

NEW MEXICO STATE UNIVERSITY
ALAMOGORDO



STUDENT SUCCESS AND RETENTION PLAN
2009-2014

Submitted August 2009
Through the Office of Student Success and Retention

TABLE OF CONTENTS

CONTENTS	PAGE
Introduction.....	3
Institutional Mission, Definition of Student Success, and Vision	5
Student Retention Committee and Working Team Members	6
Retention Data Analysis.....	7
Institutional Goals and Performance Measures.....	8
Overview of Targeted Student Success and Retention Goals.....	9
Action Plan for Achieving Targeted Student Success and Retention Goals	10
Appendix A: List of Information and Data Reviewed	20
Appendix B: Institutional Goals Five Year Average Tables.....	22
Appendix C: NMSU-A Ten Year Combined Cohorts Retention Rates.....	29
Appendix D: ACT National Retention Rates for Two-Year Open Admission Institutions.....	30

INTRODUCTION

According to the 2008 Educational Policy Summer Institute, stagnant student retention rates, increasing higher education costs, questions as to the quality of higher education, and accountability demands by the public and government have all contributed to a focus on student success and retention planning in higher education. At the same time, a demographic shift has begun to impact institutions of higher learning. In 2009-2010 the number of high school graduates will begin a gradual decline, the proportion of minority students is increasing and is expected to account for about half of school enrollments within the next decade, high school graduates in the future will include higher percentages from families with low incomes, and we will see an increased number of underprepared students.

According to the most recent census data, there are 344,050 people living in poverty in New Mexico, and the low income and poverty rates of our service area notably exceed national rates. Over 34% of the students enrolled at NMSU-A during the Fall 2008 semester were Hispanic, 40% of enrolled students were first generation college students, and 57% of enrolled students were underprepared at the time of initial enrollment and placement testing.

The demographics reveal that planning for student success and retention is essential for institutions of higher learning, and that understanding the needs of “at risk” students, as well as providing a quality learning experience for all students, is crucial.

In July 2008, the president of New Mexico State University Alamogordo (NMSU-A) responded to these challenges by establishing the Office of Student Success and Retention, and by asking our campus community to work together to develop a long range student success and retention plan. Using qualitative and quantitative internal and external data, administrators, faculty, and staff members launched a campus-wide effort to identify goals and related objectives.

Our collaborative efforts arose from our common goal – to foster a culture of success by promoting and supporting the ongoing growth and development of faculty, staff and students. This means extending our efforts beyond improving the retention rate of first-time, full-time degree seeking students, the current focus of national retention efforts and statistics, as this is but one indicator of student success. As a community college with an open admission policy, we have worked to identify student needs, increase student satisfaction, improve the quality of instruction and services, increase student retention and graduation rates, and promote and support student success for all students, regardless of their educational objectives.

As part of the pre-planning stage, which began in August 2008, information regarding previous student success and retention planning efforts was gathered and analyzed. Previous retention plans were reviewed and interviews with administrators, faculty, and staff were also conducted, in order to establish the effectiveness of previous NMSU-A retention planning efforts. The most salient points revealed, as a result of this internal review and analysis, include that a larger committee structure detracted from the ability to focus on issues specific to departments and divisions, and that action planning follow-through, as well as annual plan review and revision, had not taken place. Consequently, we established a faculty-driven student retention committee and put into place working teams to address the areas of student services and student support. This allows us to focus on issues relevant to academic affairs, academic-related support services, and student services, with more specificity. All recommendations from the working teams are then reviewed by the student retention committee. In order to promote follow-through on initiative implementation, it was determined that departments or individuals responsible for follow-through would be noted within the action plan segment of the student

success and retention plan. To assess progress made and to provide a status summary, this plan will be reviewed annually at minimum. Given the dynamic nature of this document, we will refine, eliminate and/or add initiatives, as indicated.

Our approach toward action planning is data-driven. In September and October 2008, during the pre-planning stage, the Office of Student Success and Retention reviewed internal and external retention-related information and data (see Appendix A). A summary was provided to the student retention committee members and to the working team members. The summary was based on in-house retention rates, survey data, interview data, external retention data, retention-related research studies, including a review of retention-related best practices and empirically proven retention-related strategies, data files, and reports.

Throughout the course of the following six months, strengths were noted, and targeted goals and related objectives were set forth by the committee and the individual teams. Recommendations from teams were reviewed and discussed in the broader forum of the student retention committee, which then made the final recommendations for action. In April 2009, members of the Administrative Policies Advisory Council were given a draft of the plan and asked to make final suggestions and recommendations. In August 2009, the plan was finalized through the Office of Student Success and Retention.

Our efforts over the last eleven months have addressed concerns revealed through anticipated demographic shifts, data analysis, and faculty, staff and student voices. Our hope is that, together with other campus initiatives, the initiatives of this plan will contribute to a culture of success, as we continue to strengthen public perception of our institution. And while beyond the scope of the student success and retention plan, we hope further that our efforts to promote and support student success and retention for all students will ultimately contribute to a stronger workforce and economy in our state.

INSTITUTIONAL MISSION, DEFINITION OF STUDENT SUCCESS, AND VISION

The mission of New Mexico State University Alamogordo is *to provide quality learning opportunities for individuals in the diverse communities we serve*. In line with our mission, NMSU-A welcomes applicants who hold an official high school diploma, GED, or home school diploma, as well as transfer students. NMSU-A's open admission policy allows for admittance of students who are certificate and degree seeking, as well as students who are non-degree seeking, including students who take courses to upgrade job and career skills, maintain career licensure, and take courses for personal growth, pleasure or interest. We welcome students who plan to transfer to a four-year institution, and who may have no intention of pursuing a degree or certificate at NMSU-A. Due to military assignments, a number of our students are transient, and many of these students will be reassigned before completion of a certificate or degree. NMSU-A also welcomes and admits an increasing number of underprepared students; students who might otherwise be marginalized from access to higher education. NMSU-A offers these academically at-risk students the opportunity to satisfy developmental course work necessary for college success.

As a community college with an open admission policy, our vision of student success is to improve the quality of the student experience and learning for all students, thereby supporting and promoting academic success, regardless of the unique educational objectives of our students. As such, NMSU-A defines student success as student attainment of educational goals and objectives. If a student leaves NMSU-A having attained her/his unique educational goal(s), then the student has been successful. This definition includes, but is not limited to, student retention, which is measured and reported as the percentage of first-time in college, full-time degree seeking students enrolled in a given fall term who persist to the following fall term. Additional measures of student success include retention rates for part-time degree seeking students, retention rates for Hispanic students, fall to spring retention rates, decreasing student non-passing rates, increasing the three-year graduation rate, as well as the transfer rate to four-year institutions (see page 8 for Institutional Goals and Performance Measures).

Our vision, and accompanying efforts to offer quality learning opportunities for a diverse student body with diverse educational objectives, rests on the philosophy that promoting and supporting the ongoing growth and development of faculty and staff is inextricably intertwined with quality programming and student success. As such, a broad range of efforts from across our campus have already been implemented. Some examples of our efforts include incorporating active learning strategies in developmental and gateway courses, updating technology campus-wide, introducing learning community model options, expanding offerings of college/life skills classes, offering fall and spring student success orientation programming, introducing additional academic-related skills workshops and seminars, and implementing mandatory new student placement assessment and advising. We have also implemented mandatory career assessment in order to help our students define their career goals and align these with degree and certificate programs. We have expanded our campus community through the addition of an Academic Support Center and a Student Success and Retention Office, and we have established a Learning Technology Center for faculty and students to support distance learning and other technology based initiatives.

