



2018-2019 Retention Plan

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Document Updates and Council Members

Document last updated: January 18, 2019

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 2018-2019 academic year, including more context, clarification and alignment of past and new goals.

Current Advisory Council Members:

Lee Allard (Institutional Research Director)

Reyna Alvizo (STEMfast Community College Outreach Coordinator)

Kimberly Blea (Dean of Students)

Leon Bustos (Adjunct Instructor, Psychology and Director of Academic Enrichment)

Susan Chavez (Financial Aid Director)

Craig Conley (Associate Professor, Forestry)

Jim Deisler (Associate Athletic Director)

Julia Geffroy-Lementino (Native American Center Coordinator)

Margaret Gonzales (Director, Campus Life)

Jessica Jaramillo (Director, Recruitment and Undergraduate Admissions)

Sarra Hinshaw (Visiting Professor, Biology)

Warren Lail (Interim Dean of College of Arts and Sciences / Interim Dean of Graduate Studies)

Edward Martinez (Vice President for Strategic Enrollment Management, VPSEM)

Rebecca Moore (Professor, Social Work)

Kristen Olds (Transfer Admissions Counselor)

Iliana Ortiz (Graduate Studies Student Recruiter)

Thomasinia Ortiz-Gallegos (Registrar)

Benito Pacheco (Director, Office of Academic Support)

Jesus Rivas (Professor, Biology)

Buddy Rivera (Director, NMHU Farmington Center)

Julie Tsatsaros (Instructor of Forestry, Natural Resources)

Yvette Wilkes (Housing Director)

Ian Williamson (Associate VP for Academic Affairs & Research/Director of Office of Research & Sponsored Projects)

Executive Summary

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 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 Advisory Council distributes a yearly list of accomplishments to the faculty, staff, students, administration, and Board of Regents. The 2017-2018 accomplishments are documented in the 2017-2018 Retention Accomplishments document. To refine retention strategies for the next academic year, the Retention Advisory Council has created the 2018-2019 Retention Plan Update herein, which provides more context, as well as clarification and alignment of past goals and new goals.

On November 3-4, 2016 the Retention Summit event identified several sub-populations and strategies they believed represent the best retention improvement opportunities to focus on during upcoming Plan Do Study Act (PDSA) cycles. The Retention Advisory Council afterward formulated goals for each of the identified sub-populations. Strategy teams were created for each of the five strategies identified at the summit. These teams immediately began strategizing to make improvements in the specified areas by first reviewing additional data for each subpopulation and followed by, in some cases, surveying or interviewing students. Based on this additional investigation of each subpopulation, strategy teams created a report with recommendations based on the data on how to move forward with their respective subpopulation (see 2017-2018 Retention Accomplishments Report for full reports).

This Retention Plan 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 Advisory Council. The 2018-2019 Retention Plan 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 2018 cohort fall-to-spring (2nd semester) retention goal for first-time, full-time freshmen is 78%.
- Highlands University’s 2018 cohort fall-to-fall (2nd year) retention goal for first-time, full-time freshmen is 54%.

Freshman Sub-population goals:

- **Increase persistence among first-time freshmen who are participating in the Enrollment Success Program:** Achieve a fall-to-fall (2nd year) retention rate of 45% for fall 2018 entering students who are participating in the Enrollment Success Program.
- **Increase persistence among first-time freshmen who identify as Native-American:** Achieve a fall-to-fall (2nd year) retention rate of 32% for fall 2018 Native-American students.
- **Increase persistence among first-time freshmen who identify as African-American:** Achieve a fall-to-fall (2nd year) retention rate of 27% for fall 2017 entering African-American students
- **Increase persistence among first-time freshmen athletes:** Achieve a fall-to-fall (2nd year) retention rate of 55% for fall 2018 entering students who are athletes.
- **Increase persistence among first-time freshmen STEM Majors attending ARMAS:** Achieve a fall-to-fall (2nd year) retention rate of 66% for fall 2018 entering students who are STEM majors and are attending ARMAS.
- **Increase persistence among first-time freshmen Non-STEM Majors attending ARMAS:** Achieve a fall-to-fall (2nd year) retention rate of 58.7% for fall 2018 entering students who are Non-STEM majors and are attending ARMAS.
- **Increase persistence among all first-time freshmen attending ARMAS:** Achieve a fall-to-fall (2nd year) retention rate of 61.5% for all fall 2018 entering students who are attending ARMAS.

Goal 2: Increase Persistence among Transfer Students

- Highlands University's 2018 cohort fall-to-fall 3rd semester retention goal for first-time transfer students without an associate's degree is 54%.
- Highlands University's 2018 cohort fall-to-fall 3rd semester retention goal for first-time transfer students with an associate's degree is 80%.
- Highlands University's 2018 cohort fall-to-fall (3rd semester) retention goal for first-time transfer student athletes without an associate's degree is 50%.
- Highlands University's 2018 cohort fall-to-fall (3rd-semester) retention goal for first-time transfer student athletes with an associate's degree is 70%.

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 class of 2019 is 9.5%.
- Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen (fall 2014 cohort) is 20%. The 6-year completion goal for the class of 2019 is 20%.
- Highlands University's class of 2020 4-year completion goal for first-time, full-time freshmen athletes (fall 2016 cohort) is 20%. The 4-year completion goal for the class of 2019 athlete cohort is 15%.
- Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen athletes (fall 2012 cohort) is 23.2%. The 6-year completion goal for the class of 2019 athlete cohort is 25%.
- Highlands University's class of 2020 4-year completion goal for first-time, full-time freshmen participating in the Enrollment Success Program (fall 2016 cohort) is 20%. The 4-year completion goal for the class of 2019 Enrollment Success Program participants is 15%.
- Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen participating in the Enrollment Success Program (fall 2012 cohort) is 20%. The 6-year completion goal for the class of 2019 Enrollment Success Program participants 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 transfer students without an associate's degree is 27%. The completion goal for the class of 2019 is 26%.
- Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time transfer students with an associate's degree is 74%. The completion goal for the class of 2019 is 73.5%.
- Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer students without an associate's degree is 32%. The completion goal for the class of 2019 is 31%.
- Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer students with an associate's degree is 75%. The completion goal for the fall 2013 cohort is 74%.
- Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time transfer student athletes without an associate's degree is 25%. The completion goal for the class of 2019 is 25%.
- Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time transfer student athletes with an associate's degree is 75%. The completion goal for the class of 2019 is 75%.
- Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer student athletes without an associate's degree is 31%. The completion goal for the class of 2019 is 31%.
- Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer student athletes with an associate's degree is 81%. The completion goal for the class of 2019 is 81%.

