Strategic Plan

PROGRESS REPORT 2017

Preparing a diverse community with the skills and education for success

Contents

a·dept

NOUN

1. a person who is skilled or proficient at something

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Strategic Plan Progress Report (2017)

The ENMU-Roswell Strategic Plan, 2016-2020, emerged from a series of information sessions begun by President Dr. John Madden in 2012. These sessions were then followed up by multiple surveys, focus groups, and feedback from faculty, staff, students, and members of the community. This progress report hopes to provide an honest perspective on the progress the university is making towards accomplishing and achieving its goals listed on its new strategic plan. The progress report also serves to

- Document and celebrate key accomplishments and outcomes as a result of everyone's hard work
- Stimulate enthusiasm and a sense of shared accomplishment
- Reaffirm our commitments to these goals and strategies
- Highlight areas of our plan that need renewed efforts

ENMU-Roswell has accomplished much in a short period of time, and the university is now in a better place to face tomorrow's challenges. Ultimately, our work on this plan will benefit students today and for years to come.

Mission and Core Values

Mission Statement

Preparing a diverse community with the skills and education for success

Our Purpose

- Provide opportunities for completion of Certificate and Associate awards that lead to advanced degrees and employment

- Prepare individuals for opportunities in higher learning through programs such as Adult Education, secondary enrollment, and outreach services

- Offer personal enrichment and career development opportunities through traditional course work, community education, and customized training as well as services for individuals with disabilities

- Foster direct community and economic development through business and workforce development, partnerships for health and social service outreach, and ever increasing business and community partnerships

Core Values

We aspire to be recognized in our community as a caring institution, committed to high standards in all our educational programs and services. As a publicly-supported community college, we strive to provide opportunities for the educational development of our students and a fulfilling work environment for our employees. When students enroll in the college and when employees are hired, they are expected to commit themselves to these institutional values.

Goal One: Achieve High-Quality Student-Centered Learning

KEY STRATEGIES

1A. Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity and innovation

- *Expanded entrepreneurial course offerings to include more than thirty-five degree and certificate programs (2016)*
- *Delivered innovative Service Learning and Project-based Learning assignments (every fall/spring semester)*
  - *With facilitation from their instructor, Communication 101 students identified, coordinated, and completed a service project with the goal of helping people in the Roswell area. Select fall 2016 projects included:*
    - *Collected and delivered donations from various businesses to the Roswell Refuge (domestic violence living center)*
    - *Delivered 20,031 diapers and 216 wipes to Roswell Court Appointed Special Advocates (CASA) to support children at risk.*
  - *Health, Technical Education, and Arts & Science faculty engage in a variety of project-based learning. Select fall 2016 examples include:*
    - *Emergency Medical Systems (EMS) simulation scenarios wherein students analyzed and diagnosed manikin symptoms to solve health issues*
    - *Technical math and writing courses that challenged students by requiring students to complete real-world challenges using specific job-related math/writing skills.*
- *Conducted numerous Internships/Practicums (2016)*
  - *Nursing/Nursing Assisting*
  - *Welding*
  - *Automotive*
  - *Human Services*
  - *Pharmacy Technician*

2A. Implement and scale-up proven student support mechanisms that partner with students to confront and overcome educational barriers

- *Offered Presidential Scholarships to area high school students who graduate in the top 10% with a 3.5 GPA or above. The Presidential Scholarship is a gap-funding program, meaning that funds are applied to tuition and fees after all state, federal, private scholarships and*

grants are applied. The ENMU-Roswell Presidential Scholarship pays the remaining balance, so there is no cost to the student. Student must be a degree seeking student and enrolled in an Associate degree program. In the fall 2016 semester twenty new students were chosen as Presidential Scholars (program began in the fall 2009).

- *Added supplemental instruction to four barrier courses (2017)*
- *Expanded Integrated Basic Education and Skills Training (IBEST) training to Pharmacy Technician, Respiratory Therapy, Medical Assisting, and Phlebotomy (2016)*
- *Alerted advisors and support staff of more than fifty students who were in jeopardy of failing courses using faculty-driven, campus built, pre-midterm Early Alert System (2017)*
- *Notified more than 500 students this fall that they had midterm grades of Ds or Fs (2016)*
- *Evaluated and developed pathways so students could overcome educational barriers related to physical and mental disabilities*
- *Delivered a broadcast math trigonometry course to an area secondary school (2016)*
- *Continued the operation of a student and employee health clinic*
- *Provided multiple financial assistance streams to make student educational dreams possible. Assistance included:*
  - *Tuition payment plans*
  - *NM Lottery Scholarships*
  - *Workforce funding sources*
- *Continued Trio Programs that include:*
  - *Educational Opportunity Center (EOC) which provides eligible adults who seek to enter or continue a program of post-secondary education with information about educational and career opportunities.*
  - *Student Support Services (SSS) which is a college retention and degree completion program that is designed to support low-income and first generation students to reach their full potential and achieve academic success.*

3A. Initiate a college-wide process for strategically scheduling classes to meet student needs

- *Launched a new scheduling program that allows students to choose courses more efficiently and provides the campus with information on when students would prefer courses to be offered (2016)*
- *Developed a Technical Math/Writing course cycle that schedules course alternately in spring/fall terms to meet the needs of technical students (2015)*
- *Communicated and coordinated educational scheduling needs within new weekly AVP meetings to ensure core cross-over course availability (2016)*

- *Changed the start time for many morning classes from 8:00 until 8:30 in order to accommodate the high percentage of our students who are also parents who take their children to school (2010)*
- *Implemented new field work sites in many different communities to meet the needs of students and industry (2016)*

4A. Create clear degree plans and pathways to completion for each academic program

- *Created co-requisite English/Math courses that shortened remediation time and reduced credits to degree (2014)*
- *Revised degree plan narrative in catalog to better communicate completion process to students and staff (2016)*

