



UNIVERSITY OF NEW MEXICO

Improving Academic Advising:

A Progress Report Submitted to the Higher Learning Commission

January 6, 2011

Higher Learning Commission Progress Report

Improving Academic Advising

In their April 2009 “Report of a Comprehensive Evaluation Visit to the University of New Mexico,” the Higher Learning Commission site visit team requested that UNM furnish the Commission a progress report by January 11, 2011, “with focus on improving academic advising and specifically the student-advisor ratio.” The team’s concerns were stated as follows:

The University College Advising Center is seriously understaffed with a ratio of students to advisors in the college in excess of 770:1. The nationally recommended maximum is no more than 500:1. With student success and retention stated as among top university priorities, this situation needs immediate attention, particularly with the number of “first in family” and “at risk” population served by UNM. University Colleges often address these issues through such avenues as hiring more advisors, moving students more quickly into their majors, training and assigning additional staff across campus to advise University College students, etc.

The self-study states that, "Academic advising has historically been underfunded and indifferently managed at UNM, despite the fact that first-generation college students require disproportionately more of such services to succeed." Although a Provost's Committee on Advising was established in 2005-06 and the University has made progress in the past two years, significant issues remain evident. The number of advisors on staff in the University College Advising Center is inadequate to serve the large number of students advised through that office, resulting in unsatisfactory student-advisor ratios that are in excess of those recommended by the National Academic Advising Association (NACADA). Concerns are also evident regarding procedures (who may advise students on curricular matters); training for new staff; professional development opportunities for staff; communication among advisors across the university; and adequate space for advisor offices and private advising conversations with students. The progress report should describe the institution's progress in addressing these concerns and improving academic advising, and should specifically report progress on improving the student-advisor ratio in University College to recommended levels.

The goal of a progress report, according to the Commission, is “to receive specific, important information from the institution, track how it is progressing in coping with certain changes or challenges, or receive evidence that plans came to fruition.” We present the following in fulfillment of that charge.

Organization

Shortly after the HLC site visit to the University of New Mexico was concluded in April 2009, Provost Suzanne Ortega formed a high-level task force of advising directors, deans, and vice presidents, “to review and recommend revisions, if appropriate, to advising management or organizational structures to better integrate academic advising at UNM.”¹ The intent was to ensure that new resources devoted to improving advising (see “Resources” section on page 7) would be applied as effectively as possible. Chief among the group’s suggestions was the recommendation that the University College Advisement Center be placed under the direct authority of the Office of the Provost and that its director be given broad responsibility to coordinate academic advising efforts across campus.² This was seen to be an essential step in the improvement of new student advising in particular; for while most new students are by policy enrolled in University College, many receive their academic advising elsewhere.

UNM’s new University Advisement Center (UAC) model was launched in October 2009.³ At that time UAC Interim Director Vanessa Harris convened a management group consisting of all the units at UNM that advise new students.⁴

University Advisement Center	(15.0 FTE)
Department of Athletics	(6.0 FTE)
College Enrichment and Outreach Programs	(6.0 FTE)
El Centro de la Raza	} (1.0 FTE)
African American Student Services	
American Indian Student Services	

The group’s first product was the development of a freshman advising protocol that codified academic information to be given to all new students regardless of where they received their advising.⁵ As a result, UNM’s ratio of new students to advisors has been significantly improved, despite the enrollment surges adding to the rolls of University College:⁶

University College Headcount (Fall 2010)	9,390
UAC Management Group Advisors	<u>28</u>
Student:Advisor ratio	335:1

¹ Appendix A, “Advising Structure Task Force,” 12 June 2009.

² Appendix B, “Revised Recommendations for Advising Structure,” 26 August 2009.

³ Appendix C, “Launching the University Advisement Center,” 19 October 2009.

⁴ The FTE figures in this list represent the number of staff in each unit who actually advise and register University College students for their classes, as of January 2011.

⁵ Appendix D, “UAC Management Group 2010.”

⁶ University College headcount at the time of the HLC site visit in April 2009 was 6,132.

Staffing

UNM has invested heavily in new advising positions in FY 10 and FY 11, despite hiring freezes and even cutbacks in other areas.

In Fall 2009, Provost Ortega invited proposals from all main campus colleges and schools for new advising positions that would (1) create more “seamless” advising systems, (2) increase overall advisor-student ratios, (3) improve the quality of academic advising, or (4) fill advising “gaps.”⁷ A total of nine positions were authorized as follows:

Anderson School of Management	1.0
College of Arts and Sciences	3.0
College of Education	1.0
College of Fine Arts	1.0
University Advisement Center	
Operations Manager	1.0
Training Coordinator	1.0
Dual Enrollment Coordinator	1.0

Of particular note in this context are the 3.0 FTE added to the University (formerly University College) Advisement Center. The operations manager (who also sees students) frees the director of UAC to focus more on campus-wide initiatives, and the training coordinator represents a significant commitment to professional training and development (addressed in the following section).

Fall 2010 saw a comparable increase in the FY 11 budget for advising. Additional advising positions were given to:

Anderson School of Management	1.0
College of Arts and Sciences	1.0
College of Education	.5
Enrollment Management	2.0
University Advisement Center	2.0

In total, 15.5 new FTE have been allocated to UNM’s advising ranks in the past two years. The 5.0 FTE added to the UAC represents a 22% increase in the total number of advisors involved in new student advising, and a 50% increase in that unit alone. That in turn has allowed the UAC to make individual advisor assignments based on student academic interest for the first time in the history of University College – a significant process improvement.

⁷ Appendix E, “Recommendations for Advising Improvements and Allocations,” 1 June 2009.

Professional Training and Development

Responsibility for the training, orientation and professional development of academic advisors at UNM has typically been lodged in each individual advising unit. In the past three years, however, the University has made dramatic strides in centralizing support and oversight of these critical functions.

- (1) **Training.** Academic advising has always required a unique mastery of both technical process and personal communication. The former, in particular, has become ever more critical with the implementation of increasingly sophisticated and complex information systems.

Until one year ago, training advisors on UNM's information systems was conducted by senior advisors in units across campus, in whatever time they could spare for the task. Now the university has a full-time staff member dedicated to developing and providing this training to any advisor hired in any unit across the university. The training is mandatory for all new advisors.

- (2) **Orientation.** Recognizing the need for orientation that went beyond technical competence, UNM's Provost's Committee on Advising (PCA) has developed a roster of workshops and training opportunities now published as an advisor "Passport."⁸ The PCA leadership reviews the contents of the passport at least semi-annually to ensure that it is current and that new advisors have appropriate access to the events. Registration in these workshops is automatically noted in the employee's file via UNM's central staff development system, "Learning Central."

- (3) **Professional Development.** For the past three years, UNM has centrally supported advising staff attendance at national conferences like NACADA, NASPA, et. al., by offering to match departmental contributions to employee travel. We have also subsidized the registration fees of advisors wishing to attend the annual New Mexico Higher Education Assessment and Retention (NMHEAR) Conference, a well-regarded regional professional event.⁹

With the help of Title V program funds, the University has also institutionalized a semi-annual professional development event for academic advisors across the UNM system. These "Advisors Institutes," as they have come to be known, furnish occasions for advisors to attend workshops and participate in hands-on learning sessions on a variety of topics directly applicable to their work.¹⁰

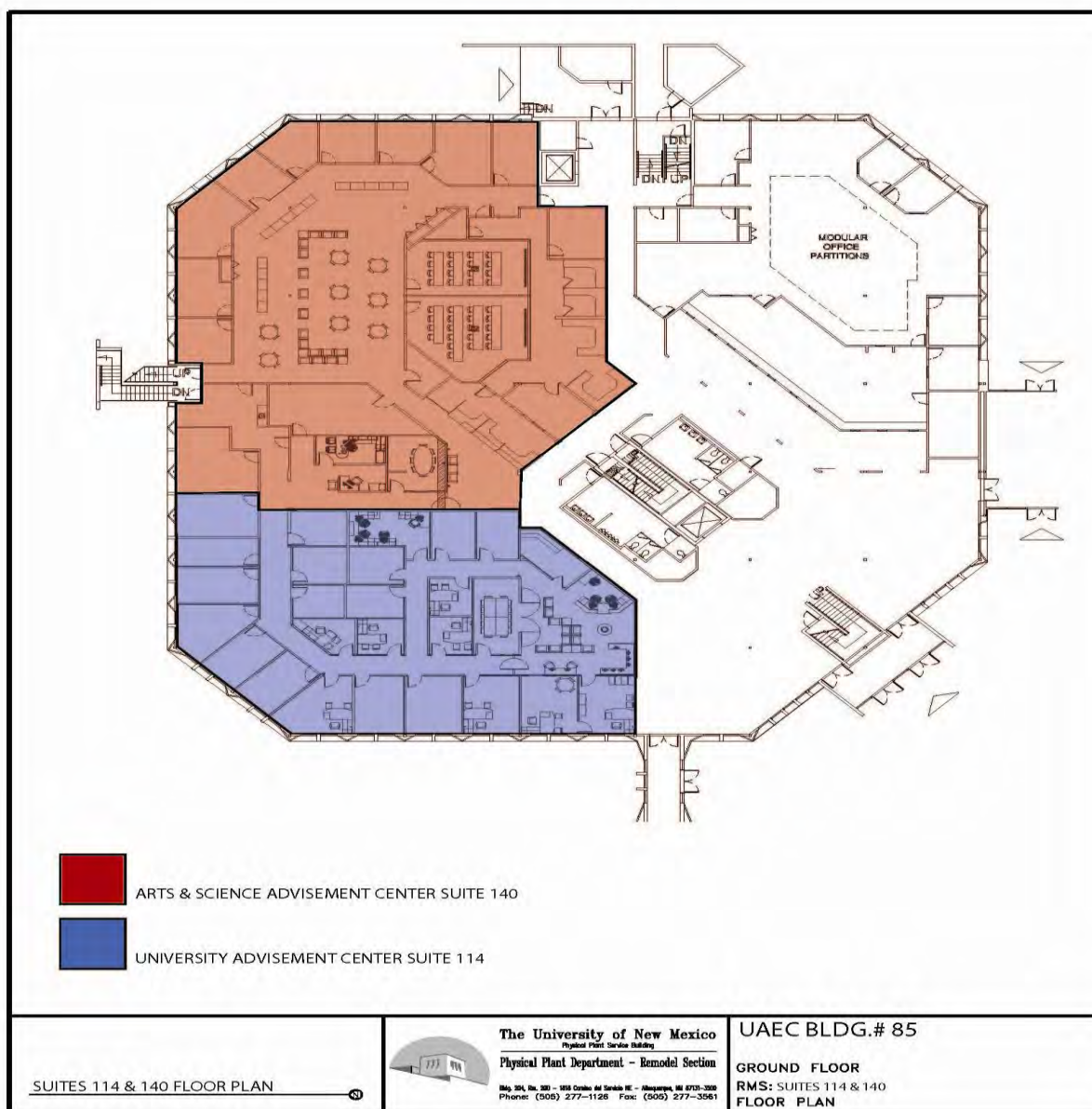
⁸ Appendix F, "Advisor Passport 2010."

⁹ Appendix G, "New Mexico Higher Education Assessment and Retention Conference 2010 Conference Program."

¹⁰ Appendix H, UNM's "Fall 2010 Advisors Institute."

Facilities

In Spring 2010, a broad reorganization of administrative spaces at UNM afforded an opportunity to significantly improve the physical space available for academic advising. A University Advisement and Enrichment Center (UAEC) was created by completely renovating the first floor of a building previously devoted to Student Services. The new UAEC co-locates the staffs and services of not only the UAC, but of the College and Arts and Sciences as well, allowing the two units to share space and in some cases administrative support, create adequate spaces for both private and group advising sessions, and provide one-stop advisement services for over $\frac{3}{4}$ of UNM's undergraduate student body. Representatives from the other colleges and schools are also present at the Center on a rotating basis.



Technology

Three substantial advances in advising information technology have contributed to improved quality and access to UNM advising in the past twelve months.

- (1) **Lobo Trax.** In February 2010, UNM implemented an electronic degree audit system named LOBO Trax. Based on software developed at Miami University,¹¹ LOBO Trax is a highly interactive and graphical degree audit system that presents a student's current progress toward his or her declared major, encourages planning future schedules via a "shopping cart" feature, and even models alternative degree choices and paths at the student's discretion. With full access to this information, students and advisors can focus on more substantive questions and make much better use of their time together.
- (2) **Live Chat.** In June 2010, UNM's University Advisement Center and College of Arts and Sciences implemented an online "Live Chat" advising service. Monday through Friday, 8:00 a.m. to 5:00 p.m., students can login and gain immediate access to an advisor for assistance with either general or specific advising questions. The substance of each exchange is documented and a tracking number assigned, to review if needed for follow-up advising sessions. Our current plans are to expand Live Chat in Spring 2011 with other units participating.
- (3) **AdvisorTrac.** By September 2010, all units that advise new students at UNM had made a transition from their stand-alone databases to adopt a common web-based advising and management system called AdvisorTrac. AdvisorTrac is a secure and searchable database of all advisor-student interactions; so that for the first time, every advisor has the capacity to enter comments and information that will become part of each student's permanent record, and be instantly accessible to any other authorized advisor at UNM. AdvisorTrac also fills a significant student need through a feature that enables students to schedule their advising appointments online. This is a strong inducement to advance planning while at the same time reduces wait times on walk-in days. (The 15 individual advisors in the University Advisement Center are currently booked two weeks in advance, on average.)

¹¹ Miami University has now sold their software development unit, "redLantern," to College Source, Inc.

Resources

Like every other public university in the nation, UNM has faced extraordinary financial challenges and budget pressures during the past two years. The University's Instructional and General¹² base budgets have been reduced by some \$9 million over the past two years, with further cuts of at least that magnitude projected for FY 12. In light of those constraints, the additional funds the university has allocated to academic advising are a clear testament to its priority at the institution. In total, the cash (i.e., not including "in-kind" calculations of time) additions made to fund the activities described above are the following:

Recurring funding for new advising positions	\$ 500,000 (FY 10)
	\$ 500,000 (FY 11)
Facility renovations	\$ 140,000
Technology investments (software and implementation)	\$ 60,000
Grand Total	<u>\$1,200,000</u>

Conclusion

Improving academic advising has been a presidential priority at the University of New Mexico each of the past two years.¹³ The substantial commitments of time, attention, and resources described in the above narrative are clear evidence of the seriousness with which the entire university has responded to that priority. Of course the ultimate payoff of improved student persistence and success, will take more time to manifest itself. But we believe the activities we have undertaken in response to the HLC 2009 Report of a Visit have firmly positioned the university to provide its students with the services and support they require, and deserve.

¹² "Instructional and General," or "I&G," is New Mexico's terminology for what are generally referred to as "E&G" expenditures elsewhere.

¹³ Appendix I, "UNM President's Work Plan for FY 10," p. 2; and "Key Dashboard Indicators of Progress Toward UNM Presidential Work Plan FY 2010-2011," p. 2.

APPENDIX A

Advising Structure Task Force



Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: 12 June 2009

To: Vanessa Harris, Manager, University College Advisement Center
Mark Ondrias, Associate Dean, College of Arts & Sciences
Amy Wohler, Interim Dean, Anderson School of Management
John Cornish, Operations Director, Extended University
Jennifer Gomez-Chavez, Director, Title V Initiatives
Tracy Hart, Customer Support Manager, Information Technology Services
Henry Villegas, Manager, Athletic Academic Advising
Jenna Crabb, Director, Career Services
Terry Babbitt, Associate Vice President for Enrollment Management
Josi De Leon, Vice President for Equity and Inclusion

From: Wynn Goering

Re: Advising Structure Task Force

The purpose of this memo is to invite your participation on an “Advising Structure Task Force,” to address the following charge authorized by Provost Ortega:

“To review and recommend revisions, if appropriate, to advising management or organizational structures to better integrate academic advising at UNM from pre-college through career services. Recommendations should be complete by August 15, for any FY 10 allocation or subsequent budget development impacts they might have.”

As you all know, this is part of a larger effort to improve advising at all levels; but the task of this group is to be very specific. Our focus is to be on the organization and management of advising at UNM: in other words, on how we might better deploy the resources we have. The charge, of course, assumes that we are not now optimally organized:

- Members of the HLC Site Team were “appalled” (their word) by the student-advisor ratio in University College, which they calculated at 770 to 1. They got this figure by dividing the number of students enrolled in University College (7,7000) by the number of advising positions budgeted and directly managed in the UCAC (10). Yet the number of advisors that serve underclassmen at UNM is perhaps twice that,

housed in many other units across campus: the College Enrichment Program (CEP), the Athletic Department, Enrollment Management, grant-funded advising programs, et. al. If this network of advising units is invisible even to the HLC, how do we know it's working effectively?

- “Lack of career advising” is a very common complaint at UNM. Yet the Office of Career Advising has a staff of 10+ FTE, maintains a robust website (www.career.unm.edu), and provides support for everything from resume-building to professional networking. What's the reason for the gap between these activities and the campus's awareness of them?
- Some 2,000 students – 40% of each year's new student cohort at UNM – are transfers. Yet until 2005 there were no advising positions dedicated to them. Since that time we have had a 3.0 FTE “Transfer Team,” but still no structure to support them, with mixed results.

This list is by no means exhaustive, but I believe it highlights the major issues needing our consideration. With that as background, then, here's how I would like to proceed.

I suggest that the Advising Structure Task Force meet three times over the next two months, to undertake the following:

1. Late-June – review and revise initial principles (attached).
2. Mid-July – consider alternatives.
3. Early August – finalize recommendations.

On this timeline we will obviously not be able to consider much detail. Our task is to conceptualize better ways of doing things, not operationalize them. The provost, ultimately, will select whatever recommendations she feels are worth pursuing in more administrative detail.

One final note. Though we gave quite a bit of thought to the mix of people and the range of expertise needed for this task, I didn't ask about anyone's actual availability. So if for any reason you feel you cannot participate, please let me know and I'll try to find someone else to represent your area. Meanwhile, thanks for your consideration. My office will be in touch soon to set up our first meeting.

