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UNIVERSITY OF NEW MEXICO Institutional Change Request for Online Programs

UNIVERSITY OF NEW MEXICO INSTITUTIONAL CHANGE REQUEST

The following Institutional Change Request was prepared by Debby Knotts, Director of New Media and Extended Learning; Jeronimo Dominguez, Vice Provost for Extended University; and Veronica Sanchez, Unit Administrator for Extended University with input from the staff at Extended University (primarily through New Media and Extended Learning) and the Office of the Vice Provost for Academic Affairs.

(1) What is the Change Being Proposed?

Proposed Institutional Changed Request: The University of New Mexico (UNM) is requesting that the stipulation for prior approval to offer fully online programs be removed. UNM is committed to providing quality educational programs for all its students and has developed best practices and models to deliver programs online.

Expected Outcomes of the Proposed Change: Consistent with the mission and vision of the university, the proposed change will allow UNM to expand educational access to the citizens of New Mexico. Expanding UNM's fully online programs will contribute to the institution's ability to provide access to quality academic programs throughout New Mexico, to increase enrollments; and to contribute to student success by improving graduation and retention rates. The availability of additional online programs will allow UNM to increase access to underserved geographic areas, provide opportunities for expanding relationships and partnerships with other educational institutions across the State; and create opportunities for shared programs and degrees.

Projected Impact of this Proposed Change: Online courses and programs are consistent with the role and mission of UNM's Schools and Colleges, specific to the goals of student recruitment, access, retention, and degree completion. The proposed change would allow UNM to better reach more students in both urban and rural environments. Working closely with UNM branches and other two-year institutions throughout the State, UNM is aligning online offerings for 2+2 degree completion. This will allow students with time and geographical constraints to continue their degrees anytime, anyplace.

UNM currently offers online degrees from the College of Nursing and a series of degree completion options from the School of Engineering and the College of Education. The following table shows the current degrees and degree completion programs.

UNM Online Degrees & Degree Completion Programs, Fall 2008					
College	Degree	Concentration			
Current online degrees					
College of Nursing	RN to BSN	BSN completion program for registered nurses			
College of Nursing	MSN	Nursing Administration			
College of Nursing	MSN	Community Health			
College of Nursing	MSN	Nursing Education			
Degree completion	on programs that have the potential	to be online degrees			
College of Nursing	PhD	Nursing Program			
School of Engineering	MSEE	Electrical Engineering: Control Systems			
School of Engineering	MSEE	Electrical Engineering: Signal Processing			
School of Engineering	MSEE	Electrical Engineering: Applied Electromagnetics			
School of Engineering	MSCE	Computer Engineering: Computer Networks and Systems			
College of Education	МА	Educational Leadership: Organizational and Community Leadership			
College of Education	МА	Educational Leadership: Instructional Leadership			
College of Education	МА	Educational Leadership: Educational Leadership toward Licensure			
College of Education	МА	Organizational Learning and Instructional Technology Program, degree completion			
Online concentration	ns under consideration for degree co	ompletion development			
College of Arts & Sciences	BA	Professional Writing			
School of Engineering / School of Medicine (joint program)	MS	Medical Physics			
School of Medicine	MS	Radiological Sciences			
University College	BUS	Various minors for degree completion			

Degree completion programs for the BA in Professional Writing as well as multiple minors for the Bachelor of University Studies are close to being completed. UNM Radiological Sciences is interested in partnering with NMEL to convert their courses to online delivery in order to offer a 2+2 degree completion solution to support students receiving an Associate's degree.

Enrollment and degree completion data show that students taking online courses and completing degrees continue to increase. UNM currently offers full degree programs online only from the College of Nursing. However, with the range of courses offered online across disciplines, students are able to complete degrees in several colleges with 12 or more hours of online courses as demonstrated in the following table:

Online Courses Contribution to Graduation Rates					
Online	AY 06-07	AY 07-08			
BA English		5			
BA Journalism & Mass Communication		1			
BA Psychology		1			
BBA		16			
BS Psychology		1			
BUS		2			
Ed Specialist Certificate, Ed Leadership		2			
MA Accounting		1			
MA Educational Leadership		14			
MA in OLIT		1			
MBA		2			
Master of Construction Mgmt		2			
RN to BSN degree completion	21	21			
MSN	41	18			
PhD in Nursing	2	0			
Totals	64	87			

This change will allow UNM to build on it's successful programs and courses and to expand online offerings that will provide another avenue for students and citizens of our State to purse a higher education.

Higher Learning Commission's Policy Relevant to the Requested Change: The Higher Learning Commission's policy relevant to the change regarding degree programs offered through distance delivery methods is stated as follows:

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1. *The Higher Learning Commission Policy Book*, June 2008, p. 44.

3.2(d)2 CHANGES IN EDUCATIONAL OFFERINGS (Adopted November 1999). "Commission approval shall be required to extend accreditation to include: . . 4. Degree programs offered through distance delivery methods . . ."¹

(2) What Factors Led the Institution to Undertake the Proposed Change?

Relationship between the Proposed Change and Ongoing Institutional Planning: UNM began offering instructional television courses in the 1980s and online courses in 1997. In 1999, UNM established Extended University (EU) as the unit responsible for facilitating and coordinating distance education efforts at the University via ITV, online, and face-to-face instruction. In conjunction with the development of the university's 2001 *Strategic Plan*,² the newly created Extended University also engaged in a strategic planning process to define the mission, vision, goals, and objectives for the unit as well as to align the unit plan with the overall institutional plan. The 2001 Strategic Plan specified a strategic direction that was particularly relevant to EU: "Public Responsibility: Provide New Mexico citizens access to a quality higher education; increase access to lifelong learning statewide." The commitment to providing access and quality programming has driven EU's initiatives over the past eight years.

EU has six overarching goals which are now aligned with the President's and Regents' goals that were adopted in 2007 as part of the *Strategic Framework*.³ These goals are highlighted below:

- 1. Increase enrollments.
- 2. Contribute to student success and to improving graduation and retention rates.
- 3. Enhance the availability and use of technological solutions throughout the campus and at centers for faculty, students and staff.
- 4. Improve relationships and partnerships within UNM as well as externally.
- 5. Develop an accountability and evaluation system.
- 6. Create a performance-based budgeting system that integrates and interfaces with the Banner system.

UNM has a long and successful record of creating access to main campus programs, courses, and services throughout New Mexico, through a variety of delivery methods. The number of available programs and courses

2. 2001 UNM Strategic Plan, http://www. unm.edu/~unmstrat/stratplan.pdf

3. UNM Strategic Framework, http://www. unm.edu/president/documents/Strategic_ Framework.pdf delivered via distance education has grown and continues to grow. Enrollments for distance education courses have grown from 4,621 in AY 2000-2001 to 9,946 in AY 2007-2008. Student Credit Hour (SCH) production has also increased from 14,143 in AY 2000-2001, to 29,744 in AY 2007-2008.

The unit within EU responsible for coordinating and supporting online courses is New Media and Extended Learning (NMEL). Online courses have experienced a 578% increase since 2000. UNM has seen marked growth in the enrollments and degree completion for students taking online courses. Degree completion is a high priority in UNM's *Strategic Framework*.

In December 2005 an Online Course Standards Task $\mathsf{Force}^4\,$ was created to:

- 1. support the upgrade to and implementation of WebCT Vista,
- 2. recommend institutional guidelines for online courses, and
- 3. function as an advisory body for NMEL in the support and delivery of online courses.

NMEL works closely with the Online Course Standards Task Force jointly to provide guidance for faculty who teach online courses, review emerging technologies, and further develop resources for faculty.

The December 2006 report from the Provost's Graduate Task Force⁵ provided recommendations "to devise practical strategies that can have a tangible impact on the problem of degree completion at the University of New Mexico." One of the strategies notes that "the web is rapidly becoming not only an acceptable, but in some disciplines even preferred, medium of instruction." The report recommends that, "UNM deans, chairs and appropriate IT departments, aggressively promote web-based pedagogies to broaden access and improve quality wherever possible;..."⁶

NMEL also works with colleges on planning and supporting online course work. An example of college level planning includes the College of Nursing's active Web Committee. This committee is comprised of faculty and technical staff from across the college who meet regularly to evaluate current teaching approaches and technologies with the intent of making recommendations to support continuous improvement in both faculty and student support for web-delivered courses. Another college example is the newly-formed College of Education Distance Education Task Force. The purpose of the task force is to develop a new approach to both programmatic and fiscal demands of offering its programs through distance education methods in order to increase the quantity while still maintaining the quality of the offerings. NMEL and the other units within EU are working closely with all of these groups to ensure alignment across all efforts.

Needs Analysis for Proposed Change: In Fall 2007, President Schmidly directed EU to undergo a review of the unit, similar to a program

4. More information about the Online-Course Standards Task Force can be found at http://facultyonline.unm.edu

5. http://www.unm.edu/~acadaffr/ ProvostReports.html

6. UNM Graduation Task Force Report, 2006, p. 13, http://www.unm.edu/~acadaffr/ Supporting%20Files/Graduation%20 Task%20Force%20Recommendations_ Final_4-10-07.pdf

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7. Extended University Distance Education Programs & Services Self Study, May 2008 review. As part of the review, EU produced a comprehensive self-study. After completion of the self-study,⁷ a review team consisting of two external members and one internal member were hired to review EU in the context of expanding its capabilities to better meet university goals. The review team consisted of Muriel Oakes, Dean for Extended University Services, Washington State University; Sue Maes, Interim Dean for the Division of Continuing Education Kansas State University; and Lani Gunawardena, UNM College of Education Professor in Organizational Learning and Instructional Technology Program. In his charge to the review team, President Schmidly indicated his desire to "grow institutional enrollments and expand the UNM presence statewide and internationally." The team was asked to provide suggestions and input regarding successful models, organizational structure, collaborative opportunities, and incentives to help EU grow the university's distance learning operation. The team was also tasked with identifying barriers to success and ways in which EU could help the institution meet its goals for student recruitment and retention.

