



Fall 18 to Spring 19
Strategic Enrollment Management Plan
Progress Report

Summary

To address the creation and implementation of a comprehensive Enrollment Management Plan, the Office of Strategic Enrollment Management (SEM) created an SEM Plan committee in March 2018. The committee, comprised of faculty, staff, students, and administration, met on a weekly basis to develop goals and strategies for recruitment, retention, and academics. The draft Strategic Enrollment Management Plan was completed by the SEM Plan committee on October 09, 2018. After the spring census date of every year, the SEM Plan Committee will review data to determine progress on enrollment at the mid-year point. This mid-year data will be used as an indicator to determine if the university is on track to meet the year's enrollment (recruitment and retention) goals. The data will also be used to make adjustments to the key strategic initiatives involving the quantitative goals and to eliminate and/or add key strategic initiatives. This report is a qualitative and quantitative update to enrollment goals as measured from fall 2018 to spring 2019 for goals set forth in the 2018-2022 Strategic Enrollment Management Plan.

DRAFT

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 & Technlg	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%	

Academic Support

Listed below are the goals identified on the Retention Plan that pertain to the Academic Support. 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.

- **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.**

This goal is not met as only 59.4% of the cohort were eligible. Although the goal was not met, out of those who were eligible, 92.1% were retained at NMHU in the spring 2019.

Fall-to Spring Retention: First-Time Full-Time Freshmen				
	Fall 2017	Percent	Fall 2018	Percent
Cohort size	254		280	
Earned 15 Credits	154	60.6%	179	63.9%
Earned Lottery	128	50.4%	158	56.4%
Academic Probation	46	18.1%	52	18.6%
Good Standing	208	81.9%	224	80.0%
Dean's List	64	25.2%	71	25.4%
Average Credits Earned	13.05		13.03	
Average GPA	2.61		2.59	
Fall to Spring Retention		74.8%		76.9%
Fall to Fall Retention		51.6%		TBD

Fall-to Spring Retention: Enrollment Success				
	Fall 2017	Percent	Fall 2018	Percent
Cohort size	15		31	
Earned 15 Credits	8	53.3%	15	48.4%
Earned Lottery	6	40.0%	13	41.9%
Academic Probation	4	26.7%	8	25.8%
Good Standing	11	73.3%	23	74.2%
Dean's List	2	13.3%	2	6.5%
Average Credits Earned	10.93		11.67	
Average GPA	2.17		2.15	
Fall to Spring Retention	10	66.7%	24	77.4%
Fall to Fall Retention	5	33.3%		TBD

Native American Center

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 NAC also provides support services to our students located at the centers, we send out monthly newsletters, informing them of upcoming events, personal enrichments tips, scholarship and summer internship information as well as tribal job openings. Furthermore, we also disseminate a monthly newsletter to all Melody Hall residents. This newsletter provides information on upcoming events, study tips and HU resources. Our main objective is to inform Melody Hall students about the NAC events and to help create a stronger sense of community.

The Native American Center has collects 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.

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.

Native American-First Time Freshmen Fall to Spring Retention Rates		
Fall Cohort	2017	2018
Cohort Size	22	15
Retained Fall to Spring	13	8
Fall to Spring Retention Rate	59.1%	53.3%

All Native American Students				
Campus	Fall 2018	left	Spring 2019	Retention
Online	14	-2	12	85.7%
Rio Rancho	39	-18	21	53.8%
Santa Fe	15	-2	13	86.6%
Albuquerque	34	-4	30	88.2%
Las Vegas	125	-28	97	77.6%
Farmington	127	-20	107	84.2%
TOTALS	354	74	280	79%

For fall to spring, the overall average retention rate for all Native American students was 65%.

The average retention rates for the Las Vegas and Rio Rancho campuses is 63.5% 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 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 plan, it is essential that we collaborate with other departments to enhance the student experience at Melody Hall.

Recently, the NAC purchased a bulletin board for the Viles and Crimmin resident hall. The NAC updates three bulletin boards on a weekly and monthly basis- two in Melody Hall and one in Viles and Crimmin. We post weekly events, personal enrichment tips and suggestions, HU resources and hours of service, sports calendar, academic calendar, and student reminders.

African-American Students

Dean Kimberly Blea (Dean of Students), Dr. Gloria Gadsden (faculty), Dr. Ruthy Watson (HU Cares) and Yvette Wilkes (Director of Housing), have created an informal work group to address the needs of African American students on campus. Thus far, the work group has brought speakers and cultural events to campus during Black history month (and throughout the year). In addition, HU CARES has taken the lead in working with black students in providing outlets for activities and working in an advisory capacity to start a Black Student Union. HU CARES has also brought to campus activities including “Black Spaces” which provides a safe space for black students to build community and have conversations about their experiences, share their stories and find solutions to the common challenges they face. Activities such as the Culture Fair that highlight black culture and art were also held this year with the goal of educating the community at large and providing an outlet for black students here on campus.