Xc: Suzanne Ortega

Attachments:

“Process for Advising Recommendations,” 1 June 2009

“Principles for ‘Seamless’ Advising,” 12 June 2009

APPENDIX B

Revised Recommendations for Advising Structure



Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

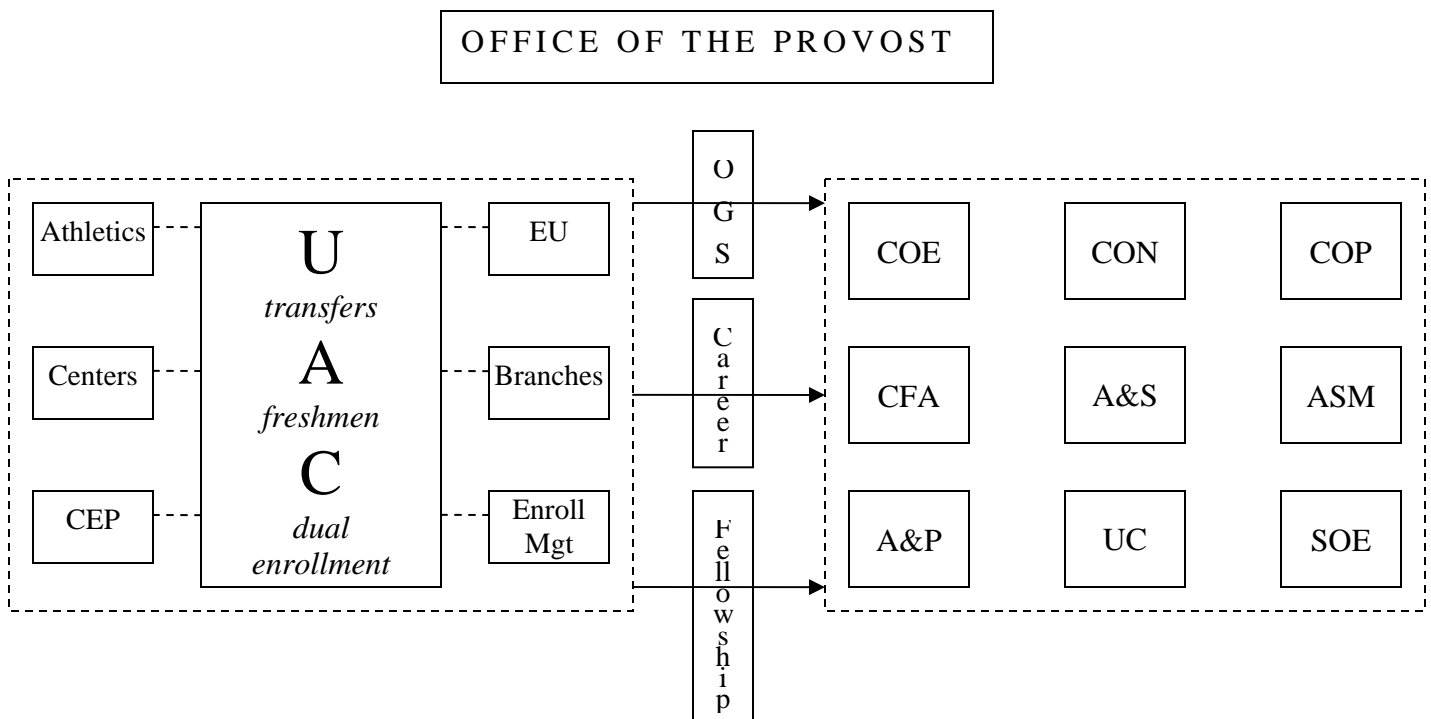
Date: 26 August 2009

To: Suzanne Ortega, Provost

From: Wynn Goering

Re: Revised Recommendations for Advising Structure

At the Dean's Retreat earlier this month, the recommendations of the Advising Structure Task Force were discussed at some length. The following revision is based on that discussion and a request for more detail.



Provost's Committee on Advising

STRUCTURE

To recap: the dotted lines represent management relationships. The Task Force envisioned two management groups: the entry/pre-major group, anchored by a University Advisement Center; and the major/college group. Career Services and national fellowship / graduate school advising are placed between the two groups, to illustrate our sense that these kinds of advising need to happen early in students' UNM careers in order to be effective. The Provost's Committee on Advising would continue its role and focus on broad policy and professional development for both academic and student affairs advising units. We would also envision a committee of the whole, comprising the leaders of all advising units at UNM, to meet for input into any issues of system-wide consequence.

The consensus of the Task Force was that a University Advisement Center (UAC) would function best as a stand-alone unit in Academic Affairs, reporting to the Office of the Provost. Structurally, the UAC would be much like the present UCAC, with these additions:

1. The UAC would contain the current cohort of "pre-major" advisors, with the positions budgeted and managed there as well.
2. Transfer students would also be advised in the UAC, probably by means of a designated cohort or program.

MANAGEMENT

The UAC will be managed by a Director of Advising, whose primary responsibilities will be the following:

1. Administrative responsibility for the UAC. (Day-to-day operations and oversight would be coordinated by a senior staff member in the UAC.)
2. Development and oversight of academic advisement protocols for entry-level advising (i.e., all advising done in the units comprising the entry/pre-major group).
3. Initial training and orientation of academic advisors in all units, including colleges and schools.
4. Development and coordination of advising technologies to be employed in all units.
5. Dissemination of advising best practices (in concert with the Provost's Committee on Advising).

The advising units in the colleges and schools would remain intact. The Director of Advising and Vice Provost would convene their respective directors as needed to discuss issues of common concern. In the event there were items that could not be addressed by a consensus of the group they would be referred to the provost and deans for final disposition.

APPENDIX C

Launching the University Advisement Center



Office of Provost and Executive Vice President for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: 19 October 2009

To: UNM Advisors

From: Suzanne Ortega

Re: Launching the University Advisement Center

As many of you heard at last month's Advisors' Institute, we have been working hard to improve the organizational structure that supports our academic advising efforts at UNM. I am pleased to report that we've continued to make good progress, and are ready to launch the first stage of our UNM University Advisement Center (UAC) pilot.

To recap: the University Advisement Center will be a slightly modified version of the current University College Advisement Center. It will employ the UCAC's present staff, including the pre-major positions, and will continue to be the primary advisement unit for new students at UNM. As of today its director, Vanessa Harris, will take on the title of interim director of the new UAC, and in that role will report to Vice Provost Wynn Goering in the Office of the Provost. (In this pilot year, however, all the other advisor lines will remain in the University College budget structure.)

The goal of these changes is not to centrally control our many advising programs at UNM, but rather, to anchor them around a centralized unit in an effort to better coordinate what we do. Some of that will entail the use of common advising tools, like AdvisorTrac or "LoboTrax," the new interactive degree audit. Some will be the result of more uniform training and professional development that will be one of the UAC's charges. Most important, I think, will be a series of conversations Vanessa will be initiating with all the advising units, to develop a consensus understanding of those elements that ought to be common to all our efforts.

At the same time we're making these organizational changes, we're also going to be remodeling the physical space in the Student Services Center to accommodate the advising staffs of the UAC, the College of Arts and Sciences, and on a rotating basis, representatives of the other main campus colleges and schools. Then we'll hold a grand opening for the new "University Advisement Center – The Building" when it's completed in January.

Finally, we're adding additional human resources to the equation as well. Last week we authorized a total of 10 new advising positions in the College of Arts and Sciences, College of Fine Arts, Anderson School of Management, College of Education, University College, and the UAC. In a time of extreme financial constraints, that is a very substantial indicator of the university's commitment to strengthen this critical function.

Taken one at a time, the steps outlined above are quite modest. Only one reporting line is being changed (that of the UAC director) and no budgets are being altered (apart from personnel additions). But we hope that the net effect of these efforts will be a UNM advising system that is more seamless, more comprehensive, and more supportive of our students' efforts to accomplish their academic goals. Each of you remains key to that broad objective, and so I thank you again for the hard work you've done and will continue to do on behalf of the students of the University of New Mexico.

APPENDIX D

UAC Management Group 2010

VAC

Management Group

2010



Website: <http://advisement.unm.edu/>

Email: uac@unm.edu

Facebook: www.facebook.com/advisement





Mission Statement

To collaborate with the diverse UNM community in a dynamic learning environment, in order to assist students in meeting their educational goals while providing tools and strategies to ensure lifelong learning.

Value:

- Advisors are responsible for developing a relationship of trust and respect.
- Advisors are responsible for guiding students in realizing their personal, academic and career goals.
- Advisors are committed to being accessible, timely and conveniently available.
- Advisors are responsible for providing accurate and timely information.
- Advisors are responsible for connecting students to appropriate resources.
- Advisors are committed to building a collaborative community that works to foster student success.
- Advisors are committed in recognizing and responding to the individual needs of the student.
- Advisors are committed to instilling in students a sense of responsibility and ownership for their education.
- Advisors are responsible for assisting students in understanding the purpose and goals of higher education and its effects on their personal lives and future.

Goals:

- Provide a dynamic learning environment
- Help students clarify educational, career and life goals
- Assist students in developing attainable educational plans
- Assist students in recognizing and overcoming educational and personal obstacles
- Help students select appropriate courses and educational enhancements (e.g., FACs, honors, study abroad,)
- Help students interpret University and School/College policies and procedures
- Enhance student awareness about educational resources available (e.g., tutoring, internship, fellowship, scholarship, research opportunities)
- Assist students in self evaluation of their progress towards established goals
- Assist students in the development of decision-making skills
- Reinforce student self-direction and active participation in their educational journey



Advisors provide:

Advocacy

Direction

Values

Inspiration

Support

Outreach

Resources





UNM

UAC Management Group




THE UNIVERSITY of NEW MEXICO

Freshman Year Checklist For Students

☐ Before Your First Semester

- ☐ Create your NETID- <https://my.unm.edu/cp/home/displaylogin>
- ☐ Register for New Student Orientation <https://secure.vzorientation.com/unm/>
 - o Complete My Course Placement
- ☐ Verify that UNM has all necessary documentation
 - o AP credit
 - o Transcripts from other colleges (dual/concurrent enrollment credit)
 - o Final high school transcript
- ☐ Complete housing process <http://housing.unm.edu/>
- ☐ Take compass exams (if needed) <http://test.unm.edu/compass.htm>
 - o Take your language placement exam if you plan to take German, Spanish, or French during your first semester
- ☐ Obtain a curriculum sheet for your major from UAC office or UAC website <http://advisement.unm.edu/>
- ☐ Review financial aid award letter
- ☐ Sign up for Freshman Family Day <http://ffd.unm.edu/>
- ☐ Get involved

☐ First Semester

- ☐ Familiarize yourself with One-Stop <http://www.unm.edu/admissions/>
 - o Admissions
 - o Records and Registration
 - o The Scholarship Office
 - Nationally Competitive Scholarship
 - Center for Academic Excellence and Leadership Development (CAELD)
 - o Financial Aid
 - o Student Employment
- ☐ Review Advising Syllabus and all course syllabi - <http://advisement.unm.edu/>
- ☐ Create MyPage NetID - https://mypage.unm.edu/mod/invite/forgotten_password.php
- ☐ Familiarize yourself with campus resources
 - o Advisement - <http://advisement.unm.edu/advisement-sites/index.html>
 - o Support Services
 - o CAPS - <http://www.unm.edu/~caps/>
 - o Office of Equity and Inclusion - <http://diverse.unm.edu/>
 - o College Enrichment & Outreach Programs - <http://ceop.unm.edu/>
 - o Success Seminars/workshops
- ☐ Sign-Up  for LoboMobile at <http://it.unm.edu/lobomobile/>



- ❑ Get Involved | <http://www.unm.edu/~sac/>
 - Explore a Major Fair - October 6, 2010
 - Participate in Research Quest Day – <http://explore.unm.edu/> November 17, 2010
 - Participate in the Research and Creativity Conference – <http://explore.unm.edu/> April 5, 2010
- ❑ Next Semester Advising holds populate the week of September 20th
- ❑ Find your registration date for the following semester on the registrar's office website- October
 - Visit with your advisor for hold removal
 - Take a proposed schedule to your advisement session
- ❑ Run your LoboTrax Audit from LoboWeb
 - This will assist you in planning your schedule for next semester
 - IS course(s)
 - UNM core
 - Course(s) for major
 - Course for minor (if applicable)
 - Honors
- ❑ Meet with your advisor to plan and register for your next semester schedule
 - Review your intend major requirements
 - Review your course selections for the next semester
 - Go prepared with questions: click on link

❑ Second Semester

- ❑ Class schedule should include:
 - Final IS courses (if applicable)
 - UNM core
 - Course(s) for major
 - Course(s) for minor (if applicable)
 - Additional requirements for degree-granting college
- ❑ See UAC advisor- bring list of questions
- ❑ Schedule an appointment with your department advisor (see UAC website <http://advisement.unm.edu/> for details)
 - Obtain suggested graduation strategy
- ❑ Ask your advisor about summer course options and
- ❑ Connect with Career Services- www.career.unm.edu
- ❑ Check overall status and eligibility requirements for financial aide- www.finaid.unm.edu
- ❑ Be aware of important dates, i.e. admission and grading deadlines and students registration date- www.unm.edu/~unmreg/acadcal.htm



I Feel Home Sick

- Look for peers who come from the same area as you, and reminisce. Talking about home may be difficult at first, but finding someone to share the good memories with will help the melancholy go away fast.
- Find a way to do something each week that makes you feel at home. It could be anything from a call home, to a bike ride, to a church service.
- Explore your new surroundings! Each week, take advantage of your new home. Do something that you couldn't do back home or have never done before. Check out a museum, take a hike, visit state parks or take a salsa lesson.
- Join a club or student group to utilize your free time. Try to get out of your room and meet new people.
- Decorate the place you live. The cozier it is, the more at home you will feel. Put up pictures of your family and things that you love about home.

- More information:

<http://www.suite101.com/content/college-students-and-homesickness-a21348>

<http://www.universityparent.com/unm/2010/08/20/homesickness-what-it-is-and-how-to-deal-with-it>

<http://www.cnn.com/2010/HEALTH/08/16/homesickness.not.about.home/index.html?hpt=C2>

I Want to Connect With My Professors

- Attend instructor office hours. All UNM instructors hold office hours, and they really want you to show up! Office hours aren't just for homework help or syllabus questions; ask them about their education, their research or their experiences at UNM. Some instructors even hold their office hours at CAPS, so you can sit with them in the drop-in lab and ask questions.
- *Get to know your Teaching Assistants.* It can be very beneficial to get acquainted with your teaching assistants for large lecture style classes. Teaching assistants can help you with assignments, and can take questions or concerns to the instructor of the class. Furthermore, you can learn a lot about college and the years to come by talking to your teaching assistants about their experiences. They were recently undergraduates too!
- *Participate.* One of the best ways to connect with an instructor is to actively participate in class. If you are engaged, asking and answering questions and participating in class discussion, your professor will recognize your enthusiasm.

- *Tips on connecting with instructors:*

<http://www.collegeboard.com/student/plan/college-success/957.html>



How Do I Better Manage My Time

- Start the semester organized. Have your work space clean and ready to use before classes begin. Throughout the semester, keep your work space clean and it will be easier to study in that environment.
- Use a planner or calendar. Try to write down everything important from your syllabus into your planner. Make sure to check the planner a couple of times a day to ensure you are on track.
- You don't need 2-3 hour blocks of time in order to study effectively! Use the 20 minutes you have between classes to review your notes, make flashcards, or read a section of your textbook.
- Learn to prioritize. Don't overwhelm yourself with too much to do. Focus on what is the most immediate and important thing you need done, and prioritize what is written down in your planner. Some things may take priority (such as homework and health) and others may take more of a back seat (catching a TV show or getting a haircut.) Set up a system in which you can only do more "leisurely" activities once the priority tasks are finished.
- Learn to say "no." If you have a solid plan written down every day, then it's easier to say no to friends who want to hang out between classes, because your schedule says that time is taken up with a study block.

- For further reading:

<http://www.academictips.org/acad/timemanagement.html>

http://www.collegeathome.com/blog/2008/05/21/57-time_management_hacks-for-college-students/

How Do I Get Involved

- Volunteer. There are many student organizations that are constantly looking for volunteers. Not only will volunteering help you meet people, it will help you to feel good about yourself and expose you to new ideas and opportunities.
- Join a club. There are hundreds of clubs on campus. Join a couple that you would enjoy and contribute to. Choose one or two clubs or groups that are different from what would normally interest you and learn something new.
- Attend campus events. At any given time, there are plenty of opportunities for free student fun. Check online and in the Student Union Building for announcements and fliers. Activities could include road trips, dance lessons, guest speakers, athletic events, etc.

- More tips on getting involved:

http://voices.washingtonpost.com/campus-overload/2010/08/getting_involved_and_staying_i.html

<http://www.unm.edu/~sac/>



There Are So Many Major Choices...How Do I Know What's Best For Me?

- Check the websites of departments you're interested in and see if they are having any social events. Attending these events will give an idea of the environment and people you would be working with under a new major.
- Search the course catalogue to find out what kind of classes different majors require.
- Most academic departments have advisors that specialize in knowing all about their departments and the majors associated with those departments. E-mail some of these advisors and gather information.
- Visit the Career Services Office, and take the Strong-Campbell Interest Inventory. This assessment gives you some idea as to careers that fit your strengths and interests. Then talk to your college advisor about the majors on campus that correspond to your assessment results.

