

# Key Performance Indicators (KPIs) for Strategic Plan 2020-2025

1. Number of current, new, or revised courses or academic programs that address core, co-curricular, or contemporary topics. [SO [1.1](#), [2.1](#), [5.3](#)] [Table [7](#)]
2. Number of graduating students attending graduate school, employed in their area of study, or receiving professional licensure and certification. [SO [1.2](#)] [Table [1](#)]
3. Number of student, faculty, staff, and administrator engagements in campus academic and non-academic activities. [SO [1.3](#), [2.3](#), [3.1](#), [4.3](#), [4.5](#), [5.2](#)]
4. Number of students, faculty and staff recognized for engaging in high-impact pedagogical approaches, active learning, and student support activities. [SO [1.4](#)]
5. Number of academic, non-academic, or service initiatives and partnerships with the community. [SO [3.3](#)]
6. Student recruitment, retention, and graduation data and NMHU employee recruitment, hiring, retention, and separation data reported by diversity demographics. At a minimum, demographic data should include gender, race/ethnicity, and first-generation and Pell-eligible status (for students). [SO [4.1](#), [5.2](#)] [Table [2](#), [3](#), [4](#), [5](#), [6](#)] [Graph [1](#)]
7. Number of diversity, equity, and inclusion events, programming, or initiatives provided and number of participants. [SO [4.2](#), [4.5](#)]
8. Number of university directives, policies, or procedures reviewed or modified, technological advancements, and budget requests and allocations that promote comprehensive education and equitable student learning outcomes. [SO [5.1](#)]

<p>NMHU Strategic Plan 2020-2025</p>	
<p>Goal</p>	<p>Evidence</p>
<p>Goal 1: Teach and mentor students to integrate a broad range of academic skills, a breadth and depth of curricular knowledge, and an interdisciplinary understanding.</p> <p>1.1 Maintain and build upon a core curriculum to develop a broad liberal arts education and transferable skills.</p> <p>1.2 Teach students to master competencies in their undergraduate and graduate programs of study with theoretical and applied knowledge in their areas of specialization.</p> <p>1.3 Provide educational experiences that promote interdisciplinary understanding.</p> <p>1.4 Recognize and acknowledge efforts of faculty, staff, and students highlighting strong demonstrations of pedagogy, skill development, active learning, advising, mentorship, or content knowledge.</p>	<ul style="list-style-type: none"> <li>• Academic Affairs Committee approved 12 revised courses – Fall 2021</li> <li>• Retention and graduation rates <a href="https://www.nmhu.edu/institutional-research/degrees-awarded/">https://www.nmhu.edu/institutional-research/degrees-awarded/</a></li> <li>• Graduates getting job in their field of study – First Destination Survey <a href="https://www.nmhu.edu/landing-business-administration/business-administration-student-achievements/">https://www.nmhu.edu/landing-business-administration/business-administration-student-achievements/</a></li> <li>• Student Satisfaction Survey <a href="https://www.nmhu.edu/landing-business-administration/business-administration-student-achievements/">https://www.nmhu.edu/landing-business-administration/business-administration-student-achievements/</a></li> </ul>
<p>Goal 2: Inspire students to action through environments that foster scholarship and produce graduates equipped to address regional and global issues.</p> <p>2.1 Link course content, curriculum, and co-curricular activities to understanding and addressing significant local, regional, and global issues (i.e., infuse big issues and big ideas into discussion in all areas of campus life).</p> <p>2.2 Develop students into confident graduates with effective communication skills, professionalism, and determination that prepares them to make informed decisions in pursuit of lifelong learning and professional success.</p> <p>2.3 Encourage and support fieldwork, internships, externships, practica, multi-institutional research projects, grant-related engagements, and other related activities that broaden students’ horizons outside of the classroom</p>	<ul style="list-style-type: none"> <li>• Strategic Plans <a href="https://www.nmhu.edu/institutional-research/unit-strategic-planning/">https://www.nmhu.edu/institutional-research/unit-strategic-planning/</a></li> <li>• Outcomes Assessment Data <a href="https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/">https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/</a></li> </ul>