5A. Improve customer service and communication for students

- *Adopted new texting software to communicate with e-mail adverse students (2016)*
- *Redesigned campus webpage and portal to better meet student needs (2016)*
- *Produced new program videos using campus' media arts' students (2016)*
- *Published multiple newsletters to inform, inspire and educate students and staff*
  - *Grapevine (distributed monthly since 1991)*
  - *Student Success Center Gazette (2017)*
- *Provided regular campus updates via Facebook, LinkedIn, and Twitter (since 2009)*
- *Posted new interior and exterior campus signage (2017)*
- *Communicated campus happenings monthly and bi-weekly during Vice-President of Academic Affairs radio show (2016-17)*

6A. Increase faculty development in pedagogy, assessment, and student accessibility

- *Trained eight faculty on ESCALA (Spanish for "striving") Educational research methods geared to improving outcomes for students pursuing Science, Technology, Engineering, and Math (STEM) degrees (2016).*
- *Educated twelve faculty on the Developing a Curriculum (DACUM) process in order to improve curriculum development and assessment (2016)*
- *Instituted Quality Matters (QM) design standards as foundational for every ENMU-Roswell distance education course (2013-present)*
- *Participated in New Mexico Higher Education and Retention Conference (Annually)*

7A. Utilize technology-enhanced, immersive simulation and predictive analytics to improve student outcomes

- *Introduced new immersive technology into campus curriculum*

- o *zSpace—an unparalleled, immersive 3D computer program (2016)*
- o *Pro flight simulator (2016)*
- o *Commercial Driver's License (CDL) simulator (2016)*
- o *Regional Medical Simulation Center set up (2016)*
- *Installed Promethean boards in various locations on campus (2016-17)*
- *Built New Argos reporting tools to better track and predict students' persistence from term-to-term by majors, ethnicity, and other student status codes. Argos was designed by the Evisions Corporation (2016-17)*
- *Embedded "Who's Next" student tracking system in Student Success Centers that now allow student to be tracked to course, instructor, and area of remediation needed (i.e. Mr. Smith's English 101 students who are Hispanic are visiting Writing Lab seeking help with commas)*

8A. Continue institutional process for evaluating faculty, including ongoing classroom observations and reviews of credentials

- *Designed rubric and process for ensuring faculty credentials meet instructional requirements (2016)*
- *Revised classroom observations processes and procedures for both full-time and adjunct faculty (2016)*
- *Hired new Distance Education director tasked with the continued review of online courses following QM standards (2016)*

KEY PERFORMANCE INDICATORS

- **Increase the completion of certificates and degrees awarded by an average of one percent annually**
  - o *ENMU-Roswell completion grew at of 0.7% annually over the previous 5 years when compared to fall enrollments.*

Degrees/Certificates Awarded by Academic Year					
	2011-12	*2012-13*	*2013-14*	*2014-15*	*2015-16*
Total	*770*	*834*	*766*	*734*	*702*
Total Enrollment (Fall Semesters)					
	2012	*2013*	*2014*	*2015*	*2015-16*
Total	*3633*	*3303*	*2866*	*2657*	*2875*
Degrees Awarded as Percent of Fall Enrollment					
	2011-12	*2012-13*	*2013-14*	*2014-15*	*2015-16*
Total	*21.2%*	*25.2%*	*26.7%*	*27.6%*	*24.5%*

- **Increase retention, completion, and graduation by an average of one percent annually as defined by national Integrated Public Education Data System (IPEDS) reports**
  - *Student retention rate improved by an average of 1.4% annually over the previous 5 years*
  - *Student graduation rate improved by an average of 2.8% annually over the previous 5 years*

Retention (First-time, Full-time , Fall-to-Fall)				
2011-12	*2012-13*	*2013-14*	*2014-15*	*2015-16*
51%	51%	56%	52%	58%
Graduation Rate (First-Time, Full-Time)				
2011-12	*2012-13*	*2013-14*	*2014-15*	*2015-16*
16%	15%	20%	25%	30%

- **Assure equity in outcomes for students from underrepresented groups, as compared to overall student outcomes**
  - Averaged over three years that 48.6% of total graduates fell into minority and underrepresented groups categories (2016) *Source: New Mexico Association of Community Colleges (NMACC), "Annual Accountability Report" December 2016.*

- **Exceed average national licensure exam pass rates**
  - *Below is a sample list of ENMU-Roswell student passage rates from select assessments for 2015-16 compared to national norms.*

Assessment	ENMU-Roswell	National
Nursing NCLEX Exam	94%	84%
Commercial Driver's License (CDL)*	100%	67%
Respiratory Therapist Multiple Choice (TMC)	43.8%	53.8%
Respiratory Therapist Clinical Simulation Exam (CSE)	60.7%	50.6%
Paramedic Program Exams 1st Time Pass Rate	80%	72%
Paramedic Program Exams Cumulative Pass Rate within 3 Attempts	96%	85%
American Association of Medical Assistants Certification Exam	70%	64%

*Seven students were removed from calculation because they either did not test, or were not allowed to test by the State of NM.

Goal One: Achieve High-Quality Student-Centered Learning

- **Increase the response rates of end-of-semester course evaluations by an average of ten percent annually**
    - *Begun the transfer and reformatting of End of Course (EOC) Surveys located in SurveyMonkey into newly purchased Qualtrics system. Qualtrics that been shown to increase student engagement and response rates on course evaluations (2017)*

- **Implement one new experiential learning opportunity each year**
    - *Implemented Aviation Simulator (2016)*
    - *Implemented CDL Simulator (2016)*

- **Increase college transfer rate to four-year institutions by an average of two percent annually**
    - *Student transfer rates have increased by three percent from 2011, but have declined since 2013. ENMU-Roswell recognizes this deficit and has included strategies in a new HSI-STEM grant (awarded fall 2016) to increase transfer rates and increase four-year school partnerships.*

