



## 2017-2018 Retention Update

Document last updated: Aug 31, 2017

Increasing Student Success and Academic excellence at New Mexico Highlands University: A Retention Plan 2016-2020 (Retention Plan) was endorsed October 28, 2016. The 2017-2018 Retention Update provided herein documents refined strategies for the 2017-2018 academic year, including more context, clarification and alignment of past and new goals.

### Advisory Council Meeting Dates

2014: Dec 16

2015: Jan 28, Mar 11, Mar 25, Apr 23, May 28, June 25, Jul 23, Aug 19

2016: Feb 5, Feb 16, Apr 13, Nov 1, Nov 30, Dec 8

2017: Jan 10, Jan 20, Feb 15, Feb 24, March 10, March 23, April 7, April 20, April 21, May 5, May 19, June 15, June 29, July 13, July 27, Aug 24

Important dates:

### Key Dates

August 31, 2017	2017-2018 Retention Update prepared for distribution
August 31, 2017	2016-2017 Retention Accomplishments prepared for distribution
October 28, 2016	Board of Regents voted and endorsed the Retention Plan
September 18, 2016	Student Senate Voted and endorsed the Retention Plan
September 2, 2016	Staff Senate Voted and endorsed the Retention Plan
August 29, 2016	Retention Plan forwarded to Staff Senate for review and endorsement
August 29, 2016	Retention Plan forwarded to Student Senate for review and endorsement
April 27, 2016	General Faculty voted to approve the Retention Plan
April 20, 2016	Retention Plan forwarded to Faculty Senate for review in General Faculty Meeting, forwarded to Staff Senate and Student Senate for endorsement
April 13, 2016	Retention Plan endorsed by Faculty Senate with Revisions
Mar 9, 2016	Retention Plan submitted to Faculty, Staff, and Students for comments
Feb 5, 2016	Establishment of a Formal Retention Advisory Council
Jan 29, 2016	Retention initiatives assigned to VPSEM and AVPAA
Aug 25, 2015	Retention Plan submitted to Dr. Fidel Trujillo, Dean of Students for dissemination to Executive Team (President Minner, Provost Aguilar, VPF Baca)
May 1, 2015	Retention Plan Included in the HLC Assurance Report as a draft document



## Current Advisory Council Members

Reyna Alvizo (STEMfast Community College Outreach Coordinator)  
Casey Applegate-Aguilar (Director, Academic Enrichment and Retention)  
Kimberly Blea (Interim Dean of Students)  
Yanina Bustamante (Student)  
Leon Bustos (Adjunct Instructor, Psychology and Academic Enrichment & Retention)  
Craig Conley (Associate Professor, Forestry)  
Jim Deisler (Associate Athletic Director)  
Lourdes Dominguez (Transfer Admissions Specialist)  
Paula Escudero (Director of Finance/Comptroller)  
Juan Gallegos (Assistant Professor, English)  
Margaret Gonzales (Director, Campus Life)  
Steven Gonzales (Student, Business Administration)  
Jessica Jaramillo (Director, Recruitment and Undergraduate Admissions)  
Sarrah Hinshaw (Visiting Professor, Biology)  
Brandon Kempner (Associate Professor, English and Director, HLC Accreditation)  
Warren Lail (Interim Dean of College of Arts and Sciences / Interim Dean of Graduate Studies)  
Carol Linder (Interim Assoc. Vice President for Academic Affairs, AVPAA)  
Natasha Lujan (ASNMHU President)  
Edward Martinez (Vice President for Strategic Enrollment Management, VPSEM)  
Gayle Martinez (Restricted Funds Supervisor)  
Angela Meron (Assistant Professor, Media Arts)  
Rebecca Moore (Associate Professor, Social Work)  
Emily Montoya (Interim Director, Financial Aid)  
Iliana Ortiz (Graduate Studies Student Recruiter)  
Thomasina Ortiz-Gallegos (Interim Registrar)  
Benito Pacheco (Director, Office of Academic Support)  
Virginia Padilla-Vigil (Director, Rio Rancho Center and Interim Dean of Education)  
Elizabeth Ratzlaff (Director, ARMAS)  
Jesus Rivas (Associate Professor, Biology)  
Buddy Rivera (Director, NMHU Farmington Center & Interim Director, OIER)  
Maxine Salas (OIER Associate)  
Julie Tsatsaros (Associate Professor, Forestry)  
Gregg Turner (Associate Professor, Computer and Mathematical Sciences)  
Brenda Wagoner (Financial Aid Advisor)

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## Executive Summary

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Institutions that successfully retain students coordinate efforts of administration, student support services, faculty, and office and department personnel and commit to serve their students in the best way possible to ensure their academic success. While New Mexico Highlands University has had several ad-hoc retention committees over the years, these committees were not officially recognized by the university as a whole. Implementation of the most 2016-2020 Retention Plan (Retention Plan) began with the formalization of the Retention Advisory Council with broad representation across stakeholders and oversight from the newly created Office for Strategic Enrollment Management.

To document the progress towards the Retention Plan, the Retention Council distributes a yearly list of accomplishments to the faculty, staff, students, administration, and Board of Regents. The 2016-2017 accomplishments are documented in the 2016-2017 Retention Accomplishments document. To refine retention strategies for the next academic year, the Retention Council has created the 2017-2018 Retention Updated (Retention Update) herein, which provides more context, as well as clarification and alignment of past goals and new goals.

The Retention Plan approved by the faculty, staff, and student senates and the Board of Regents was developed between December 2014 and April 2015 by the Retention Advisory Council (members listed in Appendix A). In 2016, after the Office for Strategic Enrollment Management (SEM) and an Interim Vice President of SEM was hired, the university contracted with Ruffalo Noel Levitz, who assisted the Advisory Council with institutional data analysis and facilitated a retention summit, a one-and-half-day planning retreat held on November 3-4, 2016 that was facilitated by Dave Trites, Ruffalo Noel Levitz senior associate consultant. After completing a Strengths Weaknesses Opportunities Threats (SWOT) analysis (see Appendix J), NMHU planning summit participants (listed in Appendix B) reached consensus on several sub-populations and strategies they believed represent the best retention improvement opportunities to focus on during upcoming Plan Do Study Act (PDSA) cycles. Goals for each of the identified sub-populations were afterward formulated by the Retention Advisory Council. Strategy teams were created for each of the five strategies identified at the summit (see appendices D-H). These teams immediately began strategizing to make improvements in the specified areas. Some of these were above and beyond the outlined Retention Plan strategies, and the accomplishments and updates for these additional strategies are recorded in the 2016-2017 Retention Accomplishments document. The strategy teams develop the strategy further or develop strategies related to that area. These teams keep targeted intervention plans for each strategy that are incorporated into the yearly Retention Accomplishments document, and meet regularly to ensure timely progress. Other strategies are addressed and progress monitored by particular offices, including any advisory council members associated with specific programs or offices.

This Retention Update documents a disciplined approach to goal-setting and strategizing that has identified priority improvement targets, strategies, and action plans. It was developed through a collaborative process and serves as a communication tool that describes what Highlands University expects to achieve and how it will accomplish it. Ongoing commitment by the Highlands community is crucial for the success of these strategies.

Outlined below are the retention, completion, and student success goals currently developed by the Retention Council. The 2018-2019 Retention Update will include additional goals based on newly collected data. Additional description of the goals listed below and the historical and diagnostic data on which they were based are provided in detail in the “Goals Informed by Historical Data” section of this document.

### Goal 1: Increase Persistence among Freshmen

- Highlands University’s 2020 fall-to-spring (2<sup>nd</sup> semester) retention goal for first-time, full-time freshmen is **80%** retention fall-to-spring. The goal for the upcoming (fall 2017) cohort is **78%**.
  - Highlands University’s 2020 fall-to-fall (2<sup>nd</sup> year) retention goal for first-time, full-time freshmen is **56.7%**. The goal for the upcoming (fall 2017) cohort is **53%**.
- Freshman Sub-population goals:***
- **Increase persistence among first-time freshmen with financial need:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **30%** for fall 2016 entering students whose non-repayable financial aid award was \$4,254.50 or less and a retention rate of **32%** for fall 2017 entering students whose non-repayable financial aid award was less than \$4,254.50.
  - **Increase persistence among first-time freshmen who have not declared a major:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **23%** for fall 2016 entering students who have not declared a major and **25%** for fall 2017 students who have not declared a major.
  - **Increase persistence among first-time freshmen who are academically underprepared:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **43%** for fall 2016 entering students whose high school GPA is 2.935 and below and a retention rate of **45%** for fall 2017 entering students whose high school GPA is 2.935 and below.
  - **Increase persistence among first-time freshmen who identify as Native-American:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **28%** for fall 2016 entering Native-American students and **30%** for fall 2017 Native-American students.
  - **Increase persistence among first-time freshmen who identify as African-American:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **23%** for fall 2016 entering African-American students and **25%** for fall 2017 entering African-America students
  - **Increase persistence among first-time freshmen whose home is 93-540 miles from campus:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **41%** for fall 2016 entering students whose home address is 93 to 540 miles from campus and a retention rate of **43%** for fall 2017 students whose home address is 93-540 miles from campus.
  - **Increase persistence among first-time freshmen who are admitted less than 34.5 days prior to the start of classes:** Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **42%** for fall 2016 students who are admitted less than 34.5 days prior to the start of classes and a retention rate of **45%** for fall 2017 students who are admitted less than 34.5 days prior to the start of classes.

### Goal 2: Increase Persistence among Transfer Students

- Highlands University’s 2020 fall-to-spring 2<sup>nd</sup> semester retention goal for first-time, full-time transfer students is **85%**, and the goal for the upcoming (fall 2017) cohort is **80%**.
- Highlands University’s 2020 fall-to-fall 3<sup>rd</sup> semester retention goal for first-time, full-time transfer students is **75%**, and the goal for the upcoming (fall 2017) cohort is **71%**.

### Goal 3: Increase Completion among Freshmen

- Highlands University’s class of 2020 4-year completion goal for first-time, full-time freshmen (fall 2016 cohort) is **9.9%**. The 4-year completion goal for the fall 2014 cohort is **9%**.

- Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen (fall 2014 cohort) is **23.9%**. The 6-year completion goal for the fall 2012 cohort is **20%**.

#### **Goal 4: Increase Completion among Transfer Students**

- Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time, full-time transfer students is **52%**. The completion goal for the fall 2014 cohort is **49%**.
- Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time, full-time transfer students is **55%**. The completion goal for the fall 2012 cohort is **51%**.

#### **Goal 5: Increase Student Success among Freshmen**

- Highlands' 2020 goal for academic standing is that **85%** of first-time full-time freshmen will be in good academic standing (not on academic probation) after the first semester. The goal for the upcoming cohort (fall 2017) is **77%**.
  - The 2020 goal for average credits earned by first-time full-time freshmen in their first semester is **15 credits**. That goal was exceeded with the Fall 2016 cohort, and the goal for the upcoming cohort is to maintain the average of **16 credits earned**.
  - The 2020 goals for the Lottery Scholarship is that **75%** of the cohort who are eligible will earn the scholarship and **65%** of the eligible cohort retained will have earned the scholarship. The goals for the upcoming cohort (fall 2017) is **66%** of the total eligible cohort and **59%** of those retained will earn the scholarship.
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## Retention Council Charter

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President Sam Minner has appointed a Retention Council that will be sponsored by Edward Martinez, Interim VP, Strategic Enrollment Management, and facilitated by Casey Applegate-Aguilar, Director of Academic Enrichment and Retention. This charge documents its purpose; scope; principles sponsorship; organization and planning.

### **Purpose**

The Retention Council will lead and direct student success initiatives to create a persuasive student centered culture that encourages persistence, retention, goal attainment, and timely graduation. The Retention Council will promote and encourage the full and complete deployment of the Highlands University (NMHU) 2016-2020 Retention Plan priorities and is empowered to sponsor, and encourage major retention initiatives designed to improve student success at NMHU.

### **Scope**

The Retention Council will begin its work in December 2016 and will remain constituted until such time as the Interim Vice President for Strategic Enrollment Management determines its work is complete. It is expected to provide an opportunity for all functional areas of the college to collaborate in order to improve experiences for current and future students within the context of national retention best practices. Senior leaders in both student and academic services will be expected to monitor, support, and encourage the work of the retention committee in order to remove any barriers to the full deployment of the priority retention improvements.

### **Retention Principles**

The Retention Council recognizes the following retention principles are essential to the retention improvement process.

1. The ultimate goal of a retention effort is improved holistic student success and educational experiences for students, rather than retention, per se.
2. Improving the quality of student life and learning is a continuing and important priority for all institutions of higher education.
3. Engaging in a quality of student life and learning improvement process should provide an approach to organizing a systematic effort, while at the same time enhancing overall institutional quality, effectiveness, and student success.
4. Increases in retention rates are a function of the current state of efforts to improve the quality of educational programs and services.
5. Improving retention is a complex task; retention and attrition are multi-variant phenomena and are not subject to “quick-fix” strategies.

6. Retention tools, systems, staff development activities, computer software, and professional consultation can make a significant contribution to an organized retention effort.
7. Retention strategies already in place can serve as an excellent foundation for developing an ongoing, more systematic approach to improving the quality of student life and learning.
8. Retention is a key component of a comprehensive enrollment management program.
9. Some attrition is inevitable and acceptable.
10. Dropouts are expensive, and improvements in retention rates can add to the annual operating budget.
11. Attrition is a problem for which there is a solution, and retention is one aspect of an enrollment management program over which an institution can exert considerable influence and control.
12. Single, causal factors of student attrition are difficult to ascertain.
13. Some attrition is predictable and preventable by focusing special efforts on selected target groups of students.
14. Effective retention strategies focus on improving campus programs, services, attitudes, and behaviors and result in quality educational experiences for all students.
15. Educational programs and services cannot compensate for the absence of competent, caring, and conscientious faculty and staff.
16. Key to improving the quality of student life and learning are student-centered policies, procedures, and programs.
17. Persistence depends upon the extent to which an individual has been integrated into the academic and non-academic components of the campus environment.

### **Organization**

The Interim Vice President for Enrollment Management will review appointments annually and will be responsible for providing leadership for this committee. The facilitator will be responsible for developing agendas, facilitation, scheduling meetings and encouraging deployment of actions necessary to implement priority strategies. Additional ground rules including meeting time, frequency of meetings, length of meetings, evaluation methods and other details will be developed by the committee.

### **Planning**

The Retention Council's goals, priority strategies, and action plans will be stated in the NMHU Retention Plan that they will be expected to update on a continuous basis.

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## Retention Updates

2016-2020

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### Introduction & Context for Retention Planning

The Retention Plan specifies goals, strategies, and responsibilities for improving the quality of student life and learning at New Mexico Highlands University. The planning process can be conceptualized by the following evidence-driven Plan Do Study Act (PDSA) improvement model (see Figure 1) that emphasizes the critical importance of fact-based improvement planning during each cycle, recognizes the continuous nature of effective improvement approaches, and emphasizes consensus-building through cross-functional participation during the development of the plan.

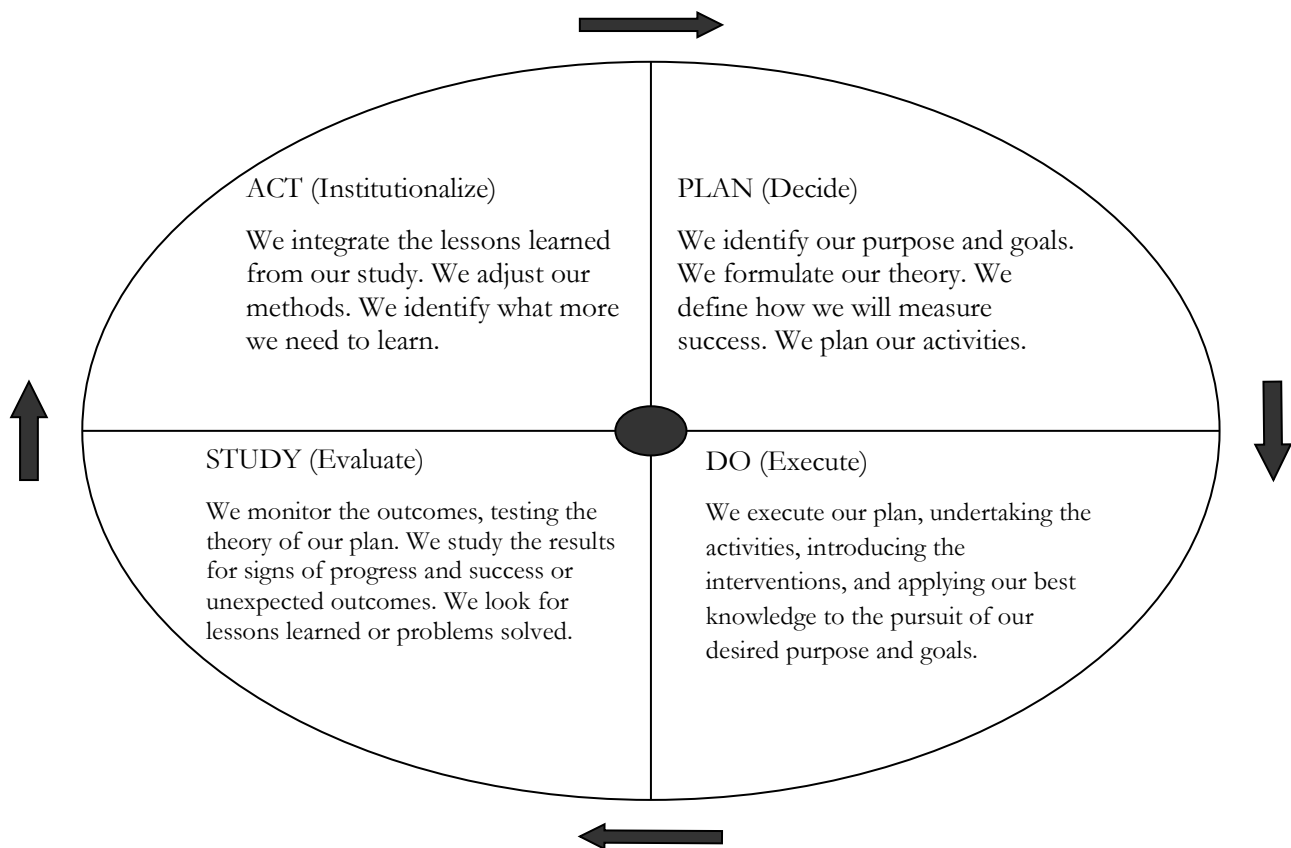


Figure 1. PDSA Improvement Model that emphasizes the critical importance of fact-based improvement planning and continuous nature of effective improvement approaches.