Further information: http://www.collegeview.com/articles/CV/careers/selecting_major.html



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THE UNIVERSITY of
NEW MEXICO

Checklist For Every Student

☐ Before Your First Semester

- ☐ See your advisor for schedule advisement
- ☐ Register for courses on your registration date (see registrar's website)
 - Use your catalog and curriculum sheet to be sure you are taking appropriate courses
- ☐ Get your funding in order
 - Federal Financial Aid
 - Scholarships
 - Discuss options with the bursar's office
 - Consider student employment or a work-study position
- ☐ Visit the Bookstore <http://bookstore.unm.edu/>
 - Set-up an account
 - Buy books
- ☐ Print/download a copy of semester dates/deadlines from the registrar's website

☐ At the End of Each Semester

- ☐ If you have doubts, check with the scholarship department to be sure you meet scholarship requirements
- ☐ Send transcripts from other institutions after your grades post at the end of every semester
- ☐ Attend Blast Off to Finals <http://www.unm.edu/~cep/>
 - Mock Math

☐ Student Support

- ☐ Office of Equity and Inclusion - <http://diverse.unm.edu/>
 - African American Student Services (AASS)
 - American Indian Student Services (AISS)
 - El Centro
- ☐ College Enrichment & Outreach Programs (CEOP) - <http://ceop.unm.edu/>
 - Student Support Services (SSS)
 - College Assistance Migrant Program (CAMP)
- ☐ Center for Academic Programs Support (CAPS) - <http://www.unm.edu/~caps/>
- ☐ Career Services <http://www.career.unm.edu/>
 - Schedule an appointment with a career development facilitator
- ☐ Workshops
 - Time Management
 - Effective Note Taking
 - Study Skills
 - Library Skills
- ☐ Utilize Resources
 - Student Health & Counseling (SHAC) <http://shac.unm.edu/>
 - Multiple Academic Pathways for Students (MAPS) <http://www.unm.edu/~maps/> (outstanding resource list/etc)
 - Accessibility Resource Center (ARC) <http://as2.unm.edu/> (for students with documented disabilities)
 - CATS <http://shac.unm.edu/counseling.html> (counseling and therapy)
 - Campus Office of Substance Abuse Prevention (COSAP) <http://www.unm.edu/~cosap/>
 - Women's Resource Center <http://www.unm.edu/~women/>



☐ Extracurricular

- ☐ Visit Johnson Center <http://www.unm.edu/~jcweb/g.html>
- ☐ Attend athletic events <http://www.golobos.com/index-main.html>
- ☐ Join a student group <http://www.unm.edu/~sac/>
- ☐ Participate in the Explore a Major Fair <http://advisement.unm.edu/>
- ☐ Participate in the Research Quest and Research Symposium <http://explore.unm.edu/>

☐ Helpful Tips

- ☐ Check holds often, note originator (bursar, advisement, admissions)
- ☐ Think about your preferred learning style and how to adapt to different teaching styles
- ☐ Introduce yourself to your instructors
- ☐ Find/create study groups
- ☐ Use your student planner
 - ☐ Fill in assignment due dates and test dates for all courses
 - ☐ Schedule study time, personal time, and time for non-academic UNM events
- ☐ Familiarize yourself with UNM policy/procedure
 - ☐ UNM Catalog
 - ☐ Student Planner
 - ☐ Ask an advisor
- ☐ If you have to miss class, let your instructor know immediately
- ☐ Sell your books early
- ☐ Meet with your advisor often
 - ☐ To update major/minor
 - ☐ When you are unsure about a class
 - ☐ When you are worried about your GPA/meeting scholarship requirements
 - ☐ When you have questions about UNM policy/procedure
 - ☐ For information on UNM colleges and programs

☐ Outside of UNM

- ☐ Talk to your employer about cutting back on hours/changing your schedule before the semester starts
- ☐ Explore family support services/child care options
- ☐ Create a budget
- ☐ Carpool/find reliable transportation
- ☐ BUS Pass <http://www.cabq.gov/transit/fares/student-bus-pass?>

☐ Potential Obstacles

- ☐ New Environment = New Distractions
- ☐ Transportation
- ☐ Unsupportive Employer
- ☐ Unfamiliar teaching styles
- ☐ New expectations from instructors
- ☐ Friends with different priorities



Advising Script

English Requirements

All students should take the appropriate English course in the first semester according to their placement. If the student placed into English 101 then they should register for English 101 in the first semester and then continue with English 102 the spring semester. This will allow the student to transfer into the College of Arts & Sciences by the end of the second semester. It also gives the student the necessary writing skills to be successful in other classes.

Some students test out of English 102 with ACT/SAT scores or Advance Placement (AP) or Dual credit. In this situation, the student does not have to take an English course during their first semester.

DeeDee Lopez
Undergraduate Academic Advisor
Humanities 213
(505) 277-6349
Office Hours: M-R 6L30 – 5:30
delopez@unm.edu

Advising Script

Chemistry Requirements

Chemistry majors have a choice of Math 180/181 or 162/163 as required support course work. If the student is strong in math, they should take 162/163 sequence as this opens more opportunities for them to take higher math if they desire. If the student is Medical School or Graduate School bound, this will best prepare them for research opportunities.

If you are interested in a B.S. in Chemistry:

- start with Chem 121 + 123L (General Chemistry I + Lab), Chem 122 + 124L (General Chemistry II + Lab)
- take Math 162, Math 163, Math 264 & one Math course 311-316
- take Physics 160 + 160L, Physics 161 + 161L
- must minor in math or science

If you are interested in a B.A. in Chemistry:

- start with Chem 121 + 123L, Chem 122 + 124L
- take Math 180 & 181 OR Math 162 & 163
- take Physics 151 + 151L, Physics 152 + 152L
- can minor in an acceptable A&S minor

Students need to take Math 123 or pass the Trigonometry exam before they can take Physics 151.

Student must receive a grade, CR/NC are not acceptable, also cannot have credit for both Chem 111 and 121.

Contact for Chemistry:
Karen McElveny
277-6655
kamc@unm.edu



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Biology Requirements

Biology majors have a choice of Math 180/181 (prerequisite Math 121) or Math 162/163 (prerequisite Math 150/123) (BA students also have a choice of Stats 145 and CS 150L) as required support course work. If the student is strong in math, they should take Math 162/163 as this sequence opens more opportunities for them to take higher math if they desire. If the student is Medical School bound, 162/163 sequence would be strongly recommended as this sequence would allow them to pursue the M.D. /Ph.D. Research option in Medical School. Each math sequence will determine the physics sequence to be taken as well.

If you are interested in a B.S. in Biology:

- start with Bio 201 + 201L (4), Molecular & Cell Biology, Pre- or Co-: Chem 121 or 131 + Lab)
- take Math 180 & 181 OR Math 162 & 163
- take Physics 151 & 152 OR Physics 160 & 161
- take Chem 121 + 121L, Chem 122 + 122L OR Chem 131 + 131L, Chem 132 + 132L
- take Chem 301 + 301L OR Chem 212 (4)

If you are interested in a B.A. in Biology:

- start with Bio 201 + 201L (4), Molecular & Cell Biology, Pre- or Co-: Chem 121 or 131 + Lab)
- take Math 180 OR Math 162; Math 181 OR Math 163 OR Statistics 145 OR CS 150
- take Physics 151 & 152 OR Physics 160 & 161 OR Physics 102 & E&PS 101
- take Chem 121 + 121L, Chem 122 + 122L OR Chem 131 + 131L, Chem 132 + 132L
- take Chem 301 + 301L OR Chem 212 (4)

Bio 110, 112L, 123, 124L, 136, and 239L are not allowed for Biology Major credit.

Students need to take Math 123 or pass the Trigonometry exam before they can take Physics 151.

Student must receive a grade, CR/NC are not acceptable.

Contact for Biology:

Shannon McCoy Hayes

Shannon@unm.edu

Avelina Martinez

avelina@unm.edu

277-3411



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Math Requirements

Math majors are required to take the Math 162/163 sequence as these are prerequisites for Math 264 (Calc III) which is the prerequisite for higher level mathematic courses. While B+ or better in Math 180 will allow the student to skip Pre-Calculus, any student entering the M162 sequence must take Trigonometry or a placement exam to exempt them from Trig.

Restrictions

1. Credit not allowed for both Math 162 and 180.
2. Credit not allowed for both Math 163 and 181.
3. Credit not allowed for both Math 314 and 321.
4. Credit not allowed for both Math 401 and 501.
5. Credit not allowed for both Math 322 and 422.
6. Students who have credit for any courses numbered Math 121 and above may not take IS-M 100 or Math 120 for credit.
7. Students who have credit for any courses numbered 162 and above may not take Math 120, 121, 123 or 150 for credit. (Students with Math 180/181 may take Math 123 for credit.
8. A student may not take an examination to validate credit in mathematics courses except those offered through UNM Testing Center.
9. Mathematics or statics course work dating back more than five years cannot automatically be counted as fulfillment of a prerequisite. Students with older course work who feel they have retained subject knowledge are encouraged to take the COMPASS placement tests offered through the University of New Mexico Testing.

NOTES:

- Students who are non-science/math based majors and want an alternative to algebra can take Math 129, Survey of Mathematics and Stat 145, Introduction to Statistics. If a student is between a Humanities and Hard Sciences major, they must consider math courses that can be applied toward both majors. For example, math 121 will count as core or group for majors within Humanities and it will serve as a prerequisite for Hard Science majors.
- Students must be careful not to confuse Stat 145, Introduction to Statistics with Psychology 200, Statistical Principles. Only Stat 145 will count for math credit.
- Students majoring in Architecture must take Trigonometry (Math 123,) or a passing grade on Trigonometry Compass Exam and a 3hr elective.
- Students majoring in Elementary Education need to take Mathematics for Elementary (Math 111) and Middle School Teachers I (Math 112), Mathematics for Elementary and Middle School Teachers II, and Mathematics for Elementary and Middle School Teachers III (Math 215).

Contact for Math:
 Ana Parra Lombard
 aparra@math.unm.edu 277-5250
 Humanities Bldg 4th floor Room 415A



Advising Script

Communication and Journalism

The communication and Journalism Department has undergone changes to their curriculum. Below is a guide that advisors should use when advising for C&J majors:

The STAT 145 confusion:

- 1). STAT 145 is NOT a co-req for CJ 171L (as some students say they've been told).
- 2). STAT 145 is required by Journalism majors (Print and Broadcast concentration) starting with those students under the 200880 catalog. Any Journalism major in an earlier catalog is not required to take STAT 145 for their major (although it's a good idea).
- 3). STAT 145 is not required for Mass Comm majors (Advertising (ADV) or Public Relations (PR)) in catalogs through 200980.
- 4). STAT 145 IS required for Journalism and Mass Comm majors (ADV, PR, MMED) under the 201080 catalog and most likely will be in future catalogs.

The catalog year confusion:

- 1). The Print and Broadcast concentrations are no longer being offered to new/transfer students entering UNM 201080 or later. Students who originally began course work in these plans and are under older editions of catalogs can complete their original plan.
- 2). Approved course substitutions are in place for courses no longer being offered.
- 3). Students in earlier catalogs can move into the Multimedia concentration and into the 201080 catalog if they'd like, but they do not have to.
- 4). Audits do not include substitutions, and only give Print and Broadcast students the MMED option; they need to see me for an accurate plan.

Contact for Communication and Journalism:

Gregoria A. Cavazos, M.A.

Program Advisement Coordinator

Communication & Journalism

The University of New Mexico

MSC03 2240

1 University of New Mexico

Albuquerque, NM 87131-0001

505.277.1903

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gcavazos@unm.edu



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Helpful Hints to Plan Your Schedule...

Please select the appropriate FLC, LLC, Seminar course that works for your intended major, interest or Core Requirements.

If you are interested in the Anderson Schools of Management:

- Consider Math (follow this math sequence: IS-M 100, Math 120, Math 121, Math 180)
- Make sure to include your IS courses (if you need any)
- If you do not need IS-Reading, consider taking Econ 105 or 106
- Consider Psych 105 or Sociology 101
- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)

If you are interested in the College of Education:

- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)
- Make sure to include your IS courses (if you need any)
- Consider Math (follow this sequence if interested in Elementary Education: IS-M 100, Math 111, Math 112, Math 215)
- If you do not need IS-Reading, consider History 101, 102, 161 or 162
- Consider taking core science

If you are interested in the School of Architecture:

- Consider Architecture 101
- Consider Architecture 121
- Consider Math (follow this sequence: IS-M 100, Math 120, Math 121, Math 123, Math 180)
- Make sure to include your IS courses (if you need any)
- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)

If you are interested in the School of Engineering:

- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)
- Consider Math (follow this sequence: IS-M 100, Math 120, Math 121, Math 123, Math 150, Math 162L, Math 163L*)
- If you tested into Math 120, consider taking Math 120/121 combination course
- If thinking about Computer Science consider taking CS 131, Intro to Unix and the WWW
- If you do not need IS-Reading, consider taking Engr-F 200, Technology and Society
- If you need IS-Reading, consider taking Engr-F 116, Intro to Engineering

If you are interested in Nursing:

- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)
- Consider a Fine Arts course from the Core requirements
- If you do not need IS-Reading, consider Social Behavioral Science
- If you do not need IS-Reading, consider Biol 123 and Biol 124L
- If you do not need IS-Math, consider Math 120 or Stats 145



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If you are interested in Pharmacy:

- Consider English (follow this sequence: IS-E 100, Engl 101*, Engl 102*)
- Consider Math (follow this sequence: IS-Math 100, Math 120, Math 121, Stats 145, Math 180)
- If you need IS-Reading, consider taking C&J 130
- If you do not need IS-Reading, consider taking Econ 106
- If you placed into Math 180 consider Chem 121/123L

If you are interested in Dental Hygiene:

- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)
- If you do not need IS-Reading, consider taking Biol 123 and Biol 124L or Chem 111L
- Consider Psych 105
- If you do not need IS-M 100, consider Math 120 or Stats 145

If you are interested in the Fine Arts: (Music students should meet with CFA advisors for scheduling)

- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)
- Consider a fine arts course from the department you are most interested in
- Consider History 101L or 102L
- If you need IS-Reading, consider taking Physics 102L
- Consider Foreign Language

If you are interested in Biology:

- Consider English (follow this sequence: IS-E 100, Engl 101, Engl 102)
- Consider Math (follow this sequence: IS-Math 100, Math 120, Math 121, For higher level Math speak with Advisor)
- If you have a Math ACT ≥ 25 or SAT ≥ 570 consider taking Chemistry 121/123L
- If you are taking Chemistry 121/123L, consider taking Biology 201L
- If you have ISM or ISR courses, consider taking a Fine Arts, Foreign Language and/or CJ 130

If you are interested in the Pre-Law Concentrations:

- Consider Phil 156: Reasoning and Critical Thinking
- Consider Sociology 101: Introduction to Sociology
- Consider Political Science 110: The Political World
- If you do not need ISE, consider taking English 101 or English 102
- If you do not need ISM, consider taking Math 121, Stat 145, or Math 129

If you are interested in the UNM School of Medicine:

- You must complete or test out of MATH 121 before you begin your pre-med science sequence.
- Make sure you meet with the Pre-Medical advisor early. Participate in pre-health activities.
- Make sure you stick to the Pre-Med course documentation form.
- Investigate available volunteer and clinical opportunities your first semester. Keep a journal.

Please be sure to discuss these recommendations with our advisor as there may be other options that better suit your schedule.



Questions for Students to ask an Advisor

How do I...

- choose, declare, or change my major?
- repeat, drop, or withdraw from courses?
- calculate/raise my grade point average (GPA)?
- how do I have my hold release?
- submit a grade replacement?
- determine the number of credits I should take each semester?
- know when I have fulfilled the requirements to apply to my degree granting college (DGC)?
- take courses at both CNM and UNM?

Where do I...

- pick up a blue, yellow, pink or green card?
- find the name of my major advisor?
- go for tutoring?
- take a foreign language placement test?
- go for testing services?

What is...

- core and why is it required?
- group requirements?
- the difference between a Bachelor of Arts (B.A.) degree and a Bachelor of Science (B.S.) degree?
- a supplemental instruction course?
- an academic support program and who should join?
- the definition of probation and what that means to me?
- the Dean's List?
- the process for having to retake a course and how does that affect my lottery?
- the difference between semester and cumulative GPA?

Who can...

- help me with my study skills, time management, goal setting, and test taking methods?
- I talk to if I have or think I have a learning disability?
- help me understand my academic progress?
- make sure that I am taking the courses I need?
- assist me with my writing skills?
- assist me with my math skills?

When can...

- I register for the next semester?
- I meet with my advisor in my intended major?



Student Survey

Thank you for visiting University Advisement Center. The purpose of this survey is to get your feedback on your advising visit. Your response is critical to assist in the continual improvement of advisement at UAC. Please take a few minutes to complete survey.

Demographic Questions:

What is your student level: Freshmen Sophomore Junior Senior

Which advisement center did you meet with an advisor? (drop down box)

Who was your advisor? (drop down box)

Categories:

1. Overall
2. Reliability
3. Resources
4. Accessibility/Timeliness
5. Ease of Solving Concerns
6. Competency

Reliability

My advisor was approachable and took a personal interest in me:

Completely Agree Agree Disagree Completely Disagree

Competency

My advisor was competent and I felt confident that I received accurate information:

Completely Agree Agree Disagree Completely Disagree

Resources

My advisor was able to assist me with my concerns:

Completely Agree Agree Disagree Completely Disagree

Accessibility/Timelines

I was able to access advising services in a timely manner:

Completely Agree Agree Disagree Completely Disagree

Ease of Solving Concerns

My advisor was able to show/connect me to the appropriate resources:

Completely Agree Agree Disagree Completely Disagree

Overall

Overall, how would you rate the quality of your advising services today:

- a. Poor (did not do a good job)
- b. Satisfactory (basically did his or her job)
- c. Good (did a good job)
- d. Excellent (went above and beyond the call of duty to help me).

Please explain why you selected this level of satisfaction for your advisor:



UAC General Survey Overview

1. What is your student level?	1 Sophomore	36	1 (49%)
	2 Freshman	22	2 (30%)
	3 No Answer	6	3 (15%)
	4 Senior	5	4 (7%)
	5 Junior	4	5 (3%)
	6 Non-degree (Undergraduate)	1	6 (1%)
2. My advisor was approachable and took a personal interest in me.	1 Completely Agree	49	1 (64%)
	2 Agree	18	2 (24%)
	3 No Answer	6	3 (8%)
	4 Disagree	1	4 (1%)
3. My advisor was able to assist me with my concerns.	1 Completely Agree	54	1 (77%)
	2 Agree	10	2 (14%)
	3 No Answer	9	3 (12%)
	4 Disagree	1	4 (1%)
4. I was able to access advising services in a timely manner.	1 Completely Agree	46	1 (62%)
	2 Agree	20	2 (27%)
	3 No Answer	7	3 (9%)
	4 Disagree	1	4 (1%)
5. My advisor was able to show/connect me to the appropriate resources.	1 Completely Agree	48	1 (65%)
	2 Agree	18	2 (24%)
	3 Not Applicable	7	3 (9%)
	4 No Answer	1	4 (1%)
6. My advisor showed me how to use LoboTrax.	1 Yes	43	1 (58%)
	2 No	24	2 (32%)
	3 No Answer	7	3 (9%)
7. Overall, how would you rate the quality of your advising services today.	1 Excellent (went above and beyond the call of duty to help me).	40	
	2 Good (did a good job)	20	
	3 Satisfactory (basically did his or her job)	8	
	4 No Answer	6	



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APPENDIX E

Recommendations for Advising and Improvements and Allocations



Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: 1 June 2009

To: Suzanne Ortega

From: Wynn Goering

Re: Recommendations for Advising Improvements and Allocations

In April 2009, the UNM Board of Regents gave tentative approval to an FY 10 budget that included \$500,000 in recurring funds to improve advising at UNM. Simultaneously, the Site Team of the Higher Learning Commission asked the university to submit “a progress report on Undergraduate Advising with emphasis on University College, with the focus on improving academic advising and specifically the student-advisor ratio, due Jan 11, 2011.”