The organizations on campus that have collaborated with CARES in the way of funding and support for working with African American students include the Office of Housing, ARMAS, HUE and Campus Life. This has been since Fall 2018 to present. Our collective goal has been to build a sense of community and belonging for black students here at NMHU and in New Mexico. We have had external support from UNM and from the New Mexico Office of African American Affairs in planning activities and working through some of the issues that accompany starting a new student organization.

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%

Athletics

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.

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

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.

New First Time Full-Time Degree-Seeking Freshmen Athletes		
Fall Cohort	2017	2018
Cohort Size	64	101
Retained Fall to Spring	54	86
Retention Rate	84.4%	85.1%

* 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%.

Transfer Athletes Without Associate's Degree		
Fall Cohort	2018	2019
Cohort Size	29	31
Retained Fall to Spring	23	28
Retention Rate	79.3%	90.3%

* 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%.

Transfer Athletes With Associate's Degree		
Fall Cohort	2018	2019
Cohort Size	31	18
Retained Fall to Spring	26	16
Retention Rate	83.9%	88.9%

* Source: NMHU Office of Institutional Effectiveness and Research

ARMAS

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

1. Several students who frequent ARMAS are on the student GHOSTLIGHT Project panel and an interim co-director leads the committee work

PRISM

1. Several ARMAS students participate in PRISM and an interim co-director is the faculty/staff advisor

ARMAS

1. 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.
2. 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.
3. At the ARMAS center, we are assisting with retention by providing students supplemental instruction, tutoring, Plato math software, with a place to study, a place where they feel welcomed and understood and we try to make fun events happen to ensure that they also have fun.

ARMAS Retention Goals:

1. *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.*
2. *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.*
3. *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.*

Fall-to-Spring Retention: ARMAS STEM Freshmen Students					
Cohort size	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort size	34	40	44	32	45
# retained to spring	29	34	38	27	38
% retained to spring	85.3%	85.0%	86.4%	84.4%	84.4%

Fall-to-Spring Retention: ARMAS Non-STEM Freshmen Students					
Cohort size	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort size	52	75	135	63	58
# retained to spring	45	55	100	48	51
% retained to spring	86.5%	73.3%	74.1%	76.2%	87.9%

Fall-to-Spring Retention: All ARMAS Students					
Cohort size	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Cohort size	86	115	179	95	103
# retained to spring	74	89	138	75	89
% retained to spring	86.0%	77.4%	77.1%	78.9%	86.4%

Highlands University Enrichment (HUE)

In order to assess the specific goals outlined in key enrollment indicators (KEI) document, Data was requested from the office of instructional research assessing the number of freshmen students in good academic standing (i.e., GPA of 1.75 GPA or higher), average number of credits earned, number of eligible Lottery scholarship recipients, and number of retained eligible Lottery scholarship recipients.

1. **Goal: Highlands’ 2018 fall cohort goal for academic standing is that 80% of first-time full-time freshmen will be in good academic standing (not on academic probation) after the first semester.**
 - a. 80% of our freshmen cohort being in good academic standing was met during the fall 2018 semester (see table 1).
2. **Goal: The 2018 fall cohort goal for average credits earned by first-time full-time freshmen in their first semester is 15 credits.**
 - a. The goal of having an average of 15-credits earned was not met, as the 2018 freshmen cohort completed an average of 13.4 credits (See table 1).
3. **Goal: The 2018 fall cohort goals for the Lottery Scholarship is that 68% of the cohort who are eligible will earn the scholarship and 61% of the eligible cohort retained will have earned the scholarship.**
 - a. We did not reach our goal, as only 59.4% of the cohort were eligible. Although the goal was not met, out of those who were eligible, 92.1% were retained at NMHU in the spring 2019 (See table 2).

Table 1: Student Success Data for Academic Standing & Average Credits Earned:

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.

Fall Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cohort Size	347	437	379	320	414	424	349	275	298	312	254	280
Number in good academic standing	262	295	270	223	292	394	2366	211	237	213	208	224
Percent in good academic standing	76%	68%	71%	70%	71%	69%	76%	77%	80%	68%	82%	80%
Target: Good academic Standing											77%	80%
Average credits earned	12.1	11.1	11.2	11.2	11	11.2	12	12.9	13.1	15		13.4
Target: Average Cr Earned											15	15

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. However, 92.1% of students that earned the lottery scholarship during the first semester were retained for Spring 2019.

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%

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

1. 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 Peer Mentors (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.

