

# New Mexico State University Grants

## Strategic Plan

Performance Indicators  
Performance-Based Measures  
Strategic Goals  
Goal Strategies



December 2006

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## History of NMSU – Grants Campus

New Mexico State University at Grants was established in 1968 as a branch of New Mexico State University, headquartered in Las Cruces, New Mexico. Within the framework of the New Mexico Branch Community College Act, the Grants Campus was launched as a result of a cooperative effort between the Grants Municipal School District and the Regents of New Mexico State University.

During the first year of the branch's operation, qualified part-time instructors conducted classes in the evening in public school classrooms. In August of 1968, the branch obtained its present site from a defunct Grants Job Corps Center. For several years, classes were held in rehabilitated Job Corps buildings. During the 1977-78 academic year, a new building, part of the present primary structure, was constructed. This building housed academic classrooms; a student vocational building was remodeled as part of this construction process. In 1980-81, additional construction was completed. The gymnasium was extensively remodeled. Four additional rooms were added to the main building and extensive landscaping was completed.

The present configuration of the main building on the Grants Campus was attained in 1984 with construction of 20,800 square feet of vocational and technical instructional space. As a result of this project, space was added for the Automotive Trades, Electronic Technology, and Welding and instructional computer laboratories. The total assignable floor space of the remodeled building is 70,197 square feet.

In May of 1987, the main building on the Grants Campus was dedicated as the "Walter K. Martinez Memorial Hall" in memory of the deceased Walter K. Martinez. Mr. Martinez had been a New Mexico State Representative from 1966 to 1984, and was Speaker of the House of Representatives from 1971 to 1978. During his tenure in the New Mexico State Legislature, the branch was a recipient of significant state appropriations for capital improvements. These appropriations facilitated the planning, remodeling, and construction of the present physical plant. Mr. Martinez's leadership in establishing the State's Severance Tax Permanent Fund was an outstanding contribution to the State of New Mexico. Through this permanent fund, a continuing revenue service was created to fund capital outlay projects for higher education and other State agencies.

During the 1980's Cibola County experienced a massive shutdown of its primary industry, uranium extraction. Thousands of mining jobs were lost. Many unemployed workers came to the college for occupational retraining, or to advance their academic education. As a result, the instructional mix, which had been about 70 percent vocational and 30 percent academic in the early 1980s, began to evolve to its present mix of approximately 75 percent academic and 25 percent vocational/technical. The major focus of the college shifted from providing occupational support for the mining industry to the preparing constituents for new employment and educational opportunities.

In the 1993 academic year, the gymnasium was dedicated in honor of Joseph A. Fidel, and renamed the "Joseph A. Fidel Activities Center." Joseph A. Fidel had been a school board member whose influence was critical to the initial establishment of the college. He has subsequently served in the New Mexico State Senate. His political influence has been

fundamental to the continuing provision of capital improvement funds for NMSU-Grants and for other institutional of higher education in New Mexico.

Between 1993 and 1995, remodeling projects produced eight new faculty offices, seven new classrooms and laboratories, the College's first food service, and a larger, more complete bookstore, major strides were made in the College's ability to provide technical instruction with the addition of the fifty state-of-the-art computers. In 1996 a new 1,200 square-foot childcare facility was added to the campus complex. Simultaneously, a new water line was installed, and the campus heating and air conditioning systems were rebuilt.

The 21<sup>st</sup> century continues to see positive growth for the Grants campus. In 2001 the University obtained full title to its property and facilities. The new century (2002) also marked the beginning of technological infrastructure development with the award of a 2.2 million dollar Title V grant earmarked for Hispanic Serving Institutions from the U.S. Department of Education. This five-year grant has enabled the institution to equip four computer classroom labs, one "open lab" for student use, and two mobile labs. The campus provides wireless access to the Internet via a newly established T3 connection. The added funding from the Title V grant has facilitated the development of new programs on campus including the Education Resource Center (2003), which supports the growing demand for teacher education. The science labs have been enhanced with state-of-the art equipment and several classrooms are being transformed into multimedia centers (2005-06).

# Mission and Purposes Statement

The mission of New Mexico State University, Grants Campus is to provide quality instructional and supportive programs at the lowest feasible cost to persons within Cibola County. These will be provided to eligible persons without regard to age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.

To accomplish this, NMSU-Grants Campus will focus on the following:

1. Improve instruction by continually:
  - a. utilizing an outcome assessment process;
  - b. appraising the effectiveness of degree and certificate programs;
  - c. implementing a process to increase satisfaction;
  - d. participating in professional development;
  - e. utilizing technology.
  
2. Improve curriculum by continually:
  - a. implementing occupational courses and programs that meet the needs of business and industry in the local area and state;
  - b. implementing courses to meet individual interests of a personal cultural, and recreational nature;
  - c. implementing programs of studies and courses required by occupations that pay higher minimum wages.
  