You asked that I make a recommendation regarding the priorities and the processes that should guide the allocation of the funds above, to best improve advising at UNM and fulfill the mandate of the HLC. Following is a brief narrative and graphical summary of those recommendations.

Priorities

After four years of intensive work on advising issues at UNM, it's my belief (and the consensus of the Provost's Committee on Advising), that we already **know** the priorities for improving advising at UNM.

1. **Create more “seamless” advising systems.** The most often-heard complaint from students about their experience with advising at UNM, is that they were shuttled from office to office, got conflicting pieces of information from different places, or didn't find out about services (e.g., career advising) in a timely way. I believe this is less a resource than an organizational or management issue; but also, conversely, that if we don't attack these we won't be able to use new resources effectively.
2. **Increase access to advising.** This touches a number of functional areas: from Enrollment Management and its current project to implement an Interactive Degree Audit system, to ITS and its role in helping to implement better and more uniform web-based advising technologies, to the simple equation of more advisors in high demand areas.

3. **Improve the quality of academic advising.** We need to improve the quality of what we are currently doing, primarily through better management systems and more uniform training and development of individual advisors.
4. **Fill advising “gaps.”** In addition to advising shortages in a number of colleges and departments, we have some gaps in certain mission-critical areas for the university: dual enrollment, transfer students, advising for graduate school and national fellowships. We also have gaps in advising for pre-nursing, pre-pharmacy, pre-management, or similar curricula where students have to “wait” in academic units that are not their intended destination.

Given these priority needs, I’d suggest the following processes / timelines for addressing them.

1. **Create a Task Force to address Priority #1**, by reviewing and recommending revisions, if appropriate, to advising management or organizational structures to better integrate advising from pre-college through career services. The Task Force should have representation from different management levels (deans, associate deans, advising managers) and units (in equity and inclusion, student affairs, ITS, and academic affairs). Set aside \$100,000 for implementing potential recommendations, though no resource implications are assumed in the charge. Recommendations should be complete by August 15, for any FY 10 allocation or subsequent budget development impacts they might have.
2. **Request proposals from colleges, student affairs, or other units, for resources that would specifically address any of the four priority needs articulated here.** Stipulate that for full consideration a request should not only describe the need, but outline the means by which the effectiveness of the proposed remedy will be assessed. Requests should be made no later than August 15, for allocation decisions to be made no later than September 15. The goal would be to have all the money actually being spent by January 1, 2010.
3. **Charge the Provost’s Committee on Advising (PCA) to address Priority #3.** If resources are required they should submit their proposal(s) as per the RFP recommendation above.
4. **As soon as practicable, authorize the posting of any advising positions frozen since the pause-and-hold went into effect last year.** It would probably make sense to wait until the initial Task Force discussions take place, to ensure we don’t fill positions in one area that will potentially move somewhere else; but we should move expeditiously wherever and whenever we have the clarity to do so.

Final decisions for all allocations, restructuring, etc., to be made by the provost.

Priority Areas for improvement	Strategies	Stakeholders	Process
“Seamless” advising – better integration of services	Revise organization/ reporting structures	Provost, colleges, SA, EM, EU, E&I	Task force to consider revisions
Access	More advisors in high demand areas	UCAC, Everyone	
	Interactive web technology (e.g., audit)	Enrollment Management, ITS	
	Technology to facilitate student/advisor contact	ITS, EU, PCA	
	Scheduling software	ITS, PCA	
Quality improvement / assessment	Verification	PCA, ITS	
	Complaints	PCA	
	Standardize tracking through advisortrac	PCA, ITS	
	Standardize and support training for advisors	PCA	
	Strengthen roles of advising managers in PCA	PCA, Vice Provost, college advising managers	
	Recognition/reward for excellence in advising	PCA	
Advising “gaps”	Dual Enrollment	UCAC, EM	(Revisions may be considered in conjunction with Task Force review above.)
	Advising for transfers	EM, branches, CNM	
	Advising for grad/professional school	OGS, colleges, SA	
	Non-major curriculum pathways	PCA	

APPENDIX F

Advisor Passport 2010

Advisor Passport



2010



UNM

PROVOST'S COMMITTEE *for* ADVISING



UNM

PROVOST'S COMMITTEE
for ADVISING



The Provost's Committee for Advising (PCA) Mission

To enhance advising practices University-wide for the betterment of the student user, and to provide advisors with more opportunities to develop and grow within their profession.



Upon completion of this passport, please return a copy of passport, with all documentation and Learning Central Transcript attached, to:

Title V Educational Initiatives
Building 20A
608 Buena Vista Dr.
MSC06 3840

Title V will track completion and forward information to Human Resources.

Traveler Information



Name: _____

Title: _____

Dept: _____ Phone: _____

Email: _____ BID# _____

Reasons for the Passport:

- Keeping track of your progress for advising training and professional development at UNM.
- To prove completion of certain activities to qualify for funding or extra-curricular work activities.
- Establish leadership and mentoring qualifications in academic advisement.
- Prove completion of activities for performance reviews, merit, or other personnel matters (specific uses to be established with direct supervisor and/or other appropriate unit personnel).
- For promotions or reclassifications (specific uses to be established with direct supervisor and/or other appropriate unit personnel or HR representative).
- Have fun, meet colleagues, and exchange ideas.



**The overall training process for advisors is
overseen by the Office of the Provost.
Questions and comments should go to the PCA at
pca@unm.edu.**

Required Training Activities

Activity	Destination	Completion Time	Confirmation
UNM New Employee Orientation	HR at Lobo Center (First Monday)	Complete within first week.	Date: Initial:
Securing Private Data	Learning Central www.unm.edu/~hr Online Course	Complete within first two weeks.	**
Banner Navigation	Learning Central www.unm.edu/~hr Online Course	Complete within first three weeks.	**
Banner Advisor Training (1,2 and/or 3)	Learning Central www.unm.edu/~hr Online Course	Complete within first four weeks.	**
LoboTrax Training	Registrar's Office	Complete within first four weeks.	**
Intro TES—Transfer Evaluation System	Learning Central www.unm.edu/~hr Online Course	Complete within first six weeks.	**
Sexual Harassment	Human Resources http://hr.unm.edu/	Complete within first week.	Attach Online Certificate
Student and Academic Hyperion Reporting	Learning Central www.unm.edu/~hr Online Course	Complete within first eight weeks.	**
UC Policies and Procedures Training	University Advisement Center	Complete within first eight weeks.	**
Advisor Shadowing— 3 different advisors for at least two hours each	PCA: pca@unm.edu	Complete within first six months*	Date: Initial:
	Advisor 1:		Date: Initial:
	Advisor 2:		Date: Initial:
Assisting Students with Disabilities: Acad. Adv.	Learning Central www.unm.edu/~hr Online Course	Complete within first four weeks.	**
Introduction to Admissions	Learning Central www.unm.edu/~hr Online Course	Complete within first four weeks.	**
Introduction to Financial Aid	Learning Central www.unm.edu/~hr Online Course	Complete within first four weeks.	**
Introduction to Records and Registration	Learning Central www.unm.edu/~hr Online Course	Complete within first four weeks.	**
Overview of Enrollment Management	Learning Central www.unm.edu/~hr Online Course	Complete within first four weeks.	**

Required Training Activities

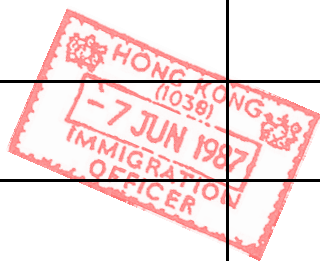
Activities	Destination	Completion Time	Confirmation
Student Health Resources Training	Advisor Institute		Date: Initial:
			Date: Initial:
			Date: Initial:

* Employee must have supervisor approval for locations of advisor shadowing.

** Enrollment and completion tracked on the EOD Learning Central Transcript. Keep and updated copy attached to the Passport.

Optional Training Activities

Activities	Destination	Completion Time	Confirmation
Athletic Advisement Training	Advisor Institute		Date: Initial:
Diversity & Multicultural Education Workshop	Advisor Institute		Date: Initial:
International Admissions	Advisor Institute		Date: Initial:
Language Placement	Advisor Institute		Date: Initial:
MAPS	Advisor Institute Maps.unm.edu		Date: Initial:
Overview of Student Affairs	Advisor Institute		Date: Initial:
Theories of Advisement	Advisor Institute		Date: Initial:
Scholarship Training	Advisor Institute		Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:



Departmental Training

This is additional training that is specific to your department and will be designated by your supervisor. (Examples: departmental training, UNM driver safety training, CPR, etc.)

Activities	Destination	Completion Time	Confirmation
Advisor Trac Training	PCA: pca@unm.edu		Date: Initial:
Attribute Updater Training	Learning Central www.unm.edu/~hr Online Course		**
Exceptions & Substitutions	Learning Central www.unm.edu/~hr Online Course		**
HIPAA Training	Learning Central www.unm.edu/~hr Online Course		**
Lobo Trax Exception Request	Learning Central www.unm.edu/~hr Online Course		**
Posting or Revising Degree Status for Advisors	Learning Central www.unm.edu/~hr Online Course		**
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:

Listervs

New Advisors are required to join specific Listservs to receive information concerning events (meetings, conferences, etc) and academic updates from other departments and advisors.

Activities	Destination	Completion Time	Confirmation
ADVISE-L	LISTSERV@list.unm.edu	Complete within first week.	Date: Initial:
GAN-L	LISTSERV@list.unm.edu	Complete within first week.	Date: Initial:
			Date: Initial:
			Date: Initial:

Networks

Networks designated by your department or that you have elected to join.

Activities	Destination	Completion Time	Confirmation
NACADA Nat'l Acad. Adv. Assoc.	www.nacada.ksu.edu	Complete within first week.	Date: Initial:
NMAAA NM Acad. Adv. Assoc.	www.nmaaa.org/ conference.html	Complete within first week.	Date: Initial:
NASPA Student Affairs Adm. in H.E.	www.naspa.org	Complete within first week.	Date: Initial:
ACPA Coll. Student Educators Int'l	www.myacpa.org	Complete within first week.	Date: Initial:
			Date: Initial:
			Date: Initial:

Professional Development

This is additional training that you have elected to pursue as part of your professional development. You should begin this after your first six months of employment and continue attending a new training once every six months thereafter. These trainings would include EOD, CE courses, Conferences, Workshops, Web-nars, Brown Bags, Credit Courses, Etc. Documentation of these trainings should be attached to passport upon completion.

Activities	Destination	Completion Time	Confirmation
Global Career Development Facilitator	cce-global.org		Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:
			Date: Initial:

The *UNM Advisor Passport* is an initiative from the Provost's Committee for Advising (PCA). For more information on the PCA, please visit their website at www.unm.edu/~pca.



APPENDIX G

**New Mexico Higher Education Assessment and Retention Conference
2010 Conference Program**

New Mexico Higher Education Assessment and Retention Conference
2010 Conference Program
Grassroots Leadership:
Doing the Right Thing in Perilous Times
Thursday, February 25, 2010

Conference Registration
7:30 a.m. – 4:00 p.m.

Pre-Conference Workshops
Thursday 8:30 a.m. – 11:30 a.m.
(Pre-registration and a \$60 fee are required)
[Breakfast not provided]
[Break at 9:45 – coffee and light snack served]

Workshop 1

Location **Alvarado A**

Title **Using Curriculum Mapping to Foster and Assess Learning Outcomes**

Facilitators Allen DuPont, North Carolina State University
Teresa Fleteby, University of South Florida

Abstract Curriculum mapping is a planning process that facilitates the achievement and assessment of programmatic learning outcomes. This process enables faculty to foster the appropriate cognitive levels and faculty and assessment teams to identify strategic locations in the curriculum to gather assessment data. Ideally, it should be the next step in designing a curriculum after determining what students should know, think and be able to do upon completion of a program – whether in a major or the completion of the General Education curriculum. In reality, curriculum mapping often comes at the end of the assessment cycle. Participants in this interactive presentation will be guided through the development of several curriculum maps, including one for General Education, and will see how this facilitates closing the loop.

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Workshop 2

Location **Alvarado B**

Title **Assessment Through the Looking-Glass: Praxis, Collaborative Reflection, and Teacher Inquiry**

Facilitators Chris Burnham, New Mexico State University
Barbara Pearlman, Hot Spring High School, Truth or Consequences, NM

Abstract This workshop introduces participants to Teacher Inquiry. Reflective assessment at work, Teacher Inquiry reverses the power relations between classroom teachers and outside consultants and administrator-imposed out-of-the-box curricula. Through Teacher Inquiry, the classroom teacher passes through the looking-glass to claim professional authority and reject the role of classroom mechanic. Teacher Inquiry empowers classroom teachers and expert researchers to observe, define, investigate, devise and test, implement, and report on

solutions to questions and problems that originate in their teaching. Teacher Inquiry, often closely associated with Action Research, is intentional, systematic, public, voluntary, ethical, and contextual. Collaborating with similarly interested professions, teachers can create local assessment communities focusing on improving student learning rather than obsessing about test scores. This workshop will take participants through the steps of beginning a Teacher Inquiry Project and suggest how to build a sustainable Inquiry Community to help foster and implement further inquiry in the classroom.

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Workshop 3

Location	Alvarado C
Title	The Institutional Portfolio: A Performance-Based Model for Assessment of General Education
Facilitator	Jeff Seybert The National Higher Education Benchmarking Institute
Abstract	This workshop will present both general principles and specific methodologies necessary for any assessment of student learning outcomes program. The major purpose of the workshop is to describe and provide participants with hands-on experience with an authentic, performance-based general education assessment model. The model involves compilation of an "Institutional Portfolio" through collection and review of samples of work (artifacts) students produce in classes throughout the curriculum for each of six major outcomes: math, writing, speaking, culture & ethics, modes of inquiry, and problem solving. This review is conducted by interdisciplinary faculty scoring teams for each of the general education outcomes using holistic scoring criteria (rubrics). Results are reported in the aggregate and may also be analyzed and reported based on several other demographic variables (e.g., credit hours earned, prior courses completed, etc.). The model has been used successfully in the college in which it was designed since 1996 and cited by the Higher Learning Commission consultant evaluator team as one of the major strengths of its reaccreditation process. In addition, the model has been adopted by numerous other community colleges over the past decade.

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Workshop 4

Location	Alvarado F
Title	New Mexico Association for Institutional Research & Planning: Working the Data During Turbulent Times
Facilitator	Judy Bosland, New Mexico State University
Abstract	NMAIRP Annual Meeting – Discussion of membership communication pathways, annual workshop ideas and election of the next President-elect; presentations by staff from the Higher Education Department and the New Mexico Public Education Department on those important issues that keep us all befuddled each year.

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Workshop 5

Location	Alvarado G
Title	ASSESSMENT - Basic Training

Facilitators	Susan Williams and Diane Prince Doña Ana Community College
Abstract	CAT's? SLO's? SPA? How can I make sense of all this information? What does it <i>really</i> mean to me and my students? How can I make the time? Join us for a true "basic training" experience in learning the verbiage, applying the information and discovering how assessment can help both you and your students! This is a hands-on workshop that will allow you to create discipline specific, individualized assessments that you can use the week following the conference. Come ready to work and have fun doing it!

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Workshop 6

Location	Alvarado H
Title	21st Century Literacy Skills: Learning Through, With, and About Digital Multimedia
Facilitators	Karla Kingsley, University of New Mexico John Unger, University of New Mexico - Gallup
Abstract	Graduation rates are an important indicator of school performance for parents, policymakers, and other community members. With a high school graduation rate of only 56% (July 2009), students in New Mexico are at particularly high risk for dropping out of school. Those of us working in secondary and postsecondary contexts are encountering the effects of these student performance figures in very real ways as we work to transition students to higher levels of Academic Literacy. This workshop is designed to assist educators in bridging learners' technology-mediated day-to-day language and social experiences with functional uses of language within academic settings. Workshop attendees will participate in hands-on technology-rich activities that stimulate academic reading, writing, and thinking through the use of digital media. Assessment information for these new tools and technologies is also included.

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Workshop 7

Location	Turquoise Room
Title	To Read or Not to Read: Empowering Students Through Effective Reading Strategies
Facilitators	David Burleson, Doug Layer, Victoria Gonzales, and Krista Kozel Doña Ana Community College
Abstract	If you're tired of hearing this: "Do we really need the book?", then come learn how to answer that question in the affirmative! Help students rediscover the art of reading as a pathway toward empowerment. In this hands-on workshop, participants will discover how to get students excited about learning, and engaged with their assigned reading. Be prepared to discuss the pitfalls and expectations that come from assigning reading that you know nobody is doing. The workshop will also address the online environment, and how our sound-bite culture influences today's students. Participants will re-discover how they themselves read, and learn how today's students often hear and interpret reading instructions. Participants will leave with interventions in hand. We encourage faculty from all disciplines including the humanities, and the social and physical sciences to attend. Participants are asked to bring several reading sources with them (including textbooks, journal articles, novels, etc.) which might be assigned to students. Textbooks are not just for doorstops anymore.

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Workshop 8

Location **Weaver Room**

Title **Improving Student Success by Addressing the Knowledge Bulimia Epidemic in K-16**

Facilitator Yugal Behl, Math Faculty, Central New Mexico Community College

Abstract Students do not retain knowledge as they move from one course to another and as they move from one chapter to another within a course. They cram course material the night before the test and lose it immediately afterward. This is knowledge bulimia. It appears to be a widespread, chronic problem. Its impact on student success and retention in secondary and post-secondary schools will be discussed. The workshop participants will identify and evaluate learning and teaching strategies that raise awareness of and promote learning for the long-term. The role of various stakeholders – students, instructors, administrators, parents and community leaders – for each strategy should be identified. These strategies can be effective only if all stakeholders take responsibility for their respective roles.



