

Student Progress Since Formula Reform: UNM Actions to Boost Student Performance

Presented to the Legislative Finance Committee

University of New Mexico
Provost Office

July 17, 2013



The University Of New Mexico was established in 1889 by House Bill 186. HB 186 declared that the purpose of the University “shall be to provide the inhabitants of the territory of New Mexico and the future state with the means of acquiring a thorough knowledge of the various branches of literature, science and arts.”

One hundred and twenty-four years later, the purpose of UNM still includes providing New Mexicans with a thorough knowledge of the disciplines they need to meet the challenges facing our State. But the world has changed and the University's mission has grown. . .

UNM faces a number of critical issues that threaten the University's capacity to fulfill its mission to New Mexico and beyond.



The **two** most pressing are:

1. Ensuring that **more** students graduate from UNM **ready** for the challenges that face the state, the nation, and the world.
2. Ensuring that UNM can **compete, reward, and retain** great faculty in order to succeed in Item 1.

- Retention, graduation follow from student support, challenge, and engagement
- Data-driven policy and decision making
- Consistent focus on academics
- Foundational skills in the First Year
- Clear pathways to timely completion

These principles align with the outcomes-based tuition formula.



Variable academic preparation; transition to UNM

- Partnerships with high schools to align curriculum
- New Student Orientation academic emphasis
- Target first year programs to challenge and support: Honors, Remediation Reform, High-Impact Practices

Student finances and college affordability

- Financial Aid
- Financial competency curriculum

Uncertainty about academic requirements

- Advisement Reform
- Online degree roadmaps

Faculty quality & quantity

- Recruit, retain, and reward

- Curriculum, placement alignment meetings with APS, Rio Rancho
- Building stronger partnerships along the education pipeline
- Admission alignment with Common Core State Standards
- Data on student outcomes by high school; feedback to high schools
- Dual credit offerings
- Teacher preparation
- Upward Bound
- College Readiness



First-time-full-time (FTFT) Freshman Cohorts:

- ▶ 2006 FTFT Freshman Cohort

- ▶ 2007 FTFT Freshman Cohort

2007 FTFT Freshman Cohort – Undecided vs. Decided Students:

- ▶ Undecided Students

- ▶ Decided Students

2007 FTFT Freshman Cohort – School of Engineering:

- ▶ Intended Engineering Majors

- ▶ Engineering Premajors

- ▶ University College Engineering Students

Enhance Academic Components and Establish High Expectations:

- Learning outcomes associated with sessions, assessed for effectiveness
- Coordinated mailings for unified messaging and efficiency
- “Sample” faculty lecture
- Required Lobo Reading Experience



The First Year Steering Committee (FYSC) will coordinate & support improvement activities:

- High-impact Practices for all 1st year students
- Refined, improved remediation, placement
- Central, accessible information, communication
- Evaluation, assessment of all programs
- Advisement in colleges, majors early

Learning Community expansion

- Pre-professional, interdisciplinary, major-specific options

Enhanced 1st Year College Success Seminars

- Specific seminars for Pell-eligible students, Athletes
- Critical Thinking; Complex Text Analysis; Financial
- Competency; Research and other success skills

“First in Family” course for CAMP students

- 1st Year courses in Engineering, Fine Arts, Honors, Architecture & Planning

High-Impact Practices – Extracurricular

- New Student Orientation
- Freshman Week, Fall semester
- Residence Life Themed Housing floors
- Research and other success skills
- Faculty research opportunities
- Spring research conference



Remediation Reform

~30% of entering freshmen test into IS courses, delaying college-credit enrollment.

Reform Goal: place students in college-credit courses and provide additional time, support.

English alternatives to IS placement:

“Stretch” English 101 over summer and fall.

E-comp: supplemental on-line support in English 101.

Math alternatives to IS placement:

Early Start Program in summer to complete Math 120.

MaLL: self-paced Math 120; options for acceleration.

Timeline for Remediation Reform

Summer 2013 – Pilot English, Math Early Start Programs.