<p>Goal 3: Engage with and serve our communities for mutually beneficial exchanges of knowledge, services, and resources.</p> <p>3.1 Establish and sustain a service learning, civic engagement, co-curricular, social justice, and community network in collaboration for, by, and with faculty, staff, students, and local, regional, and global partners.</p> <p>3.2 Identify and prioritize strategic opportunities and partnerships for aligning university and community needs and resources for mutual benefit.</p> <p>3.3 Protect and promote rights to higher education for all students in need.</p>	<ul style="list-style-type: none"> <li>National Survey of Student Engagement (NSSE) <a href="https://www.nmhu.edu/institutional-research/oier-reports/">https://www.nmhu.edu/institutional-research/oier-reports/</a></li> </ul>
<p>Goal 4: Advance excellence in diversity, equity and inclusion policies and practices.</p> <p>4.1 Embrace our mission as a Hispanic-Serving Institution (HSI) and emerging Native American-Serving Nontribal Institution (NASNTI) to increase the diversity of NMHU's faculty, staff, and administrators to better reflect the demographics of New Mexico and our students.</p> <p>4.2 Develop an active, intentional, and ongoing engagement with intellectual, social, cultural and geographical diversity that leads to personal growth through community engagement and curricular and co-curricular programming.</p> <p>4.3 Advance and promote a welcoming and inclusive university environment that recruits broadly, supports equity, and improves diverse student, faculty, and staff retention and success.</p> <p>4.4 Employ student engagement and success strategies for students from diverse backgrounds to ensure persistence and completion through active and collaborative learning.</p> <p>4.5 Cultivate, promote, sustain, assess, and improve multiculturalism and diversity initiatives throughout the campus community in curricular and co-curricular activities, student support services, civic engagement, and professional development.</p>	<ul style="list-style-type: none"> <li>Institutional Factbook <a href="https://www.nmhu.edu/institutional-research/fact-book/">https://www.nmhu.edu/institutional-research/fact-book/</a></li> <li>IPEDS Data <a href="https://www.nmhu.edu/institutional-research/ipeds/">https://www.nmhu.edu/institutional-research/ipeds/</a></li> <li>NMHU Campus News <a href="https://www.nmhu.edu/nmhu-hot-news/">https://www.nmhu.edu/nmhu-hot-news/</a></li> </ul>

<p>Goal 5: Be a comprehensive educational provider for all students including traditional, non-traditional, online, distance, community, and lifelong learners.</p> <p>5.1 Develop guiding principles for becoming a more comprehensive educational provider that promotes equitable student outcomes for all students across NMHU.</p> <p>5.2 Enhance professional development for faculty and staff in effective use of technology to more effectively reach, educate, and support all students across NMHU.</p> <p>5.3 Develop, adopt, and implement a process to research and address the need for new or modified academic degree, professional certificate, and community interest programs.</p>	<ul style="list-style-type: none"><li>• University Policies and Procedures <a href="https://www.nmhu.edu/policy-and-procedures/">https://www.nmhu.edu/policy-and-procedures/</a></li><li>• Technology Resources <a href="https://www.nmhu.edu/information-technology-services/">https://www.nmhu.edu/information-technology-services/</a></li><li>• Professional Development <a href="https://www.nmhu.edu/center-for-professional-development/">https://www.nmhu.edu/center-for-professional-development/</a></li><li>• Financial Resources <a href="https://www.nmhu.edu/budget-and-finance/approved-budget-reports/">https://www.nmhu.edu/budget-and-finance/approved-budget-reports/</a></li><li>• Outcomes Assessment Data <a href="https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/">https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/</a></li></ul>
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Table 1

Degree Seeking Graduate Students at NMHU		
	Fall 2020	Fall 2021
Total Degree Seeking Graduates	950	975
Graduates from Highlands	105	92
Percent	11.05%	9.44%

Source: OIER/End-of-Term Data

Table 2

First-Time, Full-Time, Degree-Seeking Freshmen Students Fall to Spring Retention Rates							
Fall Semester	2015	2016	2017	2018	2019	2020	2021
Fall Cohort	298	312	254	280	275	187	146
Fall to Spring	74.8%	72.1%	75.6%	77.1%	77.5%	68.4%	80.8%

Source: OIER Website

Table 3

First-Time, Full-Time, Degree-Seeking Freshmen Students Fall to Fall Retention Rates							
Fall Semester	2014	2015	2016	2017	2018	2019	2020
Fall Cohort	275	298	312	254	280	275	187
Fall to Fall	52.4%	52.7%	45.2%	51.6%	55.4%	63.6%	52.4%