STUDENT RETENTION COMMITTEE AND WORKING TEAM MEMBERS

NMSU-A understands that our goals, to support and promote student success and to increase student retention and graduation rates, can only be reached if administrators, faculty and staff share in the responsibility of identifying and meeting the needs of our students, thereby enhancing the quality of instruction and services for all students. As such, we have worked as a campus community to review data, identify issues, and to develop recommendations for action. And we will work together as a campus community to implement our plan of action, with the ultimate goal of offering all of our incoming students every opportunity to succeed.

This shared responsibility began with the formulation of a student retention committee and by establishing working teams from all areas across our campus community.

STUDENT RETENTION COMMITTEE MEMBERS

Sharon Fischer, Vice President for Student Services and Committee Chair
Dr. Ali Mageehon, Academic Support Center Coordinator
Dr. Bruce Martin, Institutional Research and Assessment Coordinator
Dr. Joyce Hill, Division Head of Humanities, Social Sciences, and Education
Lynette Wedig, Instructor of Mathematics
Matthew Placencio, Instructor of Engineering Technology
Wanda Wakkinen, Instructor of Communications
Mary Jo Drake, Part-Time Instructor of Mathematics and Business
Manuela Heberle, Student Success and Retention Coordinator
Tammy Dodson, Student Representative
Israel Riviera, Student Representative

TEAM MEMBERS

Academic Support Services

Dr. Ali Mageehon, Academic Support Center Coordinator
Marty McFarland, Academic Support Center Assistant Tutoring Coordinator
Kristine Johnson, Math Tutor
Marilyn Webb, Writing Tutor
Manuela Heberle, Student Success and Retention Coordinator

Student Services

Sharon Fischer, Vice President for Student Services
Darlene Ellinger, Financial Aid Coordinator
Stefanie Ledesma, Financial Aid Advisor
Kathy Fuller, Admissions Coordinator
Kim Robinson, Recruitment Coordinator
Bobi McDonald, Advising and Career Services Coordinator
Manuela Heberle, Student Success and Retention Coordinator

Learning Technology Center

Gary Bond, Instructional Technology Coordinator
Russell Jaskolowski, Distance Education Technician
Manuela Heberle, Student Success and Retention Coordinator

RETENTION DATA ANALYSIS

Student retention is measured and reported as the percentage of first-time in college, full-time degree seeking students enrolled in a given fall term who persist to the following fall term. Since student retention is a strong indicator of student success and a main focus of this plan, it is imperative that we assess our standing relative to other institutions.

Our five year combined cohort of first-time, full-time degree seeking students from the academic year 2002 to 2006 yields an average retention rate of 48.9%, with a low of 45.4% for the 2005-2006 academic year and a high of 50.9% for the 2004-2005 academic year (see Appendix B). For ten year retention data, from 1998 to 2007, see Appendix C.

Our current student retention rate, for the 2007-2008 academic year, is 51.1%. Our institution has successfully increased its first-time, full-time degree seeking student retention rate for two consecutive years, from 45.4% for the 2005-2006 academic year to 50.0% for the 2006-2007 academic year, and NMSU-A has further increased the student retention rate to 51.1% for the 2007-2008 academic year.

We believe that we must also consider how we compare to institutions with similar missions and visions, and which reflect a similar student profile. As such, we have assessed our current standing relative to the New Mexico Association of Community Colleges (NMACC). The most recently reported student retention rate average of the NMACC is 51.5%. Five year NMACC data is not available for comparison.

ACT retention data for two-year open admission public institutions nationally reflects a current student retention rate average of 53.7% for the 2007-2008 academic year, the highest in a 25-year period. Reported data from 2003 to 2007 indicates a five year average of 51.6%, with a low of 50.9% for the 2003-2004 academic year and a high of 52.8% for the 2002-2003 academic year (see Appendix D).

Using this data, we note that we have increased our student retention rate by 5.7% over the past two years, and that our most recent retention rate of 51.3% is only slightly below the reported 51.5% NMACC statewide average. Nevertheless, NMSU-A ranks below the reported 53.7% national average for two-year open admission public institutions, and we recognize that more can be done. Our institutional goals and performance measures (see page 8) reflect our vision, as we continue to strive to promote and support student success through quality programming and services.

Most Recent Student Retention Rates*

ACT national average	53.7%
NMACC	51.5%
NMSU Alamogordo	51.3%

*IPEDS: first-time, full-time, degree-seeking, fall cohort

INSTITUTIONAL GOALS AND PERFORMANCE MEASURES

The goals below represent our institution's long-range student success and retention goals. These goals have been established to reduce student attrition and to support and promote retention, student graduation and transfer rates, and academic success for all students. Unless otherwise stated, goals and measures are based on methodologies used in reporting to the State of New Mexico and/or the U.S. Department of Education. Additional information pertaining to methodology or reporting procedures can be obtained through the NMSU-A Office of Institutional Research.

See Appendix C for five year data related to the goals below.

1. Increase the first fall to second fall retention rate of first-time, full-time degree seeking students by 1.2% annually over the life of this plan.

Baseline: Fall 2007 Cohort - 51.1% Target for Fall 2008 Cohort - 52.3%

2. Increase the first fall to second fall retention rate of first-time, part-time degree seeking students by 1.2% annually over the life of this plan.

Baseline: Fall 2007 Cohort - 29.5% Target for Fall 2008 Cohort - 30.7%

3. Increase the first fall to second fall retention rate of first-time, full-time degree seeking Hispanic students by 1.2% annually over the life of this plan.

Baseline: Fall 2007 Cohort - 58.4% Target for Fall 2008 Cohort – 59.6%

4. Increase the first fall to first spring retention rate for first-time, full-time degree seeking students by 1.2% annually over the life of this plan.

Baseline: Fall 2007 Cohort- 70.5% Target for Fall 2008 Cohort – 71.7%

5. Decrease non-passing rates by 2% per year of (i) individual classes, and (ii) overall course loads of students for each term for all student populations.

Baseline for overall course loads: Target for overall course loads:
2008-2009 Academic Year - 29.0% 2009-2010 Academic Year – 31%

6. Increase the three year graduation rate of first-time, full-time degree seeking students by 2% for each succeeding cohort of students.

Baseline: Fall 2005 Cohort - 5.2% Target for Fall 2006 Cohort – 7.2%

7. Increase the three-year transfer rate to New Mexico four-year institutions of fall semester, first-time, full-time degree-seeking student cohorts (IPEDS GRS cohorts) by 1.2% annually over the life of this plan.

Baseline: Fall 2005 Cohort – 13.5% Target for Fall 2006 Cohort – 14.7%

OVERVIEW OF TARGETED STUDENT SUCCESS AND RETENTION GOALS

In an effort to promote and support student success and retention, we have identified key target goals through our collaborative efforts of data review, research, discussion, and planning. The targeted student success and retention goals that follow provide an overview of our action planning efforts. Together these goals and their related objectives will serve to further our Institutional Goals and Performance Measures.