Goal 5: Increase Student Success among Freshmen

- Highlands' 2020 goal for academic standing is that 82% 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 2018) is 80%.
 - The 2020 goal for average credits earned by first-time full-time freshmen in their first semester is 15 credits. That goal for the Fall 2018 cohort is 15 credits earned.
 - The 2020 goals for the Lottery Scholarship is that 72% 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 2018) is 68% of the total eligible cohort and 61% of those retained will earn the scholarship.
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Retention Council Charter

New Mexico Highlands University • Las Vegas, New Mexico

President Sam Minner has appointed a Retention Advisory Council that will be sponsored by Edward Martinez, Interim VP, Strategic Enrollment Management. 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. Students dropping out is 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. Promoting and practicing diversity, equity, and inclusion in all facets of a college experience are key to a meaningful and successful student experience.
16. Educational programs and services cannot compensate for the absence of competent, caring, and conscientious faculty and staff.
17. Key to improving the quality of student life and learning are student-centered policies, procedures, and programs.
18. 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 Strategic 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.

Retention Updates

2016-2020

New Mexico Highlands University • Las Vegas, New Mexico

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.

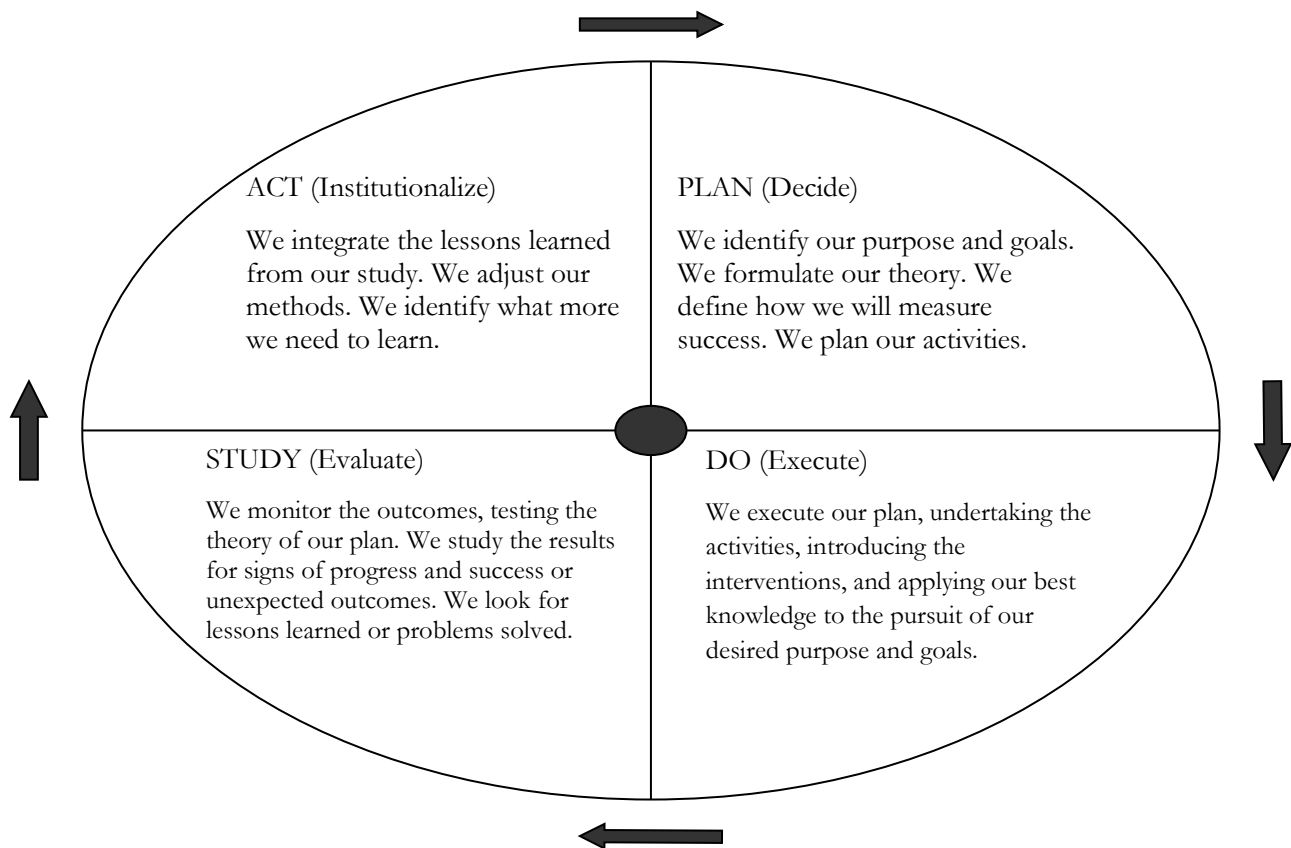


Figure 1. PDSA Improvement Model that emphasizes the critical importance of fact-based improvement planning and continuous nature of effective improvement approaches.

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 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.

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 Council acquired data for this plan update from OIER and used this new information to create additional goals within the 2018-2019 Retention Plan Update. In the 2018-2019 Retention Plan Update, the Council also included retention goal targets up to 2020 for freshmen and transfer students, as well as for athletes and STEM majors, 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 2018 cohort fall-to-spring (2nd semester) retention goal for first-time, full-time freshmen is 78%. (See Table 1).