Recruitment and Undergraduate Admissions

Number of potential students:

Yearly Name Purchase Strategy. Names of prospective students were purchased if they met the following criteria:

2. NMHU purchased 15,000 high school sophomore names to build funnel for fall 2020
3. NMHU purchased 55,147 high school junior names to build funnel for fall 2019

Student names were purchased from three different markets based on historical data:

1. Market 1 = All of NM
2. Market 2 = AZ, CA, CO, TX
3. Market 3 = Rest of US

In the past four years (2015-2018) the top 10 high schools in terms of student enrollment in rank order are : Robertson (138), West LV (126), Mora (34), Pecos (18), Espanola (16), Cibola (16), GED (15), Grants (15), Taos (14), Cleveland (14), Pojoaque (13), Santa Fe (11), Los Lunas (11), Manzano (11), Moriarty (11), and Springer (10).

Potential Enrollment for Fall 2019:

Freshmen: to date, 1,087 prospective freshmen students have applied and of those 805 are admitted for fall 2019. We are 132 admitted students ahead from this same time last year for a 19.6% increase. About 82% in-state.

Transfers: to date, 259 prospective transfer students have applied and of those 146 are admitted for fall 2019. We are 18 admitted students ahead from this same time last year for a 14% increase. About 85% in-state.

International: to date, 96 prospective freshmen international students have applied and from those 44 are admitted for fall 2019. We are 16 admitted international freshmen students ahead from this same time last year for a 57% increase.

Fall 19 First Time Freshmen (FTF) Enrollment Projection:

It is conservatively projected the enrollment of FTF will increase by 5% for the fall 19 semester, for an enrollment of 306 new freshmen. This projection is based on the review of historical enrollment data at five and 10-year intervals, the 5-year average of FTF matriculation, and the current 16% increase in FTF admission. However, current year data suggest an optimistic projection of 9% growth is possible (334 FTF), should the increase in FTF admission remain constant, and matriculation rate of FTF remains at 35%.

Recruitment Activities for Fall 2019:

1. Community Partnerships (Local HS's, Alumni, NM Ed. Council)
2. On and off Campus Events
 - a. Counselor Workshop Fall 2018 in Las Vegas
 - b. HU Roundup Senior Day Spring 2019 in Las Vegas
 - c. NMHYou Reception Nights Spring 2019 in Farmington, Rio Rancho and Santa Fe
 - d. NMHU LCC College Night Fall 2018 in Las Vegas
 - e. Junior Day Fall 2018 in Las Vegas
 - f. Scholars Banquet Spring 2019 in Las Vegas
 - g. NEREC and NWREC Athletic Scholars Banquet Spring 2019 in Las Vegas
 - h. NMHU Transfer Day (CNM, LCC, UNM-Taos, SIPI) Fall 2018 and Spring 2019
3. College Circuits—spent 13 weeks in NM, AZ, and TX
4. High School Visits- Traveled to 350 different HS in NM, AZ, and TX
5. Community College Visits- Traveled to eight CCs monthly, primarily in northern NM
6. Campus Tours to Date
 - a. Individual Tours (88)
 - b. Group Tours (26)
 - c. Total served 998 individuals
7. Communication to prospective students throughout the funnel
 - a. Seniors receive 5 emails
 - b. Sophomores and Juniors receive 9 emails each
 - c. All prospective students receive brochure and two postcards (call to action apply and visit campus of interest)
 - d. Inquiries, applied, admitted and dual credit receive 10 direct mail postcards with varying NMHU info
 - e. All applied and admitted students receive phone calls from admissions staff
 - f. All admitted students receive phone call by current students at phone banks
 - g. All prospective transfers receive 5 emails
 - h. All applied and admitted transfers receive phone calls from admissions staff
 - i. All admitted transfer students receive phone call by current students at phone banks
 - j. All prospective transfers receive text message from admissions staff

Financial Aid

Below are the goals identified on the Retention and Strategic Enrollment Management Plans that pertain to the Office Financial Aid. Significant progress was made in reaching our goal of early packaging of federal aid. Primarily, the Financial Aid office has made great strides in operational process improvements to improve how FAFSA information is received and loaded into our Banner system. We did experience some barriers that are listed below. However, we managed to find ways to work around those and package six weeks earlier than the previous year. As a result, we are certain that progress will continue in the future because of the efficient automated processes that have been put into place within the Financial Aid office.

Goals:

1. Package 100% of Financial Aid offers by January of each year for first-time freshman who have completed their FAFSA and student file.

We have packaged 222 first-time freshman as of April 15 (six weeks earlier than the previous year). These students were notified by email to their personal emails, NMHU emails, and sent a hard copy letter to their home address.

Although recommended goal was not achieved, packaging occurred six weeks ahead of the previous year. This illustrates the effort to improve process time and move forward toward our goal.

Barriers to packaging of Federal Aid to all first-time freshman in January:

New FY 19 changes to budgets for the new academic year were not available until April. The VP of Finance presented the changes and presented them to the Board of Regents on April 4, 2019. These changes to tuition, fees, room, and board must be in place before we can package student aid.

