



Strategic Plan

PROGRESS REPORT 2019

Preparing a diverse community with the skills and education for success

ENMU-Roswell

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a·dept

NOUN

1. a person who is skilled or proficient at something

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Strategic Plan Progress Report (2019)

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

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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)*
 - *Introduced short interactive activities to capture and hold attention of Med/Surg III based on faculty ESCALA project*
 - *Added mini-simulations in health division courses to reinforce lecture and allow students to practice what they learned*
 - *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 2018 projects included:*
 - *150 cans donated to the Salvation Army through a group that held a kick-ball tournament.*
 - *\$229 dollars was donated to the United Way by a group that held a movie night w/ raffle.*
 - *467 canned goods were donated to Harvest Ministries by groups that hosted a food drive on campus or a buy-out at Mesa Middle School*
 - *21 personal care bags were donated to the Roswell Refuge.*
 - *\$100 was donated to the Roswell Boys and Girls club through a 3 on 3 volleyball tournament hosted at the ENMU-Roswell gym.*
- *Conducted numerous Internships/Practicums (2019)*
 - *EMS*
 - *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

Goal One: Achieve High-Quality Student-Centered Learning

- 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 2018 semester 19 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 (2018)
- Referred more than 429 students to support services who were struggling with courses in the fall 2018 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) that 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.
- 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 900 dual credit students each semester.
- Graduated 25 students from ENMU-Roswell's Early College High School (ECHS) in May 2019. ECHS administration actively recruit youth who are underrepresented populations in higher education, striving for equitable access. ECHS graduates completed Associate degrees and various certificates within their four years of high school without the cost of tuition, books, and general student fees. ECHS have approximately 180 student enrolled for the 2018-2019 school year.

Goal One: Achieve High-Quality Student-Centered Learning

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

- *Surveyed all fall 2018 students on class time, location, and delivery preferences as part of scope and sequence survey. Discovered the following:*
 - *Eighty percent of students responded with either “Strongly Agree” or “Agree” that our classes are scheduled at times that are convenient for them.*
 - *Thirty-seven percent of our students were unaware of our eight-week courses*
- *Implemented 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

- *Developed a Career Pathways Guide with Career Cluster matrix showing programs and degrees that can be completed at the Roswell, Portales and Ruidoso campuses (2019).*
- *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)*

5A. Improve customer service and communication for students

- *Created new mandatory orientation processes (face-to-face and online) for all first-time student for fall 2019*
- *Began centralization of surveys for specific areas and needs to better capture data and provide improved customer service (example-Nursing, OTA, Respiratory Therapy practicum employer and student surveys now being done through IR office electronically rather than manually by each individual program)*
- *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)*
- *Added campus Instagram account (fall 2018)*
- *Communicated campus happenings monthly and bi-weekly during Vice-President of Academic Affairs radio show. (2017-2019)*
- *Refined Everbridge communication system for campus alert messages.*

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

Goal One: Achieve High-Quality Student-Centered Learning

- *Provided full day faculty assessment training in October 2018 led by a HLC Assessment Academy mentor.*
- *Joined HLC Assessment Academy in spring 2018. Team of three faculty, three area assistant vice-presidents, and institutional research received initial training and are enrolled in four-year program to improve assessment practices as ENMU-Roswell.*
- *Sent a faculty member and two administrators to (IUPUI) Assessment Institute in October 2018*
- *Sent four administrators and one faculty to HLC Annual Conference Spring 2019*
- *Organized and presented play on assessment for fall 2018 faculty in-service.*
- *Developed new charter and processes for Institutional Assessment Committee (2018)*
- *Created assessment webpage and glossary of assessment terms*
- *Developed a Philosophy of Learning Outcomes Assessment*
- *Restructured program and service area reviews through the creation of a faculty-led team that attended NMHEAA. Team presented their work at NM Higher Education Assessment and Retention conference in February 2019).*
- *Trained ten new faculty on ESCALA (Spanish for “striving”) Educational research methods geared to improving outcomes for students pursuing Science, Technology, Engineering, and Math (STEM) degrees (2018-19).*
- *Sent twelve employees (faculty and staff) to New Mexico Higher Education Assessment and Retention Conference (2019)*

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

- *Built several new Argos reporting modules including (2018-2019)*
 - *Updated IPEDS reporting tools*
 - *Multiyear program summary report*
 - *Point-in-time enrollment comparison report to facilitate both advising and new course and section creation.*
 - *Dual Credit (DC) hour report with average college credit at graduation*
 - *Remedial courses taken*
 - *Recruiting history*
 - *Average number of years to completion*
 - *Revised math developmental climb tools to match new STEM, transfer, and technical education pathways*

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

Goal One: Achieve High-Quality Student-Centered Learning

- Used end-of-course student evaluations to identify aggregate campus averages on multiple topics so faculty can compare their individual course results to the entire campus (select examples below).
 - This instructor clearly presents the course material and objectives.
 - This instructor grades assignments and provides constructive feedback within a reasonable amount of time.
 - This instructor has helped increase my understanding and interest in this subject area.