### Context Overview

New Mexico Highlands University is committed to providing a high-quality university education to any undergraduate student who wishes to enroll. Fundamental to the Highlands mission is a commitment to providing a university education to historically underserved populations. This goal, the main purpose of establishing Highlands more than 123 years ago, has only gained in importance during the past century and is now recognized not only as a vital need for our state, but for our country as a whole. As evidence of commitment to this goal, Highlands commits to maintaining an unprecedented level of access through open admissions at the undergraduate level, affordable tuition, and the recruitment and support of diverse populations.

Highlands is proud of its commitment to accessibility and affordability and recognizes the need to commit the support necessary for students to succeed in college. Highlands recognizes that fulfilling this commitment requires a shared understanding that student retention and success are based upon the total university experience. All aspects of the student experience shall be addressed in retention efforts in adherence to the university mission and vision while satisfying established priorities and core values.

### **Mission**

New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

### **Vision**

Our vision is to be a premier comprehensive university transforming lives and communities now and for generations to come.

### **Priorities**

- A. Academic Excellence, Academic Integration & Student Success: We commit to establish and strengthen systems, structures and programs to enhance students' holistic well-being and success at all levels of study (including life-long learning), through the delivery of High-Impact Practices such as research and creative opportunities, increased student engagement, and service learning.
- B. Strategic Enrollment Management: We will establish and implement a Strategic Enrollment Management Plan that includes target enrollments, recruitment, and retention strategies for all academic degree programs and delivery sites (including Centers and Online).
- C. Vibrant Campus and University Life: We will enhance campus life for students, staff, faculty, alumni and community through expanded intellectual and recreational programs and services at the main campus and Centers, with a commitment to safety and inclusion.
- D. Community Partnerships: We will develop, expand, and enhance collaborative community partnerships for mutual benefit in the areas of leadership, community and economic development, community service, academic enrichment, entertainment, and recreation.
- E. Technological Advancement and Innovation: We will use technology strategically to support quality, efficiency, and innovation in daily operations, student support services, and teaching and learning.

- F. Enhanced Communication and Efficiency across the University: We will engage in proactive communication at all levels to provide efficient and effective services.

### **Core Values**

*Excellence:* We strive to excel in all that we do. Excellence shapes our choices and actions in education, research, creative activities and service.

*Diversity:* As a Hispanic-Serving Institution (HSI) and an aspiring Native American-Serving Non-Tribal Institution (NASNTI), we welcome national, international, and indigenous students, and consider diversity as our strength. We acknowledge and embrace the cultural values, experiences and multiple identities within our community through inclusion and fairness.

*Accessibility:* We commit to provide opportunity and affordability to all students and professional advancement for all staff and faculty.

*Responsiveness:* We collaboratively and efficiently address internal and external issues in a timely and respectful manner.

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### Goals Informed by Historical Data

New Mexico Highlands’ overall goals are to increase persistence, completion, and student success for freshmen and transfer students. Specific goals, along with relevant historical data on which the goals were based, are also listed below. Additional and subsequent quantifications will be developed by the retention council following an “after action” review of each annual PDSA cycle. The long-term 2020 retention goals were set in advance, and short-term academic-year goals are set yearly in order to take most recent data into account when goal-setting.

The Retention Council discovered some inaccuracies in the historical data presented in the 2016-2020 Retention Plan and requested the Office of Institutional Effectiveness and Research (OIER) clarify this data. Because this historical data was used to inform the 2020 goals outlined in the Retention Plan, the Council reassessed the 2020 goals based on the data newly provided by OIER and adjusted affected goals in the 2017-2018 retention Update. The Council also acquired from OIER, RNL, and ACT data on populations for which we had not previously set goals, and the Council used this new information to create additional goals within the 2017-2018 Retention Update. In the 2017-2018 Retention Update, the Council also included fall 2017 cohort retention goals for freshmen and transfer students, fall 2016 and 2017 cohort goals for sub-populations identified in consultation with RNL, and yearly completion goals for the cohorts who have not yet reached the 4 or 6 year marks.

#### Goal 1: Increase Persistence among Freshmen

Highlands University’s 2020 fall-to-spring (2<sup>nd</sup> semester) retention goal for first-time, full-time freshmen is **80%** retention fall-to-spring. Highlands’ most recently reported (fall 2016) 2<sup>nd</sup> semester retention rate is 72.1%, and the goal for the upcoming (fall 2017) cohort is **78%** (See Table 1).

**Table 1**

*Historical Retention Rates and Targets – Fall-to-Spring First-Time, Full-Time Freshman Students*

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fall Cohort Size	347	437	379	320	414	424	349	275	298	312	
Target Fall-to-Spring Percent Retention	n/a	n/a	77%*	77%*	77%*	77%*	78%*	78%*	78%*	78%*	78%
Actual Percent Fall-to-Spring Retention	73.5%	72.1%	70.9%	78.1%	72.2%	75.0%	75.4%	77.5%	74.8%	72.1%	

\* As reported on Performance Effectiveness Reports. All other targets are for institutional use only.

\*\*Source: NMHU Office of Institutional Effectiveness and Research

Highlands University’s 2020 fall-to-fall (2<sup>nd</sup> year) retention goal for first-time, full-time freshmen is to meet the average retention rate for similar universities (four-year public open enrollment universities that grant master’s degrees). The most recently reported (fall 2014) average 2<sup>nd</sup>-year retention rate for similar universities is **56.7%** (Source: ACT Institutional Data File, 2016, See Appendix C). Highlands’ most recently reported (fall 2015) 2<sup>nd</sup>-year retention rate is 52.7%, and our institutional data reflects an annual return rate that has increased yearly from 47.2% for fall 2012 to 52.7% for fall 2015; the goal for the upcoming (fall 2017) cohort is **53%** (See Table 2).

**Table 2**

*Historical Retention Rates and Targets – Fall-to-Fall First-Time, Full-Time Freshman Students*

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Fall Cohort Size</b>	347	437	379	320	414	424	349	275	298	312	
<b>Target Fall-to-Fall Percent Retention</b>	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%
<b>Actual Percent Fall-to-Fall Retention</b>	45.8%	45.3%	48.3%	50.6%	55.3%	47.2%	48.4%	52.4%	52.7%		

\* As reported on Performance Effectiveness Reports. All other targets are for institutional use only.

\*\*Source: NMHU Office of Institutional Effectiveness and Research

The majority of first-time full-time freshmen who are not retained leave during or directly following the first year (approximately 50% on average). Another 19% typically leave during or directly following the second year. Thus, Highlands’ efforts so far have primarily focused on freshmen. Table 3 illustrates persistence rates over time for first-time, full-time freshmen.

**Table 3**

*Tracking: First-Time, Full-Time Freshman Retention rates by Semester (percentages)*

Cohort Year Semester since enrolled													
AY		First Year		Second Year		Third Year		Forth Year		Fifth Year		Sixth Year	
COHORT	AVE	SIZE	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	SEM 7	SEM 8	SEM 9	SEM 10	SEM 11	SEM 12
Year	HS GPA	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
2001	2.89	235	74	51	42.6	<b>36.1</b>	35.7	33.2	33.2	28.5	25.1	18.7	15.3
2002	2.98	212	80	61	59.7	<b>43.8</b>	41.9	33.9	33	27.8	23.5	19.8	17.9
2003		220	81	57	50.9	35.9	29.5	30.9	28.6	25.9	23.6	19.5	19
2004	2.95	254	78	52	44.8	38.1	32.2	30.7	29.5	27.9	24.8	21.6	17.7
2005	2.98	235	76	53	45.5	<b>36.6</b>	35.3	30.2	29.3	26.8	23.4	20.4	19.1
2006	2.91	396	73	46	35.3	25.7	23.9	22.9	21.7	20.9	20.4	14.1	11.6
2007	2.87	347	74	45	34.3	<b>29.6</b>	26.8	25.9	24.7	20.4	16.7	13.8	12.1
2008	2.93	437	72	45	29.2	22.6	21	18	16.2	19	16.7	10.9	10.3
2009	2.98	379	71	48	31.6	24.2	21.3	20	18.7	15.5	13.2	10.5	10.2
2010	2.97	320	78	51	44.3	<b>30</b>	29.6	26.2	25.9	19.3	16.2	9.3	8.7
2011	2.93	414	72	55	35.2	27	23.6	22.2	21.2	20.7	17.8	13.5	
2012	2.88	424	75	48	30.4	21.2	19.8	18.6	17.4	17.4			
2013	2.96	349	75	49	36.1	<b>32.1</b>	25.7	24					
2014	3.06	275	78	52	45.8	36.3							
2015	2.98	298	75	52.7									
2016	2.99	312											

\*Please see Table 21 for completion rates that supplement the success of the cohort

In 2016, after the Office for Strategic Enrollment Management was created and an Interim Vice President of SEM was hired, the university contracted with Ruffalo Noel Levitz, who assisted the Advisory Council with institutional data analysis and facilitated a retention summit, a one-and-half-day planning retreat held on November 3-4, 2016 that was facilitated by Dave Trites, Ruffalo Noel Levitz senior associate consultant. After completing a SWOT analysis (see Appendix J) and reviewing diagnostic data (see Appendix P), NMHU planning participants (listed in Appendix B) reached consensus on several freshman sub-populations and strategies they believed represent the best retention improvement opportunities to focus on during each PDSA cycle. Goals for each of the identified sub-populations were afterward formulated by the Retention Advisory Council and added to the Retention Plan. The seven identified freshman sub-populations are listed below.

- Students with financial needs (Financial Aid <4245.50)
- Undeclared students (Major undeclared/university studies)
- Academically underprepared students (High-school GPA <2.935)
- Students identifying as Native-American or African-American (Ethnicity – Native-American)
- Students identifying as African-American (Ethnicity – African-American )
- Students whose home address is 93-540 miles from campus (Location)
- Students admitted less than 34.5 days prior to the start of classes (Admitted <34.5 days)

The following freshman retention sub-goals for each sub-population were chosen by the retention planning summit participants following their review of the variable diagnostic data. The tables that follow each statement and precede each goal table represent the disaggregated subpopulation data that informed the planning participants' selection of the sub-population goals. Lift scores below 1.0 are marked as areas of concern, as indicated by the dotted line. All goals were informed by awareness of the potential impact of improvement strategies and by trend data for each population.

### **Sub-population 1: Students with financial needs**

The diagnostic information presented in Table 4 was used to determine that first-time freshmen with less than \$4,254.50 in non-repayable financial aid awards are retained at lower rates than students receiving more financial aid, and the planning committee determined that this sub-population would be an important one to address with interventions.

**Table 4**  
*Total Gift Funds*

Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than \$4,254.50	405	257	63.46	1.25
2	\$1,019.50 to \$4,254.50	858	420	48.95	0.96
3	\$1,019.50 and below	193	65	33.68	0.66
<b>Total</b>		<b>1456</b>	<b>742</b>	<b>50.96</b>	<b>1.00</b>

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **30%** for fall 2016 entering students whose non-repayable financial aid award was \$4,254.50 or less and a retention rate of **32%** for fall 2017 entering students whose non-repayable financial aid award was less than \$4,254.50 (see Table 5).

**Table 5**  
*Historical and Target percentages of First-Time Full-Time Freshmen with Financial need <\$4,245.50*

<b>Financial Aid &lt;\$4,245.50</b>							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	181	171	99	93	87		
Retained Fall-to-Fall	55	51	29	27	23		
Retention Rate	30.4%	29.8%	29.3%	29.0%	26.4%		
<i>Target Rate</i>						30.0%	32.0%

\*Source: NMHU Office of Institutional Effectiveness and Research

**Sub-population 2: Undeclared students**

The diagnostic information presented in Table 6 was used to determine that first-time freshmen who have not declared a major would be an important sub-population to address with interventions.

**Table 6**  
*Academic Major*

Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	001A	Software Systems Design	2	2	100.00	1.96
2	0100	Comp & Mathematical Modeling	1	1	100.00	1.96
3	0113	General Engineering	8	7	87.50	1.72
4	002A	Fine Art	7	6	85.71	1.68
5	0116	Conservation Management	4	3	75.00	1.47
6	0070	Spanish	7	5	71.43	1.40
7	0035	English	23	15	65.22	1.28
8	0075	Music	31	20	64.52	1.27
9	0020	Chemistry	22	14	63.64	1.25
10	0110	Environmental Geology	11	7	63.64	1.25
11	0090	Mathematics	8	5	62.50	1.23
12	0093	Social Work	61	38	62.30	1.22
13	0050	History	13	8	61.54	1.21
14	0005	Biology	135	83	61.48	1.21
15	0112	Media Arts	47	28	59.57	1.17
16	0089	Computer Science	31	18	58.06	1.14
17	0025	Elementary Education	44	25	56.82	1.11
18	0013	Business Administration	132	74	56.06	1.10
19	0047	Health	86	48	55.81	1.10
20	0095	Psychology	87	47	54.02	1.06
21	0052	Political Science	21	11	52.38	1.03
22	0082	Criminal Justice Studies	111	57	51.35	1.01

23	0105	Forestry	63	32	50.79	1.00
24	0091	Sociology/Anthropology	22	11	50.00	0.98
25	0015	Software Driven Systems Design	2	1	50.00	0.98
26	0109	Pre-Engineering	31	15	48.39	0.95
27	0045	Human Performance & Sport	111	53	47.75	0.94
28	0001	Undeclared Non-Degree	19	8	42.11	0.83
29	0029	Special Education	5	2	40.00	0.78
30	0000	Undeclared	215	74	34.42	0.68
31	0107	Pre-Nursing	35	11	31.43	0.62
32	0125	University Studies	37	10	27.03	0.53
33	0118	Early Chldhd Multicultural Edu	13	2	15.38	0.30
34	0002	Art	8	1	12.50	0.25
35	0102	Math & Comp Sci for Sec Educ	2	0	0.00	0.00
36	0108	Nursing	1	0	0.00	0.00
Total			1456	742	50.96	1.00

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **23%** for fall 2016 entering students who have not declared a major and **25%** for fall 2017 students who have not declared a major (see Table 7).

**Table 7**

*Historical and Target percentages of First-time Full-time Freshmen with Undeclared/University Studies Major*

<b>Major Undeclared/University Studies</b>							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	115	90	75	48	47		
Retained Fall-to-Fall	30	25	17	7	10		
Retention Rate	26.1%	27.8%	22.7%	14.6%	21.3%		
<b>Target Rate</b>						<b>23.0%</b>	<b>25.0%</b>

\*Source: NMHU Office of Institutional Effectiveness and Research

\*\*In Fall 2014, undeclared majors changed to University Studies

**Sub-population 3: Academically underprepared students**

The diagnostic information presented in Table 8 was used to determine that first-time freshmen who have a high-school GPA of less than 2.935 would be an important sub-population to address with interventions.

**Table 8**

*High-School GPA*

Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 2.935	700	434	62.00	1.22
2	ZZ	57	26	45.61	0.90
3	2.935 and below	699	282	40.34	0.79
Total		1456	742	50.96	1.00

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **43%** for fall 2016 entering students whose high school GPA is 2.935 and below and a retention rate of **45%** for fall 2017 entering students whose high school GPA is 2.935 and below (see Table 9).

**Table 9**

*Historical and Target percentages of First-Time Full-Time Freshmen with High-School GPA <2.935*

HS GPA <2.935							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	189	223	161	110	132		
Retained Fall-to-Fall	80	78	71	42	55		
Retention Rate	42.3%	35.0%	44.1%	38.2%	41.7%		
<i>Target Rate</i>						<b>43.0%</b>	<b>45.0%</b>

\*Source: NMHU Office of Institutional Effectiveness and Research

**Sub-population 4 and 5: Ethnicity**

The diagnostic information presented in Table 10 were used to determine that first-time freshmen who identify as Native-American or African-American would be an important sub-populations to address with interventions.

**Table 10**  
*Student Ethnicity*

Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	7	Hawaiian	9	6	66.67	1.31
2	1	Non-resident Alien	100	60	60.00	1.18
3	3	Hispanic	908	483	53.19	1.04
4	8	White	180	87	48.33	0.95
5	4	American Indian	104	46	44.23	0.87
6	6	African American	96	38	39.58	0.78
7	2	Unknown	18	7	38.89	0.76
8	9	Two or more races	35	13	37.14	0.73
9	5	Asian	6	2	33.33	0.65
Total			1456	742	50.96	1.00

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **28%** for fall 2016 entering Native-American students and **30%** for fall 2017 Native-American students (see Table 11).