Transfer Rates				
2011*	2013	2014	2015	2016
7%	14%	12%	12%	10%

*2012 transfer rates were not reported for ENMU-Roswell's NCES IPEDS report

- **Increase participation in Student Success Centers by an average of ten percent annually**
    - *Increased student participation in student success center by 18% from fall 2015 semester to fall 2016 semester (2016)*

- **Implement supplemental instruction leaders in two gateway courses annually**
    - *Implemented supplemental instruction leaders in:*
        - *Sociology 101 (2017)*
        - *Chemistry 113 (2017)*
        - *University Studies (2017)*
        - *Math 119 (2017)*

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

KEY STRATEGIES

1B. Implement a transparent process to allocate resources based on strategic priorities and the productivity of programs

- *Continued "trickle-up" process wherein budget requests are collected at the course/department/program level and then forwarded up to unit leaders who then prioritize these requests. These prioritized requests are then forwarded to the VPAA who reviews and then further prioritizes them based on campus mission and strategic goals. Following VPAA review, resource requests go to core staff for further review and prioritization and then on to the Community College Board and Board of Regents for approval.*
- *Aligned new grant deliverables with campus' strategic plan to not only offset dramatic financial cuts in state appropriations, but also to support much of the professional development and improvement activities. HSI-STEM grant was constructed to improve math, science, and transfer outcomes (2016)*
- *Distributed monthly itemized credit card list showing who purchased what and when. This transparent process allows for anyone who receives the report to review and question the appropriateness of another person's expenditures and/or to provide feedback and suggestions for more cost-effective purchases.*

2B. Evaluate the sustainability and cost effectiveness of program and course offerings

- *Completed a comprehensive campus-wide program analysis in 2014-15 that reviewed the sustainability and cost effectiveness of every degree and certificate program. The analysis led to the deactivation of eleven associate degree and seven certificate level programs.*
- *Began the process on including a cost effectiveness matrix within the regular program review process. Five-year budget information and expenditures are currently analyzed in program review process. (2016)*

3B. Increase efficiency and sustainability through electronic forms and processes

- *Finalized Electronic Personnel Action Forms (ePAF) that allows online completion and approval of personnel forms (2015)*

- *Completed Faculty Load And Compensation (FLAC) processes that allows for online completion and tracking of faculty loads (2016)*
- *Moved from costly paper-and-pencil student engagement surveys to more economical electronic survey (2016)*
- *Developed student pre-screening checklist that greatly reduces system enrollment errors and allows for faster student processing (2016)*
- *Added "paid" versus "unpaid" student status fields in student registration reports that improve course section enrollment prediction (2016)*

4B. Increase financial contributions from private and public sources to support programs and operations

- *Awarded grants funds as of fall 2016 which account for more than 18% of campus operating expenses. Recently awarded grants include:*
  - *HSI STEM Grant (2016) $3,000,000*
  - *Talent Search (2016) $2,400,000*
  - *Educational Opportunity Center (2016) $1,800,000*
  - *Title V Cumbres (2015) $2,400,000*
  - *Student Support Services (2015) $1,000,000*
- *Funded Skills USA student travel to national and regional event through the ENMU-Roswell foundation (2016)*

5B. Ensure financial, physical, and technological resources are adequate to support educational programs

- *Continued to analyze financial, physical, and technological resources as part of program review cycle. When inadequacies are identified, the college acts to resolve issues. For example, as a result of the 2015 program review for ENMU-Roswell's Test Center, wireless internet connections were replaced with hard-wired connections in response to student complaints about disconnections during testing (2016)*
- *Ensured facilities and technological resources match real world conditions with input from program advisory groups and industry*
- *Provided Promethean boards and training to supplement instruction which adjusted classroom assignments to provide optimal class sizes for skill/lab and lecture courses*

6B. Devise technology-supported and hybrid educational delivery solutions that transcend time and place barriers, maintain high quality, and foster student success

- *Committed to providing superior instruction in multiple delivery modes. Our versatility and commitment to quality in this arena can be seen by the following initiatives:*
    - *Fifty-four instructors have now received QM certifications (2017)*
    - *Developing a new hands-on fabrication lab to support entrepreneurial efforts (2017)*
    - *Initiating new protocols for external and internal testing (2016)*
    - *Using Respondus lock-down as security measure in multiple Arts & Science Education course online testing (2015)*
    - *Initiated an internal distance education advisory board consisting of twelve members: consisting of an AVP, IT representative, a Learning Management System (LMS) administrator, and six instructors, a grant program representative, and the Distance Education (DE) director (2016)*
    - *Revising online course reviews with feedback from DE Advisory board and new DE Director (2017)*

KEY PERFORMANCE INDICATORS

- ***Construct financial dashboard that improves transparency related to resource allocations***
    - *Developed a new financial reporting dashboard to quickly pull IPEDS finance figures (2016)*
    - *Dashboard documenting resource allocation has neither been fully discussed nor been constructed.*

- ***Develop procedure and methodology for determining cost-per-student based on program/major fields***
    - *Calculated state reimbursement amount for dual-credit students attending ENMU-Roswell (2016).*
    - *Initiated work on determining the cost-per-student at program/major field levels (2016).*

- ***Ratios for overall financial health, physical assets, and technological assets indicate responsible financial stewardship***

- o *Received no audit findings over the course of the last two annual audit cycles. University financial statements are audited annually by an External Auditor. The audit report and findings are presented yearly to the New Mexico Office of the State Auditor, per state statute (2016)*
- o *Allocated resources in FY15 showed majority of expenditures went to instruction. State Appropriations and Student tuition and fees are the primary sources of revenue for ENMU - Roswell. In 2014-15, ENMU - Roswell's general funds revenue exceeded $17.1M, with 92.0% ($15.7M) generated through tuition and fees ($3.4M) and state support ($12.3M). These fiscal resources, generated through delivery of the academic mission of the university, are allocated to support that mission. In FY15, $15.0 million (87.8%) of expenditures (all funds) were allocated to instruction & general (I&G) costs (excludes auxiliary). In FY15, $7.96 million in expenditures (53.1%) went to the direct cost of instruction.*