KEY PERFORMANCE INDICATORS

- Increase the completion of certificates and degrees awarded by an average of one percent annually
 - ENMU-Roswell completion rate grew at of 2.3% annually over the previous 5 years when compared to fall enrollments.

Degrees/Certificates Awarded by Academic Year					
	2013-14	2014-15	2015-16	2016-17	2017-18
Total	766	734	702	855	895
Total Enrollment (Fall Semesters)					
	2014	2015	2016	2017	2018
	2866	2657	2875	2686	2427
Degrees Awarded as Percent of Fall Enrollment					
	2013-14	2014-15	2015-16	2016-17	2017-18
Total	26.7%	27.6%	24.5%	31.8%	36.8%

- 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 decreased by an average of 2% annually over the previous 5 years
 - Student graduation rate improved by an average of 5.2% annually over the previous 5 years

Goal One: Achieve High-Quality Student-Centered Learning

Retention (First-time, Full-time , Fall-to-Fall)					
	2013-14	2014-15	2015-16	2016-17	2017-18
	56%	52%	58%	56%	50%
Graduation Rate (First-Time, Full-Time)					
	2013-14	2014-15	2015-16	2016-17	2017-18
	20%	25%	30%	32%	41%

- **Assure equity in outcomes for students from underrepresented groups, as compared to overall student outcomes**
 - Averaged over three years that 44.5% of total associate degree graduates fell into minority and underrepresented groups categories. Source: 2018 HED Annual Report
- **Exceed average national licensure exam pass rates**
 - Below is a sample list of ENMU-Roswell student passage rates from select assessments for 2018-19 compared to national norms.

Assessment	ENMU-Roswell	National
Nursing NCLEX Exam	100%	85%
Commercial Driver's License (CDL)*	88%	75%
Respiratory Therapist Multiple Choice (TMC)	32.14%	64.0%
Respiratory Therapist Clinical Simulation Exam (CSE)	42.8%	52.1%
Paramedic Program Exams 1 st Time Pass Rate	73%	73%
Paramedic Program Exams Cumulative Pass Rate within 3 Attempts	93%	87%
American Association of Medical Assistants Certification Exam*	84%	60%
AMP (Aviation)	100%	87%

*Data is from 2018-19,

- **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

Goal One: Achieve High-Quality Student-Centered Learning

expectations. Spring 2018 EOC results were also above 60%. **Spring 2019 EOC response rate hit 70%.** Goal needs to be redefined because we now need to focus on specific areas or use of data 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%

- **Increase participation in Student Success Centers by an average of ten percent annually**
 - Student participation decreased by over 15% from 2017-2018 (success center remodeled in 18-19)
 - 2015-16 academic year = 962 duplicate visits
 - 2016-17 academic year = 1637 duplicate visits
 - 2017-18 academic year = 3589 duplicate visits
 - 2018-19 academic year = 2910 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

- *Began monthly budget meetings with the change in our presidency in 2018-19 year. Goal is to determine our “best” prioritization of resources. Budget meetings this year have focused on two tracks, one time purchases and reoccurring expenses.*
- *Initiated auto/welding capital project for the remodeling and expansion of training area based on industry council feedback and increased market demands for technicians in these vocations.*
- *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.*
- *Began electronic collection of professional development (PD) activities that collected the following data:*
 - *Description of PD Event*
 - *Cost of PD activity*
 - *How PD supports individual, program, and college goals*
 - *How information learned will be disseminated to campus operations and student learning outcomes*

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

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

- *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)*
- *Developed an Argos report that quickly pulled snapshot information for every degree plan in a user friendly six-line format (example below)*

AAS_Heat, Vent, AC-Ref Tech					
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Head Count	35	21	28	27	31
SCH Generated	701	473	880	735	832
Course Completion Pct	69	81	83	84	89
Awarded Certificates/Degrees	11	5	7	10	11

- *Deactivated eighteen certificate and four associate programs in the spring of 2018 that we found to be unsustainable*