The result of the EU Self Study and the review conducted during spring 2008 was a series of recommendations to take UNM's Extended University to the next level of success over the next 5 to 10 years. As stated in the reviewers' report:

The future economic health of New Mexico will increasingly depend upon a higher education delivery system that is both cost effective and of outstanding quality for undergraduate and graduate education as well as for professional development. The population of learners that is being served by UNM is on average older than the traditional college student. Many commute to campus and need to take classes with a minimum of commute time, often after they have completed work at their day job. Increasingly, non-traditional, part-time, and working adults expect a wide variety of quality courses to be offered at convenient times and places with an affordable cost; this makes it imperative that UNM consider a variety of formats for academic offerings.⁸

The recommendations, consisting of five overarching categories, were designed to address the mission and goals of the university, build on existing strengths, and to reflect best practices. These recommendations provide guidance for the continued support of a robust distance education program based upon the stated mission and goals of the university and the needs of the state. One specific recommendation in the report is highlighted below:

Support full degree programs to be offered at a distance, rather than individual courses. In the short term, specific courses may create maximum enrollments. But if the UNM and state goal is to increase degree completion statewide, the model needs to focus more directly on the development and delivery of programs, both degrees and certificates.⁹

8. The Extended University of New Mexico, Report of the Review Team, July 2008

9. *The Extended University of New Mexico, Report of the Review Team,* July 2008, p. 4. The reviewers offered several action steps aimed at developing a strategic mission to effectively move UNM toward its goal of becoming a statewide leader in the provision of educational services to communities in New Mexico and beyond. Two of the noted action steps included:

- Make distance education and outreach a presidential and university priority.
- Incorporate the outreach and distance-learning mission into all college and department strategic plans.

The report also included recommendations to conduct environmental scans and market analyses; develop a budget model that rewards and adequately funds academic participation; continued support for technical infrastructure for distance learning; to enhance the organizational structure within the institution for further clarification of roles among all units to achieve maximum success in e-learning and curriculum planning; provided some guidance for enhanced policies, procedures, and guidelines in the context of curriculum planning, student fees, student services, barriers related to enrollment, retention and graduation; recommended adopting a common rubric to assure the quality of all UNM online courses; engaged collaboration with other institutions of higher education for degree completion and new degrees; recommended expansion of student services for 24/7 help desk, online tutoring, access to computer labs, expanded advisement; continue aligning with IDEAL-NM, as well as expanding our international outreach. Working in close collaboration with a broad range of constituencies across UNM and across the State, UNM is moving forward to address recommendations made by the review team.

Involvement of Various Constituencies in Developing this

Proposed Change: Extended University has ongoing relationships with UNM's colleges and with a number of task forces and committees that include representation from the College of Nursing, the School of Engineering, the College of Education, the College of Fine Arts, the School of Medicine and Anderson Schools of Management, as well as the New Mexico Public Education Department and New Mexico Higher Education Department. These constituencies are working with EU to identify distance learning needs and online programs that respond to UNM's mission and that meet statewide workforce needs.

(3) What Necessary Approvals Have Been Obtained To Implement the Proposed Change?

Internal Approval Process: UNM has a rigorous curriculum review process. Any changes, additions, and deletions to curriculum are subject to review and approval by the department or supporting unit, the College(s),

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10. See http://www.unm.edu/~unmreg/ curriculum.htm for more information regarding the curricula process. Information regarding the Faculty Senate and Curricula Committees can be found at http://facgov.unm.edu/

11. NMHED Academic Program Approval Process can be found at http://inst.hed. state.nm.us/content.asp?CustComKey=21 6305&CategoryKey=251968&pn=Page&Do mName=inst.hed.state.nm.us

12. See http://www.unm.edu/ advancement/accreditation/toc.html

13. See http://www.unm.edu/ advancement/accreditation/ch2. html#Outreach the Faculty Senate Undergraduate Committee (if applicable), the Faculty Senate Graduate Committee (if applicable), the Faculty Senate Curricula Committee, the full Faculty Senate, and the Office of the Provost.¹⁰ For new program or degree proposals, once the proposal has been vetted by the department or supporting unit and the college(s), a preliminary program proposal is submitted for initial review by the Office of the Provost. If approved, new program proposals are then submitted for review to appropriate Faculty Senate Committees and then to the full Faculty Senate. The proposals must also receive formal approval from the Office and, finally, the UNM Board of Regents.

Once a degree program has been approved for traditional instruction, there is no further curricular review or approval for online program delivery. However, once an academic program has been identified to be offered online, EU/NMEL evaluates the development and production requirements to support the new program. This includes budget and production planning for instructional design, course production, faculty training and support, student support, and technology support.

External Approval Process: UNM does not have any stipulations from the HLC requiring approval of new programs at any degree level. For the State of New Mexico, once an undergraduate degree program or any level of certificate program has been approved through the university's internal process, the only external approval needed through the State is for the assigned Classification of Instructional Programs (CIP) code that will be used in reporting and notification to the State of the new program. However, new graduate degree programs require approval from the New Mexico Higher Education Department (NMHED), the New Mexico Council of Graduate Deans (NMCGD), and the State Board of Finance.¹¹ Once the UNM and State approval processes have occurred for regular degree offerings there is no further State external approval required to offer the degree online.

(4) What Impact Might the Proposed Change Have on Challenges Identified by the Commission as Part of or Subsequent to the Last Comprehensive Visit?

Challenges Identified in the 1999 Accreditation Report Directly Related to the Proposed Changed. The "1999 University of New Mexico NCA Accreditation Report of a Visit"¹² did not note any specific challenges directed solely at the UNM's distance education offerings in any of the seven institutional challenges outlined in the report. The review team did provide a recommendation within the "Advice for Institutional Improvement" section to continue to focus efforts and resources in distance education. However, within the text of the report, in the "Evaluation for Affiliation" section, there were several direct challenges identified for distance education at UNM.¹³ These included training for faculty teaching through distance education, systematic assessment of student learning outcomes, improved and articulated library support for off-site academic offerings, appropriate facilities and equipment for students taking courses away from campus, and better integration with other outreach programs and off-campus efforts. There was also a stated concern for heavy reliance on adjunct faculty and fragmentation of resources. The report also noted that the university's planning and budgeting practices for the support of UNM's distance education programs had not been considered central to the university's mission.

Addressing the Challenges in the 1999 Report: At the time of the visit in 1999, there was not a comprehensive distance education unit at UNM. Rather, multiple units across the institution had distance education offerings and there was very little coordination across these units. No systematic approach existed to determine the selection of course and/or programs offerings, technologies utilized, or support services provided. Many of the identified challenge began to be addressed through the creation of UNM's Extended University in 1999, which allowed for better coordination of efforts as well as opportunities for developing collaboration between units, best practices, and standards.

Coordinating and Supporting Distance Education Activities: Prior to the creation of Extended University, UNM had a long history of providing access to UNM courses and programs remotely. Upper division and graduate face-to-face courses were offered at UNM branch campuses, as well as some two-year community colleges in Central and Northern New Mexico. In 1984, UNM began offering ITV courses via ITFS (fixed microwave channels). In 1997, UNM offered its first online course, EECE 238, Computer Logic Design. In 1999, UNM established an Internet Pilot Project to create a series of online courses and deliver them through an externally hosted learning management system. Funding for distance education courses came from a variety of sources, including allocations from the Provost's Office, federal grants (particularly for education programs), fees assessed to students, or contracts with the national laboratories. There was no standardization in fees, across the colleges, departments, and locations.

In 1999, an outside consultant was contracted to review the existing distance education model and recommend a more efficient, effective model. The recommendation was to create a centralized model for distance education coordination and delivery. In the summer of 1999, the university's president, William C. Gordon, created UNM's Extended University under the leadership of a Vice Provost. Reporting to the Provost, the Vice Provost was charged with building the organizational structure to manage UNM's distance education enterprise. Allocations previously provided to a variety of units were centralized under the EU structure. EU received tuition dollars and fees collected for all distance education courses delivered via face-to-face, ITV, or online. This was a key element of the reorganization from a decentralized model to a centralized model. Goals set forth by UNM's administrative leadership for the reorganization included: better fiscal account-

ability, improved quality in its courses and services, and for EU to become self-supporting. The ability to receive tuition along with a modest allocation from the Office of the Provost served as an incentive for EU to reach those goals – the more student credit hours (SCH) generated from distance education courses, the more financial resources were available to invest in people and programs. Programs such as the Bachelor's in Nursing were converted from a satellite delivery model to a fully online program, thus opening up accessibility to the program to a broader market.

Over the past eight years, EU has grown from serving 4621 enrollments and generating 14,143 SCH in AY 2000-2001 to serving 9946 enrollments with 29,744 SCH in AY 2007-2008. Tuition revenue has grown, allowing EU to invest in the operation and growth of distance education. EU has been able to invest in additional technologies and people. Key to this growth was the ability for EU to create a "Vice Provost Discretionary Account" (reserves) for future investment. The growth of EU would not have been possible under the previous decentralized model and without creating a sustainable financial model.

EU has also grown considerably in staffing over the past eight years, from a very small core staff to over 60 regular employees, a set of on-call and part-time positions, and numerous student employees. In 2007, EU worked with human resources and other supporting units, such as Information Technology Services (ITS), to review all positions in EU to ensure that staff positions were graded appropriately for the skills and experiences required for the job. For NMEL this resulted in approximately 80% of the positions being upgraded to higher grade levels and, in some cases, increased salaries. This investment in the NMEL staff has reinforced efforts to recruit and retain quality personnel responsible for supporting the technical infrastructure as well as the support and training for students and faculty. Additionally, as part of the university's implementation of the Banner system, UNM upgraded to the WebCT Vista version in 2006 and went live with a full integration between WebCT and Banner as part of the student and academic affairs implementation project.



The budget for FY 2000-2001 was \$3.3 million; this has grown to over \$8 million for FY 2007-2008 as illustrated below:

Training Faculty Teaching Through Distance Learning: As part of NMEL, an Online Course Development Group was developed and staffed with individuals who have extensive experience and credentials in instructional design and digital media production for online courses. This group is responsible for supporting online faculty training, course development, and support. Pedagogical and technological changes necessitate providing ongoing training and support, which is made available through NMEL to faculty teaching online courses. A percentage of NMEL staff's time is dedicated to research and development in best practices as these relate to online course design, development and support. This group has provided leadership in the development of statewide best practices for New Mexico. NMEL also works in collaboration with OSET¹⁴ to provide workshops and resources designed to enhance the effective use of technology to support teaching.

Library Services Integration: NMEL is responsible for the administration and management of the institution's enterprise learning management system Blackboard Vista (formerly know as WebCT Vista). NMEL has provided access within the learning management system portal to entities such as the UNM General Libraries, the UNM Bookstore, online help systems (including FastInfo), and student services. Instructors are given the option to integrate E-reserves at the course section level, providing the student a seamless library experience from within the online course (an item of note is that the UNM's library also serves as the virtual library for the Western Governors University).

