



Strategic Plan

PROGRESS REPORT 2018

Preparing a diverse community with the skills and education for success

ENMU-Roswell

Tel 575-624-7000

Roswell, NM 88202

www.roswell.enmu.edu

Contents

Strategic Plan Progress Report (2018)	3
Mission and Core Values	4
Goal One: A chieve High-Quality Student-Centered Learning	5
Goal Two: D evelop Sustainable Programs through Responsible Financial Stewardship	12
Goal Three: E mbrace Performance-Based Decision Processes	16
Goal Four: P romote Institutional Efficiency and Innovation	20
Goal Five: T ransform our Workforce and Community Connections	25
Progress Report Contributors	30

a·dept

NOUN

1. a person who is skilled or proficient at something

© Oxford University Press

Strategic Plan Progress Report (2018)

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

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

- *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 service projects with the goal of helping people in the Roswell area. Select fall 2017 projects included:*
 - *Donated kits of items for the homeless to Harvest Ministries and Assurance Home*
 - *Raised \$303 and collected Toys for Tots.*
 - *Hosted event at Casa Maria Retirement Community*
 - *Donated 4 medium boxes filled with snacks and one large box filled with water and other beverages as part of a military care package*
- *Designed exercise and wellness classes wherein students created their own programs for not only exercise and nutrition, but also so they could make healthy changes in their lifestyle.*
- *Redefined professional pilot program to better meet student and market demands.*
- *Conducted numerous Internships/Practicums (2017)*
 - *Nursing/Nursing Assisting*
 - *Welding*
 - *Media Arts*
 - *Respiratory Therapy*
 - *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*

Goal One: Achieve High-Quality Student-Centered Learning

enrolled in an Associate degree program. In the fall 2017 semester 17 new students were chosen as Presidential Scholars (program began in the fall 2009).

- Alerted advisors and support staff of students who were in jeopardy of failing courses using faculty-driven, campus built, pre-midterm Early Alert System (2017)
- Referred more than 400 students to support services who were struggling with courses in the fall 2017 term.
- 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.
- Implemented new student tour day at the beginning of each semester. Tours leave the Student Services Center periodically throughout the day and ensure students have their course schedule, student ID card, parking permit, payment arrangements, textbooks, and are shown the location of their classes and campus resources. NSR developed virtual campus tour online for students who are unable to attend scheduled campus tours during business hours.
- Continued offering and advocating for Dual and Concurrent Enrollment: offers college level core and vocational courses while waiving tuition and general student fees for all public high school, private high school, and homeschooled students in the state of New Mexico. Purpose of Dual Credit: to remove barriers to higher education for the youth of New Mexico. Dual Credit provides early and free access to high school students who may not be able to afford or would not otherwise aspire to attend college; breaking down cultural and socioeconomic barriers to higher education, and easing the high school to college transition, especially crucial for first generation college students. ENMU-Roswell currently serves over 1,000 dual credit students each semester.
- Provided course facilitators/coordinators who assisted Dual Credit students with course issues and supplemented instruction to enhance the learning of students.
- Graduated first ENMU-Roswell's Early College High School (ECHS) of 12 students in May 2018. ECHS administration actively recruit youth who are underrepresented populations in higher education, striving for equitable access. ECHS graduates completed Associate

Goal One: Achieve High-Quality Student-Centered Learning

degrees and various certificates within their four years of high school without the cost of tuition, books, and general student fees. ECHS will have approximately 180 student enrolled for the 2018-2019 school year.

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

- *Implemented new field work sites in many different communities to meet the needs of students and industry (2017)*
- *Updated the online class schedule to give it a more modern look and make it easier to read and use.*
- *Implementing a new emergency notification system, called Everbridge which will utilize text and more efficient, clear messages about emergencies and what actions to take*

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

- *Aligned Education Elementary, Secondary and Early Childhood Education programs with ENMU's bachelor's programs to facilitate smoother transitions*
- *Redesigned math courses and pathways based on longitudinal data, research-based best practice, and to better suit student major selections. (2018)*
- *Updated degree plan narrative in catalog to better communicate completion process to students and staff (2016)*
- *Reviewed credit-contact hours for over 800 courses (2017)*
- *Revised the Repeat Course Policy to provide greater benefit to the student by granting credit for the highest grade, which improves GPA and opportunity for academic success (2018).*

5A. Improve customer service and communication for students

- *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 (2018)*
- *Communicated campus happenings monthly and bi-weekly during Vice-President of Academic Affairs radio show. (2017-18)*