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

- *Added multiple electronic forms in Argos for better information collection and decision-making. 2018 Examples include:*
 - *Course change forms*
 - *Financial Aid (Lottery, Gainful Employment, Presidential, etc)*
 - *New student graduation reports*
 - *Course and section fee report*
 - *Student type error report*

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

- *Raised more than \$19,845 for scholarships and other campus needs in 2019 Foundation Golf Tournament*
- *Awarded grants funds as of spring 2018 that 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 (2019)*

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

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

- *Began facilities master planning process in the fall 2018. Activities included:*
 - *Objectives*
 - *Assess existing facility conditions, including deferred maintenance, building code issues, and architectural related energy efficiency*
 - *Assess condition of campus main plant: cooling towers, boilers, electrical grid*
 - *Identify infrastructure development, including lighting, signage, exterior finishes, parking lot condition and usage, pedestrian circulation and vehicular traffic flow*
 - *Identify current and future instructional, student, and office space needs to create a plan to improve the efficiency of space utilization*
 - *Solicit involvement of stakeholders to gather information pertaining to current space utilization*
 - *Discuss attributes, challenges, needs, and future plans for expansion or contraction in instructional and office areas to assist in developing an overall strategy and framework for the plan*
 - *Recommend future facility projects based on assessment results*
 - *Guide future planning for facilities renovation, campus infrastructure improvements, and more efficient space utilization throughout the campus*
 - *Prioritizing capital expenditures and instructional expenditures*
 - *Provide a phased approach for the implementation of prioritized campus improvements including estimated project budgets*
- *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:*
 - *Increased use of Respondus lock-down as security measure in multiple Arts & Science Education course online testing (2018)*
 - *Developed a new Distance Education Instructor Handbook (2018)*

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

KEY PERFORMANCE INDICATORS

- ***Construct financial dashboard that improves transparency related to resource allocations***
 - *Postponed until hiring of new campus Vice-President of Business Affairs*
- ***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 FY18 showed majority of expenditures went to instruction. State Appropriations and Student tuition and fees are the primary sources of revenue for ENMU - Roswell. In 2017-18, ENMU - Roswell's general funds revenue exceeded \$15.6M, with 92.0% (\$14.4M) generated through tuition and fees (\$3.6M) and state support (\$10.8M). These fiscal resources, generated through delivery of the academic mission of the university, are allocated to support that mission. In FY17, \$7.7 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.*
 - *Cost per graduate needs to be delineated in all program review to move beyond simple budget analysis*

Goal Two: Develop Sustainable Programs through Responsible Financial Stewardship

- *Pursuance and award of external funding sources contribute more than ten percent to overall institutional funding*
 - *Funded 11.2% of overall campus operating budget from grants, or third-party sources (\$4,452,951/\$39,651,049 respectively)*
 - *ENMU-Roswell 2018 HED Reported Operating Budget = \$39,651,049*
 - *ENMU-Roswell Grant/Contract funding 2017-18 = \$4,452,951*

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)*
- *Updated Program Review Module in Argos that can be pulled on demand to check enrollment, completion, demographics, course enrollment patterns and now location/delivery modes (2019).*

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

- *Revised performance appraisal process and instituted supervisor training (spring 2019)*

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

- *Posted aggregate end-of-course survey results on campus webpage*
- *Posted Ruffalo Noel-Levitz (RNL) student survey results on campus webpage*
- *Emailed all students in Spring 2019 campus action steps based on their (RNL) feedback*
- *Updated ENMU-Roswell Fact Book (2019)*
- *Created Student Assessment and Learning and an Institutional Research Webpages (2018)*

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

- *Distributed EOC survey results to all faculty/administrators as soon as final grades are submitted following end of term*
- *Created new Argos data reports and expanded live time data access for faculty and staff (2018-19) Examples include:*
 - *Point in Time Enrollment Reports*
 - *New Grade Distribution Reports with student type drill-down abilities (example- dual-credit versus traditional, etc.).*
 - *Enrollment/Registration Reports*

Goal Three: Embrace Performance-Based Decision Processes

- New Human Resource reports
- 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
- Administered Project for Education Research that Scales (PERTS) Growth Mindset to 428 ENMU-Roswell students. Of the 428 students from Eastern New Mexico University Roswell who participated in Growth Mindset for College Students, 71% in the After Group (n = 214) reported thinking with a growth mindset, compared with 57% of students in the Before Group (n = 214) — a change of 14% points.³ As in the overall sample, the positive impact of Growth Mindset for College Students was statistically significant.