Pell Charts with the increases in Pell Grant amounts for the new year were not available until January 23, 2019. Once the Department of Education releases the information, the software must be created by Ellucian and then loaded into the Banner system by ITS. It is then tested by the FA office before moving the upgrade into production.

Upgrades to Ellucian Banner FA Module with changes for the new academic year must be released and then loaded into Banner by ITS. That usually happens in mid-January.

This year the federal government experienced a shutdown from December 22, 2018 – January 25, 2019. This delayed our ability to process and load out FAFSA applications from the Department of Education.

Recommendation: Recognizing the actions that must be put into place before packaging and awarding can happen, it is more realistic to set our goal for packaging first time freshman as mid-February while the above-mentioned obstacles are worked out.

2. Offer a scholarship package to all eligible first-time freshmen and new transfers within 10 days of admissions to Highlands.

Beginning November 1, 2018 we begin offering institutional scholarships bi-weekly to all fully admitted first-time freshman. We sent them emails, letters and gave them the ability to accept their scholarships on their cell phone. As of April 15, we offered 543 institutional scholarships with 175 acceptances.

Beginning March 1, we began offering transfer students scholarships by the date of their admission. There is not application needed to be eligible. As of April 15, we offered 70 scholarships with 37 acceptances.

As of April 15, 2019 there has been \$1.3 million offered institutional scholarships for the 2019-2020 academic year. A total of \$490,576 accepted scholarships as of April 15, 2019.

Recommendation: Our strategy of offering first-time freshman scholarships beginning November 1 of each year gives us the ability to be the first institution in New Mexico to make scholarship offers for the coming academic year. It also allows us the ability to capture a sufficient amount of admitted students to provide an offer for specific scholarships. Therefore, we are leveraging our scholarships responsibly and in a more equitable manner.

3. Package 100% of financial aid and scholarship offers by March 1 every year for continuing students who have completed their FAFSA and student file.

As of April 15, we have packaged and awarded 597 continuing students federal aid for the 2019-2020 academic year. We sent award letters through email notifying them of their awards.

Continuing students maintain their institutional scholarships by meeting the GPA and credit hour requirements every semester. Students are only notified if they do not meet the required credit hours or GPA. Continuing students are not offered institutional scholarships. However, they are eligible for Foundation Scholarships which the application opens every year on March 1 and closes the following year on February 15. Those scholarship applications are reviewed monthly and awarded on a continual basis throughout the year.

Recommendation: 1) The continuing students should be packaged for federal aid beginning mid-February after census date for the prior spring semester. This is to ensure the students have not exceeded Pell Grant and Student Loan eligibility. 2) Institutional scholarships are not offered to continuing students therefore scholarships should be removed as part of goal #3.

Below are significant process improvements implemented during the 2018-2019 academic year in the Financial Aid Office that will lead to institution-wide improvement.

Operational Process Improvements in the Financial Aid Office

1. In an effort to positively impact sustainability for the university, the Financial Aid and Scholarships Office has moved to create a paperless environment. The changes include the elimination of printing of all ISIR (FAFSA) files downloaded from the Department of Education. Today, the ISIR (FAFSA) files are downloaded into the Banner system and reviewed electronically by a paperless process. This progressive change has eliminated the need for more than 25,000 printed copies per year.
2. Our FA office has created processes utilizing the Financial Aid Banner Module to load, select, review, and package all student ISIR (FAFSA) files, eliminating processing time for all staff members. Tasks that in the past took hours, have now been moved to minutes to complete. For example, the loading files process has moved from a four-hour process to 30 minutes, depending on the number of files loaded for the day. This change has allowed the FA Office to package earlier for the upcoming year. This effort will assist students in knowing what financial aid they have been awarded earlier and alleviate stress, which translates to a positive emotional wellbeing for the student.
3. We have eliminated the manual processes for verification of student financial aid files. We now request income taxes, W2 forms, and paperwork from students by email. We also have created a process utilizing the Financial Aid Banner Module to complete verification and load corrections through the automated system. This process has reduced manual work and improved staff morale, as well as allowed for other overdue projects to be accomplished within the office.
4. Our office has eliminated the practice of creating a student hard copy file for every ISIR (FAFSA) received in our office. Currently, student files are only created when the student is actually attending NMHU and are stored in our vault. Students, who will not attend NMHU, have electronic files in the Banner system in the event they decided to attend at a future semester within the academic year.
5. The revision of the Satisfactory Academic Progress procedure to allow for a more equitable and consistent set of criteria for all students, regardless of grade level. The outcomes of these changes will be reflected by continued Pell Grant eligibility and by increased retention rates.