Systematic Approach to Technologies and Technology Access: UNM, through the efforts of EU/NMEL, has taken a systematic approach to the

14. http://www.unm.edu/~oset/

technologies utilized for online courses. The primary technology requirement for students taking an online course is internet access. The University has standardized on a single learning management system. Currently there are efforts underway to standardize integrated technologies for media delivery (e.g. live/streamed/podcast audio/video) through the learning management system to provide a seamless experience for students and to allow the University to provide better technical support. The basic technology requirements for all online courses are available at http://online.unm.edu under the "Computer Requirements" section. Generally these are: UNM NetID and password; Internet Service Provider (ISP); 28.8Kbps modem (56Kbps modem or higher is recommended); and current web browser and Java. An internet browser tune-up is provided for students to test their system as well as tutorials for students in the use of the learning management system.¹⁵ For courses utilizing the web conferencing system with audio/voice capabilities, students are required to purchase their own headset with a microphone.

Reliance on Adjunct Faculty: As of Fall 2008, less than 25% of the faculty teaching courses online were classified as adjunct faculty members. The majority of faculty teaching online courses are regular faculty members. Fragmentation of Resources: EU/NMEL strives to create a seamless experience for the online student. NMEL staff provide general advisement; admissions, and enrollment assistance; communications with registered online students as to when and how to access their online courses; online and technology tutorials; and technology assistance prior to admission and throughout each semester that a course is offered. NMEL works closely with the Office of the Registrar, Enrollment Management, ITS, UNM Libraries, the UNM Bookstore, and all academic units to assure as seamless of experience as possible for the students. Understanding that there is always room for improvement, NMEL staff members actively participate in a number of committees and task forces across the campus to identify and address issues that impact online activities.

(5) What are the Institution's Plans to Implement and Sustain the Proposed Change?

The plans and recommendations that follow seek to propel EU to achieve its vision of excellence in creating access to quality academic programs and to accomplish its mission of collaborating with academic units to design, coordinate, and facilitate programs and services for New Mexico's diverse communities of learners. EU seeks to enhance the statewide mission of the University through the use of current and emerging technologies as well as through traditional instructional methods in selected communities. EU is committed to aligning its work with the President's and Board of Regents' goals for the University of New Mexico.

EU must continue to work with the New Mexico Higher Education Department (NMHED) distance education initiatives and with the New Mexico

15. https://vista.unm.edu/webct/ entryPageIns.dowebct Public Education Department (NMPED) plans to serve public education through distance education (e.g., Cyber Academy, IDEAL NM, etc.). EU must focus on key degree programs that benefit the economies of the communities and students served. For example, complete degree programs in business, education, and in selected areas from the College of Arts and Sciences (such as the Native American studies program) could be developed and made available through various distance education modalities (online, ITV, face-to-face). Additionally, EU must work closely with the School of Engineering and the School of Medicine to respond to the growing need for professionals in the STEM disciplines, areas where UNM is strong and is expected to provide leadership. This is particularly relevant and significant due to UNM's relationship and partnership with Los Alamos National Lab, Sandia Lab, and Kirtland Air Force Base. As the only institution in the State of New Mexico with a School of Medicine and a College of Pharmacy, in addition to a full array of other programs in the health sciences, UNM is expected to reach out to the entire state in preparing health professionals in medicine, nursing, pharmacy, and allied health programs.

Statewide collaborations need to continue and agreements need to be negotiated with entities such as the eight Northern Pueblos and Laguna/ Acoma, as well as with communities throughout the state (e.g., Hobbs and Roswell). These communities have expressed both a want and a need to bring in programs specifically offered by the University of New Mexico through distance education methods. EU needs to continue to work collaboratively with our community college partners in an effort to provide a seamless transition from two-year to four-year studies for our distant students.

Involvement of Appropriately Credentialed Faculty and Experienced Staff: UNM academic departments identify and authorize faculty to develop and teach online courses. The academic department is responsible for offering faculty contracts. The majority of UNM faculty who teach online courses are regular faculty members who also teach traditional face-to-face courses on UNM's Main Campus.

Once a determination has been made to develop and deliver a course online, NMEL works with the academic department three to six months before the online course is offered, to allow for a reasonable amount of time to convert the course. NMEL provides extensive support services in the development/production of online courses, ranging from course design rubrics, instructional design, course icon/template design, content production (learning objects, audio, video, and podcast), to course modules and assessment development, as well as course evaluation design. When an instructor who has developed and taught an online course steps out for a semester (or more) or does not or cannot teach the online course, and it is determined that the course should continue to be offered, then the department, in consultation with NMEL, will assign a new instructor to the course. The new instructor is trained in online course development and management and the course is revised to fit with the new instructor's instructional requirements and expectations. If a revision or redesign is required, NMEL staff will assist the instructor in the revision, design, and development of the online course.

The staff within the NMEL Online Course Development Group possess a vast amount of training, education, and experience in the design, development, and support of technology mediated instruction and online courses. Seventy percent of the staff have advanced degrees focused on the effective use of technology in distance learning. As part of their job duties, all the Online Course Development staff are required to spend a portion of their time reviewing the research on best practices for online course development, pedagogy and support, as well as the emerging web-based and mobile technologies that are rapidly developing.

Administrative Support Structure: Online courses serve both oncampus students and students participating at a distance. Currently, as of 2008, Extended University oversees New Media & Extended Learning (NMEL), the department responsible for online development/delivery, and Media Technology Services (MTS), the department responsible for instructional television (ITV). Extended University also operates six off-site centers, co-located at UNM Branches (community colleges) and at independent community colleges, as well as at a center housed at Kirtland Air Force Base. Extended University offers upper division and graduate programs live and through ITV at these sites. The Vice Provost for Extended University reports directly to the Provost.

Extended University Organizational Chart



The functional organizational chart for NMEL, the unit responsible for the delivery and support for online course, is provided below.

NMEL Organizational Chart



Learning Resources and Support Available to Students: Currently, student support resources, library resources, academic advisement, and financial aid counseling are available through a series of websites and offices that offer phone and/or online chat support. Online students have access to library, technical help, bookstore, and some student support resources within the institutions learning management system. UNM's library and some technical support services also have online chat capabilities. In 2008, UNM's Enrollment Management Division piloted a "one-stop" website for most student services, which will include admissions, financial aid, and other enrollment services.¹⁶

NMEL is partnering with the Center for Academic Program Support (CAPS), a peer learning assistance center, on a pilot project to use real time web conferencing systems to provide virtual tutoring for online students. Through other partnerships with web-based services across campus, EU/ NMEL provides the prospective online student access to admissions and enrollment.¹⁷ The online course website provides the student with access to other resources, and NMEL employs a Student Programs Specialist who provides general advisement, admissions, and enrollment support. Within the institution enterprise learning management system (Blackboard Vista, formerly known as WebCT Vista), online students have access to library resources, all their online course materials, and media services related to their course.

UNM's Capacity to Implement and Sustain the Proposed Change: The growth of online courses and programs requires an increase in resources to provide necessary faculty and student support to assure continuous quality and sustain growth. The infrastructure needs to be expanded as well. In the EU Study, the reviewer's recommendations included expanding the infrastructure and the infrastructure support model. For NMEL, recurring funding is necessary for maintenance and replacement of hardware and additional software. This includes providing for system redundancy and requires additional physical space. As programs grow there is need for better trained and additional personnel, allowing for expanded hours of operation (e.g., 24/7 help desk). Standards need to be developed and refined for all supported technologies and student access to technology must be ensured. Focus must continually be maintained on emerging technologies and their use in the support of academics. Through new funding models and continually reviewing and refining relationships with other support units across the campus these needs can be met.

EU is currently funded from the combination of Provost's allocations and tuition and fees collected. EU also receives a small state appropriation and some grant funding. A Vice Provost discretionary fund (reserves) for future investment is maintained and a budget allocation process based on productivity is in place. 16. http://onestop.unm.edu/

17. http://schedule.unm.edu/



Extended University Funding Sources: 2006-2007

While allocations within EU's departments have not been based strictly on performance, performance has been an important consideration in final allocations. A financial model incorporating accountability has been created. EU has practiced a conservative approach to allocating budget within its departments. It does not believe in allocating or spending all of its resources every year. It is the belief of the EU leadership team that to grow it must maintain reserves for future investments. The Provost's allocations to EU have historically only grown by the amount of salary compensation increases. As discussed previously, EU's revenues have grown every year. The reserves maintained by EU have been necessary to support growth of EU initiatives.

Stemming from the recommendations of the Extended University review, in Fall 2008 a task force was created to review the current Distance Education funding model. The task force is charged with analyzing the current the funding model and preparing recommendations for a sustainable model to support expanded distance learning programs and degrees. The task force's report outlining their recommendations is due to the Provost and President in February 2009. Copies of that report will be made available to the review team as part of the resource materials.

Implementation Timeline: Online courses for the College of Education and the School of Engineering are developed and being offered for multiple degree completion areas. Once the proposed change is approved, EU/ NMEL is prepared to more forward within the year to offer complete degrees in these areas. In January 2009, The Department of Radiological Sciences, in partnership with EU/NMEL, will begin conversion of courses to online to support a 2+2 bachelor's degree completion program. The department's plan is to have all the courses for the degree available online within the next three years.

(6) What Are the Institution's Strategies to Evaluate the Proposed Change?

Measures of Expected Outcomes: EU will use enrollment and graduation data to measure the numbers of students impacted by this change. In addition, NMEL has developed a series of dashboards in UNM's current reporting system, Hyperion, to provide metrics for online course and program delivery. UNM is in the process of revising some of the reporting strategies and has implemented a rapid redesign process to address reporting enhancements. EU/NMEL is actively participating in and providing input to the process. Once the reporting system is refined and updated, it is anticipated that EU will have more comprehensive data available for reporting. EU provides an annual report to the University which documents fiscal outcomes, student enrollment, and degree completion data, as well as other key accomplishments. A copy of the latest annual report is provided at the end of this document for reference.

NMEL conducts multiple student surveys and provides course evaluation support during each semester for online courses. Some of the surveying provides student satisfaction data. Through close collaborations with OSET (the Office for Support of Effective Teaching), academic partners (colleges/ schools and departments with online faculty and students), and the NMEL advisory group (Online Course Standards Task Force), strategies for continuous improvement are developed and implemented.