1. Improve and/or Expand Transition Assistance Programs and Student Services
2. Promote Academic Programming with Emphasis on Learner-Centered Pedagogical Practices and Workforce Readiness
3. Promote Student Academic Preparedness
4. Improve and/or Expand Student Academic Support Services
5. Promote and Increase Student Engagement
6. Promote Administrative Processes in Support of Student Success and Retention

ACTION PLAN FOR ACHIEVING TARGETED STUDENT SUCCESS AND RETENTION GOALS

Increasing student success and retention is not the result of the implementation of one program or approach, but rather the result of various initiatives taken together. Given that there are a number of reasons for attrition, a multi-faceted holistic approach to retention has the potential of improving the overall quality of the student experience and the potential for increased student success and retention. As such, both quantitative and qualitative data will be used to track outcomes for the stated objectives related to each goal. The data will provide insight into which initiatives yield expected outcomes and which initiatives need revision.

The goals and related objectives below, taken together, are expected to support the Institutional Goals and Performance Measures (page 8).

1. Improve and/or Expand Transition Assistance Programs and Student Services

A. Expand student usage of academic-related skills resources

Strategies: Put resources online through (i) Student Success Office to include printable documents pertaining to note taking, test taking, time management, procrastination, and math study skills, and through (ii) Academic Support Center to include Study Skills Workshops online via podcast. Workshops include: time management, test taking and test anxiety, overcoming procrastination, note taking, getting organized, stress management, final exam preparation, and COMPASS prep workshops

Timeline: Begin process Fall 2009; Completion by Spring 2010

Expected Outcome/Data Tracking: Increased access to academic-related support materials, as indicated per number of page visits and student assessment of usefulness via online web form

Resources Required: Training in and support with posting process

Responsibility of: Student Success and Retention Coordinator, ASC Coordinator, Web-Master

B. Expand the scope of telephone retention assistance calls

Strategies: Student Success Office will call each new student who attended the fall orientation to offer support and help to resolve concerns

Timeline: Begin Fall 2010; ongoing thereafter

Expected Outcome/Data Tracking: It is expected that these students will have a higher fall to fall retention rate than those who have not attended the orientation and have not received an assistance call

Resources Required: Additional staff member and office space; data tracking by Office of Institutional Research

Responsibility of: Approval of staffing, budgeting and office space allocation – VP Student Services, Implementation – Student Success and Retention Coordinator, IR Coordinator

C. Expand the promotion of the problem solving and student success planning components

Strategies: Expand awareness of the availability of one-on-one student support in problem solving and with success planning by (i) announcing support services in the new

student orientation, (ii) including the availability of the service on student resources page of the Office of Student Success and Retention, and (iii) including the student success plans as part of the advising process

Timeline: Ongoing beginning Fall 2010

Expected Outcome/Data Tracking: To increase student awareness of the problem solving component as per number of students attending orientation and accessing the student resources webpage. To increase the number of students completing a student success plan, as indicated by advisor records.

Resources Required: None

Responsibility of: Student Success and Retention Coordinator, Advising and Career Services Coordinator

- D. Increase the awareness of community resources for prospective and current students through the use of the NMSU-A website

Strategies: Learn the strategies to update and maintain the community resource pages of the NMSU-A website. Collaborate with local organizations, within NMSU-A, and with the HAFB Coordinator, to seek out appropriate links that will assist prospective and currently enrolled students to identify available community resources.

Sort information and check for accuracy and pertinence for posting on site.

Timeline: Summer and Fall 2009 begin to post community resource information. By the end of the 2009 calendar year, the website should provide many more resources for students to help them feel enabled and connected so they can successfully continue with and complete their educational goals. During 2010, we will track how many students visit the resource pages on the site.

Expected Outcome/Data Tracking: It is anticipated that students will use the pages before and during their time at NMSU-A to find the community resources necessary to be personally successful, leading to educational success. By comparing the number of visits to the resource pages on the site during a given semester, we will be able to assess to a certain extent how useful the students find the site in the interest of their success.

Resources Required: Basic computer training on updating and maintaining community resource page(s)

Responsibility of: Recruitment Coordinator

- E. Expand Veteran Outreach and Retention Services for Veterans

Strategies: Visit sites around the community that serve veterans to inform them of higher education opportunities on our campus. Request a list (if possible) of veterans to contact directly. Work with HAFB personnel to reach out to those who may be getting out of the service soon. Hold Veterans Recognition Ceremony annually to show our appreciation for, and draw attention to, our student veteran population. Contact all veterans to encourage that they file for FAFSA. Retention Coordinator will work with Student Services and other staff to assist as needed.

Timeline: 2 - 3 academic years; Fall 2009-2012

Expected Outcome/Data Tracking: Expect an increase in enrollment among the veteran population. Increase can be tracked through lists of veterans using VA educational benefits to attend our institution, as well as through admissions application information. Expect two outreach initiatives per year. Increase in the retention rate for veterans.

Resources Required: Time, money, and support

Responsibility of: VPSS, Assistant Veteran Affairs Program Coordinator, with the support of all Financial Aid Staff, and other Student Services Staff, including Student Success and Retention Coordinator, IR Coordinator

F. Increase awareness of financial aid programs and timelines

Strategies: Host events that will draw attention to available financial aid resources, such as one College Goal Sunday annually, minimum of one financial aid night to provide detailed information regarding financial aid. Attend minimum of three parent nights at area high schools to inform both students and parents about financial aid. Announce and award scholarships, through an annual awards ceremony, much earlier in the year (announce in January, award in March) so that students will know further ahead of time what kind of financial aid they will receive. Continue to update and improve our website, providing lists of scholarships with their descriptions and application instructions. Search for national scholarships and financial aid resources to include on our website so that students can educate themselves about financial aid. Follow up on all financial aid applications to come through our office, contacting students with instructions on completing the financial aid process.

Timeline: 1 academic year; 2009-2010

Expected Outcome/Data Tracking: Easier and more detailed access to financial aid information, earlier awards for students' ease of planning. Track with the number of applications the Financial Aid Office processes each year. With an increase in awareness of financial aid programs and extra assistance in applying, we expect to see an increase in the number of financial aid applicants for all types of aid. Track satisfaction with the student services survey, Noel-Levitz survey, and customer comment cards. Track attendance at financial aid events, to compare from year to year. Track the number of students we assist through e-mail, on the phone, and at the counter to see if traffic increases. Hold regular meetings with other student services departments/staff and the Business Office to discuss customer services issues and how we can improve our procedures to the benefit of students.

Resources Required: Time, money, supplies, and staff

Responsibility of: All Financial Aid Staff

G. Increase work-study employment opportunities that assist with increase in retention

Strategies: Set up positions with non-profit organizations, thereby increasing employment opportunities for students by providing both on and off-campus positions.

Timeline: One academic year (2009-2010); subsequent goal outcome to be set thereafter

Expected Outcome/Data Tracking: Expect the number of positions to increase as non-profit organizations take advantage of work-study employment. The expectation is to create at least three new on-campus and one new off-campus positions. Can track this by seeing an increase in the number of work-studies on the payroll, and by keeping the contracts we will set up with the organizations.

Resources Required: Time

Responsibility of: Assistant Veteran Affairs Program Coordinator, Human Resources Coordinator, with the support of the Financial Aid Staff

H. Implement "Customer Service Card" for feedback regarding services provided through the Office of Admissions and Records, Advising and Career Services, and Financial Aid

Strategies: Create form; make form prominently available to customers; process and provide feedback, as necessary

Timeline: Ongoing, to be implemented immediately with additional Customer Service Cards to be made available across campus Spring 2010

Expected Outcome/Data Tracking: In response to the Noel-Levitz Survey, this will give customers (primarily students) the opportunity to provide comments and feedback regarding services provided (or not provided). Feedback and comments will

be reviewed by VPSS and department coordinators and necessary actions will be taken to improve customer service.