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Lunch

Thursday 11:30-1:45 p.m.

Alvarado D and E

Grassroots Leadership: Doing the Right Thing in Perilous Times

Keynote Panelists

Susan Hatfield, Winona State University
Peggy Maki, Higher Education Consultant
Jeff Seybert, Johnson County Community College

Session One
Thursday 2:00 p.m. – 2:45 p.m.

Location **Alvarado A**

Session 1-1 **Analysis of Student Placement and Assessment Using ACT COMPASS**

Presenters Becky Lindstrom
 TEAM Center
 New Mexico State University - Carlsbad

 Bruce Petrie
 Academic Affairs
 New Mexico State University - Carlsbad

Abstract NMSU Carlsbad now administers the ACT COMPASS for new student placement and post-assessment at the end of each developmental education course. Objectives include assessing the accuracy of placement using COMPASS and evaluating the correlations between a number of high school and college student performance measures.

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Location **Alvarado B**

Session 1-2 **Developing a Rubric for Program Review During Difficult Budget Times**

Presenter Deborah M. Hill
 Graduate Studies, College of Education
 Southern Utah University

Abstract During economic downturns survival is paramount, individually and collectively. The ability of individual institutions to remain viable and true to their missions is difficult while meeting the evolving needs of students, faculty, and staff. Learn how one institution's faculty developed rubrics to address financial exigency. Begin creating your own.

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Location **Alvarado C**

Session 1-3 **Assessing Multicultural Competency**

Presenter Marilyn MacGregor
 School of Education
 Western New Mexico University

Abstract Awareness of self and understanding of others are key components fostering multicultural competency. Two methods for assessing these components, the Self Identity Project and the Community Advocacy Project, will be presented. These projects engage both the individual learner and the entire classroom and they are adaptable to multiple levels of instruction.

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Location **Alvarado F**

Session 1-6 **Model of Learning Assessment in Student Services**

Presenters Jill Carlson
 Director of Testing
 San Juan College

Sam Bachert
Instructional Design Specialist, Online Services
San Juan College

Abstract San Juan College has developed an innovative model for the assessment of student learning outcomes in Student Services. Each department in Student Services has designed a 4-6 year Assessment Plan for one of five shared Student Services Learning Outcomes. This session will present an overview of our model.

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Location Alvarado G

Session 1-7 Assessment Outcomes: Divide and Concur!

Presenter Taiebeh Hosseinali
Director, Center for Excellence in Learning and Teaching
Lincoln Land Community College, Springfield, IL

Abstract: By breaking apart components of expected outcomes through task analysis for instructional design, educators will be able to articulate the optimum level of a learner's performance. Participants will be able to design and identify components of learning outcomes, and use task analysis in educational settings for the improvement of learning.

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Location Alvarado H

Session 1-8 Linking High School Students to College: A Multidisciplinary Pipeline Approach

Presenters Karen Sanchez-Griego
School Administration
Atrisco Heritage Academy High School, Albuquerque, NM

Karen Dz. Cox
Health Sciences Academy
Atrisco Heritage Academy High School

Salih Abdur Rahman
Law and Public Policy Academy
Atrisco Heritage Academy High School

Abstract Atrisco Heritage Academy High School is an innovative, community-based educational reform model that consists of small learning academies collaborating with higher education institutions and business organizations to increase the academic and socioeconomic success of New Mexico's greatest resource—young people. Panelists will describe the school's pipeline approach to involving underrepresented students now, while in high school, with college experiences and college prep courses through collaborative, educational and business partnerships.

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Location Turquoise Room

Session 1-10 The Quest for a Rubric that Works: One Technical Instructor's Journey

Presenter Chipper Moore
Drafting and Design Technologies
Doña Ana Community College

Abstract If the “standard” rubric does not meet your assessment needs, do not give up! Think “outside the box.” Learn to incorporate elements of your current assessment strategies into a rubric that works for you and provides understandable feedback to students. Lighten your grading load and help your students succeed!

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Location **Weavers Room**

Session 1-11 **Meeting the Assessment Standard: A Second Chance to Get It Right**

Presenter Robert Elliott
Physical Sciences
Eastern New Mexico University

Abstract Many higher education institutions continue to struggle with assessment as part of their re-accreditation visit. Using a recent case study, *Meeting the Assessment Standard: A Second Chance to Get It Right*, as a primer for guided discussion, this informal workshop is designed to open dialogue among participants about best practices for preparing for accreditation visits. Session materials will include copies of the case study and presentation handouts.

Session Two

Thursday 3:00 p.m. – 3:45 p.m.

Location **Alvarado A**

Session 2-1 **New Mexico Higher Education and Assessment Association Summer Retreat Poster Session**

Facilitator Pierre Laroche
Professor, English
Doña Ana Community College

Abstract Come visit with participants from the 2009 NMHEAA Summer Retreat. Teams will display posters illustrating major assessment projects begun at the retreat and implemented on their home campuses. Teams are currently being selected for the 2010 Summer Retreat.

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Location **Alvarado B**

Session 2-2 **Top-down Requirements/Bottom-up Solutions: Using Authentic Assessment of Student and Faculty Feedback to Address Student Success**

Presenters Nancy McDonald
Academic Affairs
University of Phoenix

Kelli Livermore
Arts & Sciences and Undergraduate Business
University of Phoenix

Abstract This workshop will describe required assessments at the University of Phoenix, define authentic assessment as we use it, and present a process to facilitate faculty/student buy-in to solutions.

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Location **Alvarado C**

Session 2-3 **Faculty Peer-2-Peer Assignment Evaluation Project at Doña Ana Community College**

Presenters José L. Aranda
Library Science
Doña Ana Community College

Glenn Schwaiger
Art Program
Doña Ana Community College

Kurt Depner
English & Communication
Doña Ana Community College

Abstract The Peer-2-Peer Assignment Evaluation Project's purpose is to offer faculty a method of helping each other develop/revise assignments that clearly communicate instructors' expectations to students. The goal is to determine if students produce work that more accurately reflects what they have learned when teachers cooperatively design and revise assignments.

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Location **Alvarado F**

Session 2-6 **Examination of the Predictive Validity of NSSE Benchmarks and Scalelets**

Presenters Amy M. Korzekwa
Individual, Family, & Community Education
University of New Mexico

Scott C. Marley
Individual, Family, & Community Education
University of New Mexico

Abstract Universities use the National Survey of Student Engagement (NSSE) for academic climate assessment. Recently, the validity of the NSSE subscales has been questioned; with studies finding limited predictive validity evidence. This presentation reports predictive validity evidence for NSSE subscale scores relative to academic indicators with University of New Mexico students.

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Location **Alvarado G**

Session 2-7 **Pain or Gain: Electronic Portfolios**

Presenters Barbara Taylor
School of Education
Western New Mexico University

Gail Gruber
College of Education and Technology
Eastern New Mexico University

Debra Dirksen
School of Education
Western New Mexico University

Abstract Student portfolios have become a staple of many programs. Unfortunately, they have come to be viewed as providing little value. The question we will address in this presentation is, "Is the pain worth the gain?" Discussion will center around two examples, one commercial and one homegrown electronic portfolio system.

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Location Alvarado H

Session 2-8 Making Connections . . . Building a Community of Scholars

Presenters Andrew Gonzalez
College Enrichment Program
University of New Mexico

Ricardo Romero
College Enrichment Program
University of New Mexico

Celestina Torres
College Enrichment Program
University of New Mexico

Abstract The College Enrichment Program (CEP) at the University of New Mexico aims to provide students with a seamless transition to the university while creating a supportive environment focused on creating relationships between students, staff and faculty. Our presentation will focus on the building blocks of: creating a community, setting realistic expectations for our students and the continuous support provided to our students. Not only do we provide the building blocks needed to explore this new frontier for our students, but we ensure their success through programming, early warning system and continuous interaction with an assigned advisor.

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Location Turquoise Room

Session 2-10 Immigrant Student Issues Committee: Weaving Together Strands of Support

Presenters Deb McCormick
Adult Education
Doña Ana Community College

Laura Gutierrez Spencer
Chicano Programs
New Mexico State University

Becky Ordunez
Admissions
Doña Ana Community College

Abstract A network of shared information and support has been developed between New Mexico State University, Doña Ana Community College, local school districts, and community agencies to support immigrant students. This includes international students with visas, undocumented students, US citizens who graduate in the US with limited English or who have graduated from foreign high schools.

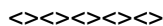
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Location **Weavers Room**

Session 2-11 **Connecting Your Expectations for Learning with Students' Motivation**

Presenter Gary A. Smith
Office of Support for Effective Teaching
University of New Mexico

Abstract A prominent barrier for student achievement of high-level cognitive outcomes is a lack of student engagement with challenging learning tasks. This interactive session explores “field-tested” strategies for obtaining student buy-in for the critical-thinking outcomes that matter to you by connecting these outcomes to what matters to students.



Location **Potters Room**

Session 2-12 **Increasing Graduation Rates: What's Behind the Numbers?**

Presenter Fred Lillibridge

Abstract Improved retention is often cited as a reason for improving graduation rates. Integrated Postsecondary Data System (IPEDS) graduation rate data for New Mexico and regional higher education institutions will serve as the basis for this presentation. Trend data will be shown and an in-depth analysis of what is behind the numbers will be presented.

Break
3:45 p.m. to 4:15 p.m.
Refreshments Served

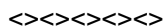
Session Three
Thursday 4:15 p.m. – 5:00 p.m.

Location **Alvarado A**

Session 3-1 **Multiple Masters: The Role of Liberal Arts on Campus and the Implications for Assessment**

Presenter Patricia Seitz
Sociology
Central New Mexico Community College

Abstract Is it sufficient for students to show math problem-solving skills, or is it more important to get the correct answer? Liberal Arts core classes serve various functions (e.g., offering degrees, supporting technical programs), and as such, have “multiple masters” that influence assessment and curriculum. Suggestions for resolving assessment issues for “multiple masters” are offered.



Location **Alvarado B**

Session 3-2 **Exigence and Pedagogy of the Celebration of Student Writing**

Presenters Gregory Evans
English
University of New Mexico

Genesea Carter
English
University of New Mexico

Abstract This presentation will examine the exigence for the Celebration of Student Writing public event at UNM and review its design and pedagogy. Presenters will discuss how the event helps give students voice, agency, and authorship within the University and improves student retention and dedication to the University community.

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Location **Alvarado C**

Session 3-3 **How Culture and Learning Intelligences Influence Assessment Strategies for Minorities**

Presenters Irene Den-Bleyker
Education
University of New Mexico-Gallup

Joe H. Kee
Arts & Letters
University of New Mexico-Gallup

Abstract Minority and at-risk students learn according to a variety of cultural influences. This workshop focuses on determining student learning intelligences and how their cultures affect their learning skills and abilities. We provide suggestions for collecting and interpreting data and translating that data to benefit educators and students in the classroom.

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Location **Alvarado D**

Session 3-4 **African-American Student Perceptions of Improving Retention at Historically Black Colleges and Universities**

Presenter Geoffrey J. Palmer
Counseling Services
Bowie State University, Bowie, MD

Abstract Strategies to increase retention at Historically Black College and Universities have traditionally stemmed from consultation of administrators, faculty, and staff. However, research incorporating African-American student perceptions for improving retention rates are underrepresented. An analysis of student perceptions and use of counseling programs to increase retention will be examined.

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Location **Alvarado E**

Session 3-5 **What is VSA—Compliance or Assessment of Student Learning?**

Presenters Patrice Caldwell
Planning and Analysis
Eastern New Mexico University

Tom L. Root
Outcomes Assessment Planning, Office of the Provost
University of New Mexico

Sue Strickler
Political Science
Eastern New Mexico University

Abstract This panel will discuss the relative value of elements of the Voluntary System of Accountability (VSA) as an institutional assessment of student learning. Concerns of administration, applicability and usability will be addressed by representatives of ENMU and UNM. Discussion of strategies for moving forward with this state mandate will follow the panel presentation.

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Location Alvarado F

Session 3-6 Focusing on Student Engagement: Using Findings From the NSSE and FSSE at UNM

Presenter Vicky Dueer
Institutional Research
University of New Mexico

Abstract This session will look at three broad categories comprised of a specific set of survey items from the FSSE (Faculty Survey of Student Engagement) and NSSE (National Survey of Student Engagement) done last year. I will discuss the attributes that stand out as distinctive strengths and challenges for UNM.

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Location Alvarado G

Session 3-7 A Comparative Study of Online and Traditional Classroom Assessments

Presenters Jennifer Smith
Biology
New Mexico State University - Alamogordo

David Miller
Geology
New Mexico State University - Alamogordo

Abstract A major challenge in effective online teaching is to provide comparable student learning opportunities in online lab sciences. In this study, we compare teaching techniques and assessments in online and traditional classroom lab sciences. The data are taken from two lab science disciplines that are taught both online and in the classroom. Assessment results will be analyzed comparing each teaching venue. Online laboratory teaching techniques will also be presented and compared to the traditional laboratory activities.

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Location Alvarado H

Session 3-8 Student Culture and Instructor Assessments

Presenter Tilia Giron
Individual, Family & Community Education
University of New Mexico

Abstract How do instructors consider student culture and background when assessing students? What strategies do you use to render assessment and learning more meaningful for students? What strategies have others used? How do we know it works? Come and share your thoughts about this and hear what others are doing.

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Location **Turquoise Room**

Session 3-10 **Program Assessment Through Standards Alignment**

Presenter Candelario Jauregui
School of Education
Western New Mexico University

Abstract This session will discuss the importance of standards alignment for program assessment. More specifically, the discussion will center on the use of a matrix that was developed to align Educational Leadership Courses of Study to national and state standards. The session will inform how course alignment will ensure a quality Educational Leadership Program.

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Location **Weavers Room**

Session 3-11 **“Birds-of-a-Feather” Roundtable: Assessing Distance Education**

Facilitator Nancy King
School of Adult & General Education
Central New Mexico Community College

Abstract Come share ideas and ask questions about assessing distance education with your colleagues from other institutions.

Session Four
Thursday 5:15 p.m. – 6:00 p.m.

Location **Alvarado A**

Session 4-1 **Organic Learning: An Alternate Universe from Team-Based Learning**

Presenters Kurt Depner
English and Communication
Doña Ana Community College

Alan Mabry
Physical Sciences
Doña Ana Community College

Abstract Through the use of our new concept, the Super Team, we can impart a more dynamic, natural learning environment that frees students to learn genuinely and overcome the imposed will of those pedagogically inflexible throughout our profession.

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Location **Alvarado B**

Session 4-2 **Celebration of Student Writing: Building Community, Increasing Engagement**

Presenters Erin Penner
English
University of New Mexico

Christine Beagle
English
University of New Mexico

Abstract Over five hundred students participated in UNM's first Celebration of Student Writing. Teaching assistants who facilitated the Celebration will discuss its contribution to learning and community building, show videos and student projects, share student and visitor feedback, and suggest ways to incorporate a Celebration into First Year Writing curricula to promote student engagement.

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Location **Alvarado C**

Session 4-3 **Speaking From the Grass: Roots and Retention in the Writing Classroom through Slam Poetics**

Presenters Patricia Gillikin
English
University of New Mexico - Valencia

Zachary Kluckman
Executive Director
NM Poetry Tangents

Abstract Performance poetry is a way for aural, kinesthetic and visual learners to directly experience the power of words. This power invigorates classrooms and invites students to find new motivation to attend and participate, and to explore summary, analysis, signposting, audience connection, and movement and sound within writing regardless of genre.

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Location **Alvarado D**

Session 4-4 **Your Students Are Who They Are...Does Your Syllabus Know That?**

Presenters Greg Hammond
English
Doña Ana Community College

Mike Teitsworth
English
Doña Ana Community College

Abstract This short presentation and open discussion will question traditional classroom rules and policies and their appropriateness for non-traditional students. Take a moment to imagine if letting go of time-honored beliefs concerning classroom policies might allow students a more useful ownership of their success. Let's explore if subtracting from a transaction-based syllabus can add to an environment of deep transformation-based learning and teaching aimed at retaining students.

Location	Alvarado E
Session 4-5	Partnering with Grassroots Leaders: Service Learning as a Means of Retention
Presenters	Emma G. Bailey Social Sciences Western New Mexico University Alicia Edwards The Volunteer Center of Grant County
Abstract	WNMU and The Volunteer Center of Grant County are partners in a service learning initiative. Over the last year and a half, students have used and expanded their knowledge in service to the community. The panel will present two projects: Nature's Basket: WNMU's Community University Garden and Hunger for Knowledge--A Fundraising Dinner. Student members of the panel will share their experience in the project as evidence of retention while faculty and community partners will address how the partnership strengthens the support and capability of such projects.
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Location	Alvarado F
Session 4-6	Using NSSE to Encourage and Support Writing Across the Curriculum
Presenters	Vicky Dueer Institutional Research, UNM Karen McGilvray BA/MD Program, A&S, UNM Charles Paine English, UNM
Abstract	The National Survey of Student Engagement allows schools to administer extra questions about students' writing experiences. We describe the special survey, national and UNM analyses of results, and how results can be used to encourage and support more effective use of writing in all disciplines.
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Location	Alvarado G
Session 4-7	Tweens' Retainers and Retention: Status and Issues of Middle Level Education in New Mexico
Presenters	David Braun y Harycki Susan Marie Rumann Michael Anderson School of Education New Mexico Highlands University
Abstract	Quality middle level schools are the key for high school retention. Discuss with us the status of middle level schools and explore related issues in New Mexico as New Mexico Highlands University initiates its emphasis on middle level education through professional-development activities in graduate and undergraduate programs.

Location **Alvarado H**

Session 4-8 **University of New Mexico's Title-V Peer Learning Facilitators**

Presenters Armando Bustamante
Student Affairs Title V
University of New Mexico

Aurora Pun
University of New Mexico

Delana Gonzalez
University of New Mexico

Abstract UNM's Title V program goal is to increase student retention and graduation rates at the University. As an institution, UNM has low completion rates in introductory sciences and math. Peer Learning Facilitating, a new form of mentoring and tutoring, allows for a more engaging approach to teaching and learning.

