc. Professor, Head of Theatre  
Date: Sept 15, 2013  
Re: Posthumous Degree request

As Head of the BA Theatre Program, and with the overwhelming support of the faculty of the Department of Theatre and Dance, I am requesting that the University of New Mexico award Jessica S. Pabinquit the degree of Bachelor of Arts in Theatre.

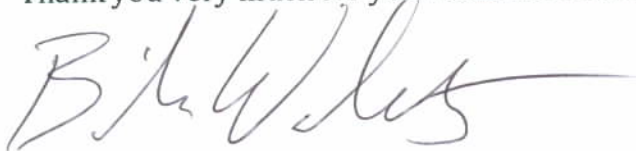
At the time she passed away on June 5th, 2013, Jessica was a currently enrolled student in good standing. She had completed a total of 128 earned hours, with 57 of those being in the major. In fact, she was 3 hours (one course) short of Theatre major requirements and 4 hours (one course and one lab) short of Core Curriculum requirements. She had a cumulative GPA of 3.59 and was on the dean's list every semester since 2010.

I have included a breakdown of earned hours, along with a list of Theatre courses completed and grades received. You will see that she is more than eligible to receive this degree.

Jessica was a vibrant and active contributor to the Department of Theatre and Dance, both in class and in productions, and was exemplary of our very finest students.

Additionally, Jessica is eligible for a minor in Japanese, having completed 9 hours at the 200+ level and a semester abroad in Kyoto, Japan. Lorie Brau in Foreign Languages and Literature and checked with her department and has approved this idea. You may contact her if necessary.

Thank you very much for your consideration.



Bill Walters

**Jessica Pabinquit Degree Progress:**

**128 TOTAL earned hours COMPLETED (114 in residence at UNM):**

**Theatre and Dance Courses: 57 hours (see below).**

**Core Curriculum requirements: 33 hours.**

**Additional credits outside of major: 24 hours.**

**Transfer credits from study abroad: 14 hours.**

**Courses applied toward major:**

THEA 105: Theatre Appreciation (A+)

THEA 130: Acting I (B)

THEA 131: Acting II (A)

THEA 192: Stagecraft I (A)

THEA 194: Intro to Costumes (A-)

THEA 196: Intro to Stage Lighting (A)

THEA 231: Voice and Movement I (A-)

THEA 295: Singing for the Stage (A)

THEA 328: Musical Theatre (B)

THEA 331: Voice and Movement II (A)

THEA 345: Theatre History I (A)

THEA 346: Theatre History II (B+)

THEA 446: Theories of Theatre (A)

THEA 355: Fund. of Playwriting I (A+)

THEA 366: Stage Management (B+)

THEA 367: SM Lab (A)

THEA 428: Topics in Musical Theatre (x 2: A, A)

THEA 419: Children's Theatre (A)

DANC 132: Jazz I (A+)



*Office of the Vice President for Research*

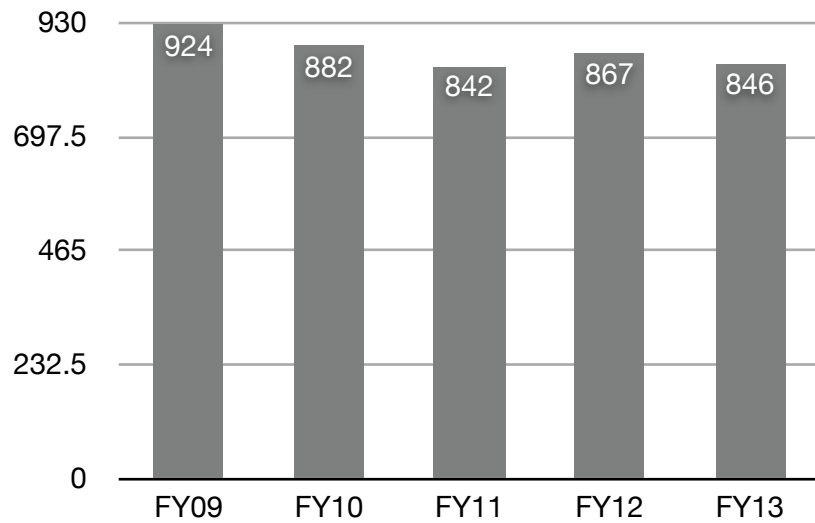
Updates in the OVPR  
Presented to ASAR Subcommittee of the UNM Board of Regents  
October 31, 2013  
Michael Dougher, VPR

1. Since appointed on August 1, focus has been on addressing internal procedures intended to:
  - a. Increase awareness of research accomplishments and initiatives by UNM faculty and research staff
  - b. Create an efficient and effective main campus IRB process
  - c. Consolidate and centralize our research compliance functions
  - d. Improve sponsored projects services to faculty by restructuring the Office of Sponsored Projects (pre-award), especially with respect to contract arrangements with external agencies and industry
  - e. Increase the transparency of the OVPR budget and work with the Faculty Senate, Associate Deans for Research, and Center Directors to forge an F&A distribution model that more fully incorporates deans and center directors in decision making
2. Details of a, b and c: AVPR Carlos Romero
3. Details of d: Special Assistant for Research & Development Services Michele Huff
4. Details of e: VPR Mike Dougher
5. Current proposal and award numbers: Mike Dougher
6. Future Plans.

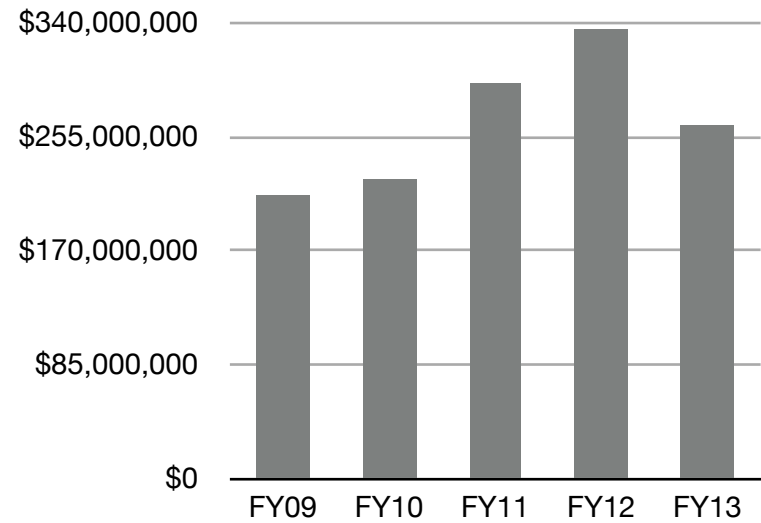
<b>FY Proposals and Awards</b>					
<b>Main Campus and Branches (does not include Financial Aid)</b>					
	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
<b># of Proposals</b>	924	882	842	867	846
<b>\$ of Proposals</b>	\$211,961,721	\$224,185,085	\$294,980,994	\$334,989,559	\$263,667,359
<b># of Awards*</b>	996	965	963	913	1335
<b>\$ of Awards</b>	\$134,470,747	\$174,586,276	\$133,220,800	\$125,595,271	\$119,732,442

\* FY13 awards include Material Transfer Agreements and Non-Disclosure Agreements; both of which were not previously reported in past fiscal years.

