

**Mid-Year Retention Report
Office of the Registrar
Fall 2018 to Spring 2019**

Goal: Highlands University will achieve strategic enrollment management.

- **Ellucian Banner upgrade in frontline office.**

The Office of the Registrar is the primary Banner Leader for the Student Module. As such, weekly discussions, testing opportunities, and upgrade challenges/solutions were addressed. All front-line offices inclusive of all campus locations were invited and participated. The transition from Banner 8 to Banner 9 was successful not only due to our on-point ITS team but also due to the constant communication and collaborative efforts by all parties. The university was never “down” or “offline” during the upgrade process which would have impacted our student enrollment processes.

- **Purchase and implementation of TutorTrac software.**

The Office of the Registrar purchased and went live with the TutorTrac software during the Spring 2019 semester. The Office will be going to identify the “consistent” reasons why students visit the office and will attempt to address the reason in other ways to be more accessible to the students as opposed to requiring an “in-office” visit.

- **Purchase and implementation of Transfer Equivalent System (TES).**

Funding for the initiative was provided by ARMAS program. The Office of the Registrar will have oversight of implementation and maintenance of the system. Given the number of state mandated initiatives, the Office of the Registrar will begin inputting the data during the Summer 2019.

- **Continue to conduct Pre-registration Blitz.**

In effort to assist with early registration initiatives, the Office of the Registrar has provided early online preview schedule option. Students, faculty, staff, administration, and community members can now view the schedule online prior to the day registration begins. This allows students more time with their academic to review their options and be intentional with their scheduling efforts.

- **Students will receive improved advising.**

In effort to assist with the advising process, the Office of the Registrar has worked collaboratively with all academic units to ensure information in academic catalog is accurate and up-to-date. The Office of the Registrar has also guided the academic units through academic program revisions, and creation of new programs. Additionally, all administrative assistants were provided thorough directions on how to adjust assigned academic advisors in Banner: this information is then reflective in Degree Audit.

- **Units will improve customer service through participation in professional development and cross-training.**

In the Office of the Registrar, each staff member is cross-trained in every basic registration process. Each staff member is also assigned specifically to one other area in which they have been thoroughly cross-trained. Professional development has been obtained through the Power of Service offered through the University, and through group settings as with the Banner 9 upgrade. There are bi-weekly staff meetings where campus and office updates occur. Recently, the Registrar, Thomasina Ortiz-Gallegos, has empowered each staff member with leading a team meeting. This process includes identifying a specific topic that is relatable to higher education, not just what occurs in the Registrar's area, and then to educate their colleagues. The leaders has to build an agenda and follow Robert's Rules of Order. Most impressive is the team building exercise that is also required.

For the first time ever, all team members participated with the New Mexico Association of Admission and Registrar Officers state meeting.

- **Provide Degree Audit and Advising training for faculty and staff.**

The Office of the Registrar provides degree audit training during each professional development session. Additional training sessions are offered throughout the year upon request (specifically for new HU members who are requesting access to banner).

- **Develop additional winter and summer intersession courses.**

While the Office of the Registrar does not develop courses during any given time, we do provide oversight of the part of terms. Beginning Fall 2018 the registrar team developed separate part of terms. This process allows a cleaner process and a clearer definition of add and drop dates for students, staff and administration. The process continued in Spring 2019. The information provided several administrators to identify how we are offering courses and begin discussing the need to be more intentional with our efforts and develop a block of allowable parts of term that would include winter and summer intersessions. The pilot for the new scheduling is scheduled for Spring 2020.