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

- *Instituted Try-it, Track-it action research submission process and collection tool developed to better capture individual and program activities changed to improve student learning outcomes (2018).*

Goal One: Achieve High-Quality Student-Centered Learning

- *Developed new charter and processes for Institutional Assessment Committee (2018)*
- *Enrolled three faculty and three administrators in HLC's Assessment Academy designed to improve assessment activities at ENMU-Roswell (2018).*
- *Sent three faculty and two administrators to NM Higher Education Assessment Academy Retreat in Ruidoso, NM, with the task to improve program review processes (2018).*
- *Trained twelve faculty on ESCALA (Spanish for "striving") Educational research methods geared to improving outcomes for students pursuing Science, Technology, Engineering, and Math (STEM) degrees (2017-18).*
- *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*
 - *Upgraded software for Pro flight simulator (2017)*
 - *Regional Medical Simulation Center set up (2016)*
- *Built several new Argos reporting modules including (2017-2018)*
 - *Point in time enrollment report tracking that looks at term-to-term student registration patterns based on days before the beginning of term versus date-to-date.*
 - *Program completers per full time equivalent (FTE) by year*
 - *Developed Faculty Load And Compensation tools to better understand instructional needs*
 - *Created English and math developmental climb tools to help improve student success who enter remedial courses when admitted to college*
 - *Designed module that measure average time to degree completion with intent to improve future outcomes*

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)*

Goal One: Achieve High-Quality Student-Centered Learning

KEY PERFORMANCE INDICATORS

- Increase the completion of certificates and degrees awarded by an average of one percent annually

- ENMU-Roswell completion grew at of 1.6% annually over the previous 5 years when compared to fall enrollments.

Degrees/Certificates Awarded by Academic Year					
	2012-13	2013-14	2014-15	2015-16	2016-17
Total	834	766	734	702	855
Total Enrollment (Fall Semesters)					
	2013	2014	2015	2016	2017
Total	3303	2866	2657	2875	2686
Degrees Awarded as Percent of Fall Enrollment					
	2012-13	2013-14	2014-15	2015-16	2016-17
Total	25.2%	26.7%	27.6%	24.5%	31.8%

- 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 1.25% annually over the previous 5 years
 - Student graduation rate improved by an average of 3.4% annually over the previous 5 years

Retention (First-time, Full-time , Fall-to-Fall)				
2012-13	2013-14	2014-15	2015-16	2016-17
51%	56%	52%	58%	56%
Graduation Rate (First-Time, Full-Time)				
2012-13	2013-14	2014-15	2015-16	2016-17
15%	20%	25%	30%	32%

- 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

Goal One: Achieve High-Quality Student-Centered Learning

- Below is a sample list of ENMU-Roswell student passage rates from select assessments for 2017-18 compared to national norms.

Assessment	ENMU-Roswell	National
Nursing NCLEX Exam	100%	87%
Commercial Driver's License (CDL)*	87%	75%
Respiratory Therapist Multiple Choice (TMC)	48.9%	66.0%
Respiratory Therapist Clinical Simulation Exam (CSE)	55.6%	55.1%
Paramedic Program Exams 1 st Time Pass Rate	81%	71%
Paramedic Program Exams Cumulative Pass Rate within 3 Attempts	93%	85%
American Association of Medical Assistants Certification Exam*	70%	64%

*Data is from 2016-17

- Increase the response rates of end-of-semester course evaluations by an average of ten percent annually**
 - Moved to EvaluationKit End of Course (EOC) system in fall 2017. Response rate exceed 60% for all courses using new tool (2017). Return rate far surpassed our expectations. Spring 2018 EOC results were also above 60%. Goal will need to be adjusted because we now need to focus on specific areas versus overall responses.
- Implement one new experiential learning opportunity each year**
 - Development of new lessons for college success courses that will use iCenter to stimulate academic inquiry (2018).
- Increase college transfer rate to four-year institutions by an average of two percent annually**
 - Student transfer rates have decreased by one percent from 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					
	2013	2014	2015	2016	2017
	14%	12%	12%	10%	13%