Table 1. Historical Retention Rates and Targets Fall-to-Spring First-Time, Full-Time Freshman Students

Cohort	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size	437	379	320	414	424	349	275	298	312	254			
Retention Rate	72.1%	70.9%	78.1%	72.2%	75.0%	75.4%	77.5%	74.8%	72.1%	75.6%			
Target Rate	n/a	77%*	77%*	77%*	77%*	78%*	78%*	78%*	78%*	78%	78%	79%	80%

* 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 2018 cohort fall-to-fall (2nd year) retention goal for first-time, full-time freshmen is 54%. (See Table 2).

Table 2. Historical Retention Rates and Targets Fall-to-Fall First-Time, Full-Time Freshman Students

Cohort	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size	437	379	320	414	424	349	275	298	312	254			
Retention Rate	45.3%	48.3%	50.6%	55.3%	47.2%	48.4%	52.4%	52.7%	45.2	51.6			
Target Rate	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%*	53%*	54%*	55%	56.7%

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

**Source: NMHU Office of Institutional Effectiveness and Research

On November 3-4, 2016, NMHU faculty and staff participated in the 2016 Retention Summit hosted by Ruffalo Noel Levitz. This event led to identifying several sub-populations and strategies believed to represent the best retention improvement opportunities to focus on during the upcoming Plan Do Study Act (PDSA) cycles. The Retention Advisory Council afterward formulated goals for each of the identified sub-populations. Strategy teams were created for each of the five strategies identified at the summit. These teams immediately began strategizing to make improvements in the specified areas by first reviewing additional data for each subpopulation and followed by, in some cases, surveying or interviewing students. Based on this additional investigation of each subpopulation, strategy teams created a report with recommendations based on the data on how to move forward with

their respective subpopulation (see appendix 1 of the 2017-2018 Retention Accomplishments Report for full reports). Based on the findings of the 2017-2018 Accomplishment Report, the RAC decided not continue some subpopulations. RAC developed the 2018-2019 retention subpopulation goals for the groups listed below.

- Students participating in the Enrollment Success Program
- Students identifying as Native-American (Ethnicity – Native-American)
- Students identifying as African-American (Ethnicity – African-American)
- First-time freshmen student athletes
- Science, Technology, Engineering, and Math (STEM) majors attending ARMAS
- Non-STEM majors attending ARMAS

The following freshman retention sub-goals for each sub-population were chosen by the RAC based on data review and recommendations provided by each of the 2017-2018 Sub-population Strategy Team. The tables that follow each statement and precede each goal table represent the disaggregated subpopulation data that informed the RAC. All goals were informed by awareness of the potential impact of improvement strategies and by trend data for each population.

Sub-population 1: Students participating in the Enrollment Success Program

The Enrollment Success program for first-time freshmen is designed to ensure that first-time freshmen meeting the qualifying criteria have a prescribed course of study and availability of academic support services and resources. The program will provide opportunities for undergraduate students to attain an exceptional education by fostering orientation, advisement, and support services to help students achieve their educational goals. As part of the program, participating students will abide by the Enrollment Success Contract for a period of one academic year. Students entering Highlands on Probationary Admission and/or have an ACT Composite < 14 or SAT Composite < 730 are asked to join the program at the time of registration.

Increase persistence among first-time freshmen who are participating in the Enrollment Success Program: Achieve a fall-to-fall (2nd year) retention rate of 45% for fall 2018 entering students who are participating in the Enrollment Success Program. (See Table 3)

Table 3. Historical and Target percentages of First-Time Full-Time Freshmen participating in the Enrollment Success Program

New First Full-Time Degree-Seeking Enrollment Success Program Students								
Fall Cohort	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size	52	51	46	60	32			
Retained Fall-to-Fall	24	20	21	17	12			
Retention Rate	46.2%	39.2%	45.7%	28.3%	37.5%	45%	50%	52.5%
Target Rate								

*Source: NMHU Office of Institutional Effectiveness and Research

Sub-population 2 and 3: Ethnicity

The diagnostic information presented in Table 4 were obtained from past enrollment data on first-time freshmen disaggregated by race/ethnicity. The analysis determined that retention rates for Native-American and African-American students is low. Therefore, the RAC decided to specifically target these subpopulations to improve retention rates.

Table 4. Student Ethnicity

Student Ethnicity				
Rank	Description	Total Number	Number Persisted	Persistence Rate
1	Hawaiian	9	6	66.67%
2	Non-Resident Alien	100	60	60.00%
3	Hispanic	908	483	53.19%
4	White	180	87	48.33%
5	American Indian	104	46	44.23%
6	African American	96	38	39.58%
7	Unknown	18	7	38.89%
8	Two or more races	35	13	37.14%
9	Asian	6	2	33.33%
Total		1456	742	50.96%

*Source: NMHU Office of Institutional Effectiveness and Research

Increase persistence among first-time freshmen who identify as Native-American: Achieve a fall-to-fall (2nd year) retention rate of 32% for fall 2018 Native-American students. (See Table 5)

Table 5. Historical and Target percentages of First-Time Full-Time Freshmen Identifying as Native American

Ethnicity (Native American)										
Fall Cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort size	34	33	26	11	19	31	22			
Retained Fall-to-Fall	15	13	14	3	5	12	7			
Retention Rate	44.10%	39.40%	53.80%	27.30%	26.30%	38.7	31.8			
Target Rate						28.00%	30.00%	32%	33%	34%

*Source: NMHU Office of Institutional Effectiveness and Research

Increase persistence among first-time freshmen who identify as African-American: Achieve a fall-to-fall (2nd year) retention rate of 27% for fall 2017 entering African-America students. (See Table 6)

Table 6. Historical and Target percentages of First-Time Full-Time Freshmen Identifying as African American

Ethnicity (African American)										
Fall Cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort size	26	32	28	10	20	27	23			
Retained Fall-to-Fall	11	14	8	5	4	3	11			
Retention Rate	42.30%	43.80%	28.60%	50.00%	20.00%	11%	47.80%			
Target Rate						23.00%	25.00%	27%	28%	29%

