2016-2017 Retention Accomplishments

Strategies are updated with accomplishments and other relevant information about progress, and when appropriate, it is noted when another institutional report should be referenced.

Implementation of strategies and accomplishments of objectives since January 2016:

Since oversight of retention has been assigned to the VPSEM in January 2016 a comprehensive and student-centered strategy to support students throughout their college experience and increase the number of students completing their degree has been implemented. The remainder of this report provides a description of the objectives, strategies and actions that have been accomplished to fulfill the goals set forth by the 2016-2020 Retention Plan (Retention Plan), including work completed with the assistance of RNL when relevant to the strategy listed.

Objective	Action Step	Specific Action	Responsible Party	Target Start Date	Target Completion / Revisit Date	Measureable Outcomes	Resources Needed	Updates and Accomplishments
Objective 1: Coordinate and synchronize retention efforts	1A: Identify an Administrative Office Charged with Overseeing Enrollment Management, including Retention Efforts	Identify or create an appropriate office headed by an administrator with sufficient authority to oversee the implementation of this plan	**President Minner** and *Provost*	*Spring 2016*	Completed January 2016	Established Office of the VP for Strategic Enrollment Management	New position created with administrative support	Accomplished-January 2016 – retention Initiatives assigned to VPSEM and AVPAA
	1B: Institutionalize the Retention Advisory Council	Develop a retention advisory council with official recognition, an established membership, an official charge, and written procedures	**Office of the VP for Strategic Enrollment Management**	*Spring 2016*	Completed February 2016	Council formalized	Staff and faculty time	Accomplished-February 2016
Objective 1: Coordinate and synchronize retention efforts (cont'd)	1C: Develop and Adopt a Retention Plan	Complete the development and adoption of a university-wide retention plan. Continuously assess progress towards retention plan goals	**Office of the VP for Strategic Enrollment Management**, Retention Advisory Council, Faculty, Staff, and Student Senate	*Spring 2016*	April 2016	A well-developed university-wide endorsed plan	Staff and faculty time	-Oct, 20016 – Board of Regents voted and endorsed the Retention Plan -Sept 18, 2016 – Student Senate voted and endorsed the Retention Plan -Sept 2, 2016 – Staff senate voted and endorsed the Retention Plan -April 27, 2016 – General Senate voted to approve the Retention Plan -April 13, 2016 – Retention Plan endorsed by Faculty Senate, with revisions -Aug 25, 2015 – Retention Plan submitted to the Dean of Students for dissemination to executive Team

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	1D: Develop and publicize clear, measurable benchmarks for retention efforts	These are included in the Retention Plan	**Retention Advisory Council**	*Spring 2016*	*March 2016, Ongoing*			-August 2017 – Retention Update includes additional and clarified goals and strategies developed with assistance from RNL. Update presented by VPSEM to campus community at professional development week.
Objective 2: Increase opportunities for student academic integration	2A: Implement and evaluate an evidence-based First-Year Experience Learning Communities program	Continually evaluate and improve the approved plan.	**Coordinator of Academic Enrichment**, FYE Advisory Council, OIER	*Spring 2016*	*Every Winter Break and Summer*	• 95% freshmen participation • 80% freshmen pass LC class • 80% freshmen retained • 80% LC faculty teach LC again	*FYE Coordinator and OIER Time*	-See FYE LC 2016-2017 Co-curricular outcomes assessment plan and report. See Academic Enrichment strategic plan
Objective 2: Increase opportunities for student academic integration (cont'd)	3A. Increase Students' Self-Report of Academic Integration	Increase in the mean score on the academic integration questions on the FYE survey	**FYE Advisory Committee**, OIER, Coordinator of Academic Enrichment	*Ongoing*	*Spring 2017*	*Increase from a baseline mean score of 3.8 to a mean score of 4.0 by spring 2017.*		-See FYE LC 2016-2017 co-curricular outcomes assessment report. The strategizing and reporting of this measure will henceforth be included only in the FYE LC co-curricular report.
	2B: Improve Advisement	Develop and endorse an NMHU Advising Policies and Procedures Manual document	**Faculty Senate**, Student Affairs Committee, and advising staff	*Spring 2016*	*May 2016*			-Faculty Advising Manual adopted July 29, 2016
		Clarify through email instructions the current system for the assignment of advisors in Banner	**Office of Academic Affairs**, OIER	*Spring 2016*	*August 2016* *May 2017*	• 90% of Faculty advisors listed in Banner • 95% of faculty advisors are correct		-The "Academic Advising" strategy team collected data to identify advisor assignments, which was communicated to the academic deans so they can reassign advisors in the Banner system. All advisors were updated over summer 2017. -Transfer students have been assigned an advisor in Banner.
		Ensure office hours are updated in Banner	**Deans**, Office of Academic Affairs, Faculty	*Spring 2016*	*August 2016* *May 2017*	• 90% of faculty update office hr. • 95% of faculty update office hr.		This strategy will be addressed through the "Academic Advising" strategy team and the HLC Persistence and Completion Academy project, both focused on improving advising
Objective 2: Increase opportunities	2B: Improve Advisement (cont'd)	Continue the dynamic messaging system that informs students of the name and contact information of	**ITS**, EOS	*Spring 2016*				Academic Advising Team and the Persistence Academy Team will determine process for notifying students of their advisor