Mid-Year Retention Report
ARMAS
Fall 2018 to Spring 2019

- ARMAS continues to host Coffee Connects every Friday morning and we invited more staff and faculty to join the collaborative discussion. Often, these interactions result in shared interests and ultimately, positive and unexpected work collaborations across campus.
- ARMAS recently debuted the ARMAS Radio Show. This show, hosted by two Supplemental Instruction Leaders (SIL's), DJ Nugget & DJ Sandstone, help to promote events on campus and events at ARMAS. Additionally, shows have offered a place to interview faculty, students and staff about happenings on campus. Our first faculty interview included, "Sushi & Sammeth" on March 7, 2019. Dr. David Sammeth joined our pre-show party where we rolled sushi before his interview that focused on climate change. Our DJ's research and design all interview questions. Future shows include:
 1. Thursday, March 28, 2019: Faculty member, Patricia Crespín will talk about her play, *Fall Out* and the GHOSTLIGHT Project
 2. Thursday, April 4, 2019: Mariachi members will be interviewed about their work and the art form of Mariachi + a Listening party will be hosted at ARMAS and an SIL will be teaching students how to make jalapeño poppers
 3. Thursday, April 11, 2019: Dr. Brian Miller will be interviewed about Rio Mora and other conservation issues + a Listening party at ARMAS will be hosted by an SIL who will teach students how to make macarons (M&M Show)
 - a. Thursday April 18, 2019: Mental Health Resource Day (interview TBA)
 - b. Thursday April 25, 2019: PRIDE Parade Day- interviews with PRISM members
- STEMfast has helped to provide ARMAS with new white boards and partitions. Students are using these new items during Supplemental Instruction sessions, math tutoring sessions and spontaneous study sessions
- ARMAS nominated three students employees for the annual student recognition banquet
- GHOSTLIGHT Project
 - c. Several students who frequent ARMAS are on the student GHOSTLIGHT Project panel and an interim co-director leads the committee work
- PRISM
 - d. Several ARMAS students participate in PRISM and an interim co-director is the faculty/staff advisor
- ARMAS
 - e. From the beginning of the semester to March 26, 2019, there has been 1962 visits to the ARMAS center. These visits vary from math tutoring, SIL visits and office hours, computer use, athletic study hall, self-study, textbook use and meeting with staff.

- f. Students feel supported by coming to the ARMAS center because they help each other study or find tutors and SIL that are there to assist them. They build a network of communication to make sure that they understand class materials and encourage each other to pass their classes.
- g. At the ARMAS center, we are assisting with retention by providing students with a place to study, a place where they feel welcomed and understood and we also try to make fun events happen to ensure that they also have fun.

**Mid-Year Retention Report
Native American Center
Fall 2018 to Spring 2019**

The Native American Center is committed to retaining our students. In the fall of 2017 we designated Melody Hall as the Community Center for Indigeneity as part of a retention initiative. The center offers additional support services for all students in the residence hall, we provide personal enrichment activities and workshops that focus on time management, personal budgeting, study skills as well as enhancing social skills.

The Native American Center has collected retention data and maintains a database on all Native students attending NMHU. Furthermore we have strategic plans for the Center as well as a co-curricular assessment for Melody Hall.

Campus	Fall 2018	left	new	Spring 2019	Retention
Online	14	-2	+1	13	85.7%
Rio Rancho	39	-18	+3	24	61.5%
Santa Fe	15	-2	-	13	86.6%
Albuquerque	34	-4	-	30	88.2%
Las Vegas	125	-28	+17	115	65.5%
Farmington	126	-43	-	85	67.5%
Totals	353	97	21	280	65%

Goal: 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.

- For fall to spring the overall average retention rate for all Native American students was 65%.
- The retention rates for the Las Vegas, Rio Rancho, Farmington campuses average 66% which is significantly lower than Santa Fe, Albuquerque and Online where the average is 86%. It should be noted that the number of students at Las Vegas and Farmington is significantly higher than those in Santa Fe and ABQ.
- The CCI initiative is fairly new and still requires a more comprehensive and holistic strategic plan. The Native American Center will develop new plans for both the NAC and CCI. As part of the plans it is essential that we collaborate with other departments to enhance the student experience at Melody Hall. The Native American Center highly suggests that NMHU consider establishing a retention office.

**Mid-Year Retention Report
Athletics
Fall 2018 to Spring 2019**

Goal: 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	100		
Retained Fall-to-Fall	41	41	42			
Retention Rate	47.1%	50.6%	65.6%			
Target Rate				55.0%	58.0%	60.0%

*Source: NMHU Office of Institutional Effectiveness and Research

The New Mexico Highlands University Athletic department has implemented a couple new initiatives for the 2018-19 academic year to help address retention and enrollment.

- Filled the vacant Sports Information Director position.
 1. Provides increased social media exposure
 2. Improved accuracy for in-game statistics
 3. Increased awards and recognition for athletes within the RMAC.
- Request that coaches reach target numbers with their rosters
 1. Increased total number of athletes within the athletic department
 2. More athletes to help support teams
- Created new position, Assistant Athletic Director – Student Services
 1. Provides assistance with student-athletes class schedules
 2. Serves as point of contact between our department and the faculty
 3. Oversees study hall and organizes tutors for high risk students
- Provided uniform gear package for all student-athletes
 1. Ensures that all student-athletes are receiving a minimum level of clothing and equipment they can use.
 2. Develops pride in our university and the department when they are proud of what they are wearing

The New Mexico Highlands University Athletic retention rate for the fall 2018 semester to the spring 2019 semester.