*Source: NMHU Office of Institutional Effectiveness and Research

Sub-population 4: Athletes

Increase persistence among first-time freshmen athletes: Achieve a fall-to-fall (2nd year) retention rate of 55% for fall 2018 entering students who are athletes. (See Table 7)

Table 7. Historical and Target percentages of First-Time Full-Time Athletes

New First Full-Time Degree-Seeking Freshmen Athletes						
Fall Cohort	2015	2016	2017	2018	2019	2020
Cohort Size	87	81	64			
Retained Fall-to-Fall	41	41	42			
Retention Rate	47.10%	50.60%	65.60%			
Target Rate				55%	58%	60%

*Source: NMHU Office of Institutional Effectiveness and Research

Sub-population 5: ARMAS Participants

Increase persistence among first-time freshmen STEM Majors attending ARMAS: Achieve a fall-to-fall (2nd year) retention rate of 66% for fall 2018 entering students who are STEM majors and are attending ARMAS. (See Table 8)

Table 8. Historical Retention Rates and Targets-STEM Students Participating at ARMAS Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

STEM Students Participating at ARMAS							
Fall Cohort	2014	2015	2016	2017	2018	2019	2020
Cohort Size	34	40	44	32			
Retained Fall-to-Fall	20	26	29	21			
Retention Rate	58.8%	65.0%	65.8%	65.6%			
Target Rate					66%	67%	68%

*Source: NMHU Office of Institutional Effectiveness and Research

Increase persistence among first-time freshmen Non-STEM Majors attending ARMAS: Achieve a fall-to-fall (2nd year) retention rate of 58.7% for fall 2018 entering students who are Non-STEM majors and are attending ARMAS. (See Table 9)

Table 9. Historical Retention Rates and Targets-Non-STEM Students Participating at ARMAS Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

Non-STEM Students Participating at ARMAS							
Fall Cohort	2014	2015	2016	2017	2018	2019	2020
Cohort Size	52	75	135	63			
Retained Fall-to-Fall	31	35	53	37			
Retention Rate	59.6%	46.7%	39.3%	58.7%			
Target Rate					58.7%	59.7%	61%

*Source: NMHU Office of Institutional Effectiveness and Research

Increase persistence among all first-time freshmen attending ARMAS: Achieve a fall-to-fall (2nd year) retention rate of 61.5% for all fall 2018 entering students who are attending ARMAS. (See Table 10)

Table 10. Historical Retention Rates and Targets – All Students Participating at ARMAS Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

All Students Participating at ARMAS							
Fall Cohort	2014	2015	2016	2017	2018	2019	2020
Cohort Size	86	115	179	95			
Retained Fall-to-Fall	49	61	82	58			
Retention Rate	59.3%	53.0%	45.8%	61.1%			
Target Rate					61.5%	62.5%	63.5%

*Source: NMHU Office of Institutional Effectiveness and Research

Goal 2: Increase Persistence among Transfer Students

Highlands University's 2018 cohort fall-to-fall 3rd semester retention goal for first-time transfer students without an associate's degree is 54%. (See Table 11).

Table 11. Historical Retention Rates and Targets – First-time Transfer Students Without an Associate's Degree Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

First-Time, Degree-Seeking Transfer Students Entering <u>without</u> an Associate's Degree (AA)														
Historical Retention Percentages and Targets														
Percent Fall-to-Fall (Third Semester) Retention														
Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size				150	145	142	131	118	103	109	110			
Retention Rate				54.0%	46.2%	48.6%	38.9%	40.7%	54.4%	40.4%	51.8%			
Target Rate												52%	54%	56%

* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University's 2018 cohort fall-to-fall 3rd semester retention goal for first-time transfer students with an associate's degree is 80%. (See Table 12)

Table 12. Historical Retention Rates and Targets-First-Time Transfer Students With an Associate's Degree Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

First-Time, Degree-Seeking Transfer Students Entering <u>with</u> Associate's Degree (AA)														
Historical Retention Percentages and Targets														
Percent Fall-to-Fall (Third Semester) Retention														
Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size				185	220	250	253	247	305	288	245			
Retention Rate				79.5%	79.1%	78.8%	79.4%	79.4%	78.7%	76.4%	79.2%			
Target Rate											79%	80%	82%	84%

* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University's 2018 cohort fall-to-fall (3rd semester) retention goal for first-time transfer student athletes without an associate's degree is 50%. (See Table 13)

Table 13. Historical Retention Rates and Targets – First-time Transfer Student Athletes Without an Associate's Degree Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

Transfer Athletes Without Associate's Degree						
Fall Cohort	2015	2016	2017	2018	2019	2020
Cohort Size	34	31	30			
Retained Fall-to-Fall	21	14	14			
Retention Rate	61.8%	45.2%	46.7%			
Target Rate				50%	50%	50%

* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University's 2018 cohort fall-to-fall (3rd-semester) retention goal for first-time transfer student athletes with an associate's degree is 70%. (See Table 14)

Table 14. Historical Retention Rates and Targets – First-Time Transfer Students With an Associate’s Degree Fall-to-Fall (3rd Semester) Retention (full-time and part-time)

Transfer Athletes With Associate's Degree						
Fall Cohort	2015	2016	2017	2018	2019	2020
Cohort Size	28	23	30			
Retained Fall-to-Fall	21	19	21			
Retention Rate	75.0%	82.6%	70.0%			
Target Rate				70%	73%	75%

* Source: NMHU Office of Institutional Effectiveness and Research

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 class of 2019 is 9.5%. (See Table 15)

Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen (fall 2014 cohort) is 20%. The 6-year completion goal for the class of 2019 is 20%. (See Table 15)

Table 15. Historical Completion and Target Rates – First-Time, Full-Time Freshman Students

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size	347	437	379	320	414	424	349	275	298	312	254	280		
4-year Completion Target								9%	9.5%	9.9%	10.5%	11.0%	11.5%	12.0%
Actual 4-Year Completion	8.6%	8.0%	6.0%	10.3%	8.0%	9.9%	10.9%	20.4%						
6-year Completion Target	20%*	20%*	20%*	20%*	20%*	20%	20%	20%	22%	23.9%	25%	25.5%	26%	26.5%
Actual 6-Year Completion	18.4%	17.2%	17.9%	22.2%	22.2%	21.5%								