3. Improve the transfer process by continually strengthening ties other institutional to articulate programs student advisement procedures, and interdepartmental communication among faculty.
  
4. Improve a comprehensive student support program by continually:
  - a. providing advisement;
  - b. increasing retention;
  - c. increasing tutorial and mentor services;
  - d. increasing interest in student activities;
  - f. increasing job placement, job searching, and student transfer resources.
  
5. Improve local economic development by continually:
  - a. assisting new businesses with planning and funding procedures;
  - b. providing local training at an affordable rate;
  - c. recommending professional services and business aids;
  - d. networking and sharing of resources with state and community business groups.
  
6. Improve administrative support by continually:
  - a. implementing a system for process improvement;
  - b. integrating financial reporting, registration, and financial aid computer systems;
  - c. developing, implementing, and monitoring a results-oriented marketing plan;
  - d. enhancing the student registration process;
  - e. seeking input from students, faculty, and the community;
  - f. increasing the number of courses at convenient locations throughout the county when economically feasible;
  - g. improving instructional process;
  - h. improving library services.

7. Improve physical plant and operations by continually:
  - a. maintaining the facilities and equipment;
  - b. increasing conservation and usage compliance.

# **New Mexico State University Grants**

Performance-Based Indicators  
Measures, Methodology, and Performance  
Targets

December 2006

- **CC PERFORMANCE-BASED INDICATOR # 1:** Academic Quality/Student Progress and Success

Of a cohort of new students (Fall 2002) who were intending to transfer or obtain a career credential (based on an intent model adopted by NMACC), how many after 3 years received a degree or certificate, transferred, became transfer ready (as defined by NMACC), or are still enrolled?

Number of new students 9+ hours, Fall 2002 in transfer or career cohorts (denominator)  
89

Number measured through spring 2005 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree 4

Earned a Certificate 9

Earn an industry credential/license 6

Are known to have transferred 17

Became transfer ready (completed with "C" or minimum 2.0 grade 18 credits of the general education core) and left 4

Are transfer ready and still enrolled 7

Are still enrolled spring 2005 term 5

Total of the categories for Fall 2002 cohort (numerator) 52

Percent Fall 2002 cohort successful (numerator/denominator) 58.43%

Methodology: Using the San Juan intent model (NMACC web site, nmacc.org), determine the number of first time Fall 2002 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2005 semester, determine how many in the combined cohort were successful as follows (unduplicated count using the hierarchy as listed): earned a degree; earned a certificate; earned credential/license; transferred; became transfer ready and left; are transfer ready and still enrolled; or are still enrolled. Divide this number by the total cohort to determine a success rate.

Fall 00 cohort + Fall 01 cohort + Fall 02 denominators 278

Fall 00 cohort + Fall 01 cohort + Fall 02 numerators 138

Percent average of 00, 01 and 02 cohorts successful (numerator/denominator) 49.64%

Target % (This Year in Budget) 46%

Target % (Year Out) 47%

**Supplemental Data for Performance-Based Indicator 1:****Academic Quality / Student Progress and Success**

	Fall 2000	Fall 2001	Fall 2002	Total
No. Students In Career/Transfer Cohort	94	95	89	278
No. Earned Degree	6	2	4	12
No. Earned Certificate	4	18	9	31
No. Earned Industry Credential/License	2	2	6	10
No. Known to have Transferred	20	8	17	45
No. Transfer Ready & Left	0	3	4	7
No. Transfer Ready & Still Enrolled	0	5	7	12
Still Enrolled Spring Semester 3rd Year After Cohort Established	10	6	5	21
Total "Successes" For Cohort	42	44	52	138
Percent Successful	44.68%	46.32%	58.43%	49.64%

## PERFORMANCE-BASED INDICATOR 2 & 9: Economic Impact

What is the percent of program completers and graduates (as defined by students who completed a degree or 45+ hours) who were placed in jobs (in New Mexico) based on unemployment insurance wage data plus the percent of those completers who are continuing their education (in New Mexico)?

The measure will be the percent of the total number of 2003-04 academic year completers/graduates (includes summer 2003, fall 2003 and spring 2004) who were matched with jobs (CHE to provide data) using unemployment wage records and those matched with their continuing their education matched with HED records.

Number of 2003-04 total completers (denominator) 129

Number of 2003-2004 grads matched to jobs (numerator) 111

Percentage of 2003-2004 grads placed (numerator/denominator) 86.05%

2001-02 completer cohort + 2002-03 completer cohort + 2003-04 completer cohort (denominator) 377

2001-02 grads matched to jobs cohort + 2002-03 grads matched to jobs cohort + 2003-04 grads matched to jobs (numerator) 305

Percentage of 2001-02, 2002-03, 2003-04 matched to jobs (numerator/denominator) 80.9%

Target % (This Year in Budget) 79%

Target % (Year Out) 80%

Number of 2003-2004 total completers (denominator) 129

Number of 2003-2004 grads matched in jobs and matched in DEAR (numerator) 117

Percentage of 2003-2004 grads placed and continuing education (numerator/ denominator) 90.7%