Resources Required: None

Responsibility of: VPSS and Coordinators

- I. Improve expeditious evaluation of transcripts
Strategies: (i) Analyze current processes; define updated process; collaborate with Registrar's Office for approved procedures and possible "exceptions" (i.e., evaluating transcripts of students who are pending "Change of Status"); streamline processing by forwarding student files in need of evaluation on a monthly basis and align in-house procedures with those of the Las Cruces campus, and (ii) determine process for unofficial transcript evaluation by faculty for program readiness review
Timeline: (i) Review and alignment process to begin May 2009, with re-evaluation September 2009 and (ii) meeting with VPAA, VPSS, and Admissions Coordinator to discuss faculty review September 2009 with implementation Spring 2010
Expected Outcome/Data Tracking: Quicker evaluation of transfer credits equals students being better informed and prepared to pursue NMSU-A degrees; better retention as students know "up front" what transfers and what doesn't; students do not repeat classes for which transfer credit is awarded; evaluate processing time at 6 month intervals to insure improvement of services
Resources Required: Establishment of workable tracking process; support of process by staff (having staff take initiative)
Responsibility of: Admissions and Records Coordinator and Records Specialist, VPSS and VPAA
- J. Cross-train Student Services staff within each department so that at least two people in every department will be able to do a specific job in order to minimize student inconvenience
Strategies: Identify tasks done by only one individual in the department; identify back up and train in the "off" months
Timeline: Initiated January 2009, to be completed Fall 2010
Expected Outcome/Data Tracking: Continuity of service when an individual is out of the office will increase student satisfaction, as indicated in the Noel-Levitz Survey
Resources Required: Minimal, with the possibility of training attendance in Las Cruces -- under \$500
Responsibility of: VPSS and Department Coordinators
- K. Improve efficiency and effectiveness of student support/academic advising services
Strategies: Hire additional academic advisor to alleviate heavy workload on current advisors; continue to develop use of MySpace, Facebook, and website information available to students; use results of student focus group to gain a better understanding of select advising-related responses on the Noel-Levitz Student Satisfaction Survey
Timeline: Website development immediately and ongoing; implementation of strategies based on student focus group results Fall 2009; new advisor Fall 2011
Expected Outcome/Data Tracking: Better service to students as measured by the Noel-Levitz Student Survey
Resources Required: Approximately \$49,500 (includes benefits) for an additional advisor
Responsibility of: VPSS Advising and Career Services Coordinator
- L. Improve participation rates of first-time college students in the advising intake and make process both consumer friendly and efficient

Strategies: Every new student receives an acceptance letter from the university. A flyer about the intake sessions and other steps a new student needs to take is on the reverse side of the flyer about orientation. Every new student must visit with an academic advisor. Advisors will then escort new students to the front counter to schedule an intake session. A student hold is lifted upon taking the placement test, meeting with an advisor, and completing an intake session. Work studies/secretary will call individuals to remind them of the intake scheduled; if the individual does not keep the appointment, a call to reschedule will be placed; after classes begin, advisors will run a report of all new students and compare with folders created in the intake; missing students will be sent an email request to come in for a session; two to three weeks later, we will send a postcard to students who did not respond to the email.; any student not complying will be approached at their second registration; create a follow-up survey by April 2009 for use with intake participants; results will be used to evaluate and update information. Advising will develop and implement an online intake once technology and support is available. The online intake will include an interactive assessment component and results will be placed in the student folders to document completion of requirement.

Timeline: Intakes began for the Spring Semester 2009 with 30% participation. Improve each semester thereafter. On-line intake timeline dependent on technology and support.

Expected Outcome/Data Tracking: 60% of new incoming freshmen will complete intake by Fall 2009 registration and 5% each semester after reaching a goal of 90% participation

Resources Required: None

Responsibility of: Entire Advising Department, with ultimate responsibility of the Advising and Career Services Coordinator, IT Coordinator for technological implementation and support

- M. To provide and streamline all advising services to online access

Strategies: Determine what services can be put online, i.e., intake information, COMPASS testing information, scheduling criteria/guidelines, and forms (dual credit, adjusted credit, independent study); frequently asked questions list with area for students to ask questions not listed; email dates, reminders to students as well as the current electronic signs and hard copy schedules; continually update and improve the advising pages of the web site, such as instant messaging links to other departments; research ways to personalize online interaction with students.

Timeline: Ongoing, in part dependent on tech support

Expected Outcome/Data Tracking: Forms used in advising should be online during the Spring 2009 semester with instructions on how to complete and the next steps; emailing students with dates and deadlines can begin immediately. Getting the students to pay attention to their NMSU-A email address may take several years of informing students during the intake that the service is available and important to them; intake information can be added once NMSU-A moves forward with a page/section for distance learners

Resources Required: May need additional software and tech support

Responsibility of: Advising and Career Services Coordinator and IT Coordinator

2. Promote Academic Programming with Emphasis on Learner-Centered Pedagogical Practices and Workforce Readiness

- A. Increase professional development opportunities for full-time and part-time faculty to promote and explore active, collaborative, service learning and learning communities

Strategies: Collaborate with community campuses to promote and develop in-house professional development; support professional organization membership opportunities to increase awareness, participation and sharing

Timeline: Fall 09; ongoing thereafter

Expected Outcome/Data Tracking: Increased number of professional development opportunities for faculty

Resources Required: Adequate budget allocation for professional development

Responsibility of: Shared responsibility of VPAA and Division Heads

- B. Provide comprehensive orientation for full-time and part-time faculty to include student retention issues

Strategies: VPAA and Division Heads will meet prior to each semester to develop an agenda based on areas to be covered. Retention Coordinator will include segment on student retention issues, as requested by VPAA. VPAA and Division Heads will develop an interactive online faculty orientation for online instructors unable to attend using multi-media, video, etc. All faculty will be notified of scheduled orientations.

Timeline: Planning to begin Summer 2009 with implementation Fall 2009; ongoing thereafter

Expected Outcome/Data Tracking: Comprehensive orientations offered each semester; number of orientation participants

Resources Required: None

Responsibility of: Shared responsibility of VPAA and Division Heads, with Retention Coordinator responsible for student retention segment, as requested by VPAA

- C. Increase professional development opportunities for faculty regarding both formal and informal advising

Strategies: Include these opportunities in institutional faculty development and planning activities

Timeline: Fall 09; Ongoing thereafter

Expected Outcome/Data Tracking: Number of professional development opportunities pertaining to formal and informal advising

Resources: Adequate budget allocation and faculty and staff time for professional development

Responsibility of: President and VPAA

- D. Explore additional community-based service learning programs and internships

Strategies: Review service learning and internship programs at other colleges and discuss options for possible implementation

Timeline: Decision as to program relevance and implementation by Summer 2011, with potential implementation Fall 2011

Expected Outcome: If implemented, specific program components and procedures to be determined

Resources Required: None

Responsibility of: President, VPAA, and Division Heads

3. Promote Student Academic Preparedness

- A. Promote and continue to increase the implementation of “best practices” in developmental education
Strategies: Strengthen developmental student support through the implementation of curricula review, Developmental Education faculty training, intrusive/pro-active approaches to student support and/or counseling, and tutoring
Timeline: Immediately
Expected Outcome/Data Tracking: Increased developmental student success rate in developmental courses
Resources: Would likely require additional funding for training and other resources, depending on initiatives – secure external grants such as Title V and TRIO to provide resources to help implement
Responsibility of: VPAA and Division Heads, Developmental Education Leadership Team, headed by the Academic Support Center Coordinator