For example, over the last five years NMEL has provided support in online course evaluation. Prior to Fall 2008, UNM used a paper-based system for the end of the semester course evaluation. NMEL, working with academic units, developed both a mid-course survey and an end-of-the-semester online course evaluation modeled after the questions from the paper-based system. From these surveys, NMEL was able to provide reports regarding course evaluation to the appropriate academic units. In Fall 2008, UNM replaced the course evaluation system with the IDEA system from Kansas State University.¹⁸ The IDEA system relies heavily on students' ratings of progress on learning objectives chosen by the instructor and the effectiveness of the instructor's teaching approaches and learning tools to accomplish those objectives. During initial semester that new system was rolled out, NMEL coordinated a pilot with the College of Nursing and the Office of Support for Effective Teaching (OSET) for the support of the online version of this evaluation system. All College of Nursing online courses participated in this pilot. The college used the same set core questions used by the rest of the campus. However, additional questions related specifically to the core technology were added so that reports specifically related to the technology could be generated for use by the college and NMEL. Though the pilot has just been completed at the writing of this report, the results will guide NMEL in aligning UNM's course evaluation system across all courses.

18. http://idea.unm.edu/ and http://www. theideacenter.org/

Integration with Assessment of Student Learning Activities and Other Assessment Measures: UNM is committed to the success of all of its students. Assessment of student learning is an important part of achieving this success across all courses. UNM has an Outcomes Assessment Planning Manager and a Provost's Committee on Assessment responsible for coordinating the institution's outcomes assessment planning efforts. The Outcomes Assessment website is a resource that provides guidelines, course assessment flow charts, program assessment flow charts; reports on NMHED Core Competencies, General Education Competencies, and UNM Student Learning Goals; and provides tools and templates for faculty.¹⁹ As the plans are being rolled out and implemented, UNM currently expects faculty to conduct student outcomes assessment of programs and general education courses regardless of delivery method.

Courses offered online from UNM are the same courses that are offered in face-to-face classrooms and are taught by the same instructors (in most cases). The primary difference is delivery method. In the effort to provide the highest quality learning experience for UNM students, the resources provided for faculty to convert courses to online are usually more extensive than those for the development and support of their face-to-face courses. EU/ NMEL is more rigorous in the evaluation of online courses, soliciting input from students and faculty throughout the semester. Beyond assessment measures, EU/NMEL meets with faculty on a regular basis to discuss lessons learned, to refine courses and support, and to implement current "best practices" models. All constituencies provide some level of input in the support of UNM's online courses and programs, and all have a vested interest in continuous improvement as UNM strives to offer the highest quality education experiences to students across the state.

As with traditional course offerings, online courses are expected to exhibit high standards of design and instruction. It is primarily the academic department's responsibility to ensure the quality of these offerings and instruction through its methods of quality control. However, EU reserves the right to derive evaluation information across online courses for purposes of institutional evaluation to achieve accreditation by its regional accrediting society. The department chair and the faculty member will receive a copy of any EU evaluations of department courses, programs, and/or faculty. In such instances where concerns are noted, EU reserves the right to consult with the faculty member and the chair regarding specific changes to the course such that quality standards are maintained. Departments also work with EU to ensure that online versions of its course offerings employ appropriate pedagogical and instructional design features shown to improve online offerings.

19. http://www.unm.edu/~assess/



University of New Mexico Extended University 2007-08 Annual Report

UNM EXTENDED UNIVERSITY DISTANCE EDUCATION PROGRAMS & SERVICES Annual Report 2007-2008 Jerónimo C. Domínguez, Vice Provost

INTRODUCTION

UNM Extended University was established in the fall of 1999 to coordinate the University's distance education mission. It does this via a number of delivery mechanisms, including live or face-to-face instruction at sites co-located at two-year host institutions within the state, via online instruction, interactive television, and correspondence. UNM Extended University is led by Vice Provost Jerónimo Domínguez, Ph.D. The unit reports to the Provost and EVP for Academic Affairs.

Extended University's vision statement is, "The University of New Mexico Distance Education Programs and Services strives for excellence in creating access to quality academic programs throughout New Mexico."

Its mission is:

- To collaborate with academic units to design, coordinate and facilitate programs and services for New Mexico's diverse communities of learners.
- To enhance the statewide mission of the University through the use of current and emerging technologies as well as traditionally in selected communities.

Six overarching goals for the unit in 2007-2008 were to:

- increase enrollments
- contribute to student success and to improving graduation and retention rates
- enhance the availability and use of technological solutions throughout the campus and at centers for faculty, students and staff
- improve relationships and partnerships within UNM as well as externally
- develop an accountability and evaluation system
- create a performance-based budgeting system that integrates and interfaces with the Banner system

Extended University is primarily a self-sustaining operation. Its approximately \$8 million budget in FY07-08 was funded by a combination of allocations from the Provost's Office and the UNM budget office (approximately 35%), and tuition and fees collected for courses it facilitates (approximately 60%). The remaining 5% of its budget comes from small contracts. It is important to note that the allocation EU receives from the Provost's office supports core University functions not directly related to EU's distance education mission; these operations are managed within EU's Media Technology Services.

Summary of Significant Developments:

Enrollment and Student Credit Hour (SCH) Growth

Enrollment/SCH table for 2006-07 and 2007-08.

	2006-07	2007-08	% Change
Enrollments	7,808	9,946	+21%
SCH	23,526	29,844	+21%

Enrollment and student credit hour growth demonstrate Extended University's contribution to providing access to University courses and programs.

Revenue and Expense

Tuition revenues increased with increased enrollments. Expenditures increased as well with investments in transfer payments to colleges, technology upgrades, and staff reclassifications.

Since EU's inception Extended University's funding model has included maintaining reserves in order to strategically expand operations. A University policy established in the previous period provided a Regent prerogative to reallocate up to 25% of a unit's annual savings/fund balances into the general fund. During FY 2007-2008, Extended University reserves were "harvested" in the amount of \$ 1.53 million.

Self Study

During fall 2007, Extended University conducted a comprehensive Self Study. In spring 2008, the Self Study was completed and a team of three reviewers (two external and one internal) were engaged to review EU in the context of expanding its capabilities to better meet university goals.

The reviewers were: Muriel Oakes, Dean for Extended University Services, Washington State University; Sue Maes, Interim Dean for the Division of Continuing Education Kansas State University; and, Lani Gunawardena, UNM College of Education professor in Organizational Learning and Instructional Technology. The responsibility of the review team was to suggest successful models, organizational structure, collaborative opportunities and incentives to help EU grow the university's distance learning operation. The team was also tasked with identifying barriers to success and ways in which EU could help the institution meet its goals for student recruitment and retention.

While the self study review affirmed the success to date of Extended University initiatives, it also provided recommendations and "several action steps aimed at developing a strategic mission to effectively move UNM toward its goal of becoming a statewide leader in the provision of educational services to communities in New Mexico and beyond."

The reviewers provided five broad recommendations:

- 1. Clarify a UNM strategic mission and vision for serving the state.
- 2. Develop a budget model that rewards and adequately funds academic participation and technical infrastructure for distance learning.
- 3. Create an organizational structure within the institution that clarifies roles among all units to achieve maximum success.
- 4. Put in place policies, procedures, guidelines and good practices for distance program delivery.
- 5. Reward collaboration for degree completion and new degrees

Within each of the recommendations, the reviewers offered "several action steps." Among the action steps (all are not included) are quoted the following, which serve as preliminary goals for the next academic and fiscal year:

- Make distance education and outreach a presidential and university priority.
- Incorporate the outreach and distance-learning mission into all college and department strategic plans.
- Conduct environmental scans and market analyses to determine workforce needs and suitable degree programs to meet these needs.
- Support full degree programs to be offered at a distance, rather than individual courses.
- Provide seed funding for program development and implementation.
- Support ongoing upgrades in technology for distance delivery, especially the Interactive Television (ITV) system.
- The Director of this unit should report to the Provost and should serve on the Dean's Council.
- Use EU to oversee e-learning delivery options.
- Identify and commit to a three-year schedule of courses for each degree.
- Review fees paid by distance students and eliminate those that don't apply.
- Simplify and clarify policies and procedures for hiring faculty at branches and centers.
- Broaden UNM Across the Border International Outreach.

As this annual report is finalized a task force convened by Vice Provost Domínguez is working to develop a new funding model for distance education at UNM.

Vice Provost Selected Activities

Vice Provost Dominguez participated in the following campus initiatives during AY/FY 2007-2008:

- Search for Vice President of Equity and Inclusion
- UNM Parent Association
- UNM-hosted Latino Summit

Extended University's distance education mission was expanded with the UNM/New Mexico Junior College Memorandum of Understanding. As a follow-up to this agreement and in order to establish EU's ability to provide upper division and graduate courses/programs, a significant portion of Dr. Domínguez' time was spent in travel and consultation with NMJC officials, the Hobbs community, and surrounding areas.

A further change with respect to Extended University centers came with preparations for the transition of the EU Rio Rancho Center / UNM West to the oversight of a new UNM Vice President. Dr. Domínguez consulted with and provided advice and assistance to the newly-named Vice President for Rio Rancho and Branch Operations. Dr. Domínguez provided leadership in the successful campaign for the passage of the gross receipts tax in Rio Rancho to benefit the development of the UNM West campus. He was also involved both with campus planners and the Rio Rancho community to provide a smooth transition, initiated in May 2008.

At the state level, Dr. Domínguez served on a Task Force convened by NM Higher Education Department Secretary, Reed Dasenbrock, to work on a program sharing / formula funding model for state higher education.

Dr. Domínguez is active in the Hispanic Association of Colleges & Universities (HACU), especially as a 2005 HACU Kellogg Leadership Fellow, and as the UNM representative to the Hispanic Educational Telecommunications System (HETS).