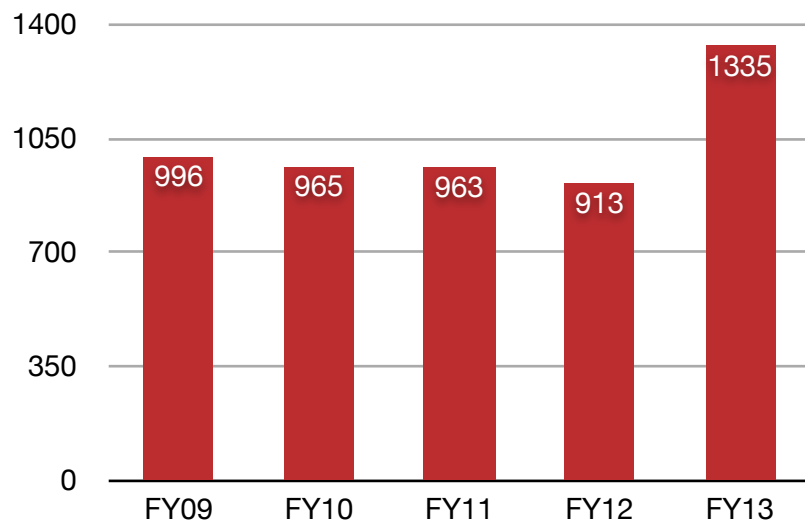
**# of Proposals**



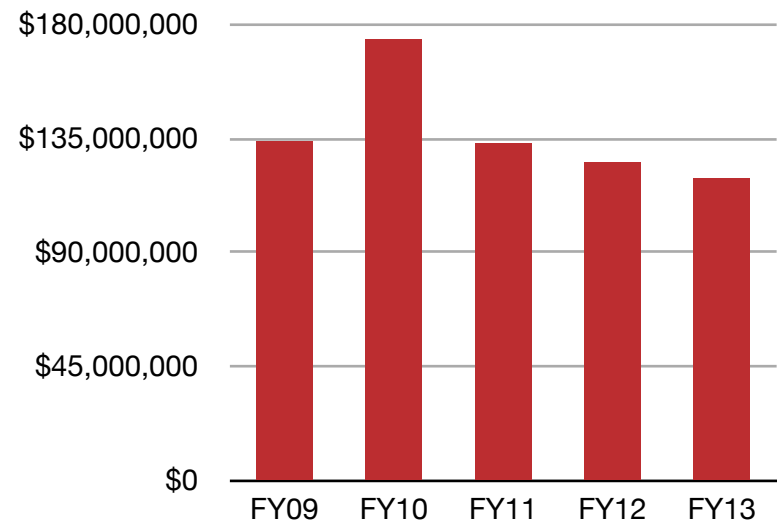
**\$ of Proposals**



**# of Awards**



**\$ of Awards**



# Center for Teaching Excellence

University of New Mexico

# Changing expectations of college teaching

## Old paradigm

- Focus on teaching
- Teaching as isolated, private activity
- Teaching vs. research
- Teaching evaluated solely by student surveys

## New paradigm

- Focus on student learning
- Community of teaching scholars
- Research on teaching
- Teaching excellence demonstrated through evidence of student learning



Scholarship of  
Teaching and Learning

Scholarly Teaching

Excellent Teaching

Adequate teaching

# CTE Services:

- One-on-one consultations with instructors
- Classroom observations/mid-semester evaluations
- Workshops on teaching topics
- Teaching Awards, Teaching Grants
- Library of teaching-related books
- February Conference: “Success in the Classroom”



.....coming soon

- UNM Teaching Scholars Program
  - Limited number of faculty across disciplines
  - Monthly meetings
  - Readings and discussions in SoTL
  - Evaluate evidence of student learning, according to disciplinary methods
  - Present, publish findings

# Expanded Training of Graduate Teaching Assistants

- Improve undergraduate teaching
- Increase job placement of UNM PhDs
- Support international teaching assistants
  - Increase applications to graduate programs

# Center for Teaching Excellence

- Director: Aeron Haynie
- University Advisement & Enrichment Center (UAEC) Room B20
- <http://www.unm.edu/~oset/>



# Preparing Students for a Globalized World

Presentation to the Board of Regents'  
Academic/Student Affairs & Research Committee  
Dr. Mary Anne Saunders  
Special Assistant to the President, Global Initiatives  
October 31, 2013

# The UNM Response to Comprehensive Globalization

- UNM's new global initiatives comprise a comprehensive strategy... a strategy that includes the goals of Comprehensive Globalization, defined as:

*“A commitment to integrate international, global and comparative perspectives throughout the teaching, research, and service missions of higher education.”*

## **Our goal:**

By 2020, 100% of UNM students will have some form of international experience, including “internationalization at home.”



# Why Study Abroad?

- We know from recent studies that students can:
  - Learn a foreign language through immersion
  - Become independent and self-confident and clarify their personal goals
  - Increase their understanding of other cultures
  - Get a different perspective of their own culture
  - Achieve communication skills through interacting with people from different backgrounds
  - Become more nuanced decision makers
  - Create better career opportunities

***“The world needs graduates with a global focus, cross-cultural understanding, and linguistic fluency. Studying abroad is a perfect venue for acquiring and enhancing these skills.”***

**Sheila Curran, Executive Director, Duke University Career Center.**

# Academic Benefits of Study Abroad

University of Georgia System 2010 Study

## 4YR GRADUATION RATES

Study Abroad	49.6%
Non study abroad	42.1%

## 6 YR GRADUATION RATES

Study Abroad	88.7%
Non Study Abroad	83.4%

## GPA-All Students

	<u>Before</u>	<u>After</u>
Study Abroad	3.2	3.30
Non Study Abroad	3.03	3.06
Compared during the same period of time		

## GPA-Students with low SAT scores

Combined SAT score of 800 (verbal & Math)

	<u>GPA</u>
Study Abroad	3.21
Non Study Abroad	3.14

“This suggests that study abroad can actually be an intervention to enhance success for college students who are at-risk. Rather than derailing them, rather than diverting them, it actually focuses them”

([www.usatoday.com/news/education/2010-07-14-IHE-study-abroad-benefits13\\_ST....](http://www.usatoday.com/news/education/2010-07-14-IHE-study-abroad-benefits13_ST....))