* 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 class of 2020 4-year completion goal for first-time, full-time freshmen athletes (fall 2016 cohort) is 20%. The 4-year completion goal for the class of 2019 athlete cohort is 15%. (See Table 16)

Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen athletes (fall 2012 cohort) is 23.2%. The 6-year completion goal for the class of 2019 athlete cohort is 25%. (See Table 16)

Table 16. Historical Completion and Target Rates – First-Time, Full-Time Freshmen Athletes

New First-Time Full-Time Degree Seeking Athletes														
Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size				47	76	82	94	61						
4-Year Completion Target									15%	16%	17%	18%	19%	20%
Actual 4-Year Completion						9.8%	10.6%	18.0%						
6-Year Completion Target						23.2%	25%	29%	32%	35%	38%	40%	42%	44%
Actual 6-Year Completion				38.3%	28.9%									

*Source: NMHU Office of Institutional Effectiveness and Research

Highlands University's class of 2020 4-year completion goal for first-time, full-time freshmen participating in the Enrollment Success Program (fall 2016 cohort) is 20%. The 4-year completion goal for the class of 2019 Enrollment Success Program participants is 15%. (See Table 17)

Highlands University's class of 2020 6-year completion goal for first-time, full-time freshmen participating in the Enrollment Success Program (fall 2012 cohort) is 20%. The 6-year completion goal for the class of 2019 Enrollment Success Program participants is 20%. (See Table 17)

Table 17. Historical Completion and Target Rates – First-Time, Full-Time Freshman Students Participating in the Enrollment Success Program

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size					43	59	73	52	51					
4-Year Completion Target									15%	9.9%	10.5%	11%	11.5%	12%
Actual 4-Year Completion					2.3%	1.7%	5.5%	3.8%	7.8%					
6-Year Completion Target							25%	20%	22%	23.9%	25%	25.5%	26%	26.5%
Actual 6-Year Completion					9.3%	10.2%	20.5%							

*Source: NMHU Office of Institutional Effectiveness and Research

Highlands ranks 6th 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 18). 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.

Table 18. Highlands' Completion Rates Compared to other 4-year Public Colleges in New Mexico

NMHU Completion Rates Compared to other 4-Year Public Colleges in New Mexico						
College	Grad Rate (6 Yr)	Grad Rate (4 Yr)	Completions per 100 student	Spending per Completion	Student Aid per Recipient	Students with Pell Grants
UNM	47.6%	14.6%	17.8	\$78,547	\$6,034	38.5%
NMT	44.2%	18.8%	15.4	\$90,507	\$6,834	29.5%
NMSU	43.3%	15.6%	20.0	\$53,415	\$8,284	43.4%
ENMU	28.6%	12.3%	17.3	\$54,807	\$5,394	41.0%
IAIA	27.3%	0	14.3	\$269,880	\$8,335	39.4%
NMHU	18.4%	8.6%	20.2	\$41,006	\$5,181	56.5%
WNMU	16.8%	12.2%	16.8	\$54,044	\$2,895	46.7%
NNMC	0	0	14.6	\$103,887	\$4,992	57.7%
NTU	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§or=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 19).

Table 19. NMHU Completion Compared to Colleges in Nearest Proximity

Graduation Rates for Full-Time, First-Time Undergraduates Who Begin Program in 2009				
	ENMU	NMHU	NNMC	UNM-Main Campus
Percentage of Entering Students Counted in Calculating Graduation Rates	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 (fall 2016 cohort) 4-year completion goal for first-time transfer students **without** an associate's degree is 27%. The completion goal for the class of 2019 is 26%. (See Table 20)*

*Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer students **without** an associate's degree is 32%. The completion goal for the class of 2019 is 31%. (See Table 20)*

Table 20. Historical Completion Rates – First-Time Transfer Students Without an Associate's Degree (full-time and part-time)

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size	112	143	142	150	145	142	131	118	103	106	111			
4-Year Completion Target						17%	17%	19%	21%	23%	24%	25%	26%	27%
Actual 4-Year Completion	25%	24.5%	21.8%	26.7%	17.9%	20.4%	17.6%	21.4%						
6-Year Completion Target						25%	25%	26%	27%	28%	29%	30%	31%	32%
Actual 6-Year Completion	33%	28.7%	31%	36%	22.1%	25.4%								

* Source: NMHU Office of Institutional Effectiveness and Research

*Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time transfer students **with** an associate's degree is 74%. The completion goal for the class of 2019 is 73.5%. (See Table 21)*

*Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer students **with** an associate's degree is 75%. The completion goal for the fall 2013 cohort is 74%. (See Table 21)*

Table 21. Historical Completion Rates – First-Time Transfer Students With and Associate's Degree (full-time and part-time)

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size	150	155	176	185	220	250	253	247	305	288	243			
4-Year Completion Target											72.5%	73%	73.5%	74%
Actual 4-Year Completion	61.3%	68.4%	61.4%	65.9%	68.6%	62.8%	69.6%	69.8%						
6-Year Completion Target						67%	68%	69%	70%	71%	72%	73%	74%	75%
Actual 6-Year Completion	67.3%	76.8%	68.8%	71.9%	72.7%	67.2%								

* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time transfer student athletes **without** an associate's degree is 25%. The completion goal for the class of 2019 is 25%. (See Table 22)

Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer student athletes **without** an associate's degree is 31%. The completion goal for the class of 2019 is 31%. (See Table 22)

Table 22. Historical Completion Rates – First-Time Transfer Student Athletes Without an Associate's Degree (full-time and part-time)

Transfer Athletes without Associate's Degree														
Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size				48	57	53	43	35	34	31	30			
4-Year Completion Target									15%	18%	20%	23%	25%	25%
Actual 4-Year Completion						23.1%	16.3%	22.9%						
6-Year Completion Target							20%	23%	25%	28%	30%	30%	31%	31%
Actual 6-Year Completion				29.2%	14.0%	24.5%								