Overall Extended University Staff Additions and Separations

New Hires

Name	Position	Date	Position
Black, Sherriann	Academic Advisor, EU BGP Gallup	10/22/2007	New
Estrada, Ronald	Analyst/Programmer 1, NMEL	01/28/2008	New
Renshaw, Kerry	Distance Education Coordinator (Replacing	7/30/2007	Replacement
-	Victoria Elenes who transferred to another		_
	UNM department)		

Movement within Extended University

Name	Position From	Position To	Transfer Date
Theresa Bernal	Admin Asst 3	Coord, Enrollment Services	04/14/2008
Lucero, Bilha	Admin Asst 3	Test Administrator	05/27/2008
Lujan, Carmen M.	Enrollment Site Coordinator	Manager, Enrollment Svcs	03/01/2008
Toya-Pino, Kyle	Admin Asst 1	Admin Asst 3	04/21/2008
Urioste, Shane M.	Distance Ed Coordinator	Operations Manager	11/05/2007

Transfers into Extended University from other UNM units

Name	From UNM unit	Position To	Transfer Date
Hardesty, Leah	College of Nursing: Admin Asst 3	Admin Asst 3	05/27/2008
-	(Replacing Sandi Keaton, who		
	transferred to another UNM		
	department, February 2008)		
Johnson, Timothy R	Continuing Education: Computing	Operations Manager	10/29/2007
	Services Mgr	(New Position)	
Prather, Lisa Marie	Banner Team: Programmer/Analyst 1	Technical Support	10/15/2007
	(Replacing George Cullin, separation	Analyst 2	
	May 2007)	5	
Goshorn, Richard A.	Los Alamos Branch: Accountant 3	Accountant 3	02/11/2008
	(Replacing Kelly Baatz, who		
	transferred to another UNM		
	department, December 2007)		

Separations

Name	Position	Date	Position
			Replaced
Carpenter, Justine M.	Academic Advisor, Santa Fe	09/13/2007	No
Hernandez, Erica Silva	Educational Site Coordinator, Los Alamos	07/27/2007	Yes
Sanchez, Michael T.	Graphic Designer, Marketing	01/18/2008	No
Silva, Denise	Educational Site Coordinator, Los Alamos	05/09/2008	No
Villegas, Luis L.	User Support Analyst 1, MTS	03/31/2008	Yes

Reclassifications

Name	Original Classification	New Classification	Date
Cornish, John	Sr. Program Manager, Field Ctrs	Dir., Program Operations	07/02/2007
Jarigese, Kim	Sr. Marketing Representative,	Marketing Manager	03/01/2008
	Marketing		
Sanchez, David	Mgr, Academic Technology Svcs,	Media Technology Svcs Dir.	07/02/2007
	MTS		

Additionally, please see the section provided by the New Media & Extended Learning department. A comprehensive analysis of positions within this department was conducted during FY 2007-2008, resulting in the reclassification of most of the department's staff positions.

EXTENDED UNIVERSITY DEPARTMENTS

An organizational chart is attached to show the overall structure of Extended University. Reports follow for each of Extended University's departments:

- Centers, Correspondence and Extension Credit report by John Cornish
- Media Technology Services report by David Sanchez
- New Media & Extended Learning report by Debby Knotts
- Marketing report by Kim Jarigese

CENTERS, CORRESPONDENCE, AND EXTENSION CREDIT

Submitted by John Cornish

Farmington/San Juan Center:

- Significant increase in enrollments from AY 2006-2007 to AY 2007-2008 occurred due to the strong interest in the Bachelor of University Studies and Public Administration degree programs.
- Coordinated marketing efforts provided professionally designed materials for all programs offered at UNM San Juan Center.
- A third full-time faculty hired in AY 2006-2007 enabled greater outreach/promotion to the community for the College of Education program.
- Facilitation and planning for growth in health sciences programs, especially the Bachelor of Science in Nursing and a master's level Family Nurse Practitioner degree, began.
- San Juan faculty piloted a College of Education faculty Small Group Feedback evaluation which will be adopted program-wide.
- The center added an additional Polycom television receive system to accommodate the reception of interactive television courses.
- The Center and its College of Education faculty participated in the successful NCATE accreditation process with the College of Education

Gallup Center:

The Gallup Center and its College of Education faculty participated in the NCATE review. Ruth Bombaugh, College of Education Lecturer IIII, received the UNM Outstanding Lecturer Award.

The Native American Studies program was added to Gallup which included some courses offered at the Gallup Center.

The Center collaborated with the Branch in marketing and recruitment activities, established a Lottery Scholarship student retention effort, and hosted recruitment visits from the College of Education, including the Organizational Learning and Instructional Technologies department, the School of Public Administration, Native American Studies, and the Bachelor of University Studies.

The Center installed new interactive television (ITV) equipment and acquired additional classroom space to accommodate an expanding ITV schedule; assisted with the Laguna receive site expansion; and, negotiated the use of the UNM Gallup North Side Campus for face to face classes.

The Center continued and strengthened partnerships or assisted with Teach for America, Transition to Teaching, the Educational Support Center, the Gallup McKinley County School District Title III program and district Human Resources, the Robert Wood Johnson Foundation, Diné College, the Institute for American Indian Education, the Four Corners Writing Project, Wingate Schools, Internet to the Hogan, UNM's Graduation Project, the University of Northern Colorado and Western New Mexico University, the EU Taos and the annual center manager retreats; an annual IT meeting between MTS and the UNMG IT department; and The City of Gallup HR, Rehoboth McKinley Christian Hospital HR, Gallup McKinley County HR and the Gallup unit of the Indian Health Service HR.

One new employee was added: Sherriann Black, Academic Advisor.

KAFB Center:

Recent enrollment trends show steady growth:

	AY 06-07	AY 07-08	Percent growth
Enrollment	316	541	71%
SCH	954	1,623	70%

Jeannine Fisher was hired to fill a half-time Administrative Assistant II position with a start date of August 14, 2007.

KAFB started offering a few afternoon classes and they did well. Beginning in the spring of 2007, the center had the use of 5 classrooms in the evening, up from 3 in the previous period.

KAFB offers more and more of the pre-requisites for the Bachelor of Business Administration (BBA) with a goal of hosting all of the BBA pre-requisites except MGMT 202 not otherwise available online by Fall 2008.

The departure of Central New Mexico Community College (CNM) from KAFB in the fall of 2006 was a loss for the Education Center, but an opening for UNM so that lower division enrollments have increased dramatically. Another boost came from the Sandia National Lab (SNL) decision, effective April 1, 2007, to provide educational assistance only for classes at UNM and CNM, among local institutions. People attending other local colleges were grandfathered into those institutions, but there is a small but steady increase in SNL enrollments. (The decision was to fund education only at ABET and AACSB accredited institutions with which SNL is partnered.) Intel made a similar decision, but it had no visible impact at KAFB, except as a vote for quality education.

The advent of Banner and the disappearance of the hard copy schedule had an adverse affect on enrollments in the fall of 2006. Fortunately EU's very professional presentation on schedules has been a big help. Schedules are now distributed more widely, classes are promoted through the ADVISE-L list serve, and KAFB classes are assertively advertised at Lobo Orientations. The center's biggest asset remains word of mouth.

The EU KAFB Center continues to work very well with the KAFB Education Center and especially with the Education Services Officer, John Malone.

Los Alamos Center:

Enrollments tended downward as Los Alamos National Labs (LANL) continued to suffer layoffs and budgetary constraints.

The Los Alamos Center regularly participated in the UNM-Los Alamos (UNM-LA) Advisory Board meetings; held a joint Faculty Orientation with the UNM-LA Branch; and, continued joint participation with the UNM-LA Branch on Welcome Back Days, New Student Orientation, College Days for area middle and high school students, a Higher Education Summit for the Branch, Chamberfest and Viva Recreation tabling events, and the UNM-LA Branch in their Taste of Autumn Scholarship fundraiser.

The Center continued its Computer Science Student meetings (each semester) to promote the Bachelor of Science in Computer Science, resulting in positive student relations and growth in enrollments and program interest; began negotiating with main campus Peace Studies and Mathematic & Statistics programs to offer their programs in Los Alamos; negotiated with LANL/LANS to fund the purchase of eleven laptops to facilitate Computer Science and math labs in Los Alamos; and, attended an OLIT presentation by Dr. Mark Salisbury for LANL/LANS.

The Los Alamos Center hosted the AMO Los Alamos Summer School; successfully negotiated a new LANL/LANS contract which extends through 9/30/2010; received slight remodel of Mesa Complex, Rm. 120 (new paint, new furnishings); met with many community, local agency, educational, and tribal members and employees to promote programs and develop needs

assessments; and participated in many UNM Albuquerque recruitment, academic, community service, and conference activities.

Staffing changes included Justine Carpenter's resignation as Academic Adviser, 9/12/07; Erica Hernandez' resignation as Ed. Site Coordinator, 7/27/07; and Denise Silva's resignation as Ed. Site Coordinator, 4/4/08.

Santa Fe Center:

In April 2008, the Santa Fe Center underwent a significant restructuring of the program, with new emphasis placed on interactive television (ITV), online, and independent study. Face-to-face courses for fall 2008 were scheduled to remain intact to accommodate those Bachelor of University Studies students scheduled to graduate December 2008. Bachelor of Fine Arts courses are scheduled to remain a face-to-face program.

In July 2007, an additional two-way video conference unit was installed to create a third interactive television (ITV) classroom. Though small, all classrooms can comfortably accommodate students enrolled in televised courses.

The Santa Fe Center remained a full service center for new and transfer students. The center provided assistance with transfer advisement, financial aid, registration, and admission. Center staff worked closely with the host institution, the Santa Fe Community College, and served as liaisons for the UNM community. Examples of Center involvement included: departmental interactions involving the admissions office especially related to transfer days, the recruitment office (with their locally sponsored events or assistance with events at main campus), and the School of Law.

Enrollments continued their downward trend in 2007-2008 despite the addition of the BFA for Fall 2007.

Staffing at the Santa Fe center consists of a Manager of Enrollment Services position, a split position also assigned to the Los Alamos center, with two ITV instructional assistants to handle ITV classes and office coverage while the manager is out of the office on recruitment, training, site travel, etc. The Manager of Enrollment Services position took the place of the positions of Academic Advisor and Educational Site Coordinator in the restructuring of the center.

The College of Fine Arts BFA program in Studio Arts was implemented in Fall 2007 in partnership with SFCC. Initial response was good, with a majority of students in non-degree status. In Feb 2008, Fine Arts department chairs met with SFCC and UNM-SF staff to create a BFA curriculum to carry students through summer 2010.