(DATA DRIVEN CHANGE)

Previous SAP Policy	New Changes to SAP Policy	Advantages of New SAP Policy
<p>UNDERGRADUATE: Pace of Progression is calculated by dividing number of cumulative completed credit hours by the total number of attempted credit hours. 1-29 attempted hours = 65% 30-59 attempted hours = 70% 60-89 attempted hours = 75% 90 plus attempted hours = 80%</p>	<p>Pace of Progression for all undergraduate students will be identical: Must complete 67% of attempted credit hours at all times.</p>	<p>Less restrictive criteria for upper classmen to continue their financial aid as they progress toward their degree completion. A more equitable and consistent set of criteria for all students.</p>

<p>UNDERGRADUATE: GPA requirements- If a minimum GPA as stated below is not met, the result is financial aid ineligibility.</p> <p>1-29 attempted hours = 1.75 cumulative GPA Above 30 attempted hours = 2.0 cumulative GPA Certificate Program (formerly Education Licensure Program) must maintain a 2.5 cumulative GPA</p>	<p>GPA requirement will be a 2.0 for all undergraduate students at all grade levels.</p> <p>Students with the Lottery scholarship will still be required to maintain the 2.5 GPA in order to continue with their scholarship.</p>	<p>Better aligns GPA requirements with academic standards to allow all students to have consistent requirements.</p> <p>GPA to maintain aid eligibility will be identical as the requirement to graduate from NMHU. That minimum is at least a 2.0 GPA</p>
<p>GRADUATE: Pace of Progression must complete 80% of attempted hours at all times.</p>	<p>Pace of progression for graduate students will move to 67% attempted hours at all times.</p>	<p>Less restrictive to help students complete their program.</p> <p>Change will assist primarily students who are non-traditional and are not able to attend full-time or have to drop coursework due to family obligations.</p>
<p>GRADUATE: GPA requirements; Must maintain a 3.0 cumulative GPA at all times.</p>	<p>GPA requirements will remain at 3.0 at all times.</p>	<p>Aligns with academic requirement of 3.0 for all programs. No changes made to this requirement.</p>
<p>Second Bachelor's Degree Any attempted credit hours must have 80% pace of progression.</p>	<p>Any attempted credit hours must have 67% pace of progression.</p>	<p>Less restrictive to students to allow time for them to complete their program.</p>
<p>UNDERGRADUATE and GRADUATE No Warning semester</p>	<p>Implemented a "Warning" semester where students can fail to meet the required criteria for GPA or Pace of Progression <u>AND</u> be allowed to receive financial aid for one following semester.</p>	<p>Allows for students to be able to improve their Pace of Progression or GPA during the "Warning" Semester.</p> <p>Allows for appeals committee to determine if the student is showing progress during the "Warning" semester.</p>
<p>UNDERGRADUATE and GRADUATE: Maximum time frame is no more than 150% of the time it normally takes to receive a degree for that particular program.</p> <p>When students reach 125%, they fall into suspension and are required to complete an appeal form along with a degree audit to demonstrate the time frame needed to complete their program.</p>	<p>An average time frame of all programs is now used to identify all students when they reach the 125% of the program by putting them into "Review Status".</p> <p>Students will be contacted to let them know they are within 30 credit hours from reaching the 150% time frame for their program. We will recommend they meet with their academic advisor to map out completing their degree as soon as possible. They will continue to receive financial aid during this time.</p>	<p>Notification via email and letter to students who are within 30 hours of falling into suspension.</p> <p>This allows them time to plan either to complete their degree/program or to make payments arrangements to finish the final hours they need for their degree.</p> <p>They can also begin to prepare their appeal to continue their financial aid if they are close to completing the requirements for the degree. This may mean providing documentation of a degree summary illustrating they are close to completing their degree.</p>

- Created a Financial Aid Office Structure and Position Responsibilities defining duties and expectations for all staff members. The staff have all documented their job procedures and currently continue to cross train to ensure processes continue in the event of their absence.

Scholarship process improvements-(DATA DRIVEN CHANGE)

- The revision of Institutional scholarships to increase recruitment and retention initiatives. Recommendations were submitted to the Board of Regents and approved on December 14, 2018. These changes allow the ability to leverage Scholarships to reach potential students by incentivizing them to attend, retain, and graduate from NMHU.