**Table 11**  
*Historical and Target percentages of First-Time Full-Time Freshmen Identifying as Native American*

Ethnicity (Native American)							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	34	33	26	11	19		
Retained Fall-to-Fall	15	13	14	3	5		
Retention Rate	44.1%	39.4%	53.8%	27.3%	26.3%		
<i>Target Rate</i>						<b>28.0%</b>	<b>30.0%</b>

\*Source: NMHU Office of Institutional Effectiveness and Research

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **23%** for fall 2016 entering African-American students and **25%** for fall 2017 entering African-American students (see Table 12).

**Table 12**

*Historical and Target percentages of First-Time Full-Time Freshmen Identifying as African American*

Ethnicity (African American)							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	26	32	28	10	20		
Retained Fall-to-Fall	11	14	8	5	4		
Retention Rate	42.3%	43.8%	28.6%	50.0%	20.0%		
Target Rate						23.0%	25.0%

\*Source: NMHU Office of Institutional Effectiveness and Research

### Sub-population 6: Location

The diagnostic information presented in Table 13 was used to determine that first-time freshmen who come to campus from a home of 39 miles away or greater would be an important sub-population to address with interventions.

**Table 13**

*Distance from Campus*

Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	19 or Less	365	231	63.29	1.24
2	20 to 92	363	186	51.24	1.01
3	541 or Greater	364	180	49.45	0.97
4	93 to 540	364	145	39.84	0.78
Total		1456	742	50.96	1.00

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **41%** for fall 2016 entering students whose home address is 93 to 540 miles from campus and a retention rate of **43%** for fall 2017 students whose home address is 93-540 miles from campus (see Table 14).

**Table 14**

*Historical and Target percentages of First-Time Full-Time Freshmen Whose Home is 93-540 Miles Away*

Location (93-540 miles)							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	94	94	88	48	59		
Retained Fall-to-Fall	42	35	35	16	27		
Retention Rate	44.7%	37.2%	39.8%	33.3%	45.8%		
<i>Target Rate</i>						<i>41.0%</i>	<i>43.0%</i>

\*Source: NMHU Office of Institutional Effectiveness and Research

**Sub-population 7: Time of admission**

The diagnostic information presented in Table 15 was used to determine that first-time freshmen who are admitted less than 34.5 days prior to the start of classes would be an important sub-population to address with interventions.

**Table 15**

*Number of Days at Admission*

Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 34.5	1288	680	52.80	1.04
2	34.5 and below	157	58	36.94	0.72
3	ZZ	11	4	36.36	0.71
Total		1456	742	50.96	1.00

GOAL: Achieve a fall-to-fall (2<sup>nd</sup> year) retention rate of **42%** for fall 2016 students who are admitted less than 34.5 days prior to the start of classes and a retention rate of **45%** for fall 2017 students who are admitted less than 34.5 days prior to the start of classes (see Table 16).

**Table 16**

*Historical and Target percentages of First-Time Full-Time Freshmen Who Were Admitted <34.5 Days Before the First Day of Class*

Admission <34.5 days							
Cohort	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Cohort size	52	39	44	26	27		
Retained Fall-to-Fall	21	13	16	13	9		
Retention Rate	40.4%	33.3%	36.4%	50.0%	33.3%		
<i>Target Rate</i>						42.0%	45.0%

\*Source: NMHU Office of Institutional Effectiveness and Research

**Goal 2: Increase Persistence among Transfer Students**

Highlands University’s 2020 fall-to-spring (2<sup>nd</sup> semester) retention goal for first-time, full-time transfer students is **85%**, and the goal for the upcoming fall 2017 cohort is **80%** (see Table 17).

**Table 17**

*Historical Retention Rates and Targets – First-time Transfer Students Fall-to-Spring (2<sup>nd</sup> Semester) Retention (full-time and part-time)*

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Fall Cohort Size</b>	262	298	318	340	368	390	380	366	410	395	
<b>Target Fall-to-Spring Percent Retention</b>											80%
<b>Actual Percent Fall-to-Spring Retention</b>	83%	86%	79%	83%	79%	78%	80%	78%	80%	77%	

\* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University’s 2020 fall-to-fall (2<sup>nd</sup>-year) retention goal for first-time, full-time transfer students is **75%**, and the goal for the upcoming fall 2017 cohort is **70%** (see Table 18).

**Table 18**

*Historical Retention Rates and Targets – First-Time Transfer Students Fall-to-Fall (3<sup>rd</sup> Semester) Retention (full-time and part-time)*

<b>Fall Cohort</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Fall Cohort Size</b>	262	298	318	340	368	390	380	366	410	395	
<b>Target Fall to Fall Percent Retention</b>											71%
<b>Actual Percent Fall to Fall Retention</b>	69%	74%	66%	67%	64%	68%	65%	66%	71%		

\* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University’s fall-to-fall (2<sup>nd</sup>-year) retention rate for first-time, full-time transfer students (10-year average: 67.8%) (see Table 3) is much higher than the rate for first-time, full-time freshmen (10-year average: 49.6%) (see Table 19) , and in recent years Highlands enrolls more first-time full-time transfer students than first-time full-time freshmen. Thus, historically, Highlands has focused efforts primarily on intervention programs for freshmen. More recently, Highlands has begun interventions for transfer students. Table 19 illustrates persistence rates over time for first-time, full-time transfer students.

**Table 19**

*Tracking: First-Time, Full-Time Transfer Student Retention Rates (percentages)*

<b>AY</b>	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>		<b>Forth Year</b>	
<b>TERM</b>	<b>COHORT</b>	<b>SEM 2</b>	<b>SEM 3</b>	<b>SEM 4</b>	<b>SEM 5</b>	<b>SEM 6</b>	<b>SEM 7</b>	<b>SEM 8</b>
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
2007	262	82.82	69.08	64.5	38.93	30.15	15.65	12.6
2008	298	85.91	73.49	67.45	33.56	26.17	17.45	13.09
2009	318	79.25	66.04	61.64	33.65	24.53	13.52	10.69
2010	340	83.24	66.47	60.59	35.29	26.47	13.82	9.12
2011	368	79.08	64.13	55.98	27.99	19.84	11.68	9.24
2012	390	77.95	67.69	60.26	29.74	21.54	10.51	9.74
2013	380	79.47	65.26	55.53	29.47	18.68	8.95	2.63
2014	366	78.42	66.39	56.28	22.68	7.65		
2015	410	80.24	71.22	43.66				
2016	395							

\* Source: NMHU Office of Institutional Effectiveness and Research

**Goal 3: Increase Completion among Freshmen**

Highlands University’s class of 2020 completion goal for first-time, full-time freshmen (fall 2016 cohort) is to meet the average completion rate for similar universities (four-year public open enrollment universities that grant master’s degrees). The average 4-year rate for similar universities is **9.9%**, and the average 6-year rate is **23.9%** (Source: ACT Institutional Data File, 2016, See Appendix C). Highlands’ most recent 4-year graduation rate (2011 cohort) is 8%, and the 6-year rate (2010 cohort) is 22.2%, which is an increase from 19.9% for the fall 2008 cohort (see Table 20). Highlands’ completion goal for the fall 2014 cohort is **9%**. The completion goal for the fall 2012 cohort is **20%**.

**Table 20**  
*Historical Completion and Target Rates – First-Time, Full-Time Freshman Students*

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fall Cohort Size	347	437	379	320	414	424	349	275	298	312	
4-year Completion target								9%	9.5%	9.9%	10.5%
Actual 4-Year Completion	8.6%	8.0%	6.0%	10.0%	8.0%	10.4%					
6-year Completion target	20%*	20%*	20%*	20%*	20%*	20%	20%	20%	22%	23.9%	25%
Actual 6-Year Completion	18.4%	17.2%	17.9%	22.2%							

\* As reported on Performance Effectiveness Reports. All other targets are for institutional use only.  
 \*\*Source: NMHU Office of Institutional Effectiveness and Research

Table 21 illustrates completion rates over time for first-time, full-time freshman students.

**Table 21**  
*Tracking: First-Time, Full-Time Freshman Completion rates by Semester*

Years to Graduation (Cumulative)																
YEAR	COHORT SIZE	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM
	AY	1		2		3		4		5		6		7		8
TERM	1	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
2001	235	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<b>5.53%</b>	8.93%	17.87%	20.00%	<b>24.25%</b>	24.68%	25.95%	26.38%	<b>26.80%</b>
2002	212	0.0%	0.0%	0.0%	0.0%	1.41%	8.01%	<b>8.96%</b>	14.15%	17.45%	18.86%	<b>21.22%</b>	21.69%	22.16%	23.11%	<b>24.05%</b>
2003	220	0.0%	0.0%	0.0%	0.0%	0.45%	0.90%	<b>5.45%</b>	8.63%	14.54%	15.45%	<b>18.63%</b>	19.54%	21.81%	22.27%	<b>22.27%</b>
2004	254	0.0%	0.0%	0.0%	0.0%	0.78%	1.18%	<b>3.14%</b>	5.51%	12.99%	15.35%	<b>18.89%</b>	19.29%	20.07%	20.47%	<b>22.44%</b>
2005	235	0.0%	0.0%	0.0%	0.0%	0.42%	4.68%	<b>5.53%</b>	7.23%	15.31%	15.74%	<b>20.85%</b>	22.97%	23.82%	24.25%	<b>25.53%</b>
2006	396	0.0%	0.0%	0.0%	0.0%	0.25%	0.75%	<b>4.79%</b>	5.80%	11.11%	13.13%	<b>16.16%</b>	16.14%	18.43%	19.69%	<b>20.20%</b>
2007	347	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	<b>8.6%</b>	10.1%	13.5%	16.4%	<b>18.4%</b>	19.3%	21.3%	21.6%	<b>22.5%</b>
2008	437	0.0%	0.0%	0.0%	0.0%	1.1%	1.4%	<b>8.0%</b>	8.9%	14.4%	15.1%	<b>17.2%</b>	18.1%	18.5%	18.5%	<b>19.0%</b>
2009	379	0.0%	0.0%	0.3%	0.3%	0.3%	0.3%	<b>6.1%</b>	7.9%	13.5%	15.0%	<b>17.9%</b>	18.7%	19.8%		
2010	320	0.0%	0.0%	0.0%	0.0%	0.9%	1.6%	<b>10.3%</b>	12.2%	18.8%	20.0%	<b>22.5%</b>				
2011	414	0.0%	0.0%	0.5%	0.5%	0.7%	1.4%	<b>8.0%</b>	10.1%	17.1%						
<b>2012</b>	424	0.0%	0.0%	0.2%	0.2%	0.2%	0.2%	<b>10.4%</b>								
2013	349	0.0%	0.0%	0.0%	0.0%	1.4%										
2014	275	0.0%	0.0%													
2015	398	0.0%	0.0%													
2016	312	0.0%	0.0%													

\* Source: NMHU Office of Institutional Effectiveness and Research

Highlands ranks 6<sup>th</sup> in graduation rates for four-year colleges in New Mexico when considering first-time, full-time freshmen and ranks among the highest for number of students receiving Pell Grants (see Table 22). Notably, Highlands ranks highest of all New Mexico four-year colleges for completions per 100 students (20/100). The state average is 18.3/100, and the national average is 21.5/100. This data may be indicative of Highlands' success with transfer students, and it also may indicate that Highlands students, who are generally of lower economic status, take longer to complete college than students at other New Mexico Universities.

**Table 22**  
*Highlands' Completion Rates Compared to other 4-year Public Colleges in New Mexico*

College	Grad. Rate (6 year)	Grad. Rate (4 year)	Completions per 100 students	Spending per completion	Student aid per recipient	Students with Pell Grants
University of New Mexico	47.6%	14.6%	17.8	\$78,547	\$6,034	38.5%
New Mexico Institute of Mining and Technology	44.2%	18.8%	15.4	\$90,507	\$6,834	29.5%
New Mexico State University at Las Cruces	43.3%	15.6%	20.0	\$53,415	\$8,284	43.4%
Eastern New Mexico University	28.6%	12.3%	17.3	\$54,807	\$5,394	41.0%
Institute of American Indian and Alaska Native Culture and Arts Development	27.3%	0	14.3	\$269,880	\$8,335	39.4%
New Mexico Highlands University	18.4%	8.6%	20.2	\$41,006	\$5,181	56.5%
Western New Mexico University	16.8%	12.2%	16.8	\$54,044	\$2,895	46.7%
Northern New Mexico College	0	0	14.6	\$103,887	\$4,992	57.7%
Navajo Technical College	N/A	N/A	17.8	\$103,829	\$5,293	65.7%

\*Source: Chronicle of Higher Education's College Completion website  
[http://collegecompletion.chronicle.com/state/#state=nm&sector=public\\_four](http://collegecompletion.chronicle.com/state/#state=nm&sector=public_four)

Highlands University is achieving completion results that are only slightly below two of the three four-year colleges in nearest proximity (see Table 23). Highlands appears to have an unusually high number of students who transfer out prior to graduation (48%).

**Table 23**  
*NMHU Completion Compared to Colleges in Nearest Proximity*

	<b>Eastern New Mexico University- Main Campus</b>	<b>New Mexico Highlands University</b>	<b>Northern New Mexico College</b>	<b>University of New Mexico- Main Campus</b>
<b>Graduation rates for full-time, first-time undergraduates who began program in 2009</b>				
Percentage of entering students counted in calculating graduation rate	34%	39%	55%	72%
Overall graduation rate	33%	18%	19%	48%
Transfer-out rate	2%	48%	28%	-
Bachelor's degree rate, four-year	16%	6%	-	15%
Bachelor's degree rate, five-year	27%	13%	-	39%
Bachelor's degree rate, six-year	32%	18%	-	47%

\*Source: National Center for Educational Statistics website

**Goal 4: Increase Completion among Transfer Students**

Highlands University’s class of 2020 overall 4-year completion goal for first-time, full-time transfer students (fall 2016 cohort) is **52%**. The most recent 4-year completion rate (fall 2013) is 48.4%, and the completion goal for the fall 2014 cohort is **49%**. Highlands University’s overall 6-year completion goal for first-time, full-time transfer students for the fall 2016 cohort is **55%**. The most recent 6-year completion rate (fall 2011 cohort) is 50.8%, and the completion goal for the fall 2012 cohort is **51%**. Highlands University’s overall completion rate for first-time, full-time transfer students (average 4-year: 43.7%; average 6-year: 51.6%) is much higher than the rate for first-time, full-time freshmen (average 4-year: 8.2%; average 6-year: 18.9%).

**Table 24**

*Historical Completion Rates – First-Time Transfer Students (full-time and part-time)*

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Cohort Size</b>	262	298	318	340	368	390	380	366	410	395	
<b>4-Year Completion Target</b>								49%	51%	52%	52.5%
<b>Actual 4-Year Completion</b>	46.2%	47.7%	39.6%	38.8%	41.8%	43.1%	48.4%				
<b>6-Year Completion Target</b>						51.0%	52.0%	53.0%	54.0%	55%	55.5%
<b>Actual 6-Year Completion</b>	53.1%	54.0%	47.8%	52.4%	50.8%						

\* Source: NMHU Office of Institutional Effectiveness and Research

Table 25 illustrates completion rates over time for first-time, full-time transfer students.

**Table 25**

*Tracking: First-Time, Full-Time Transfer Student Completion rates by Semester*

Years to Graduation (Cumulative)																
AY		1		2		3		4		5		6		7		8
Year	1	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
COHORT	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL	FALL-SUM	FALL-SUM
2007	262	21.75%	27.48%	40.07%	41.22%	46.18%	48.85%	51.52%	51.52%	53.05%	53.05%	54.96%	54.96%	55.34%	55.34%	55.72%
2008	298	24.83%	29.53%	38.92%	42.61%	47.65%	48.65%	51.67%	52.68%	54.02%	54.02%	55.03%				
2009	318	1.88%	2.51%	23.27%	28.61%	39.62%	41.19%	44.02%	45.59%	47.79%	49.05%	52.20%	52.51%	52.83%		
2010	340	1.47%	3.26%	21.17%	28.52%	38.82%	43.52%	48.23%	49.70%	52.35%	55.00%	55.58%				
2011	368	1.08%	3.53%	25.81%	31.79%	41.84%	44.56%	47.55%	49.18%	50.81%						
2012	390	0.25%	2.30%	26.15%	32.82%	43.07%	44.61%	47.43%								
2013	380	1.05%	5.78%	29.47%	37.63%	48.42%										
2014	366	0.54%	6.28%	35.79%												
2015	410	0.97%														
2016	395															

\* Source: NMHU Office of Institutional Effectiveness and Research

**Goal 5: Increase Student Success among Freshmen**

Highlands University defines and measures student success as the number of students in good academic standing, earning an average of 15 credits per semester, and earning or maintaining the Lottery Scholarship if eligible (eligibility: Graduated from a New Mexico high school, began college the first semester after graduating from high school, completed at least 15 credit hours in the first semester with at least a 2.5 gpa). For now, Highlands records these first-time full-time freshman measures in the first semester of enrollment.

Highlands’ 2020 goal for academic standing is that **85%** of first-time full-time freshmen will be in good academic standing (GPA 1.75 and above) after the first semester. The goal for the upcoming cohort (fall 2017) is **77%**. The 2020 goal for average credits earn is **15 credits**. That goal was exceeded with the Fall 2016 cohort, and the goal for the upcoming cohort is to maintain the average of **16 credits** earned.