- B. Implement mandatory one credit College 101 class completion for all incoming new freshmen, with three credit College 101 as optional in place of one credit class
Strategies: Include College 101, one credit course requirement in 2009/2010 catalog; promote new requirement as part of advising process
Timeline: Effective 2009-2010 academic year
Expected Outcome/Data Tracking: Expect to see an increase in the fall to fall retention rate of incoming freshmen for the 2009-2010 academic year, as compared to the 2008-09 academic year; track retention rate for one credit and three credit College 101 classes to ascertain impact of each.
Resources Required: Instructors for scheduled classes
Responsibility of: VPAA, VPSS, Advising Coordinator and Advisors, IR Coordinator

4. Improve and/or Expand Student Academic Support Services

- A. Implement a supplemental instruction (SI) program for courses that have high rates of students who are non-pass and withdrawals
Strategies: Begin with pilot with three or four courses in Spring 2009, as indicated via course data. Seek institutional funding for FY 2010. Work collaboratively with faculty to implement SI
Timeline: Begin in Spring 09, will continue to work on program through 2010 - 2011 academic year; program will become a permanent part of ASC offerings for student support
Expected Outcome/Data Tracking: SI is a research-based best practice, so we should see a modest increase in student retention and pass rates in high-risk courses. Data tracking will include monitoring student pass rates, and finding out how many students make use of SI sessions.
Resources Required: We have the necessary resources for the pilot in Spring 09. SI has been included in planned budget for FY2010 but will need institutional approval. If this is not approved as part of our budget, we will seek grant funding and/or revise the program so that it fits with our existing budget
Responsibility of: ASC Assistant Tutoring Coordinator, IR Coordinator
- B. Implement an academic alert program
Strategies: The academic alert process will provide faculty a way to refer students to the

ASC for additional tutoring and assistance. In addition, an academic alert program will support students who are on academic probation.

Timeline: Program will be implemented in Spring 2009

Expected Outcome/Data Tracking: The ASC Coordinator will work with faculty in Spring 2009 to encourage use of the Academic Alert as a referral to the ASC for students who are struggling academically. The ASC will receive a copy of all Academic Alerts, so they will be able to track how many students come in who have been referred, as well as how many students have been contacted by the ASC and have subsequently used the ASC for tutoring services. The ASC Coordinator will also work with Student Services to track the number of students who are on academic probation who are referred to the ASC for academic assistance.

Resources Required: No additional resources are required.

Responsibility of: ASC Coordinator

C. Improve support for assisting Native American and Hispanic students

Strategies: Make effort to improve ASC staff diversity; make effort to recruit peer tutors who are Hispanic or Native American. Collaborate and work closely with service area high schools

Timeline: Examine issues of ASC staff diversity and how to recruit a more diverse staff in 2009-2010 school year. Work with Tularosa High School in 2009-2010 to provide on-site tutoring. Work with Alamogordo High School in 2010-2011 to provide on-site tutoring. 2009-2011 – work with Academy Del Sol students and faculty to increase collaboration. 2011-2012 – have on-site tutoring at Mescalero Reservation schools

Expected Outcome/Data Tracking: Data will be tracked through monitoring the diversity of our tutoring staff. We will also track data in terms of how many students are served in each setting (ASC, on-site tutoring locations at local high schools) and how many students who subsequently attend NMSU-A are retained at NMSU-A.

Resources Required: We will be seeking grant funding for on-site tutoring programs. We may need help from institutional research to find out more about the diversity of our students who seek tutoring at the ASC, as well as staff diversity.

Responsibility of: ASC Coordinator

D. Continue to offer Learning Management System (LMS) Student Orientation Classes each semester

Strategies: The LTC will continue to offer LMS specific training classes starting two weeks prior to the first day of classes. Flyers announcing the class dates will be given to Student Services at the beginning of registration for each semester through the start of the semester. Starting with Fall 09, classes will be offered in conjunction with New Student Orientation (after each session).

Timeline: Ongoing, these classes are currently offered and will shift focus to Blackboard CE8 in the summer of '09

Expected Outcome/Data Tracking: The LTC will offer at least 10 sessions per semester. The LTC will document the number of sessions and attendance to each.

Resources Required: LTC Classroom, web access and demonstration courses (in place)

Responsibility of: Instructional Technology Coordinator

E. Continue to offer Student Success courses from Starlink

Strategies: Advertise the online sessions provided through the Starlink subscription

Timeline: Ongoing, the subscription expires in Aug 09. It will be renewed for the 2009-2010 academic year

Expected Outcome/Data Tracking: Starlink provides tracking data based on campus logins

Resources Required: Starlink subscription

Responsibility of: Instructional Technology Coordinator

- F. Increase semester to semester retention rates among warning/probation students by 2%
The Fall 2008 to Spring 2009 retention rate was 44.8%

Strategies: Intrusive advising methods will be used to increase contacts between the advisor and student; appointments will be scheduled at the time the student is working with the probation advisor scheduling semester classes; develop and implement a process in which students on warning and probation and have a file with the probation advisor can be efficiently monitored; develop an efficient method of determining students' academic standing at the end of each semester and contact students in a timely manner regarding their "new" standing; refer students to Student Success Workshops provided by the Academic Support Center

Timeline: Change the contract to include permission for Probation Advisor to work with each student's instructor and the Academic Support Center Coordinator by Fall 2009; intrusive advising used with all warning and probation students by the Spring 2009; complete the new notification process for use at the end of the Spring 2009 semester

Expected Outcome/Data Tracking: Spring to Fall 2009 retention rate should be 46.8% and increase 2% each semester thereafter. A realistic ceiling is probably about 60%.

Resources Required: None

Responsibility of: Probation Advisor, with the support of the entire Advising Department

5. Promote and Increase Student Engagement

- A. Increase support for and implementation of learning communities

Strategies: Each division will review learning community options and explore collaboration with other divisions; coordination between VPAA and VPSS toward implementation

Timeline: VPAA, VPSS, and Division Heads will meet annually to review learning community implementation, with the goal of having the first learning community in place by Fall 2012

Expected Outcome/Data Tracking: Beginning Fall 2012 track number of students involved in learning communities; track fall to fall retention rate for participating students and compare to the fall to fall retention rate of non-participants

Resources Required: None

Responsibility of: Shared responsibility of VPAA, Division Heads and VPSS, IR Coordinator

- B. Promote and support activities of campus student groups

Strategies: VPSS to meet with student government and organization presidents to discuss activity fund guidelines and to encourage scheduling and planning of on and off campus activities

Timeline: Meeting to be held on or before October 1, 2009; ongoing thereafter

Expected Outcome/Data Tracking: Increase of student group activities by 2% per year

Resources Required: None

Responsibility of: VPSS, Student Organization Advisors, and Student Government

- C. Increase student involvement in campus committee work
Strategies: With the support of Student Government, recruit at least two students, where possible, to active committee work on campus to ensure their voices are heard
Timeline: Ongoing
Expected Outcome/Data Tracking: Students will feel increased ownership in campus life as they begin to participate more and understand the processes involved in policy making
Resources Required: None
Responsibility of: VPSS and Student Government

6. Promote Administrative Processes in Support of Student Success and Retention

- A. Improve processes and planning for notifying students of course and room changes
Strategies: Implement a plan to include improved use of email system and website to notify students of course cancellations and room changes. Continue to post room change notices on classroom doors. Initiate and implement the use of student ambassadors to provide information during each semester
Timeline: Fall 2009 semester; ongoing thereafter
Expected Outcome/Data Tracking: Continued room change postings; number of Student Ambassadors and number of days available; increased satisfaction as per student survey responses using email and website
Resources Required: Designated staff member for email and website notification system
Responsibility of: VPSS, VPAA, Executive Assistant to VPAA, and Division Heads
- B. Review campus-wide policy regarding the processes for administrative withdrawal of students
Strategies: Admissions Coordinator, VPAA, and VPSS will meet to determine specific strategies
Timeline: Implementation of strategies to be determined by Fall 2009
Expected Outcome/Data Tracking: Implementation of strategies toward a reduction in student Fs; improved retention of students who are academically more successful (fewer Fs and more students are taking classes in which they desire to be enrolled); reduced frustration among faculty who have students who never attend class, yet are on the class role
Resources Required: None
Responsibility of: Admissions Coordinator, VPAA, and VPSS

In April and May 2010 the Student Retention Committee will meet with all persons responsible for achieving the targeted goals to assess progress. A progress report will then be provided to Administrative Council.