# Impact of International Students

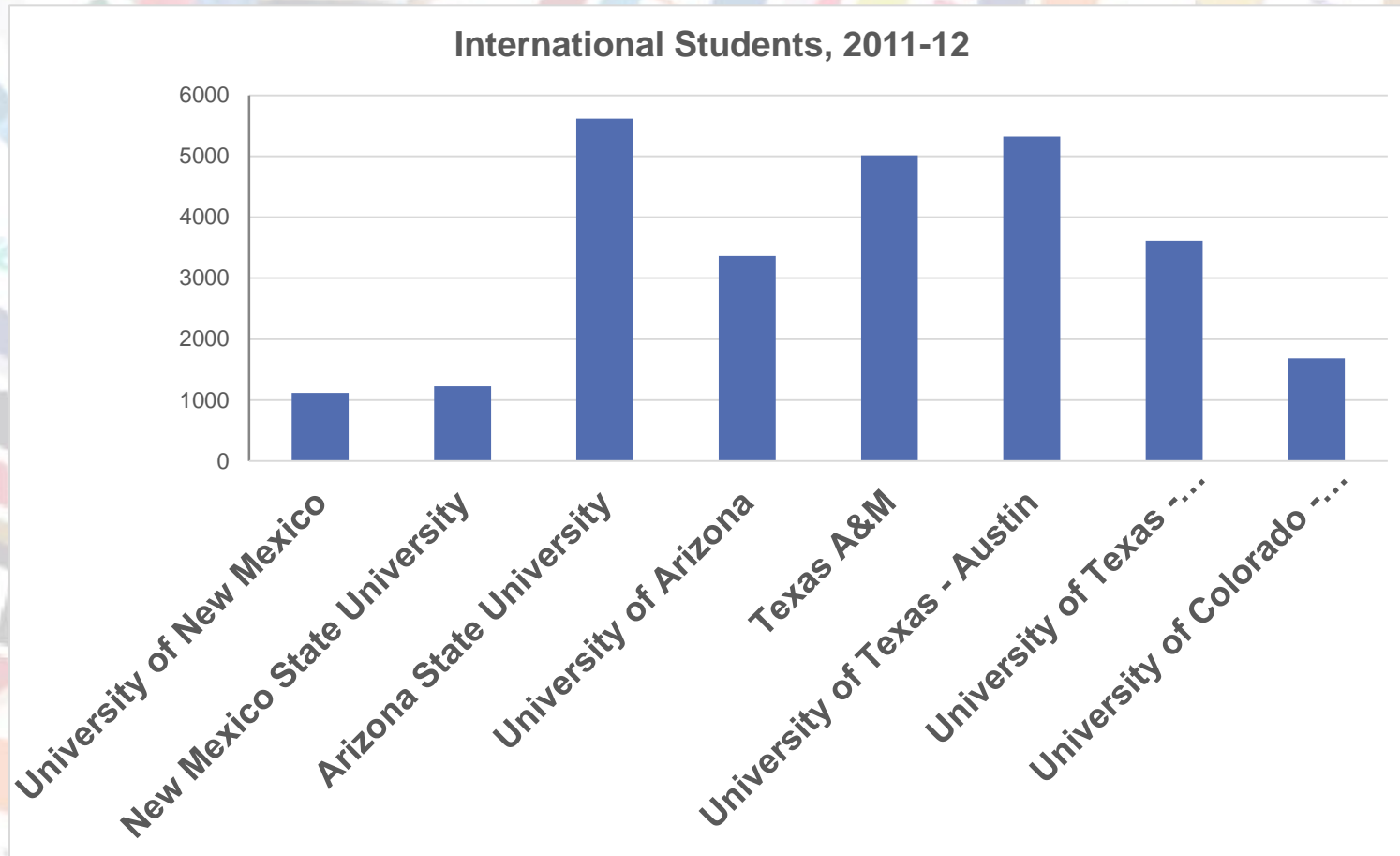
- A Duke University study: (Reported in *BusinessWeek* earlier this year) states that being in contact with international students, “not only improves American students’ foreign language and cultural skills but also has a positive impact on their cognitive development.”



# Economic Impact of International Students

- Financial impact—from Institute of International Education's Open Doors report, 2012
  - Financial impact of int'l students in the state of New Mexico was \$72.3 million. With 3,272 international students, we rank only 39<sup>th</sup> out of the 50 states.
  - California, the #1 state, hosted 102,789 students, with an enormous financial impact of \$3.2 billion dollars.
  - Arizona hosted 12,738 international students for an economic impact of \$321.4 million
  - Texas, with 61,511 students, benefitted economically at the level of nearly \$1.4 billion dollars.
- Long-term financial gain:
  - 76% of patents at the top 10 patent producing universities had at least one foreign born inventor; over 40% of Fortune 500 companies were founded by foreign born entrepreneurs; and a 2007 survey conducted by Inc. Magazine revealed that first-generation immigrants were on the founding teams of roughly 52% of all tech companies in California.
- Clearly, we need to be doing a better job of recruiting int'l students in NM

# Comparative Data on Incoming International Students



# The UNM Response to Comprehensive Globalization, continued...

- Established the Global Education Office, responsible for:
  - Creating a strategic plan and recruitment plan
  - Opening and operating a recruitment center in Beijing, China
  - Recruiting, admitting, providing immigration expertise for, and advising international students and scholars
  - Increasing study abroad opportunities
  - Supporting semester and faculty-led short term study abroad
  - Increasing and supporting international scholars at UNM
  - Enhancing global partnerships
  - Concentrating on international economic development for UNM, ABQ, and New Mexico

# Results in One Year

- Reorganized, staffed and professionalized the Global Education Office (GEO)
- Moved International Admissions to GEO
- Developed Strategic Plan for Recruitment
- 21% increase in new incoming international students, while domestic enrollment increased very slightly
- 40% increase in students in our ESL program, CELAC
- Relationships with overseas governmental funding agencies improved, resulting in the following enrollments:
  - Over 30 Brazilian students in the Scientific Mobility Program
  - 49 students sponsored by the Saudi Arabian Cultural Mission
  - Up to 50 graduate students sponsored by the government of Pakistan coming in 2014
  - First of many projected enrollments from Oman Spring of 2014
- Audited current partnerships undertaken and more strategic approach to development of new partnerships initiated
- Coherent processes developed for agreements

# International MOU Process

UNM Sponsor initiates & maintains relationship with partner institution

1. Sponsor ascertains if UNM already *has* an MOU w/ the target institution & follows UNM guidelines on “goodness of fit” of this relationship.

2. Sponsor creates document’s Draft 1 from template (template can be obtained from GEO website).

*Types/hierarchies of MOU’s:*

- >General “friendship” agreements
- >Exchange agreements
- >Blended degree programs, etc.

Document routed by GEO

1. Appropriate check-off routing is created per requirements of relationship.

2. Any changes required by approvers will be communicated to Sponsor & included by GEO representative.

3. Once final draft is prepared & approved, signatures will be obtained from administration as outlined in UNM signatory policy.

Signed document archived by GEO

1. Documents PDF’d & archived electronically. Available via password-protected access.

2. Sanitized templates available on GEO website for entire UNM community.

3. Red flags built into archived documents re expiration date in order to facilitate communication with partner for renewal or not.