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for student academic integration (cont'd)		*their advisor whenever they log onto Banner and D2L*					
	2B: Improve Advisement (cont'd)	*Develop procedures to ensure students declare a major no later than their sophomore year or participate in career exploration*	**University Studies Advisor**, *Academic Enrichment Coordinator, Career Services Director*	*Spring 2016*			*In collaboration with Career Service, FYE LC has all students in UNST 101 Integrative Seminar participate in career exploration.*
		Enhance efforts to support University Studies students	**Office of Academic Affairs**, *University Studies Advisor, Academic Enrichment Coordinator*	*Spring 2016*			*This strategy will carry over to the 2017-2018 Retention Update.*
Objective 2: Increase opportunities for student academic integration (cont'd)		*Develop four-year degree plan road maps for each major and load into the Degree Audit system*	**Office of Academic Affairs**, *Deans, Department Chairs*	*Spring 2017*	*Fall 2017* *Fall 2018* *Fall 2020*	• *50% of majors will have road maps* • *75% of majors will have road maps* • *95% of majors will have road maps*	*Faculty time*	*The "Academic Roadmaps" strategy team has collected course scheduling and enrollment data for the last five years. This data will be given to each academic department to be used for revising the department's academic roadmaps in Spring 2018.*
	2B: Improve Advisement (cont'd)	*Create specific avenues of communication between faculty and student support staff, as identified in the Advising Manual*	**Student Affairs Committee & Advising Staff**	*Spring 2016*	*Ongoing, Fall 2017*		*Staff and Faculty time*	*Per the Faculty Advising Manual, communication occurs through Degree Audit. Faculty and staff advisors make notes in Degree Audit that can be seen by other faculty and staff advisors. The Office of Academic Support provides faculty sessions on how to use Degree Audit for advising purposes.*
		Explore course scheduling software and coordinate and plan university-wide course offerings and scheduling to optimize students' ability to plan ahead and create schedules	**Office of Academic Affairs**, *Deans, Registrar ITS*	*Spring 2016*	*Fall 2017* *Fall 2018* *Fall 2020*	• *50% of courses will be scheduled using scheduling software* • *75% of courses will be scheduled using scheduling software*	*Scheduling Software*	*-Fall 2016-Scheduling software was reviewed by the Office of Academic Affairs and was included as a budget priority but was not funded* *-Fall 2017-Scheduling software is being reconsidered by the Office of Academic Affairs* *-The "Academic Roadmaps" strategy team is collaborating with the University of New Mexico's Institute of Design Innovation project for course scheduling.*

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Objective	Strategy	Action	Responsible	Start	Target	Benchmark	Resources	Results
Objective 2: Increase opportunities for student academic integration (cont'd)		*conducive to graduating within four years and take into account articulation agreements for transfer students*				• *100% of courses will be scheduled using scheduling software*		
	2B: Improve Advisement (cont'd)	*Increase communication with faculty and students about summer orientations in order to increase involvement*	**Director of Academic Support**, *Director of Recruitment*	*Spring 2017*	*Fall 2018*	*Office of Academic Support will have created long-term orientation schedule based on academic calendar and shared with faculty*	*Staff time*	*-May 2016-The communication plan to faculty and staff included a series of emails inviting them to participate in new student orientations.* *-General emails with the dates were sent April 1, 2016 and May 21, 2016.* *-A series of 5 emails were sent approximately a week before each orientation, and 5 "thank you" emails were sent the week after each orientation* *-12 emails sent regarding orientation to faculty and staff.* *-Communication plan to potential students consisted of emails and phone calls to admitted students at 2 week intervals.* *-We utilized a staff/faculty call out on 2/27, 3/4, 3/16, and 3/24 as an additional contact.* *-2,513 students contacted.* *-Contact was done every two weeks or until the prospective student indicated they were not going to attend NMHU.* *-273 students attended orientation.* *-365 registered for orientation.* *-75% attendance rate for orientation.* *-269 students that attended orientation enrolled for classes.* *-98.5% enrollment rate for students that attend orientation.*
Objective 2: Increase opportunities for student academic integration (cont'd)	*2B: Improve Advisement (cont'd)*	*Require all students to document advisement in Degree Audit with an advisor prior to class registration*	**Office of Academic Affairs**, *Faculty Senate*	*Spring 2017*	*Fall 2017* *Fall 2018* *Fall 2020*	• *50% of student and adviser document advisement in Degree Audit* • *75% of student and adviser document advisement in Degree Audit* • *95% of student and adviser document advisement in Degree Audit*	*Faculty and Student time*	*-Jan. – Dec. 2016- Advisors in Academic Support documented 1,783 records of advisement in Degree Audit* *-Fall 2016-100% of first time freshmen (323 includes part-time students) were advised by Academic Support Advisors and advisement was documented in Degree Audit* *-Spring 2017-All continuing (225) first time freshmen were advised by Academic Support Advisors and advisement was documented in Degree Audit*
		Require faculty advisor approval for change of major	**Registrar**, *Faculty Senate*	*Summer 2017*	*Fall 2017*	• *50% of faculty approve change in major*		*This strategy will be addressed through the "Academic Advising" strategy team and the HLC Persistence and Completion Academy project, both focused on improving advising*