APPENDIX A: LIST OF INFORMATION AND DATA REVIEWED

Internal Data Review

All internal data, with the exception of faculty and staff interviews, can be accessed and reviewed through the NMSU-A Office of Institutional Research.

- NMSU-A Strategic Plan *A Vision in Progress*
- New Mexico Association of Community Colleges Report as Submitted by NMSU-A
- IPEDS Reports as Submitted by NMSU-A
- Student Satisfaction Inventory (Noel-Levitz)
- Institutional Priorities Survey (Noel-Levitz)
- Community College Survey of Student Engagement
- Student Exit Survey
- Faculty and Staff Interviews

External Data Reviewed

ACT Institutional Data File: 2008

Chikering, A.W. and Gamson, Z.F. (1991). Applying The Seven Principles for Good Practice in Undergraduate Education. *New Directions of Teaching and Learning*. San Francisco: Jossey-Bass.

Effective Practices in Student Success. 2008 Educational Policy Summer Institute Presentation

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Harrington, C.F. and Hunt, B. (2008). "The Impending Education Crisis for American Indians: Higher Education at the Crossroads." *Journal of Multicultural, Gender and Minority Studies*, 2(2). Available: www.scientificjournals.org/journals2008/articles/1393.pdf

Harvey-Smith, A. (n.d.). *Faculty role in classroom retention strategies*. Retrieved from the World Wide Web from: <http://ccbcmd.edu/media/adjunct/retention.pdf>.

McClenney, K, M. and Waiwaiole, E.N. (June/July 2005). "Focus on student retention: Promising practices in community colleges." *Community College Journal*.

Retention Task Force (2006). Delaware Technical and Community College. Available: <http://www.dtcc.edu/owens/trc/Best%20Practices%20in%20Student%20Retention%20CWRT>

Swail, Cabrera, Lee and Williams (2005). *Educational Policy Institute Report: Latino student & the educational pipeline*.

Tinto, V. (1993). *Leaving Higher Education: Rethinking the Causes and Cure of Student Attrition*. Chicago: The University of Chicago Press.

Twenty-Nine Good Practices in Student Persistence (Retention) (2005). Noel Levitz, Inc.

Wesley, H.R. and McCLanahan, R. (2004). *What works in student retention? Two year public colleges*. American Testing Report.

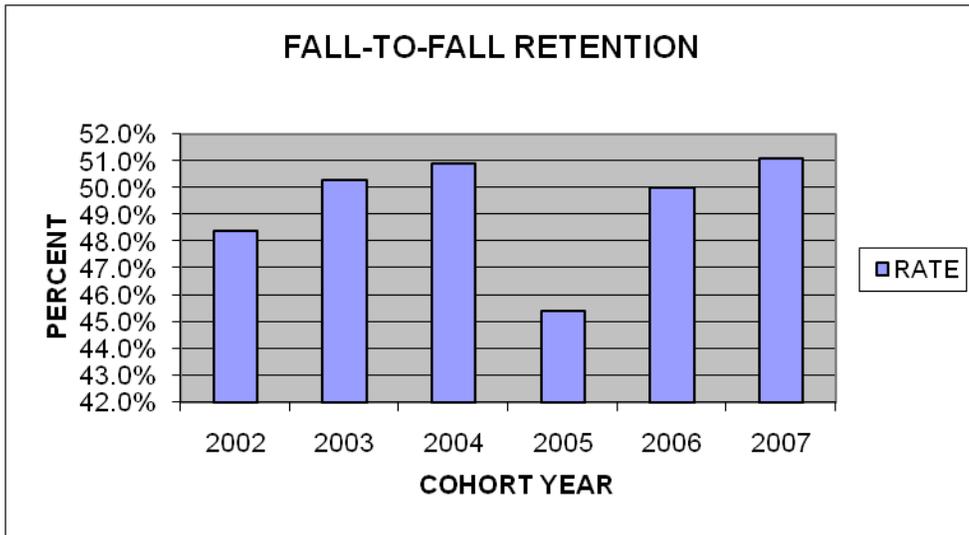
APPENDIX B: TABLE 1

Institutional Goals Five Year Average Tables

Goal 1. Increase the first fall to second fall retention rate of first-time, full-time degree seeking students by 1.2% annually over the life of this plan

FIRST-TIME, FULL-TIME, DEGREE-SEEKING FALL COHORTS

COHORT FALL	STUDENTS IN COHORT	RETAINED	RATE
2002	190	92	48.4%
2003	181	91	50.3%
2004	161	82	50.9%
2005	196	89	45.4%
2006	208	104	50.0%
2007	225	115	51.1%
2002-2006 ONLY (PREVIOUS 5-YR AVERAGE)	936	458	48.9%

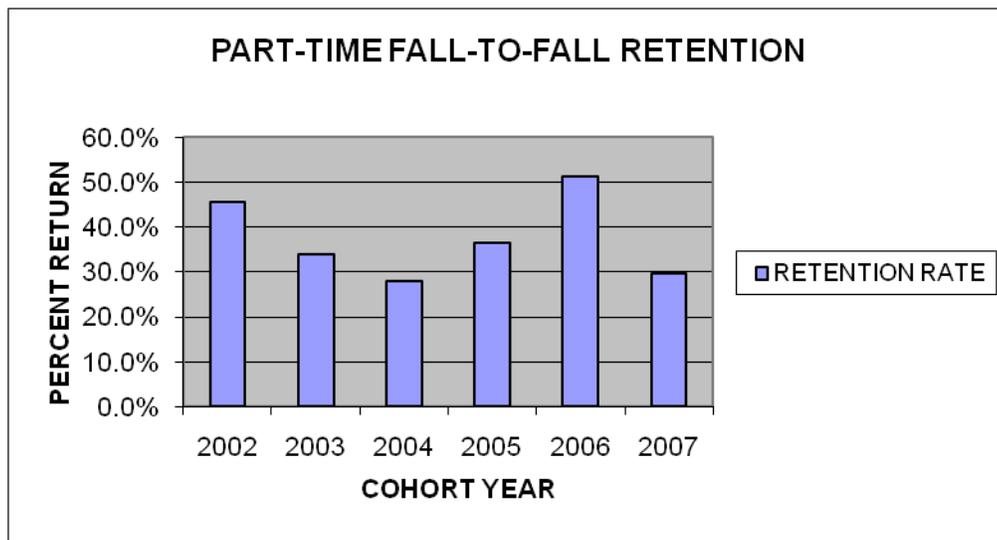


APPENDIX B: TABLE 2

Goal 2. Increase the first fall to second fall retention rate of first-time, part-time degree seeking students by 1.2% annually over the life of this plan