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

- Sent one employee to Association of Institutional Researcher (AIR) conference 2019
- Sent three employees to Higher Education Data Warehouse Conference to learn about data governance to prepare for fall 2019 kick-off of data governance planning
- Invested financial resources to bring in outside database and information management consultants to help identify and improve employee data literacy skills (2018-19)
 - Employees attended the Strata Information Group (SIG) training to improve Banner and system functionality in order to increase student outcomes. 2018-19 focused on HR data module improvement activities
 - 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 2018
- Provided multiple opportunities for employees to attend virtual, regional, and national trainings to improve data literacy skills (2018)
- Used peer-to-peer training, and workshops, to help employees improve their computer and data literacy skills. (2018)

6C. Promote integrated campus planning

- Began ENMU systemization of policies across all three campuses (2018)
- Began new Strategic Planning Sessions and information sharing events beginning in the fall 2018. Some select events included:

Goal Three: Embrace Performance-Based Decision Processes

- *Community Forum*
- *All Campus Advisory Group Forum/Dinner*
- *Building Bridges*
- *Listen & Learn Community and Campus Information gathering forums.*
- *Ensured that all campus areas were represented at weekly core staff meetings and had a voice in institutional planning (2018)*
- *Initiated weekly Instructional Leadership meetings with VPAA (2017)*
- *Held monthly Faculty Senate meetings*

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.*
- *Posted new Program Learning Outcomes for all associate and stand-alone certificates in Fall 2019 Campus Catalog*

KEY PERFORMANCE MEASURES

- ***Redesign campus organizational structures to best serve student population***
 - *Restructured dual credit responsibilities so one person is focuses on academic necessities while one person is responsible for enrollment requirements. (2018)*
- ***Eighty percent of students and employees respond to the Institutional and Student Satisfaction Surveys that they are satisfied with the quality of instruction***
 - *Seventy-six percent of our students are satisfied with the quality of instruction versus sixty-six percent who are satisfied nationally according to ENMU-Roswell's Fall 2018 Ruffalo Noel-Levitz survey.*
- ***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 (2018)*

- Registrar, Financial Aid personnel, HR Assistant Director, Payroll Coordinator, HR Specialists, Business Office personnel received SIG training (2018)
- **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
 - Three employees attended Higher Education Data Warehousing Conference (HEDW) in Spring 2019
- **Establish a data management process in order to improve integrity, analysis, and reporting functions**
 - Encouraged the continued centralization of all student surveys to be done by ENMU-Roswell's IR office for consistency and easy retrieval purposes
 - Sent campus delegation to Higher Education Data Warehousing Conference (HEDW) in spring 2019 to improve data governance processes at ENMU-Roswell and investigate the creation of a campus data warehouse.
 - 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>

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

- Implemented “buzzer” system that notified students when advisors or financial aid staff were available to help them (2018)
- Removed paper documentation procedures and added an electronic enrollment process checklist system (2019)
- Created a new mandatory student orientation for all new face-to-face and online students (2019)
- Developed a new more inclusive advising process

2D. Improve customer service and communication for students

- Implemented texting communication tools for advisors (2016)
- Posted Institutional Learning Outcomes in multiple places around campus in English and Spanish (2018)
- Developed career pathways guide to communicate transition needs for students(2018)

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

- Initiated ENMU-Roswell book club spring 2018. Why? Reading books together can help us combat the human tendency to be 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.
- Initiated Green Apple Campaign to affirm others who are bringing energy, valuing others, and demonstrating hope, you are making our campus a safer place of belonging (2018)
- Recognized employee professional accomplishments at multiple events including:
 - Initiated annual campus-wide retirement reception to be held each April.(2019)
 - 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

Goal Four: Promote Institutional Efficiency and Innovation

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

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

- *Held employee evaluation training for all supervisors (2019)*
- *Encouraged the continuation of cross-training of employees*

5D. Develop future campus leaders

- *Enrolled two employees in the Leadership Roswell program. The program is focused on developing leaders in Roswell and Chaves County. (2019)*
- *Admitted and recognized fifteen 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 29 ENMU-Roswell employees/dependents in the fall (2018)*

6D. Broaden entrepreneurial activities

- *Increased enrollment and number of sections in campus Entrepreneurial courses to meet growing need (2019)*
- *Began offering entrepreneurial courses in face-to-face and online modalities (2018)*
- *Increased student activities and offerings in ENMU-Roswell iCENTER (Innovation Center)*