# Results in 1 Year, continued...

- Established GEO's Advisory Board comprised of deans, faculty, staff, administration, and community members
- Meetings with each of the deans near completion
- Increase of 13% in UNM students studying abroad
- Close cooperation with LAll, STC, OGS, the ethnic centers, service units and other UNM related entities maintained
- Visits to each of the branch campuses initiated

# Results in 1 Year, cont.

- UNM invited to participate in high-level conversations regarding cross-border relationships at the government level (Spain, Mexico, China, etc.)
- Recruiting office opened in Beijing and plans for a potential office in Mexico underway
- High-level visits from international representatives have increased
- GEO has developed an effective protocol for dignitary visits now used by the university. We are beginning to be seen as the “protocol experts.”
- Global education at UNM is beginning to be included in conversations about economic development of Albuquerque

# Next Year's Goals

- Continue the increase in int'l enrollments, but in a refined, strategic manner consistent with deans' targets
- Continue the increase in study abroad numbers, especially in faculty-led, short-term programs
  - Provide support for faculty for these programs (work with deans)
- Monitor progress of Globalization Taskforce
- Develop strategic plan via the Advisory Board
- Improve environment for int'l students (International Student Barometer)
- Aggressively pursue opportunities in Latin America
  - Open center in Mexico
  - Submit proposals for 100,000 Strong in the Americas
  - Consider collaboration w/ NMSU on Quito Center
  - Strengthen current collaborations (UNM, IPN, Tec de Monterey)
  - Develop customized ESL programs through CELAC (especially On-line)
- Secure funding for study abroad scholarships
- Develop advising sheets for Study Abroad
- Complete risk management and emergency response protocols
- Place all MOU's & agreements in an online storage system
- Improve marketing and websites
- Improve data collection (work with Office of Institutional Analytics)



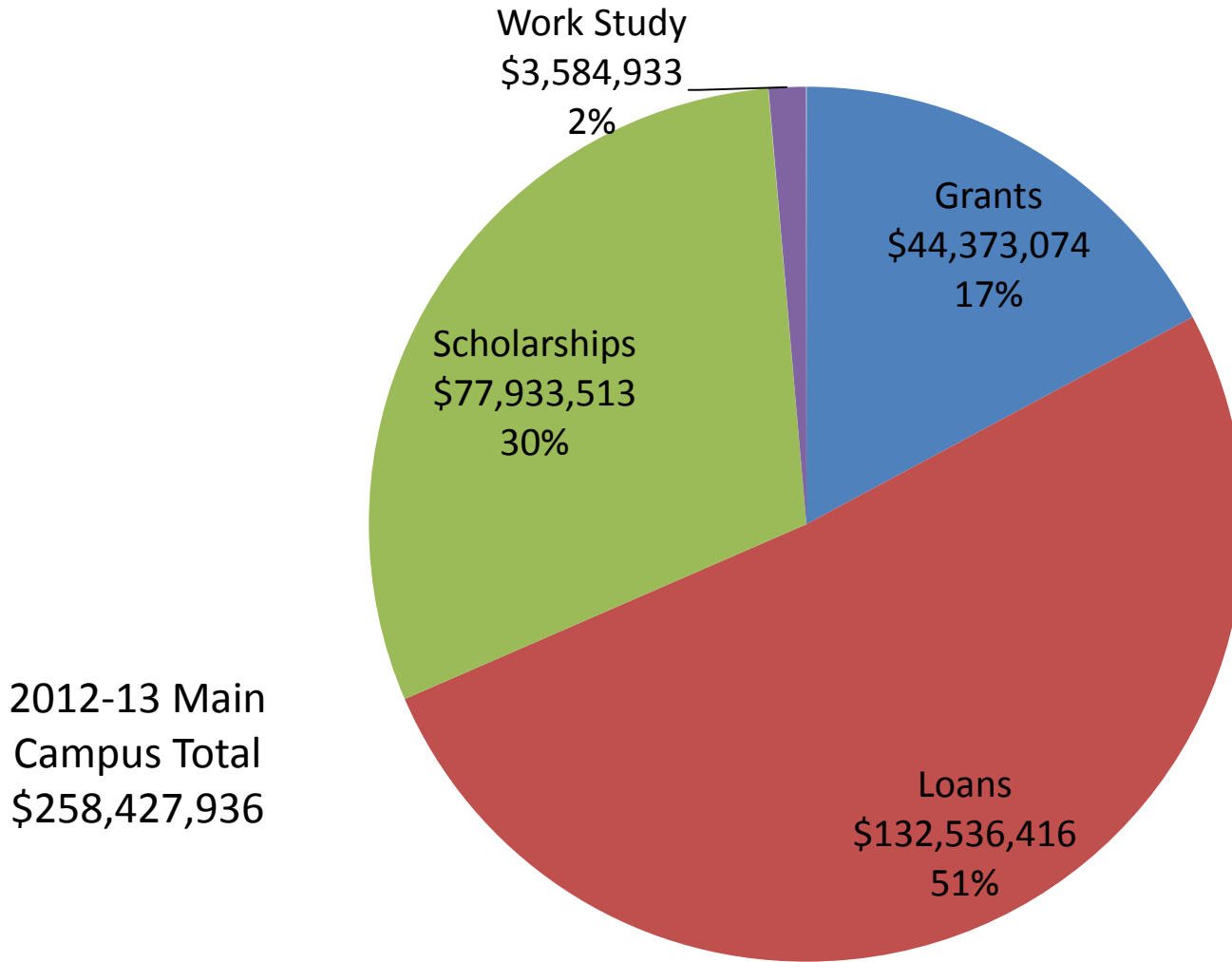


Dr. Mary Anne Saunders  
Special Assistant to the President, Global  
Initiatives

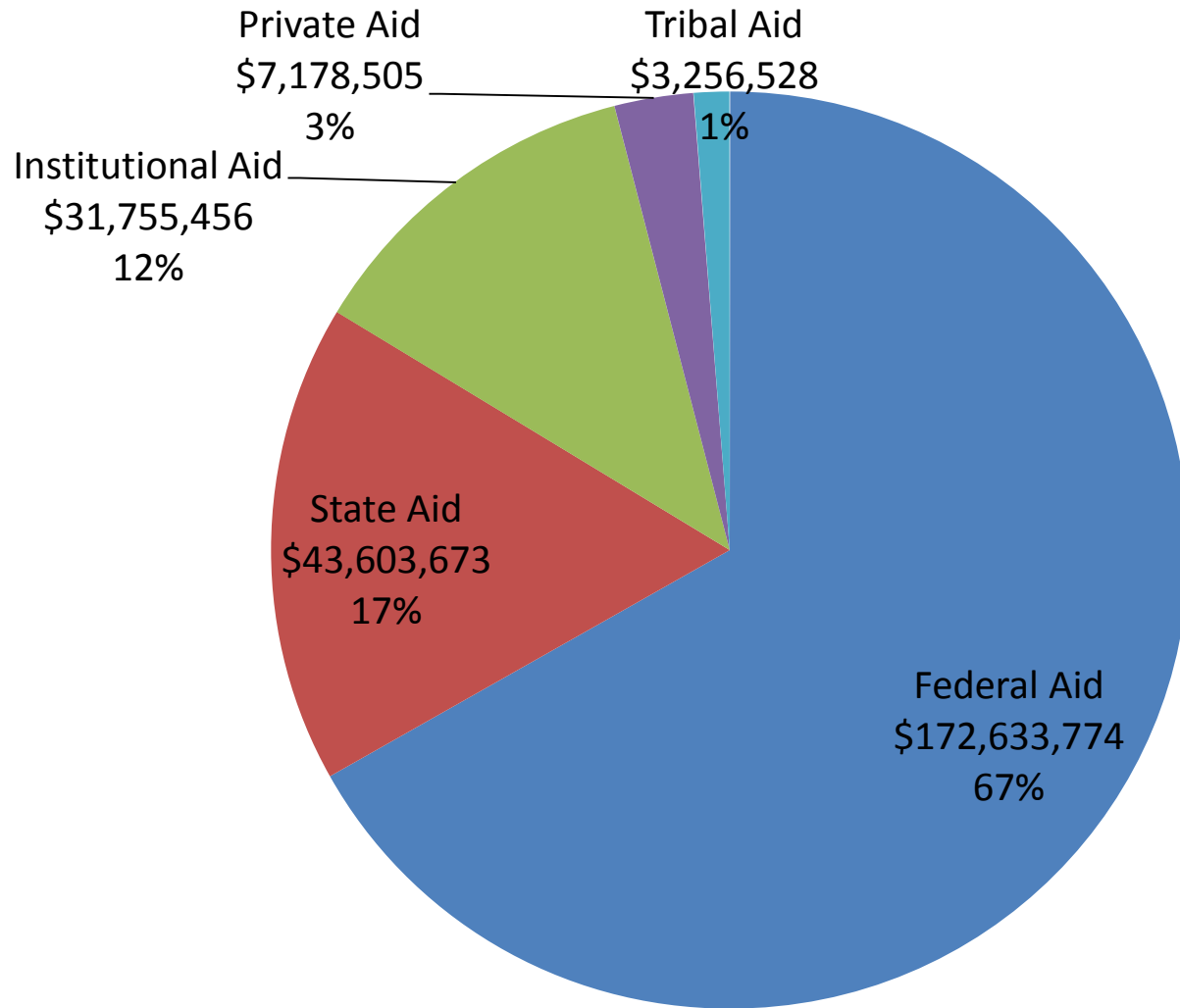
[masaunders@unm.edu](mailto:masaunders@unm.edu)