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Objective 2: Increase opportunities for student academic integration (cont'd)					*Fall 2018* *Fall 2020*	• *75% of faculty approve change in major* • *95% of faculty approve change in major*		
	2B: Improve Advisement (cont'd)	*Provide regular faculty training in university technology (Degree Audit, Desire2Learn, Self-Service Banner, Outlook, Lync, SharePoint, etc.)*	**EOS**, *CTE, Deans, Chairs, VPAA, Faculty*	*Ongoing*	*Fall 2016* *Fall 2017* *Fall 2018* *Fall 2019* *Fall 2020*	• *50% of Faculty attend a training* • *60% of Faculty attend a training* • *70% of Faculty attend a training* • *80% of Faculty attend a training* • *90% of Faculty attend a training*		*-The Office of Academic Support provided three Advisement Trainings for faculty and staff during the 2016-2017 academic year. Eight trainings are scheduled for fall 2017.* *-Fall 2016 faculty development included training in Degree Audit, Desire2Learn, Self-service Banner, Office 365 outlook.* *-Fall 2017 faculty development included training in Desire2Learn, Self-service Banner, Office 365 outlook.*
	2C: Consider Implementation of a Summer Bridge Program	*Evaluate possibilities during 2016-2017 academic year.*	**FYE Advisory Committee**, *OIER, Coordinator of Academic Enrichment*	*Summer 2017*				*-The possible development of this strategy is now being investigated through the "Fully Prepared for the First Day of Class" strategy team and will be updated in their reporting.* *-The STEMfast grant project is developing a summer bridge in-residence program to assist students in STEM.*
Objective 3: Increase Opportunities for Students to Achieve Social Integration	*3A. Increase Students' Self-Report of Social Integration*	*Increase in the mean score on the social integration questions on the FYE survey*	**FYE Advisory Committee**, *OIER, Coordinator of Academic Enrichment*	*Ongoing*	*Spring 2017*	*Increase from a baseline mean score of 3.7 to a mean score of 4.0 by spring 2017.*		*See FYE LC 2016-2017 co-curricular outcomes assessment report. The strategizing and reporting of this measure will henceforth be included only in the FYE LC co-curricular report.*
Objective 3: Increase Opportunities for Students to Achieve Social Integration (cont'd)	*3A: Identify Areas for Improvement*	*Work with Student Senate to survey students regarding satisfaction with housing, meal plans, and extra-curricular activities and identify areas for improvement*	**Office of Student Affairs**, *Student Senate, survey support from OIER*	*Spring 2017*	*Fall 2017*	*Completed Student Satisfaction Survey*	*Staff time*	*SSI and ASPS surveys administered on October 2016: Males/females equal opportunity in intercollegiate athletics:* *-Importance = 6.22* *-Satisfaction = 5.36* *Easy involved in campus organizations:* *-Importance = 6.12* *-Satisfaction = 5.39* *Sufficient number of weekend activities:* *-Importance = 5.82* *Satisfaction = 3.99* *Intercollegiate programs contribute to a strong sense of school spirit:* *-Importance = 5.71*

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Objective 3: Increase Opportunities for Students to Achieve Social Integration (cont'd)								-Satisfaction = 4.4 A variety of intramural activities are offered: -Importance = 5.55 -Satisfaction = 4.79 Student activities fees are put to good use: -Importance = 6.28 -Satisfaction = 4.72 See "Review Housing Options" and "review meal Options" below for updates specific to these areas. - Skyfactor is utilized to administer surveys on student satisfaction at events, particular services, and campus-wide programming. In addition, the Office of the Dean of Students uses Skyfactor to assess housing, food services, and other factors that relate to student persistence at NMHU.
	3B: Improve Social Activities 3B: Improve Social Activities	Work with the Student Senate to review surveys relevant to activities	**Office of Student Affairs**, Student Senate, Office for SEM	Spring 2017	Spring 2017 and Ongoing	Identify activities that will increase student social engagement based on survey	Tools for improved communications	-Social activities as part of the campus life initiative began in the fall of 2016 and the Outdoor Recreation Center had a grand opening on September 26, 2016
		Increase facility hours available for intramural sports	**Office of Student Affairs**, Campus Life	Fall 2016	Fall 2018	Facility hours expanded for student use		-Sala de Madrid is now available to be utilized for intramural basketball and volleyball. -The Campus Life strategic plan includes obtaining a building to be used specifically for intramural sports, as intramurals conflict with official sport schedules in the Wilson Complex.
	3C: Improve Social Activities	Increase staffing and security for extra-curricular activities on campus, particularly evenings and weekends	**Office of Student Affairs**, Campus Life	Fall 2016	Fall 2018	Increase of 1-3 staff and 1-3 security officers at evening and weekend activities, depending on size and type of event	Staff Time Security Officer Time	Security staffing is provided based on activity, date, and proportion to expected attendance.
	3C: Improve Social Activities (cont'd)	Create solutions for transportation need	**Office of Student Affairs**, Campus Life, City of Las Vegas	November 2015	Ongoing review to determine need	Local transportation provided		Students are provided with local transportation 3 days per week on Monday, Wednesday, and Friday. The transportation initiative began on November 9, 2015. The days have been adjusted to reflect the students' needs.
Objective 3: Increase Opportunities for Students to Achieve Social		Create a comprehensive, university-wide plan to involve Highlands students in community service projects and increase	**Office of Student Affairs**, Campus Life, Bill Taylor	Spring 2018	Spring 2020	Service Learning Plan		Fall 2016 – Service Learning Committee created the Committee Submitted plan to Provost Jan 2017 HU Serves Project will start Fall 2017 with guest speaker on Sept 22, 2017

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Integration (cont'd)		community involvement						
	3D: Review Housing Options	Review survey responses relevant to housing.	**Office of Student Affairs**, Housing Office, Facilities, Office for SEM	Spring 2017	Spring 2017 Spring 2018 Spring 2019 Spring 2020	• 60% of students satisfied w/housing • 65% of students satisfied w/housing • 75% of students satisfied w/housing • 80% of students satisfied w/housing	Staff time	SSI and ASPS surveys administered on October 2016: Living conditions: -Importance = 6.38 -Satisfaction = 4.59 Residence hall regs.: -Importance = 6.15 -Satisfaction = 4.88 Residence hall staff: -Importance = 6.11 -Satisfaction = 4.94 - The Office of the Dean of Students uses Skyfactor to assess housing and other factors that relate to student persistence at NMHU.
	3C: Review Meal Options	Review survey responses relevant to meal plans	**Office of Student Affairs**, Office for SEM	Spring 2017	Spring 2017 Spring 2018 Spring 2019 Spring 2020	• 60% of students satisfied w/meal plans • 65% of students satisfied w/meal plans • 75% of students satisfied w/meal plans • 80% of students satisfied w/meal plans	Staff time	SSI and ASPS surveys administered on October 2016: Adequate selection of food: -Importance = 6.2 -Satisfaction = 4.57 - The Office of the Dean of Students uses Skyfactor to assess food services and other factors that relate to student persistence at NMHU. RFP for new food service contractor approved Dec 2016 New food service contractor (Sodexo) started providing food services Spring 2017
Objective 4: Support Students with Coursework Needs	4A: Effective Interventions in Math and English	Ongoing collection and review of student outcomes and data for review by the Dean of the CAS	**Office of Academic Affairs**, Math and English faculty, Department Chairs, OIER, Dean of CAS,	Ongoing	Spring 2020	• To be developed	To be determined	-Revisions made to math 120 and 140 courses and English 106, 111, and 112 courses to incorporate best practices -Math software was purchased for co-requisite, self-paced and accelerated options -Professional development for math teaching is being provided through the STEMfast grant initiatives -English Composition co-requisite model is now provided for all students testing into English 106

