

Mission To serve students by providing an exceptional experience focused on supporting student success through community building, experiential learning, and cross-disciplinary connections, as well as supporting personal and academic growth.

Vision A culture of excellence and connection that boosts students into successful college careers.

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

Department/Program: **NMHU Farmington Center**

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Strategic Goals for 2020 Planning for FY18-FY21	Unit Goals	Unit Actions/Strategies	Measurable Outcome(s)	Person(s) Responsible	Indicators and Time Frame for Assessment	Date(s) for Review
<p>1.Highlands University will achieve academic excellence, academic integration and student success.</p>	<p>1. Improve student success through 6 main HIPs involved in FYELCs 2. Increase academic integration Assess and improve Academic Enrichment programs</p>	<p>1. Provide professional development with CTE to increase effectiveness to LCs and hold meetings with FYELC faculty 2. Coordinate with career Services to incorporate career exploration in FYEX Seminar (HIPs first-year seminar) 3. Train peer Mentors to provide <u>study sessions</u>, participate in FYEX Seminar, provide <u>mentorship</u>, and provide <u>social engagement opportunities</u> 4. Plan and coordinate new student Orientation and convocation with the Student Success Center and administration 5. Provide field experience for FYELCs 6. Expand the FYE LC study lounge with Peer Mentors available for improved academic and social support 7. Asses students to provide best event approaches to support and encourage academic integration Develop Curriculum/ events that aid student confidence in their ability to succeed</p>	<p>1. Faculty feel more supported and competent in teaching FYELCs 2. Increase in number of students who appropriately declare major in first year 3. Peer Mentors are more effective in supporting faculty efforts and student success 4. More students begin building relationships with peer mentors and hacienda peers 5. More LCs incorporate meaningful field experiences into curriculum 6. First-Year students use the space and assistance of Peer mentors ----- Additional student success outcomes: 7. Increase in eligible first-year students received lottery scholarship 8. Decrease in first-year students on academic probation 9. Higher first-year</p>	<p><u>Director of Academic Enrichment programs</u></p>	<p>1. Documented participation in professional development opportunities and meetings in fall and end of semester faculty survey 2. End-Of-Year data provided by registrar 3. End-Of-Semester faculty and student survey 4. Attendee headcount and survey data 5. End-Of-Semester faculty and student survey 6. Documented use of space 7. End-Of-Year AE report 8. End-Of-Year AE report 9-11. OIER analysis using Banner Increase in academic integration score on the FYELC end-of-semester survey</p>	<p>1. End fall 2. End of May 3. End of fall and spring 4. End of summer 5. End of fall 6. End of summer 7. End of summer 9-11. End of fall 12. End of fall</p>

Action Status w/Description (Achieved, Ongoing, Stop)	Completion Date(s)	Recommendation(s)	Challenge(s)	Budget Consideration (Yes / No)
<p>1.1 Developed FYEX Seminar curriculum and FYX LC structures to best accommodate all 6 HIPs involved in FYELCs.</p> <p>1.2 Freshmen students were evaluated using the First-year experience integration assessment</p>	<p>1.1 Ongoing</p> <p>1.2 Ongoing</p>	<p>1.1 Work closely with the Coordinator for Teaching Excellence to develop professional training for FYE-LC faculty regarding High-impact practices amongst first-year students.</p> <p>1.2 The previous assessment was an in-house assessment that measures social, personal, and academic enrichment. Although it has exhibited strong reliability, the Student Strengths Inventory will be used as a replacement in future semesters.</p>	<p>1.1 None</p> <p>1.2 prior to assessment during the fall 2019 semester, students were impacted by a cyber-attack. It may have impacted their scores/</p>	<p>1.1 No</p> <p>1.2 No</p>

students GPAs, as measured by higher grades in LC courses

Additional academic integration outcomes:

10. First-year students report more academic integration

Pop-up events

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<p>2.Highlands University will achieve strategic enrollment management.</p>	<ol style="list-style-type: none"> 1. Implement AE/FYELC aspects of NMHU Retention Plan (RP) 2. Identify FYELC strengths to promote with recruiting initiatives 3. Develop FYELC’s course offerings based on student needs 4. Effectively utilize TutorTrac as means to assess student campus engagements and academic success 	<ol style="list-style-type: none"> 1. RP: Implement and evaluate and evidence-based first-year Experience Learning Communities program & continually evaluate and improve the approved plan RP: Increase students’ Self-Report of Academic Integration & increase in the mean score on the academic integration questions on the FYW survey participate in <u>career exploration</u> & enhance efforts to support University Studies students RP: increase students’ self-report of social integration & increase the mean score on the social integration questions on the FYE survey RP: integrate Early Alert into the FYE LCs 2. Collaborate with the office of Recruitment to use FYELCs to recruit new students and maintain FYELC prospective student web pages 3. Provide FYEX Seminar for freshman transfer students Collaborate with the student success center, ARMAS, Library, and the Writing Center to develop student success interventions 	<ol style="list-style-type: none"> 1. Increase FFF retention rate to spring and fall 2. Increase in number of students reporting FYELC affected their decision to return to NMHU in the spring Freshman transfer students feel supported in their transition to NMHU 	<p>Director of Academic Enrichment programs</p>	<ol style="list-style-type: none"> 1. OIER retention report 2. FYE LC survey questions FYE LC survey of freshman transfer students 	<ol style="list-style-type: none"> 1.Spring & fall 2.Beginning of fall 2020 3.End of fall