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

- *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*

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- *Business*

KEY PERFORMANCE MEASURES

- **Achieve the goal that twenty-five percent of employees annually will engage in professional development**
 - *Initiated comprehensive system to track all employee professional development activities (2019).*
 - *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**
 - *Created several federal disclosure workflows to improve consumer information delivery automatically*
 - *Automated financial aid appeal process so once an appeal is approved; the student simply accepts the plan electronically, which saves repeat student visits.*
- **Enroll at least one campus employee annually in a recognized leadership training activity**
 - *Enrolled and graduated two employees in the nine-month Leadership Roswell program (2018)*
- **Survey ten percent of students to identify inefficient campus processes and solve issues with student-centered solutions**
 - *Polled entire fall 2018 student body using online version of Ruffalo Noel-Levitz Student Satisfaction Inventory Survey.*
 - *Select strengths included:*
 - *Computer labs are adequate and accessible.*
 - *Nearly all of the faculty are knowledgeable in their fields.*
 - *I am able to experience intellectual growth here.*
 - *Library resources and services are adequate.*
 - *Tutoring services are readily available.*
 - *Faculty are usually available after class and during office hours*

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- *Select challenges included ((statements below, taken directly from the survey, received low scores):*
 - *My academic advisor is approachable.*
 - *Financial aid counselors are helpful.*
 - *My academic advisor is knowledgeable about my program requirements.*
 - *My academic advisor is knowledgeable about the transfer requirements of other schools.*
 - *Administrators are approachable to students.*
- **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—over 75 submissions in 2018.*
 - *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)*
 - *Ensured a student representative serves as a voting member of the Institutional Assessment Committee*
 - *Completed Administrative Evaluation survey that was answered by 164 employees.*
- **Construct a new employee onboarding process to ensure all new employees receive the training they need to perform their jobs well**
 - *Hired new Human Resource Director who is now revising onboarding processes for all new employees.*
 - *Compartmentalized new employee onboarding processes so that training needs would be determined at departmental levels*
 - *Invested additional funds in professional development in 2018 to help campus improve overall operations.*
- **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*

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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

- *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.*
- *Expanded Nursing program partners now include both local hospital, the NMMI clinic, the Correctional Center clinic, Roswell public schools, and many others.*
- *Created a new Certificate of Employability in Office Management and Technologies as part of pilot program with Job Corps. Students enrolled in two accelerated eight-week programs and complete 24 credit hours to earn the certificate. The certificate was developed because of feedback for our industry advisory group.*

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

- *Hosted the third annual "Career Day (College Day) for Special Services Students."—over 200 guests. 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 2019)*
- *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 2018 semester, 85 cadets earned college credit/credentials while simultaneously working to complete their high school requirements.*

Goal Five: Transform our Workforce and Community Connections

3E. Work with secondary schools to improve college readiness

- *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.*
 - *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*
- *Partnered with Pecos Valley School Districts to:*
 - *Increase the number of students taking and passing the placement tests to enroll in English and Mathematics avoiding Remedial/developmental courses.*
 - *Increase the number of dual credit opportunities available to students on their High School Campus taught by ENMU Roswell adjuncts.*
 - *Focus the advising, expectations, and career pathway options available to students in the Pecos Valley School Districts.*
 - *Provide Early College students with introduction to college course work their first year and increase courses each year.*
- *Developed a Career Pathways Guide with Career Cluster matrix showing programs and degrees that can be completed at the Roswell, Portales and Ruidoso campuses.*

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*

Goal Five: Transform our Workforce and Community Connections

- 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
 - Student, Faculty, and Staff Reviews
 - 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 2018
 - Occupational Safety
 - Bookkeeping Account
 - Aviation
 - Pilot Training
 - Commercial Driver's License

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
 - Overall Users Declined 3.8% 2017 – 2018
 - New User Declined 3.28% 2017 – 2018
 - 5% increase in overall website traffic from January 1, 2019 to May 29, 2019 compared to January 1, 2018 to May 29, 2018.

Source: Data provided through Google Analytics

Goal Five: Transform our Workforce and Community Connections

- **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. One-hundred and ninety-eight students were served from July 1, 2017, until June 30, 2018 and will serve as baseline to measure future growth. July 1, 2018 until June 30, 2019, the Career Center had 336 student visits. 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**
 - *Integrated Early College High School (ECHS) course activities within ENMU-Roswell's iCENTER. For example, ECHS Aerospace Technology students used iCENTER computers and 3D printers to design and build their rockets.*
 - *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**
 - *Created online registration process for non-credit CWCD activities.*
 - *Hosted multiple community events that included:*
 - *Dr. Powell's Listen and Learn Forums*
 - *Building Bridges Forum with local industries and employers*
 - *Strategic planning events and surveys*
 - *Joint advisory board dinner and information sharing event*
 - *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.*

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