The Santa Fe Center participated in Lobo Orientation, SFCC Community Awareness Day, SFCC Agency Awareness Day, SFCC College Night, SFIS Career Day, Santa Fe Learn Group, SFCC College for Working Adults (CWA), SFCC Job Fair, City of Santa Fe Employee Open House,

Explore UNM (main campus), UNM Summer Freshman Send-Offs, and SFCC Transfer Day. Newspaper ads in 'Round-the-Roundhouse' state employee newsletter, and the Santa Fe New Mexican.

Taos Center:

From 2006-07 to 2007-08 enrollments increased by 161 and student credit hour production (SCH) increased by 483. Enrollment growth is attributed to the continued success of the Bachelor of University Studies (BUS) degree and the additions of the Bachelor of Science in Nursing, as well as the Early Childhood Multicultural Education and Elementary Education degrees.

Taos Center partnership efforts include the Taos Technology Meeting; Fall Harvest Courses; BUS recruitment sessions; sponsoring a site visit from Dick Howell, Interim Dean College of Education; and, service on the Search Committee for UNM-Taos Executive Director.

During FY 2007-2008, Extended University and the UNM Taos Branch undertook a pilot contract that integrated the administration of bachelor and graduate program activities with branch operations. The pilot contract was discontinued with FY 2008-2009.

Valencia Center:

An initial cohort of the Bachelor of Science in Nursing program ended in April, 2008, with 15 of the 16 students graduating. A new cohort of 8 began in Summer 2008. The Center continues its efforts to establish Elementary Education as a bachelor degree program in Valencia.

Hobbs:

A new UNM recruitment office was established in Hobbs during fall 2007 to attract students from southeastern New Mexico to attend UNM. In partnership with this initiative, EU established a bachelor and graduate ITV receive site at New Mexico Junior College. Limited enrollments were achieved during spring semester 2008.

Correspondence Operation:

- Total enrollments doubled from AY 2006-2007 to AY 2007-2008, generating revenues of approximately \$500,000.00.
- A Coordinator of Enrollment Services was hired in April 2008 to facilitate registration and course management.
- In March, 2008, Correspondence/Independent Study moved to1634 University Blvd NE, North Building, into space leased from the Division of Continuing Education. The lease

includes dedicated office space and a testing room allowing for three students to test at one time.

• 75% of the course syllabi have been converted to an electronic format for course delivery.

Extension Credit:

In April 2008, oversight of the operation was transferred to the Director of Program Operations and daily administrative support assigned to the Program Operations Administrative Assistant III. Great progress was made in repairing and standardizing processes and policies, to ensure operational integrity and credibility.

MEDIA TECHNOLOGY SERVICES AND THE TESTING CENTER

Submitted by David Sanchez

Media Technology Services (MTS)

MTS is comprised of four units which work collaboratively but have different roles, responsibilities and functions. These units are Interactive Television (ITV), Engineering, Academic Technology Services (ATS), and Production.

Interactive Television (ITV)

ITV's primary responsibility is the provision of academic course work through the medium of Internet Protocol (IP) videoconferencing to either geographically isolated or educationally under supported areas and audiences in the state of New Mexico. ITV provides the administrative support, expertise, and infrastructure necessary to offer distance education courses utilizing videoconferencing technologies and is responsible for all duties associated with coordinating those courses. These responsibilities include assisting students enrolling in ITV courses; curriculum planning to determine which courses need to be offered in a given semester; developing ITV schedules; operation of equipment for main campus sections; providing immediate technical support; working with academic departments on campus to expand curriculum; arranging for courier services; facilitating communication and resolving a variety of problems that may arise. ITV acts as a conduit between remote distance education sites and university departments participating in ITV.

Currently there are nine locations throughout New Mexico in which receive site technology has been installed. These locations include Gallup, Farmington, Santa Fe, Los Alamos, Rio Rancho, Kirtland Air Force Base, Hobbs, Sandia, Taos and Los Lunas. Each distant location has from two to four rooms with IP videoconferencing equipment. Additionally, on the UNM main campus MTS has seven classrooms equipped and operated by MTS staff; these are the origination rooms of all ITV courses. Plans for the next academic year include expanding the functionality of remote sites to broadcast courses from the far end to other sites and back to main campus. Rio

Rancho (UNM West) has had equipment installed and plans are being developed to broadcast a course out of Rio Rancho in Fall 2008.

ITV provides distance students access to degrees and courses in Native American Studies, Communication and Journalism, Psychology, Sociology, Management, Educational Leadership, Public Administration, Engineering, Bachelor of University Studies, Nursing, Language Literacy and Sociocultural Studies (LLSS) and Early Childhood Education.

Enrollments:

ITV Enrollments 2007-08:

	Summer '07	Fall '07	Spring '08	Total
Engineering	5	79	59	143
ITV	121	417	358	896
TOTAL	126	496	417	1039

Academic Technology Services

Academic Technology Services' (ATS) primary responsibility is the provision of Audio-Visual (AV) equipment to instructors at UNM for use in classroom and classroom-related activities. The AV equipment is meant to facilitate and enhance the learning process by complimenting an instructor's ability to illustrate topics and concepts. ATS maintains an inventory ranging from standard, old-technology items such as thirty-five millimeter slide projectors and overhead projectors, to new technology items such as digital video projectors, laptop computers, digital cameras and iClicker classroom response systems.

ATS' AV operation consists of a main office in Woodward Hall and three annexes located in Mitchell Hall, Dane Smith Hall, and the College of Education. The annexes are centrally located within each main quadrant of campus. Dane Smith Hall and College of Education annexes are under the care of full-time staff during the greater part of each day, while Mitchell Hall is staffed exclusively by work-study and student employees. Woodward Hall is the base of operations for ATS and is staffed by supervisory personnel, as well as work-study and student employees. ATS created a new Operations Manager position in October 2007, to oversee and grow the department. Additionally, the full-time staff person running the Dane Smith Annex retired after 18 years of service to the University; this position was replaced with a new hire.

ATS is also actively involved in the University's classroom modernization initiative. The Operations Manager sits on the standing committee and has developed a plan to install AV equipment in all of the centrally scheduled classrooms on the main campus. ATS is also actively involved in the renovation plans for Mitchell Hall and will be involved in the planning of future new building and renovation projects on campus.
ATS also issued an RFP for the installation of AV equipment in the new architecture building, George Pearl Hall. This installation was scheduled to take place during the summer of 2008.

Checkouts:

AV Checkouts Summary 2007-08

Ī	SUMMER '07	FALL '07	SPRING '08	TOTAL
	1,946	9,965	8,833	20,744

Production

Production offers professional Video Production and editing services. Production is run primarily by on-call staff. Currently, production is involved in a handful of projects but primarily is responsible for monthly production of Continuing Legal Education, Regents meetings, Faculty Senate meetings, Alumni meetings, Staff Council meetings and Banner trainings. The Production unit has implemented video web casting, video on demand and podcasting of meetings and events and will continue to add functionality as technologies improve and expand. This year the Production unit with support from Engineering provided the first campus-wide webcast to kick start the UNM President's strategic planning initiative. Plans for the next year include technological support and production of three more Presidential webcasts.

Engineering

The Engineering unit's primary responsibility is to run and maintain the communications network used to transmit ITV courses and video-conferences throughout the state; it also provides technical support to ATS and Production. Engineering's administrative and customer service roles require that staff perform switching, routing and videoconference multicasting for ITV courses, establish schedules, and address minor technical problems at remote sites. Other duties include scheduling videoconferences, webcasting courses and events, podcasting and webconferencing.

Engineering is also responsible for the maintenance of the remote sites and remote network; maintenance of the IP videoconferencing equipment; maintenance of ITFS transmitters and antennas on Sandia Crest; installation, repair and maintenance of remote/receive site equipment; and assistance with Audio Visual support through the design of smart classrooms, consultation on equipment purchases, and Audio Visual equipment repair. In the coming year Engineering will replace older Video-on-Demand (VOD) technology with state-of-the-art class capture technology. Main campus as well as distance students can utilize class capture technology if they miss a course or would like to review a lecture.

Room Upgrades were completed for:

- Dane Smith Hall 132
- Dane Smith Hall 134

- George Pearl Hall Auditorium
- George Pearl Hall P104

Planned Classroom Build-outs include:

- Mitchell Hall (all classroom)

Testing Center

The primary goal of the Testing Center is to serve as the chief information source for standardized examinations at the University of New Mexico. The Testing Center is committed to providing both the UNM community and the surrounding Albuquerque community with information, access and an environment conducive to standardized testing.

Currently the center provides test administration in several areas of exam administration. These areas include placement/credit tests (i.e. COMPASS, CLEP and DANTES), admission tests (i.e. ACT, MCAT, LSAT, MAT, GRE), licensing tests (i.e. PRAXIS, ParaPro, MPRE, PTCB) and distance education exams (i.e. on-line and paper/pencil mid-terms and finals for out-of state institutions). The Testing Center works closely with many testing companies (i.e. ACT, ETS, Harcourt Assessment) as well as state and local agencies (i.e. State Department of Education and PNM) to ensure that a wide variety of standardized exams are available in New Mexico.

Year Synopsis:

Examinations administered:

For FY 2007–2008, the Testing Center provided testing services to approximately 4,179 individuals in over 50 testing programs.

Testing Center Move:

The Testing Center was moved from the basement of the Student Health Center to Woodward Hall in 2005. The move has provided a good testing environment. With the addition of more computers, the number of candidates for testing increased and the Testing Center was also able to add more computer-based testing programs.

Program additions:

The broadening of standardized testing to incorporate different modes of administration, has provided opportunities for the UNM Testing Center. The Testing Center has developed a successful relationship with Prometric to administer the DSST exam through computer-based testing (CBT). The Center has also begun working with CastleWorld Inc. which is a testing company that offers multiple credentialing exams through computer-based testing. As more CBT becomes available, these relationships will be developed.

Internal Relationships:

In 2004 the Testing Center began to administer Medical Shelf Board exams for the UNM Medical School, administering three exams every quarter or program rotation. In 2006 the Testing Center was asked to administer two additional exams for the Medical School, increasing administration from the initial three exams to 7 exams given every rotation. In 2007-2008, 483 students were served.