- First time Full time Freshman
 1. 90.00 %
- New transfer students
 1. 86.78 %
 - 2.

**Mid-Year Retention Report
African-American Students
Fall 2013 to Fall 2018 Cohorts
First-time, full-time, degree-seeking students**

Cohort	# in cohort	Fall-to-spring retention		Fall-to-fall retention	
		# retained spr	% retained spr	# retained fall	% retained fall
Fall 2013	28	17	60.7%	8	28.6%
Fall 2014	10	10	100.0%	5	50.0%
Fall 2015	20	14	70.0%	4	20.0%
Fall 2016	27	16	59.3%	3	11.1%
Fall 2017	23	22	95.7%	11	47.8%
Fall 2018	28	25	89.3%	0	0.0%
Total	136	104	76.5%	31	22.8%

**New Mexico Highlands University
Fall to Spring Retention Trends
Census Day Data, February 7, 2019**

Fall-to-spring retention rates for degree-seeking students: demographic variables							
	Fall 16 cohort		Fall 17 cohort		Fall 18 cohort		Trend
	Count	% retain	Count	% retain	Count	% retain	
Gender							
Female	2086	86.8%	1951	88.8%	1898	87.5%	
Male	1106	82.6%	1029	84.5%	979	85.2%	
Ethnicity							
African American	139	73.4%	143	88.1%	134	88.8%	
American Indian	258	80.6%	253	83.4%	255	82.0%	
Asian	29	100.0%	33	87.9%	25	88.0%	
Hawaiian	17	82.4%	12	83.3%	12	83.3%	
Hispanic	1711	85.6%	1591	86.6%	1540	85.6%	
NonResident Alien	179	87.7%	160	90.0%	139	92.1%	↑
Two or More	56	89.3%	54	94.4%	53	84.9%	
Unknown	73	80.8%	58	89.7%	50	94.0%	
White	730	87.7%	676	88.8%	669	89.2%	
Residency							
Senior citizen	17	88.2%	15	80.0%	20	85.0%	
International	84	86.9%	84	91.7%	70	97.1%	↑
In-state	2650	85.7%	2489	87.5%	2425	86.8%	
Out-of-state	441	82.5%	392	85.2%	362	84.5%	
Pell							
NonPell	2051	85.0%	1965	87.1%	1949	86.8%	
Pell	1141	85.9%	1015	87.7%	928	86.6%	
First-gen							
No	1236	85.7%	1202	86.2%	1180	87.1%	
Yes	1410	85.0%	1242	87.5%	1136	86.1%	
n/a	546	85.3%	536	89.2%	561	87.2%	
Total	3192	85.3%	2980	87.3%	2877	86.7%	

Fall-to-spring retention rates for degree-seeking students: academic / student life variables							
	Fall 16 cohort		Fall 17 cohort		Fall 18 cohort		
	Count	% retain	Count	% retain	Count	% retain	Trend
Level							
Graduate	1106	89.7%	1090	92.6%	1080	93.4%	
Undergrad	2086	83.0%	1890	84.2%	1797	82.7%	
Status							
Full-time	2055	87.6%	1925	89.4%	1869	89.6%	
Part-time	1137	81.3%	1055	83.5%	1008	81.3%	
Student type							
Cont-GR	722	91.4%	700	94.0%	702	95.6%	↑
Cont-UG	1131	89.6%	1047	88.8%	920	88.5%	
New FTFT	316	71.2%	258	74.8%	281	76.9%	↑
New grad	319	89.0%	334	91.0%	317	90.5%	
Return-GR	73	74.0%	56	83.9%	61	83.6%	
Return-UG	234	76.9%	230	73.5%	234	72.6%	↓
Trx with AA	293	85.3%	251	89.6%	241	78.0%	↓
Trx without AA	104	55.8%	104	72.1%	121	81.0%	↑
Campus							
NMHU ITV	8	75.0%	3	66.7%	2	100.0%	
NMHU Off-Campus	7	100.0%	8	100.0%	3	100.0%	
NMHU Online	40	85.0%	112	88.4%	177	91.5%	↑
NMHU@Albuquerque	328	91.2%	341	94.7%	335	93.4%	
NMHU@Farmington	270	81.5%	221	89.6%	217	86.6%	
NMHU@Las Vegas	1806	84.4%	1618	84.7%	1505	85.3%	
NMHU@Rio Rancho	451	87.8%	425	90.4%	390	82.8%	↓
NMHU@Roswell	23	95.7%	26	100.0%	19	89.5%	
NMHU@Santa Fe	259	83.4%	224	84.4%	216	88.9%	↑
School							
Arts & Sciences	1165	84.6%	1089	85.7%	1032	86.7%	
School of Bus Media & Technlgy	533	85.2%	498	87.3%	495	87.1%	
School of Education	670	85.8%	614	86.2%	583	82.5%	↓
School of Social Work	700	89.3%	694	92.7%	652	91.9%	
No Coll Designated	122	67.2%	85	71.8%	115	77.4%	↑
Housing							
Commuter	2706	86.1%	2569	88.8%	2485	86.8%	
ResHall	486	80.9%	411	77.9%	392	86.0%	↑
Athletic status							
Athlete	287	85.7%	264	87.1%	296	90.2%	↑
NonAthlete	2905	85.3%	2716	87.3%	2581	86.3%	
Fall TGPA							
<2.00	294	48.0%	253	55.7%	296	53.4%	
2.00-2.49	171	83.6%	132	76.5%	136	82.4%	
2.50-3.00	233	88.4%	214	89.3%	179	87.2%	
3.00-3.49	442	92.8%	341	90.6%	323	91.3%	
3.50-4.00	879	92.5%	878	94.1%	806	92.7%	
n/a	67	28.4%	72	33.3%	57	31.6%	
Total	3192	85.3%	2980	87.3%	2877	86.7%	