Objective 5: Develop and Evaluate Interventions to Support Student Learning	*5A: Early Alert*	*Increase faculty use of early alert* *Continue to monitor the early Alert system and contact students each semester during 3rd week of classes*	***Office of SEM**, Office of Academic Support, Academic Affairs, Deans, Faculty Senate*	*Ongoing*	*Fall 2016* *Fall 2017* *Fall 2018* *Fall 2019*	• *70% of Faculty participate in Early Alert* • *80% of Faculty participate in Early Alert* • *90% of Faculty participate in Early Alert* • *95% of Faculty participate in Early Alert*		***-Spring 16** communication regarding the NMHU Alert systems consisted of a series of 5 emails sent throughout the semester.* ***-Fall 16** communication regarding the NMHU Alert systems consisted of a series of 5 emails sent throughout the semester.* *-Spring 16- A total of 32 faculty participated in academic alert reporting and a total of 205 students* *-Fall-16 A total of 30 faculty participated in academic alert reporting and a total of 125 students* *-Spring 17- A total of 28 faculty participated in early alert reporting total of 147 students*
	5A: Early Alert (cont'd)	*Integrate Early Alert in the First Year Experience Learning Communities*	***Office of SEM,** Office of Academic Support, AE Coordinator, LC faculty*	*Ongoing*	*Fall 2016* *Fall 2017* *Fall 2018* *Fall 2019* *Fall 2020*	• *50% of Faculty participate in Early Alert* • *60% of Faculty participate in Early Alert* • *70% of Faculty participate in Early Alert* • *80% of Faculty participate in Early Alert* • *90% of Faculty participate in Early Alert*	*Committed time*	*-AE coordinator reviewed early alert with LC faculty during fall 2016 and 2017 faculty development week, explaining that advisors in Academic Support are given freshman caseloads based on LC and will follow up on the early alerts sent.* *-24 of 40 (60%) LC faculty utilized the alert system in the fall 16 semester*
Objective 5: Develop and Evaluate Interventions to Support Student Learning (cont'd)	*5B: Attendance Alert*	*Collect accurate attendance data from all faculty*	***Office of Academic Affairs,** Faculty, Staff, ITS, Registrar*	*Ongoing*	*Fall 2017* *Fall 2018*	• *50% of faculty participate in Attendance Alert* • *75% of faculty participate in Attendance Alert* • *95% of faculty participate in Attendance Alert*	*Committed time*	*-Fall 16-A total of 28 faculty participated in early alert reporting a total of 77 students* *-Spring 17-A total of 21 faculty participated in early alert reporting and a total of 62 students*

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					Fall 2020			
Objective 5: Develop and Evaluate Interventions to Support Student Learning (cont'd)		*In conjunction with Academic Affairs and Faculty Senate, develop and approve a policy that requires tracking of attendance of undergraduate students in the first two weeks of classes through the Early Alert system*	***Faculty Senate**, Office of Academic Affairs*	*Spring 2016*	*Fall 2018*	*Completed and approved attendance policy*	*Committed time*	*-Recommendations were provided to the Academic Affairs Committee on 4/6/16 during committee meeting.* *-Modifications to the alert system were made and implemented in Banner on 4/15/16 with input from AA committee members Carlos Martinez, Gloria Gadsden, and Kerry Loewen.* *-Draft policy created and submitted on 5/9/16 and the committee is still working on the Faculty Senate charge to develop a faculty policy on this issue.*
	5C: Coordination of Tutoring Services	*Identification of a single point of contact for tutoring services*	***Office of Academic Affairs & Office of Student Affairs***	*Fall 2016*	*Spring 2017*	*Single point of contact identified and publicized*	*Committed time*	*Spring 2017 – Academic Resources Committee created* *Spring 2017 – Academic Resources Brochure created*
		Develop a program for supplemental online tutoring for non-traditional and center students	*EOS, Learning Center, ARMAS, Writing Center*	*Spring 2016*	*Summer 2016*	*NetTutor in place and available to all NMHJU students*	*NetTutor contract*	*-April 2016: Contracted with NetTutor and is now available 24/7 to all NMHU students* *-For the 2016-17 AY 118 sessions were logged for a total of 44 hours of assistance through NetTutor*
Objective 5: Develop and Evaluate Interventions to Support Student Learning (cont'd)	*5D: Increase Opportunities to Maintain Academic Integration and Satisfactory Academic Progress*	*Half-term Courses: Eight-week courses beginning after midterm would allow students who have withdrawn from courses the opportunity to make up those lost credits, maintain track for degree, and remain eligible for financial aid and the Lottery Scholarship*	***Office of Academic Affairs***	*Spring 2016*	*Ongoing*	• *8wk courses offered every semester*	*Scheduling Software Committed time*	*-33 short-term courses were offered in Spring 2016* *-16 short-term courses were offered in Fall 2016* *-57 short-term courses were offered in Spring 2017* *-Freshman Amnesty Program adopted for Fall 2017 after two-year pilot*
	5D: Increase Opportunities to Maintain Academic Integration and Satisfactory Academic Progress (cont'd)	*Summer Intersession Course Offerings: An increase in summer course offerings and*	***Office of Academic Affairs***	*Spring 2016*	*Ongoing*	*Intercession courses offered every year*	*Scheduling Software Committed time*	*This strategy will carry over to the 2017-2018 Retention Update.*