FIRST-TIME, PART-TIME, DEGREE-SEEKING FALL COHORTS

COHORT FALL	STUDENTS IN COHORT	RETAINED	RATE
2002	99	45	45.5%
2003	65	22	33.8%
2004	61	17	27.9%
2005	63	23	36.5%
2006	78	40	51.3%
2007	78	23	29.5%
2002-2006 ONLY (PREVIOUS 5-YR AVERAGE)	366	147	40.2%

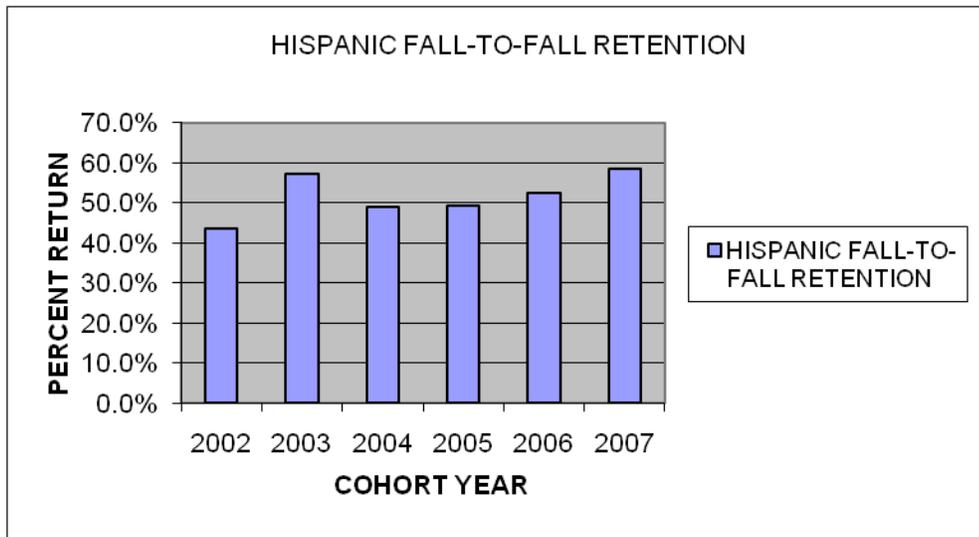


APPENDIX B: TABLE 3

Goal 3. Increase the first fall to second fall retention rate of first-time, full-time degree seeking Hispanic students by 1.2% annually over the life of this plan

HISPANIC ONLY
FIRST-TIME, FULL-TIME, DEGREE-SEEKING FALL COHORTS

COHORT FALL	STUDENTS IN COHORT	RETAINED	RATE
2002	46	20	43.5%
2003	42	24	57.1%
2004	51	25	49.0%
2005	75	37	49.3%
2006	61	32	52.5%
2007	77	45	58.4%
2002-2006 ONLY (PREVIOUS 5-YR AVERAGE)	275	138	50.2%

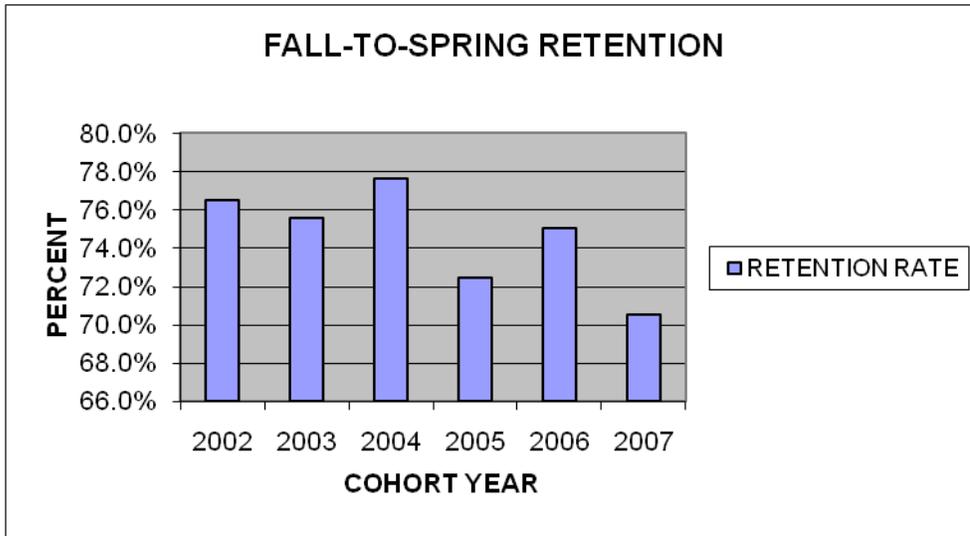


APPENDIX B: TABLE 4

Goal 4. Increase the first fall to first spring retention rate for first-time, full-time degree seeking students by 1.2% annually over the life of this plan

FIRST-TIME, FULL-TIME, DEGREE-SEEKING FALL COHORTS

COHORT FALL	STUDENTS IN COHORT	RETAINED IN FIRST SPRING	RATE
2002	187	143	76.5%
2003	180	136	75.6%
2004	161	125	77.6%
2005	196	142	72.4%
2006	208	156	75.0%
2007	224	158	70.5%
2002-2006 ONLY (PREVIOUS 5-YR AVERAGE)	932	702	75.3%



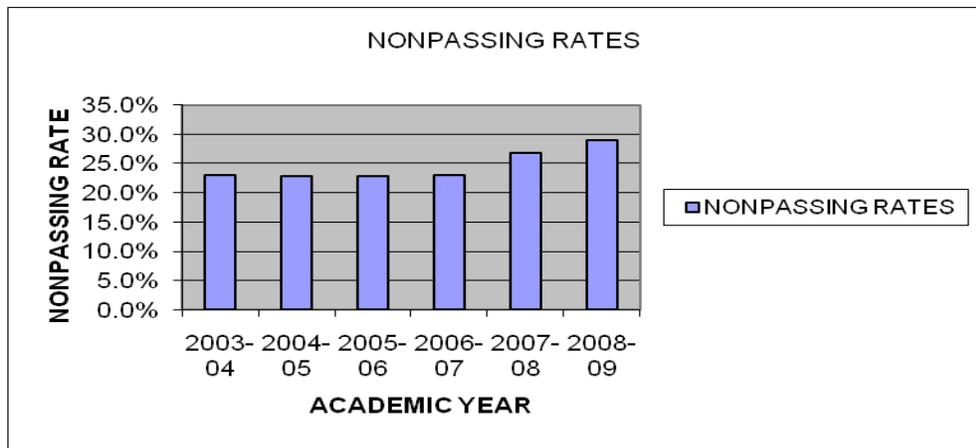
APPENDIX B: TABLE 5

Goal 5. Decrease non-passing rates by 2% per year of (i) individual classes, and (ii) overall course loads of students for each term for all student populations

SEMESTER	TOTAL GRADES	D,F,U,W	NON-PASSING RATE (DFUW)
FALL 2003	5525	1206	21.8%
FALL 2004	5365	1236	23.0%
FALL 2005	5385	1224	22.7%
FALL 2006	5449	1236	22.7%
FALL 2007	6344	1714	27.0%
FALL 2008	7251	2098	28.9%
2003-2007 ONLY (PREVIOUS 5-YR AVERAGE)	28068	6616	23.6%