**THANK YOU**

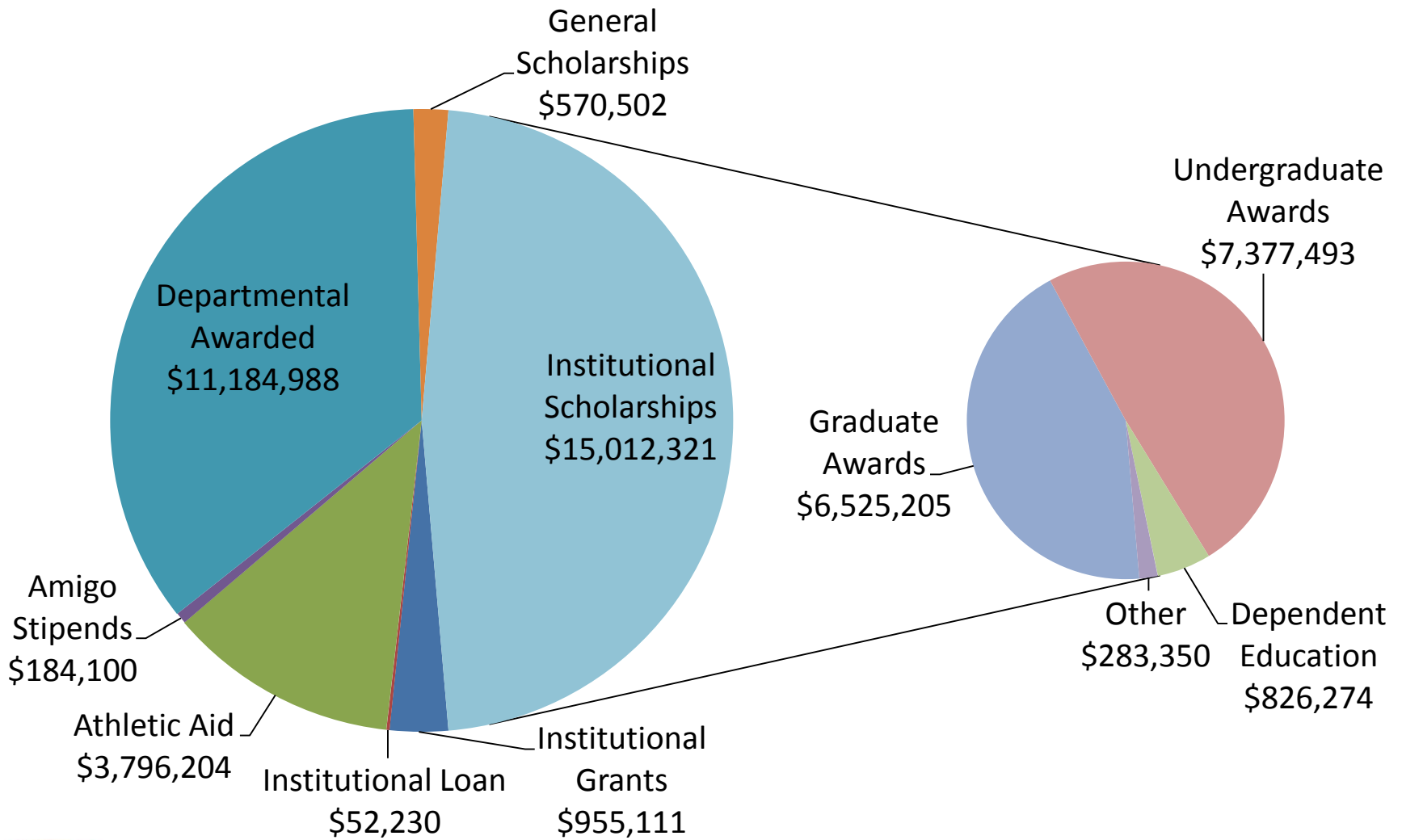
# UNM Financial Aid Overview by Aid Type