**Table 28**

*Historical Student Success Data for Academic Standing and Average Credits Earned with Targets -- First-time, Full-time Freshmen, First Semester*

Fall Cohort		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Fall Cohort Size</b>		347	437	379	320	414	424	349	275	298	312	
	<b>Number in good academic standing*</b>	262	295	270	223	292	294	266	211	237	213	
	<b>Percent in good academic standing*</b>	76%	68%	71%	70%	71%	69%	76%	77%	80%	68%	
	<b>Target: Good Academic standing</b>											77%
	<b>Ave Credits Earned</b>	12.1	11.1	11.2	11.2	11	11.2	12	12.9	13.1	16	
	<b>Target: Average credits earned</b>											16

\*First-semester GPA of 1.75 or higher / not placed on academic probation

\*\* Source: NMHU Office of Institutional Effectiveness and Research

The 2020 goal for the Lottery Scholarship is that **75%** of the cohort who are eligible will earn the scholarship and **65%** of the eligible cohort retained will have earned the scholarship. The goals for the upcoming cohort (fall 2017) is **66%** of the total eligible cohort and **59%** of those retained will earn the scholarship.

**Table 29**

*Historical Student Success Data for Lottery Scholarship with Targets -- First-time, Full-time Freshmen, First Semester*

<b>Fall Semester</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Fall Cohort</b>	347	437	379	320	414	424	349	275	298	312
% of eligible cohort earning Lottery scholarship	53.0%	54.0%	53.0%	50.0%	49.0%	47.0%	57.0%	53.0%	63.0%	53.3%
Target: % of eligible cohort earning Lottery scholarship										66%
% of eligible cohort retained who earned the Lottery scholarship	44.7%	47.7%	47.6%	44.1%	41.7%	41.7%	48.9%	45.9%	55.7%	49.1%
Target: % of eligible cohort retained who earned the Lottery scholarship										59%

\*First-semester GPA of 1.75 or higher / not placed on academic probation

\*\* Source: NMHU Office of Institutional Effectiveness and Research

### 2017-2018 Strategy Updates

The following strategies demonstrate the 2017-2018 academic year retention planning and are aligned with the NMHU Strategic Plan, using the university's strategic plan format. Each strategy addresses one or more of the goals outlined in the goals section of this document. These strategies continue the planning outlined in the Retention Plan, as well as include additional strategies developed by the Retention Council. The Council recognized, through the support received from RNL, that some strategies outlined in the Retention Plan were vague or better subsumed under other strategies. Thus, some strategies outlined in the Retention Plan have been combined or reorganized for clarity, as well as to fit the university's strategic plan format. New strategies have been developed based on data collected and subsequent goals set. Additional strategies were also developed after Highlands, in consultation with RNL, collected student survey data to inform our planning efforts (see Appendix L-N for student-reported data).

As noted by the Ruffalo Noel Levitz (RNL) consultant (see Appendix I), Highlands University provides nine of the ten RNL "best retention practices," including learning communities, a required first-year seminar, supplemental instructional/embedded tutors, required on-campus housing for freshmen, tutoring services, one-to-one advising by professional staff, and required orientation for new students (see Appendix K). Highlands also offers most of the RNL "35 good practices in retention" (see Appendix O.) These practices have been implemented for several years or more and are continually assessed and updated to best meet the needs of Highlands students. Those practices that are institutionalized and overseen by particular departments produce strategic plans and yearly reports that aim to increase their effectiveness, and further information about the progress of those efforts can be found in those reports. The strategies below may or may not include these practices, depending on the need for their further development and oversight by the Retention Council. Those practices that are institutionalized and overseen by particular departments produce strategic plans and yearly reports that aim to increase their effectiveness.

Strategies outlined in the Retention Plan that were completed or no longer necessary to include in the strategies list for the upcoming year were noted as such in the 2016-2017 Retention Accomplishments document and were removed from the list of strategies.

The five strategies identified at the Retention Summit are overseen by strategy teams that develop the strategy further or develop strategies and action steps related to that area. Strategy leaders for these strategy teams keep records of their planning and progress, which are summarized in the yearly Retention Accomplishments document. Documentation of each team's detailed planning can be found at <http://www.nmhu.edu/strategic-enrollment-management/persistence-and-completion-page/>. Rationale for the focus of these strategies are outlined in detail in Appendices D-H.

**Table 30**  
*Retention Strategies*

NMHU Strategic Goals for 2020	Retention Goals	Actions/Strategies	Measurable Outcome(s)/	Person(s) Responsible	Indicators and Time Frame for Assessment	Date(s) for Review
<p><b>1. <i>Highlands University will achieve academic excellence, academic integration and student success.</i></b></p>	<p>1. Increase number of FF in good academic standing                      2. Maintain FF average credits earned                      3. Increase number of eligible FF receiving Lottery scholarship                      4. Increase number of eligible retained FF receiving Lottery scholarship</p>	<p>A. Continue to improve FYE LC                      B. Effectively implement Student Success Contract program                      C. Students will utilize academic resources such as ARMAS, Office of Academic Support, Writing Center, Language Learning Lab, etc.                      D. Attendance Alert, Early Alert, and Academic Alert will be used to identify and support students at risk.                      E. Implement co-requisite and accelerated math courses and integration of math software into teaching of all math courses                      F. Continue full implementation of co-requisite intervention for English composition                      G. Continue providing faculty professional development opportunities through the CTE and grant funded activities                      H. Provide peer-led skill building workshops</p>	<p>1. 77% of FF are in good academic standing after fall 2018                      2. FF earn average of 16 credits fall 2018                      3. 66% of eligible FF received lottery scholarship after fall 2018                      4. 59% of eligible retained FF received lottery scholarship                      5. 45% of FF who are academically underprepared</p>	<p>A. Director of Academic Enrichment and Retention                      B. Office of Academic Support                      C. Academic Resources Committee and related offices                      D. Faculty and Office of Academic Support                      E. STEMfast, Computer and Mathematical Sciences department                      F. English Department, Composition Director                      G. CTE and STEMfast                      H. Office of Academic Support (Peer Advisors)                      I. Athletics Department                      J. ARMAS staff                      K. Office of Academic Support with support of FYE LC</p>	<p>-OIER assessment                      Conducted to determine student success rates</p>	<p>-Spring 2018 for student success measures</p>

		<p>I. Continue study hall attendance requirement for all first-time athletes</p> <p>J. Continue extended hours (nights and weekends) at ARMAS Center</p> <p>K. Increase use of NetTutor</p> <p>L. Develop between Academic Affairs and Academic Support a formal process for pre-suspension/dismissal students</p>		<p>L. Academic Affairs and Office of Academic Support</p>		
<p><b>2. Highlands University will achieve strategic enrollment management.</b></p>	<p>1. Increase Persistence among FF fall-to-spring</p> <p>2. Increase persistence among FF fall-to-fall</p> <p>3. Increase fall-to-fall persistence among FF with financial need</p> <p>4. Increase fall-to-fall persistence among FF who have not declared a major</p> <p>5. Increase fall-to-fall persistence among FF who are academically underprepared</p> <p>6. Increase fall-to-fall persistence among FF who identify as Native-American</p> <p>7. Increase fall-to-fall persistence among FF</p>	<p>A. Academic Roadmaps will be accurate and utilized</p> <p>B. Improve course scheduling to increase progress toward degree</p> <p>C. Students will receive improved advising</p> <p>D. Administer the CSI survey to freshmen and use for individualized advisement</p> <p>E. Units will improve customer service through participation in professional development and cross training</p> <p>F. Effectively implement Community Center for Indigeneity at Melody Hall</p> <p>G. Assure opportunities to apply classroom learning through internships, practicums, and campus</p>	<p>1. 78% of FF persisted from Fall-to-Spring</p> <p>2. 53% of FF persisted from Fall-to-Fall</p> <p>3. 32% retention of FF with financial need persist</p> <p>4. 25% of FF who have not declared a major</p> <p>5. 30% FF who identify as Native-American</p> <p>6. 25% of FF who identify as African-American</p> <p>7. 43% of FF whose home is 93-540 miles away</p> <p>8. 45% of FF who are admitted less</p>	<p>A. “Academic Roadmaps” strategy team; Academic departments</p> <p>B. “Academic Roadmaps” strategy team; Office of Academic Affairs; Registrar</p> <p>C. “Academic Advising” strategy team; HLC Persistence and Completion Academy project team</p> <p>D. Director of Academic Enrichment and Retention and Office of Academic Support</p>	<p>OIER assessment conducted to determine persistence and completion rates for each population</p>	<ul style="list-style-type: none"> <li>• Spring 2018 for fall-to-spring retention</li> <li>• Fall 2018 for fall-to-fall retention</li> <li>• 4-year completion rates fall 2018 and fall 2020</li> <li>• 6-year completion rates fall 2018 and fall 2020</li> </ul>

	<p>who identify as African-American</p> <p>8. Increase fall-to-fall persistence among FF whose home is 93-540 miles away from campus</p> <p>9. Increase fall-to-fall persistence among FF who are admitted less than 34.5 days from the start of classes</p> <p>10. Increase fall-to-spring persistence among transfer students</p> <p>11. Increase fall-to-fall persistence among transfer students</p> <p>12. Increase FF 4-year completion for the fall 2014 cohort and the fall 2016 cohort</p> <p>13. Increase FF 6-year completion for the fall 2012 cohort and for the fall 2016 cohort</p> <p>14. Maintain the 4-year completion rate for transfer students for the fall 2014 cohort and increase the completion rate for the fall 2016 cohort</p> <p>15. Maintain the 6-year completion rate for transfer students for the fall 2012 cohort and increase the</p>	<p>employment</p> <p>H. Provide Degree Audit and Advising training for faculty and staff</p> <p>I. Enhance efforts to support university studies students</p> <p>J. Implement a summer bridge program</p> <p>K. Involve Highlands students in community service projects</p> <p>L. FYE LC and Academic support collaborate to identify students who have not attended class in the first two weeks</p> <p>M. Create faculty policy on tracking of attendance in first two weeks</p> <p>N. Determine additional ways to update student contact information</p> <p>O. Identify a group that will determine avenues for supporting African-American Students</p> <p>P. Identify a group that will determine avenues for supporting Transfer students</p> <p>Q. Identify a group that will determine avenues for supporting non-traditional students</p> <p>R. Identify a group that will determine avenues for supporting returning students</p>	<p>than 34.5 days prior to the start of classes</p> <p>9. 80% of transfer students persisted from Fall-to-Spring</p> <p>10. 80% of transfer students persisted from Fall-to-Fall</p> <p>11. 9% of the Fall 2014 cohort and 9.9% of the Fall 2016 cohort FF will graduate in 4-years.</p> <p>12. 20% of the Fall 2012 cohort and 23.9% of the Fall 2016 cohort FF will graduate in 6-years.</p> <p>13. 49% of transfer students from the Fall 2014 cohort and 52% of the transfer students from the Fall 2016 cohort will graduate in 4-years.</p> <p>14. 51% of transfer students from the Fall 2012 cohort and 55% of the transfer students from the Fall 2016 cohort will</p>	<p>E. “University-wide Service Culture” strategy team in collaboration with the Power of Service team</p> <p>F. Native American Orientation Coordinator</p> <p>G. The “Assure Opportunities to Apply Classroom Learning Through Internships, Practicums and Campus Employment” strategy team</p> <p>H. Office of Academic Support</p> <p>I. Retention Advisory Council</p> <p>J. STEMfast; “Fully Prepared for the First Day of Class” strategy group</p> <p>K. Service Learning Committee; Academic Affairs</p> <p>L. Director of Academic Enrichment and Retention, FYE LC Peer Mentors, and Office of Academic Support; FYE LC faculty</p> <p>M. Faculty Senate</p>		
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	completion rate for the fall 2016 cohort	<ul style="list-style-type: none"> <li>S. Identify a group that will determine avenues for supporting students who come from more than 93 miles away</li> <li>T. Develop additional winter and summer intersession courses</li> <li>U. Freshman Amnesty Program</li> <li>V. Goals listed for NMHU Strategic Goal 1</li> </ul>	graduate in 6-years.	<ul style="list-style-type: none"> <li>N. Retention Advisory Council; ITS</li> <li>O. Retention Advisory Council</li> <li>P. Retention Advisory Council</li> <li>Q. Retention Advisory Council</li> <li>R. Retention Advisory Council</li> <li>S. Retention Advisory Council</li> <li>T. Academic Affairs; faculty</li> <li>U. Academic Affairs; registrar; Office of Academic Support</li> <li>V. Responsible parties listed for NMHU Strategic Goal 1</li> </ul>		
<b>3. Highlands University will achieve a vibrant campus life.</b>	See goals listed for NMHU Strategic Goal #2	<ul style="list-style-type: none"> <li>A. Continue Campus Life Initiative</li> <li>B. Continue Arts at HU programing</li> </ul>	N/A	Student Affairs	OIER assessment conducted to determine persistence and completion rates for each population	See dates for review listed for NMHU Strategic Goal #2
<b>4. Highlands University will be a community partner.</b>	N/A	N/A	N/A	N/A	N/A	N/A

<p><b>5. Highlands University will achieve technological advancement and innovation.</b></p>	<p>See goals listed for NMHU Strategic Goal 2</p>	<p>A. Implement CRM for use in retention initiatives to improve communication with students</p>	<p>N/A</p>	<p>Office of Recruitment and Admissions</p>	<p>OIER assessment conducted to determine persistence and completion rates for each population</p>	<p>Spring 2017</p>
<p><b>6. Highlands University will achieve enhanced communication and efficiency.</b></p>	<p>See goals listed for NMHU Strategic Goal 2</p>	<p>A. Enhance communication between offices, review and adjust policies, and streamline processes across campus</p>	<p>See measurable outcomes listed for NMHU Strategic Goal 2</p>	<p>A. Matriculation Taskforce</p>	<p>OIER assessment conducted to determine persistence and completion rates for each population</p>	<p>See dates for review listed for NMHU Strategic Goal 2</p>

## Appendices

### Appendix A: Initial Retention Advisory Council Members (2016)

Jim Alarid	Interim Director of Office of Research and Sponsored Programs
Casey Applegate-Aguilar	Coordinator of Academic Enrichment Programs
Jim Deisler	Associate Athletic Director
Joseph Dominguez	President, Student Senate 2015-2016
Alex Gadberry	Retention and Intervention/Academic Advisor
Margaret Gonzales	Director, Campus Life
Jean Hill	Director, Office of Institutional Effectiveness and Research,
Carol Linder	Interim Assoc. Vice President for Academic Affairs, AVPAA
Geri Saavedra	Assistant Registrar
Edward Martinez	Vice President for Strategic Enrollment Management, VPSEM
Jason McIntosh	Asst. Professor of English
Kent Tucker	Assoc. Professor of Finance
Gloria Gadsden	Assoc. Professor of Criminal Justice
Annette Martinez	Account Receivable Manager
Illiana Ortiz	Student Recruiter
Elizabeth Ratzlaff	Director, ARMAS
Buddy Rivera	Director, NMHU Farmington Center
Eileen Sedillo	Director, Financial Aid

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**Appendix B: Planning Summit Participants**

Iliana Ortiz	Graduate Affairs Coordinator
Chien-Chung Chen	Faculty
Kimberly Blea	Dean of Students
Melissa Bassett	Admission Specialist
Lourdes Dominiguez	Transfer Admission Specialist
Crystal Burch	Admissions Assistant
Raul Valdez	Administrative Assistant
Mary Cole	Data Entry Clerk
Deseree Povijua	Recruiter
Jesse Gallegos	Recruiter
Joshua Grine	Recruiter
Jessica Jaramillo	Director
Margaret Gonzales	Director
Andrellita Chavez	Student Activities Coordinator
Patsy Romero	Administrative Associate
Victoria "Tori" McNary	Peer Athletic Academic Counselor
Shannon Tillett	Academic/Compliance Coordinator
Helen Boudreau	Recruiter/Advisor Nursing
Dr. Maria Munguia Wellman	Faculty
Sylvia Baca	Director
Greg Martinez	Project Manager
Gilbert Valdez	Maintenance Supervisor
Dennis Rivera	Lead Groundkeeper
Frank Branch	Custodial Supervisor
Tonda Dale	Accountant
Eileen Saiz	Office Coordinator
Roman Baca	Lead Custodian
Yvette Wilkes	Director
Buddy Rivera	Center Director & Interim Director
Thomasinia Ortiz- Gallegos	Center Director
Casey Applegate- Aguilar	Coordinator-Academic Enrichment Programs
Emily Montoya	Associate Director
Debra Olivas	Assistant Director
Michelle Bencomo	Scholarship Coordinator
Sharon Jordan	F/A Advisor/Processor
Brenda Wagoner	F/A Advisor/Processor
Margret Romero	Data Entry Coordinator
Benito Pacheco	Director
Annette Martinez	Administrative Assistant
Shannon Saiz	Student Orientation Coordinator/Advisor
Caroline Montoya	Academic Advisor/Coordinator of Training

David Esquibel	Coordinator of Accessibility & Testing
Alex Gadberry	Intervention & Retention Coordinator
Denise Montoya	Director
Jennifer Lindline	Professor/Chair
Blanca Cespedes	Assistant Professor of Forestry
Reyna Alvizo	SAR, Cashier
Jiao Chen	Assistant Professor
Leslie Broughton	Librarian/Head of Collections
Cheryl Zebrowski	Librarian/head of External Programs
Lynn Gates	Head of Archives & Cataloging

Appendix C: National Collegiate Retention and Persistence-to-Degree Rates (ACT, 2016)

## Important Information About These Tables

- **Cohort description:** First-time/full-time students who were first enrolled at a postsecondary institution in fall 2014.
- **Retention rate:** Percent of first-time/full-time students who first enrolled in fall 2014 and were also enrolled in fall 2015 at the same institution.
- **Persistence-to-degree rate:** Percent of students completing a degree within a designated time frame at the same institution. The tables in this document are based on the year in which a particular cohort enrolled as first-time/full-time degree-seeking students, as illustrated below.