Objective 5: Develop and Evaluate Interventions to Support Student Learning (cont'd)		*coordination of the scheduling of these courses would help students decrease time to degree, offer opportunities to remain eligible for financial aid, and also keep students engaged with the university throughout the summer months*						
	5D: Increase Opportunities to Maintain Academic Integration and Satisfactory Academic Progress (continued)	*Winter Intersession Course Offerings: Offering courses during the winter break will help keep students engaged with campus while also offering them an opportunity to make up credits (if failed) and thereby keep financial aid (especially the Lottery Scholarship) that would typically be lost*	**Office of Academic Affairs**	*Ongoing*	*Ongoing*	*Intercession courses offered every year*	*Scheduling Software Committed time*	*-Ten classes were offered between Dec. 14-20 in the HPS department. One 200-level, one 300-level, and four 400-level were available to undergraduate students. Three of the graduate offerings had 0 enrollment.*
Objective 5: Develop and Evaluate Interventions to Support Student Learning (cont'd)	5F: Launch programming at the Center for Teaching Excellence	*Implement CTE plan -create website or resources -create faculty learning communities: new faculty certificate program, learning community faculty, HIPs training, learning community*	**CTE Director**	*Ongoing*			*Committed time*	*-CTE Opened September 2015 -Website Completed Fall 2015 -D2L Mastery and Contingent Orientation courses launched Fall 2016. -Digital Pedagogy launch spring 2017 -Professional development week, August 2016, planned and implemented to all faculty and staff -Learning community faculty training implemented Spring 2016 and ongoing -HIPs training – revised to "HIPs planning" which occurred throughout Fall 2016. HIPs training will begin once funds have been released, presumably this Spring. Both committees submitted plans to the Provost office, pending approval and funding. See CTE yearly report for more accomplishments See CTE strategic plan for further planning and updates*

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		faculty support and professional development *-provide weekly professional development best practices* *-promote current faculty excellence*						
Objective 6: Collect Student Data Related to Needs and Barriers	*6A: Collect and Maintain Accurate Contact Information*	*Create a system that automatically sends a duplicate email to students' personal email addresses when faculty or staff email the students' @live.nmhu.edu email address*	***Office of Strategic Enrollment Management***	*Fall 2016*	*Fall 2017*	• *100% of students receive duplicate email*	*Committed time from ITS personnel*	*It has been determined that this strategy would be inconsistent with the student handbook policy on use of @live.nmhu.edu email and FERPA.*
Objective 6: Collect Student Data Related to Needs and Barriers (cont'd)	*6A: Collect and Maintain Accurate Contact Information (cont'd)*	*Create a system in which any time a faculty or staff member meets with a student (such as during advising), the student is asked to check and update contact information in Self-Service Banner before leaving the meeting*	***Academic Affairs and SEM**, Faculty, Advising Staff*	*Spring 2016*	*Fall 2016* *Fall 2017* *Fall 2018* *Fall 2019* *Fall 2020*	• *50% of students check/update info.* • *60% of students check/update info.* • *70% of students check/update info.* • *80% of students check/update info.* • *100% of students check/update info.*	*Committed time by faculty and staff*	*This strategy will carry over to the 2017-2018 Retention Update.*
		Require Self-Service banner and Desire2Learn to frequently prompt students to update contact information.	***ITS**, EOS*	*Fall 2016*	*Fall 2016*	• *100% of students receive prompt*	*Committed time from ITS and EOS personnel*	*This strategy will carry over to the 2017-2018 Retention Update.*

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Objective 6: Collect Student Data Related to Needs and Barriers (cont'd)	6A: Collect and Maintain Accurate Contact Information (cont'd)							
	6B: Support Transfer Students	Collect information regarding transfer students and prepare a retention plan specific to transfer students over the course of the academic year	**Retention Advisory Council** and OIER,	Summer 2016	Fall 2017	Complete retention plan for transfer students	Committed time from retention advisory council and OIER	-Transfer student data regarding persistence and completion has been reviewed and areas identified where data can be disaggregated. A semester-by-semester table was also created to show attrition of transfer students by semester. -Academic Support now has a Transfer Student Orientation Coordinator that will specifically work to increase matriculation of transfer students. -Transfer Orientation available to transfer students Aug 15, 2017. 43% of the students that RSVPd showed up to the event. -Transfer students now have advisors listed in Banner
	6C: Support Athletes	Study the needs of athletes and develop a comprehensive support plan	**Faculty Senate** and Faculty Athletic Committee	Spring 2017	Fall 2018	Complete support plan for athletes	Committed time by FAC committee	-RNL data provided additional information about athletes, showing that freshman athletes persist at a higher rate than non-athletes. Data will need to be disaggregated by sport to offer additional insight.
Objective 6: Collect Student Data Related to Needs and Barriers (cont'd)	6D: Support Non-returning Students 6D: Support Non-returning Students (cont'd)	Continually revise retention plan specific to these students over the course of the academic year	**Retention Advisory Council** and OIER	Summer 2016	Spring 2017 Spring 2018 Spring 2019 Spring 2020	• Revise plan based on data • Revise plan based on data • Revise plan based on data • Revise plan based on data	Committed time from retention advisory council and OIER	*This sub-population of students is now called "returning students" -Data was collected to determine the number of returning students by semester.
	6E: Support International, Non-traditional, and Students with Families	Collect information regarding international students, non-traditional students, and students with families and prepare a	**Retention Advisory Council** and OIER, International Education	Summer 2016	2019	Complete retention plan for nontraditional and international students	Committed time from retention advisory council and OIER	This strategy will carry over to the 2017-2018 Retention Update.