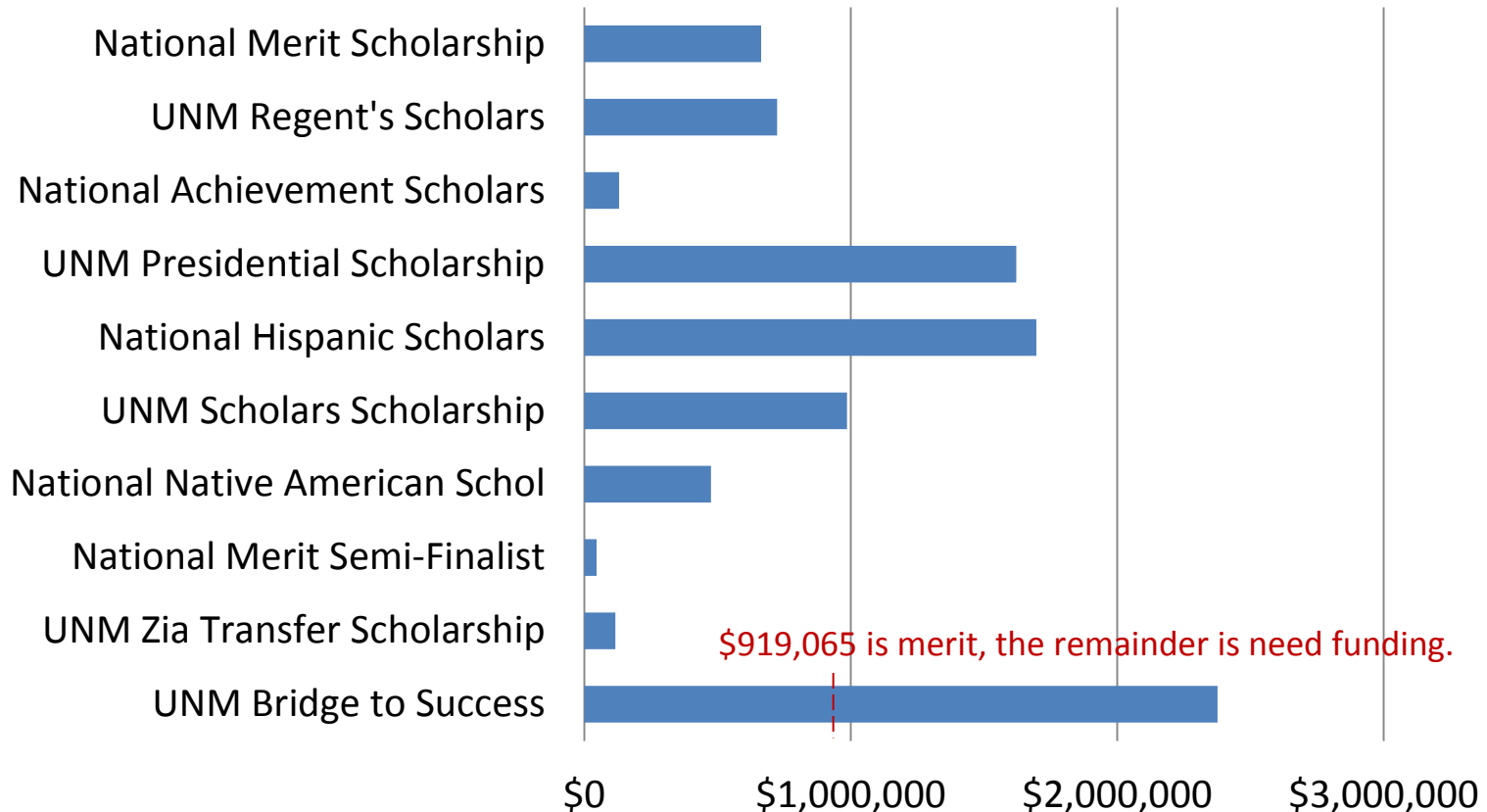
# UNM Financial Aid Overview by Aid Source



# Institutional Aid



# Undergraduate Scholarships



Creating Success Grants with the \$1.5 million of need-based Bridge funds and supplementing that with new need-based resources would help students who need it the most.

Institutional aid traditionally serves three purposes.

1. Contribute to student persistence and completion
2. Support university enrollment goals
3. Improve academic profile by attracting top students

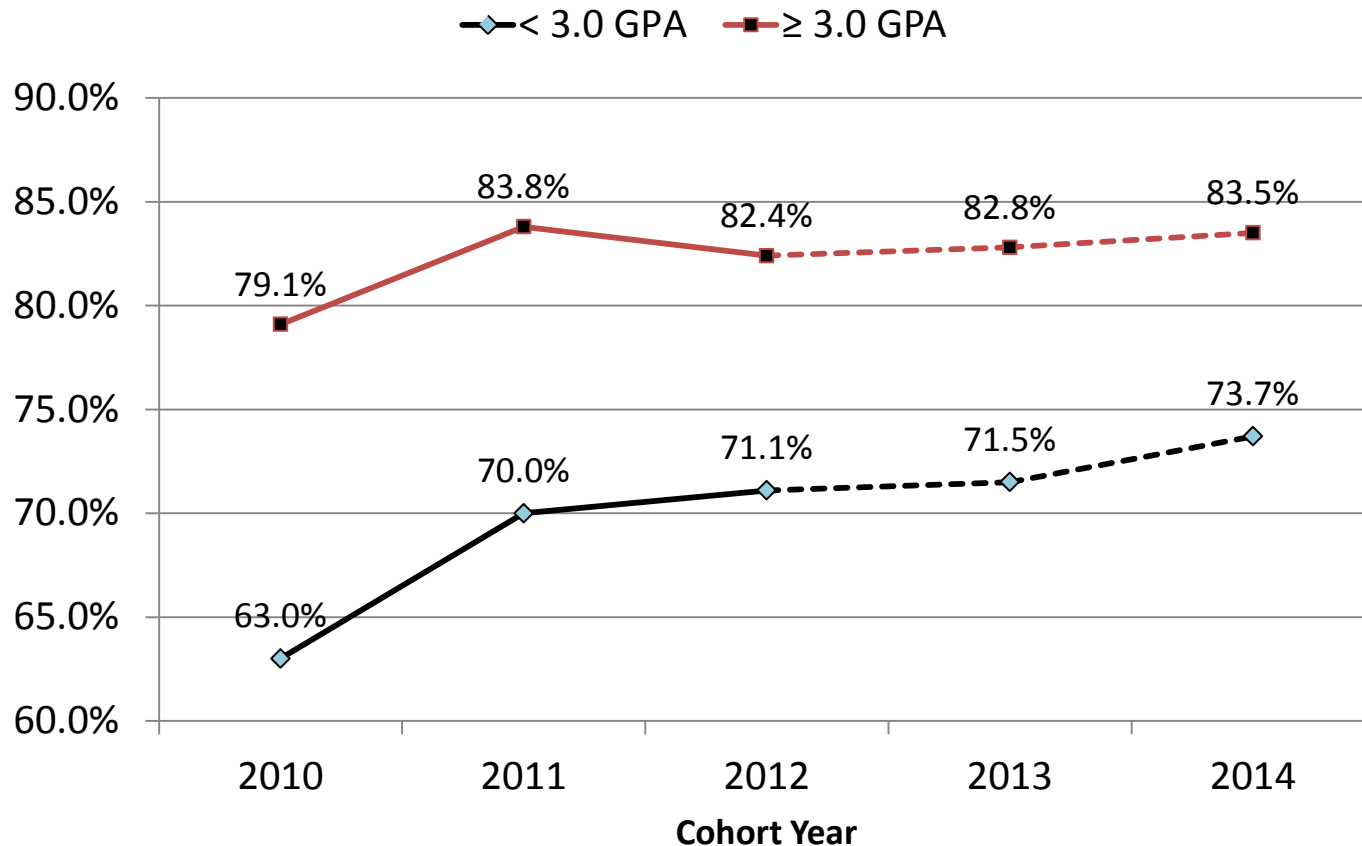
Ideally, the use of institutional aid integrates with all of these strategies.

# Factors that Influence Institutional Aid Changes

- Retention and completion rates for targeted students
- Student loan default rates
- Enrollment goals for top students
- Available resources

The first three factors are evaluated as the fall semester begins to utilize the most recent data.