	Number of Years to Complete				
	2	3	4	5	6
Year of First Enrollment	2013	2012	2011	2010	2009

These reports are based on data accumulated through June 27, 2016.

**Many of the tables are reported by institutional selectivity. The selectivity categories are based on the general descriptions below.**

Selectivity Level	ACT® Test Middle 50%	SAT® Test Middle 50%*	Definition
Highly Selective	25–30	1710–2000	Majority admitted from top 10% of high school class
Selective	21–26	1470–1770	Majority admitted from top 25% of high school class
Traditional	18–24	1290–1650	Majority admitted from top 50% of high school class
Liberal	17–22	1230–1530	Majority admitted from bottom 50% of high school class
Open	16–21	1170–1480	Generally open to all with high school diploma or equivalent

\*SAT score ranges are a point-to-point concordance with ACT scores based on a joint study by ACT and the College Board. Selectivity ranges may vary from one institution to another.

**First-to-Second-Year Retention Rates: Four-Year Public Institutions by Level of Selectivity and Degrees Offered**

Admissions Selectivity	Offering Bachelor's Degrees Only			Offering Bachelor's and Master's Degrees Only			Offering Bachelor's, Master's, and Doctoral Degrees			All Reporting Institutions in Row		
	N	Mean (%)	SD	N	Mean (%)	SD	N	Mean (%)	SD	N	Mean (%)	SD
Highly Selective	3	93.0	2.0	3	85.7	12.9	27	93.4	3.2	33	92.7	4.9
Selective	3	83.0	12.2	22	82.3	8.4	67	82.9	12.1	92	82.8	11.2
Traditional	39	71.5	9.1	117	70.7	7.9	143	74.7	7.2	299	72.7	7.9
Liberal	2	73.0	4.2	7	69.7	4.5	5	73.2	5.5	15	66.8	18.5
Open	44	55.5	16.6	25	56.7	16.1	3	71.7	2.1	72	56.6	16.3
All Reporting Institutions in Column	91	64.9	16.5	174	70.4	11.7	246	78.6	11.6	510	73.5	13.4

Source: ACT Institutional Data File, 2016

**National Persistence-to-Degree Rates: Four-Year Public Institutions by Degrees Offered and Level of Selectivity**

Admissions Selectivity		Offering Bachelor's Degrees Only			Offering Bachelor's and Master's Degrees Only			Offering Bachelor's, Master's, and Doctoral Degrees		
		In 4 Years	In 5 Years	In 6 Years	In 4 Years	In 5 Years	In 6 Years	In 4 Years	In 5 Years	In 6 Years
Highly Selective	N =	3	3	3	1	1	1	24	22	24
	Mean (%) =	81.0	82.3	83.3	72.0	83.0	85.0	62.9	80.5	82.7
	SD =	2.6	3.1	2.1	—	—	—	15.5	7.9	6.8
Selective	N =	2	2	2	20	19	21	63	63	64
	Mean (%) =	69.0	75.0	76.5	46.7	62.4	65.9	40.6	58.9	64.1
	SD =	26.9	18.4	16.3	14.0	11.4	11.3	17.4	14.3	12.3
Traditional	N =	33	32	34	101	98	103	128	125	130
	Mean (%) =	24.8	37.8	42.2	23.6	38.9	43.5	24.4	42.7	49.0
	SD =	11.2	12.6	14.3	14.7	15.5	14.6	11.2	13.5	12.0
Liberal	N =	2	2	2	6	6	6	4	3	3
	Mean (%) =	23.0	37.5	42.0	18.2	32.7	38.2	49.0	45.0	49.0
	SD =	1.4	4.9	4.2	12.4	16.5	19.3	37.2	17.6	15.9
Open	N =	12	12	15	18	18	19	2	2	2
	Mean (%) =	8.3	15.5	18.6	9.9	18.1	23.9	14.5	25.0	28.5
	SD =	9.1	15.3	16.2	6.2	10.5	12.5	10.6	4.2	3.5
All Reporting Institutions in Column	N =	52	51	56	146	142	150	221	215	223
	Mean (%) =	25.8	36.6	39.3	25.2	39.5	44.2	33.6	51.2	56.8
	SD =	20.9	21.2	21.8	17.2	18.7	18.1	19.1	18.1	16.3

Source: ACT Institutional Data File, 2016

**Appendix D: Fully Prepared for the First Day of Class**

**Strategy Action Plan Development**

**KEY STRATEGY DESCRIPTION:**

Provide targeted programming and/or alternate pathways for students entering the admission process late in the cycle to ensure adequate preparation for academic and non-academic contributors to student preparedness and success.

**EXPLANATION:**

Planning participants suggested that this should include, as feasible, a review of admissions policy including the possibility of an admissions deadline, financial aid and book vouchers, early alert for at-risk students, increased faculty investment, and perhaps high school partnership to ensure a better curriculum alignment and increased college readiness.

**FORCE FIELD ANALYSIS**

Issue: Achieving Fully Prepared Students on Day One	
Driving Forces	Restraining Forces
Will increase enrollment	We don't want to decrease enrollment because that is revenue the institution counts on
The data shows the discrepancy between the retention of early admits vs late admits	Lack of resources for supporting additional required programming (money and time)
Financial aid may be impacting and there is a question of how well spent our FA money is	It is complicated by the composition and attributes of the late starts
We don't know for sure why they are applying so late and we believe it may be helpful to better understand this group	
NMHU leaders recognize that these students may not be well served when admitted late	
Measurement systems are changing toward performance outcomes	

## Appendix E: Assure Opportunities to Apply Classroom Learning through Internships, Practicums, & Campus Employment

### Strategy Action Plan Development

#### **KEY STRATEGY DESCRIPTION:**

Create high impact practices that will allow NMHU students to explore career opportunities, gain relevant career experience and job-seeking skill sets while progressing toward degree completion.

#### **EXPLANATION:**

Academic programs and experiences must be consistent with, and relevant to, students' educational/career goals. Studies have shown a strong relationship between learning relevance and increased persistence. Students need assurance that they are gaining the best skills that prepare them for their careers. Connecting theory with practice typically engages and motivates students toward goal attainment.

#### **FORCE FIELD ANALYSIS**

Issue: Achieving career awareness and curriculum relevance for all students	
Driving Forces	Restraining Forces
Undeclared students are less successful than those who report more career closure	Could create a situation that would delay progress toward degree
Increasing student engagement on campus through student employment	University Finances
Recognize the need to strengthen support systems for students	Time for mentoring
Academic success is highly correlated with on campus student employment	Faculty/Staff time for mentoring
The reality of careers options increases through relevant world of work experiences	Lack of incentives for supervisors to provide adequate mentorships, interview and hire students
Increasing campus involvement through student employment	Lack of resources to support career assessment and exploration
Recognizes lack of off-campus student employment opportunities	Lack of support system for faculty to coordinate practicum and interns
Addresses financial need of students.	
Provides NMHU with a unique recruitment advantage.	
Addresses two of the target populations- students with financial need and undeclared students.	
Addresses NMHU Strategic Goal: Academic Excellence, Academic Integration and Student Success as well as the Core Value of Accessibility.	

**Appendix F: Academic Roadmaps**

**Strategy Action Plan Development**

**KEY STRATEGY DESCRIPTION:**

Provide all new students with an academic roadmap of all required courses, and offer those courses in sequence that will allow for timely goal attainment.

**EXPLANATION:**

The services and processes necessary to provide academic roadmaps typically revolve around activities associated with coordination of course planning, managing classroom scheduling, creating and publishing master schedules, developing and implementing registration/enrollment management policies and procedures, maintaining accreditation and professional standards, analyzing time-to-degree factors, and tracking university/college/program/course enrollment and retention patterns. Students, especially the many who are undecided about their plans, need to understand the road map to completion and know how to use it to achieve personal goals.

**FORCE FIELD ANALYSIS**

Issue: Achieving an academic roadmap, allowing for timely goal attainment	
Driving Forces	Restraining Forces
Reduce student debt loads	Lack of firm decision making due to position changes
Allow for increased student success	Lack of communication between departments
Reduce the time to graduation. (Longer it takes the less likely to finish)	Manual scheduling process and course conflicts
Planning and budgeting	Not a priority for current deans
Increase persistence	Scheduling needs of students on main campus and centers is lacking
Make advising less susceptible to student complaints	Faculty have a history of being allowed to offer courses at their convenience rather than the convenience of students

## Appendix G: Academic Advising

### Strategy Action Plan Development

#### **KEY STRATEGY DESCRIPTION:**

Develop more systematic, intentional, and seamless advising interactions for all students that emphasize relationship building and high expectations with both professional and faculty advisors.

#### **EXPLANATION:**

Academic advising has emerged in recent years from a critical component of higher education into its own area of specialization and expertise. NMHU, like most campuses, has struggled to create an effective and engaging program. Current leadership for advising is scrutinizing the current system for opportunities to improve both efficiency and effectiveness.

One improvement suggestion, “requiring advising prior to each registration period” remains a possibility but is not universally supported. In any case advising can be expected to benefit from a comprehensive review that includes consideration for the contributions faculty make to academic advising with a specific focus on the handoff from professional advisors to faculty advisors.

#### **FORCE FIELD ANALYSIS**

Issue: Achieving systematic, intentional, and seamless advising for all students	
Driving Forces	Restraining Forces
The current process is not done to our satisfaction	Advising is an extremely complex and comprehensive process
The freshmen year system is defined but the entire advising process is not	Reluctance to move away from the current decentralized model
The electronic support systems for advising are not utilized to their potential	The University Centers are one-stop shops
Our processes need to be more integrated with better technological support	The decentralized model does not provide the optimum or uniform advising for many students
Banner training not adequate	We have only three academic advisors (once had eight)
We do not have long-term schedules (accurate roadmaps)	Reluctance to change
Planning does not work well in degree audit since we do not know what will be offered	Advising is poorly defined
Catalog changes make some requirements cumbersome for major changers	All departments do their advising differently
Some students are getting lost attempting to find faculty advisors (probably having a negative effect on enrollment)	There is no centralized advising coordination inclusive of both professional advising and faculty advising.
Standard method of assigning faculty advisor in Banner	Changes in mid-management have precipitated numerous changes in faculty advising approaches
Process for assigning faculty advisor for transfer students in Banner (Main Campus & Centers)	We do not have the best advising support technology or resources to procure them
The current decentralized process is not working well and does not appear to serve students well	Our culture and experience suggests we cannot control some aspects of advising

**Appendix H: University-Wide Service Culture**

**Strategy Action Plan Development**

**KEY STRATEGY DESCRIPTION:**

Build an exceptional student centered service culture that will engage all personnel and reduce communication barriers across all functional areas of the university. Focus will be on the professional development of personnel and communication within the university. Our priority is to specifically address the core values of responsiveness and excellence, as well as the strategic goal of enhanced communication and efficiency.

**EXPLANATION:**

Gaps in the lines of communication are frequently mentioned improvement opportunities and reportedly have caused hours of frustration and extra work for NMHU personnel. Although it may be impossible to eliminate communication breakdowns completely, ongoing efforts must be made to ensure regular communication channels remain open and transparent. Key to building a service culture is freely sharing information so student runaround is reduced.

**FORCE FIELD ANALYSIS**

Issue: Achieving a university wide service culture	
Driving Forces	Restraining Forces
Student frustration is evident in focus groups and satisfaction surveys	Departments/areas don't want to be perceived as not having enough of their own work to do
We want to support one another across the campus	This is not currently someone's sole responsibility
Building empathy with each other is desired	There is no system or structure in place that has responsibility for this
Campus culture can be improved	We tend to leave some key persons/employees out of the loop
We recognize the value of cross communication	Budget restrictions may impede this—always looking for volunteers
We have too many silos and need improved communication	Burn out can be a factor since the same people are active in most initiatives
Important to divisions and also to specific offices	Front-line persons are sometimes unable to participate in professional development activities
Dashboard/snapshot and information sharing helps everyone do their job better	Some front line areas are one-person shops
Our President supports the "family" concept	

### Appendix I: RNL Consultant Observations

The observations below are among those the consultant made about student life and learning on the campus of NMHU during his September 2016 visit. It is apparent that improved retention can be a powerful strategy for achieving future enrollment goals, and the college should build off of its success by developing a systematic, intentional, and organized way to manage the quality of student life and learning.

There currently exists the following:

- A recently reconstituted group of senior leaders, including a new president, an interim provost and an interim vice president for enrollment management, who value the essentials of student success and advocate practices that encourage continuous improvement. The consultant commends these leaders for initiating this external analysis, as it is tangible evidence of the administration's support and commitment to improving the quality of student life and learning at NMHU.
- Increased scrutiny by the Higher Learning Commission for a history of inconsistent commitment to the improvement of retention, persistence, and completion rates.
- Numerous retention best practices including 17 learning communities, a required for freshmen I-seminar (FYE), approximately 15 sections of supplemental instructional/embedded tutors, and a required orientation for new students. In fact, nine of the ten most effective retention practices from the recent Ruffalo Noel Levitz "best retention practices" survey were in various stages of deployment at NMHU at the time of this visit.
- An 18-member retention committee who has developed a preliminary retention plan. However, it was not clear that the committee was fully empowered or that their responsibilities were clearly defined.
- A core of exemplary staff and many faculty who appear anxious to seize the opportunity to make improvements and who demonstrate a sincere commitment to increasing the quality of student life and learning experiences. The limited faculty involvement and consensus-building relative to some aspects of the college's retention programming appears to this consultant as a restraining force.
- A passionate group of academic support advisors who are doing their best to provide guidance for students, but appear to be working in a system that is not fully developed to provide optimum support for advising (lacking long-term class schedules or required interactions beyond the first two terms).
- Many faculty advisors who appear to understand how important advising is to NMHU students in spite of the lack of any really meaningful incentives (beyond intrinsic) for faculty to improve their advising practices.
- An appreciation for including the voices of NMHU students, but no comprehensive, actionable process was evident to collect benchmark data and communicate responsiveness to student concerns. The suggestion-box system, reportedly, is seldom used.
- Very stable annual return rates for the most recent cohorts of first-time-in-college (FTIC), degree-seeking students. These rates appear to be improving but remain below the national average for similar public, four-year, open-enrollment institutions.
- A well-designed, post-enrollment early-alert, but the pre-enrollment early-alert system that is part of this RNL/NMHU partnership is in the early stages of deployment. The existing post-enrollment system has excellent potential, but lacked optimum faculty participation during the most recent cycle.

- No honors program for this population of at-risk students. This is the only one of the RNL survey “top ten” most effective practices that is not being deployed at NMHU.
- An understanding and acceptance of the critical role accountability plays in all high-performing organizations, including the shift toward New Mexico’s performance-based funding.
- Evidence of an awareness of the importance of focusing retention programming, not only on new freshmen but also on sophomores and transfer students, designed to encourage successful transition toward graduation for these cohorts of students. This realization has not yet been fully translated into effective programming.
- Awareness that many NMHU students who become attrition statistics are leaving in good academic standing, but the quantifications necessary to describe those students have yet to be produced.
- A retention plan that includes several key retention improvement priorities and targets, but no comprehensive action plans, timelines, measurement plans, and budgets developed in support of these priorities were apparent. The data and information used for gap analysis and strategy selection was limited.

### Appendix J: SWOT Analysis

Summit planning participants were asked to construct a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis as a summative activity, following the data review, to prepare for strategy idea generation. Those strengths, weaknesses, opportunities, and threats are listed below as they appeared on the flip charts.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>▪ Attention to individuals</li> <li>▪ Genuine care for students</li> <li>▪ Family atmosphere</li> <li>▪ Diversity of individuals (at this summit)</li> <li>▪ Location, location location</li> <li>▪ Faculty/student rapport</li> <li>▪ Willingness to improve</li> <li>▪ Reorganization—moving in a positive direction</li> <li>▪ Alumni satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Silos/division between academics and student services</li> <li>▪ Current fiscal situation</li> <li>▪ Limited buy-in (?)</li> <li>▪ Student say hard to find faculty for advisement</li> <li>▪ Ability to help students take initiative/responsibility for their own progress</li> <li>▪ Follow Through</li> <li>▪ Few scholarships</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Share information about processes and departments</li> <li>▪ Cross training to support staff during high volume periods</li> <li>▪ Universal design for learning</li> <li>▪ CTE for course design</li> <li>▪ Professional and faculty advisors to “warmly hand off” advisees</li> <li>▪ Study abroad</li> <li>▪ More variety of classes</li> <li>▪ Local professors can focus on classes needed</li> <li>▪ More transfer student guidance</li> <li>▪ Athletics</li> <li>▪ Honors programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ HLC probation +1</li> <li>▪ Current political climate</li> <li>▪ Declining enrollment</li> <li>▪ Not meeting the needs of students</li> <li>▪ Demoralization/despair</li> </ul>

### Appendix K: Best Practices Survey

On September 20, 2016, the NMHU retention advisory council was asked by the consultant to rate each suggestion below on a scale of one to seven to evaluate NMHU's current deployment of retention strategies, where:

- One represents "This strategy is not used at all;" and
- Seven represents "This strategy is used in a complete, effective way."

13 surveys were returned. The mean scores for each item appear below; those at 2.0 or below are highlighted and may be considered as improvement opportunities by planning summit participants.