- *Document fiscal considerations in all program and service area reviews to ensure sustainability*
  - o *Reviewed five years of program, or service area, expenditures as part of regular program review cycle.*
  - o *Cost per graduate needs to be delineated in all program review to move beyond simple budget analysis*

- *Pursuance and award of external funding sources contribute more than ten percent to overall institutional funding*
  - o *Funded 18% of overall campus operating budget from grants, or third-party sources ($5,370,485/$30,438,221 respectively)*
    - ▪ *ENMU-Roswell 2016 HED Reported Operating Budget = $30,438,221*
    - ▪ *ENMU-Roswell Grant/Contract funding 2015-16 = $5,370,485*

Goal Three: Embrace Performance-Based Decision Processes

KEY STRATEGIES

1C. Improve institutional effectiveness plans that assess college operations, programs, and activities

- *Evaluated select academic, service areas, and support services programs as part of 5-year cycle (annually)*
- *Surveyed all campus employees with Noel-Levitz Institutional Priorities Survey (2016). Faculty and staff perceived the following:*
  - *Campus Strengths*
    - *Nearly all of the faculty are knowledgeable in their fields.*
    - *Security staff respond quickly in emergencies.*
    - *Program requirements are clear and reasonable.*
    - *The campus staff are caring and helpful.*
    - *On the whole, the campus is well-maintained.*
  - *Campus Challenges (statements below, taken directly from the survey, received low scores)*
    - *This institution has a good reputation within the community.*
    - *Academic advisors are knowledgeable about program requirements.*
    - *The personnel involved in registration are helpful*
    - *Students seldom get the "run-around" when seeking information on this campus.*
    - *Administrators are approachable to students.*
- *Improved student registration and enrollment procedures with a post-registration, structured debriefing procedure with action items designed to the improve the following semester's performance (2017)*
- *Launched Argos, a Banner extraction tool, that quickly provides a wealth of student level data to advisors, schedulers, faculty, and administrators geared to improve retention, completion and overall campus operations. (2016)*

2C. Revise the performance appraisal process with a stronger emphasis on employee development and accountability

- *Revised performance appraisal process now requires employees to develop their own goals and objectives each calendar year. The completion of these goals and objectives are then used to evaluate employee's performance.*

3C. Continue to centralize and open up institutional data for both campus and public use

- *Increased the use of SharePoint as an internal repository for institutional data that previously was scattered in multiple campus areas (Fall 2014). The following items are now centralized on SharePoint:*
    - *Campus syllabi (2015)*
    - *Recent program and service area reviews (2015)*
    - *Institutional Assessment Committee (IAC) Meeting Minutes and individual course assessments (2015)*
    - *Faculty Senate minutes (2016)*
    - *Ten years of IPEDs reported data (2016)*
- *Constructed an ENMU-Roswell Fact Book (2016)*
- *Overhauled and revamped the campus webpage and increased information accessibility for both internal and external audiences (2016)*
- *Developed Argos web-based student reports that provide a single source of data (2016)*

4C. Disseminate timely data to students and faculty to support sound decisions and to improve learning outcomes

- *Created new Argos data reports and expanded live time data access for faculty and staff (2016) Examples include:*
    - *Persistence Reports*
    - *Paid/Unpaid registration reports by student*
    - *Grade Distribution Reports*
    - *Enrollment/Registration Reports*
    - *Degree Completion/Major Enrollments*
- *Utilized Early Alert System so faculty could "alert" advisors and support staff prior to midterm grades about students in risk of failing. Alerts notify staff about*
    - *Attendance issues—both online and face-to-face*
    - *Failure to turn in assignments*
    - *Childcare issues*
    - *Financial issues*
    - *Transportation issues*
    - *Anything else faculty feels is jeopardizing student success*

- *Developed internal Excel grade distribution dashboard used to improve program review data analysis and faculty/director understanding of student course outcomes (2016)*

5C. Identify the data literacy skills required of employees who produce and/or use data and information in their work assignments

- *Invested financial resources to bring in outside database and information management consultants to help identify and improve employee data literacy skills (2016)*
    - *Employees attended the Strata Information Group (SIG) training to improve Banner and system functionality in order to increase student outcomes*
    - *Evisions, a company that helps businesses get timely, accurate information and data through simple reporting, provided two face-to-face trainings on Argos at ENMU-Roswell in 2016*
- *Provided multiple opportunities for employees to attend virtual, regional, and national trainings to improve data literacy skills (2016)*
- *Used peer-to-peer training, and workshops, to help employees improve their computer and data literacy skills. (2016)*

6C. Promote integrated campus planning

- *Ensured that all campus areas were represented at weekly core staff meetings and had a voice in institutional planning (2016)*
- *Relocated AVPs from being physically embedded in their disciplines to being housed together to promote better cross discipline/division planning (2016)*
- *Initiated weekly AVP meetings with VPAA (2016)*
- *Held monthly Faculty Senate meetings*
- *Delivered opportunities for all staff to voice feedback on strategic planning through surveys and face-to-face meetings (2016)*
- *Informed staff and faculty of campus plans at monthly, face-to-face, presidential informational sessions (held at two different times to accommodate everyone's varied schedules) wherein the president would give a brief overview of campus plans and then open the floor to any questions (2016).*

7C. Develop campus learning outcomes that reflect the campus mission

- *Initiated quest to redefine campus learning outcomes to align with campus' new mission: "Preparing a diverse community with the skills and education for success."*
- *For broader outcomes of the general education core and transfer work, the pre-Collegiate Assessment of Academic Proficiency (CAAP) test for critical thinking and the post-CAAP test have been administered on campus for many years. The Institutional Assessment*

Committee (IAC) has determined this pencil and paper test is no longer a valid measurement of broader student learning outcomes for a number of reasons:

  - *The test is lengthy, unwieldy, and only available in pencil and paper format, which excludes our on-line population.*
  - *The test measures academic knowledge rather than general skills, and New Mexico is moving toward a general education core curriculum that focuses on skill outcomes. The institution is currently represented on the statewide board revising those outcomes.*

- *The IAC is, therefore,*
  - *preparing a survey for faculty and students about which campus skill outcomes are deemed most important to measure*
  - *compiling information about varieties of assessment tools that would assess skills learning outcomes reflective of our mission*
  - *reviewing and presenting the pros and cons of each method to the IAC*
  - *seeking to align our campus outcomes with those to be designated by the state for the General Education Common Core.*

KEY PERFORMANCE MEASURES

- ***Redesign campus organizational structures to best serve student population***
  - *Four campus instructional divisions were compressed into three instructional units to better serve students while meeting financial necessities (2016)*
  - *Student Success Center created that combined Writing Center and Math/Science center in one location to improve student accessibility (2016)*

- ***Eighty percent of students and employees respond to the Institutional and Student Satisfaction Surveys that they are satisfied with the quality of instruction***
  - *Sixty-eight percent of students and fifty-three percent of employees responded on the fall 2016 Noel-Levitz survey that they were satisfied with the quality of instruction at ENMU-Roswell. ENMU-Roswell surpassed National Community College norm for this student category by four percent while trailing institutional perception of quality by thirteen percent (2016).*

- ***Expand access and other data tools by training three more staff annually***

o *Argos report writing and data block design training were provided to Registrar, Institutional Researcher, and Assistant Financial Aid Director (2016)*

o *Registrar, Financial Aid personnel, HR Assistant Director, Payroll Coordinator, HR Specialists, Business Office personnel received SIG training (2016)*

- *Offer at least two data and technology trainings annually to ensure employees receive the appropriate skills needed to excel in their positions*
  - o *STRATA training on Banner workflows and system functionality provided to ten employees*
  - o *Evisions training on Argos report writing and data block construction provided to four employees*

- *Establish a data management process in order to improve integrity, analysis, and reporting functions*
  - o *Adopted data management philosophy and processes (shown in table below) suggested by the Association of Institutional Research (AIR) in "Integrating the Functions of Institutional Research, Institutional Effectiveness, and Information Management," (Posey & Pitter, 2012)*

Primary Tasks for Five Institutional Information Foundations

Data Management and Reporting	Analytical Reporting	Planning and Scanning	Assessment	Accreditation
Centralize institutional data	Establish a calendar of analytical reports	Develop IR strategic plan	Establish electronic system for assessment reporting	Conduct gap analysis for regional accreditation
Develop tracking system for ad hoc data requests	Develop key performance indicators	Be involved in development of institution strategic plan and provide environmental scanning	Monitor assessment reporting	Establish an evidence repository
Administer Federal and State reporting requirements	Report on historical trends	Develop list of peer institutions	Conduct and analyze surveys	Provide institutional and programmatic data
Develop interactive online reports	Utilize research from literature and other IR offices	Promote integrated campus planning	Assist departments in assessment planning	Collect and update information on regional and specialized accreditation
Develop a dedicated, secure web presence	Communicate findings to key decision makers	Report annually on strategic planning progress	Summarize key findings from assessment	Establish appropriate processes for accreditation

https://www.airweb.org/EducationAndEvents/Publications/Documents/126.pdf

  - o *Utilized batch posting functionality in Banner for New Mexico Lottery Scholarships. Batch processing eliminated clerical data entry errors (2016)*
  - o *Automated the following Financial Aid processes from paper to fully electronic eliminating an estimated 3000 incoming documents per Financial Aid year.*

Goal Three: Embrace Performance-Based Decision Processes

- *Ability-to Benefit forms (2016)*
- *High School/GED transcript verifications (2016)*
- *College Transcript clearance (2016)*
- *Residency match issues (2017)*
- *Authorization processes for Title IV (2016)*
- *Terms and Conditions Acceptance forms (2016)*

- *Created student accessible printable financial award letter in Banner to eliminate manual processing for such entities as Income Support Division (ISD), Workforce Innovation and Opportunities Act, and other public service organizations (2016)*
- *Developed new Mission and Vision statement for Institutional Research (IR) Office (2016)*
- *Hired new IR Assistant (fall 2016)*
- *Completed several Association of Institutional Research Data Management courses geared to improving data integrity, analysis, and reporting. Courses included Foundational Statistics for Decision Support (2015); Longitudinal Tracking for Institutional Research (2015); IPEDS Keyholder Efficiencies: Reducing the Reporting Burden; and new keyholder training (2016)*
- *Rebuilt reporting processes in Argos for both state, national, and select grant reporting (2016-17)*
- *Began the development of a series of two-minute "Need to Know" videos that discuss use of new Argos data management tool. (2016-17)*

Goal Four: Promote Institutional Efficiency and Innovation

KEY STRATEGIES

1D. Streamline college services and processes for incoming students

- *Analyzed student registration traffic using campus' "Who's Next" student tracking system in order to streamline and shorten student wait times (2013-2016).*
- *Consolidated Admission/Records, Advising Services, Dual Enrollment, Financial Aid, New Student Relations in a One-Stop, Student Service Center (2013)*
- *Developed Student Services Pre-Screening Checklist which shortened student wait times during peak periods plus eliminated data duplication (2016)*
- *Created an online new student orientation (2016)*

2D. Improve customer service and communication for student

- *Implemented texting communication tools for advisors (2016)*
- *Installed new communication displays at various high traffic points across campus (2015-16)*
- *Reconfigured web portal to facilitate simpler log in procedures for students and staff (2016)*
- *Added Mobile CosmoLink app that includes a new Alert feature to notify students/staff of campus emergencies or closures (2016)*

3D. Reward teamwork, innovation, and measurable outcomes through employee recognition programs and compensation