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Location **Turquoise Room**

Session 4-10 **Doing the *What* in a World that asks *How...*and how much, what if, and who will**

Presenter Shelly Stovall
Office of the Provost
New Mexico State University

Abstract Doing WHAT is in the best interest of our students should be the driving force behind learning assessment. However, visions of meaningful assessment quickly dissipate with seemingly rational inquiries about how, who, and what about. Focusing on the WHAT can move us from inaction to progressive action in student learning venues.

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Location **Weavers Room**

Session 4-11 **"Birds-of-a-Feather" Roundtable: Assessing Student Services**

Facilitator Bernadette Montoya
Assistant Vice President for Enrollment Management
New Mexico State University

Abstract Come share ideas and ask questions about assessing student services with your colleagues from other institutions.

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Location **Potters Room**

Session 4-12 **See the Full Solution to the 21st Century Classroom**

Presenter Dave Dworsky
CIM Technology Solutions

Abstract Come learn about 21st Century classroom solutions to assessment questions that use technology in innovative ways.



You are invited to attend a
ACT Sponsored Reception

6:15 p.m. – 7:30 p.m.
North Atrium

Learn more about how many New Mexico schools have been using the COMPASS Placement and Diagnostic System to assist with College Readiness in the High Schools and Retention on your campuses: Friday 11:15 Alvarado G

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Contact Pierre Laroche, Retreat Director, at plaroche@nmsu.edu for details or

Friday, February 26, 2010

Conference Registration

7:00 a.m. – 1:00 p.m.

You are invited to attend a
Continental Breakfast in the East Atrium
6:45 a.m. to 7:45 a.m.

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Annual Membership Meeting
7:15 a.m. - 7:45 a.m.
Alvarado E

Title	New Mexico Higher Education Assessment Association Meeting
Board Members	Bruce Martin (President), Pat Boyer (President-Elect), Barbara Taylor (Past-President), Patrice Caldwell (Executive Secretary), Susan Wood (Conference Director and Past President), Pierre Laroche (Summer Retreat Director)
Description	Annual meeting of the New Mexico Higher Education Assessment Association, Inc. Items for consideration and/or action include discussion of statewide assessment issues and election of the President-Elect. <u>Meeting is open to the public.</u>

Session Five
Friday 8:00 a.m. – 8:45 a.m.

Location	Alvarado A
Session 5-1	Promoting Transparency and Aligning Outcomes with Strategic Planning with the Help of Web 2.0
Presenter	Tim Hand Coordinator of Student Services New Mexico State University Laura Grant Academic Advancement Coordinator New Mexico State University
Abstract	New Mexico State University's Student Success Division has blended its assessment and strategic planning for student services to measure learning and programmatic outcomes that furthers both the Division and University mission. These efforts include accessible and transparent web presence which feeds from blogs, other sites, and an emerging evidence database.

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Location	Alvarado B
Session 5-2	Grassroots Ethics: Doing the Right Thing in Any Times
Presenter	Irene Meares Business Western New Mexico University
Abstract	Grassroots Ethics: Doing the Right Thing in Any Times. This session explores the importance of ethics in the academic setting. We are inundated with reports of unethical behavior by individuals in private and public office. The current economic situation provides tales of unethical behavior and the average citizen's discontent with the actions of prominent, high ranking officials. Unethical behavior doesn't suddenly appear when individuals reach a position of prominence. The seeds are sown early on. Is the academic environment fostering ethical behavior?

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Location	Alvarado C
Session 5-3	New Mexico Teacher Assessment Exams: Writing Strategies for At-Risk Student-Teacher Candidates
Presenter	Joseph Di Lella Curriculum and Instruction Eastern New Mexico University
Abstract	Making the Grade: Strategies for Essay Writing, is an easy to master five-step approach that promotes readability and fluidity for state competency tests. Once trouble spots are identified, at-risk student-teacher candidates can tackle any essay question - long or short - thrown their way.

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Location **Alvarado D**

Session 5-4 **State-Mandated Gen Ed Assessment Reports: Round 2**
(double session with session 6-4)

Presenters Carmen Santana-Melgoza, Taskforce Chair
New Mexico State University

Cherryl Kilness
VP Academic Affairs
ENMU Roswell

Tom Root
Provost's Office
University of New Mexico

Abstract Based on New Mexico statutes all institutions are required to assess student learning outcomes in the general education core competencies and to submit a yearly report to the HED describing their assessment activities. This session will focus on reporting the results of the second year's collection and evaluation of the reports including best practices, closing the loop by using feedback to improve institutional practices, guidance for next year and round table discussions on assessment of each of the five core competencies. Participants will have the opportunity to provide suggestions on how to improve the reporting and evaluation process.

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Location **Alvarado E**

Session 5-5 **Developing an Online Assessment Instrument: From the Grassroots Up**

Presenters Janet Roehl
Educational Studies
Eastern New Mexico University

Trish Maguire
Director, Distance Education
Eastern New Mexico University

Kathie Good
College of Education and Technology
Eastern New Mexico University

Mary Kallus
Department of Curriculum and Instruction
Eastern New Mexico University

Abstract The panelists will present data from their study of effectiveness of an online evaluation instrument developed by them. Discussion will present analysis of the findings, focusing on effectiveness of the tool, student response rates, and usefulness of the data gathered. Two versions of the instrument will be shared.

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Location **Alvarado F**

Session 5-6 **Institutional Retention as a Function of Constituency Responsibility**

Presenters Felipe de Ortego y Gasca
Chicana/Chicano and Hemispheric Studies
Western New Mexico University

Gilda Baeza Ortego
Miller Library
Western New Mexico University

Abstract Generally, retention has been considered a function of the professoriate. However, more and more we are becoming aware that retention is really a function of constituency responsibility. That is, everyone at the college or university bears a responsibility in retaining students, everyone including the cafeteria director who provides meals that students value, the housekeeping workers who can influence retention with a "good morning" or "howdy do," and the registrar's office who provides a "good customer service" attitude. And of course teachers who understand that no students means no work. It's time for a paradigm shift in how we engage students.

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Location **Alvarado G**

Session 5-7 **The Right Lessons for Perilous Times**

Presenters Barbara Bailey
English
University of New Mexico - Valencia

Mary Cooper-Wallace
English
University of New Mexico - Valencia

Abstract: Students who are accountable participants in their own learning are more likely to earn better grades and to remain in school. This participatory workshop will illustrate ways to add to your "toolbox" of stimulating learning activities that add quality to lessons and garner the results desired by instructors and students.

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Location **Alvarado H**

Session 5-8 **The Writing Life: Bringing Writing Skills into Focus for Children of the Electronic Age**

Presenter Eva McCollum
English
The New Mexico Military Institute

Abstract This participant-centered workshop will offer a number of techniques to involve students in all parts of the writing process. I will also offer ways to help students seek solitude and relevance in their writing process. Audience participation will be encouraged.

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Location **Turquoise Room**

Session 5-10 **Celebrating the Latino Culture Through Mathematics**

Presenters Cleopatria Martínez
Mathematics
Phoenix College, Phoenix, AZ

Veronica Herrera
Mathematics
Phoenix College, Phoenix, AZ

Amalia Villegas
Counseling
Phoenix College, Phoenix, AZ

Abstract Mathematics is often viewed as the manipulation of letters, symbols, and numbers to compute, simplify, or solve. This project focused on infusing a celebration of the Latino culture into the introduction to Algebra class. The goals were to improve student learning of mathematics and understanding of the meaning of basic algebra vocabulary used to teach graphing, factoring, solving equations, and the basic operations with polynomials. Through the infusion of culturally stimulating information students' attitudes toward mathematics and student retention and perseverance improved significantly. The information will be shared by a panel of faculty comprised of the individuals listed above.

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Location Weavers Room

Session 5-11 "Birds-of-a-Feather" Roundtable: Canned Assessment Tools Versus Home-Grown Tools

Facilitator Larry Smith
Consultant, Assessment in Higher Education

Abstract Come share ideas and ask questions about the use of canned assessment tools versus home-grown assessment tools with your colleagues from other institutions.

Session Six
Friday 9:00 a.m. – 9:45 a.m.

Location Alvarado A

Session 6-1 Improve Learner's Engagement Through the Use of Modified Contract Grading Assessment

Presenter Judy Lavell
Extended University
Western New Mexico University

Abstract Tired of using the same old boring assessments? In this session, I will cover how to bridge the gap between using standard assessments and employing student-centered assessment strategies. Students feel a sense of ownership of their learning when they have choice in how their learning will be assessed.

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Location Alvarado B

Session 6-2 A Process To Improve Hispanic Graduation Rates

Presenters Linda Baldwin
Business and Economics
Western New Mexico University

George Muncrief
Business and Economics
Western New Mexico University

Adele M. Springer
Business and Criminal Justice
Western New Mexico University

Laurie Barfitt
School of Business Administration and Economics
Western New Mexico University

Abstract The WNMU School of Business has designed and implemented a “Plan, Do, Study, Act” process to increase minority student graduation rates. Number of students and probable causes for failure to graduate was described. Based on this information interventions were developed and applied. The process should improve student graduation rates and improve student service.

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Location **Alvarado C**

Session 6-3 **Using Assessment and Learning in Knowledge Spaces (ALEKS) for Developmental Math**

Presenters Cathy Aguilar-Morgan
MESH (Math, Engineering, Science, and Health)
NMSU-Alamogordo

Rita Eisele
MESH
NMSU-Alamogordo

Bette Berry
MESH
NMSU-Alamogordo

Abstract Using ALEKS tutorial program in the first two developmental math classes lets students progress at their own speed. In a traditional math class, students must keep pace with the instructor, using ALEKS, students can pace themselves. Instructors monitor the progress of the students, and assess with quizzes and a final assessment.

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Location **Alvarado D**

Session 6-4 **(continuation of session 5-4)**

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Location **Alvarado E**

Session 6-5 **Multiple Enrollment Students: Coaching With a Success Plan**

Presenters Kim Jeffries
Achievement Coach, School of Business & Information Technology
Central New Mexico Community College

Lesley Evans-Lane
Achievement Coach, Communication, Humanities & SS
Central New Mexico Community College

Barbara Burrows
Achievement Coach, Health, Wellness & PS
Central New Mexico Community College

Abstract Achievement Coaches at CNM have developed a strategy for working with a new program called Multiple Enrollment. Using coaching techniques and Success Plans, students repeating a course three or more times receive one-on-one assistance. Learn more about this innovative program by joining us for an interactive and informative session.

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Location Alvarado F

Session 6-6 Overcoming our Culture of Shared Helplessness

Presenters Kurt Depner
English & Communication
Doña Ana Community College

Shana Mason
English & Communication
Doña Ana Community College

Abstract Understanding theories of learned helplessness is useful in explaining why students are more likely to drop out of school or fail to prepare appropriately for major projects. Furthermore, we can more likely address the phenomenon and provide interventions that may make it more likely that these students will remain in school and be accountable for their own education. We will explore the role of learned helplessness in the educational process and provide educators with tools to address this serious, but rarely discussed problem.

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Location Alvarado G

Session 6-7 A Collaborative Approach to Retain Native American and Hispanic Students

Presenters Trinidad U. Tolar
Hispanic Studies Director
Bernalillo Public Schools

Betty McCorkey
Native American Director
Bernalillo Public Schools

Candace Head-Dylla
Reading Coach
Bernalillo Public Schools

Norma Bender
Bernalillo Public Schools

Abstract This session will illustrate how administrators and faculty are collaborating in assessing and serving the needs of Native American and Hispanic high school students with the goal of helping them become successful across the curriculum. This school district serves a population of 41 percent Native American and 50 percent Hispanic students.

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Location **Alvarado H**

Session 6-8 **Using Small Group Instructional Diagnosis (SGID) for Student Feedback in Criminal Justice Courses**

Presenter Paul Bowdre
Criminal Justice
Western Nebraska Community College, Scottsbluff, NE

Abstract This presentation will discuss the use of Small Group Instructional Diagnosis (SGID) as a formative assessment tool in criminal justice courses at Western Nebraska Community College (WNCC) and the WNCC Criminal Justice Career Academy. Benefits and challenges to using SGID both in a paper/pencil and computerized format will be highlighted.

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Location **Turquoise Room**

Session 6-10 **Criteria and Development for Assessing Courses with Application to Communication**

Presenters Maureen Olguin
Communication
Eastern New Mexico University-Roswell

 Anthony B Schroeder
Communication
Eastern New Mexico University-Roswell

 John Hansen
Recruiting/Retention
Clovis Community College

Abstract The panel will discuss the criteria for courses placed into a category, i.e., interpersonal communication and how the criteria does not fit the course, how rubrics need to be tested for validity and applied to determine if and what students are learning with the focus on standardized assessment processes and applications.

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Location **Weavers Room**

Session 6-11 **“Birds-of-a-Feather” Roundtable: Assessing Developmental Writing**

Facilitator Kathleen Baca
Professor, English
Doña Ana Community College

Abstract Come share ideas and ask questions about assessing development writing with your colleagues from other institutions.

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Location **Potters Room**

Session 6-12 **Personal Coaching in Academia: Steps to Success**

Presenter Rob Carriaga
Trio Student Services
Central New Mexico Community College

Abstract Coaching is a method of guiding people, with the aim to achieve goals and develop specific skills. Adapting personal coaching principles to academia will positively affect retention outcomes. Coaches help employees and students focus on productivity. It is a personal approach centered on encouragement, planning and monitoring efforts and outcomes.

Break
9:45 a.m. to 10:15 a.m.

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Session Seven
Friday 10:15 a.m. – 11:00 a.m.

Location **Alvarado A**

Session 7-1 **Assessing & Improving Student Spaces on a Shoestring Budget**

Presenters Norice Lee
NMSU Library
New Mexico State University

David Baldwin
NMSU Library
New Mexico State University

Cindy Pierard
NMSU Library
New Mexico State University

Abstract How can colleges and universities best assess and improve user spaces, even if they don't have the ability to undertake a major renovation? This session offers effective, low-cost techniques to assess actual space uses, as well as provide insight into students' needs and interests when designing improved and/or ideal learning spaces.

Location **Alvarado B**

Session 7-2 **Why Don't They Get This? Retention through Reconnection**

Presenters Michael Carriere
Adult Basic Education
University of New Mexico--Valencia

Richard Sylvestre
Adult Basic Education
University of New Mexico--Valencia

Abstract This workshop will focus on reminding educators how it feels to be a student learning a difficult skill. It will also point out casual, yet harmful language that we sometimes inadvertently use. The presenters will use a famous childhood toy that has emotional baggage associated with it—much like many students view education.

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Location **Alvarado C**

Session 7-3 **Making Students' Reflections Work for Portfolio Assessment**

Presenters Charles Paine
English
University of New Mexico

Mellisa Huffman
English
University of New Mexico

Paul Formisano
English
University of New Mexico

Abstract We describe an assessment method that can be used by any program using portfolios. This approach, which has students explicitly addressing program outcomes in their reflections, promotes self-assessment, learning transfer, course/program consistency, and collaboration among faculty and students. We will provide detailed handouts on strategies and challenges and maintain a how-to focus.

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Location **Alvarado D**

Session 7-4 **Challenging the Myths: Using What We Know to Boost Student Course Completion**

Presenters Suzanne Prescott
Sociology
Central New Mexico Community College

Michelle Renteria
Distance Learning
Central New Mexico Community College

Audrey Gramstad
Distance Learning
Central New Mexico Community College

Abstract Challenges to the achievement of student educational goals reflect the stresses of society today. Increasing stress from the economy, work, families, limited preparation for college, community and health priorities suggest that a smart response will incorporate ways targeted to enhance students' abilities to meet those challenges.

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Location **Alvarado E**

Session 7-5 **Current Practices In and Around Writing and Thinking Assessment: A Snapshot**

Presenter Terri Flateby
Office of Decision Support
University of South Florida

Abstract In this session Terri Flateby will highlight chapters from her new book that discuss the sort of work educators in higher education are doing in and around assessment.

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Location **Alvarado F**

Session 7-6 **First-Year Latino Community College Students' Perceived Obstacles**

Presenters Dayna Jean DeFeo
Institutional Research
NMSU Carlsbad

Rick Sperling
Psychology
NMSU Carlsbad

Abstract This qualitative study used focus group interviews with first-year Latino community college students to identify their goals, self-efficacy, and perceived obstacles to success in college. Data analysis reveals that students spontaneously identified obstacles that were primarily personal and cultural.

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Location **Alvarado G**

Session 7-7 **Experiences at the Higher Learning Commission Academy for the Assessment of Student Learning**

Presenters Shelly Stovall
Office of the Provost
New Mexico State University

Theresa Westbrook
NMSU Library
New Mexico State University

Tim Hand
Division of Student Success
New Mexico State University

Ricardo Jacquez
Interim Assoc. Provost
New Mexico State University

Patricia MacGregor-Mendoza
Languages and Linguistics
New Mexico State University

Abstract In an effort to promote institutional consistency in the wake of administrative transition, a team of five NMSU faculty, staff and administrators participated in the Higher Learning Commission (HLC) Assessment Academy Roundtable. Come find out what we learned, what we've accomplished, and how our understanding of student learning assessment aligned with the HLC.

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Location **Alvarado H**

Session 7-8 **What Motivates Students to Drop-out? Exploring Motives With Psychometric Mapping**

Presenter Edward Hummingbird
Assistant Director, Institutional Research
Collin County Community College District, Plano, TX

Abstract Improving retention requires an understanding of issues that motivate students to leave early. This study uses psychometric mapping and segmentation techniques to identify segments of drop-outs, based on their motives. The methodology is applied to course drop-out behavior, and college drop-out behavior. Empirical results and administrative implications are discussed.

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Location **Turquoise Room**

Session 7-10 **Basic Math with Online Component: Assessment Results**

Presenter Lilia Smarandache
Transitional Studies
UNM-Gallup

Abstract This demonstration will describe a project attempting to answer the questions: Will the online component improve learner engagement with the course and help improve final course grades? Related to this will it provide instructors with an alternative strategy to utilize technology in the classroom?