#	Item	Rating
1	Track the retention of cohort groups (e.g., under-prepared, undecided, honors students, athletes, commuters, residents, late admits), and develop targeted programs for those whose retention is low.	3.00
2	Conduct summer orientation programs, where the emphasis is on activities designed to build interpersonal affiliations to peers and bonds to the institution. Design and deliver orientation experiences for special groups of students (e.g., adults, transfers, internationals, athletes, selected majors, commuters, resident students).	4.23
3	Review all promotional materials to ensure that they are creating accurate pre-entry expectations of the institution. Develop well designed campus visit experiences that realistically portray the institution to prospective students. Determine if recruitment activities are targeting students who are likely to be successful at the institution.	3.00
4	Provide a comprehensive sophomore-year experience that prepares undecided students for their major. For all sophomore students, provide a concrete academic plan to complete the degree in four years.	1.42
5	Offer a wide array of student extracurricular activities.	3.54
6	Have a system in place to identify students who are under-prepared. Provide programs and services for academically under-prepared students.	3.62
7	Establish excellent academic support services (e.g., learning center, math lab, writing lab), and proactively assist students in using this assistance. Provide peer tutorial services and supplemental-like instruction for "killer courses."	5.17
8	Have a comprehensive first-year experience that includes an extended orientation course (i.e., first-year experience course).	4.92
9	Determine strategies that lessen the number of sophomore-status students that leave the institution.	1.62
10	Design high-interest residential living programs and activities. Ensure residential facilities are in good condition.	3.08
11	Empower the retention committee to address all retention-related initiatives regardless of reporting structures.	2.92
12	Conduct student satisfaction surveys on a systematic basis, using results to plan improvements.	2.75
13	Conduct exit interviews to ascertain student reasons for leaving and possibly to resolve issues that are barriers to returning.	2.00
14	Require that students on academic probation participate in a "success" program that includes learning contracts.	2.58
15	Provide online and in-person tutorial support beyond academic support such as stress/time management, substance abuse, and study skills.	3.50
16	Review availability of classes to be sure that student needs are being met. Eliminate low-demand courses and increase availability of high-demand courses.	1.83
#	Item	Rating
17	Employ processes that create specific strategies designed to foster degree completion and career goal obtainment.	2.92
18	Identify students who may be dropout-prone by observing "behavioral cues" (e.g., missing classes, failing to apply for financial aid, not pre-registering, or requesting a transcript) as part of a proactive "early-alert" program. Reach out to those students to intervene and assist them. Use	3.17

	telecounseling to contact students experiencing difficulty or planning not to return. Communicate with students who are in good standing who fail to enroll.	
19	Review all policies, procedures, syllabi, and processes to ensure that they are student-centered, learning-oriented, and outcomes-oriented.	2.45
20	Design financial aid systems that allow families to reapply for aid when financial circumstances have changed and increase scholarship aid allocations to match tuition increases.	4.10
21	Explore strategies that recruit a student back to the institution who has left in good standings.	1.83
22	Lessen the "campus runaround." Provide ongoing quality-service training for all front-line support staff and supervisors. Design an intake system that includes a seamless orientation, assessment, advising, registration, and bill paying process.	2.17
23	Provide a comprehensive training program for students participating in the college work-study program.	1.83
24	Establish an office devoted exclusively to the improvement of the teaching/learning process. Develop an ongoing program to help faculty understand the critical role they play in retention. Eliminate or reduce large lecture classes (or have part of the course be a small discussion section). Assist faculty in learning about and using cooperative and collaborative teaching/learning strategies.	3.08
25	Connect alumni to current students in mentoring program.	1.92
26	Develop an institutional academic advising plan that includes the components that are associated with successful delivery and organization of advising services. Provide development opportunities for advisors. Design an evaluation program that assesses the effectiveness of the institution's advising program, as well as individual advisor. Develop or purchase a computerized degree audit system. Use this in advising. Involve faculty in academic advising.	3.75
27	Provide an honors program to challenge the best students and to structure ease of connections.	2.25
28	Change the attitude in serving students from, "We have the services, but students don't take advantage of them," to "How can we provide proactive ways of ensuring that students are supported by the programs we offer?"	2.54
29	Frontload the best instructors and advisors in the first and second year.	1.67
30	Provide an ongoing internal communications program for students and parents after enrollment.	1.25
31	Integrate technology into daily practice where faculty and staff are actively using web-based tools to engage students.	2.08
32	Provide a majority of coursework past lecture-style courses where students are actively engaged in learning.	2.67
33	Design programs geared towards adult populations.	1.58
34	Provide enhanced and dynamic counseling services.	2.82
35	Host learning communities that foster more explicit, intellectual connections between students, students and faculty, and disciplines of smaller subgroups of students, with a common sense of purpose, leading to an integration of classroom and non-classroom experiences.	5.18

## Appendix L: Student Satisfaction Survey Summary

In fall 2016, NMHU campus students were asked to complete the Ruffalo Noel Levitz's Student Satisfaction Inventory (SSI) while center students were asked to complete the Adult Student Priorities Survey (ASPS). One hundred and ninety eight center students and two hundred and sixty three campus student completed the survey. The table below notes (in order) specific areas of strength and challenge where a strength represents a high importance and high satisfaction and a challenge represents high important and low satisfaction. The benchmark data represent comparison to similar institutions nationally.

### Strengths and Challenges

#### *Strengths*

16. The instruction in my major field is excellent.
8. The content of the courses within my major is valuable.
58. The quality of instruction I receive in most of my classes is excellent.
68. Nearly all of the faculty are knowledgeable in their field.
33. My academic advisor is knowledgeable about requirements in my major.
32. Tutoring services are readily available.
6. My academic advisor is approachable.
55. Major requirements are clear and reasonable.
39. I am able to experience intellectual growth here.
14. My academic advisor is concerned about my success as an individual.
81. Campus item: I am pleased with the quality of student services (ARMAS, writing center, language learning center, learning lab) overall.
79. Campus item: My staff advisor provides me with accurate information about courses, programs, and requirements.
75. Campus item: My courses are preparing me to communicate effectively.
65. Faculty are usually available after class and during office hours.
82. Campus item: Students from different backgrounds feel comfortable here.
74. Campus item: I am encouraged by faculty to think critically and to analyze information I am given in class or read in course materials.
67. Freedom of expression is protected on campus.
70. Graduate teaching assistants are competent as classroom instructors.
18. Library resources and services are adequate.

#### *Challenges*

34. I am able to register for classes I need with few conflicts.
69. There is a good variety of courses provided on this campus.
36. Security staff respond quickly in emergencies.
41. There is a commitment to academic excellence on this campus.
12. Financial aid awards are announced to students in time to be helpful in college planning.
17. Adequate financial aid is available for most students.

- 5. Financial aid counselors are helpful.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)

***Benchmarks***

**Higher Satisfaction vs. National Four-Year Publics**

- 16. The instruction in my major field is excellent.
- 8. The content of the courses within my major is valuable.
- 58. The quality of instruction I receive in most of my classes is excellent.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 32. Tutoring services are readily available.
- 14. My academic advisor is concerned about my success as an individual.
- 3. Faculty care about me as an individual.
- 53. Faculty take into consideration student differences as they teach a course.
- 70. Graduate teaching assistants are competent as classroom instructors.

**Lower Satisfaction vs. National Four-Year Publics**

- 69. There is a good variety of courses provided on this campus.
- 7. The campus is safe and secure for all students.
- 41. There is a commitment to academic excellence on this campus.
- 12. Financial aid awards are announced to students in time to be helpful in college planning.
- 72. On the whole, the campus is well-maintained

## Appendix M: Adult Student Inventory Survey Summary

### Strengths and Challenges

#### *Strengths*

- 59. Campus item: The value of the education I receive is excellent.
- 35. The quality of instruction I receive in my program is excellent.
- 42. Nearly all faculty are knowledgeable in their field.
- 55. Campus item: I can apply what I learned through coursework in my job.
- 4. The content of the courses within my major is valuable.
- 54. Campus item: Course curriculum materials are adequate to prepare me for related work experience outside of school.
- 57. Campus item: I have a thorough understanding of my degree requirements.
- 45. I am able to complete most of my enrollment tasks in one location.
- 24. There is a commitment to academic excellence at this institution.
- 14. Faculty are fair and unbiased in their treatment of individual students.
- 68. Campus item: Students from all ethnic backgrounds are included and supported at this institution.
- 52. Campus item: I have obtained the ability to read/write/speak critically and analytically from my educational experience.
- 31. I am able to register for classes by personal computer, fax, or telephone.
- 37. Part-time faculty are competent as classroom instructors.
- 7. The staff at this institution are caring and helpful.
- 40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.
- 5. Classroom locations are safe and secure for all students.

#### *Challenges*

- 60. Campus item: The courses currently offered during the day, evening, and weekend formats meet my scheduling needs.
- 3. Classes are scheduled at times that are convenient for me.
- 39. This institution responds quickly to my requests for information.
- 23. Adequate financial aid is available for most adult students.
- 29. I seldom get the "run-around" when seeking information at this institution.
- 34. I receive complete information on the availability of financial aid.
- 58. Campus item: Elective courses are offered at convenient times for me to take.

## **Benchmarks**

Lower Satisfaction vs. National Adult Students

- 42. Nearly all faculty are knowledgeable in their field.
- 41. Major requirements are clear and reasonable.
- 16. I am able to register for classes I need with few conflicts.
- 45. I am able to complete most of my enrollment tasks in one location.
- 3. Classes are scheduled at times that are convenient for me.
- 44. When students enroll at this institution, they develop a plan to complete their degree.
- 49. There are sufficient options within my program of study.
- 19. My academic advisor is knowledgeable about requirements in my major.
- 24. There is a commitment to academic excellence at this institution.
- 14. Faculty are fair and unbiased in their treatment of individual students.
- 39. This institution responds quickly to my requests for information.
- 23. Adequate financial aid is available for most adult students.
- 29. I seldom get the "run-around" when seeking information at this institution.
- 34. I receive complete information on the availability of financial aid.
- 37. Part-time faculty are competent as classroom instructors.
- 26. Faculty provide timely feedback about my progress.

## Appendix N: Student Improvement Focus Group Suggestions

The following verbatim written responses were provided and organized by six students (four of which were female, two were male; one first-year, one junior, and four seniors) in response to the question: What should be done to improve student success at NMHU?

### Advising

- Course scheduling needs to be improved
- Educate incoming freshmen on how to get advisement (Department and Academic Support)
- Advisors need a better sense of knowing each program of requirements
- Courses needed for graduation are not offered often enough
- Graduation audits are delayed so I did not know if my course substitution would count for several weeks
- My advisor did not line up core with future requirements
- Encourage more students to take art and music classes
- Courses schedules needs to be farther out, at least a year
- Have the classes students need regardless of the semester

### Campus Life

- The activities budget needs to be more transparent
- Advertise, communicate, and promote activities better
- Move things “to do” to the weekend
- Provide more campus amenities (third party-sponsored) and events
- Promote off-campus offered services and activities
- Encourage participation in community events
- Larger variety of social activities
- We need better transportation around the community
- More availability of restaurants and transportation

### Residence Halls

- Air conditioning and maintenance needs improvement
- Poor and noisy heater in my room
- Need a different design for some students

### Food

- Poor selection of food
- Too expensive
- Need more variety
- More places to eat on campus

### Communication

- Promote campus employment
- Use text messages to communicate more effectively with us

- Promote ARMAS, as it is great
- Figure out more ways to let us know what is happening
- No one answers or returns calls
- Tuition increase not good or well communicated

### **Teaching and Learning**

- More diversity in classes
- First-year experience should be required for transfer students
- Offer more hands-on experiences
- Increase in rigor and accountability
- The teachers are great but I am used to higher standard

## Appendix O: 35 Good Practices in Retention Survey

### *35 Good Practices in Retention Survey*

On September 20, 2016 the NMHU retention team was asked by the consultant to rate each suggestion below on a scale of one to seven to evaluate NMHU's current deployment of retention strategies, where:

- One represents "This strategy is not used at all;" and
- Seven represents "This strategy is used in a complete, effective way."

Thirteen surveys were returned. The mean scores for each item appear below with those at 2.0 or below highlighted as they may represent immediate improvement opportunities.

#	Item	Rating
1	Track the retention of cohort groups (e.g., under-prepared, undecided, honors students, athletes, commuters, residents, late admits, etc.), and develop targeted programs for those whose retention is low.	3.00
2	Conduct summer orientation programs, where the emphasis is on activities designed to build interpersonal affiliations to peers and bonds to the institution. Design and deliver orientation experiences for special groups of students (e.g., adults, transfers, internationals, athletes, selected majors, commuters, resident students).	4.23
3	Review all promotional materials to ensure that they are creating accurate pre-entry expectations of the institution. Develop well-designed campus visit experiences that realistically portray the institution to prospective students. Determine if recruitment activities are targeting students who are likely to be successful at the institution.	3.00
4	Provide a comprehensive sophomore-year experience that prepares undecided students for their major. For all sophomore students, provide a concrete academic plan to complete degree in four years.	1.42
5	Offer a wide array of student extracurricular activities.	3.54
6	Have a system in place to identify students who are under-prepared. Provide programs and services for academically under-prepared students.	3.62
7	Establish excellent academic support services (e.g., learning center, math lab, writing lab), and proactively assist students in using this assistance. Provide peer tutorial services and supplemental-like instruction for "killer courses."	5.17
8	Have a comprehensive first-year experience that includes an extended orientation course (i.e., first-year experience course).	4.92
9	Determine strategies that lessen the number of sophomore status students that leave the institution.	1.62
10	Design high-interest residential living programs and activities. Ensure residential facilities are in good condition.	3.08
11	Empower Retention Committee to address all retention-related initiatives regardless of reporting structures.	2.92
12	Conduct student satisfaction surveys on a systematic basis. Using results to plan improvements.	2.75
13	Conduct exit interviews to ascertain student reasons for leaving and possibly to resolve issues that are barriers to returning.	2.00
14	Require that students on academic probation participate in a "success" program that includes learning contracts.	2.58
15	Provide online and in-person tutorial support beyond academic support such as stress/time management, substance abuse, and study skills.	3.50

#	Item	Rating
16	Review availability of classes to be sure student needs are being met. Eliminate low-demand courses and increase availability of high-demand courses.	1.83
17	Employ processes that create specific strategies designed to foster degree completion and career goal attainment.	2.92
18	Identify students who may be dropout-prone by observing "behavioral cues" (e.g., missing classes, failing to apply for financial aid, not pre-registering, or requesting a transcript) as part of a proactive "early-alert" program. Reach out to those students to intervene and assist them. Use telecounseling to contact students experiencing difficulty or planning not to return. Communicate with students who are in good standing who fail to enroll.	3.17
19	Review all policies, procedures, syllabi, and processes to ensure that they are student-centered, learning-oriented, and outcomes-oriented.	2.45
20	Design financial aid systems that allow families to reapply for aid when financial circumstances have changed and increase scholarship aid allocations to match tuition increases.	4.10
21	Explore strategies that recruit a student back to the institution who has left in good standings.	1.83
22	Lessen the "campus runaround." Provide ongoing quality service training for all front-line support staff and supervisors. Design an intake system that includes a seamless orientation, assessment, advising, registration, and bill paying process.	2.17
23	Provide a comprehensive training program for students participating in the college work-study program.	1.83
24	Establish an office devoted exclusively to the improvement of the teaching/learning process. Develop an ongoing program to help faculty understand the critical role they play in retention. Eliminate or reduce large lecture classes (or have part of the course be a small discussion section). Assist faculty in learning about and using cooperative and collaborative teaching/learning strategies.	3.08
25	Connect alumni to current students in mentoring program.	1.92
26	Develop an institutional academic advising plan that includes the components that are associated with successful delivery and organization of advising services. Provide development opportunities for advisors. Design an evaluation program that assesses the effectiveness of the institution's advising program, as well as individual advisor. Develop or purchase a computerized degree audit system. Use this in advising. Involve faculty in academic advising.	3.75
27	Provide an Honors Program to challenge the best students and to structure ease of connections.	2.25
28	Change the attitude in serving students from, "We have the services, but students don't take advantage of them," to "How can we provide proactive ways of ensuring that students are supported by the programs we offer?"	2.54
29	Frontload the best instructors and advisors in the first and second year.	1.67
30	Provide an ongoing internal communications program for students and parents after enrollment.	1.25
31	Integrate technology into daily practice where faculty and staff are actively using web-based tools to engage students.	2.08
32	Provide a majority of coursework past lecture style courses where students are actively engaged in learning.	2.67
33	Design programs geared towards adult populations.	1.58
34	Provide enhanced and dynamic counseling services.	2.82
35	Host learning communities that foster more explicit intellectual connections between students, students and faculty, and disciplines of smaller subgroups of students, with a common sense of purpose, leading to an integration of classroom and non-classroom experiences.	5.18