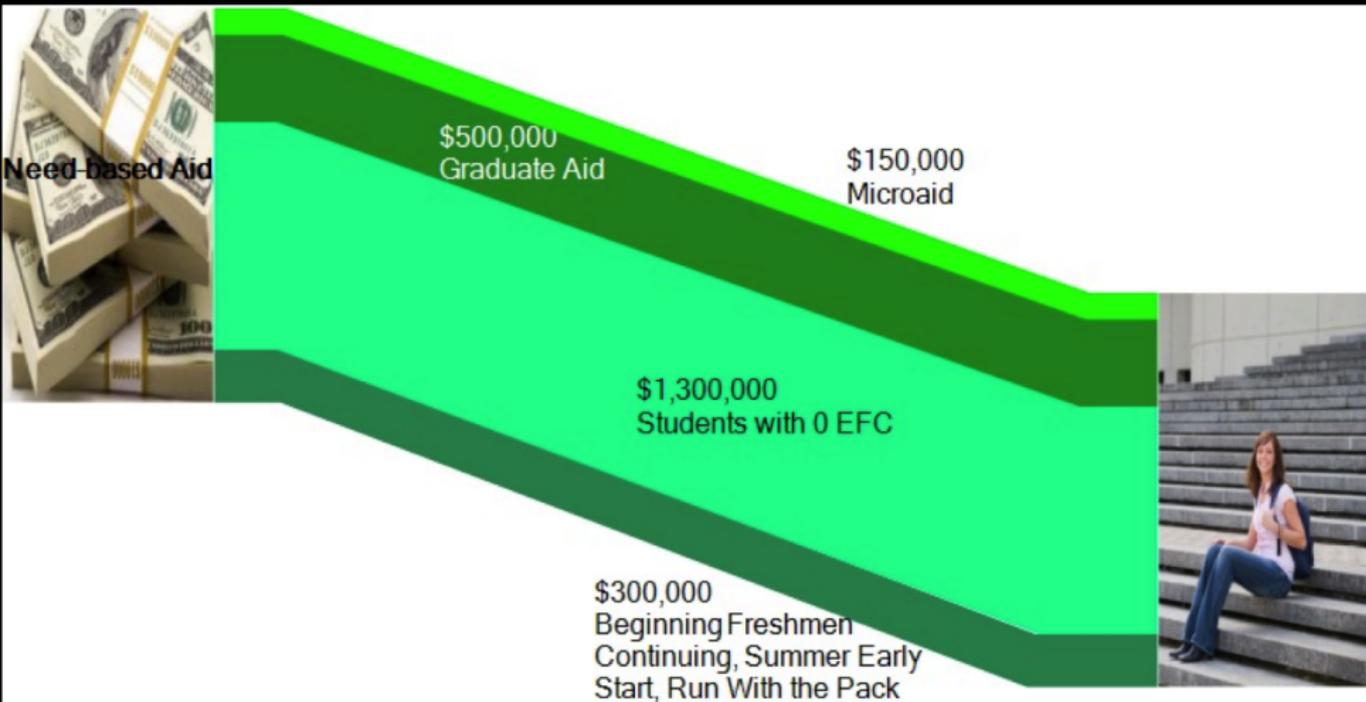
2014 – Students with less than 17 ACT begin in Early Start Program.
Potential impact 111 students.

2015 – Students less than 18 ACT begin in Early Start Program.
Potential impact 60 students.

Increases graduation rate by approximately 3%

- **Budget planning** has included more than \$2,000,000 to assist students with financial need and incentivize student success.
- Support is awarded to encourage students to continue **progress** toward degree.
- **Expected Family Contribution** (EFC) and access to other student aid are considered when awarding.
- **Microaid** is a newer concept that is intended to supplement other aid sources by allowing quick distribution and favorable terms for students.

Financial Support – Students with Need



Options for participation:

- Satisfy core curriculum requirements
- Earn a 15-credit-hour honors designation
- Earn an Interdisciplinary minor
- Complete an Interdisciplinary major

Unique features:

- Interdisciplinary small enrollment seminars
- Dedicated residence floor
- International and domestic travel programs
- Scholarship/fellowship support



Transition to LoboAchieve 2013:

- Consistent record-keeping
- Early alerts, student tracking data

Degree Planning:

- Degree roadmaps for all undergraduate degrees

Early advising in colleges, majors:

- Engineering pilot project

Balance student:advisor ratios to 350:1 across units

CEP:

- Enrichment center supporting diverse student needs

- **Eleven UNM STEM degrees** have agreements and aligned curriculum roadmaps between CNM and UNM.
- **Advisors** at both CNM and UNM received a full presentation on the agreements and supporting documents.
- STEM UP now has **STEM Transfer Center** at CNM and **STEM UP TRANSFER Office** on the UNM main campus.

