HLC Addendum Request

10. In 4C1, the institution has defined goals for student retention, persistence and completion that are ambitious, attainable, and appropriate to its mission, student populations and educational offerings. …. The assurance argument provides the following statements: Our ambitious goal moving forward is to acknowledge the actuality that most of our students take between 4.6 and 5 years to graduate and to achieve 6-year graduation rates of at least 60% by 2030. To do this, we will need to improve third-semester retention, bringing it to 80%. Only a third of transfer students to UNM's bachelor's programs completed their degrees at UNM between 2017 and 2022. We target an increase in transfer graduation to 45% of transfer students by 2030. Can the institution provide any documentation/link to substantiate the stated goals? I haven't been able to validate/find these goals anywhere except the statements they made in their narrative.

Additional request made on Saturday, April 22:
> The assurance argument says "achieve 6-year graduation rates of at least 60% by 2030" – but I cannot find anywhere on website that references that goal. The previous strategic plan had metrics. This 2040 plan has a Goal 5 that talks about creating methods of tracking progress. So, I'm looking for anything that supports that stated goal (and any other student success goals) that the university may have that align with 4C1. Also wanting any information/evidence of student success goals that may exist for branch campuses, beyond the 6-year graduation rate for bachelor's degrees, if they exist.

Institutional Response:

Provost James Holloway announced the 60% by 2030 graduation goal in a January 31, 2023 Provost's Presentation to the Faculty Senate and in a February 2, 2023 Presentation to the Student Success, Teaching and Research Committee of the Board of Regents. The presentation statement under the heading "60 by 30" is as follows: "Having a 60% 5-year graduation rate for those who enter in 2025."
A full meeting agenda and minutes, with the slide presentation as appendix I may be found here: https://facgov.unm.edu/senate/meetings/uci1/bhrz/

The third-semester retention rate of 80% is our pre-pandemic level of retention and is necessary to achieve a 60% graduation rate for the class of first-time, full-time first year students entering in 2025. This is thus a necessary correlative to the 60% graduation rate. We have not published this target beyond the Assurance Argument at this time.

The Transfer graduation goal of 45% is not currently published. Evidence of commitment to this goal may be found in a recent Letter of Interest on collaboration with Central New Mexico Community College to the NM Secretary of Higher Education, which states the goal of improving transfer graduation by 15% (bringing an approximately 30-33% completion rate to an approximately 45% completion rate).

UNM's Executive Leadership team is currently reviewing final documentation of goals and tactics for UNM 2040 prior to publication. We are attaching here *internal* documents demonstrating commitment to a 60% graduation rate by 2030 and several measurable initial tactics related to achieving this goal.

- Academic Affairs UNM 2040 Projects: see the last row.

- Goal 2 Proposed Tactics

- UNM 2040 Goal 2 Update

- LOI CNM to UNM: Intermediaries for Scaling Transfer Success

UNM's branch campuses are currently designing strategic plans aligned with the UNM 2040 Strategic Framework, but public-facing goals have not yet been published. UNM-Valencia's title V Pasos Grant informs its UNM 2040 strategy: https://valencia.unm.edu/campus-resources/pasos/index.html.

Context: UNM 2020 was completed in 2020 as UNM shifted resources, strategic thinking capacity, and leadership and personnel attention to maintaining health on our campuses. Efforts to maintain instructional continuity, research continuity, health care provision, and maintaining health and safety for our faculty, staff, and students supplanted UNM 2040 planning. UNM achieved a 94% vaccination rate; trained over 600 faculty to teach fully online meeting quality standards; avoided major outbreaks and deaths; created access to support resources, technology and aid for students; provided flexibility to faculty relative to promotion milestones, etc.

We publicly announced the UNM 2040 Strategic Framework at the end of Spring 2022 and have been designing strategic plans specific to units across the university throughout AY 2022-23. We are on the verge of publication of sub-goals, tactics, and metrics and will be publishing related dashboards and publicly available views on progress.

Academic Affairs UNM 2040 Projects and Initiatives

P: Primary Alignment	Status	Ongoing	Notional
S: Secondary Alignment	Colors	Planning	