**Mid-Year Retention Report
Academic Support
Fall 2018 to Spring 2019**

Listed below are the goals identified on the Retention Plan that pertain to the Academic Support. For convenience, data for each section is listed below the goal, in addition to the table at the bottom of the page.

Goal: Increase persistence among freshmen

- **Highlands University's 2018 cohort fall-to-spring (2nd semester retention goal for first time, full-time freshmen is 78%.**

The current fall-to-spring retention of FTF is 76.9%. This is significant, when the small drop in overall undergraduate retention is considered.

- **Highlands University's 2018 cohort fall-to-fall (2nd year) retention goal for first time, full-time freshmen is 54%.**

This goal is in process, however current data indicates the likelihood of a fall-to-fall FTF retention increase based on the following:

1. A 2% increase in fall 18-to-spring 19 retention when compared to fall 17-to-spring 18 retention.
2. An increase of 3% of FTF earning at least 15 credits for the fall 18 semester when compared to fall 17.
- 3.

- **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.**

The fall 18-to-spring 19 retention of the cohort is 77.4%, which is 8% higher than for the fall 17 cohort. Data indicates we are trending upward and can expect to see a fall 18 to fall 19 retention increase for the population.

- **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 goal is met as 80% of fall 18 FTF are in good academic standing.

- **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.**

This goal is not met with an average of 13.03 credits earned by fall 18 FTF.

- **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.**

Data for this population is inaccurate at the current time. Accurate data will be provided by the scheduled meeting time.

Fall 17 FTF				Enrollment Success Fall 17		
FTF Cohort	254			FTF Cohort	15	
Earned 15 credits	154	60.6%		Earned 15 credits	8	53.3%
Earned Lottery	128	50.4%		Earned Lottery	6	40.0%
Academic Probation	46	18.1%		Academic Probation	4	26.7%
Good Standing	208	81.9%		Good Standing	11	73.3%
Dean's List	64	25.2%		Dean's List	2	13.3%
Average Credits Earned	13.05			Average Credits Earned	10.93	
Average GPA	2.61			Average GPA	2.17	
Fall to Spring Retention		74.8%		Fall to Spring Retention	10	66.7%
Fall to Fall Retention		51.6%		Fall to Fall Retention	5	33.3%
Fall 18 FTF				Enrollment Success Fall 18		
FTF Cohort	280			FTF Cohort	31	
Earned 15 credits	179	63.9%		Earned 15 credits	15	48.4%
Earned Lottery	158	56.4%		Earned Lottery	13	41.9%
Academic Probation	52	18.6%		Academic Probation	8	25.8%
Good Standing	224	80.0%		Good Standing	23	74.2%
Dean's List	71	25.4%		Dean's List	2	6.5%
Average Credits Earned	13.03			Average Credits Earned	11.67	
Average GPA	2.59			Average GPA	2.15	
Fall to Spring Retention		76.9%		Fall to Spring Retention	24	77.4%

Note: Goal met for students in good academic standing, 80%. Good academic standing is defined as receiving a GPA of 1.75 or higher. Our goal for total 15 total credits earned was not met, with students completing, on average, 13.4 credits.