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<ul style="list-style-type: none"> - 2.1 Various aspects of the AE/FYE LC of the NMHU retention plan have been incorporated into the FYEX Seminar curriculum. - 2.2 Student success data have been collected and will be shared with the Office of Strategic Enrollment Management. - 2.3 First-time freshmen incoming major trends over the past five years have been used to assist in the development of Learning Communities to fit the interest of first-year students - 2.4 TutorTrac was initiated on the Las Vegas, NM campus during the 2019-2020 academic year at various support sites 	2.1 Ongoing	2.1 Make modifications to include new Students Strengths Inventory assessment within the AE/FYE LC Retention Plan	2.1 None	2.1 No
	2.2 Ongoing	2.2 Improve the relationship with the Strategic Enrollment Management team to generate media associated with FYEX LC student success data.	2.2 None	2.2 No
	2.3 Ongoing	2.3 Intentionally partner with each respective college department chair to create LCs that fit the interests of incoming freshmen	2.3 Opportunities for new tenured-track faculty to lead FYEX LC courses.	2.3 No
	2.4 Ongoing	2.4 Work in partnership with the various offices using TutorTrac to develop a working profile of support services to predict student success and persistence	2.4 The cyber-attack and the COVID-19 Pandemic have interrupted appropriate data tracking using TutorTrac	2.4 No

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<p>3. Highlands University will achieve a vibrant campus life.</p>	<p>1. improve Hacienda initiative 2. Improve student sense of connectedness 3. Develop partnerships with additional student support services and student conduct</p>	<p>1. Train peer Mentors to create ad provide Hacienda and LC activities; create excitement about the First-Year competitions; and create a following of students who attend campus events; develop partnerships with additional student services 2. Improve Hacienda days in FYEX Seminar and Celebration of Learning event for first-year students to showcase their work and network with the campus community</p>	<p>1-3. First-Year students report more social integration 3. Peer mentors promote sports and school spirit 4. HUE believes in you campaign 5. Peer Mentors promote HU success 1. Active campus presence and engagement</p>	<p>Director of Academic Enrichment programs</p>	<p>1-3. Increase win social integration score on the FYE LC survey 1. Student answers to FYE LC questions on the RNL CSI survey about attending campus activities</p>	<p>1. End of fall 2. End of fall 3. End of summer</p>
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<p>3.1 The Hacienda initiative was modified to better fit the personality profile of our first-year students 3.2 Curricular modifications within the FYEX-Seminar and intentional community-building co-curricular activities were created. 3.3 Partnered with the Persistence and Completion Academy and NMHU's Events committee to improve the experience of first-year students</p>	<p>3.1 Ongoing 3.2 Ongoing 3.3 Ongoing</p>	<p>3.1 Develop co-curricular activities that will allow students in each Hacienda to interact with and compete with each other 3.2 Continue to improve the FYEX Seminar Curriculum based on best-practices and student feedback 3.3 Using the Student Strengths Inventory, partner with the Student Success Center and Student Conduct to create holistic and intentional intervention strategies for at-risk students</p>	<p>3.1 Students did not fully understand the purpose of the Hacienda Assignments 3.2 None 3.3 The COVID-19 pandemic has provided challenges in creating appropriate intervention strategies with the Student Support Center during this current academic year.</p>	<p>3.1 No 3.2 No 3.3 No</p>		

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<p>4. Highlands University will be a community partner.</p>	<p>1. Encourage field experiences in FYELCs that promote networking 2. Integrate first-year experiences into Las Vegas and neighboring communities</p>	<p>1. Work with FYELC, Career Services, faculty and CTE to build meaningful field experiences that build community partnerships 2. Build mutually-supportive relationships with community partners to implement community activities</p>	<p>1. More LCs incorporate meaningful field experiences into curriculum 2. First-year students will participate in community activities such as River clean up, fiestas, parades, etc. 3. Outdoor excursion to local landmarks with the outdoor rec center</p>	<p>Director of Academic Enrichment programs</p>	<p>1. End of semester faculty and student surveys 2. Documented participation at community service events</p>	<p>3. End of fall 4. End of spring</p>
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<p>4.1 Faculty responsible for FYEX Learning Communities have been invited to promote field experiences with first-year students 4.2 Partnered with local agents and business to help promote Las Vegas, NM and surrounding communities</p>	<p>4.1 Ongoing 4.2 Ongoing</p>	<p>4.1 Provide recommendations and propose budget for FYEX LC Field Experiences to faculty 4.2 Provide more opportunities to have students navigate greater Northern New Mexico</p>	<p>4.1 FYEX Faculty have had little time to plan and initiate FYEX LC Field Experiences 4.2 Restrictions on purchases made to local business have proved to be challenging in integrating students into the local community.</p>	<p>No Yes</p>		