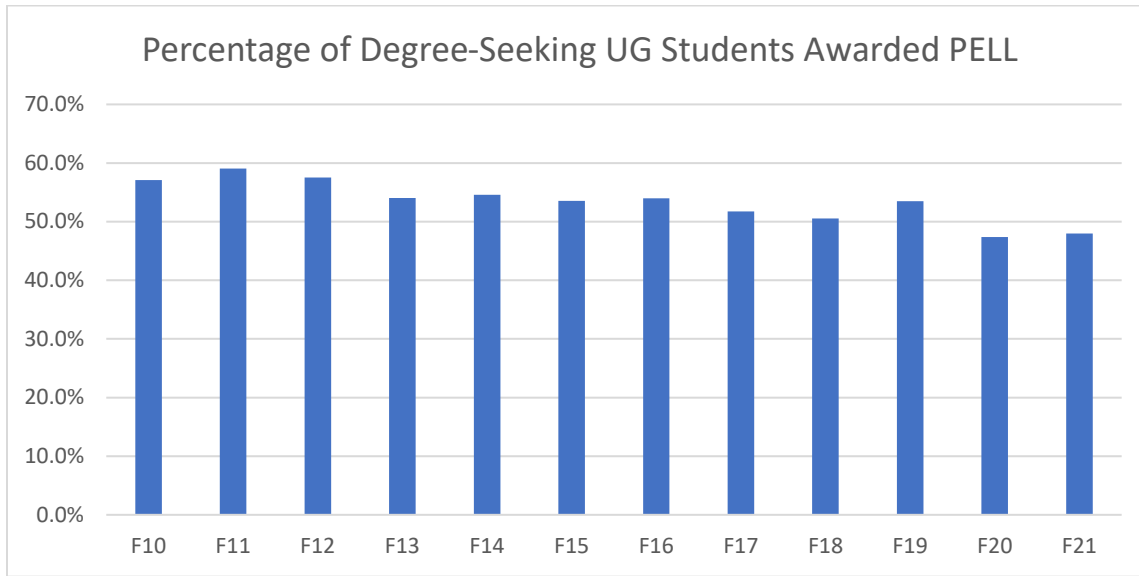
Source: OIER Website

Table 4

First-Time, Full-Time, Degree-Seeking Freshmen Students Graduation Rates							
Fall Semester	2010	2011	2012	2013	2014	2015	2016
Fall Cohort	320	414	424	349	275	298	312
4 Year Rate	10.0%	8.0%	10.4%	10.9%	20.4%	17.8%	16.3%
6 Year Rate	22.2%	22.2%	21.5%	22.1%	28.7%	26.5%	N/A

Source: OIER Website

Graph 1



Source: OIER/Fact Book

Table 5

Enrollment Trends by Race/Ethnicity				
Fall Semester	2018	2019	2020	2021
<b>Black or African American</b>	4.2%	4.6%	4.9%	5.1%
<b>American Indian or Alaska Native</b>	8.3%	8.7%	9.3%	10.6%
<b>Asian</b>	0.9%	0.7%	0.5%	0.9%
<b>Native Hawaiian or Pacific Islander</b>	0.4%	0.2%	0.3%	0.4%
<b>Hispanic</b>	53.8%	53.7%	53.5%	52.5%
<b>Non-Resident Alien</b>	4.7%	4.4%	4.0%	3.6%
<b>White</b>	23.9%	23.3%	22.5%	22.5%
<b>Two or More Races</b>	1.7%	2%	2.6%	2.7%
<b>Race and Ethnicity Unknown</b>	2.1%	2.5%	2.4%	1.7%

Source: OIER/Fact Book

Table 6

<b>2020 NMHU Diversity of Full-Time Faculty and Staff</b>				
Race/Ethnicity/Gender	Faculty # (N = 126)	Faculty % (N = 126)	Staff # (N = 320)	Staff % (N = 320)
Black or African American	3	2.4%	4	1.3%
American Indian or Alaska Native	1	0.8%	8	2.5%
Asian	6	4.8%	4	1.3%
Hispanic/Latino	34	27.0%	212	66.3%
Native Hawaiian/Pacific Islander	0	0.0%	1	0.3%
White/Other	69	54.8%	64	20.0%
Two or more Races	2	1.6%	5	1.6%
Nonresident Alien	8	6.3%	6	1.9%
Unknown	3	2.4%	16	5.0%
Men	63	50.0%	152	47.5%
Women	63	50.0%	168	52.5%

Source: IPEDS 2020-2021 Human Resources Survey

## Academic Affairs Committee Action Items

Beginning Fall 2021 – Spring 2022

<b>Date Received</b>	<b>Description</b>	<b>Signed by Provost</b>	<b>To Reg Office</b>
9/23/2021	New Course--CHEM 6XXX Drug Discovery and Design	9/24/2021	9/27/2021
9/23/2021	New Course--SOCVCJUS 4/5XXX Sociology of Murder	9/24/2021	9/27/2021
9/23/2021	New Course--SOCI/CJUS 6XXX Advanced Criminology	9/24/2021	9/27/2021
9/23/2021	New Course--SOCVCJUS/GNDR 6XXX Gender and Crime	9/24/2021	9/27/2021
9/23/2021	New Course--SOCI 6940 Professional Paper	9/24/2021	9/27/2021
9/23/2021	Revision--SOCJ/ANTH 3000 Classical Social Theory	9/24/2021	9/27/2021
10/25/2021	New Course--SOCI/CJUS 4/5XXX Homicide and Policing	10/25/2021	10/25/2021
10/25/2021	New Course--ANTH 6XXX Cultural Resource Management	10/25/2021	10/25/2021
	Internship		
10/25/2021	Deletion--Post Baccalaureate Certificate in Cultural Resource	10/25/2021	10/25/2021
	Management		
11/19/2021	New Course--SOC/ANTH - 4/5XXX - Environmental Sociology	11/19/2021	11/19/2021
12/8/2021	New Course--SOCI/ANTH/GNDR/CJUS	12/9/2021	12/9/2021
	4/5XXX New Social Justice Movements: A World of Protests, Cultural Resistance, and Community Building		
	Fall 2021		
12/8/2021	New Course--SOCI/ANTH - 4/5XXX Sociology of Human	12/9/2021	12/9/2021
	Rights Fall 2021		

Source: Academic Affairs Office