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]

NMHU Strategic Plan 2020-2025	
Goal	Evidence
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. 1.1 Maintain and build upon a core curriculum to develop a broad liberal arts education and transferable skills. 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. 1.3 Provide educational experiences that promote interdisciplinary understanding. 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.	• Academic Affairs Committee approved 12 revised courses – Fall 2021 • Retention and graduation rates https://www.nmhu.edu/institutional-research/degrees-awarded/ • Graduates getting job in their field of study – First Destination Survey https://www.nmhu.edu/landing-business-administration/business-administration-student-achievements/ • Student Satisfaction Survey https://www.nmhu.edu/institutional-research/student-satisfaction/
Goal 2: Inspire students to action through environments that foster scholarship and produce graduates equipped to address regional and global issues. 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). 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. 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	• Strategic Plans https://www.nmhu.edu/institutional-research/unit-strategic-planning/ • Outcomes Assessment Data https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/

Goal 3: Engage with and serve our communities for mutually beneficial exchanges of knowledge, services, and resources. 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. 3.2 Identify and prioritize strategic opportunities and partnerships for aligning university and community needs and resources for mutual benefit. 3.3 Protect and promote rights to higher education for all students in need.	• National Survey of Student Engagement (NSSE) https://www.nmhu.edu/institutional-research/oier-reports/
Goal 4: Advance excellence in diversity, equity and inclusion policies and practices. 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. 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. 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. 4.4 Employ student engagement and success strategies for students from diverse backgrounds to ensure persistence and completion through active and collaborative learning. 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.	• Institutional Factbook https://www.nmhu.edu/institutional-research/fact-book/ • IPEDS Data https://www.nmhu.edu/institutional-research/ipeds/ • NMHU Campus News https://www.nmhu.edu/nmhu-hot-news/

Goal 5: Be a comprehensive educational provider for all students including traditional, non-traditional, online, distance, community, and lifelong learners. 5.1 Develop guiding principles for becoming a more comprehensive educational provider that promotes equitable student outcomes for all students across NMHU. 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. 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.	• University Policies and Procedures https://www.nmhu.edu/policy-and-procedures/ • Technology Resources https://www.nmhu.edu/information-technology-services/ • Professional Development https://www.nmhu.edu/center-for-professional-development/ • Financial Resources https://www.nmhu.edu/budget-and-finance/approved-budget-reports/ • Outcomes Assessment Data https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/

Table 1

Degree Seeking Graduate Students at NMHU			
	Fall 2022	Fall 2021	Fall 2020
Total Degree Seeking Graduates	1083	975	950
Graduate Students from Highlands	110	92	105
Percent	10.15%	9.44%	11.05%

Source: OIER/End-of-Term Data

Table 2

First-Time, Full-Time, Degree-Seeking Freshmen Students Fall to Spring Retention Rates						
Fall Semester	FA 22 to SP 23	FA 21 to SP 22	FA 20 to SP 21	FA 19 to SP 20	FA 18 to SP 19	FA 17 to SP 18
Fall Cohort	225	146	187	275	280	254
Fall to Spring	76.00%	80.80%	68.40%	77.50%	77.10%	75.60%

Source: OIER Website

Table 3

First-Time, Full-Time, Degree-Seeking Freshmen Students Fall to Fall Retention Rates					
Fall Semester	FA 21 to FA 22	FA 20 to FA 21	FA 19 to FA 20	FA 18 to FA 19	FA 17 to FA 18
Fall Cohort	146	187	275	280	254
Fall to Fall	63.00%	52.40%	63.60%	55.40%	51.60%

Source: OIER Website

Table 4

First-Time, Full-Time, Degree-Seeking Freshmen Students Graduation Rates					
Fall Semester	**2017**	**2016**	**2015**	**2014**	**2013**
Fall Cohort	254	312	298	275	349
4 Year Rate	16.10%	16.30%	17.80%	20.40%	10.90%
6 Year Rate	N/A	25.30%	26.50%	28.70%	22.10%