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		retention plan specific to these students over the course of the academic year						
	6F: Collect data on student attendance							*Other than attendance alert, attendance data cannot be collected because there is not a mechanism for faculty to report attendance. The attendance alert data is reported in 5B.*

In addition to the actions accomplished as stated above, NMHU contracted with Ruffalo Noel Levitz (RNL) in August 2016. The below section of this report is a summary of the additional retention initiatives that have taken place with the assistance of RNL.

Retention Components	Proposed Calendar	Comments
SRP 2013 Data Readiness	Completed July 6, 2016	<u>Web meeting</u> to prepare for transfer of data for SRP variable diagnostics and SRP model-building
Retention visit 1: Student Retention Predictor model review and intervention review and intervention planning; broad retention strategy identification	Completed August 8-9, 2016	Final review of SRP 2016 predictive model, training workshops and determination of CSI, Data Center and Student Satisfaction Inventory implementation details; overview partnership for faculty, staff, and Leadership
Retention visit 2: Visit to identify salient enrollment improvement opportunities to be considered in a systematic program of improvement	Completed September 21-22, 2016	Focus groups and interviews with presentation of retention recommendations on the afternoon of the second day
Satisfaction Inventory	Completed October 2016	SSI/ASPS administration details TBD by remote consultation with support of Ruffalo Noel Levitz (Shannon Cook) with on-campus interpretation Dave Trites
Retention visit 3: Retention	Completed	Information-informed consensus for

planning retreat using SSI data and variable diagnostics from SRP modeling process	November 2-3, 2016	vital few priorities, targets; retreat format with cross-functional Participants
Retention visit 4: Retention plan development	Completed December 8-9, 2016	Plan priorities deployment to develop action steps required to deploy plan priorities and full integration with current NMHU strategic and retention Plans
Retention visit 5: Retention plan finalization and final action plan deployment with Measurement systems and a focus on deployment of consensus retention priorities	Completed January 9-10, 2017	Finalize retention plan, goals, strategies, action plans, and meet with Executive Council

In consultation with RNL, Highlands administered the Student Satisfaction Inventory (SSI) to main campus students and the Adult Student Predictor Survey (ASPS) to center students to help inform the identification of retention strategies. These surveys ask students to determine what services are most important to them and to rate how well NMHU is providing the services. The data was used at the Retention Summit to determine retention strategies to focus on.

RNL 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. The strategy teams develop the strategy further or develop strategies related to that area. These teams immediately began strategizing to make improvements in the specified areas. These teams are overseen by strategy teams that develop the strategy further or develop strategies 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/.

Accomplishments of strategy teams, 2016-2017:

Information in the descriptions below may or may not also be included in the accomplishments table at the beginning of this document, depending on whether or not the team was addressing issues listed in the Retention Plan.

The "Fully Prepared for the First Day of Class" strategy team, in consultation with the "Academic Advising" strategy team and the Matriculation Taskforce has developed an Enrollment Success Contract program for first-time freshmen who are admitted within 35 days of the first day of class, are probationary admits, or have an ACT score <13 / SAT <740. This program will begin fall 2017 and is intended to provide at-risk students with additional support towards success.

The "Assure Opportunities to Apply Classroom Learning through Internships, Practicums, & Campus Employment" strategy team has drafted a student employment pay scale matrix for suggested use by Human Resources in an effort to create student employment equity across campus. The Human Resources department has instituted a policy requiring campus departments to develop job descriptions for all student jobs and to post openings on the Career Services website (http://www.nmhu.edu/career-services/on-campusjobs-2/). A chart is being developed to align suggested campus employment opportunities with relevant majors. A taskforce of stakeholders across campus was convened by Human Resources to streamline the student hiring process. The strategy team developed a proposed job description and organization chart for the position of campus employment coordinator. This will be included in strategic planning proposals and supported as funding allows. The team is collecting data on the availability of internships and practicums in academic areas in an effort to identify opportunities for the incorporation of additional internships and practicums into academic programs and will be shared with the Deans and faculty in the fall to assess feasibility for pilot programs based on current programs.

The "Academic Roadmaps" strategy team collected course scheduling and enrollment data for the last five years. This data was given to each academic department to be used for revising the department's Academic Roadmap. This strategy team is also collaborating with the University of New Mexico's Institute of Design Innovation project for course scheduling.

The "Academic Advising" strategy team collected data to identify advisor assignments, which was communicated to the academic deans so they can reassign advisors in the Banner system. All advisors should now be accurate. The team is also looking at data to see if students are actually majoring in the program for which they are declared so that academic departments can contact students to complete major change forms. Transfer students have been assigned an adviser and Transfer Student Orientation was created and began summer 2017. Also with the assistance of RNL, freshmen completed the College Student Inventory (CSI) and met with their advisors about their individualized reports, which contributed to efforts for improved advising.

The "University-Wide Service Culture" strategy team, in conjunction with the Power of Service team, surveyed Highlands' staff and faculty to determine topics that should be covered in the newly-implemented training series. The trainings are now scheduled and will begin September 28, 2017. The team also implemented staff trainings for the new Banner query program called SnapShot, which allows staff members a quick look at important student information to better serve students without referring the student to other departments unnecessarily. A High-Traffic Departments meeting was also held prior to the fall 2017 semester. Departments shared their most-important information with other departments in order to allow staff to be able to provide intra-departmental information to students. The team also facilitated, in conjunction with Campus Life, ITS, University Relations, and Athletics, a synchronized calendar system that allows students to view all campus events via mobile devices on the Ellucian GO application.