- *Recognized employee professional accomplishments at multiple events including:*
  - *ENMU-Roswell Foundation Banquet*
    - *Staff Merit awards presented to outstanding full-time Support and Professional Staff—recipients receive plaques and checks*
  - *Excellence Award*
    - *The Excellence Award recipients are celebrated during NISOD's annual International Conference on Teaching and Leadership Excellence, held in May in Austin, Texas. During the Excellence Awards Dinner and Celebration, each Excellence Award recipient receives a specially cast, pewter medallion hung on a burnt-orange ribbon. The names, titles, and colleges of all Excellence Award recipients are included in a special booklet that features congratulatory ads from many of the recipients' colleges. In addition, presentations at the conference involving Excellence*

Award recipients are indicated in the Conference Program with a special icon

- *Encouraged teamwork with weekly indoor Frisbee golf competition built to break down barriers and increase familiarity/approachability among staff and students. Poorly thrown mini-Frisbees serve to humble executive campus personnel to the delight of students and their staff. Similarly, precisely thrown discs elicit cheers in this light-hearted under thirty-minute weekly event. The weekly winner is awarded the cherished and worn Pineapple Statue that is proudly displayed in the winner's office/area until the following weeks' competition. This activity has grown in popularity and has been a campus staple for over ten years.*

4D. Implement a comprehensive training system for new and existing employees

- *Continued the use of the Faculty Self-Evaluation process that requires faculty to maintain currency within their profession, improve their teaching ability, and adapt new technologies in their classes.*
- *Developed new employee orientation procedures*
- *Encouraged the continuation of cross-training of employees*

5D. Develop future campus leaders

- *Enrolled two employees each year in the Leadership Roswell program. The program is focused on developing leaders in Roswell and Chaves County. (2016)*
- *Admitted and recognized twenty-two new students into campus' local Phi Theta Kappa (PTK) organization. PTK activities provide selected students with leadership activities to support their academic growth.*
- *Encouraged new employees to accept leadership roles as position terms concluded. Most leadership positions on campus are rotated every two years.*
- *Paid tuition for 35 ENMU-Roswell employees in the fall (2016)*

6D. Broaden entrepreneurial activities

- *Embarked on the development and expansion of entrepreneurial programs in the fall 2013. The timeline below charts this progress.*
  - *2013—Investigation and selection of Ice House Entrepreneurial Training process developed by Kaufman Foundation; Ice House Training certification of three staff members completed.*
  - *2014—First Entrepreneurial Pilot Course Offered*
  - *2015—Entrepreneurial Course offered to Early College High School students*

- o *2016---Ice House Entrepreneurial Certification training provided to an additional five faculty members. Entrepreneurial course offered as an option in multiple degree plans as a substitute for a college success course*
- o *2017—Finalizing the hiring of an iCenter (Innovation Center) coordinator and receiving bids on facility upgrades and equipment. ENMU-Roswell staff attended FABLAB training at Lewis and Clark Community College. The training was designed for those interested in starting a Fab Lab/Makerspace as well as those spaces that are online and are looking for best practices around staffing, training, programming and operations.*

7D. Develop competency-based criteria to grant credit for prior experiences in order to widen educational pathways while reducing time to credential completion

- *Organized, restructured, and centralized ENMU-Roswell procedures on CPL. A single link on campus webpage, http://bit.ly/2m0CRy , now clearly spells out ENMU-Roswell criteria for CPL.*
- *Provided training to campus registrar, AVP for Health, and grant manager on CPL led by the Council for Adult and Experiential Learning (CAEL) (2016)*
- *Added DSST College Credit Exams (formerly known DANTES) to ENMU-Roswell's Testing Center's schedule of exams. Students now have the opportunity to earn college credit in a variety of areas including:*
  - o *Business Ethics and Society*
  - o *Computing and Information Technology*
  - o *Ethics in America*
  - o *Health and Human Development*
  - o *Human Resources Management*
  - o *Introduction to Business*
  - o *Introduction to World Religions*
  - o *Organizational Behavior*
  - o *Principles of Supervision*
  - o *Substance Abuse*

KEY PERFORMANCE MEASURES

- **Achieve the goal that twenty-five percent of employees annually will engage in professional development**

Goal Four: Promote Institutional Efficiency and Innovation

- o *Started the investigation of developing a comprehensive system to track all employee professional development activities.*
- o *ENMU-Roswell presently cannot precisely determine professional development rate for all employees.*

- **Demonstrate improved automation and efficiency in the delivery of at least one institutional service or process annually**
  - o *Automated more than twenty campus processes in 2016. A couple of examples include:*
    - *Activated a state-of-the-art campus security locking system wherein all building can be either unlocked, or locked, from a central location (or even via a cell phone) in the event emergency situations requiring such a need.*
    - *Computerized Financial Aid processes related to Ability-to-Benefit forms and High School/GED transcript verifications*

- **Enroll at least one campus employee annually in a recognized leadership training activity**
  - o *Enrolled two employees in the nine-month Leadership Roswell program (2016)*

- **Survey ten percent of students to identify inefficient campus processes and solve issues with student-centered solutions**
  - o *Polled entire fall 2016 student body using online version of Ruffalo Noel-Levitz Student Satisfaction Inventory Survey.*
    - *Strengths included:*
      - *Classes are scheduled at times that are convenient for me.*
      - *The campus is safe and secure for all students.*
      - *The quality of instruction I receive in most of my classes is excellent.*
      - *Computer labs are adequate and accessible.*
      - *The equipment in the lab facilities is kept up to date.*
      - *Tutoring services are readily available.*
    - *Challenges included ((statements below, taken directly from the survey, received low scores):*
      - *Faculty provide timely feedback about student progress in a course.*
      - *The personnel involved in registration are helpful.*
      - *Students are notified early in the term if they are doing poorly in a class.*

- *My advisor is available to help me when needed (staff supplied question)*
- *There are adequate services to help me decide upon a career.*

- **Create processes that encourage employees and students to devise solutions that improve campus operations**
  - *Used goal setting procedures that are part of everyone's annual performance evaluations as an opportunity for employees to implement and devise solutions to area issues.*
  - *Invited staff to devise questions to be added to Ruffalo Noel-Levitz Student Satisfaction Inventory Survey. Questions on testing and student advisement were included in survey at their request (fall 2016)*

- **Construct a new employee onboarding process to ensure all new employees receive the training they need to perform their jobs well**
  - Compartmentalized new employee onboarding processes so that training needs would be determined at departmental levels.