2001-02 completer cohort + 2002-03 completer cohort + 2003-04 completer cohort (denominator) 377

2001-02 grads matched to jobs and CE cohort + 2002-03 grads matched to jobs and CE cohort + 2003-04 grads matched to jobs and CE cohort (numerator) 325

Percentage of 2001-02, 2002-03, 2003-04 matched to jobs and CE (numerator/denominator) 86.21%

Target % (This Year in 05 Report or in budget if reported) 84%

Target % (Year Out) 85%

**PERFORMANCE-BASED INDICATORS 3 and 4:  
Accessible and Affordable Education**

Using the most recent three-year average, female and minority enrollments and graduates are within an acceptable level of the ethnic and gender makeup of the community served based on the 2000 census profile of the adult population in the areas served.

Determine number and % share of the populations as follows:

	Service Area 2000 Profile	Enrolled Students Fall 2005	Ave enrollee Fall 03 Fall 04 Fall 05	Graduates 2004/2005	Ave grads 02/03 03/04 04/05
Native American	N / % 6328 / 35.65%	N / % 267 / 38.8%	N / % 281 / 40.6%	N / % 62 / 41.3%	N / % 56 / 42.1%
Black	193 / 1.09%	6 / 0.9%	6 / 0.8%	0 / 0%	1 / 1.0%
Asian	71 / 0.40%	5 / 0.7%	3 / 0.5%	0 / 0%	1 / 1.0%
Hispanic	5863 / 33.0%	236 / 34.3%	227 / 32.8%	44 / 29.3%	34 / 25.4%
White	5071 / 28.6%	158 / 23.0%	155 / 22.4%	23 / 15.3%	18 / 13.6%
Unreported	224 / 1.26%	16 / 1.1%	20 / 2.0%	21 / 14%	22 / 16.9%
Female	9235 / 52.03%	497 / 72.2%	490 / 70.8%	90 / 69.8%	99 / 74.8%

Methodology: Using the 2000 census profile for the adult population, determine the percentage breakdown by category for the area you serve. Do a similar breakdown for your Fall 2005 enrollments and your 2004-2005 graduates (based on summer 2004, Fall 2004 and Spring 2005). Using the average “n” from this year and the prior two years, determine which populations are most significantly divergent from the census profile of the area you serve and will be targeted for improvement. Also for the time series data, please use data for Native Americans and Hispanics when different from the most divergent. Determine one target for enrollment and one for graduation.

Enrollment Target – This Year in Budget (category and %) Hispanic 32%  
 Graduation Target – This Year in Budget (category and %) Native American 36%

Enrollment Target – Year Out (category and %) 33%  
 Graduation Target – Year Out (category and %) 36%

**PERFORMANCE-BASED INDICATORS 5 and 6:  
Service to New Mexicans**

Numbers served annually in two of the following categories based on unique community need **SELECTED IN PAST YEARS** will have increased in 2005-2006 compared to a three-year rolling average from a baseline rolling average of program participants from the three years prior: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc), distance education students (web-based, interactive, off-site delivery, etc), contract training clients, community education participants, service learning participants and teacher in-service participants (training courses designed for k-12 teachers).

Adult Basic Education -- three-year rolling average 02-03, 03-04, 04-05 373  
 Adult Basic Education” program enrollment 2005-06 342  
 Adult Basic Education program % increase/decrease - 9.1%

Community Educ. -- program three-year rolling average 02-03, 03-04, 04-05 1014  
 Community Educ. program enrollment 2005-06 718  
 Community Educ. program % increase/decrease -40%

Methodology: Using the 2002-2005 three-year rolling average of the two programs selected and comparing it to the 2005-2006 annual enrollment, determine the % increase/ decrease. Counts by year should be unduplicated (as much as possible) within each category, but may be duplicated over the course of multiple years and among categories.

Based on the comparison of the three-year rolling averages to this year’s enrollment percentage increase or decrease, set enrollment targets (in number not %) for each of the programs:

Target (n) for Adult Basic Education (This Year in Budget) 375  
 Target (n) for Community Education (This Year in Budget) 1180  
 Target (n) for Adult Basic Education (Year Out) 375  
 Target (n) for Community Education (Year Out) 725\*

\*\* We have lowered our target from that set in previous years because NMSU – Grants no longer hosts an Elderhostel Program which was included in Community Education when the original target was determined. This is a much more realistic and attainable target.

**Calculations for 2006 Performance-Based Indicators 5 and 6:  
Service to New Mexicans**

<b>Program</b>	<b>Academic Year 02-03</b>	<b>Academic Year 03-04</b>	<b>Academic Year 04-05</b>	<b>3 Year Average</b>	<b>Academic Year 05-06</b>	<b>Percent Change</b>
<b>Program #1</b>						
ABE Participants	394	352	320	373	342	-9.06%
GED Graduates	31	35	30	33	61	45.90%
<b>Program #2</b>						
Community Education	805	1202	706	1004	718	-39.76%
Elderhostel	244	104	0	174	0	

**PERFORMANCE-BASED INDICATOR 7:  
Efficient and Effective Use of Resources**

For those programs in existence three or more years, there will be more programs annually having increasing or level enrollments over a three-year period than decreasing enrollments looking at the periods 2002-2005 and 2003-2006.