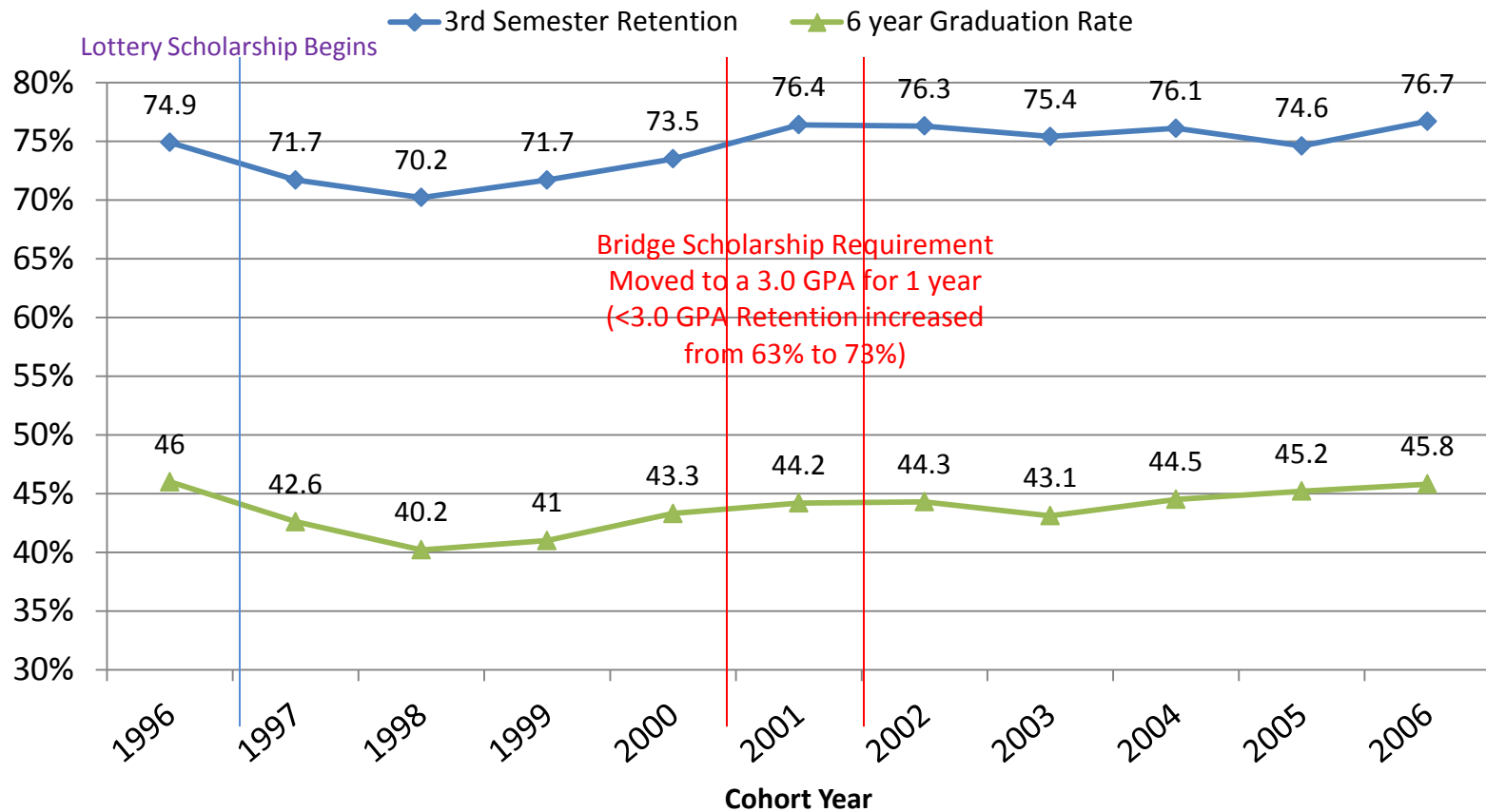
# Retention of Bridge to Success Recipients



The 2012 cohort data indicated a substantial slowdown of the < 3.0 GPA retention improvement. The 2014 cohort will need to be retained between 73% and 74% to meet the 80% overall goal. The graduation rate for < 3.0 GPA is 20 percentage points lower than the 3.0 and higher group.



# Prior Changes to Bridge Scholarship

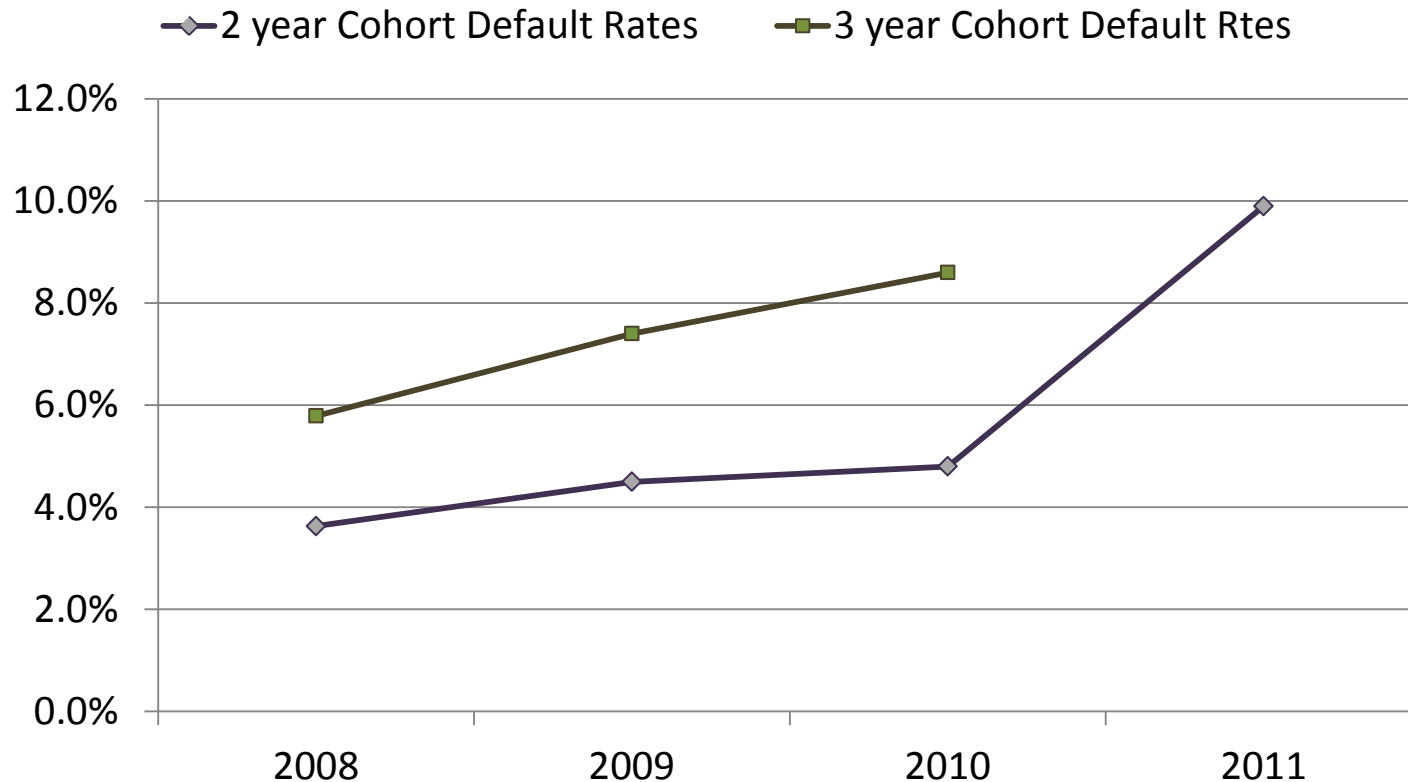


After the Legislative Lottery Scholarship arrived, it took UNM 5 years to reach the retention rate of the year before the Lottery (the year the Bridge requirement was raised) and 11 years to surpass the graduation rate of the 1996 cohort.