Current Scholarships	Recommended Changes
Freshmen Scholarships	Freshmen Scholarships
College Incentive Grant: \$500 for first semester only <ul style="list-style-type: none"> 2.0-2.49 HS GPA Will convert to Lottery Scholarship for 7 semesters pending the completion of 15 credit hours per semester with a 2.5 GPA. 	College Incentive Grant: \$500 first semester* <ul style="list-style-type: none"> 2.0-2.49 HS GPA per high school transcript. Student is required to complete <u>enrollment success program</u> during first semester at NMHU Upon completion of enrollment success program with at least a 2.5 GPA and 15 credits, students will be awarded a one-time \$250 book scholarship Will convert to NM lottery scholarship pending the completion of 15 credit hours with a 2.5 GPA
Freshmen Success Scholarship: \$1500 (\$1000 first and \$500 2 nd Semester) <ul style="list-style-type: none"> 2.5-2.99 Will convert to Lottery Scholarship plus \$500 for 7 semester with the completion of 15 credits and 2.5 GPA 	Freshmen Success Scholarship: \$500 per semester <ul style="list-style-type: none"> 2.5-2.9 HS GPA per high school transcript Student is required to complete enrollment success program during first semester at NMHU Must complete 15 credit hours per semester with a 2.5 GPA Will convert to NM lottery scholarship plus \$500 for 7 semesters pending the completion of 15 credit hours per semester with a 2.5 GPA
Out-of-State Freshmen Scholarships	Out-of-State Freshmen Scholarships
NM Opportunity Grant: \$500 per semester <ul style="list-style-type: none"> 2.5 HS GPA Renewable for 7 semester pending the completion of 15 credit hours with a 2.5 GPA per semester 	NM Opportunity Scholarship: \$2000 per semester <ul style="list-style-type: none"> 3.0 or higher HS GPA 22 or higher ACT score or equivalent SAT Must complete 15 credit hours per semester with a minimum 3.0 GPA Renewable for up to 7 semesters Must live on-campus residence halls Must purchase a meal plan
NM Success Scholarship: \$1000/semester with 3.0 HS GPA or \$1500/semester with a 3.5 HS GPA <ul style="list-style-type: none"> 3.0 or 3.5 HS GPA Renewable for up to 7 semesters pending the completion of 15 credit hours with a 3.0 GPA per Semester 	
In-state Transfer Students	In-state Transfer Students
Dean's Transfer Scholarship: \$500/semester <ul style="list-style-type: none"> 3.0-3.49 cumulative GPA per college transcript Renewable for up 6 semesters based on credits transferred and subject to the completion of 15 credit hours with a 3.0 GPA per semester 	Dean's Transfer Scholarship: <ul style="list-style-type: none"> \$500 per semester with a 3.0-3.49 transfer GPA with no Associate's Degree \$750 per semester with a 3.0-3.49 transfer GPA and an Associate's Degree Must complete 12 credit hours per semester and maintain a 3.0 GPA Renewable for up 6 semesters based on credits transferred and subject to the completion of 12 credit hours with a 3.0 GPA per semester Does not apply to online programs
Presidential Transfer Scholarship: \$750/semester <ul style="list-style-type: none"> 3.5 or better cumulative GPA per college transcript Renewable for up 6 semesters based on credits transferred and subject to the completion of 15 credit hours with a 3.0 GPA per semester 	Presidential Transfer Scholarship: <ul style="list-style-type: none"> \$750 per semester with 3.5 or higher transfer GPA with no Associate's Degree \$1000 per semester with a 3.5 or higher GPA and an Associate's Degree Must complete 12 credit hours per semester and maintain 3.0 or higher GPA

	<ul style="list-style-type: none"> • Renewable for up to 6 semesters based on credits transferred and subject to the completion of 12 credit hours with a 3.0 GPA per semester • Does not apply to online programs
Out-of-State Transfer Students	Out-of-State Transfer Students
<p>New Mexico Success Transfer Scholarship: \$1000/semester with a 3.0 GPA or \$1500/semester with a 3.5 GPA per college transcript</p> <ul style="list-style-type: none"> • 3.0 or 3.5 transfer GPA • Renewable for up to 6 semesters based on credits transferred and subject to the completion of 15 credit hours with a 3.0 GPA per semester 	<p>New Mexico Success Transfer Scholarship: \$2000 per semester with a 3.0 transfer GPA and an Associate's degree</p> <ul style="list-style-type: none"> • 3.0 or higher transfer GPA with Associates degree • Renewable for up to 4 semesters • Must complete 12 credit hours per semester with a minimum 3.0 GPA • Does not apply to online programs • Must maintain satisfactory academic progress (pace of progression, must not exceed max time frame). • Must live on-campus residence halls • Must purchase a meal plan

2. The restructure of the Foundation Scholarship application on the submission portal called Award/Spring. We now open the application for almost a full year, beginning March 1 and close the next year on February 15. In the past, the application would open and close on an inconsistent basis and resulted in significant student frustration.
3. Freshman and Transfer students are offered scholarships by the date of their admission to NMHU. We review GPA and ACT/SAT scores and begin offering institutional scholarships on the first day of November for the upcoming academic year. There is no application for the scholarships, only a fully admitted date. The students are notified by letter and email. They are given the ability to accept by use of their cellphones. This change also provides for a less complicated application and an earlier notification process.
4. Our office begins offering transfer students scholarships in March of every year as students are admitted. Students can now accept scholarships on SLATE, a new software. With this software, we have the ability to send bulk emails and collect data.