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Location **Weavers Room**

Session 7-11 **"Birds-of-a-Feather" Roundtable: Assessing Developmental Math**

Facilitator Nita Nichols
Developmental Math Instructor
New Mexico State University - Carlsbad

Abstract Come share ideas and ask questions about assessing development math with your colleagues from other institutions.

Session Eight
Friday 11:15 a.m. – 12:00 noon

Location **Alvarado A**

Session 8-1 **Closing the Loop: Assessment and Conversation to Drive Program Change**

Presenters Wanda Martin
English Language & Literature
University of New Mexico

Valerie Thomas
English Language & Literature
University of New Mexico

Michael Cabot
English Language & Literature
University of New Mexico

Abstract A regular feature of assessment in UNM's Core Writing program is to bring results back to the faculty who teach each course, engaging them in focused conversation about what the findings mean. These discussions help us to refine our student learning outcomes, our expectations, our curriculum, and our teaching practices.

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Location **Alvarado B**

Session 8-2 **Developmental Writing Program Outcomes Measurement at UNM-Gallup**

Presenter Jim Sayers
Transitional Studies
University of New Mexico - Gallup

Abstract UNM-Gallup Transitional Studies has piloted an exit "task" in our highest-level writing course for four semesters. In this workshop, participants will examine the writing rubric, sample prompts, and scoring protocol. Data will be presented comparing student scores with subsequent success in Freshman Composition.

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Location **Alvarado C**

Session 8-3 **Assessing What's Missing in Education in Perilous Times**

Presenter Doug Morris
Curriculum and Instruction
Eastern New Mexico University

Abstract Public education's greatest failing is its refusal to address the root causes of crises we confront in these perilous times, leaving us illiterate in critically "reading" the world. Current learning assessments are too narrow, instrumentalized, and reductionist. "Grassroots" assessments (constructed by teachers to address these skills) can develop students' knowledge to construct a better world. Some examples of such assessments are proposed.

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Location **Alvarado D**

Session 8-4 **Ethics: Why Should I Bother?**

Presenter Susan Williams
Business and Marketing
Doña Ana Community College

Abstract Everybody knows what ethics are, right? And everybody knows that ethical behavior is important, right? Wrong! With all the unethical behavior displayed by our role models, how do you know what to do? How do you begin to explore this with your students? Let's take a look at ethics and ethical behavior, and then get a better handle on how to actualize this behavior in our students.

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Location **Alvarado E**

Session 8-5 **Your Syllabus as a 'How to Succeed' Manual for Your Students**

Presenter Claudia Barreto
Science
University of New Mexico - Valencia

Abstract A syllabus should offer prospective students a vivid image of your course so they can appreciate its value and determine if they can undertake the responsibilities to succeed. We'll work on refining our capacity to clearly articulate learning outcomes and describe assessment measures. A syllabus is useless unless students understand it. I've developed a "Syllabus Quiz" to solve this problem.

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Location **Alvarado F**

Session 8-6 **The El Paso College Readiness Consortium**

Presenters Chantel Reynolds
Higher Ed Assessment Manager
College Board

Carolyn Buntyn
Testing Services
El Paso Community College

Abstract The El Paso College Readiness Consortium's goal to reduce or eliminate the number of developmental courses required upon enrollment into area colleges through a program of placement testing, diagnostic intervention, and re-testing in the area's secondary schools. Hear an overview of the program's success in helping their high school graduates begin with entry-level college courses.

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Location **Alvarado G**

Session 8-7 **Diagnostic Testing to Assist with Readiness and Retention: Best Practices**

Presenter Don Pitchford
Higher Education Consultant
ACT

Abstract This session will provide insight relative to how internet-delivered diagnostic testing can be used both in the high schools to assist with college readiness and recruitment and on your campuses to assist with retention.

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Session 8-8 **A Competency-Based Assessment Tool for a Graduate Program in Administrator and Teacher Education**

Presenters Linda K. Hoy
Educational Leadership
Western New Mexico University

Martha Gomez
Special Education
Western New Mexico University

Abstract WNMU faculty have created an electronic Professional Development Plan and Personal Disposition Assessment tool based on the New Mexico competencies for educational leadership and special education. Faculty have analyzed and used the results of this assessment to make improvements in graduate course offerings and program requirements.

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Session 8-10 **Facing Dispositions: What is the Right Thing?**

Presenters Julie Horwitz
School of Education
Western New Mexico University

Melinda Salazar
School of Education
Western New Mexico University

Abstract Who defines what is right and perilous? This presentation will examine how to reframe the NCATE Disposition requirement as ethical teacher education practice, how to build qualities of character in student teachers who become professional leaders in their communities and what measurements assess these practices and qualities.

Lunch on Your Own
Friday noon to 1:00 p.m

Post-Conference Workshop

Friday 1:00 p.m. – 3:30 p.m.
(Pre-registration and a \$60 fee are required)

Workshop

Location **Franciscan**

Title **Finding and Implementing Assessment Solutions in Perilous Times**

Presenters Susan Hatfield and Peggy Maki

Abstract In this workshop, Hatfield and Maki will direct participants' attention toward solving the problems that haunt assessment efforts in higher education.

2011 New Mexico Higher Education Assessment and Retention Conference

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APPENDIX H

Fall 2010 Advisors Institute

FALL 2010 ADVISORS INSTITUTE

THE PROVOST'S COMMITTEE ON ADVISEMENT
PRESENTS
THE 2010 FALL ADVISORS INSTITUTE



TUESDAY, SEPTEMBER 21, 2010

8:30AM TO 4:30PM

STUDENT UNION BUILDING



ADVISORS INSTITUTE - FALL 2010

7:30am-8:30am	Registration	Ballroom C
8:00am-8:30am	Continental Breakfast	Ballroom C
8:30am-8:45am	Welcome <i>Vanessa Harris, Interim Director, UC Advisement Center</i> <i>Stephanie Hands, Director, Academic Advisement</i> <i>Lorena Blanco, Training & Development Consultant, Title V/Office for Equity and Inclusion</i>	Ballroom C
8:45am-9:05am	National Scholars and Center for Academic Excellence and Leadership Development <i>Andrew Gonzalez, Senior Program Manager/Director, College Enrichment Program</i> <i>Kiyoko Simmons, Program Specialist, University College</i> This workshop will give an overview of new standards needed for National Scholars and will introduce the Center for Academic Excellence and Leadership Development.	Ballroom C
9:05am-9:25am	What is a Lobo? <i>Alex Gonzalez, Interim University Registrar</i> UNM's attendance is breaking records in 2010. What does this mean for the University? What does the new class look like?	Ballroom C
9:05am-9:25am	Graduation Express <i>Stephanie Hands, Director, Academic Advisement</i> <i>Henry Villegas, Manager, Academic Advisement: Athletics</i> Get on board with the Graduation Express! Learn more about this new initiative with the overall goal of increasing six year graduation rates.	Ballroom C
9:25am-9:45am	The Ins and Outs of Wait List <i>Alec Reber, Associate Registrar</i> Learn more about getting students into classes which are closed.	Ballroom C

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10:05am-10:20am	Morning MOVE IT Break <i>Tara Vig, Health Educator, EHPP</i>	Ballroom C
10:20am-10:30am	MAPS Update <i>Henry Gonzalez, Program Specialist, Title V Educational Initiatives</i> A quick reminder on Title V tools, MAPS, MyPage and Lobotrax.	Ballroom C Ballroom C
10:30am-10:50am	Stop the Hate/Updates from OEI <i>Lorena Blanco, Training & Development Consultant, Office for Equity and Inclusion and Title V Jordon Johnson & Christopher Ramirez, Project Assistants, Office for Equity and Inclusion</i> Stop the Hate is a new initiative from the Office for Equity and Inclusion. This session will give information on intake centers around campus for reporting Hate Bias Incidents and Crimes. We will also introduce the LGBTQ Resource Center and the services they provide.	
10:50am-11:00am	Q & A	Ballroom C
11:00am-11:20am	Veteran Students <i>Elise Wheeler, Program Manager, Enrollment Management</i> Learn more about the GI Bill benefits and eligibility for other scholarships as well as get a snapshot of UNM's veteran population.	Ballroom C
11:20am-11:50am	UAC Management Group Updates <i>Vanessa Harris, Interim Director, UC Advisement Center</i> <i>Henry Villegas, Manager, Academic Advisement, Athletics</i> Learn more about the changes affecting advising campus-wide.	Ballroom C
11:50am-12:00pm	Q & A	Ballroom C
Noon-1:15pm	NETWORKING LUNCH Take some time to network with colleagues from UNM, CNM and APS.	Ballroom C

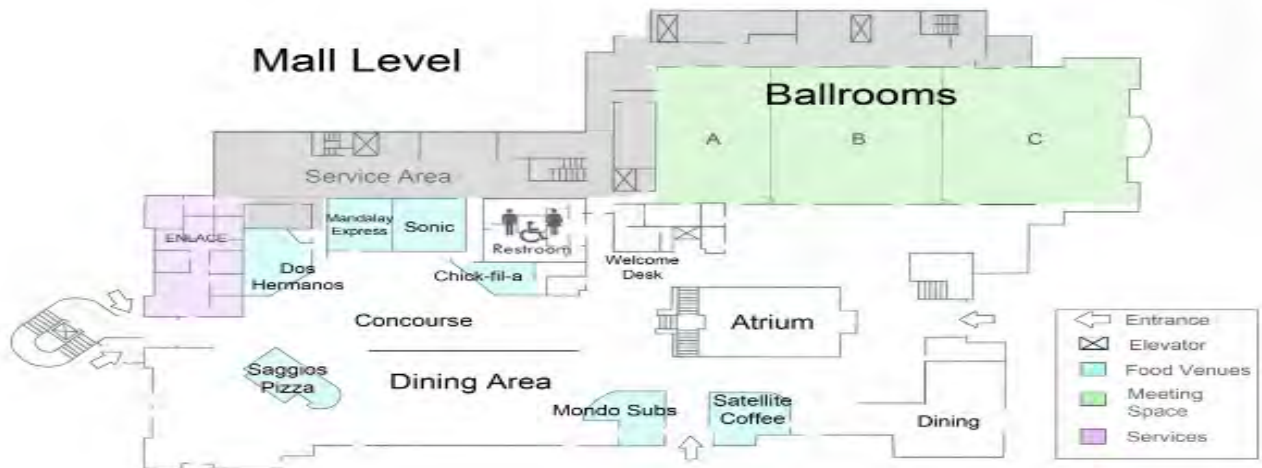
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1:15pm-2:15pm	2+2 Initiative/CNM Updates <i>Stephanie Hands, Director, Academic Advisement, UNM</i> <i>Tammy Strickler, Director, Academic Advisement & Career Development, CNM</i> With record-breaking enrollment at both UNM and CNM, learn more about how to ease the transition for transfer students from CNM to UNM.	Ballroom C
2:15pm-3:15pm	Undocumented Student Updates <i>Andrew Gonzalez, Senior Program Manager/Director, College Enrichment Program</i> Get an overview of the laws governing undocumented students and identify resources available to them.	Ballroom C
3:15pm-3:30pm	Afternoon MOVE IT Break <i>Tara Vig, Health Educator, EHPP</i>	Ballroom C
3:30pm-4:00pm	Transfer Student Experiences Panel The transfer experience can prove challenging for students. Learn more about the challenges they face and how we can work together to smooth the transition into UNM.	Ballroom C
4:00pm-4:30pm	Closing Remarks and Giveaways	Ballroom C

Thank you for joining us!

ADVISORS INSTITUTE - Fall 2010



Upper Level



THANKS TO THE SPONSORS OF THE INSTITUTE:

Andrew González	El Centro de la Raza	UNM Freshman Advising
Antonio M. Barreras	Henry Gonzalez	UNM New Student Orientation
Shannon Saavedra	Jennifer L. Gómez-Chávez	UNM Office of Equity & Inclusion
Christopher J. Ramirez	Liana Rivera	UNM Student Activities
CNM Academic Advisors	Lorena Blanco-Silva	UNM Student Affairs
Davina Galbiso	Stephanie Gene Hands	UNM Student Athletics
Dr. Wynn Goering	UNM Alumni Association	UNM Student Union Building
UNM Bookstore	Vanessa Harris	
Renee Delgado	Lawrence Bustos	



ADVISORS INSTITUTE - FALL 2010

Welcome to the Fall 2010 Advisors Institute

The Institute is sponsored by the Provost's Committee for Advising (PCA). The PCA began in 2005, in response to the Provost's call for proposals that would address the need to: enhance advising practices University-wide for the betterment of the student user, and to provide advisors with more opportunities to develop and grow within their profession.

2010 Provost's Committee for Advising

Amy Neel
*Faculty Senate, Associate Professor,
Speech & Hearing*

Andrew Gonzalez
*Senior Program Manager/Director,
College Enrichment Program*

Deanna Sanchez-Mulcahy
Director, Academic Advising, College of Fine Arts

Henry Villegas
Manager, Academic Advisement: Athletics

Jennifer Crabb
Director, Career Services

Jennifer Gomez-Chavez
Director, Title V Educational Initiatives

Krystal McCutchen
Student Advisement, Pharmacy

Lorena Blanco-Silva
Title V/Office for Equity & Inclusion

Mark Ondrias
Associate Dean, College of Arts & Sciences

Stephanie Gene Hands
Director, Academic Advisement

Vanessa Harris
Interim Director, UC Advisement Center

Wynn Goering
Vice Provost, Academic Affairs



**Provost's Committee
for Advising**
pca@unm.edu
www4.unm.edu/pca

The UNM Title V Project is 100% funded through a grant from the U.S. Department of Education in the amount of \$2.8 million dollars.

APPENDIX I

UNM President's Work Plan for FY 10

and

**Key Dashboard Indicators of Progress Toward
UNM Presidential Work Plan FY 2010-2011**

University of New Mexico President's Work Plan for FY10

Key to Understanding this Document:

***** = This is one of the President's "Special Emphasis Goals" for FY10

Red Text = The President's "Adelante Objectives" for FY10

Goal #1 - Mission, Vision, and Strategic Plan

Review and refine the mission, vision, and strategic plan for the University of New Mexico.

Carried Over from FY09 Work Plan:

- Implement the UNM Facility Master Plan, focusing this year on implementation of the student housing plan through Lobo Development.

New for FY10:

- Develop a shared vision for the academic enterprise focusing on academic excellence and student success.
- Develop a five-year financial plan for the university that facilitates fiscal equilibrium.
- Evaluate and align UNM's yearly planning cycle to ensure that the challenges, opportunities, and goals related to the core missions are key drivers of the legislative agenda, budget development, and administrative priorities.

***Goal #2 - Accountability**

Continue to develop an organizational and leadership infrastructure at UNM that creates and reinforces a culture of accountability, continuous process improvement, and transparency, with measurement- and results-driven performance.

President's FY10 Adelante Objectives:

- Develop for presentation and approval by the Board of Regents a system of accounting procedures within all academic areas that ensure transparency and measurable standards that promote and clarify accountability. Include the following:
 - A comprehensive review of processes and procedures used by other four-year institutions in New Mexico, as well as other peer institutions, to identify best practices.
 - Development and institution of a process that provides for "encumbering of fund balances" within schools, colleges, and departments in a way that presents a true picture of how resources are encumbered, and specifically for what purposes.

- Begin the process of developing with faculty leadership a “Shared Governance Decision Matrix” that clarifies decision-making involvement and authority.
- Review Faculty Handbook Policies C100 (Academic Load) and C110 (Teaching Assignments) to ensure that these policies are appropriate to the current mission of the university and that they are applied fairly and consistently in all departments across campus.
- Clarify administrative roles, titles, accountabilities, and reporting structures to ensure transparency and knowledge of accountability.
- Establish the expectation and requirement that leaders within the academic enterprise (Provost, Deans, Department Chairs, etc.) shall take on primary accountability throughout the schools and colleges for the regular and rapid exchange of accurate information, as well as ongoing conversation and feedback related to emerging issues, opportunities, and challenges.
 - Develop and apply processes and practices to ensure that faculty have regular and meaningful access to Administration to share ideas, challenges, and concerns.
 - Hold all-school/college faculty meetings, with the faculty setting the agenda, to help administration understand the opportunities, challenges, and concerns that are unique to individual schools and colleges.
 - Hold a yearly schools and colleges review to allow deans to communicate with administration their strategic plans, as well as progress made and challenges encountered.

Carried Over from FY09 Work Plan:

- None

New for FY10:

- Implement processes that clearly involve Deans and Department Chairs in formulating short-term budget rescission decisions.

***Goal #3 – Academics and Student Success**

Establish an integrated system of services to prepare, recruit, enroll, develop, retain, and graduate both undergraduate and graduate students at the University of New Mexico, with special focus on the recruitment of high-achieving students and national merit scholars.

President's FY10 Adelante Objectives:

- Develop comprehensive strategies that assist academic units to meet their enrollment and retention goals, with emphasis on improved advising.
- Review and improve principles and processes related to the awarding of scholarships to ensure clarity, consistency, and student-friendly practices.
- Complete a university-wide degree audit to ensure that degree requirements are up to date, thus providing a clear and useful tool for each student's course planning and management of his/her time to graduation.
- Develop and implement a plan to improve academic advising that specifically addresses the understaffing of advisors in the University College Advising Center.
- Develop and implement a plan to ensure that UNM students have adequate access to computers necessary to support their success.
- Continue to Strengthen UNM's Branch Campuses:

- Continue to strengthen relationships between UNM's Main Campus, HSC, and the Branch Campuses.
- Develop a strategy that successfully prepares and attracts Branch Campus students to continue their education at UNM's Main Campus or at HSC.
- Develop and implement an effective distance education model.

Carried Over from FY09 Work Plan:

- Explore potential models for new admissions standards that include less emphasis on test scores (Main Campus).
- Develop a plan and time frame for implementing recommendations contained in the University College evaluation.
- Continue to expand UNM connections in Mexico.

New for FY10:

- Develop and implement a comprehensive plan for enhanced and expanded services that will attract and retain talented graduate students.

Goal #3B - Research

Continue to promote research growth at UNM based on the highest ethical values and founded in the research and educational strengths of the faculty. Make our research administration user friendly and among the best in the nation.

