

Accountability in Government Act (AGA) Quarterly Reporting Template for New Mexico's Public Universities

October 30, 2009

Institution Name	New Mexico State University – Main Campus
Institution's Mission Statement	New Mexico State University is the state's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service.
Summary of key initiative for semi-annual reporting for the universities.	Improve retention of first-time, full-time, degree-seeking freshmen from initial fall to spring semester and initial fall to subsequent fall semester.
Description of how this initiative links to mission statement	It is important to assure success of students entering New Mexico State University in order to serve their educational needs.
Action Plan : Management initiatives, resource alignment, and other strategies/tools and their potential uses to improve performance	<p>The university continues to identify the actions it will take to increase student retention. The enrollment management plan continues to be developed and enhanced.</p> <p>A few examples of interventions include:</p> <ul style="list-style-type: none"> • PRIMOS project for retaining Hispanic STEM students • Improvement of First-year experience through course evaluations • Continuation of tutoring services for all students • Improvements in academic advising • Development of student learning outcomes for many student support activities <p>NMSU is participating in the Foundations of Excellence® for the First-Year Experience Project as a National Select Cohort member; one of fourteen institutions nation-wide to do so.</p>
Key measurement statement	Percent of a first-time, full-time, degree-seeking freshman cohort enrolled in a fall semester who enroll the subsequent spring semester. Percent of initial cohort who enroll the following fall semester.
Data source for measurement	IPEDS Graduation Rate Survey Full-time Cohort institutional files
Four years of historical data	See data table on graph
Benchmark data for current report	CSRDE benchmark = 75.2% for fall to fall retention
Institutional target data for current report	82% = fall to fall retention.
Actual data for current report	75.9% = fall to fall retention.
Performance gaps	Actual minus CSRDE benchmark = .7% Actual minus institutional target = -3.1%
Explanation of gap if more than 10% below target(s)	NA
Proposed corrective action plan	See Action Plan above
Action plan status	<p>Examples of recent and continuing activities include:</p> <p>Initiation of PRIMOS project with the focus on retaining Hispanic students enrolled in STEM majors.</p> <p>Continuation of funding of additional sections offered in general education courses to improve ability to complete requirements within the first two years.</p> <p>Continuation of Supplemental instruction for barrier/gateway courses.</p>

Use of feedback from state concerning state-mandated general education assessment report to improve course content and other factors.

Math course restructuring which produced new course numbering has resulted in improved success rates in entry-level and other math classes.

Addition of one more Living and Learning community this fall being the total to thirteen. Approximately 600 students are participating in 2009-2010. Locations housing the LLCs have expanded from two to five dorms, including the new Global Village (located in the Vista Del Monte Apartments) for international students and domestic students interested in international studies.

Crimson Scholar Peer Mentors assigned to the LLCs together with faculty advisors.

Clusters (LLCs without peer advisors) are now being offered for 200-2010 for CAMP students, First Year Scholars and Graduate students.

Continued funding for Teaching and Learning Center which provides students with tutoring.

For fall 2009 29 sections of UNIV 150 were taught serving 180 students..

The Foundations of Excellence® study was completed and the first three Priority Action Items were delivered to the Provost for action plans.

Continuing expansion of the Quick Connect Program, an early intervention effort which helps incoming students and others to connect with an advisor to discuss alternatives and solutions to problems that may lead to dropping out of school. Approximately 200 sections of freshman required classes participated in the Quick Connect Program in AY 2008-2009.

TRIO programs continue to develop activities related to the retention of first-generation, low-income and disabled students. TRIO program grant applications are being prepared to ensure continuation of existing TRIO programs.

A new Success Center location in the Zuhl Library was funded by the central administration. Free tutoring services and cross-campus advising for all NMSU students are now being offered for Fall 2009.

The other Student Success Center locations in Hardman Hall and Garcia Hall (La Vista Learning Center) continued to provide support in academic and student life issues.

The Retention Committee and the Student Advisory Team continue to provide input into retention issues.

Research and planning to develop mid-semester online courses took place during the reporting period. In Spring 2009, a mid-semester online course wsdl be offered.

A Freshman Year Experience Advisory Board of faculty and staff with expertise related to first-year students was formed and meets once a semester to review curriculum and related course initiatives and outcomes.

An Academic Advising Council was formed. Faculty and staff advisors from all colleges including NMSU's Community Colleges are represented on the Council.

All units reporting to the Division of Student Success developed student learning outcomes for selected activities within their units.

"Aggie Experience", an NMSU recruitment video, won Second Place (Bronze) in the "Use of HD" category in the 29th Annual Telly Awards. The NMSU Division of Student Success and the Creative Media Institute for Film and Digital Arts teamed up to create the video to showcase living and learning at NMSU.