<b>PROGRAM ENROLLMENT INCREASES/DECREASES</b>		
<b>BY 3-YEAR TRENDS</b>		
Increased	Decreased	Stable
Program Name FTE (ave.)	Program Name FTE (ave.) and Status (below)	Program Name FTE (ave.)
Electrical Trades Seat Count: 50 FTE: 6.72	Nursing Asst. Seat Count: 175 FTE: 21.58 Ongoing	Criminal Justice Seat Count: 56 FTE: 5.52
Welding Trades Seat Count: 47 FTE: 6.17	Computer Technology Seat Count: 200 FTE: 16.44 Ongoing	Automotive Technology Seat Count: 145 FTE: 17.87
Computer Science Seat Count: 231 FTE: 22.71	Digital Graphics Seat Count: 27 FTE: 2.69 Ongoing	Acad. – Social Science Seat Count: 503 FTE: 50.30
Electronic Technology Seat Count: 48 FTE: 5.59	Education Seat Count: 208 FTE: 16.67 Ongoing	Corrections Seat Count: 168 FTE: 22.40
Geographic Inf. Systems Seat Count: 5 FTE: 0.62	Building Trades Seat Count: 43 FTE: 5.26 Ongoing	Health Science Seat Count: 45 FTE: 2.90
Paramedic Seat Count: 58 FTE: 6.68	Business Office Tech. Seat Count: 171 FTE: 16.69 Eliminated	
Academic - Math Seat Count: 239 FTE: 23.11	Drafting Seat Count: 42 FTE: 4.56 Ongoing	
Business Seat Count: 213 FTE: 21.15	Early Childhood Educ. Seat Count: 160 FTE: 14.31 Ongoing	
Developmental Seat Count: 481 FTE: 60.13		
Acad. – Natural Science Seat Count: 333 FTE: 35.05		
Acad. - Humanities Seat Count: 595		

FTE: 64.35		
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Methodology: Report the FTE for each degree and certificate program (academic and career technical), for the last three years 2003-2006 compared to the prior three years 2002-2005. FTE should be for the summer through spring semesters of each of those years. Determine and report those that decline, those that increase and those remaining stable based on a +/- 5% threshold. The information asked for is then entered into the cells above. **Note the status response under the “decreased” cell...** for these indicate either ongoing, to be revamped (meaning dropping, adding or modifying courses within a program to meet community needs, market demand, industry standards or certification standards), or to be eliminated. Provide data (or brief narrative) of this year’s accounting to include comparison to last year’s as follows:

# and description of programs eliminated this past year 1 – Business Office Technology

# and description of programs revamped this past year \_\_\_\_\_

# and description of new programs added this past year 4 programs added: 1. Digital Film Technology (Certificate), 2. Business Occupations (Associate Degree), 3. Associate of Science Degree, 4. Tourism Services (Associate Degree). All new programs are pending approval and will be effective Spring 2007.

% of programs with increasing and stable enrollments vs. declining enrollments:

- a. This past year 67%
- b. The prior year 72%

Target (%) ratio of increasing/stable enrollments vs. declining (This Year in Budget) 70%

Target (%) ratio of increasing/stable enrollments vs. declining (Year Out) 70%

▪ **Performance Indicator # 8: Student Persistence**

**New Mexico Community Colleges  
Quarterly Report Fall Semester 2005 to Spring Semester 2006  
Submitted Pursuant to New Mexico Accountability in Government Act**

**Institution:** New Mexico State University at Grants  
**Prepared by:** Rosemary Carlson ([rosecarl@nmsu.edu](mailto:rosecarl@nmsu.edu), 505 287-6622)  
**Date:** September 26th, 2006

Institution's Mission Statement	The mission of New Mexico State University at Grants is to provide quality instructional and supportive programs at the lowest feasible cost to persons within Cibola county. These programs are provided to eligible persons regardless of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.
Summary of key initiative for semi-annual reporting for the community colleges	Improve retention rate of first-time in college, full-time degree seeking students.
Description of how this initiative links to mission statement	NMSU at Grants provides low-cost education to residents in an area with a high poverty level. Improving the retention rate of degree – seeking students will increase their chance of eventually receiving a degree and thus raise their income earning potential.
Action Plan: Management initiatives, resource alignment, and other strategies/tools and their potential uses to improve performance	<ol style="list-style-type: none"> <li>1. Offer more developmental courses, and develop new college success courses/programs.</li> <li>2. Foster a faculty/student mentoring program.</li> <li>3. More clearly identify student program intent and educational goals.</li> <li>4. Develop a comprehensive student retention plan.</li> <li>5. Offer student clubs and activities to get students more involved in campus/college life.</li> <li>6. Develop and provide additional scholarship opportunities to students.</li> <li>7. Provide better recruitment and placement opportunities for students</li> </ol>