Goal One: Achieve High-Quality Student-Centered Learning

- **Increase participation in Student Success Centers by an average of ten percent annually**
 - *Increased student participation by over 139% from 2016-2017*
 - 2015-16 academic year = 962 duplicate visits*
 - 2016-17 academic year = 1637 duplicate visits*
 - 2017-18 academic year = 3909 duplicate visits*
- **Implement supplemental instruction leaders in two gateway courses annually**
 - *Halted supplemental instructional activities in the Spring 2018*
 - *Discovered that supplemental instructional activities were not conducive to the commuter nature of our students*
 - *Increased tutoring activities in success center to offset this change*
 - *Provided more targeted support to gateway courses through ENMU-Roswell's Success Center.*

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 their supervisors whom review and then further prioritizes them based on campus mission and strategic goals. Following this level review, resource requests go to core staff for further scrutiny and prioritization and then on to the Community College Board and Board of Regents for approval (2017).
- 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

- 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

- Changed employee application process from a paper and pencil system to new multi-campus NEOGOV applicant tracking system which makes recruiting and hiring easy, fills positions quickly, and ultimately helps improve student outcomes through timely hiring (2017).
- Increased utilization of the Vital Link texting system to notify students of general information like upcoming deadlines, early registration reminders, event opportunities, and event changes (for example, when graduation ceremony time was changed in spring 2018, most

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

graduates were notified via text message). Using text to communicate this information results in saved costs on postage as well as improved efficiency and time costs. (2018)

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

- *Raised more than \$18,000 for scholarships and other campus needs in 2018 Foundation Golf Tournament*
- *Established new \$21,000 scholarship by the Desk and Derrick Club of Roswell to support technical training programs (Welding, CDL, Safety, and Auto Technology).*
- *Awarded grants funds as of Spring 2018 which account for more than 15% 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 (2017)*

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.*
- *Ensured facilities and technological resources match real world conditions with input from program advisory groups and industry*

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:*
 - *Developed a new hands-on fabrication lab to support entrepreneurial efforts (2017)*
 - *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*

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

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**
 - Postponed until new funding higher education funding formula is revised.
- **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**
 - 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 (2018)
 - Allocated resources in FY17 showed majority of expenditures went to instruction. State Appropriations and Student tuition and fees are the primary sources of revenue for ENMU - Roswell. In 2016-17, ENMU - Roswell's general funds revenue exceeded \$15.7M, with 91.0% (\$14.3M) generated through tuition and fees (\$3.0M) and state support (\$11.3M). These fiscal resources, generated through delivery of the academic mission of the university, are allocated to support that mission. In FY17, \$7.0 million in expenditures went to the direct cost of instruction.
- **Document fiscal considerations in all program and service area reviews to ensure sustainability**
 - Reviewed five years of program, or service area, expenditures as part of regular program review cycle.

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

- *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***
 - *Funded 15% of overall campus operating budget from grants, or third-party sources (\$5,291,087/\$35,703,440 respectively)*
 - *ENMU-Roswell 2017 HED Reported Operating Budget = \$35,703,440*
 - *ENMU-Roswell Grant/Contract funding 2016-17 = \$5,291,087*

Goal Three: Embrace Performance-Based Decision Processes

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)*
- *Improved student registration and enrollment procedures with a post-registration, structured debriefing procedure with action items designed to improve the following semester's performance (2018)*
- *Initiated "One Stop Group" consisting of the Director of the One Stop Center, Director of Advising Services, Director of Enrollment Management, and Operations Managers for Admissions and Records and Financial Aid. Group's goal is to improve operations in One-Stop by reviewing forms, processes, and requirements to best serve both students and faculty. So far, the group has assessed changes in traffic patterns related to changes to our check-in procedures (to assess the implementation of our pre-screen checklist) and has begun an assessment of changes to the registration process which moves registration out of advising and places the responsibility with the registrar staff. (2017)*
- *Created Program Review Module in Argos that can be pulled on demand to check enrollment, completion, demographics, course enrollment patterns and other fields (2017).*

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

- *No changes in 2017 because of changes in HR role on campus*

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. The following items are now centralized on SharePoint:*
 - *Campus syllabi (2017)*
 - *Ten years of IPEDs reported data (2017)*
- *Constructed an ENMU-Roswell Fact Book (2017)*
- *Created Student Assessment and Learning and an Institutional Research Webpages (2017)*

Goal Three: Embrace Performance-Based Decision Processes

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 (2017) Examples include:*
 - *Persistence Reports*
 - *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*

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 (2017)*
 - *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 four face-to-face trainings on Argos at ENMU-Roswell in 2017*
- *Provided multiple opportunities for employees to attend virtual, regional, and national trainings to improve data literacy skills (2017)*
- *Used peer-to-peer training, and workshops, to help employees improve their computer and data literacy skills. (2017)*

6C. Promote integrated campus planning

- *Ensured that all campus areas were represented at weekly core staff meetings and had a voice in institutional planning (2017)*
- *Initiated weekly Instructional Leadership meetings with VPAA (2017)*
- *Held monthly Faculty Senate meetings*
- *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*

Goal Three: Embrace Performance-Based Decision Processes

schedules) wherein the president would give a brief overview of campus plans and then open the floor to any questions (2017).