**Appendix P: Variable Diagnostic Tables provided by Ruffalo Noel Levitz**

Rank	Page #	Label	Logistic Regression	T-Test	Chi-Square	Strength
1	3	<a href="#">High School GPA (Optimal Binning)</a>	0.608	0.0000	0.0000	Stronger
2	3	<a href="#">High School GPA</a>	0.622	0.0000	0.0000	
3	3	<a href="#">Academic Major</a>	0.612	0.0000	0.0000	
4	4	<a href="#">Primary County Code</a>	0.603	0.0000	0.0000	
5	6	<a href="#">Total Gift Funds (Optimal Binning)</a>	0.593	0.0000	0.0000	
6	6	<a href="#">Standing</a>	0.601	0.0000	0.0000	
7	6	<a href="#">Total Gift Funds</a>	0.597	0.0000	0.0000	
8	7	<a href="#">Standing (Optimal Binning)</a>	0.592	0.0000	0.0000	
9		<a href="#">Primary Zip Code</a>	0.586	0.0000	0.0000	
10		<a href="#">City</a>	0.582	0.0000	0.0000	
11		<a href="#">High School CEEB Code</a>	0.575	0.0000	0.0000	
12		<a href="#">SCF Code</a>	0.580	0.0000	0.0000	
13	7	<a href="#">Total FA Package (Optimal Binning)</a>	0.572	0.0000	0.0000	
14	7	<a href="#">Financial Aid Gap (Optimal Binning)</a>	0.576	0.0000	0.0000	
15	7	<a href="#">Total FA Package</a>	0.585	0.0000	0.0000	
16		<a href="#">Personicx Cluster Code</a>	0.578	0.0000	0.0000	
17	8	<a href="#">ACT English Score (Optimal Binning)</a>	0.565	0.0000	0.0000	
18	8	<a href="#">Department or Program Area</a>	0.566	0.0000	0.0000	
19	8	<a href="#">Major Admit</a>	0.573	0.0000	0.0001	
20	9	<a href="#">ACT Reading Score (Optimal Binning)</a>	0.571	0.0000	0.0000	
21	9	<a href="#">Percent of Need Met (Optimal Binning)</a>	0.554	0.0000	0.0000	
22	10	<a href="#">ACT Math Score (Optimal Binning)</a>	0.571	0.0004	0.0000	
23	10	<a href="#">Household Income Level</a>	0.565	0.0000	0.0005	
24	11	<a href="#">ACT Composite Score</a>	0.555	0.0002	0.0000	
25	11	<a href="#">Official ACT Scores Flag</a>	0.551	0.0000	0.0000	
26	11	<a href="#">Percent of Need Met</a>	0.574	0.0043	0.0000	
27	11	<a href="#">Personicx Life Stage Group</a>	0.558	0.0000	0.0038	

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28	12	<a href="#">Student Ethnicity</a>	0.551	0.0001	0.0021
29		<a href="#">Race</a>	0.551	0.0001	0.0021
30		<a href="#">Date Packaged</a>	0.544	0.0002	0.0005
31	12	<a href="#">ACT Science Score (Optimal Binning)</a>	0.559	0.0217	0.0000
32	13	<a href="#">ACT Science Score</a>	0.546	0.0030	0.0000
33	13	<a href="#">ACT English Score</a>	0.560	0.0001	0.0471
34	13	<a href="#">Days as Admit (Optimal Binning)</a>	0.532	0.0002	0.0001
35	14	<a href="#">Financial Aid Gap</a>	0.560	0.0032	0.0020
36	14	<a href="#">Avg. Household Income (Optimal Binning)</a>	0.544	0.0004	0.0016
37	14	<a href="#">Student Age (Optimal Binning)</a>	0.533	0.0008	0.0006
38	14	<a href="#">Parent income (Optimal Binning)</a>	0.538	0.0011	0.0033
39	15	<a href="#">Student Age</a>	0.531	0.0024	0.0020
40	15	<a href="#">Independent Status Flag</a>	0.530	0.0002	0.0056
41	15	<a href="#">Days as Applicant (Optimal Binning)</a>	0.532	0.0040	0.0054
42	15	<a href="#">Primary State of Student</a>	0.532	0.0010	0.0448
43	16	<a href="#">Flag Athlete</a>	0.532	0.0047	0.0048
44	17	<a href="#">Avg. Household Income</a>	0.545	0.0245	0.0194
45	17	<a href="#">Flag Hispanic Ethnicity</a>	0.532	0.0100	0.0099
46	17	<a href="#">Distance from Campus</a>	0.571	0.2353	0.0000
47	17	<a href="#">ACT Composite Score (Optimal Binning)</a>	0.542	0.0000	0.1696
48	18	<a href="#">Years since HS Graduation (Optimal Binning)</a>	0.522	0.0000	0.0053
49	18	<a href="#">Years since HS Graduation</a>	0.523	0.0019	0.0111
50	19	<a href="#">ACT Math Score</a>	0.536	0.0034	0.1676
51	19	<a href="#">Entry Term</a>	0.532	0.0223	0.1152
52	19	<a href="#">Student Total Income (Optimal Binning)</a>	0.516	0.0017	0.0874
53	20	<a href="#">Campus User-defined variable 1</a>	0.526	0.0098	0.0948
54	20	<a href="#">Days as Admit</a>	0.528	0.0331	0.2116

55	21	<a href="#">Department Admit</a>	0.525	0.0231	0.2686
56	21	<a href="#">Total Loan Funds</a>	0.520	0.0365	0.2034
57	21	<a href="#">ACT Reading Score</a>	0.512	0.9180	0.0029
58	22	<a href="#">Student Total Income</a>	0.513	0.0110	0.3849
59	22	<a href="#">Gender Flag</a>	0.521	0.1036	0.1035
60	22	<a href="#">Flag International</a>	0.512	0.0602	0.0610
61	22	<a href="#">Non-Traditional Student Flag</a>	0.507	0.0594	0.0577
62	23	<a href="#">Days as Applicant</a>	0.522	0.1396	0.2540
63	23	<a href="#">Financial Need</a>	0.524	0.4004	0.3063
64	23	<a href="#">Pell Grant Amount</a>	0.521	0.2455	0.3373
65	24	<a href="#">Student Total Income &gt; 0</a>	0.514	0.2935	0.3117
66	24	<a href="#">Parent income</a>	0.514	0.7329	0.2781
67	24	<a href="#">EFC &gt; 0 Flag</a>	0.512	0.3798	0.5491
68	24	<a href="#">Flag Pell Eligible</a>	0.510	0.4456	0.4452
69	25	<a href="#">Non-Resident Flag</a>	0.508	0.5258	0.5256
70	25	<a href="#">Residence Hall</a>	0.505	0.3501	0.8638
71	25	<a href="#">Total Income</a>	0.506	0.9750	0.4451
72	26	<a href="#">FAFSA Received Flag</a>	0.503	0.6734	0.6730
73	26	<a href="#">Flag First Generation</a>	0.504	0.7723	0.8751
74	26	<a href="#">In-State Eligibility</a>	0.503	0.7872	0.7870
75	26	<a href="#">Official SAT Scores Flag</a>	0.501	0.9354	0.9354

Insignificant

New Mexico Highlands University					
<i>High School GPA (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 2.935	700	434	62.00	1.22
2	ZZ	57	26	45.61	0.90
3	2.935 and below	699	282	40.34	0.79
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>High School GPA (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	3.39 or Greater	343	223	65.01	1.28
2	2.95 to 3.38	346	204	58.96	1.16
3	ZZ	57	26	45.61	0.90
4	2.54 to 2.94	357	154	43.14	0.85
5	2.53 or Less	353	135	38.24	0.75
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Academic Major</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	001A	Software Systems Design	2	2	100.00	1.96
2	0100	Comp & Mathematical Modeling	1	1	100.00	1.96
3	0113	General Engineering	8	7	87.50	1.72
4	002A	Fine Art	7	6	85.71	1.68
5	0116	Conservation Management	4	3	75.00	1.47
6	0070	Spanish	7	5	71.43	1.40
7	0035	English	23	15	65.22	1.28
8	0075	Music	31	20	64.52	1.27
9	0020	Chemistry	22	14	63.64	1.25
10	0110	Environmental Geology	11	7	63.64	1.25
11	0090	Mathematics	8	5	62.50	1.23
12	0093	Social Work	61	38	62.30	1.22
13	0050	History	13	8	61.54	1.21
14	0005	Biology	135	83	61.48	1.21
15	0112	Media Arts	47	28	59.57	1.17
16	0089	Computer Science	31	18	58.06	1.14
17	0025	Elementary Education	44	25	56.82	1.11
18	0013	Business Administration	132	74	56.06	1.10
19	0047	Health	86	48	55.81	1.10
20	0095	Psychology	87	47	54.02	1.06
21	0052	Political Science	21	11	52.38	1.03
22	0082	Criminal Justice Studies	111	57	51.35	1.01
23	0105	Forestry	63	32	50.79	1.00
24	0091	Sociology/Anthropology	22	11	50.00	0.98
25	0015	Software Driven Systems Design	2	1	50.00	0.98
26	0109	Pre-Engineering	31	15	48.39	0.95

27	0045	Human Performance & Sport	111	53	47.75	0.94
28	0001	Undeclared Non-Degree	19	8	42.11	0.83
29	0029	Special Education	5	2	40.00	0.78
30	0000	Undeclared	215	74	34.42	0.68
31	0107	Pre-Nursing	35	11	31.43	0.62
32	0125	University Studies	37	10	27.03	0.53
33	0118	Early Chldhd Multicultural Edu	13	2	15.38	0.30
34	0002	Art	8	1	12.50	0.25
35	0102	Math & Comp Sci for Sec Educ	2	0	0.00	0.00
36	0108	Nursing	1	0	0.00	0.00

Primary County Code of Student (<2 not shown)							
Rank	County Code	County	State	Total Number	Number Persisted	Persistence Rate (%)	Lift
48	53067	Thurston	WA	6	5	83.33	1.64
49	04019	Pima	AZ	5	4	80.00	1.57
50	04017	Navajo	AZ	4	3	75.00	1.47
51	35033	Mora	NM	42	29	69.05	1.35
52	35057	Torrance	NM	9	6	66.67	1.31
53	08001	Adams	CO	3	2	66.67	1.31
54	08005	Arapahoe	CO	3	2	66.67	1.31
55	12099	Palm Beach	FL	3	2	66.67	1.31
56	15003	Honolulu	HI	3	2	66.67	1.31
57	06073	San Diego	CA	11	7	63.64	1.25
58	35047	San Miguel	NM	394	246	62.44	1.23
59	ZZ	Missing Values		5	3	60.00	1.18
60	06095	Solano	CA	5	3	60.00	1.18
61	35039	Rio Arriba	NM	42	24	57.14	1.12
62	06025	Imperial	CA	7	4	57.14	1.12
63	32003	Clark	NV	9	5	55.56	1.09
64	06065	Riverside	CA	115	63	54.78	1.07
65	35049	Santa Fe	NM	52	27	51.92	1.02
66	35013	Dona Ana	NM	22	11	50.00	0.98
67	08031	Denver	CO	8	4	50.00	0.98
68	35053	Socorro	NM	8	4	50.00	0.98
69	49035	Salt Lake	UT	6	3	50.00	0.98
70	04005	Coconino	AZ	4	2	50.00	0.98
71	04021	Pinal	AZ	2	1	50.00	0.98
72	08069	Larimer	CO	2	1	50.00	0.98
73	12095	Orange	FL	2	1	50.00	0.98
74	35035	Otero	NM	2	1	50.00	0.98
75	48201	Harris	TX	2	1	50.00	0.98
76	49057	Weber	UT	2	1	50.00	0.98
77	53063	Spokane	WA	2	1	50.00	0.98
78	35055	Taos	NM	51	24	47.06	0.92

79	35001	Bernalillo	NM	83	39	46.99	0.92
80	35006	Cibola	NM	15	7	46.67	0.92
81	35043	Sandoval	NM	65	30	46.15	0.91
82	35061	Valencia	NM	27	12	44.44	0.87
83	18039	Elkhart	IN	9	4	44.44	0.87
84	35045	San Juan	NM	23	10	43.48	0.85
85	06037	Los Angeles	CA	60	26	43.33	0.85
86	48141	El Paso	TX	21	9	42.86	0.84
87	35027	Lincoln	NM	7	3	42.86	0.84
88	35019	Guadalupe	NM	19	8	42.11	0.83
89	08041	El Paso	CO	5	2	40.00	0.78
90	17031	Cook	IL	5	2	40.00	0.78
91	49049	Utah	UT	5	2	40.00	0.78
92	53033	King	WA	8	3	37.50	0.74
93	35005	Chaves	NM	11	4	36.36	0.71
94	06071	San Bernardino	CA	14	5	35.71	0.70
95	48113	Dallas	TX	6	2	33.33	0.65
96	08059	Jefferson	CO	3	1	33.33	0.65
97	35025	Lea	NM	3	1	33.33	0.65
98	53053	Pierce	WA	3	1	33.33	0.65
99	04013	Maricopa	AZ	19	6	31.58	0.62
100	35031	McKinley	NM	27	8	29.63	0.58
101	06001	Alameda	CA	4	1	25.00	0.49
102	06059	Orange	CA	4	1	25.00	0.49
103	35037	Quay	NM	4	1	25.00	0.49
104	35007	Colfax	NM	39	9	23.08	0.45
105	08035	Douglas	CO	5	1	20.00	0.39
106	53011	Clark	WA	5	1	20.00	0.39
107	35015	Eddy	NM	7	0	0.00	0.00
108	06107	Tulare	CA	4	0	0.00	0.00
109	06013	Contra Costa	CA	3	0	0.00	0.00
110	12021	Collier	FL	3	0	0.00	0.00
111	48381	Randall	TX	3	0	0.00	0.00
112	08007	Archuleta	CO	2	0	0.00	0.00
113	35011	DeBaca	NM	2	0	0.00	0.00
114	35017	Grant	NM	2	0	0.00	0.00
115	37081	Guilford	NC	2	0	0.00	0.00
116	48027	Bell	TX	2	0	0.00	0.00
117	48303	Lubbock	TX	2	0	0.00	0.00

New Mexico Highlands University					
<i>Total Gift Funds (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than \$4,254.50	405	257	63.46	1.25
2	\$1,019.50 to \$4,254.50	858	420	48.95	0.96
3	\$1,019.50 and below	193	65	33.68	0.66
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Standing (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	74.1 or Greater	264	176	66.67	1.31
2	55.1 to 74.0	278	156	56.12	1.10
3	ZZ	371	177	47.71	0.94
4	35.1 to 55.0	257	117	45.53	0.89
5	35.0 or Less	286	116	40.56	0.80
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Total Gift Funds (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$4,520.01 or Greater	364	227	62.36	1.22
2	\$2,906.51 to \$4,520.00	364	196	53.85	1.06
3	\$1,902.01 to \$2,906.50	355	169	47.61	0.93
4	\$1,902.00 or Less	373	150	40.21	0.79
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Standing (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 64.5	417	273	65.47	1.28
2	ZZ	371	177	47.71	0.94
3	64.5 and below	668	292	43.71	0.86
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Total Financial Aid Package (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than \$3,395.00	818	469	57.33	1.13
2	\$3,395.00 and below	638	273	42.79	0.84
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Financial Aid Gap (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$11,768.50 and below	681	392	57.56	1.13
2	ZZ	152	75	49.34	0.97
3	\$11,768.50 to \$15,657.50	476	227	47.69	0.94
4	Higher than \$15,657.50	147	48	32.65	0.64
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Total Financial Aid Package (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$5,557.01 or Greater	362	207	57.18	1.12
2	\$3,876.01 to \$5,557.00	366	204	55.74	1.09
3	\$2,250.01 to \$3,876.00	360	184	51.11	1.00
4	\$2,250.00 or Less	368	147	39.95	0.78
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT English Score (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 15.5	553	335	60.58	1.19
2	15.5 and below	434	205	47.24	0.93
3	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University							
<i>Department or Program Area</i>							
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift	
1	04	School of Social Work	66	42	63.64	1.25	
2	13	School of Business Media & Technology	193	108	55.96	1.10	
3	01	College of Arts & Sciences	862	460	53.36	1.05	
4	03	School of Education	65	32	49.23	0.97	
5	00	No College Designated	270	100	37.04	0.73	
<b>Total</b>			1456	742	50.96	1.00	

New Mexico Highlands University						
<i>Major Admit</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	002A	Fine Art	3	3	100.00	1.96
2	0058	Code Not Provided	2	2	100.00	1.96
3	0084	Code Not Provided	2	2	100.00	1.96
4	0009	Code Not Provided	1	1	100.00	1.96
5	0001	Undeclared Non-Degree	105	68	64.76	1.27
6	0035	English	11	7	63.64	1.25
7	0050	History	11	7	63.64	1.25
8	0025	Elementary Education	41	26	63.41	1.24
9	0075	Music	23	14	60.87	1.19
10	0110	Environmental Geology	10	6	60.00	1.18
11	0091	Sociology/Anthropology	24	14	58.33	1.14
12	0005	Biology	93	53	56.99	1.12
13	0112	Media Arts	32	18	56.25	1.10
14	0109	Pre-Engineering	42	23	54.76	1.07
15	0013	Business Administration	110	59	53.64	1.05
16	0020	Chemistry	15	8	53.33	1.05
17	0095	Psychology	85	43	50.59	0.99
18	0089	Computer Science	20	10	50.00	0.98
19	0079	Code Not Provided	4	2	50.00	0.98
20	0125	University Studies	4	2	50.00	0.98
21	0029	Special Education	2	1	50.00	0.98
22	0100	Comp & Mathematical Modeling	2	1	50.00	0.98
23	0000	Undeclared	387	193	49.87	0.98
24	0047	Health	91	43	47.25	0.93
25	0093	Social Work	28	13	46.43	0.91
26	0045	Human Performance & Sport	90	40	44.44	0.87
27	0052	Political Science	18	8	44.44	0.87
28	0082	Criminal Justice Studies	90	39	43.33	0.85
29	0002	Art	13	5	38.46	0.75
30	0107	Pre-Nursing	35	13	37.14	0.73
31	0105	Forestry	41	15	36.59	0.72
32	0090	Mathematics	4	1	25.00	0.49
33	0118	Early Chldhd Multicultural Edu	12	2	16.67	0.33
34	0102	Math & Comp Sci for Sec Educ	2	0	0.00	0.00
35	0015	Software Driven Systems Design	1	0	0.00	0.00
36	0039	Code Not Provided	1	0	0.00	0.00
37	0085	Code Not Provided	1	0	0.00	0.00
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Reading Score (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	30.5 and below	975	535	54.87	1.08
2	ZZ	469	202	43.07	0.85
3	Higher than 30.5	12	5	41.67	0.82
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Percent of Need Met (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 15.5	1128	611	54.17	1.06
2	ZZ	152	75	49.34	0.97
3	15.5 and below	176	56	31.82	0.62
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Math Score (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 15.5	779	449	57.64	1.13
2	15.5 and below	208	91	43.75	0.86
3	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Average Income</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	L	\$60,000 to \$64,999	60	38	63.33	1.24
2	C	\$15,000 to \$19,999	77	47	61.04	1.20
3	H	\$40,000 to \$44,999	130	77	59.23	1.16