	who qualify for work-study funds. Offer financial aid workshops at area high schools for students and their parents.
Key Performance Measure Statement	The percentage of first-time in college, full-time degree seeking students enrolled Fall semester who persist to Spring semester (five year average Fall 01 to Fall 2005)
Data Source(s)	Institutional Data
4 years of historical data (if available) or benchmark starting point data	Fall 2001 to Spring 2002 = 57.63% Fall 2002 to Spring 2003 = 68.25% Fall 2003 to Spring 2004 = 79.31% Fall 2004 to Spring 2005 = 75.00%  4 year average Fall to Spring = <b>69.74%</b>  Fall 2005 to Spring 2006 = <b>74.51%</b>
Comparative Benchmark	Average Retention Rate (Fall 04 to Fall 05) for IPEDS Peer Group = <b>52.42%</b>
Performance Target for Current Year	<b>73.57%</b>
Institutional Data for Current Report	<b>72.13%</b> (weighted average of historical data with current data).
Graphic Display	Attached
Performance Gap	<b>2.87</b>
Estimated Time Frame to Close/Exceed Gap	2 years
Explanation Why Performance Failed to Meet Target if Target was 10% or More Below Standard Set	N/A
Corrective Action Plan for Performance that Failed to Meet Target	N/A
Action Plan Status	N/A

**CC PERFORMANCE-BASED INDICATOR # 10: Graduation Rate**

**Institution: New Mexico State University at Grants**

**Date: September 21st, 2006**

Performance Measure	Percentage of a cohort (2002-2005) of full-time, first-time degree/certificate seeking community college students who complete the program in 150% of normal time to completion
Comparison Group	CHE approved peers
Data Source(s)	IPEDs Peer Analysis System; Institutional Data
Comparative Benchmark	Average completion rate for peer institutions: <b>28.70%</b>
Institutional Data (specify time frame)	Completion rate for Fall 2002 cohort in 150% normal time (by Spring 2005): <b>12.86%</b>
Performance Gap	<b>1.45</b> (our target is to reach 60% of the average completion rate for our peer institutions: <b>(28.70) * .60 = 17.22%</b> ).
Estimated Time Frame to Close/Exceed Gap	3 years
Management initiatives, resource alignment and other strategies/tools and their potential uses to close the gap	<ol style="list-style-type: none"> <li>1. Develop &amp; expand appropriate &amp; innovative programs/courses (including distance education and alternative delivery systems.</li> <li>2. Offer more developmental courses, and develop new college success courses/programs.</li> <li>3. Offer classes at alternative days, times, locations, and timelines.</li> <li>4. Develop a comprehensive student retention plan.</li> <li>5. Utilize an optimum advising program through a process that involves student services and program managers</li> <li>6. More clearly identify student program intent and educational goals</li> <li>7. Work with local school systems to increase concurrent enrollment.</li> </ol>
Is your agency showing progress toward closing the gap? Explain	Yes, last year's gap was <b>2.96</b> ; this year's gap is <b>1.45</b> .
How can state government be supportive of these efforts in a budget-neutral environment?	Support informative indicators that will be useful to institutional management.
Additional Notes/Comments	None

**Performance Based Indicator #11 (Unique)**  
**Number of Degrees and Certificates Awarded**

Institution: New Mexico State University – Grants

Date: September 26<sup>th</sup>, 2006

Performance Measure	The number of degree and certificates awarded academic year 2004-2005
Comparison Group	NMSU – Grants will be compared to three colleges from its peer institution group with similar enrollments.
Data Source:	IPEDS Peer Analysis Database
Comparative Benchmark	The average number of degrees and certificates awarded by the three colleges is 201 degrees/certificates for academic year 2004-2005.
Institutional Data	The number of degrees and certificates awarded by NMSU – Grants for academic year 2004-2005 is 150
Performance Gap	51 below benchmark figure
Estimated Time frame to Close/Exceed Gap	3 years
Management initiatives, resource alignment and other strategies/tools and their potential uses to close the gap.	Offer short term certificate programs that meet the needs of the local labor market as well as associate degrees and transfer curriculum.
Is your agency showing progress towards closing the gap? Explain.	Yes, the gap is less this year than last year. Last year the gap was 72, this year the gap is 51.
How can state government be supportive of these efforts in a budget-neutral environment?	Support informative indicators that will be useful to institutional management.
Additional Notes/Comments	None

# **New Mexico State University Grants**

## **Strategic Plan Goals, Objectives and Strategies**

December 2006

***Performance-Based Indicator 1: New Mexico State University at Grants will improve academic quality, student progress and success.***

Objective 1: Offer instructional programs that relate to student needs and goals.