THE UNIVERSITY of  
NEW MEXICO

# Student Loan Defaults Impact All Students Receiving Aid and the Institution



The UNM 2 year cohort default rate doubled in this reporting cycle. 38% of the beginning freshmen on the default list were not retained to the 2<sup>nd</sup> fall.

# An Honors College Alone is not Enough to Recruit Top Students

- We made some gains in the priority goal of recruitment of top students due to enhanced recruitment efforts with Honors College and other Schools.
- However, best scholarship practices provide an early commitment of funds to students based on credentials at the time of application.





# STEM Gateway

## PROJECT FOR INCLUSIVE UNDERGRADUATE STEM SUCCESS

### PRIORITIES STATEMENT

The University of New Mexico STEM Gateway program seeks to increase the number of Hispanic and low-income students attaining STEM degrees. STEM Gateway initiatives focus resources on undergraduate science and math courses that serve as gateways to STEM degrees, and that traditionally have had low success rates.

### STEM GATEWAY INITIATIVES

- **Gateway Science and Math Course Reform:** Faculty-driven projects designed to change instruction and curriculum to better serve low-income and minority students. Each project team includes faculty from UNM and CNM working collaboratively on such areas as: course outcome plans, curriculum revision, in-class assignments, inquiry-based lab exercises, assessment instruments, and teaching resources.
- **Peer Learning Facilitators:** Peer-assisted collaborative learning activities in large gateway sections. The assistance of facilitators allows instructors to incorporate a wider variety of effective instructional strategies.
- **STEM Gateway Program Courses:** Courses that help students develop strong STEM learning skills, connect to their STEM departments earlier and understand the connections between STEM disciplines. Includes STEM Academies and STEM Student Interest Groups.
- **Data-driven Prioritization:** Data collection and analysis to assist UNM in better understanding the course-taking patterns and success rates of UNM students and CNM transfers in relation to STEM degree attainment. Specific research questions are posed and addressed through qualitative and quantitative methods. Data collection and analysis tools are built in collaboration with the Office of Institutional Research

### GRANT INFORMATION

The STEM Gateway program is funded through a U.S. Department of Education TITLE V grant, 2011-2016 (total anticipated funding \$3.82 million).

**WEBSITE:**

<http://stemgateway.unm.edu> or <http://unmstemgateway.blogspot.com>

**PROJECT DIRECTOR:** Tim Schroeder, 277-1761, [timschroeder@unm.edu](mailto:timschroeder@unm.edu)

### BY THE NUMBERS

22 UNM and CNM faculty members have collaborated in improving instruction in 6 STEM gateway courses, impacting more than 1400 students.

Students in redesigned CHEM 122 sections scored significantly higher on a standardized chemical concept inventory than students prior to the reform.

STEM Gateway has supported active learning by placing Peer Learning Facilitators in 82 sections of 11 STEM core courses, serving more than 1700 students.

Successful student completion ("C" grade or higher) for all students in PLF sections increased from 57.6% prior to STEM Gateway implementation to 61% after the first year.

STEM Gateway Program courses have supported more than 200 students in 22 sections of STEM Academies and STEM Student Interest Group courses.

**SELECTED RESEARCH FINDINGS**

Of all STEM bachelors degree earners in 2010-11, 41% completed at least one pre-calculus mathematic course at UNM.

American Indian students, Hispanic students, first-generation students and low income students are all less likely to graduate with STEM degree at UNM than their counterparts.

Women are only half as likely to go into non-health STEM as men at UNM, and once in they are 36% more likely to switch to non-STEM degree programs.



## Mission Statement

STEM UP Programs at CNM and UNM provide students with guidance, support and an academic pathway for STEM graduation.

## Project Goals

1. Increase number of Hispanics and other low-income students attaining degrees in the fields of STEM at CNM and UNM
2. Develop model transfer articulation and transfer degree agreements between two-year and four-year Hispanic Serving Institutions (HSIs) in STEM fields

## Project Accomplishments

### CNM and UNM Curriculum Alignment through Transfer Agreements

Transfer and graduation processes are expedited by aligning curriculum between institutions through the creation of sustainable transfer agreements and roadmaps for CNM and UNM degree completion.

- Eleven STEM degrees aligned for maximum efficiency and shortest time to graduation
- Fifteen common advising tools used at both institutions to increase consistency in advising transfer students

### Established Joint Advisory Council

Council is made up of stakeholders from both CNM and UNM that guide the creation and sustain accuracy of transfer agreements between CNM and UNM. Council consists of Faculty, Deans, Chairs, Advisors, Enrollment Management and Student Representatives from CNM and UNM.

### CNM and UNM STEM UP Centers

Build a transfer culture supportive of leaning and confidence in academic pursuits among STEM Students. Inform students of CNM & UNM STEM degree programs and pathways. Develop a transfer sending culture at CNM and a transfer receiving culture at UNM.

## Project Objectives in-progress

The STEM UP project has surpassed objectives of a 3% increase in enrollment, retention, and graduation in the STEM fields for target population at CNM. The project continues to strive towards reaching comparable objectives at UNM through fostering transfer and aligned curriculum and advising efforts to reduce time to graduation for transfer students in the STEM fields.

Expand model of transfer articulation and curriculum alignment to other institutions across the state.

Development of state wide transfer website

## STEM UP Funding

Title V grant, funded for five years (2011-2016) in the Anticipated amount of \$3.5 million by the U.S. Department of Education and authorized under Title III Part F, Section 371 of the Higher Education Act of 1965 as amended, Hispanic-Serving Institutions (HSI) STEM and Articulation Program Cooperative

## STEM UP Contact Information

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Faculty Presenter  
Academic/Student Affairs and Research Committee  
Thursday, October 31, 2013

Janie Chermak is a professor in the Department of Economics and also serves as chair. She is an applied micro economist who specializes in natural resource economics research. She earned a MSc. and a PhD in Mineral Economics from the Colorado School of Mines and a BA in geology from Western State College. Prior to earning her graduate degrees she was a practicing geologist focusing on uranium exploration and natural gas exploration and development. Before joining the faculty at the University of New Mexico in 1995, she was a member of the faculty at the Naval Postgraduate School. Since joining UNM her research has focused on various aspects of resource economics ranging from consumer issues in water, to common pool problems in invasive species, to production issues in natural gas. Her work is interdisciplinary in nature and often incorporates aspects of the physical sciences within a dynamic optimization framework. This has resulted in work that not only advances the discipline, but also provides a learning tool for students, and improved information for policymakers. Her current research focuses are on energy and climate change, water, and the economics of wildfire. Chermak is a member of the Water Resources Research faculty at UNM and team-teaches a course an integrated water modeling course, which incorporates dynamic hydrologic and economic models within a single framework. She served on the Committee on Understanding the Impacts of Selling the Helium Reserve for the National Research Council of the National Academies. She was also an invited member of the review panel for the Economic Sustainability Plan for the Sacramento San-Joaquin Delta of the Delta Science Project. She is currently an Associate Editor for *Water Resources Research*.