* Source: NMHU Office of Institutional Effectiveness and Research

Highlands University's class of 2020 (fall 2016 cohort) 4-year completion goal for first-time transfer student athletes **with** an associate's degree is 75%. The completion goal for the class of 2019 is 75%. (See Table 23)

Highlands University's class of 2020 (fall 2014 cohort) 6-year completion goal for first-time transfer student athletes **with** an associate's degree is 81%. The completion goal for the class of 2019 is 81%. (See Table 23)

Table 23. Historical Completion Rates – First-Time Transfer Student Athletes With an Associate's Degree (full-time and part-time)

Transfer Athletes with Associate's Degree														
Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cohort Size				24	32	18	27	23	28	23	30			
4-Year Completion Target									65%	68%	70%	73%	75%	75%
Actual 4-Year Completion						55.6%	59.3%	65.2%						
6-Year Completion Target							70%	73%	75%	78%	80%	80%	81%	81%
Actual 6-Year Completion				50.0%	75.0%	55.6%								

* 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 82% 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 2018) is 80%. (See Table 24)

The 2020 goal for average credits earned by first-time full-time freshmen in their first semester is 15 credits. That goal for the Fall 2018 cohort is 15 credits earned. (See Table 24)

Table 24. 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	2018	2019	2020
Cohort Size	347	437	379	320	414	424	349	275	298	312	254			
Number in good academic standing*	262	295	270	223	292	294	266	211	237	213	208			
Percent in good academic standing*	76%	68%	71%	70%	71%	69%	76%	77%	80%	68%	82%			
Target: Good Academic standing											77%	80%	81%	82%
Average Credits Earned	12.1	11.1	11.2	11.2	11	11.2	12	12.9	13.1	15				
Target: Average credits earned											15	15	15	15

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

** Source: NMHU Office of Institutional Effectiveness and Research

The 2020 goals for the Lottery Scholarship is that 72% 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 2018) is 68% of the total eligible cohort and 61% of those retained will earn the scholarship. (See Table 25)

Table 25. Historical Student Success Data for Lottery Scholarship with Targets-First-time, Full-time Freshmen, First Semester

Fall Semester	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Fall Cohort	347	437	379	320	414	424	349	275	298	312	254			
% of eligible cohort earning Lottery scholarship	53.0%	54.0%	53.0%	50.0%	49.0%	47.0%	32.5%	47.7%	57.6%	48.4%	51.6%			
Target: % of eligible cohort earning Lottery scholarship										66%	67%	68%	70%	72%
% of eligible cohort retained who earned the Lottery scholarship	44.7%	47.7%	47.6%	44.1%	41.7%	41.7%	24.3%	46.2%	56.7%	51.8%	50.4%			
Target: % of eligible cohort retained who earned the Lottery scholarship										59%	60%	61%	62%	63%

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

** Source: NMHU Office of Institutional Effectiveness and Research

2018-2019 Retention Strategies

The following strategies demonstrate the 2018-2019 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 Advisory Council. The Council recognized that some strategies outlined in the Retention Plan were vague or better subsumed under other strategies.

Highlands University provides nine of the ten RNL "best retention practices," including learning communities, a required first-year seminar, supplemental instructional/embedded tutors/peer mentors/peer advisors, required on-campus housing for freshmen, tutoring services, one-to-one advising by professional staff, and required orientation for new students. Highlands also offers most of the RNL "35 good practices in retention". 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.

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 2017-2018 Retention Accomplishments document and were removed from the list of strategies.

Table 26. 2018-2019 Retention Strategies

NMHU Strategic Goals for 2020	Retention Goals	Actions/Strategies	Measurable Target(s)	Person(s) Responsible	Timeframe of Implementation	Date(s) for Review
<p>1. <i>Highlands University will achieve academic excellence, academic integration and student success.</i></p>	<p>1. Increase number of FF in good academic standing</p> <p>2. Maintain FF average credits earned</p> <p>3. Increase number of eligible FF receiving Lottery scholarship</p> <p>4. Increase number of eligible retained FF receiving Lottery scholarship</p>	<p>A. Continue to improve HUE.</p> <p>B. Effectively implement Enrollment Success program.</p> <p>C. Students will utilize academic resources such as ARMAS, Office of Academic Support, Writing Center, Language Learning Lab, etc.</p> <p>D. Early Alert will be used to identify and support students at risk.</p> <p>E. Increase communication with faculty regarding Early Alert reports.</p> <p>F. Implement co-requisite and accelerated math courses and integration of math software into teaching of all math courses (STEMfast).</p> <p>G. Continue full implementation of co-requisite intervention for English composition.</p> <p>H. Continue providing faculty professional development</p>	<p>1. 80% of FF are in good academic standing after fall 2018</p> <p>2. FF earn average of 15 credits fall 2018</p> <p>3. 68% of eligible FF received lottery scholarship after fall 2018</p> <p>4. 61% of eligible retained FF received lottery scholarship</p> <p>5. 45% of FF who participate in Enrollment Success Program will retain to spring semester</p>	<p>A. Director of Academic Enrichment</p> <p>B. Office of Academic Support</p> <p>C. Academic Resources Committee and related offices</p> <p>D. Faculty and Office of Academic Support</p> <p>E. Faculty and Office of Academic Support</p> <p>F. ARMAS/STEMfast, Computer and Mathematical Sciences department</p> <p>G. English Department, Composition Director</p> <p>H. Center for Teaching Excellence (CTE) and STEMfast</p> <p>I. Office of Academic Support (Peer Advisors)</p> <p>J. Athletics Department</p> <p>K. ARMAS staff</p> <p>L. Office of Academic Support with support of HUE</p> <p>M. Academic Affairs and Office of Academic Support</p>	<p>All actions/strategies will be continued or implemented by the appropriate office/person(s) responsible during the 2018-2019 academic year.</p>	<p>All measures will be reviewed two-weeks after census date of each semester.</p> <p>OIER assessment conducted to determine persistence and completion rates for each population</p> <ul style="list-style-type: none"> • Spring 2019 for fall-to-spring retention • Fall 2019 for fall-to-fall retention • 4-year completion rates spring 2019 and