- Strategy 1:** Implement entrance and post graduation surveying to identify student goals and outcomes.
- Strategy 2:** Offer mini-certificates in targeted specialty areas (e.g. nursing, word processing, industry standards, etc.).
- Strategy 3:** Target growth areas such as allied health for program expansion.
- Strategy 4:** Offer more developmental courses, and develop new college success courses/programs.
- Strategy 5:** Schedule additional developmental and general education courses in the summer.
- Strategy 6:** Offer classes at alternative days, times, locations, and timelines.
- Strategy 7:** Survey business and industry to determine if the college is meeting their needs and if students have the skills required to succeed in their firms.
- Strategy 8:** More clearly identify student program intent and educational goals.

***Performance-Based Indicator 1: New Mexico State University at Grants will improve academic quality, student progress and success.***

**Objective 2:** Increase the level of student support to help with student retention and monitor student progress to help him/her achieve success.

- Strategy 1:** Expand tutoring services.
- Strategy 2:** Engage high school counselors/teachers to better prepare students for college.
- Strategy 3:** Foster a faculty/student mentoring program.
- Strategy 4:** Develop a comprehensive student retention plan.
- Strategy 5:** Provide mid-term grade reporting and relative advising.
- Strategy 6:** Provide customer service professional development for all staff, including, but not limited to front desk reception, financial aid services, registration processes and academic advisement.
- Strategy 7:** Provide personal contact follow-up on student progress.
- Strategy 8:** Utilize an optimum advising program through a process that involves student services and program managers.
- Strategy 9:** More clearly identify student program intent and educational goals.
- Strategy 10:** Improve the outcomes assessment process.
- Strategy 11:** Conduct a systematic exit survey for all students when they withdraw from a course.

***Performance-Based Indicator 1: New Mexico State University at Grants will improve academic quality, student progress and success.***

Objective 3: Offer quality education in all programs.

- Strategy 1:** More clearly identify student program intent and educational goals.
- Strategy 2:** Set and maintain outcome standards for all classes.
- Strategy 3:** Increase availability of faculty, including part-time instructors.
- Strategy 4:** Develop a comprehensive student retention plan which will include providing a more comprehensive orientation for new students, enhanced success/skills courses, improved advising, and a more thorough developmental course series.
- Strategy 5:** Offer student clubs and activities to get students more involved in campus/college life.
- Strategy 6:** Support professional development programs for all staff (including travel funds).
- Strategy 7:** Provide professional development opportunities for part-time faculty (especially orientation for new faculty).
- Strategy 8:** Add an item to the Course Evaluation Form which addresses student's assessment of quality of their educational experience.

***Performance-Based Indicators 2 & 9: New Mexico State University at Grants will strive to improve the “placement rate” of graduates.***

**Objective 1:** Increase the job placement rate of the students entering the job market.

**Strategy 1:** Develop a student post-graduation tracking survey.

**Strategy 2:** Offer career advisement/employment support services.

**Strategy 3:** Improve the placement data-gathering system.

**Strategy 4:** Investigate all certificate and degree programs for possible inclusion of work experience components such as On the Job Training, internships, service learning and work coop programs.

**Strategy 5:** Collaborate with business, industry, the Chamber of Commerce, Cibola County economic development agencies, and the Department of Labor in the economic development of Cibola County.

**Strategy 6:** Develop quality training programs that meet the needs of local business and industry.

**Strategy 7:** Establish partnerships with businesses, educational institutions, government agencies to enhance student opportunities.

***Performance-Based Indicators 2 & 9: New Mexico State University at Grants will strive to improve the “placement rate” of graduates.***

**Objective 2:** Increase the percentage of students transferring to a baccalaureate institution.

- Strategy 1:** Establish articulation agreements with baccalaureate institutions in the state.
- Strategy 2:** Improve transfer rates of successful completers by creating a more comprehensive tracking system of all graduates.
- Strategy 3:** Improve the advising process for students planning to transfer to a baccalaureate institution.
- Strategy 4:** Participate in the New Mexico State University transfer orientation program.
- Strategy 5:** Partner in activities/programs with the New Mexico State University Alumni Association.
- Strategy 6:** Invite guest speakers from the New Mexico State University at Las Cruces campus and other baccalaureate institutions in the state.

***Performance-Based Indicator 3: New Mexico State University at Grants will offer accessible and affordable education to everyone within its service area (based upon enrollment).***

Objective 1: Ensure equal access to all students wanting to further their education.

- Strategy 1:** Ensure the college is in compliance with ADA guidelines.
- Strategy 2:** Proactively recruit from under-represented populations.
- Strategy 3:** Offer programs that target populations at a distance.
- Strategy 4:** Expand marketing efforts.
- Strategy 5:** Develop and expand appropriate and innovative programs/courses (including distance education and alternative delivery systems).
- Strategy 6:** Expand developmental education courses to accommodate a greater range of entering student abilities.