The Testing Center continues to provide testing services for the various UNM summer orientations in an effort to facilitate a smooth transition for incoming students. The Center works closely with the College Enrichment Program, American Indian Summer Bridge and the Freshman Summer Bridge Program. In 2005 the Testing Center ran a pilot program with LOBOrientation to determine any increase in efficiency for advisement services related to students placed in IS-100 level courses. Up to that point students were encouraged to take the COMPASS tests prior to orientation. Generally, students waited to take the exams until after orientation, greatly reducing the classes for which they were eligible to enroll. After the pilot, it was determined that students who took the test at a designated time during orientation tended to pass the tests and therefore had more options for their schedules. During the summer of 2007, the Testing Center worked closely with LOBOrientation and offered testing opportunities for every session of orientation. This practice will be continued. A new pilot began prior to summer 2008 in which the Testing Center administered COMPASS placement exams at two local high schools. The pilot was marginally successful. Overall, including all orientation programs and walk-in candidates, the Testing Center administered approximately 1,976 tests to over 1,200 incoming students.

Additionally, the Testing Center continues to provide services to the Anderson School of Management (ASM) through implementing and administering the waiver exam for the course CS150. This is a waiver exam to allow students to bypass CS150, which is a prerequisite to enter ASM. For FY 2007-2008, 154 students were tested and 410 exams were administered (including initial exam and re-tests).

Finally, the Testing Center continues a collaborative relationship with the UNM High School Equivalency Program (HEP) which provides the opportunity for individuals with migrant or seasonal farm work backgrounds the opportunity to earn a GED certificate through intensive GED preparatory instruction and support services. Two years ago, the Spanish version of the GED was administered to 34 candidates. This program has been so successful that in 2007 – 2008, 75 exams in Spanish were administered to 67 candidates. The GED program also administered 933 exams to 228 candidates in English. Furthermore, the Testing Center was instrumental in building a relationship between HEP and other GED centers so that this program could be offered in other areas of the state.

NEW MEDIA & EXTENDED LEARNING (NMEL)

Submitted by Debby Knotts

Key Accomplishments:

- 1. NMEL increased the number of online sections and student enrollments. Enrollments increased by 26%. Totals for FY 07/08: 218sections; 3,573 enrollments.
- 2. Average enrollment per class section was 16 students.
- Online course impact on graduation rates: AY 07/08, 87 students graduated with 12 or more hours of online courses. Of that number 39 graduated with Nursing degrees (21 RN to BSN Completion, 18 MSN). The other 48 graduates earned degrees in: BA English (5), BA Journalism & Mass Communications (1), BA Psychology (1), BS Psychology (1), BBA (16), BUS (2), Ed Specialist Certificate/Ed. Leadership (2), MA / Educational Leadership (14), MA / OLIT (2), MA Accounting (1), MBA (2), and Master of Construction Mgmt (2)
- 4. FY 07/08 NMEL assisted in the development, delivery and support of 28 new online courses:
 - MUS 130 Music Fundamentals
 - THEA 298 Pattern Making
 - MGMT 324 New Venture Strategies
 - EDPY 503 Principles of Human Development
 - LEAD 510 School-Community Relations
 - LEAD 517 Leaders
 - LEAD 521 School Finance & Resources Management
 - LEAD 550 Leadership for Equity & Social Justice
 - LEAD 594 Practicum
 - LEAD 596 Administrative Internship
 - OLIT 505 Contemporary Instructional Technology
 - OLIT 507 Knowledge Management
 - OLIT 514 Theory and Practice of Organizational Learning
 - OLIT 593 T: Culture and Global eLearning
 - OLIT 593 T: Collaborative Knowledge Creation
 - COUN 610 Professional Issues and Ethics
 - EMLS 470/570 Library Automation
 - NTSC 400 Science Topics for Educators
 - MATH 120 Intermediate Algebra
 - ENGL 417/517 Editing
 - ENGL 432 T: Youth & Media Culture
 - PSY 450/650 Diagnosis & Treatment of Depression
 - PADM 596 Res Pub Managers
 - CS 518 Fundamentals of Software Testing
 - ECE 514 Nonlinear and Adaptive Control
 - ECE 520 VLSI Design

- BIOM 505 T: Radiation Biology for Engineers and Scientists
- BIOM 556 Research Design
- 5. College of Education growth in courses developed: In 2007, COE courses became a major growth area for NMEL's online course development and delivery. With the need for rural teachers to have access to upper division and graduate courses in subject-specific concentrations, COE began ramping up to offer more online courses. Thirteen out of the 28 new courses developed, delivered, and supported throughout the year were COE courses.
- 6. **Tecnológico de Monterrey Campus Visit:** December 2007, NMEL Director Debby Knotts accompanied Vice Provost Jerónimo Domínguez and a team from UNM to meet with administrators at the Tecnológico de Monterrey Campus to discuss distance learning collaboration opportunities.
- 7. **ESSEA Grant:** Summer 2007, UNM received a grant from the Earth Systems Science Education Alliance. The PIs were from the UNM Natural Sciences Program, NMEL, and NM Museum of Natural History. This grant was partially funded by NSF. Online courses that meet the Science concentration requirement for middle school and high school were developed and offered to teachers in both urban and rural communities. The first course was launched Fall 2007. This is a two-year grant.
- 8. MATH 120 Pilot: NMEL worked closely with the College of Arts & Sciences Dean's Office to identify a lower division Math course to be developed and offered online. Math 120 was selected for this pilot. Development started summer 2007, and the course was launched Fall 2007. The College of Arts & Sciences decided to continue to offer this course online Spring 2008. This course will be offered each semester hereafter. NMEL continues to work with the instructor to refine and enhance the course. To support this course NMEL also worked with CAPS (UNM Tutoring) to analyze utilization of synchronous web conferencing for "real-time" tutoring.
- 9. **Blackboard (BB) Vista general support:** The usage of BB Vista continues to grow across the university system. From 58,848 enrollments across the system in FY 06/07, enrollment usage increased to 67,517 across the system in FY 07/08. As an enterprise application integrated with Student Banner and with a series of academic applications, the demands on the technology team continues to increase as the use escalates. A close relationship with ITS and other UNM IT entities must continue to grow in order to provide timely support to all user constituencies.
- 10. UNM Course Evaluation system: As a stakeholder in supporting course evaluation within online courses, NMEL was called upon to contribute to the development of the online course evaluation component for the FACE system selected to replace UNM's ICES system. When UNM decided in Fall 2007, not to move forward with the FACE system, and selected the IDEA system, NMEL was asked to continue to support UNM's online courses with the home grown system. In FY 08/09 an online version of the IDEA system will be piloted.
- 11. **iTunes U:** At the request of the UNM CIO, NMEL applied to Apple for the university iTunes U account. NMEL worked closely with UNM Legal Council to modify the Apple contract to reflect what UNM can commit to based on state code. NMEL was invited to and attended Apple Executive Briefing in Cupertino, CA with UNM's team.
- 12. UNM Title V Program e-Portfolio Pilot: NMEL contributed to the review and selection of an e-portfolio system for a Title-V e-portfolio Pilot to launch FY 08/09. The Committee

selected the Blackboard Vista e-portfolio system. NMEL will provide design guidance and technology support for the project; which will include a lower division English course, that is offered through a web-enhancement with BB Vista (also referred to as WebCT), as well as at least one section of an online English course.

- 13. UNM HLC Self-study: NMEL contributed to evidence for the UNM's Self Study report for Criterion 3 Student Learning and Effective Teaching. NMEL collaborated with OSET (Office of Services for Effective Teaching), providing input on: a. Student Outcomes and Assessment in the context of learning environments; b. Faculty Development; c. Learning Environments for course enhancement and to address needs of distance learners.
- 14. **EU Self Study:** Nov. 2007 May 2008. NMEL collected and compiled extensive data about the department to contribute to the EU Self Study.
- 15. **EU Reporting:** Began the development of Hyperion dashboards to provide for enhanced reporting on EU graduation data. Provided enhancements to existing enrollment and class roster reporting.
- 16. **Special Administrative support to Extended University Operations:** January 2008 June 2008 NMEL Administrative Assistant provided bi-weekly payroll and monthly exception time support for Extended University.
- 17. **Branch Campus IT Retreats:** Invited by CIO to participate in the Branch Campus IT Retreat held Fall and Spring Semester. Spring Semester presented on BB Vista integration with Banner.
- 18. Faculty Training and Events: NMEL continued to partner with OSET to co-sponsor faculty technology and effective use of technology throughout the year. Provided support for New Faculty Orientations, Fall: Technology in the Classroom, and Spring: Success in the Classroom, as well as WebCT specific training. Held Brown Bags: FA 07 Web Conferencing Online; Online Tips & Tricks II; What Makes an Effective Online Course Developing Social Presence. SP 08: What Makes an Effective Online Course Strategies for Delivering Content; End of the Year Tips and Tricks.
- 19. **NMLN Contract:** NMEL became a subcontractor of a NMSU HED contract to provide support for the statewide PED/HED e-Learning system IDEAL-NM (Innovative Digital Education and Learning). The deliverables included web development services to improve and expand the services of the web-based eLearning portals found at the URLs: http://www.idela-nm.org and http://www.nmln.net

NMEL Human Resources Activities during FY 07/08

Departmental review and reclassification: NMEL began an overall departmental HR review Spring 2007, the process was completed December 2007. It resulted in the reclassification of 14 NMEL positions.