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

- *Defined four new Institutional Learning Outcomes (ILOs) as follows in the Spring 2018.*
 - *INQUIRY--Students are able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.*
 - *COLLABORATION--Students are able to perform effectively as part of a team.*
 - *COMMUNICATION--Students are able to effectively express and exchange ideas through listening, speaking, reading, writing and other modes of communication.*
 - *COMMUNITY--Students are able to practice community engagement that addresses social justice, environmental responsibility and cultural diversity.*

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-six percent of students (2017) and fifty-three percent of employees (2016) responded on the 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 two percent.*
- ***Expand access and other data tools by training three more staff annually***
 - *Argos report writing and data block design training were provided to Registrar, Institutional Researcher, and Assistant Financial Aid Director (2017)*
 - *Registrar, Financial Aid personnel, HR Assistant Director, Payroll Coordinator, HR Specialists, Business Office personnel received SIG training (2017)*

- **Offer at least two data and technology trainings annually to ensure employees receive the appropriate skills needed to excel in their positions**
 - 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**
 - 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>

- Automated the following Financial Aid processes from paper to fully electronic eliminating an estimated 3000 incoming documents per Financial Aid year.
 - 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)
 - Financial Aid Appeal Plans (2018)
 - Working toward automating Satisfactory Academic Progress (SAP) (2018)
- Rebuilt reporting processes in Argos for both state, national, and select grant reporting (2017-18)

Goal Four: Promote Institutional Efficiency and Innovation

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 (2014-2017).
- Developed Student Services Pre-Screening Checklist which shortened student wait times during peak periods plus eliminated data duplication (2016)
- Implemented "buzzer" system that notified students when advisors or financial aid staff were available to help them (2018)
- Created an online new student orientation (2017)

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 (2016-17)
- Reconfigured web portal to facilitate simpler log in procedures for students and staff (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

Goal Four: Promote Institutional Efficiency and Innovation

- *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. This activity has grown in popularity and has been a campus staple for over ten years.*
- *Initiated employee Book Club because reading books together can help us combat the human tendency to get stuck in a certain way of thinking and doing, and help us develop a common language that can make it easier to discuss new ideas or think creatively about our work.*

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.*
- *Encouraged the continuation of cross-training of employees*

5D. Develop future campus leaders

- *Enrolled one employee in the Leadership Roswell program. The program is focused on developing leaders in Roswell and Chaves County. (2017)*
- *Admitted and recognized twenty 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 30 ENMU-Roswell employees in the fall (2017)*

6D. Broaden entrepreneurial activities

- *Increased enrollment and number of sections in campus Entrepreneurial courses to meet growing need (2018)*
- *Began offering entrepreneurial courses in face-to-face and online modalities (2018)*

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.*

Goal Four: Promote Institutional Efficiency and Innovation

- *Provided training to campus registrar, AVP for Health, and grant manager on CPL led by the Council for Adult and Experiential Learning (CAEL) (2016)*
- *Continued use of CLEP Exams at ENMU-Roswell's Testing Center. Students now have the opportunity to earn college credit in a variety of areas including:*
 - *Composition and literature*
 - *World languages*
 - *History and social sciences*
 - *Science and mathematics*
 - *Business*

KEY PERFORMANCE MEASURES

- **Achieve the goal that twenty-five percent of employees annually will engage in professional development**
 - *Started the investigation of developing a comprehensive system to track all employee professional development activities.*
 - *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**
 - *Automated more than twenty campus processes in 2017. 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**
 - *Enrolled one employee in the nine-month Leadership Roswell program (2017)*