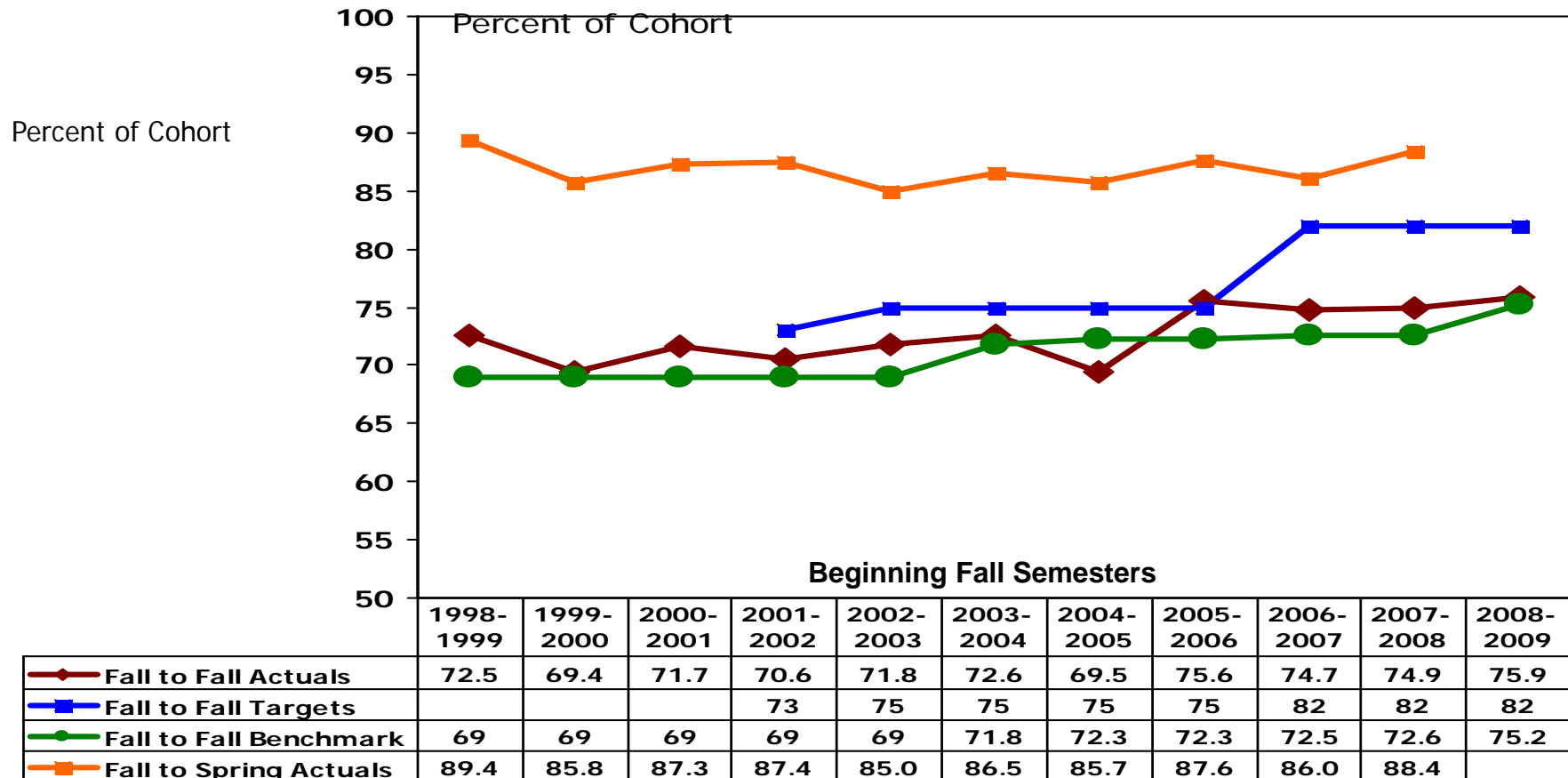
Table 6: How many freshmen return for second year (first-time, full-time, degree-seeking freshmen)

Race/Ethnicity & Sex	Entered in Fall 2001		Entered in Fall 2002		Entered in Fall 2003		Entered in Fall 2004	
	Cohort N	Percent Enrolled in Fall 2002	Cohort N	Percent Enrolled in Fall 2003	Cohort N	Percent Enrolled in Fall 2004	Cohort N	Percent Enrolled in Fall 2005
American Indian	66	56.1%	70	61.4%	75	57.3%	68	63.2%
Asian	17	76.5%	35	68.6%	31	80.6%	21	52.4%
Black	57	78.9%	62	75.8%	54	74.1%	69	60.9%
Hispanic	912	72.3%	852	72.4%	901	70.9%	955	69.0%
White/Other	982	69.7%	943	72.2%	946	76.4%	940	73.1%
Nonresidential	17	58.8%	15	80.8%	10	80.0%	8	100.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Men	976	66.4%	866	72.3%	930	70.6%	936	67.8%
Women	1,075	74.4%	1,111	71.8%	1,087	75.5%	1,125	72.4%
Overall	2,051	70.4%	1,977	72.0%	2,017	73.3%	2,061	70.4%

Race/Ethnicity & Sex	Entered in Fall 2005		Entered in Fall 2006		Entered in Fall 2007		Entered in Fall 2008	
	Cohort N	Percent Enrolled in Fall 2006	Cohort N	Percent Enrolled in Fall 2007	Cohort N	Percent Enrolled in Fall 2008	Cohort N	Percent Enrolled in Fall 2009
American Indian	79	68.4%	83	61.4%	104	53.8%	85	64.7%
Asian	22	68.2%	24	79.2%	32	84.4%	93	63.4%
Black	58	74.1%	55	67.3%	82	69.5%	31	83.9%
Hispanic	901	74.9%	966	75.8%	917	74.0%	1,064	75.1%
White/Other	919	77.1%	987	75.0%	963	77.1%	995	77.4%
Nonresidential	11	81.8%	22	77.3%	69	89.9%	107	86.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	3	100.0%
Men	877	73.1%	1,021	70.9%	1,018	72.5%	1,105	74.4%
Women	1,113	77.6%	1,116	78.1%	1,149	77.0%	1,273	77.2%
Overall	1,990	75.6%	2,137	74.7%	2,167	74.9%	2,378	75.9%

New Mexico State University – Main Campus

Measure 2. Percent of full-time, degree-seeking first-time freshman cohorts who re-enroll the following spring or fall semester



NMSU Strategic Directions Goal: Enhance NMSU's undergraduate experience

Fall to Fall Benchmark is from the Center for Institutional Data Exchange and Analysis Report, May 2008, mid-sized (5,000-17,999), moderately-selective public institutions.

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