4	F	\$30,000 to \$34,999	195	107	54.87	1.08
5	I	\$45,000 to \$49,999	51	27	52.94	1.04
6	A	Less than \$10,000	97	51	52.58	1.03
7	G	\$35,000 to \$39,999	58	29	50.00	0.98
8	B	\$10,000 to \$14,999	90	44	48.89	0.96
9	D	\$20,000 to \$24,999	76	37	48.68	0.96
10	K	\$55,000 to \$59,999	33	16	48.48	0.95
11	N	\$75,000 to \$99,999	130	63	48.46	0.95
12	E	\$25,000 to \$29,999	52	25	48.08	0.94
13	P	\$150,000 to \$174,999	21	10	47.62	0.93
14	ZZ	Missing Values	15	7	46.67	0.92
15	J	\$50,000 to \$54,999	104	48	46.15	0.91
16	S	\$250,000 and Above	50	23	46.00	0.90
17	O	\$100,000 to \$149,999	112	49	43.75	0.86
18	R	\$200,000 to \$249,999	7	3	42.86	0.84
19	M	\$65,000 to \$74,999	95	40	42.11	0.83
20	Q	\$175,000 to \$199,999	3	1	33.33	0.65
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Composite Score (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	20.1 or Greater	197	124	62.94	1.24
2	18.1 to 20.0	174	107	61.49	1.21
3	15.1 to 18.0	356	186	52.25	1.03
4	15.0 or Less	258	123	47.67	0.94
5	ZZ	471	202	42.89	0.84
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Official ACT Scores Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	1	987	540	54.71	1.07
2	0	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Percent of Need Met (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	30.1 to 42.0	326	187	57.36	1.13
2	42.1 or Greater	318	182	57.23	1.12
3	22.1 to 30.0	295	156	52.88	1.04
4	ZZ	152	75	49.34	0.97
5	22.0 or Less	365	142	38.90	0.76
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Personix Life Stage Group</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	9	Comfortable Independence	4	4	100.00	1.96
2	6	Working & Studying	13	9	69.23	1.36
3	21	Leisure Seekers	111	68	61.26	1.20
4	5	Busy Households	38	23	60.53	1.19
5	1	Starting Out	91	52	57.14	1.12
6	17	Bargain Hunters	76	40	52.63	1.03
7	10	Rural-Metro Mix	218	114	52.29	1.03
8	14	Diverging Paths	50	26	52.00	1.02
9	4	Social Connectors	25	13	52.00	1.02
10	15	Top Wealth	29	15	51.72	1.01
11	13	Working Households	123	63	51.22	1.01
12	11	Affluent Households	81	40	49.38	0.97
13	2	Taking Hold	33	16	48.48	0.95
14	19	Solid Prestige	60	29	48.33	0.95
15	20	Community Minded	94	45	47.87	0.94
16	12	Comfortable Households	127	60	47.24	0.93
17	3	Settling Down	36	17	47.22	0.93
18	18	Thrifty & Active	70	33	47.14	0.93
19	ZZ	Missing Values	15	7	46.67	0.92
20	8	Large Households	82	36	43.90	0.86
21	16	Living Well	44	18	40.91	0.80
22	7	Career Oriented	36	14	38.89	0.76
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University						
<i>Student Ethnicity</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	7	Hawaiian	9	6	66.67	1.31
2	1	Non-resident Alien	100	60	60.00	1.18
3	3	Hispanic	908	483	53.19	1.04
4	8	White	180	87	48.33	0.95
5	4	American Indian	104	46	44.23	0.87
6	6	African American	96	38	39.58	0.78
7	2	Unknown	18	7	38.89	0.76
8	9	Two or more races	35	13	37.14	0.73
9	5	Asian	6	2	33.33	0.65
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Science Score (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 14.5	847	476	56.20	1.10
2	14.5 and below	140	64	45.71	0.90
3	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Science Score (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	21.1 or Greater	196	126	64.29	1.26
2	19.1 to 21.0	229	126	55.02	1.08
3	16.0 or Less	272	140	51.47	1.01
4	16.1 to 19.0	290	148	51.03	1.00
5	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT English Score (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift

1	20.1 or Greater	207	131	63.29	1.24
2	16.1 to 20.0	254	153	60.24	1.18
3	14.1 to 16.0	198	102	51.52	1.01
4	14.0 or Less	328	154	46.95	0.92
5	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>No. of Days as Admit (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 34.5	1288	680	52.80	1.04
2	34.5 and below	157	58	36.94	0.72
3	ZZ	11	4	36.36	0.71
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Financial Aid Gap (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$6,855.01 to \$11,591.00	326	197	60.43	1.19
2	\$6,855.00 or Less	326	176	53.99	1.06
3	ZZ	152	75	49.34	0.97
4	\$11,591.01 to \$13,889.00	327	157	48.01	0.94
5	\$13,889.01 or Greater	325	137	42.15	0.83
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Avg. Household Income (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$34,269.00 and below	485	279	57.53	1.13
2	Higher than \$34,269.00	956	456	47.70	0.94
3	ZZ	15	7	46.67	0.92
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Student Age (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	18.5 and below	1212	642	52.97	1.04
2	Higher than 18.5	241	99	41.08	0.81
3	ZZ	3	1	33.33	0.65
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Parent income (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 11876.5	1051	561	53.38	1.05
2	ZZ	152	75	49.34	0.97
3	11876.5 and below	253	106	41.90	0.82
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Student Age (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	18.0 or Less	1212	642	52.97	1.04
2	18.1 or Greater	241	99	41.08	0.81
3	ZZ	3	1	33.33	0.65
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Independent Status Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	0	1207	635	52.61	1.03
2	ZZ	152	75	49.34	0.97
3	1	97	32	32.99	0.65
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>No. of Days as Applicant (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 123	1123	596	53.07	1.04
2	123 and below	323	142	43.96	0.86
3	ZZ	10	4	40.00	0.78
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Primary State of Student</i>						
Rank	Value	State	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	BC		3	3	100.00	1.96
2	KS	Kansas	2	2	100.00	1.96
3	MI	Michigan	2	2	100.00	1.96
4	NY	New York	2	2	100.00	1.96
5	OR	Oregon	2	2	100.00	1.96
6	CT	Connecticut	1	1	100.00	1.96
7	MD	Maryland	1	1	100.00	1.96
8	MT	Montana	1	1	100.00	1.96
9	ND	North Dakota	1	1	100.00	1.96
10	OH	Ohio	1	1	100.00	1.96
11	SD	South Dakota	1	1	100.00	1.96
12	NJ	New Jersey	3	2	66.67	1.31
13	WY	Wyoming	3	2	66.67	1.31
14	NC	North Carolina	5	3	60.00	1.18
15	NM	New Mexico	962	508	52.81	1.04
16	WA	Washington	30	15	50.00	0.98
17	NV	Nevada	12	6	50.00	0.98
18	VA	Virginia	6	3	50.00	0.98
19	HI	Hawaii	4	2	50.00	0.98
20	ID	Idaho	2	1	50.00	0.98
21	MN	Minnesota	2	1	50.00	0.98
22	CA	California	233	114	48.93	0.96
23	AZ	Arizona	37	17	45.95	0.90
24	IN	Indiana	11	5	45.45	0.89
25	UT	Utah	14	6	42.86	0.84
26	IL	Illinois	7	3	42.86	0.84
27	CO	Colorado	37	15	40.54	0.80

28	TX	Texas	49	19	38.78	0.76
29	FL	Florida	13	3	23.08	0.45
30	AB		1	0	0.00	0.00
31	DE	Delaware	1	0	0.00	0.00
32	GA	Georgia	1	0	0.00	0.00
33	KY	Kentucky	1	0	0.00	0.00
34	MO	Missouri	1	0	0.00	0.00
35	OK	Oklahoma	1	0	0.00	0.00
36	PR	Puerto Rico	1	0	0.00	0.00
37	RI	Rhode Island	1	0	0.00	0.00
38	SK		1	0	0.00	0.00

New Mexico Highlands University						
<i>Flag Athlete</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Y	Athlete	355	204	57.46	1.13
2	N	Not an athlete	1101	538	48.86	0.96
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University						
<i>Avg. Household Income (Equal Bins)</i>						
Rank	Value		Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$32,535.00 or Less		401	228	56.86	1.12
2	\$32,535.01 to \$40,905.00		351	178	50.71	1.00
3	\$40,905.01 to \$74,655.00		353	169	47.88	0.94
4	\$74,655.01 or Greater		336	160	47.62	0.93
5	ZZ		15	7	46.67	0.92
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University						
<i>Flag Hispanic Ethnicity</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Y	Hispanic ethnicity	981	523	53.31	1.05
2	N	Not Hispanic ethnicity	475	219	46.11	0.90
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>Distance from Campus (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	19 or Less	365	231	63.29	1.24
2	20 to 92	363	186	51.24	1.01
3	541 or Greater	364	180	49.45	0.97
4	93 to 540	364	145	39.84	0.78
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Composite Score (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Higher than 18.5	371	231	62.26	1.22
2	12.5 to 18.5	579	299	51.64	1.01
3	ZZ	471	202	42.89	0.84
4	12.5 and below	35	10	28.57	0.56
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Years since HS Graduation (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	ZZ	27	20	74.07	1.45
2	0.5 and below	1324	690	52.11	1.02
3	Higher than 0.5	105	32	30.48	0.60
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Years since HS Graduation</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	-1	1	1	100.00	1.96
2	8	1	1	100.00	1.96
3	16	1	1	100.00	1.96

4	ZZ	27	20	74.07	1.45
5	4	9	5	55.56	1.09
6	0	1323	689	52.08	1.02
7	14	2	1	50.00	0.98
8	3	10	4	40.00	0.78
9	2	19	7	36.84	0.72
10	9	3	1	33.33	0.65
11	10	3	1	33.33	0.65
12	1	43	11	25.58	0.50
13	5	3	0	0.00	0.00
14	6	2	0	0.00	0.00
15	7	2	0	0.00	0.00
16	17	2	0	0.00	0.00
17	19	2	0	0.00	0.00
18	11	1	0	0.00	0.00
19	21	1	0	0.00	0.00
20	25	1	0	0.00	0.00
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Math Score (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	19.1 or Greater	245	149	60.82	1.19
2	16.1 to 17.0	140	80	57.14	1.12
3	17.1 to 19.0	167	94	56.29	1.10
4	16.0 or Less	435	217	49.89	0.98
5	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Entry Term</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	F2011	Fall 2011	413	227	54.96	1.08
2	F2014	Fall 2014	274	144	52.55	1.03
3	F2013	Fall 2013	346	168	48.55	0.95
4	F2012	Fall 2012	423	203	47.99	0.94
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>Student Total Income (Optimal Binning)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$11,570.50 and below	1276	661	51.80	1.02
2	ZZ	152	75	49.34	0.97
3	Higher than \$11,570.50	28	6	21.43	0.42
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Campus User-defined variable 1</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	N	Nat American in state	1	1	100.00	1.96
2	5	Colorado Tuition Reciprocity	6	5	83.33	1.64
3	F	International	10	8	80.00	1.57
4	J	Non Resident Athletic Waiver	11	8	72.73	1.43
5	D	Dependent Waiver	3	2	66.67	1.31
6	W	WUE	45	29	64.44	1.26
7	2	Competitive Scholarship	30	18	60.00	1.18
8	U	Unknown	9	5	55.56	1.09
9	I	In-State	882	452	51.25	1.01
10	O	Out-of-State	434	205	47.24	0.93
11	ZZ	Missing Values	24	9	37.50	0.74
12	4	Native American Waiver	1	0	0.00	0.00
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>No. of Days as Admit (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	202 or Greater	359	193	53.76	1.05
2	92 to 171	377	197	52.25	1.03
3	172 to 201	347	177	51.01	1.00
4	91 or Less	353	170	48.16	0.95
5	ZZ	20	5	25.00	0.49
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Department Admit</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	12	Code Not Provided	49	28	57.14	1.12
2	11	Code Not Provided	11	6	54.55	1.07
3	00	No College Designated	444	237	53.38	1.05
4	13	School of Business Media & Technology	101	51	50.50	0.99
5	01	College of Arts & Sciences	720	360	50.00	0.98
6	03	School of Education	63	31	49.21	0.97
7	02	Code Not Provided	37	18	48.65	0.95
8	04	School of Social Work	31	11	35.48	0.70
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>Total Loan Funds (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$0.00 or Less	1007	527	52.33	1.03
2	\$0.01 to \$1,750.00	342	165	48.25	0.95
3	\$1,750.01 or Greater	107	50	46.73	0.92
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>ACT Reading Score (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	20.1 or Greater	216	132	61.11	1.20
2	0.0 or Less	281	163	58.01	1.14
3	16.1 to 20.0	241	130	53.94	1.06
4	0.1 to 16.0	249	115	46.18	0.91
5	ZZ	469	202	43.07	0.85
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Student Total Income (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$0.00 or Less	1052	546	51.90	1.02
2	ZZ	153	75	49.02	0.96
3	\$0.01 or Greater	251	121	48.21	0.95
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Gender Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	0	725	385	53.10	1.04
2	1	731	357	48.84	0.96
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Flag International</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Y	International student	100	60	60.00	1.18
2	N	Not international	1356	682	50.29	0.99
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>Non-Traditional Student Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	0	1424	731	51.33	1.01
2	1	32	11	34.38	0.67
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>No. of Days as Applicant (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	131 to 203	360	192	53.33	1.05
2	288 or Greater	356	188	52.81	1.04
3	204 to 287	365	191	52.33	1.03
4	130 or Less	361	166	45.98	0.90
5	ZZ	14	5	35.71	0.70
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Financial Need (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	\$11,025.01 to \$17,104.50	326	181	55.52	1.09
2	\$11,025.00 or Less	326	167	51.23	1.01
3	\$17,104.51 to \$18,692.00	358	177	49.44	0.97
4	ZZ	152	75	49.34	0.97
5	\$18,692.01 or Greater	294	142	48.30	0.95
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Pell Grant Amount (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	2776 or Greater	213	113	53.05	1.04
2	2001 to 2775	437	229	52.40	1.03
3	ZZ	587	292	49.74	0.98
4	2000 or Less	219	108	49.32	0.97
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Student Total Income &gt; 0 Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	0	1052	546	51.90	1.02
2	ZZ	153	75	49.02	0.96
3	1	251	121	48.21	0.95
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Parent income (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	16727 to 35490	326	178	54.60	1.07
2	35491 to 69090	326	173	53.07	1.04
3	69091 or Greater	326	168	51.53	1.01
4	ZZ	153	76	49.67	0.97
5	16726 or Less	325	147	45.23	0.89
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Expected Family Contribution &gt; 0 Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	1	753	393	52.19	1.02
2	0	551	274	49.73	0.98
3	ZZ	152	75	49.34	0.97
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Flag Pell Eligible</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	Y	PELL award recipient	869	450	51.78	1.02
2	N	Not a PELL recipient	587	292	49.74	0.98
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>Non-Resident Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	1	456	238	52.19	1.02
2	0	1000	504	50.40	0.99
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Residence Hall</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	EKYH	East Kennedy Hall	1	1	100.00	1.96
2	SKYH	South Kennedy Hall	1	1	100.00	1.96
3	MELH	Melody Hall	145	76	52.41	1.03
4	ZZ	Missing Values	456	238	52.19	1.02
5	CONH	Connor Hall	216	110	50.93	1.00
6	NRH	New Residence Hall	493	249	50.51	0.99
7	GREH	Gregg House	4	2	50.00	0.98
8	ARCH	Archuleta Hall	134	63	47.01	0.92
9	ARRH	Arrott House	6	2	33.33	0.65
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>Total Income (Equal Bins)</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	17645 to 36557	326	177	54.29	1.07
2	36558 to 71006	326	170	52.15	1.02
3	71007 or Greater	326	168	51.53	1.01
4	ZZ	153	76	49.67	0.97
5	17644 or Less	325	151	46.46	0.91
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>FAFSA Received Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	1	1304	667	51.15	1.00
2	0	152	75	49.34	0.97
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University						
<i>Flag First Generation</i>						
Rank	Value	Description	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	N	Not first generation	684	352	51.46	1.01
2	Y	First Generation status	610	309	50.66	0.99
3	ZZ	Missing Values	162	81	50.00	0.98
<b>Total</b>			1456	742	50.96	1.00

New Mexico Highlands University					
<i>In-State Tuition Eligibility Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	1	882	452	51.25	1.01
2	0	574	290	50.52	0.99
<b>Total</b>		1456	742	50.96	1.00

New Mexico Highlands University					
<i>Official SAT Scores Flag</i>					
Rank	Value	Total Number	Number Persisted	Persistence Rate (%)	Lift
1	1	299	153	51.17	1.00
2	0	1157	589	50.91	1.00
<b>Total</b>		1456	742	50.96	1.00