Background

In 2006 an ad-hoc retention committee was formed and developed the *2007-2008 Draft Retention Plan*. However, this plan was never formally adopted and endorsed by the university. The oversight and coordination of implementing actions recommended by the draft plan did not occur. Although the Plan was never officially endorsed, several of the recommendations were acted upon or implemented by many student service offices and units. The work of this committee offered direction, yet needed a more formal organizational structure and administrative oversight to be implemented. The focus of this initial (2007-08) plan was

on lower division students and their transition to the university. Though there were some faculty on this committee, the proposed plan was not broad in scope, and pertained primarily to student support services.

Recent Planning by new Retention Committee. The next effort to address retention emerged much more recently. An ad-hoc Retention Committee began meeting again on December 16, 2014, to develop a broad-based NMHU Draft Retention Plan. The committee consisted of 19 members that represented faculty students and staff from different units across campus. Since December 2014, the ad hoc committee met 11 times and developed the 2016-2020 *Retention Plan.* This plan was much broader in scope, and its first recommendation was for the president to identify an administrative office charged with overseeing enrollment management. Two additional critical recommendations were to formally institute a retention committee and to develop a formal university-wide retention plan.

Table 1
History of committee and plan development and approval process 2007-2015

Purpose	Action	Dates
Address retention issues	Ad hoc retention committee created the 2007-08 retention plan. Never formally presented, nor approved by the university	AY 2007-2008
Analysis and preliminary Plan development	Re-establishment of informal ad-hoc committee	Dec. 2014
	Eleven meetings to discuss and revise draft plan	Dec. 2014 – Aug. 2015
	2014 Draft Retention plan included in HLC Assurance Report	
2014 Draft Retention Plan presented to administration	Submitted to NMHU Executive Team (President Minner, Provost Aguilar, VPF Baca, Dean Trujillo)	Aug 25, 2015

Institutional Coordination and Oversight. A new administrative position was created to provide the necessary leadership and development of a comprehensive Strategic Enrollment Management Plan. This position, created by President Sam Minner, was the Vice President for Strategic Enrollment Management. Dr. Edward Martinez is serving in this leadership role and provides coordination and oversight.

Retention Advisory Council. In January 2016, the oversight of campus-wide retention was assigned to the VPSEM and Associate VP for Academic Affairs to manage and implement retention efforts. The Retention Advisory Council was then formalized by the VP for Strategic Enrollment Management and includes members from administration, faculty, staff, and students.

Student Success and Retention Plan Development and Dissemination Plan. The Retention Advisory Council met on February 5 and 16, 2016 to discuss and revise the *"Increasing Student Success and Academic Excellence at New Mexico Highlands University: A Retention Plan 2016-2020."* The final *Draft Student Success and Retention Plan* was completed by the Retention Advisory Council and sent to the Faculty, Staff and Student Senates as well as the General Faculty for review, comments,

and endorsement. Table 1 below indicates the history and timeline for the oversight responsibilities and the development, review, comment, and endorsement period by the Senate Committees.

Table 2

Timeline for development and endorsement of the Increasing Student Success and Academic Excellence at New Mexico Highlands University: A Retention Plan 2016-2020 document

Purpose	Action	Dates
Oversee Retention Issues	Oversight assigned to VPSEM and AVPAA	Jan 29, 2016
	Retention Advisory Council established by VPSEM	Feb 5, 2016
Revision of Plan	New plan title: *Increasing Student Success and Academic Excellence at New Mexico Highlands University: A Retention Plan 2016-2020* Refined goals, objectives and actions. Added measureable outcomes and resource needs.	Feb 16 – March 9, 2016
Review period by campus-wide constituents	Submitted to Faculty, Staff, and Students for comments	Mar 9 – Mar 21, 2016
Refine plan based on faculty, student and staff comments	Plan Revisions by Retention Advisory Council	Mar 21 – 31, 2016
Plan Endorsement	Approval by Faculty Senate	April 13, 2016
Plan Endorsement	Approved by General Faculty	April 27, 2016
Plan Endorsement	Approved by Staff Senate	September 2, 2016
Plan Endorsement	Approved by Student Senate	September 18, 2016
Plan Endorsement	Approved by Board Of Regents	October 28, 2016
Plan Implementation	Sub-committee assignments to implement actions identified in the plan.	May, 2016 – May, 2020
Plan Revision	Assessment Review	August, 2016 – May 2020

Last Updated Jan. 20 2016
Prepared by E. Martinez

The *Increasing Student Success and Academic Excellence at New Mexico Highlands University: A Retention Plan 2016-2020* document provided the below context, data, goals, and objectives.

Students
Highlands maintains open access and affordability because we understand these efforts are central to our core mission of recruiting and retaining historically under-served populations. At Highlands, that specifically means economically stressed, first-generation college students, particularly those from ethnic minority groups. For the past ten years, we have maintained a student body that is consistently 50% Hispanic with an additional 15% from other ethnic minority groups.

We are successful in recruiting diverse populations:

➤ Historically about 20% of our first-time freshman students come from families with incomes below federal poverty thresholds.
➤ Data from the Free Application for Federal Student Aid (FAFSA) suggest that approximately 50% of first-time freshmen are first-generation college students.
➤ The percentage of international students in the student body has increased from 1.3% in fall 2000 to 5.9% in the fall of 2014.
➤ The percentage of African American students in the student body has increased from 2.6% in the fall of 2000 to 6.6% in the fall of 2014.