Carried Over from FY09 Work Plan:

- None

New for FY10:

- Foster faculty research through improved procedures and processes in Main Campus Research Administration.
- Develop new policies related to research centers and institutes through a joint task force with Academic Affairs.
- Support proposal development, award reporting, and the implementation of streamlined/fast-tracked processes associated with ARRA (stimulus) grants at the federal and state level.
- Formalize the role of newly-appointed Director of Arts and Humanities Research Initiatives to increase research and support scholarly activity of faculty in the arts and humanities.
- Finalize the restructuring and reorganization of the Main Campus Research Office.

Goal #4 - Diversity of Leadership, Faculty, and Staff

Develop and execute a plan to ensure that UNM is able to recruit and retain diverse and talented leaders, faculty, staff, and students that reflect the diversity of the state of New Mexico.

Carried Over from FY09 Work Plan:

- None

New for FY10:

- Establish process and procedures for hiring and retaining underrepresented faculty.
- Coordinate university-wide efforts to address recommendations by the Higher Learning Commission on UNM's Special Emphasis on Diversity.
- Organize the "ethnic centers" as components directly reporting to the VP for Equity and Inclusion, and move their funding from Special Project sources to the formula.

Goal #5 - Community Engagement

Initiate personal outreach to and active engagement with communities throughout the State of New Mexico and beyond.

Carried Over from FY09 Work Plan:

- Complete redesign of the UNM website.
- Develop and launch the UNM "brand."
- Revise MOUs with Tribes, Nations, and Pueblos.
- Develop and launch plans for a major UNM PK-20 initiative.
- Develop and implement a plan to address child care issues for students, staff, and faculty.

New for FY10:

- Develop and implement community visibility, engagement, and service expectations for UNM leaders, emphasizing the President's office.
- Develop a collaborative PR initiative that utilizes existing resources from main campus, HSC and Athletics.
- Develop and launch a communication tool for UNM neighborhoods.
- Compile a non-exhaustive list of volunteer and community service provided by faculty, staff, and students.
- Increase community collaboration through stronger participation in business and economic development opportunities such as those with the Greater Albuquerque Chamber of Commerce, Albuquerque Economic Development, and/or Hispano Chamber.

Goal #6 - Legislative Role

Establish and sustain positive relationships with the New Mexico Legislature that result in beneficial support and outcomes for UNM.

Carried Over from FY09 Work Plan:

- Meet with and develop strong working relationships with state/legislative leaders.
- Develop message to legislators that communicates UNM's Strategic Framework and links all legislative requests to the mission, vision, core values, and institution-wide strategies.
- Develop a mechanism that communicates UNM's long-range tuition plan to the state legislature. (reworded)

New for FY10:

- Develop and implement a plan for UNM to take the lead role in working with the legislature to revise the funding formula for universities in New Mexico.

Regents' Goal #6B - Federal Relations and National Issues

Establish closer relationships with federal funding agencies and our congressional delegation. Continue to increase UNM's reputation and visibility world-wide.

Carried Over from FY09 Work Plan:

- None

New for FY10:

- Work with new NM Congressional delegation to obtain congressionally-directed funds for university programs, projects, and initiatives
- Develop a process for the identification of federal research priorities that are limited in number and focus on the areas of expertise of our faculty.
- Provide timely information and support to the NM Congressional delegation on education, research, and community initiatives.

***Goal #7 - Fundraising**

Apply knowledge and expertise to design, organize, launch, and actively participate in a comprehensive fundraising strategy and executable program that produces positive results for UNM.

President's FY10 Adelante Objectives:

- Develop and implement a plan to focus fund raising efforts in areas that primarily support academic achievement through a) scholarships, and b) faculty chairs, and with a secondary focus on athletics.
- Develop and launch the "President's Engagement and Outreach Initiative" to ensure that the President is actively involved with the key donor base and major constituencies throughout the state, including:
 - The Foundation Board of Trustees
 - Major donor events
 - Top 100 donors and potential donors

- Working with the UNM Foundation, identify and develop a strong base of volunteer leaders for the public phase of the capital campaign.

Carried Over from FY09 Work Plan:

- Establish structure and time line for forth-coming capital campaign.

New for FY10:

- Develop and implement a major strategy for revenue-generating programs for the summer of 2010.

Goal #8 - Economic & Resource Development

Develop and execute plans to fully maximize UNM's economic and resource development opportunities.

Carried Over from FY09 Work Plan:

- Clarify economic development in the UNM organizational structure.
- Develop plan to select firm/firms to develop land adjacent to UNM.

New for FY10:

- Begin the development of an initiative that will answer the question, "How can UNM best position itself to develop academic and research endeavors that involve public/private partnerships around renewable energy and sustainability?"

***Goal #9 - UNM Rio Rancho Campus**

Develop the vision, curriculum, and programs for UNM's Rio Rancho campus that will serve the needs of the community and enhance the overall strength and vitality of the University of New Mexico.

President's FY10 Adelante Objectives:

- Open the first building on the UNM Rio Rancho Campus, and develop a plan for funding the new building over time.
- Create an overall operational funding model to be implemented for the fall 2010 semester, including the disposition of I&G funds that are generated by the Rio Rancho campus.

Carried Over from FY09 Work Plan:

- None

New for FY10:

- Develop a comprehensive academic plan for the Rio Rancho Campus, including programs to be offered by UNM, UNMHSC, and CNM.

Goal #10 - Health Sciences Center

Provide visible and active leadership and support in developing the future of the Health Sciences Center.

Carried Over from FY09 Work Plan:

- Complete and open the new Cancer Center facility.
- Continue planning and break ground on the Sandoval Regional Medical Center.
- Resubmit the HSC's proposal for NIH Clinical and Translational Science Center.

New for FY10:

- Ensure appropriate university-wide preparation for H1N1 flu.
- Maintain full accreditation of all HSC educational programs.
- Strengthen the role and responsibilities of the HSC Regent Committee.

Goal #11 - Athletics

#11 - Develop and implement a plan to improve the academic performance, retention, and graduation rates of UNM's student athletes, in all athletic programs.

#11B - There are other important issues that need to be addressed beyond the student success of student athletes. These relate to NCAA compliance, pricing of athletic events, and continued development of athletic facilities.

President's FY10 Adelante Objective:

- Continue to ensure that the renovation of the PIT moves forward on schedule and with adequate funding - including private funding - with a December 2010 completion date.

Carried Over from FY09 Work Plan:

- None

New for FY10:

- Develop and implement new budgeting strategies to secure a balanced budget as well as the long term financial stability of the Athletics Department.
- Actively implement the marketing plan to sell suites and club seats and meet identified targets.
- Partner with other areas of the university to extend outreach and exposure of UNM around New Mexico.
- Implement the plan to celebrate the accomplishments of UNM's student-athletes.
- Enhance summer school opportunities for student-athletes to ensure greater academic progress and graduation.

***Goal 12 - Relationship and Communications with Board of Regents**

Propose refinements, additions, and modifications to the behavioral and structural guidelines proposed by the Regents for discussion and adoption at the August 2007 meeting, and then build the agreements into UNM's ongoing operations.

President's FY10 Adelante Objectives:

- Develop procedures and processes that address concerns raised during the Higher Learning Commission's (HLC) April 2009 accreditation visit and subsequent request for a "monitoring report" due to the HLC in January 2011.
- The President and Provost will work with the Chair of the Regents' Academic and Student Affairs Committee to develop an active agenda that addresses major academic issues on all campuses.
- Engage the Association of Governing Boards to provide coaching and training on the roles, practices, and behaviors of highly effective boards.

Carried Over from FY09 Work Plan:

- Continue to revise, update, and make appropriate adjustments to Board policies.

New for FY10:

- None

Goal #13 - Technology

Develop and implement strategies to develop and sustain the leading edge technological capability required to carry out the mission of the University of New Mexico.

Carried Over from FY09 Work Plan:

- Assess and strengthen university-wide technology capabilities in the areas of distance education, communications, research, reporting, emergency response, and security.
- Evaluate strategic alliances with high performance computing at UNM and the new state High Performance Computing Center.

New for FY10:

- Implement the online degree audit system.
- Expand faculty development opportunities in the area of instructional technologies.

KEY DASHBOARD INDICATORS OF PROGRESS TOWARD UNM Presidential Work Plan - FY 2010/2011



● Achieved
 ● Good Progress
 ● Some Progress
 ● Still Pending

* Carry-Over from previous year

Aug '10 Oct '10 Jan '11 Mar '11 May '11

Goal 1. Mission, Vision and Strategic Plan

Progress Achieved

1. Develop and implement an inclusive process (using best practices of shared governance) to strategically assess UNM's programs, campus-wide. This endeavor shall include the following:
 - Determination of key performance indicators for both academic and operational areas.
 - Development of the criteria and process for determining programs and activities that are core to the academic mission of the university and, therefore, must be preserved.
 - Development of the criteria and process for determining programmatic cuts that could be required due to financial exigency.
 - Development and implementation of a budget for FY12 that employs the above indicators, criteria, and processes.
2. Implement the following key elements of the Campus Master Plan:
 - The Student Housing Plan.
 - Development of lands owned by the University in the vicinity of the campus.
3. Develop a shared vision for the academic enterprise focusing on academic excellence and student success.*

Aug '10 Oct '10 Jan '11 Mar '11 May '11

Goal 2. Accountability

Progress Achieved

1. Deploy the President's Strategic Advisory Team (PSAT) to:
 - Identify and explore additional cost containment and revenue generation measures, and
 - Serve as a forum for learning about and sharing of best practices in cost containment, process improvement, and entrepreneurial activity that will build and incentivize a culture of fiscal accountability across campus.
2. Develop a two-year budget "austerity plan" for the entire university that preserves the core of its mission.

- Include a contingency furlough plan that could save at least \$2M while averting unnecessary layoffs.
3. Utilize President's annual meetings with faculty and staff of each college and school, as well as yearly college and school reviews, to:
 - Ensure mutual understanding of progress, challenges, and opportunities faced by each school and college, and
 - Develop collaborative, reality-grounded approaches to identifying and implementing solutions.
 4. Ensure there is full implementation and compliance with Faculty Handbook Policies C100 (Academic Load) and C110 (Teaching Assignments), and that there is transparency and consistency in summarizing and reporting both teaching load *and* workload.
 5. Conduct a comprehensive review of processes and procedures used by other four-year institutions to identify best practices.*
 6. Begin the process of developing with faculty leadership a "Shared Governance Matrix" that clarifies decision making involvement and authority.*
 7. Develop and institutionalize a process that provides for "encumbering of fund balances" within schools, colleges, and departments in a way that presents a true picture of how resources are encumbered, and specifically for what purposes.*

Aug Oct Jan Mar May
'10 '10 '11 '11 '11

Goal 3. Academics and Student Success

Progress Achieved

1. Refine strategies and tactics in the current plan for improving student success, making adjustments that immediately begin to improve four- and six-year graduation rates.
2. Conduct planning and identify/develop resources to establish an Honors College (with housing) that will support the recruitment and retention of National Scholars.
3. Evaluate University College as it relates to the academic mission of UNM.
4. Target improved services to students in two key areas:
 - Refine and implement strategies to measurably strengthen student advising in collaboration with academic units, student and career services, and student organizations.
 - Fully implement the federally mandated change to the William D. Ford Direct Student Lending program in a manner that is supportive and efficient for students.
5. Form a student-centric task force to explore and address challenges faced by students in three key areas:
 - Course access and availability to ensure on-time track to graduation.
 - Access to computers.
 - Printing capabilities.

6. Appoint a task force composed of faculty and student leadership to develop a program that recognizes and celebrates academic achievements by faculty and students, including National Academy Members, Regents' Professors, and National Scholars.
7. Work with faculty leadership to develop a 10-year plan to restore, reward, and grow tenure/tenure-track faculty lines at UNM.
8. Review and improve principles and processes related to the awarding of scholarships to ensure clarity, consistency, and student-friendly practices.*
9. Continue to strengthen relationships between UNM's Main Campus, HSC and the Branch Campuses.*
10. Develop a strategy that successfully prepares and attracts Branch Campus students to continue their education at UNM's Main Campus or HSC.*
11. Develop and implement an effective distance education model.*
12. Continue to expand UNM connections in Mexico.*

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Goal 3B. Research

Progress Achieved

1. Develop a comprehensive plan to enhance research collaborations between the National Labs and Kirtland Air Force Base
2. Develop a strategy that will make the University more competitive for funding in renewable and emerging/environmental technologies.
3. Develop a plan to evaluate and implement the recommendations of the Joint Task Force to Evaluate Centers & Institutes.

Aug '10 Oct '10 Jan '11 Mar '11 May '11

Goal 4. Diversity of Leadership, Faculty and Staff

Progress Achieved

1. Strengthen and develop sustainability for UNM's Ethnic Student Centers by:
 - Changing funding from RPSP sources to I&G funding,
 - Aligning and centralizing reporting directly to the VP for Equity & Inclusion.
2. Assess and enhance strategies UNM has recently developed and employed for hiring and retaining underrepresented faculty.
3. Develop strategies for recruiting and graduating minority doctoral students in STEM fields associated with energy and the environment.
4. Coordinate university-wide efforts to address recommendations by the Higher Learning Commission on UNM's Special Emphasis on Diversity.*

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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Goal 5. Community Engagement

Progress Achieved

1. Develop and implement a collaborative, cost-effective, and sustainable Communications and Public Relations model that utilizes existing resources from main campus, HSC and athletics.
2. Develop and implement a media response assessment program that includes both traditional and social media.
3. Develop and implement a plan (with specific goals) to engage with community groups and industry in Albuquerque and Rio Rancho, emphasizing collaboration with constituencies around our campuses.
4. Complete redesign of the UNM website.*
5. Develop and launch the UNM "brand."*
6. Develop and implement a plan to address child care issues for students, staff, and faculty.*
7. Develop and implement community visibility, engagement, and service expectations for UNM leaders, emphasizing the President's Office.*
8. Develop and launch a communication tool for UNM neighborhoods.*
9. Compile a comprehensive list of volunteer and community service provided by faculty, staff, and students.*
10. Increase community collaboration through stronger participation in business and economic development opportunities such as those with the Greater Albuquerque Chamber of Commerce, Albuquerque Economic Development, and/or Hispano Chamber.*

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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Goal 6. Legislative Role

Progress Achieved

1. Develop and implement a strategy to advocate for a tuition policy that supports higher education and is not punitive to students (i.e., tuition credit).
2. Actively engage with the Secretary of Higher Education in the preparation of a Master Plan for Higher Education in New Mexico.

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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Goal 6B. Federal Relations and National Issues

Progress Achieved

1. Reduce the number of federal earmark projects, seeking larger and more strategic efforts in priority areas.
2. Develop a detailed quarterly reporting system that tracks effort expended along with dollars appropriated for all federal initiatives.
3. Develop strategies, tactics, and proposals to compete for the \$1 billion (\$100 million annually for 10 years) allocated in the Health Care and Education Reauthorization Act of 2010 to improve STEM education opportunities for Hispanic students.
4. Establish and reinforce UNM's leadership and contribution at a national level by serving on the HACU Board, The Executive Board of the International Association of University Presidents, The Association of Governing Boards of Universities and Colleges Council of Presidents, the Executive Board of the NCAA, and the Executive Committee for the Mountain West Conference.

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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7. Fund Raising

Progress Achieved

1. Facilitate the effective transition to a new UNM Foundation President.
2. Assist the Foundation to secure commitments of volunteer leaders for the public phase of the comprehensive campaign.
3. Successfully launch the public phase of the comprehensive campaign in November.
4. Develop targets and strategies for the "President's Engagement and Outreach Initiative" to engage the donor base throughout the country.
5. Work with Foundation leadership to develop targets for and ensure adequate funding of Foundation operations, with particular focus on the next four-year public phase of the comprehensive campaign.
6. Develop and implement a major strategy for revenue-gathering programs for the summer of 2011.*

Aug '10 Oct '10 Jan '11 Mar '11 May '11

8. Economic and Resource Development

Progress Achieved

1. Develop the strategy, infrastructure, and organization to manage UNM's activities in economic development for the benefit of the larger community and to raise UNM's stature in the region.
2. Employ "Rapid Redesign" methodology to explore and enhanced strategic business model for UNM Continuing Education, leveraging the unique position and capabilities of this enterprise to generate revenue while providing service to the community.
3. Begin the development of an initiative that will answer the question "How can UNM best position itself to develop academic and research endeavors that involve public/private partnerships around renewable energy and sustainability?".*

Aug '10 Oct '10 Jan '11 Mar '11 May '11

Goal 9. Rio Rancho Campus

Progress Achieved

1. Implement the organizational and operational funding model for the Campus emphasizing local use of I&G funds as well as dollars provided by the city.
2. Develop specific plans to implement at least three 2+2 degree programs with CNM that address local community needs.
3. Engage corporations and businesses in the area in substantive discussions that will inform program development at UNM West.
4. Revise and implement the marketing plan for UNM West to incorporate strategies to effectively implement the 2+2 agreements of the new campus.

Aug '10 Oct '10 Jan '11 Mar '11 May '11

Goal 10. Health Sciences Center

Progress Achieved

1. Break ground and begin construction on the Sandoval Regional Medical Center in Rio Rancho.
2. Complete the evaluation and recommendation of the HSC governance structure including boards and administration.

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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Goal 11. Athletics

Progress Achieved

1. Complete renovation and funding for the PIT.
2. Represent UNM and the Mountain West Conference in rapidly developing changes for the BCS, Conference Realignment, and the NCAA BB Tournament Expansion.
3. Enhance summer school opportunities for student-athletes to ensure greater academic progress and graduation.*

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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Goal 12. Relationship and Communication with Board of Regents

Progress Achieved

1. Issue final report to the HLC on the status and plans to improve “shared governance” at UNM.
2. Develop and implement strategies and activities that promote positive working relationships and cooperation between the UNM Foundation Board of Trustees and the UNM Board of Regents.
3. Continue to revise, update and make appropriate suggestions for adjustments to board policies.*

Aug '10	Oct '10	Jan '11	Mar '11	May '11
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Goal 13. Technology

Progress Achieved

1. Employ “Rapid Redesign” methodology to design and implement system-wide improvements of UNM’s information technology processes, services, tools, and infrastructure, with focus on efficiency, productivity, and cost-containment.
2. Create statewide access to UNM courses, programs, and services by building 2+2 partnerships with Branches and community colleges through Extended University Distance Education Programs and Services.