- **Design a systematic plan to align staffing needs with strategic priorities**
  - *Ensured that when faculty or staff separate from the university through retirement or resignation, the vacant position is reviewed to determine whether refilling it with the current job responsibilities, redefining it based on institutional priorities, or reallocating funding to another priority is the best strategic decision at that time. This process ensures that personnel decisions reflect a strategic approach to delivering a high quality education and supporting student success. It also enables the university to modify organizational structures to accommodate current need on an ongoing basis as each opportunity presents itself. A formal systematic plan, however, needs to be put in place to ensure all new hires also align with strategic priorities.*

- **Continue efforts to formalize credit for prior learning procedures**
  - *Organized, restructured, and centralized ENMU-Roswell procedures on CPL (2016)*

Goal Five: Transform our Workforce and Community Connections

Goal Five: Transform our Workforce and Community Connections

KEY STRATEGIES

1E. Develop additional partnerships with businesses, K-12, community organizations, policy-makers, and other higher educational institutions

- *Created ENMU-Roswell Career Success Center (fall 2016)*
- *Opened ENMU-Roswell Veteran Center (fall 2016)*
- *Linked with University of New Mexico-Taos on a Title V grant geared to improve distance educational outcomes and allow for select course-sharing (2016).*
- *Partnered with the Southwest Aeronautics, Mathematics and Science Academy (SAMS) in Albuquerque, NM. SAMS Academy is a unique school that blends an on-line curriculum with a hands-on STEM lab while complementing it all with a solid Aviation Program (fall 2016).*
- *Expanded Campus Advisory groups*
  - *Joined Local Health Employers Advisory Group (2016)*
- *Continued work with eleven other community colleges as part of the New Mexico Skill Up Network: Pathways Acceleration in Technology and Healthcare (SUN PATH), a $15,000,000 project funded by the U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training Initiative (TAACCCT). Project goals are to:*
  - *Expand capacity and systemic improvements in the delivery of healthcare career pathways in Allied Health, Emergency Medical Services (EMS), and Health Information Technology (HIT) that align with industry needs*
  - *Increase the attainment of degrees, certifications, and industry recognized credentials*
  - *Create strategic alignment between education and workforce systems, resulting in improved employment outcomes, retention, and average earnings*
- *Continued work as a voting member of Comprehensive Strategy Board (CSB). The CSB contains voting members from the following agencies: Chaves County Adult Detention Center, Chaves County Juvenile Detention Center, City of Roswell Police Department, NM State Police, Chaves County Sheriff's Office, Assurance Home, Big Brothers Big Sisters, ENMU-Roswell, District Attorney, Wings for Life, Juvenile Probation and Parole, Counseling Associates, Court Appointed Special Advocates, Children Youth & Family Department, Roswell, Dexter, and Hagerman Independent School Districts. This board was created to coordinate the interactions of these agencies and to more successfully accommodate youth and families.*

2E. Increase student recruitment efforts, emphasizing traditionally underserved students and regions.

- *Hosted the 1st annual "Career Day for Special Services Students." Educators, parents, and students from around NM learned about our vocational and independent living programs and had the opportunity to tour the ENMU-Roswell campus. The Special Services program provides extensive support to students with a multitude of documented disabilities each semester. The Special Services Department seeks to maximize the educational and career opportunities for all students with disabilities (April 2017)*
- *Expanded operations and enrollment of New Mexico Youth Challenge Academy. Operated by the New Mexico National Guard, the New Mexico Youth Challenge Academy program is designed to reach the population of "at risk" youth before they become a permanent fixture in juvenile systems, adult prisons, or the welfare system. ENMU-Roswell provides both academic and career technical college credit training each semester to these cadets since 2001. In the fall 2016 semester, 111 cadets earned college credit/credentials while simultaneously working to complete their high school requirements.*

3E. Work with secondary schools to improve college readiness

- *Collaborated with the New Mexico Career and College Readiness Bureau in an effort to collect, analyze, and inventory Career and Technical Education (CTE) courses in southeastern New Mexico. This work led to the creation of an electronic guidance webpage (www.nmprogramsofstudy.org) along with a series of posters promoting non-traditional student participation. (2016)*
- *Awarded a Hispanic Serving Institute (HSI) STEM grant (2016) designed to*
  - *Improve college readiness of high school students for STEM education;*
  - *Accelerate student progression through transfer-level math;*
  - *Integrate academic support systems with high-impact practices to keep students on track to graduation and transfer to baccalaureate STEM programs;*
  - *Establish a faculty professional development focusing on the learning needs of Hispanic and low-income students and students in STEM disciplines;*
  - *Develop articulation agreements in STEM with four-year institutions;*
  - *Create a culture of evidence for informed decision-making*
- *Emboldened future college students through ENMU-Roswell's GEAR-UP program that provides:*
  - *Free online tutoring with Smarthinking™ and after school tutoring programs*
  - *Free mentoring services*
  - *Faculty and administration development for all cohort schools/teachers*
  - *Cultural and educational field trips*
  - *Scholarship opportunities for all incoming students*
- *Increased college going opportunities and success rates through ENMU-Roswell's GEAR-UP program. The program's vision is to:*