Should metrics be project level, or UN

Project or Inititiave	Adv. NM	Student	Diversity	Sustain	One U	Notes	Metrics
Grand Challenges	P	P	S	P	P	Core to UNM mission, Grand Challenges fosters work to support NM, leverages modest investments into large external support, and seeks to involve researchers, learners, and teachers from across the whole university. Several of the projects explicitly address diversity issues.	External funding associated with GC teams; number of faculty/students engaged
COEHS faculty growth	P	S	S			Growth of about 20 faculty to support preschool, primary, and secondary education in NM	COEHS enrollment, COEHS SCH taught, # faculty hired # graduates from COEHS, #licensed
STEM faculty growth	P	S			S	Looking for opportunities for joint hires with HSC. NIH FIRST grant funded. SOE commitment to grow by 20 faculty.	# faculty hired, SOE Enrollment
Quantum New Mexico Institute	P					This is moving along in relatively advanced way, including work with NM Legislature to secure some funding, and faculty hire commitments from provost.	Institute formed. Faculty growth metric. Research funding metric.
Faculty Compensation		P		P			Unit-level salary spend compared to R1 national average.
New Mexico Research Innovation Collaborative (NMRIC)	P					Phase one involves facility for SNL to rent, and this provides funding source for the phase. Phase 2 to provide space for UNM and potentially Air Force is less certain.	Funding sources identified for phases. Occupancy. UNM grad studnets working with labs?
Reframe Student Affairs as Student Success		P				Still notional.	
Institutionalize ADVANCE			P	S		This is essentially complete, with $500k of funding in place.	Need input from BR, BS, and JF on this.
Tuition Simplification and new Tuition Share Models				P		Step one achieved for FY22; proposal for FY23 being developed. Tuition share models piloted in ASM, and being extended to all ASM programs. Extend also to SPA programs, and explore other programs also	
Institutionalize PLF		P	S			This might belong under 60 BY 30	
Pilot Lobo Grow		P	S			Pilot is underway. This might belong under 60 BY 30	
Create individualized student support teams		P	S	S		Establish a support team for each student, comprised of an advisor, a mental health provider, etc. (Pamela Cheek developing proposal?). This might be under 60 BY 30	
CCAT		P				Critical facility to support CFA, who in turn support a critical economic sector of NM	Funding secured. Construciton begun
Department of Africana Studies		P	P			Department created and inagural chair in place. May be some faculty hiring (be ready for possible financial commitment)	
A&S Humanities & Social Science Core Facility Study		P				Feasibility study for a new facility to replace Ortega and Humanities and expand the SUB with a connector.	Study complete
Public Health Initiatve	P				P(?)	Public health is clearly a critical new in NM, and UNM is positioned better than any other university to develop this new school. The One University aspect of this is intellectually clear - public health involves many disciplines - but is structurually / operationally unclear (Does SPH simply hire in lots of disciplines, or develop a workable system to ensure cooporative networks across UNM?)	
Become Amazon Educational Partner	P				P	Dan Garcia and Sam Dosumu working on finalizing agreement with Amazon. This is smaller scale - place under so	Should be in place this year. #of Amazon students enrolled. Probably modest numbers
UNM Business and Economic Summit	P				P		# of participants at annual summit?
Shift from TPT faculty to lecturers where appropriate		P	S	S			
Address A&S Structural Deficit				P		Plan in place and progressing. Review in January 2023 to determine efficacy.	Recurring budget deficit reduction. Accumulated budget deficit reduction.

Develop College-level Strategic Plans					P	Ensure every college has a strategic plan aligned with the UNM 2040 framework	Plans developed
Student Wellness Initiative		P			P		
Student Mental Health Initiative		P			P		
60 BY 30	P	P	P	P	P	Achieve 60% undergrad completion by 2030. Note: number of graduates may be a meter notion - we want scale of gradautes, and to account for transfer students also.	60% 5-year graduation rate for full-time first time first-year students. #of graduating students grows by x% per year.