Goals
Goal 1: Increase Retention

Table 3
Historical Retention and Graduation Rates and Measureable Goals

		Historical									Goals
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2020
Freshmen	2nd term	69	72	71	78	72	74	75	78	74	85
	2nd yr.	53	45	45	48	51	55	47	48	52	55
	4-yr	6	3	6	5	9	8	6	10	8	12
	6-yr	25	21	19	19	21	16	18	17	18	25
Transfers	All 4-yr	43	51	50	48	41	42	40	41	39	50
	All 6-yr	51	48	49	57	55	55	51	49	48	60
	AA 4-yr	71	72	65	68	67	65	69	69	67	80
	AA 6-yr	80	74	81	75	75	73	76	75	72	90

* Percentage rates in the year reported
**Data provided by OIER

Last Updated Jan. 20 2016
Prepared by E. Martinez

Goal 2: Increase Student Success

Table 2.
Historical Student Success Data and Measureable Goals

		Historical									Goals
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2020
Freshmen First Semester	**% Not on Academic Probation**	74%	68%	71%	67%	71%	67%	75%	77%	79%	85%
	Average Credits Earned	12.1	11.1	11.2	11.2	11.0	11.2	12.0	12.9	13.1	15
	% Earning Lottery Scholarship	53%	54%	53%	50%	49%	47%	57%	53%	63%	75%

Objectives

1. **Coordinate and synchronize retention efforts**
2. **Increase opportunities for student academic integration**
3. **Increase opportunities for students to achieve social integration**
4. **Support students with coursework needs**
5. **Develop and evaluate interventions to support student learning**
6. **Collect student data related to needs and barriers**

Table 3 below indicates the progress and accomplishment of retention efforts that address some of the goals and objectives set forth in the retention plan prior to assigning retention oversight to the VPSEM.

Table 3
Examples of student success and retention efforts and progress toward reaching goals prior to VPSEM oversight

2015-2016	➢ Freshman Experience Program (FEP) team attended Washington Center's National Summer Institute on Communities in July
	➢ Center for Teaching Excellence (CTE) Director Dr. Diana Marrs hired in August
	➢ CTE established in STEC building to support engaging, structured opportunities for faculty and staff members to continually develop their teaching and job skills and provide specific support for faculty teaching learning communities
	➢ FEP implemented fall 2015 with 17 themed Learning Communities
	➢ Freshman Forum redesigned using principles from *On Course*
	➢ Peer mentors and academic advisors assigned to each learning community and offered co-curricular activities throughout the semester to assist in transition to college
	➢ NMHU student transportation services initiated by Office of Campus Life
	➢ NMHU Emergency Food/Basic Needs Pantry initiated
	➢ NMHU Lactation room located in the Student Union Building

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	- Highlands' financial incentive program created to encourage timely degree completion starting with the class of 2019. Each incoming freshman student that completes his or her degree in four years or less will be awarded $1,000 upon graduation.
	- Reorganization and realignment of administrative offices to more effectively address challenges in enrollment management, academic affairs, and the Dean of Students reporting lines, clarify roles and responsibilities for retention efforts, and enhance effective communication and collaboration across the institution
	   o Vice-President for Strategic Enrollment Management Dr. Edward Martinez hired to coordinate, synchronize, and implement recruitment and enrollment initiatives (December).
	   o Consulting firm hired to assist VP Martinez in assessing and quantitatively evaluating recruitment and retention initiatives leading data-driven decisions in the future (March).
	   o Associate Vice-President for Academic Affairs position restructured into 2.5 positions including Graduate Dean (0.5), Director of the Office of Research and Sponsored Projects (1.0), and the AVPAA (1.0). Interim AVPAA Dr. Carol Linder responsible for overseeing and coordinating professional development offered through the CTE, Academic Enrichment including Learning Communities and Honors, and ARMAS.

2014-2015	- Casey Applegate-Aguilar hired as Academic Enrichment Coordinator (August) - Provost Dr. Teresita Aguilar reintroduced the tradition of Fall Convocation (Fall 2014) for the Class of 2018 (August). - All freshmen enrolled in revised freshman forum geared at standardizing expectations and using common syllabus and assigning peer mentors out of Academic Support to each class (August). - Mandate that all programs to develop degree completion road maps for freshman and transfer students in light of new 120 credit hour requirement - Skip Downing's *On Course* faculty development in student-centered learning offered to all faculty interested in learning communities (one-day workshop in January, three-day workshop in May) - Comprehensive FEP developed and fully adopted by Academic Affairs Committee (November). - Revision of scholarship program to allow students the ability to retain a portion of their scholarship through appeal
2009-2014	- Board of Regents approved decrease of credits from 128 to 120 and 51 upper division credit hours to 45 to complete degree (March, 2014) - In 2009 the Achieving in Research, Math, and Science (ARMAS) Center opened. The Center was designed to provide a space conducive to student engagement where STEM students can find both social and academic support for their efforts to be successful with difficult course material and seeks to empower students through the innovative delivery of proven best practices, such as Supplemental Instruction in STEM gateway courses, professional development for faculty, internship opportunities for students. Additionally, ARMAS has computers and printing available for students, a textbook lending library, and a spacious study area. The ARMAS Center is open Monday – Thursday from 8:00-10:00pm, Friday 8:00-5:00 and Sundays 5:00 – 10:00pm. - Early Attendance system implemented and continually revised - Degree Works software adopted (2011-2012) to improve the provision and coordination of advising services and the development of individualized degree plans for all students - Viles and Crimmins Residence Hall opened providing 276 beds within 89 apartment-style suites geared towards incoming freshman students, a major step in providing quality-housing options for students who live on campus - Implementation of tracking student athletes in Banner to provide increased information - Steps toward the elimination of pre-college level courses in English and math and replacement with more effective interventions