		<p>opportunities through the CTE and grant funded activities.</p> <p>I. Continue to provide peer-led skill building workshops.</p> <p>J. Continue study hall attendance. requirement for all first-time athletes</p> <p>K. Continue extended hours (nights and weekends) at ARMAS Center.</p> <p>L. Increase use of NetTutor.</p> <p>M. Develop between Academic Affairs and Academic Support a formal process for pre-suspension/dismissal students.</p>				<p>spring 2020</p> <ul style="list-style-type: none"> 6-year completion rates spring 2019 and spring 2020
<p>2. Highlands University will achieve strategic enrollment management.</p>	<p>Persistence:</p> <ol style="list-style-type: none"> Increase Persistence among FF fall-to-spring Increase persistence among FF fall-to-fall Increase fall-to-fall persistence among FF who are participating 	<p>A. Continue implementing Enrollment Success Program.</p> <p>B. Continue requiring at least three adviser sessions for all freshmen students.</p> <p>C. Continue providing assistance to students from all campuses through the Customer Relations Office.</p> <p>D. Customer Relations Coordinator will</p>	<ol style="list-style-type: none"> 78% of FF persisted from Fall-to-Spring 54% of FF persisted from Fall-to-Fall 45% of FF who participate in Enrollment Success Program 32% FF who identify as Native-American persisted from Fall-to-Fall 27% of FF who identify as African- 	<p>A. Office of Academic Support</p> <p>B. Office of Academic Support</p> <p>C. Customer Relations Office</p> <p>D. Customer Relations Office</p> <p>E. Office of Information Technology Services, University Relations, and Customer Relations Office</p> <p>F. Office of Information Technology Services</p> <p>G. Office of Information Technology Services, ARMAS, and Office of Academic Support</p>	<p>All actions/strategies will be continued or implemented by the appropriate office/person(s) responsible during the 2018-2019 academic year.</p>	<p>All measures will be reviewed two-weeks after census date of each semester.</p> <p>OIER assessment conducted to determine persistence</p>