Communication

1. Created a Communication Plan for prospective and continuing students. In collaboration with other offices, such as the Recruitment Office, we regularly send email communication, which includes relevant messages from multiple offices. This helps alleviate over saturation of messages to students from different offices.
2. Changed the communication process for Satisfactory Academic Progress (SAP) notification by email instead of sending hard copy letters to students who are suspended. This allows them the ability to submit an appeal earlier, reduce paper, and returned letters.
3. Monitor and update the Financial Aid website to ensure all information is relevant and current. Restructured the first page to provide important links on top of page, which point to student information, especially the Net Price Calculator.
4. Emailed all students who have a FAFSA but are not admitted. The email provides a link for the students to go directly to the Admission application. This assists with recruitment efforts by reaching out to potential students.

Office of the Registrar

Goal: Highlands University will achieve strategic enrollment management

1. Ellucian Banner upgrade in frontline office.

- a. 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 affected our student enrollment, processes.

2. Purchase and implementation of TutorTrac software.

- a. The Office of the Registrar purchased and went live with the TutorTrac software during the Spring 2019 semester. The Office will begin 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.

3. Purchase and implementation of Transfer Equivalent System (TES).

- a. 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.

4. Continue to conduct Pre-registration Blitz.

- a. 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.

5. Students will receive improved advising.

- a. 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.

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

- a. 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, Thomasinia 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 have to build an agenda and follow Robert’s Rules of Order. Most impressive is the team building exercise that is also required.
- b. For the first time ever, all team members participated with the New Mexico Association of Admission and Registrar Officers state meeting.

7. Provide Degree Audit and Advising training for faculty and staff.

- a. 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).

8. Develop additional winter and summer intersession courses.

- a. 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.

Customer Relations Office

The CR Office has assisted over 970 students since the inception (October 2017) of the Office of Customer Relations. The coordinator assists students by appointment or walk-in, via telephone, email, live chat, or Zoom appointment, and travels to HU's Centers monthly to be available for in-person student assistance.

The table below contains the number of inquiries from students to the CR Office by campus location. Based on this data, the majority of inquiries are coming from the Las Vegas campus, followed by students at the Albuquerque Center. Note that the “unknown” location indicates a large number of individuals seeking assistance. This occurs when prospective students, who are not yet admitted, reach out for assistance. In addition, during live chat sessions, some inquiries do not require the student to identify themselves. Therefore, the 312 students in the “unknown” category are a combination of students from all NMHU locations.

Location	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 to date	Total
Las Vegas	28	36	39	69	22	194
Santa Fe	10	27	16	16	3	72
Rio Rancho	7	29	23	34	3	96
Albuquerque	16	53	16	57	13	155
Farmington	3	23	12	42	12	92
Online	4	7	6	16	17	50
Unknown	9	49	110	113	31	312
Total	77	224	222	347	101	971

Live Chat was introduced in April 2018. Many students have taken advantage of the Live Chat option to receive immediate answers to their questions and concerns. Recent contact data indicates that about 43% of incoming communication with the CR Office is received via Live Chat. The Customer Relations Coordinator keeps record of the reason(s) for contact and the assistance provided. The table below indicates the top five department inquiries/concerns that were received via live chat from April-October, 2018.

Top Five Student Inquiries via Live Chat (April 2018 to October 2018)	
Office	Reason/Concern
Registrar	Transcript inquiry
Financial Aid	FAFSA file inquiry
ITS/EOS	Unable/unaware of how to login to Self Service Banner/Brightspace
Business Office	Student account payment inquiry
Faculty/Faculty Advisors	Requested assistance contacting faculty/faculty advisor

Based on these findings we can see the reasons for inquiry have relatively easy solutions. Given the nature of these inquiries, perhaps we need to ensure that information and instructions are clearer and readily available

on our website. We can also consider moving towards providing answers and assistance to students for these types of inquiries via artificial intelligence, which could be available 24/7.

Academics

The Office of Academic Affairs has been working on several initiatives to increase the program and course online offerings as well as increase the number of academic programs to increase student enrollment. To date several programs and or modifications to programs have been accomplished.