Goal: Build a fully functional Degree Planning web application by August 15, 2013.

- Make all degree plans available online (previously stored in spreadsheets). Allow students and advisors to easily view and track progress against 4-year plans.
- Allow potential students to explore the various degree offerings we have by:
 - > Their interests
 - > College
 - > Keyword search

A beta version of the web app is available at:

degrees.unm.edu

- Centralized student support:
e-stop, physical 1-Stop
- 2+2 partnering with CNM,
branches, SFCC Higher Ed
Center
- STEM-UP
- STEM Gateway
- TRiO
- CAPS tutoring services
- Graduation Express
- Graduation Project
- ROP/McNair
- CAMP



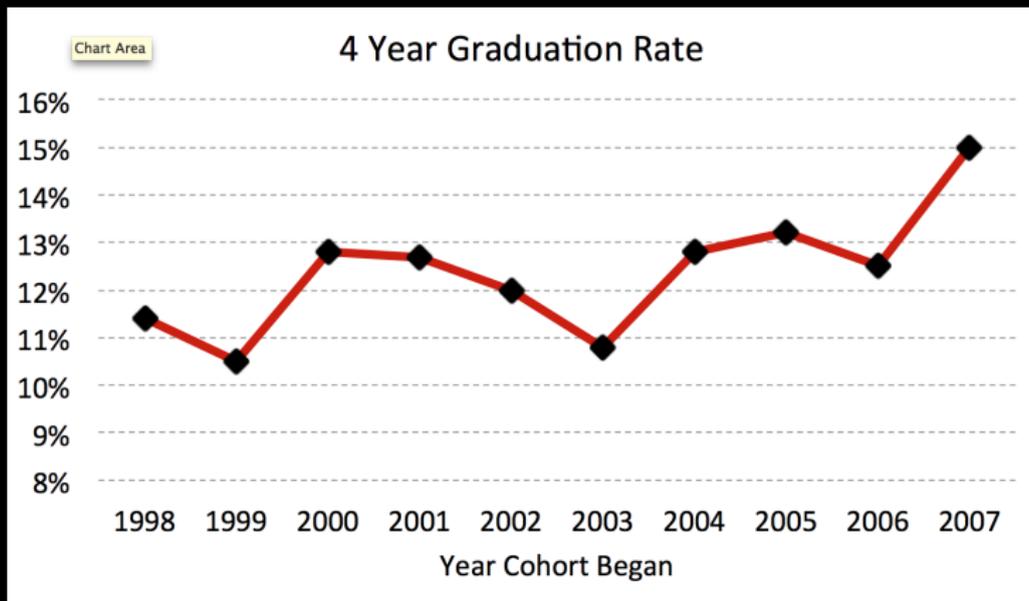
Only 15% of UNM students graduate in 4 years.

Only 46% of UNM students graduate in 6 years.

Graduating in 4 years translates into students spending less money and incurring less debt.

Yield from 3-year Graduation Improvement Plan

	Additional Degrees	Financial Savings and Return ¹
Increase 4-year Graduation Rate by 2%	140	\$14,881,821
Improve 6-year Graduation Rate by 2.3%	253	\$7,152,925
Additional Formula Award Funding	136	\$5,117,544
Total Savings and Return		\$22,034,746



If we increased this rate by 5%, we would save 170 students and families \$18,070,830. Each 1% increase, 34 students, is equivalent to \$3,614,166. Raising this to 40% is equivalent to \$90 Million.

Credit Hour Production

SCH	Fall 2012	Fall 2013	% Change	HC Change	SCH 2012	SCH 2013	SCH Change	% Change
	Point in Time Comparison							
	8-Jul-13							
0	116	118		2	0	0	0	
1	23	25		2	23	25	2	9%
2	17	17		0	34	34	0	0%
3	634	607		(27)	1902	1821	(81)	-4%
4	121	145		24	484	580	96	20%
5	35	31		(4)	175	155	(20)	-11%
6	926	909		(17)	5556	5454	(102)	-2%
7	262	301		39	1834	2107	273	15%
8	123	116		(7)	984	928	(56)	-6%
9	920	890		(30)	8280	8010	(270)	-3%
10	388	352		(36)	3880	3520	(360)	-9%
11	207	215		8	2277	2365	88	4%
12	2226	1886	-15.3%	(340)	26712	22632	(4080)	-15%
13	1086	1033	-4.9%	(53)	14118	13429	(689)	-5%
14	757	577	-23.8%	(180)	10598	8078	(2520)	-24%
15	3326	3773	13.4%	447	49890	56595	6705	13%
16	2033	2277	12.0%	244	32528	36432	3904	12%
17	1107	1153	4.2%	46	18819	19601	782	4%
18	1797	1890	5.2%	93	32346	34020	1674	5%
19	48	63		15	912	1197	285	31%
20	10	9		(1)	200	180	(20)	-10%
21	14	18		4	294	378	84	29%
22	0	2		2	0	44	44	
23	2	3		1	46	69	23	50%
24	0	3		3	0	72	72	
Total	16178	16413	1%	235	211892	217726	5834	3%