***Performance-Based Indicator 3: New Mexico State University at Grants will offer accessible and affordable education to everyone within its service area (based upon enrollment).***

**Objective 2:** Target those groups that are under-represented in the student population to provide more affordable access to higher education.

- Strategy 1:** Offer “bridge” programs in the summer to facilitate the transition from high school to college.
- Strategy 2:** Improve the quality of information provided to under-represented groups (tuition costs, refund policies, financial aid, course academic expectations, etc.) to help make students better informed consumers.
- Strategy 3:** Work with local school systems to increase concurrent enrollment and participation in 2+2 programs.
- Strategy 4:** Improve relationships and the information pipeline between New Mexico State University at Grants and feeder schools.
- Strategy 5:** Strengthen, market, and publicize need-based financial aid opportunities including eligibility criteria, application deadlines, and scholarship information.
- Strategy 6:** Enhance need-based work study recruitment.

***Performance-Based Indicator 4: New Mexico State University at Grants will offer accessible and affordable education to everyone within its service area (based upon completion).***

**Objective 1:** Ensure equal access to all students seeking to complete a prescribed program of courses.

**Strategy 1:** Proactively recruit from under-represented populations.

**Strategy 2:** Offer programs that target populations at a distance.

**Strategy 3:** Expand marketing efforts.

**Strategy 4:** Expand certificate and program offerings.

**Strategy 5:** Develop and expand appropriate & innovative programs/courses (including distance education and alternative delivery systems).

**Strategy 6:** Continually revise certificate and degree programs to reflect current demands in the field.

***Performance-Based Indicator 4: New Mexico State University at Grants will offer accessible and affordable education to everyone within its service area (based upon completion).***

**Objective 2:** Target those groups that are under-represented in the student population to provide for more affordable access to higher education.

**Strategy 1:** Offer “bridge” programs in the summer to facilitate the transition from high school to college.

**Strategy 2:** Improve the quality of information provided to under-represented groups (tuition costs, refund policies, financial aid, and course consumers).

**Strategy 3:** Work with local school systems to increase concurrent and other dual enrollment opportunities.

**Strategy 4:** Improve relationships (e.g., articulation agreements) and the information pipeline between New Mexico State University at Grants and receiving colleges and universities.

**Strategy 5:** Expand bachelor’s degree completion options to enable a seamless transfer to upper division study.

***Performance-Based Indicator 5: New Mexico State University at Grants will improve its service to New Mexicans (ABE)***

Objective 1: Increase enrollment in the ABE program.

- Strategy 1:** Identify and contact area high school dropouts.
- Strategy 2:** Increase activity in adult basic education programs through tutoring and course opportunities.
- Strategy 3:** Increase program cooperation with literacy volunteers of Cibola County.
- Strategy 4:** Improve availability of employment-related information to students.
- Strategy 5:** Identify innovative delivery systems intended to bring services to rural populations.
- Strategy 6:** Establish relationship(s) with home schooling organizations to market GED opportunities.

***Performance-Based Indicator 5: New Mexico State University at Grants will improve its service to New Mexicans (ABE)***

Objective 2: Increase enrollment in the GED program.

- Strategy 1:** Identify and contact area high school dropouts.
- Strategy 2:** Improve availability of employment related information to students.
- Strategy 3:** Identify innovative delivery systems intended to bring services to rural populations.
- Strategy 4:** Establish relationship(s) with home schooling organizations to market GED opportunities.
- Strategy 5:** Develop stronger linkages between ABE program participants and GED opportunities.

***Performance-Based Indicator 6: New Mexico State University at Grants will improve its service to New Mexicans (Community Education)***

Objective 1: Increase enrollment in community education.

**Strategy 1:** Expand community education offerings.

**Strategy 2:** Provide CEU's and unique certification programs.

**Strategy 3:** Increase marketing efforts.

**Strategy 4:** Partner with relevant organizations (e.g. SBDC, Dept. of Labor, Chamber of Commerce, Ag. Extension) to provide community education and training opportunities.

***Performance-Based Indicator 6: New Mexico State University at Grants will improve its service to New Mexicans (Community Education)***

**Objective 2:** Increase enrollment in contract training.

**Strategy 1:** Work more closely with the Small Business Development Center to identify potential contract training opportunities.

**Strategy 2:** Increase the marketing of web-based opportunities.

**Strategy 3:** Partner with relevant organizations (e.g., SBDC, Department of Labor, Ag. Extension, Chamber of Commerce) to provide community education and training opportunities.

***Performance-Based Indicator 7: New Mexico State University at Grants will increase efficiency and the effective of its resources.***

**Objective 1:** Allocate institutional resources to programs with greatest potential for growth and development.

**Strategy 1:** Assess current programs with the aid of local advisory boards, and establish guidelines for implementing new programs, and eliminating programs with enrollments that are too small to maintain viability.