	<p>in the Enrollment Success Program</p> <p>4. Increase fall-to-fall persistence among FF who identify as Native-American</p> <p>5. Increase fall-to-fall persistence among FF who identify as African-American</p> <p>6. Increase fall-to-fall persistence among FF athletes</p> <p>7. Increase fall-to-fall persistence among STEM majors attending ARMAS</p> <p>8. Increase fall-to-fall persistence among non-STEM students attending ARMAS</p>	<p>continue to assist Center students through face-to-face appointments.</p> <p>E. Implementation of Live Chat to assist all students via customer relations office.</p> <p>F. Elucian Banner upgrade in frontline offices.</p> <p>G. Purchase and implementation of TutorTrac software.</p> <p>H. Purchase and implementation of Transfer Equivalent System (TES).</p> <p>I. Continue to provide assistance for all students through ARMAS.</p> <p>J. Continue Supplemental Instruction Leader program in STEM gateway courses.</p> <p>K. Continue Embedded Tutor program in selected math courses.</p> <p>L. Continue Success Coach program for selected STEM gateway courses (MSEIP).</p> <p>M. Continue athlete-study hall initiative.</p> <p>N. Increase communication with</p>	<p>American persisted from Fall-to-Fall</p> <p>6. 55% of FF who are athletes persisted from Fall-to-Fall</p> <p>7. 66% of STEM students attending ARMAS persisted from Fall-to-Fall</p> <p>8. 58.7% of non-STEM students attending ARMAS persisted from Fall-to-Fall</p> <p>9. 61.5% of all students attending ARMAS persisted from Fall-to-Fall</p> <p>10. 54% of transfer students without an associate's degree persisted from Fall-to-Fall</p> <p>11. 80% of transfer students with an associate's degree persisted from Fall-to-Fall</p> <p>12. 50% of transfer athletes without an associate's degree persisted from Fall-to-Fall</p> <p>13. 70% of transfer athletes with an associate's degree persisted from Fall-to-Fall</p> <p>Completion</p> <p>14. 9.5% of the Fall 2015 cohort and</p>	<p>H. Office of Information Technology Services, ARMAS, and Office of the Registrar</p> <p>I. ARMAS</p> <p>J. ARMAS</p> <p>K. ARMAS/STEMfast</p> <p>L. MSEIP Grant</p> <p>M. Department of Athletics</p> <p>N. All Frontline Student Support Offices</p> <p>O. SEM, Office of Academic Support, Student Affairs, and all Centers</p> <p>P. SEM, HUE, Academic Support, Student Affairs, NAC, CRC</p> <p>Q. Native American Center</p> <p>R. Office of Financial Aid</p> <p>S. Office of Financial Aid</p> <p>T. Office of Financial Aid</p> <p>U. Office of Financial Aid</p> <p>V. Office of Financial Aid</p> <p>W. Office of Financial Aid</p> <p>X. Office of Financial Aid</p> <p>Y. All Frontline Student Support Offices</p> <p>Z. Service Learning Committee; Academic Affairs</p> <p>AA. Office of Academic Support and Office of the Registrar</p> <p>BB. ARMAS/STEMfast/MSEIP</p> <p>CC. Office of Academic Support and HUE</p> <p>DD. Academic Affairs; faculty, Faculty Senate</p> <p>EE. HUE; Office of Academic Support</p> <p>FF. Academic Affairs</p>		<p>and completion rates for each population</p> <ul style="list-style-type: none"> • Spring 2019 for fall-to-spring retention • Fall 2019 for fall-to-fall retention • 4-year completion rates fall 2019 and fall 2020 • 6-year completion rates fall 2019 and fall 2020
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	<p>9. Increase fall-to-fall persistence among all students attending ARMAS</p> <p>10. Increase fall-to-fall persistence among transfer students without an associate's degree</p> <p>11. Increase fall-to-fall persistence among transfer students with an associate's degree</p> <p>12. Increase fall-to-fall persistence among student athletes without an associate's degree</p> <p>13. Increase fall-to-fall persistence among student athletes with</p>	<p>new and continuing students using CRM.</p> <p>O. Continue to conduct Preregistration Blitz.</p> <p>P. Creation of a campus-wide activity calendar for all offices and first-time freshmen.</p> <p>Q. Continue the Community Center for Indigeneity at Melody Hall initiative.</p> <p>R. Revise Satisfactory Academic Progress procedures.</p> <p>S. Provided financial literacy workshops on all NMHU campuses.</p> <p>T. Package 100% of financial aid offers by January of each year for first-time freshman who have completed their FAFSA and student file.</p> <p>U. Offer a scholarship package to all eligible first-time freshmen and new transfers within 10 days of admission to Highlands.</p> <p>V. Package 100% of financial aid and scholarship offers by March 1 every year for continuing students who have completed their FAFSA and student file.</p> <p>W. Revision of 2.0-2.99</p>	<p>9.9% of the Fall 2016 cohort FF will graduate in 4-years.</p> <p>15. 20% of the Fall 2013 cohort and 20% of the Fall 2016 cohort FF will graduate in 6-years.</p> <p>16. 9.5% of the Fall 2015 cohort and 15% of the Fall 2016 cohort FF athletes will graduate in 4-years.</p> <p>17. 23% of the Fall 2013 cohort and 25% of the Fall 2016 cohort FF athletes will graduate in 6-years.</p> <p>18. 27% of transfer students without an associate's degree from the Fall 2015 cohort and 26% of the class of 2019 will graduate in 4-years.</p> <p>19. 74% of transfer students with an associate's degree from the Fall 2015 cohort and 73% of the class of 2019 will graduate in 4-years.</p> <p>20. 32% of transfer students without an associate's degree from the Fall 2015 cohort and 31% of the class of 2019 will graduate in 6-years.</p>			
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	<p>an associate's degree</p> <p>Completion:</p> <p>14. Increase the 2019 FF class 4-year completion rate</p> <p>15. Increase 2019 FF 6-year completion rate</p> <p>16. Increase 2019 FF athlete class 4-year completion rate</p> <p>17. Increase 2019 FF athlete class 6-year completion rate</p> <p>18. Increase 2019 FF enrollment success class 4-year completion rate</p> <p>19. Increase 2019 FF enrollment success class 6-year completion rate</p>	<p>GPA scholarship criteria.</p> <p>X. Increase completion of new-student orientation on the Las Vegas campus each year.</p> <p>Y. Students will receive improved advising.</p> <p>Z. Units will improve customer service through participation in professional development and cross training.</p> <p>AA. Assure opportunities to apply classroom learning through internships, practicums, and campus employment.</p> <p>BB. Provide Degree Audit and Advising training for faculty and staff.</p> <p>CC. Implement a summer bridge program.</p> <p>DD.HUE and Academic Support collaborate to identify students who have not attended class in the first two weeks.</p> <p>EE. Develop additional winter and summer intersession courses.</p>	<p>21. 75% of transfer students with an associate's degree from the Fall 2015 cohort and 74% of the class of 2019 will graduate in 6-years.</p> <p>22. 25% of transfer students without an associate's degree from the Fall 2016 cohort and 25% of the class of 2019 transfer student athletes will graduate in 4-years.</p> <p>23. 75% of transfer athletes with an associate's degree from the Fall 2015 cohort and 75% of the class of 2019 transfer student athletes will graduate in 4-years.</p> <p>24. 31% of transfer students without an associate's degree from the Fall 2016 cohort and 31% of the class of 2019 transfer student athletes will graduate in 4-years.</p> <p>25. 81% of transfer athletes with an associate's degree from the Fall 2015 cohort and 81% of the class of 2019</p>			
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	<p>20. Increase the 4-year completion rate for transfer students without an associate's degree</p> <p>21. Increase the 6-year completion rate for transfer students without an associate's degree</p> <p>22. Increase the 4-year completion rate for transfer students with an associate's degree</p> <p>23. Increase the 6-year completion rate for transfer students with an associate's degree</p> <p>24. Increase the 4-year completion rate for transfer student</p>		<p>transfer student athletes will graduate in 6-years.</p>			
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	<p>athletes without an associate's degree</p> <p>25. Increase the 4-year completion rate for transfer student athletes with an associate's degree</p> <p>26. Increase the 6-year completion rate for transfer student athletes without an associate's degree</p> <p>27. Increase the 6-year completion rate for transfer student athletes with an associate's degree</p>					
<p>3. Highlands University will achieve a vibrant campus life.</p>	<p>See goals listed for NMHU Strategic Goal #2</p>	<p>A. Continue Campus Life Initiative. B. Continue Arts at HU programing.</p>	<p>N/A</p>	<p>A. Office of Student Affairs B. Office of Student Affairs</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>

<p>4. Highlands University will be a community partner.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>5. Highlands University will achieve technological advancement and innovation.</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>A. 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>6. Highlands University will achieve enhanced communication and efficiency.</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>1. 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>

Appendix 1

Advisory Council Meeting Dates

2019: Jan 17,
2018: Jan 25, Feb 08, Feb 22, Mar 08, Mar 22, Apr 04, Apr 19, May 03, May 17, May 31, Jul 05, Jul 19, Aug 02, Aug 30, Sep 13, Sep 27, Oct 11, Oct 25, Nov 08, Dec 20
2017: Jan 10, Jan 20, Feb 15, Feb 24, Mar 10, Mar 23, Apr 07, Apr 20, Apr 21, May 05, May 19, June 15, June 29, Jul 13, July 27, Aug 24
2016: Feb 05, Feb 16, Apr 13, Nov 01, Nov 30, Dec 08
2015: Jan 28, Mar 11, Mar 25, Apr 23, May 28, June 25, Jul 23, Aug 19
2014: Dec 16

Key Dates

January 17, 2019: 2018-2019 Retention Plan Approved by Retention Advisory Council
November 20, 2018: 2018-2019 Retention Plan Update prepared for distribution
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