Proposed Tactics for the Public-Facing UNM 2040 Strategic Plan

GOAL 2: STUDENT EXPERIENCE & EDUCATIONAL INNOVATION		Timeframe: now through June 30, 2023		
		Succinctly Describe Tactic	**Metric (using SMART goal guidelines)**	**Project Manager for Tactic - Lead Contact (name, email)**
Objective 1	Coordination and Alignment of First-Year Support Programs	Align and coordinate first-year, near-peer mentorship and support programs. Build course clusters for first- and second-semester students to promote connection and belonging; attach academic support directly to the clusters.	Identify appropriate placement and develop job description for individual to coordinate first-year programs	Incoming Executive Director Student Support, Director, Office of Advising Strategies Hands, Cheek, Scott
			Establish baseline of programs currently in existence	
			Coordinate with academic programs	
			Integrate HSC programs reaching first-year students	
			Advance data collection on student enrollment in first-year programs	
			Evaluate and assess current status to establish goals for development of the office	
Objective 2	Co-Curricular Engagement and Data Collection	Define varied co-curricular experiences (e.g. study abroad, community engagement, internship, professional shadowing, etc.); identify their place in the curriculum and prioritize credit-bearing opportunities; popularize short-term, intensive experiences alongside traditional semester-long experiences.	Establish exit survey **required** for graduation (May 2023)	Team Leads: Vigil, Scott, Cheek
			Develop co-curricular transcript	
			Establish co-curricular baseline	
Objective 3	Student Advisement Support Team	Develop an advisement system that guides students from point of completion of admissions through orientation and involvement in their college; ensure a "shared university voice" with students that emphasizes the most critical and developmental communications. This one-stop, virtual platform will supports students as they navigate career decision-making.	Hire lead to map roles/responsibilities and coordinate with enterprise IT	Director, Office of Advising Strategies Hands, Cheek, creation of new position, Alesia Torres (Enterprise IT), cross university governing committee established by Enterprise IT
			Develop shared investment across campuses	
			Rebuild and modernize advisement training and professional development	
Objective 4	Graduate Teaching Assistant (GTA) Training	Pilot GTA training approaches adapted to different departmental and teaching contexts. Design a general model with a focus on supplying graduate students with professional development that is useful for their careers and offering them tools to increase success, engagement, and equitable outcomes among the undergraduates they teach.	Pilot Student Experience Project (SEP) GTA training adoption	Center for Teaching and Learning (Pollard, Spong), Dept. of Biology (Witt, Takasc, Howe,..)
			Center for Teaching & Learning and Graduate Programs coordination around Fall 2023 training	
			Evaluation and improvement	
			Pilot training models established in all departments	

January 25, 2023

UNM 2040: Goal 2. Status Update.

Co-leads: Teresa Vigil, Pamela Cheek, Eric Scott

Focus Groups: We conducted six focus groups, each including six to twelve faculty, staff, and student stakeholders, on November 29 and 30, 2022, addressing the following goal areas:

- Educational Innovation for Undergraduates
- First-Year Support
- Creation of Degree Pathways
- Graduate and Professional Student Opportunities
- Opportunities for Students Beyond the Classroom
- Educational Opportunities and Community Connections

Focus Group participants contributed slides describing existing projects and their highest priority for UNM relative to meeting Goal 2. These slides, along with focus group notes, have been compiled into an existing practices and priorities deck, which provides an overview of strengths and needs for addressing the goal (attached).

As we proceed, we welcome leadership information about alignment and definition of relationships among 2040 strategic planning efforts across UNM campuses, including identification of opportunities to scale and share student support resources and pedagogical best practices developed by this team for Goal 2.

Based on the key ideas and challenges that emerged from the focus group discussions and on early UNM 2040 goal 2 tactic lists, the co-leads identified:

Six Projects for 2023-2025:

1. *First-Year Belonging and Persistence*:

Align and coordinate First-Year Near-Peer Mentorship and Support Programs. [commitment] Build course clusters for first- and second-semester students to promote connection and belonging; attach academic support directly to the clusters, prioritizing high fail-rate courses; Create cohort faculty development experience for general education instructors. [in consultation with academic leaders].

2. *Engagement through Co-Curricular Experiences:*

Define varied co-curricular experiences (e.g. study abroad, community engagement, internship, professional shadowing, etc.); identify their place in the curriculum and prioritize credit-bearing opportunities; popularize short-term, intensive experiences alongside traditional semester-long experiences. [commitment]

3. *Student Access to Support and Team Support for Students:*

Implement Enhanced Advising/Student Experience Platform (with IT, HSC, and branches) and Student Engagement Platform including the design of staff development and communication protocols that emphasize the importance of relationships in triangulating student support and success. [commitment]

4. *Graduate Teaching Assistant Pedagogical Training:*

Pilot GTA training approaches adapted to different departmental and teaching contexts and design general model with a focus on supplying graduate students with professional development useful for their careers and offering them tools to increase success, engagement, and equitable outcomes among the undergraduates they teach. [commitment]

5. *Streamlined Student Communications:*

Develop and implement university student communication protocol that guides students from point of completion of admissions through orientation and involvement in their college. Ensure a "shared university voice" with students that emphasizes the most critical and developmental communications using methods and timing that have the greatest impact on student engagement and success. [commitment to communication for first-year students]

6. *Student Employment as a University Experience:*

Strengthen student employment culture and processes to connect student to developmental and educational opportunities, while ensuring that student employment is a part of a holistic student development experience. [commitment]

April 13, 2023

Cabinet Secretary Stephanie Rodriguez
Deputy Cabinet Secretary Patricia Trujillo
New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505-2100