**Strategy 2:** Increase efficiency and enrollment by implementing new scheduling opportunities.

**Strategy 3:** Develop an intensive effort to present our programs to the outlying communities through personal interaction.

**Strategy 4:** Increase communication between the college and its service community and constituents.

**Strategy 5:** Allocate additional space and funding to programs with potential for growth and excellence.

**Strategy 6:** Establish partnerships with businesses, industry, and school systems.

**Strategy 7:** Investigate a more accurate coding process for student majors.

**Strategy 8:** Enhance advisement process to result in more accurate declarations of majors.

***Performance-Based Indicator 7: New Mexico State University at Grants will increase efficiency and the effective of its resources.***

**Objective 2:** Review allocation of institutional resources to programs with low enrollments.

- Strategy 1:** Assess current programs with the aid of local advisory boards, and establish guidelines for implementing new programs, and eliminating programs with enrollments that are too small to maintain viability.
- Strategy 2:** Increase efficiency and enrollment by implementing new scheduling opportunities.
- Strategy 3:** Improve current retention strategies which include providing a more comprehensive orientation for new students, enhancing the success skills opportunities, improving departmental advising by faculty, and creating a more thorough developmental course series.
- Strategy 4:** Direct recruiting efforts toward new students for targeted programs as well as the college in general.
- Strategy 5:** Develop an intensive effort to present our programs to the outlying communities through personal interaction.
- Strategy 6:** Increase communication between the college and its service community and constituents.
- Strategy 7:** Establish partnerships with businesses, industry, and school systems.

***Performance-Based Indicator 8: New Mexico State University at Grants will increase student persistence.***

**Objective 1:** Offer programs and services to encourage students to sustain their enrollment.

- Strategy 1:** Improve process of transcript receipt and evaluation for non-degree students.
- Strategy 2:** Offer more developmental courses and develop new college success courses/programs.
- Strategy 3:** Foster a faculty/student mentoring program.
- Strategy 4:** More clearly identify student program intent and educational goals.
- Strategy 5:** Offer student clubs and activities to get students more involved in campus/college life.
- Strategy 6:** Develop a comprehensive student retention plan.

***Performance-Based Indicator 8: New Mexico State University at Grants will increase student persistence.***

**Objective 2:** Improve services and resources to provide students with financial assistance.

**Strategy 1:** Develop and promote additional scholarship opportunities.

**Strategy 2:** Develop a work study recruitment plan.

**Strategy 3:** Provide workshops at area high schools for parents and students related to financial aid opportunities.

**Strategy 4:** Provide FAFSA workshops on campus and at sites throughout the county.

***Performance-Based Indicator 10: New Mexico State University at Grants will increase its graduation rates.***

**Objective 1:** Increase the graduation rate of first-time, full-time, degree seeking students.

- Strategy 1:** Develop and expand appropriate and innovative programs/courses (including distance education and alternative delivery systems).
- Strategy 2:** Invite guest speakers from the New Mexico State University at Las Cruces campus and other baccalaureate institutions in the state.
- Strategy 3:** Develop and expand appropriate and innovative programs/courses (including distance education and alternative delivery systems).
- Strategy 4:** Offer more developmental courses, and develop new college success courses/programs.
- Strategy 5:** Offer classes at alternative days, times, locations, and timelines.
- Strategy 6:** Develop a comprehensive student retention plan.
- Strategy 7:** Partner in activities/programs with the New Mexico State University Alumni Association.
- Strategy 8:** Expand bachelor's degree completion options to enable students a smoother transition to upper division study.

***Performance-Based Indicator 10: New Mexico State University at Grants will increase its graduation rates.***

**Objective 2:** Develop programs and services to encourage more rapid completion of certificate and degree requirements.

**Strategy 1:** Utilize an optimum advising program through process that involves student services and program managers.

**Strategy 2:** More clearly identify student program intent and educational goals.

**Strategy 3:** Work with local school systems to increase concurrent and other dual enrollment opportunities.

***Performance Based Indicator #11: New Mexico State University at Grants will increase its production of completed degrees and certificates.***

Objective 1: Increase the number of students completing degree/certificate programs

- Strategy 1:** Develop and expand appropriate and innovative programs/courses (including distance education and alternative delivery systems).
- Strategy 2:** Invite guest speakers from the New Mexico State University at Las Cruces campus and other baccalaureate institutions in the state.
- Strategy 3:** Partner in activities/programs with the New Mexico State University Alumni Association.
- Strategy 4:** Offer more developmental courses, and develop new college success courses/programs.
- Strategy 5:** Offer classes at alternative days, times, locations, and timelines.
- Strategy 6:** Develop a comprehensive student retention plan.
- Strategy 7:** Expand bachelor's degree completion options to enable students a smoother transition to upper division study.
- Strategy 8:** Utilize an optimum advising program through a process that involves student services and program managers.
- Strategy 9:** More clearly identify student program intent and educational goals.
- Strategy 10:** Work with local school systems to increase concurrent and other dual enrollment opportunities.