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<p>5. Highlands University will achieve technological advancement and innovation.</p>	<p>1. improve first-year student use of NMHU technology 2. Explore innovative options, & create and disseminate new knowledge</p>	<p>1. Support FYELC faculty in using NMHU technology for LC courses 2. Attend relevant conferences and present FYE LC data at conferences</p>	<p>1. Increase in student familiarity with the use of NMHU technology 2. NMHU maintains an innovative FYE LC Program and becomes well-known for this innovation</p>	<p>Director of Academic Enrichment programs</p>	<p>1. FYELC questions on the RNL CSI survey Documented presentations of NMHU's FYE LC data and invitations to speak/present about the program</p>	<p>1. End of fall 2. End of summer</p>
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<p>5.1 Developed curriculum to improve first-year students navigation of NMHU technology 5.2 Applied to Annual First-Year Experience conference to discuss the Student Strengths Inventory Results</p>	<p>5.1 Ongoing 5.2 Ongoing</p>	<p>5.1 Given the current COVID-19 Pandemic, develop focused curriculum to help navigate online learning and self-care online 5.2 Continue to develop a network of First-Year Experience professionals</p>	<p>5.1 Current literature does not detail how to effectively create online-based models of first-year experience initiatives. 5.2 Travel restrictions during the Spring 2020 semester did not allow for conference attendance.</p>	<p>5.1 No 5.2 No</p>		

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<p>6. Highlands University will achieve enhanced communication and efficiency.</p>	<ol style="list-style-type: none"> 1. Improve campus communication to first-year students 2. Improve campus communication regarding FYELCs 	<ol style="list-style-type: none"> 1. Provide FYEX Seminar courses and Peer Mentors that effectively communicate events and resources to first-year students 2. Maintain social media sites to communicate campus events and AE events to students 3. Meet with Academic Affairs Committee to discuss FYELC progress and challenges 4. Meet regularly with FYELC advisory committee 5. Distribute posters. Brochures, etc. to advertise and disseminate information about FYELCs 6. Maintain FYELC current student web pages Maintain calendar of field experiences to be shared with athletics and university relations 	<ol style="list-style-type: none"> 1. High level of student participation in campus events 2. Increase in social media interactions 3. Increase in number of faculty and staff reached in informational sessions 4-5. Faculty and staff are knowledgeable about FYELC modifications and progress 6. Entire campus knowledge about FYELCs 7. Faculty, staff, and students are informed about and active in FYELCs updates and events 8. Coaches and photographers are able to effectively work round field experiences 	<ol style="list-style-type: none"> 1. Director of Academic Enrichment programs 2. FYEX instructors 	<ol style="list-style-type: none"> 1. FYELC questions on RNL CSI survey about use of campus resources 2. Reports from social media sites 3. Documented attendance at informational sessions 4. FYELC coordinator attendance at AAC meetings 5. Faculty and staff committee members' attendance at meetings 6. Survey of faculty, staff and students 7. Web analytics if possible <p>Documentation of calendar</p>	<ol style="list-style-type: none"> 1. End of fall 2. End of fall and spring 3. End of spring and summer 4. End of spring 5. End of spring 6. End of spring
<p>Action Status w/Description (Achieved, Ongoing, Stop)</p>	<p>Completion Date(s)</p>	<p>Recommendation(s)</p>		<p>Challenge(s)</p>		<p>Budget Consideration (Yes / No)</p>
<p>6.1 Developed a Communication Action Plan with Student Peer Mentors to communicate with First-Year Students about initiatives and events sponsored by the HUE program</p>	<p>6.1 Ongoing</p>	<p>6.1 Continue to improve communication to First-Year Students about mentoring and tutoring services offered by the HUE program</p>		<p>6.1 The new <i>MYNMHU</i> portal has restricted communication of activities that are offered through the HUE program. Students have to opt-in to see the media advertising events.</p>		<p>6.1 No</p>

<p>6.2 Worked with campus-life initiatives and Student Support Services to promote activities and programs sponsored by the First-Year Experience program</p>	<p>6.2 Ongoing</p>	<p>6.2 Continue to improve global communication with freshmen students about support services and co-curricular activities.</p>	<p>6.2 The new <i>MYNMHU</i> portal has restricted communication of activities that are offered through the HUE program. Students have to opt-in to see the media advertising events.</p>	<p>6.2 No</p>
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