Goal Four: Promote Institutional Efficiency and Innovation

- **Survey ten percent of students to identify inefficient campus processes and solve issues with student-centered solutions**
 - *Polled entire fall 2017 student body using online version of Ruffalo Noel-Levitz Student Satisfaction Inventory Survey.*
 - *Select strengths included:*
 - *The quality of instruction I receive in most of my classes is excellent.*
 - *The campus is safe and secure for all students.*
 - *I am able to experience intellectual growth here.*
 - *Tutoring services are readily available.*
 - *The business office is open during hours which are convenient for most students.*
 - *Nearly all classes deal with practical experiences and applications.*
 - *Select 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.*
 - *Financial aid awards are announced to students in time to be helpful in college planning.*
 - *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**
 - *Built Try-it, Track-it online data collection form to capture solutions developed by campus employees to improve student learning and 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 (2017)*
- **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.*

Goal Four: Promote Institutional Efficiency and Innovation

- **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

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)*
- *Concluding 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)*

Goal Five: Transform our Workforce and Community Connections

- *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 2017 semester, 113 cadets earned college credit/credentials while simultaneously working to complete their high school requirements.*

3E. Work with secondary schools to improve college readiness

- *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:*
 - *Increase the number of low-income students who are prepared to enter and succeed in postsecondary education*
 - *Increase student academic achievement, high school graduation rate, and college enrollment*
 - *Increase parent/family involvement in school activities*
 - *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:*
 - *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.*

Goal Five: Transform our Workforce and Community Connections

- *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:*
 - *Longitudinal Analysis*
 - *Qualitative and Quantitative Research*
 - *Student Engagement*
 - *Online Course Evaluations*
 - *Student, Faculty, and Staff Reviews*
 - *Employee Insights*
 - *Onboarding and Exit Surveys (2018)—Most health programs using Qualtrics surveys to support their accreditation needs.*

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

- *Tailored marketing for the following programs in 2017*
 - *Health*
 - *Aviation*
 - *Automotive*
 - *Business Administration*

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*

Goal Five: Transform our Workforce and Community Connections

KEY PERFORMANCE MEASURES

- **Website usage statistics and accessibility indicators show positive increase by an average of two percent annually**

- *New session traffic declined by 7.44% (someone went to the website that had not previously visited the website)*
- *Website users declined .34% when compared to similar period a year ago*
 - *Website usage from November 1, 2016 until July 1, 2017*
 - *Duplicated users = 44,650*
 - *Website usage from November 1, 2017 until July 1, 2018*
 - *Duplicated users = 44,500*

Source: Data provided through Google Analytics

- **Increase enrollment by an average of two percent annually for underserved populations**

- *NMYCA enrollment increased by 10% between 2017 and 2018*
- *ENMU-Roswell Adult Education enrollment decreased 6.2% between 2017 and 2018.*

- **Increase the number of recent graduates and community members utilizing Career Service Center by an average of three percent annually**

- *Opened the Career Service Center in Fall 2016. 198 students were served from July 1, 2017, until June 30, 2018 and will serve as baseline to measure future growth. 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**

- *Remodeled seminar room with state-of-the-art technology to allow us to provide exceptional face-to-face and distance learning instruction.*
- *Registered twenty-six iCENTER community members who now have full access to all the center's equipment and resources*

- **Expand community education and outreach activities**

Goal Five: Transform our Workforce and Community Connections

- *Conducted a needs analysis of area business, industry, and government departments to determine personal and professional development gaps*
- *Increased partnerships with local fire departments, emergency medical services, city/county governments, area business, industry, and State and Federal government departments*
- *Developed daily email blast promoting select courses.*
- *Created online registration process for non-credit CWCD activities.*
- *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

Accounts Receivable Supervisor, Pamela Collins
Arts and Science Education Administrative Assistant, Sherry Durand
Assistant Director of Admissions and Records, Griselda Aubert
Assistant Vice President of Arts and Science Education, Annemarie Oldfield
Assistant Vice President of Technical Education, Chad Smith
Automotive Technology Instructor (2017 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 Financial Aid, Christopher Meeks
Director of Student Outreach, Greg Martinez
Distance Education Director, Kimberly Childress
Executive Administrative Assistant, Morgan McNabb
Executive Director Institutional Research, Todd DeKay
Executive Director of College Development, Donna Oracion
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, Jerolyn Wagner
Program Director/Respiratory Therapy, Mavis Williams
Special Services Director, Jeremy Martin
Testing Center Director, Marisela Alvidrez
Title V Activity Director, Dr. Russell Baker
Vice President of Academic Affairs, Dr. Ken Maguire
Vice President Student Affairs, Mike Martinez
Webmaster, Jacob Puckett