VIA EMAIL ONLY

Dear Secretary Rodriguez and Deputy Secretary Trujillo,

We would like to express our appreciation to you for the opportunity to present a proposal for Complete College America's *Intermediaries for Scale* initiative. In this proposal, UNM and CNM envision a partnership enabling New Mexico transfer students to complete college through a collaborative student support model bridging our Albuquerque campuses. Among UNM undergraduates, approximately 40% are transfer students and 38% of these began their studies at CNM. Since 2017, UNM and CNM have made significant progress aligning curriculum and designing smooth curricular pathways that eliminate credits that cannot be applied to a degree. Nonetheless, only about a third of transfer students to UNM student complete the bachelor's degree. Transfer students are more likely than their first-time full-time peers to encounter high financial stress. Moreover, as UNM Student Experience Project (SEP) data have shown, students experiencing high financial stress have a poorer overall student experience in college and, correlatively, weaker academic outcomes. As the Basic Needs Project (BNP) led by Dr. Sarita Cargas has demonstrated, students experiencing food and housing insecurity are less likely to graduate than their more financially secure peers.

We believe that a bold partnership initiative between UNM and CNM, benefiting from CCA's *Intermediaries for Scale* and engaging with other New Mexican and U.S. higher education institution participants, can improve transfer student completion of the bachelor's degree by 15 percent. A key benchmark of success will be completion of the bachelor's by CNM to UNM transfer students in six years. This partnership will include the following elements:

1. *Linking CNM advising hubs and UNM college advisement centers*. Enhancing team advising protocols could simplify transitions, align communications, and facilitate degree progress. Team advising protocols would include onboarding and clear roadmaps for entering either institution, including returns to school after leaves or probation.

2. *Sharing institutional research about credit that transfer students have earned or attempted but not earned and can apply or cannot apply to a degree*. While UNM and CNM regularly align pathways and subscribe to the guided pathways paradigm, many transfer students, including dual credit students, accumulate college credit that transfers but cannot be counted toward completion of a major. Learning from existing curricular and enrollment analytics performed at our institutions, we will develop shared definitions of target metrics and review and revise processes to further transfer and speed success to completion.

3. *Identifying academic needs and providing collaborative interventions and support for students enrolled in developmental math, English, and reading courses and student experiencing challenges in general education courses that serve as the pre-requisite for a major.* Many students are concurrently enrolled at UNM and CNM for their 1000- and 2000-level courses. Lack of collaboration makes it impossible to identify support needs proactively before a student withdraws from or fails in courses at both institutions with negative consequences for continuing

financial aid eligibility. An approach to collaborative intervention could involve protocols for sharing placement information, academic tutoring, and advisement and enhancing faculty and graduate teaching assistant collaboration across institutions on teaching innovation, particularly in developmental math, pre-college algebra, and college algebra. Initial data support the finding that students fail and repeat the same courses at each institution, but more collaborative investigation and work to address the issue is warranted.

4. *Offering continuous outreach, onboarding, and engagement of CNM-UNM transfer cohorts.* Transfer students often have difficulty accessing co-curricular and extra-curricular opportunities and supports and may not develop a sense of belonging at the institutions they attend. Relying on peer navigators and near-peer mentors and scaling successful cohort models such as the existing CNM-UNM Humanities Now! Program supported by the Mellon Foundation, UNM and CNM can build a positive transfer student identity and increase engagement at both institutions.

5. *Developing a targeted basic needs intervention strategy.* While neither institution can fully assure food security and housing security for all students or comprehensively address childcare and mental health care needs, both institutions can share research, resources, and approaches to building identity safety and resource access for financially stressed students. Such a strategy would begin with learning across institutions (for example, bringing SNAP EBT and food recovery apps to campus, normalizing food pantry use or mental health support, sharing financial capability training approaches, understanding crisis support and mental health support capacity at each institution). It would extend to a case worker approach to identifying emergency resources and placements, and, resources permitting, to managing student eligibility for crisis housing and food for up to three-month periods.

As the presidents of UNM and CNM, we seek to renew our commitment to collaboration with this multi-step proposal, to enable transfer bachelor's completion. We are well-positioned to do this work due to the qualitative and quantitative data and broader understanding of our students' experience that we have developed over the past three years through institutional analytics, research studies such as the SEP and the BNP, and pilots such as the CNM pathways advising hub model. Committed and seasoned institutional leadership in advisement, enrollment management, and student success at both institutions situate us to collaborate on scaling tested approaches, from Humanities Now! to belonging interventions—and to scaling them together. Over the past three years, CNM and UNM have laid the groundwork for a strong advising collaboration by partnering on advising and transfer summits, fostering warm hand-off relationships, sharing degree information, opening advising to extramural students, and co-designing pathways. CNM's students are UNM's students and UNM's students are CNM's students. Working collaboratively with the support of Complete College America, we can scale our interventions to transform transfer success in New Mexico.

Warm regards,

Garnett S. Stokes
President, UNM

Tracy Hartzler
President, CNM