- o *Increase the number of low-income students who are prepared to enter and succeed in postsecondary education*
- o *Increase student academic achievement, high school graduation rate, and college enrollment*
- o *Increase parent/family involvement in school activities*
- o *Transform instructional and intervention strategies at the partner schools, embedding them in those schools far beyond the seven-year grant period*
- *Continued TRiO Programs activities that include:*
  - o *Educational Talent Search established in 1991, identifies disadvantaged young people with potential for post-secondary education, encourages them to continue and graduate from secondary schools and to enroll in programs of post-secondary education, and encourages high school dropouts to return to school.*
  - o *Upward Bound is a successful, college-based program of rigorous academic instruction, individual tutoring and counseling for low-income high school students, most of whom are the first generation of their families to enter post-secondary education. During the summer, Upward Bound students live on campus and are involved in an intensive academic study program for six weeks. During the academic year, Upward Bound students receive academic instruction, tutoring, and counseling after school and on Saturdays*

4E. Improve communications to ensure accessibility and responsiveness

- *Launched redesigned website in October of 2016 with updated information and simpler, improved navigation, accessibility and responsiveness for both desktop and mobile devices*
- *Continued the Explore Eastern event wherein local high school students sign up with secondary counselors for campus tours*
- *Purchased Qualtrics polling and research software (spring 2017) in order to improve:*
  - o *Longitudinal Analysis*
  - o *Qualitative and Quantitative Research*
  - o *Student Engagement*
  - o *Online Course Evaluations*
  - o *Student, Faculty, and Staff Reviews*
  - o *Employee Insights*
  - o *Onboarding and Exit Surveys*

5E. Increase strategic marketing of programs to the appropriate audiences

- *Tailored marketing for the following programs in 2016*
  - o *Health*
  - o *Aviation*

- o *Automotive*
- o Welding

6E. Improve connections with ENMU-Roswell alumni

- *Distributed Grapevine and Eclipse newsletters to all alumni who registered as alumni*
- *Spotlighted successful ENMU-Roswell graduates throughout the year*

KEY PERFORMANCE MEASURES

- **Website usage statistics and accessibility indicators show positive increase by an average of two percent annually**
  - o *New session traffic grew by 3.7% (someone went to the website that had not previously visited the website)*
  - o *Website users declined 2.4% when compared to similar period a year ago*
    - ▪ *Website usage from November 10, 2015 until March 12, 2016*
      - *Duplicated users = 40,505*
    - ▪ *Website usage from November 10, 2016 until March 12, 2017 (new website)*
      - *Duplicated users = 39,524*

    Source: Data provided through Google Analytics

- **Increase enrollment by an average of two percent annually for underserved populations**
  - o *NMYCA enrollment increased by 11% between 2015 and 2016*
  - o *ENMU-Roswell Adult Education enrollment grew 12.6% between 2015 and 2016.*

- **Increase the number of recent graduates and community members utilizing Career Service Center by an average of three percent annually**
  - o *Opened the Career Service Center in Fall 2016. A baseline number will be calculated for the 2016-17 year. Average growth will be based on total usage and tracked through ENMU-Roswell's Who's Next? system that will also allow for program, ethnicity, age, and other variables to be followed.*

- **Build an Entrepreneurial Center that will provide students and community members with the equipment, guidance, and resources to prototype ideas and plan their launch**
    - *Began the initial design of new Entrepreneurial Center (Fall 2016)*

- **Expand community education and outreach activities**
    - *Hired a new Center for Workforce and Community Development (CWCD) Director in the fall of 2016. CWCD Program review occurred in February 2017 that included plans and goals for expanded education and outreach activities. Some of these plans included:*
        - *Conduct a needs analysis of area business, industry, and government departments to determine personal and professional development gaps*
        - *Increase partnerships with local fire departments, emergency medical services, city/county governments, area business, industry, and State and Federal government departments*
        - *Develop a comprehensive marketing campaign for CWCD to increase awareness of what is offered by May 2017.*
    - *Provided objective, practical business advice in plain language to prospective and existing small businesses in Chaves County through the Small Business Development Center (SBDC) on the Eastern New Mexico-Roswell campus.*

Progress Report Major Contributors

Arts and Science Education Administrative Assistant, Sherry Durand
Assistant Director of Admissions and Records, Griselda Aubert
Assistant Director of Financial Aid, Christopher Meeks
Assistant Vice President Health Education, Dyan Ellington
Assistant Vice President of Arts and Science Education, Annemarie Oldfield
Assistant Vice President of Technical Education, Chad Smith
Automotive Technology Instructor (2016 Faculty Senate President), Eric Gomez
Aviation Program Director, Lyle Lane
Center for Workforce and Community Development Director, Vickie Thomas
Communication Instructor, Maureen Olguin
Data Analyst, Adult Education, Aida Lopez
Director Advising Services, Carolyn Vigil
Director EMS/Instruction, Jesse Davis
Director of Student Outreach, Greg Martinez
Distance Education Director, Kimberly Childress
ENMU-Roswell President, Dr. John Madden
Executive Administrative Assistant-President, Lorinda Wilkins
Executive Administrative Assistant-Vice President Academic Affairs, Nancy Wagoner
Executive Director Institutional Research, Todd DeKay
Executive Director of College Development, Donna Oracion
Executive Director of Human Resources, Dr. Steve Chambers
Executive Director of Student Services, Dr. Linda Neel
Foundation Coordinator, Craig Collins
Grants Manager, Traci Dixon
Institutional Research Assistant, Brianna Bitner
Learning Community Coach, Edna Yokum
Learning Resource Director, Rollah Aston
Math Instructor, Cory Cogdill
Math Instructor, Coy Speer
Medical Assistant Program Director/Instructor, Chery Vineyard
One-Stop Director Center, Rutherford Rankin
Program Director/Nursing Instructor, Susan Golden
Program Director/Respiratory Therapy, Mavis Williams
Special Services Director, Leah Lucier
Testing Center Director, Marisela Alvidrez
Title V Activity Director, Dr. Russell Baker
Vice President of Academic Affairs, Dr. Ken Maguire
Vice President of Business Affairs, Eric Johnston-Ortiz
Vice President Student Affairs, Mike Martinez
Webmaster, Jacob Puckett