Table 2: Student Success Data for Freshmen Lottery Scholarship:

Note: Goal not met for 68% of eligible cohort earning the Lottery scholarship—59.4% were eligible.

Fall Semester	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Fall Cohort	347	437	379	320	414	424	349	275	298	312	254	280
% of eligible cohort earning Lottery scholarship	53%	54%	53%	50%	49%	47%	32.5 %	47.7 %	57.6%	48.4%	51.6%	59.4%
Target % of eligible cohort earning Lottery scholarship										66%	67%	68%
% of eligible cohort retained who earned the Lottery scholarship	44.7%	47.7%	47.6 %	44.10 %	41.7 %	24.3 %	24.3 %	46.2 %	56.70 %	51.80 %	50.40 %	92.1%
Target % of eligible cohort retained who earned the Lottery scholarship										59%	60%	61%

Although the goal was not met, out of those who were eligible, 92.1% were retained.

Goal: Highlands University will achieve academic excellence, academic integration and student success

- **Action Strategies A: Continue to improve the Highlands Undergraduate Enrichment (HUE) program**

Since the beginning of the fall '18 semester, HUE has had three different directors leading the program. At the beginning of the semester, Casey Applegate-Aguilar, M.S., M.A., resigned and

Melissa Williamson, M.S.W continued as the interim director until the semesters end in December, 2018. Leon Bustos, M.S. is currently the interim director for the HUE program and adjunct instructor of psychology, and is responsible for completing the HUE program assessment reports.

Overall, the goals of the program have remained the same: the HUE program expects our freshmen will demonstrate connectedness to their field of study and their academic work, they will recognize that their behaviors affect their academic success, and they will demonstrate a sense of community, belonging, and ownership as they form meaningful relationships and become part of campus life. In short, HUE's primary focus includes having the freshmen cohort develop interpersonal, social, and academic success by utilizing the learning community models, where faculty collaborate with each other with similar themes within two different disciplines during the fall semester. For example, in "From the Micro to the Macro," a psychology and sociology paired LC focused its content by presenting students how basic human behaviors and social systems work together to explain the origins of things such as motivation, emotion, religion, and systems of stratification (Full details of 2018 Fall Semester LC's can be found [here](#)). Further, undergraduate peer mentorship is utilized, where successful undergraduate students are selected to actively participate with the freshmen cohort by being imbedded in the classroom and hosting office hours and study sessions for student mentorship. The purpose of the PMs is to enrich the academic experiences of our students by assisting with academic challenges (e.g., preparing for class, studying, reading, and writing), initiating active and collaborative learning (e.g., asking questions, working on projects outside of class, mentoring), and supporting the campus environment (e.g., hosting collaborative projects).

During the spring 2019 semester, the peer mentorship model has continued, as faculty from different disciplines (e.g., psychology, English, sociology, speech, biology, chemistry, Spanish) have accepted PMs into their intro-level courses. Similar to how they function during the fall, PMs actively participate in the course itself while offering office hours and study sessions. The HUE program has also piloted two separate PM-led programs that has focused on reaching out to upper-division students in the social work and human-performance and sport (HPS) programs. Specific to the social work program, we got approval from the Dean of Social Work to identify a senior PM who has hosted office hours for all social work students, regardless of their classification. The social work PM has been charged with collaborating with the NMHU chartered Undergraduate Social Work Student Association (UGSWSA) in order to best assess how HUE can address any needs they have. Overall, the main goal is provide opportunities for social work students to meet with a PM to discuss class content, practicum, and career aspirations. Similarly, a senior PM has been identified to assist with students registered for HPS 387: Physical Education for Elementary Teaching; however, their tasks are similar to the PMs embedded into the intro level courses (i.e., office hours and study sessions).

The HUE program has also been tasked with creating co-curricular activities to help students feel more connected to the campus community. During the spring 2019 semester, we have hosted and co-hosted several different events around campus. For example, on February 13, 2019 we collaborated with the astronomy club for a "Night under the Stars", an exclusive event where 50 students were given tickets to the observatory for a night of star gazing, deserts, mocktails, music, and poetry. Further, HUE has assisted in different initiatives across campus that include Adulthood 101, Men's Night, The Ghostlight Project, Mid-Term Positive Affirmations & Good Ju-Ju, Kazoo Day, Game Night in Melody Hall, and the Culture Fair. In conjunction with assisting recruitment efforts, our PMs have been invited to participate as panelists as student representatives during campus tours.