1. NMHU offers an RN to BSN degree in nursing, this program is fully available online in the asynchronous format. The RN to BSN program was modified to eight-week course offerings twice a semester to better accommodate students and increase enrollment.
2. During NMHU's probationary status with the Higher Learning Commission (HLC) the terminal degree, Master's in Fine Arts (MFA) was on hold. Upon removal from probation status, NMHU submitted all necessary paper work to the New Mexico Higher Education Department for approval and endorsement of the MFA. NMHU will be enrolling its first students into the MFA program in the Fall 2019 semester.
3. The Alternative Teacher Education Program was created and will be enrolling its first students for the Fall 2019 semester. The program is designed for individuals who have earned a bachelor's degree or higher who are interested in pursuing teaching as a profession. The program is structured in eight-week sessions and completion of the program will occur in a one-year time-period. The *Alternative Teacher Certification Program* was approved at the December 2018 Board of Regents meeting and the startup of the program was January 2019.
4. Pojoaque Valley Public Schools, Los Alamos National Laboratory, and New Mexico Highlands Regional Partnership School initiative Sept. 26 aimed at supporting improved teaching and learning.
5. The Native American Social Work Program
6. Additional program creations or modifications that are on track for implementation in Fall 2019 or Spring 2020 are:
 - a. Bachelor of Applied Science, asynchronous online every eight weeks
 - b. Bachelor of Science Police Science Administration, asynchronous online every eight weeks
 - c. Masters Social Work, asynchronous online twice a year at Las Vegas campus and Centers
 - d. Master's in Business Administration, asynchronous online every eight weeks at Las Vegas campus and Centers
 - e. Combined Master's in Business Administration and Public Administration, on ground at both Las Vegas Campus and Centers
 - f. Master's in Mathematics Teacher Leadership, asynchronous online twice a year at Las Vegas campus and Centers

NMHU Santa Fe Center

NMHU Santa Fe Center consistently and daily works on the following:

1. Orientation August 2018 we invited the existing students it was an opportunity for them to receive NMHU updates as well the orientation included the President, Vice President, All Deans and Department Directors from Financial Aid, Business Office, Registrar, Support Services all present.
2. End of Spring Semester letters to graduates SFCC
3. Calls and emails sent to students asking them if they need support in their program and if they need assistance with registration or other pending NMHU matters prior to the start of each semester.
4. Attended the following events to increase NMHU Brand:

- a. Apr 5, 2018 Business Expo
- b. Apr 18, 2018 Fantastic Fut.
- c. Oct 13, 2017 Blood Drive
5. Constant communication with SFCC and their administration, faculty and staff; and
6. Coordination of recruiting events in and around the Northern Santa Fe Region
7. Coordinated meetings between faculty in respective departments
 - a. SFCC Human Services
 - b. SFCC Business School
 - c. SFCC Science Department
 - d. SFCC Psychology
8. We have consistently reached out to graduates of SFCC to link them to NMHU; and
9. We have an annual Orientation with our collective NMHU team in August; and
10. We have a annual graduation celebration with our graduates; and
11. We participate in our colleagues staff meetings as necessary
 - a. School of Education
 - b. Social Work
 - c. Business
 - d. Arts and Sciences
12. We coordinate with SEM and campus community to find out and support students needs who have not registered; and
13. We provide Advisement in close coordination with faculty (some departments give us more flexibility then others); and
14. We do some marketing and outreach on our local radio stations.

NMHU Farmington Center

NMHU Farmington Center consistently and daily works on the following:

1. Sustained regional recruitment event participation.
2. Developed new marketing/awareness strategies (beanies).
3. Implemented new Campus Life initiatives
4. Developed program transfer and advisement sheets
5. Continued to meet with SJC, Dine', regularly
6. Hired Student Support Specialist
7. Offered free pizza, movies, and cultural events through Campus Life initiative.
8. Hosted visits from LV faculty and staff.
9. Hosted VPFA retreat
10. Increased Center area size
11. Research Partner with Farmington Police Department
12. Sustained participation in local advisory boards
13. Active Practicum placement in community
14. Added Zoom classroom
15. Identified IT needs
16. Created new computer lab
17. Updated website
18. Sustained social media presence
19. Increased Facebook followers
20. Membership in committees and task forces
21. Establish paperwork processing efficiency with Financial Aid

NMHU Rio Rancho Center

Collaboration/Outreach events held at NMHU Rio Rancho Center:

1. Dr. Patrick Wilson, Director of Online and Extended Learning began employment with New Mexico Highlands University on March 26, 2019.
2. Joseph Moreno, Metro Center Manager began employment with New Mexico Highlands University on March 11, 2019.
3. NMHU Annual H-Club Meeting, 2/23/19
4. NMHU Annual Foundation Meeting, 3/15/19
5. CNM West Side Transfer Fair, 3/21/19
6. Hispanic Education Advisory Council Meeting, 3/22/19
7. NMHU Admission Reception, 3/27/19
8. Rio Rancho Regional Chamber of Commerce Meeting, 3/29/19
9. NMHU/CNM Trio Walkabout Event, 3/29/19
10. NM Public Education Dept. Culturally and Linguistically Responsive Instruction Training, 4/4/19
11. Pecos Connections Academy Testing, 4/5/19
12. CEU, Unhealthy Relationships, 4/5/19
13. NM Connections Academy Testing, 4/8/19
14. NM Virtual Connections Testing, 4/10/19
15. NM Association of Collegiate Registrars and Admission Officers (NMACRAO), 4/11/19