Source: OIER Website

Graph 1

Percentage of Degree-Seeking UG Students Awarded PELL
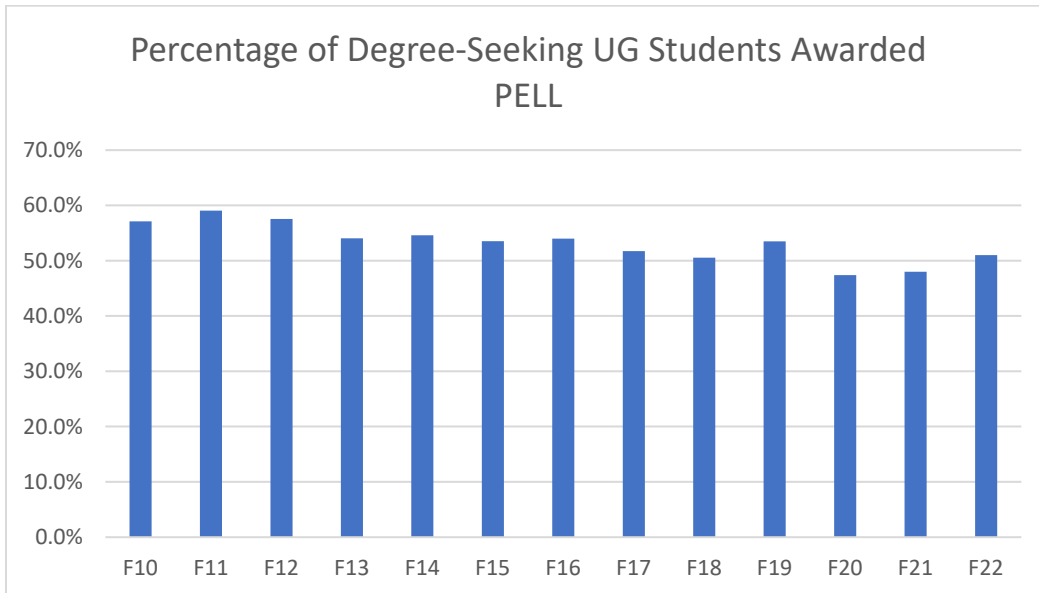
Source: OIER/Fact Book

Table 5

Enrollment Trends by Race/Ethnicity				
Fall Semester	2022	2021	2020	2019
Black or African American	4.50%	5.10%	4.90%	4.60%
American Indian or Alaska Native	9.90%	10.60%	9.30%	8.70%
Asian	0.60%	0.90%	0.50%	0.70%
Native Hawaiian or Pacific Islander	0.20%	0.40%	0.30%	0.20%
Hispanic	53.90%	52.50%	53.50%	53.70%
Non-Resident Alien	4.80%	3.60%	4.00%	4.40%
White	20.80%	22.50%	22.50%	23.30%
Two or More Races	2.70%	2.70%	2.60%	2.00%
Race and Ethnicity Unknown	2.70%	1.70%	2.40%	2.50%

Source: OIER/Fact Book

Table 6

2022 NMHU Diversity of Full-Time Faculty and Staff				
Race/Ethnicity/Gender	Faculty # (N = 129)	Faculty % (N = 129)	Staff # (N = 317)	Staff % (N = 317)
Black or African American	3	2.3%	4	1.3%
American Indian or Alaska Native	1	0.8%	8	2.5%
Asian	5	3.9%	5	1.6%
Hispanic/Latino	32	24.8%	214	67.5%
Native Hawaiian/Pacific Islander	0	0.0%	1	0.3%
White/Other	76	58.9%	57	18.0%
Two or more Races	2	1.6%	5	1.6%
Nonresident Alien	8	6.2%	6	1.9%
Unknown	2	1.6%	17	5.4%
Men	62	48.1%	153	48.3%
Women	67	51.9%	164	51.7%

Source: IPEDS 2020-2021 Human Resources Survey

Academic Affairs Committee Action Items

Beginning Fall 2021 – Spring 2022

Date Received	Description	Signed by Provost	To Reg Office
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 Internship	10/25/2021	10/25/2021
10/25/2021	Deletion--Post Baccalaureate Certificate in Cultural Resource Management	10/25/2021	10/25/2021
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 4/5XXX New Social Justice Movements: A World of Protests, Cultural Resistance, and Community Building Fall 2021	12/9/2021	12/9/2021
12/8/2021	New Course--SOCI/ANTH - 4/5XXX Sociology of Human Rights Fall 2021	12/9/2021	12/9/2021

Source: Academic Affairs Office