Reclassifications, 07/02/07:

- 1. Debby Knotts, from Manager/Information Services to Director/NMEL
- 2. Elisha Allen, from Manager Applications Programming to Associate Director/NMEL
- 3. Rebecca Adams, from Program Manager to Manager, Multimedia Services
- 4. Jonathan Bocock, from System Administrator to Sr. Applications Support Analyst

- 5. Dean Bernardone, from System Administrator to Applications Support Specialist
- 6. Trina Altman, from Training and Development Consultant to Application Support Analyst
- 7. Jaime Holmes, from Sr. Web Designer to Multimedia Development Specialist
- 8. Mark McKee, from User Support Analyst 3 to Multimedia Development Specialist
- 9. Jane Erlandson, from Instructional Media Specialist to Instructional Media Project Manager
- 10. Julia Mummert, from Training and Development Consultant to Instructional Media Specialist
- 11. Eric Jaderlund, from User Support Analyst 3 to Instructional Media Specialist
- 12. Eugene Higgins, from Training Support Analyst to Instructional Media Specialist
- 13. Dottie Webb, from Training Support Analyst to Instructional Media Specialist
- 14. Christy Robinson, from Administrative Assistant 2 to Administrative Assistant 3

Other Personnel Changes:

Learning Management System & Academic Applications/Computing Group:

- 1. Lisa Prather: new hire, Technical Support Analyst, 10/15/07, 1 FTE, replaced George Ray Cullen
- 2. Ron Estrada: new hire/new position to support the IDEAL-NM Project, Applications Programmer 3 1/28/08, 1 FTE

Online Course Development, Production and Support Group:

- 1. Kerry Renshaw: new hire, 7/30/07, 1 FTE, replaced Victoria Elenes
- 2. Julia Mummert, FTE change, 11/19/07, from .75 FTE to 1 FTE

Events, Presentations and Professional Development:

- 1. New Media Consortium Summer Conference: Princeton, NJ, June 2007 Participants: Debby Knotts, Becky Adams, Dean Bernardone, Greg Gomez, Eugene Higgins
- 2. Blackboard User Conference, Boston, MA, July 2007 Attendees: Jane Erlandson, Debby Knotts, Elisha Allen
- **3. Higher Education Summit, Albuquerque, NM, 2007** Participant: Debby Knotts
- 4. UNM Connect, Albuquerque, NM, October 2007 Title: Online Courses @ UNM Presenter: Debby Knotts
- NM TIE Conference 2006: Albuquerque, NM, October 2007 Title: Data Collection, Mining, and Reporting for Online Learning Presenters: Elisha Allen, Greg Gomez, and Becky Adams

Title: *Integration of E-Learning, Museums and Science Teacher Education* **Presenters:** Debby Knotts, Julia Mummert, Dr. Matt Nyman

Title: Webconferencing Presenters: Dean Bernardone/NMEL, Tim Ryan/APS

Title: *Birds of a Feather: Integrating Banner and WebCT* Moderator: Elisha Allen

- **Title:** *Statewide- e-Learning Association* **Presenters:** Debby Knotts/NMEL, Paul Romero/High Plain Regional Education Cooperative
- 6. UNM Day at the State Capitol, Santa Fe, NM, January 2008 Table in Rotunda: UNM Distance Education Opportunities Participants: Elisha Allen and Debby Knotts
- 7. IDEAL-NM Day at the State Capitol, Santa Fe, NM, February 2008 Table in Rotunda: UNM Courses and Online Programs Participants: Debby Knotts, Elisha Allen, Becky Adams, and Jane Erlandson
- 8. New Media Consortium Directors Meeting: Austin, TX, February 2008 Annual meeting of higher education institutional new media and emerging technology directors. Participant: Debby Knotts
- **9.** Statewide NM e-Learning Strategic Planning Meeting, Ruidoso, NM, April 2008 Participants: Debby Knotts, Elisha Allen, Greg Gomez, Jaime Holmes
- 10. NM K-12 Technology Summit, Albuquerque, NM, April 2008 NMEL had a table in the exhibit area. Participants: Debby Knotts, Kerry Renshaw, Julia Mummert, Jane Erlandson
- **11. AISTI 9th Annual Mini-Conference, Santa Fe, May 2008** Attendees: Becky Adams, Elisha Allen and Debby Knotts

Title: It's a *Virtual World: Are you ready for your Second Life?* Presenters: Elisha Allen/NMEL, Deb LaPointe/OLIT & HSC, and Holly Phillips

12. Navajo Nation IT Summit, Albuquerque, NM, June 2008 Title: *UNM Extended University* Presenters: Elisha Allen/NMEL and David Sanchez/MTS

13. Training, Virtual Conferences and Seminars:

Online Teaching and Learning Seminar Participants: Becky Adams & Dottie Webb

> **UNM/EOD Training:** *Building Bridges (Generations)* **Hyperion Training**: *Hyperion Insight Client Reporting Tool* UNM Certification for non-admissions training: Distance Learning Coordinator

MARKETING

Submitted by Kim Jarigese

Overview

The role of the UNM Extended University (EU) Marketing Department is to support Extended University's distance education centers and programs by increasing the awareness of UNM degree completion opportunities. The Marketing Department helps to build brand awareness of EU programs and UNM as a whole throughout the State of New Mexico.

In FY 2007-2008, the Marketing Department consists of 1.0 FTE Senior Marketing Representative, Kim Jarigese. This position was reclassified to a Marketing Manager position effective March, 2008. A new 1.0 FTE position of Senior Graphic Designer was posted in May 2008. The position will be filled and will start in the new fiscal year.

Strategic Marketing Plan and Self Study

The EU management team began to develop a strategic marketing plan. This plan was suspended pending the completion of the Extended University Self Study.

In general, the marketing strategy for EU centers/programs is a multi-tiered approach. A targeted approach was developed for each of nine diverse centers around the state. The strategy took into consideration the various needs of each community. In addition, a plan was created in conjunction with each EU department developing and delivering courses via different methods, i.e., online, interactive television, and correspondence.

Significant Activities

Promotional Materials:

The marketing department develops the brochures that centers use to market degree-completion programs. Brochures developed during the AY 2007-2008 include the following:

- College of Education: Educational Leadership, Organizational Learning & Instructional Technology (OLIT), Elementary Education, Secondary Education, Early Childhood & Multicultural Education (ECME).
- Anderson School of Management: Bachelor of Business Administration
- Communication & Journalism: Bachelor of Arts in Communication
- College of Fine Arts: Bachelor of Fine Arts Studio emphasis

The above mentioned brochures are in addition to the previously developed brochures, which include: Master of Public Administration and Bachelor of University Studies.

Individual course flyers are also developed to help boost enrollments in specific courses. The flyers are distributed to statewide distance education centers, potential students by faculty, unit advisors, etc. Flyers developed during the AY 2007-2008 include the following:

- Online course flyers: semester classes, courses for educators, computer science, engineering, math, fine arts. Online flyers are also distributed through various email listservs where appropriate.
- Distance Education centers: semester specific flyers are designed for each center as a way of highlighting courses offered through that location.

Advertisements:

The marketing department works with each center to develop and place ads in local newspapers and print publications to promote the courses/programs offered at that location. In addition, press releases are written and submitted to provide additional exposure for courses.

Outdoor advertising through billboards are used in Albuquerque, Gallup and Farmington to reach broader prospective student populations.

Radio ads are purchased in each community where distance education centers are located to inform students of semester registration. In addition, radio spots are purchased during Lobo football and men's basketball games to reach newer audiences on a statewide level.

In Gallup, a 15-second TV spot was produced to be shown at the local cinema.

Exhibits/Fairs/Networking within the UNM Community:

Throughout the year EU participated in numerous exhibits and education fairs to share information with prospective students. Some events took place on UNM main campus; other events were in the communities where EU centers are located. The following list includes some of these events: School to World Expo, Discover UNM Lobo Orientations, Senior Day, Transfer Day, African-American Student Day, Star Scholar Receptions, and Staff as Students fair.

Kim Jarigese served on the planning committee for Explore UNM, the campus-wide Open House on October 6, 2007 that included Senior Day, Parent Weekend, and the President's inauguration. This event hosted approximately 3,000 students and families.

The Marketing Department worked with EU statewide centers to host special events in their communities, providing prospective students with opportunities to learn about the programs available in their communities.

EU participation in campus-wide activities showed support for UNM overall recruitment and retention efforts.

Target Marketing:

The EU Marketing Department partnered with the UNM Alumni office to recruit UNM alumni in communities that host EU centers. A postcard was designed and mailed to these alumni as a way to connect them to UNM through UNM EU centers. Alumni can mentor students, sponsor a career night, and be supportive of UNM efforts in their communities.

The UNM Gallup branch and EU Gallup Bachelor & Graduate Center partnered to promote the NM Lottery Scholarship program to graduating high school seniors. The partnership was aimed at increasing admissions at the branch campus and retaining students for enrollment in bachelor and graduate programs.

Branch Partnerships:

The Marketing office worked in partnership with the branch campuses, as possible, to build UNM brand awareness (UNM as the first higher education point of recognition in New Mexico) in the communities.

Website:

The EU website <u>http://distance.unm.edu</u> is the primary access point of information for UNM's statewide student population. All advertising directs students to this website. The Marketing office works closely with EU New Media & Extended Learning to keep the website current.

Consolidation of Marketing Budget:

The Marketing budget for EU was consolidated to one account for better management, control of expenses, and for the centralization of services. The EU centers/programs worked directly with the Marketing office for all marketing, advertising and promotional needs. This consolidation afforded the centers more time to spend with their students and allowed the Marketing office to maintain high quality materials, while adhering to the University graphic standards.

Research and Effectiveness:

Measuring the effectiveness of marketing initiatives relies on observations, anecdotal reports from EU center managers, and other factors that cannot be quantified. The best measurable evaluation is the status of enrollments, retention and graduation rates. The number of students graduating as a result of taking courses at EU centers, or via online and interactive television has grown steadily over the past five years. In AY 2003-2004, the number of students who graduated from UNM as a result of participation in Extended University programs totaled 143.

In 2007-2008, this number increased to 233 graduates. As presented earlier in this report, enrollments for EU as a whole increased by 21% from AY 2006-2007 to AY 2007-2008.

Marketing Goals

The following are general marketing goals for EU for the following fiscal year.

- 1. In conjunction with EU programs and centers, develop a comprehensive marketing plan that promotes UNM reaching students throughout New Mexico.
- 2. With the guidelines established by UCAM, create a brand awareness campaign that will enhance the image of EU centers and programs both within UNM and statewide.
- 3. Develop a marketing strategy and advertising campaign that will help EU programs/centers increase enrollments.
- 4. Provide support for EU programs/centers by developing the materials needed to promote their courses.
- 5. Conduct research for new markets through statewide centers to support UNM recruitment and retention efforts.
- 6. As more degree completion programs are developed in partnership with university departments, reach out to regional, national and international markets.
- 7. Continue to build partnerships with UNM branch campuses to provide a more comprehensive "one University" approach to marketing efforts and to better utilize resources in this effort.
- 8. Provide marketing support for academic units that partner with EU in the development of programs/courses for field centers, interactive television and online delivery methods.
- 9. Develop a full service marketing department to support the various needs of all EU centers, programs, support services, and branch campuses as needed.

Final Marketing Comments

From a marketing perspective, the largest challenge EU faces with the close of AY 2007-2008 is the ability to provide comprehensive programs for students in outlying areas. Students need a three-year rotation of classes to complete their degree. Not all classes can be taught live at each EU center. Therefore, online and ITV classes will be needed to supplement the offerings. From a marketing perspective, it is imperative that EU work toward the development of an integrated curriculum management plan.

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