SEMESTER	TOTAL GRADES	D,F,U,W	NON-PASSING RATE (DFUW)
SPRING 2004	5250	1283	24.4%
SPRING 2005	5146	1170	22.7%
SPRING 2006	5195	1189	22.9%
SPRING 2007	5217	1213	23.3%
SPRING 2008	6327	1677	26.5%
SPRING 2009	7205	2099	29.1%
2003-2007 ONLY (PREVIOUS 5-YR AVERAGE)	27135	6532	24.1%

ACADEMIC YEAR (Fall + Spring Only)	TOTAL GRADES	D,F,U,W	NON-PASSING RATE (DFUW)
2003-04	10775	2489	23.1%
2004-05	10511	2406	22.9%
2005-06	10580	2413	22.8%
2006-07	10666	2449	23.0%
2007-08	12671	3391	26.8%
2008-09	14456	4197	29.0%
2003-2007 ONLY (PREVIOUS 5-YR AVERAGE)	55203	13148	23.8%

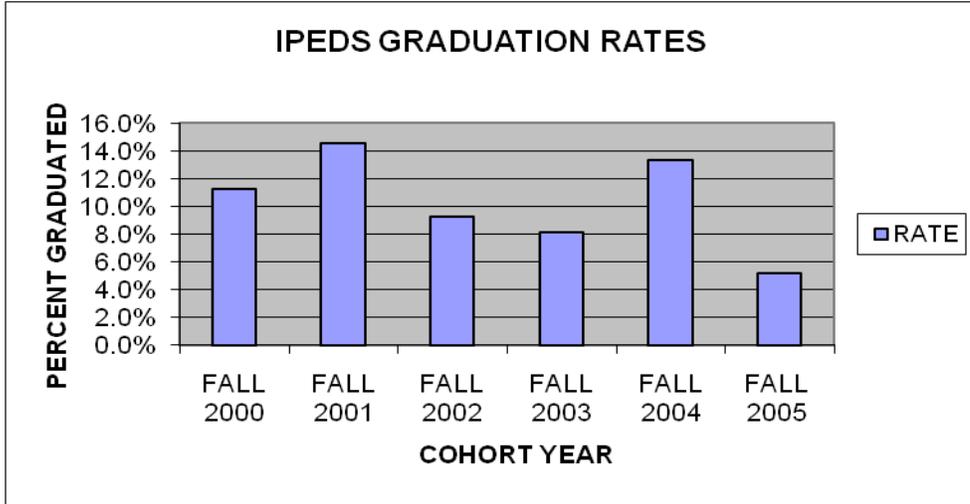


APPENDIX B: TABLE 6

Goal 6. Increase the three-year graduation rate of first-time, full-time degree seeking students by 2% for each succeeding cohort of students

IPEDS GRADUATION RATE SURVEY RESULTS (150% OF TIME TO DEGREE)

COHORT	GRAD YR	STUDENTS IN COHORT	GRADS	RATE
FALL 2000	SP03	213	24	11.3%
FALL 2001	SP04	172	25	14.5%
FALL 2002	SP05	206	19	9.2%
FALL 2003	SP06	196	16	8.2%
FALL 2004	SP07	165	22	13.3%
FALL 2005	SP08	192	10	5.2%
2000-2004 ONLY (PREVIOUS 5-YR AVERAGE)		952	106	11.1%

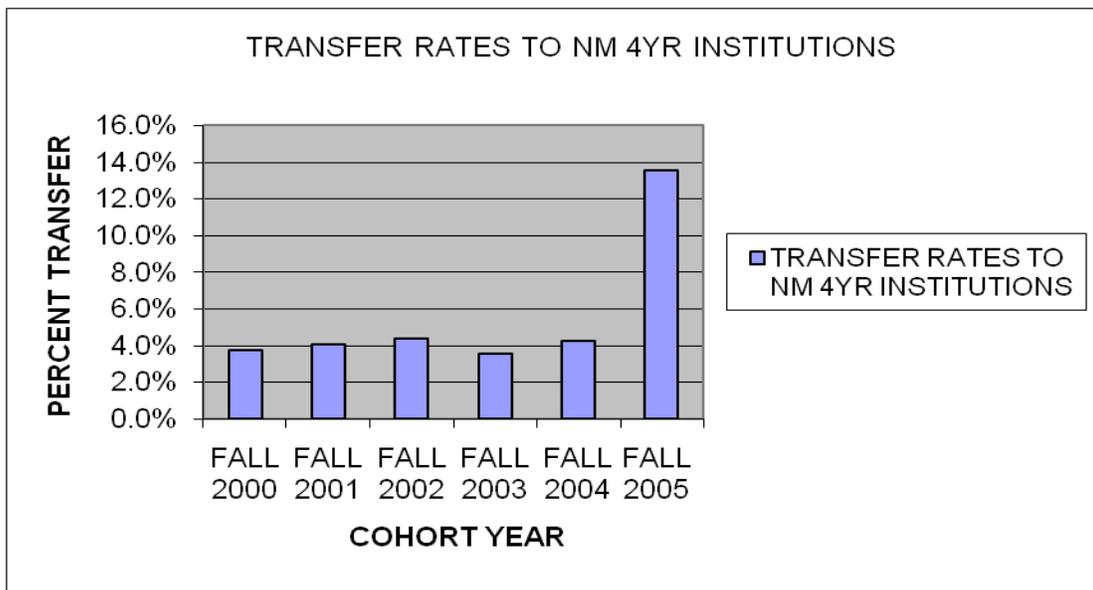


APPENDIX B: TABLE 7

Goal 7. Increase the three-year transfer rate to New Mexico four-year institutions of fall semester, first-time, full-time degree-seeking student cohorts (IPEDS GRS cohorts) by 1.2% annually over the life of this plan

TRANSFER RATES FOR FALL IPEDS COHORTS

COHORT	STUDENTS IN COHORT	TRANSFER WITHIN 3-YRS	RATE	ANYTIME TRANSFERS	RATE	TRANSFER DATA
FALL 2000	213	8	3.8%	71	33.3%	7-YRS
FALL 2001	172	7	4.1%	45	26.2%	6-YRS
FALL 2002	206	9	4.4%	49	23.8%	5-YRS
FALL 2003	196	7	3.6%	48	24.5%	4-YRS
FALL 2004	165	7	4.2%	30	18.2%	3-YRS
FALL 2005	192	26	13.5%	26	13.5%	2-YRS
2000-2004 ONLY (PREVIOUS 5-YR AVERAGE)	952	38	4.0%	243	25.5%	



APPENDIX C:

NMSU-A Ten Year Combined Cohorts Retention Rates

NMSU-A FIRST-TIME FULL-TIME STUDENT RETENTION RATES
BY FALL COHORTS FROM 1998-2007

COHORT FALL	COHORT	RETAINED	RATE
1998	138	65	47.1%
1999	190	99	52.1%
2000	199	122	61.3%
2001	170	95	55.9%
2002	190	92	48.4%
2003	181	91	50.3%
2004	161	82	50.9%
2005	196	89	45.4%
2006	208	104	50.0%
2007	224	115	51.1%

APPENDIX D:

ACT NATIONAL RETENTION RATES FOR TWO-YEAR OPEN ADMISSION INSTITUTIONS

Report Year	Rate
2003	52.8
2004*	50.9
2005	51.0
2006	52.3
2007	51.0
2008	53.6

**In 2004 ACT changed several data definitions from what had been previously used in their reporting, so data from 2003 and prior may not be truly comparable.*