- Last year, we hired **more than 100 T/TT faculty** members.
- We are hiring around **50** this year.
- Supported more **graduate students**, added **academic coaches**, advisers, and **more funding for financial aid**,
- AND provided more than \$1.3 Million for faculty **equity salary adjustments**.
- Last year, our 6-year graduation rate went up by 0.6%, and our first year retention rate by 2.5%.

We anticipate better numbers this year.

FY12:

- \$887,213 New Faculty Lines (13.75 FTE)
- \$16,000 Faculty Retention Offers

FY13:

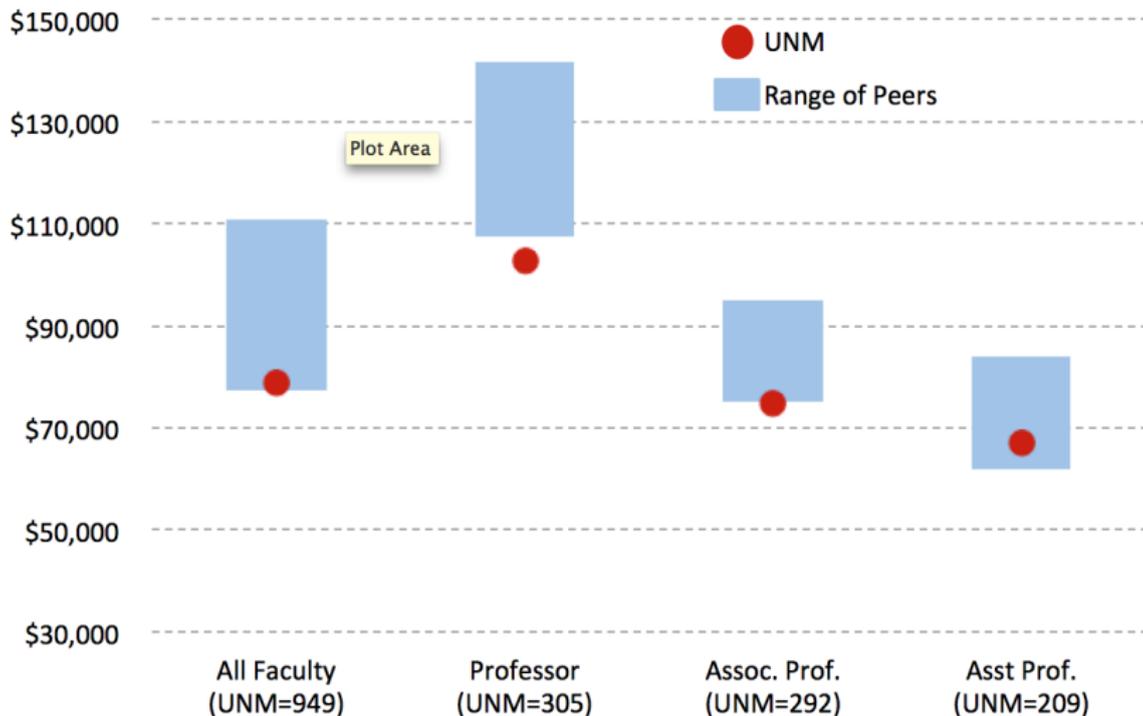
- \$1,602,659 New Faculty Lines (19.5 FTE)
- \$29,653 Faculty Retention Offers
- \$1,038,882 Equity Adjustments

FY14:

- \$2,007,490 New Faculty Lines (24.75 FTE)
- \$97,000 Faculty Retention Offers
- \$346,964 Equity Adjustments
- \$3,299,063 (3% increase for all faculty including fringe)

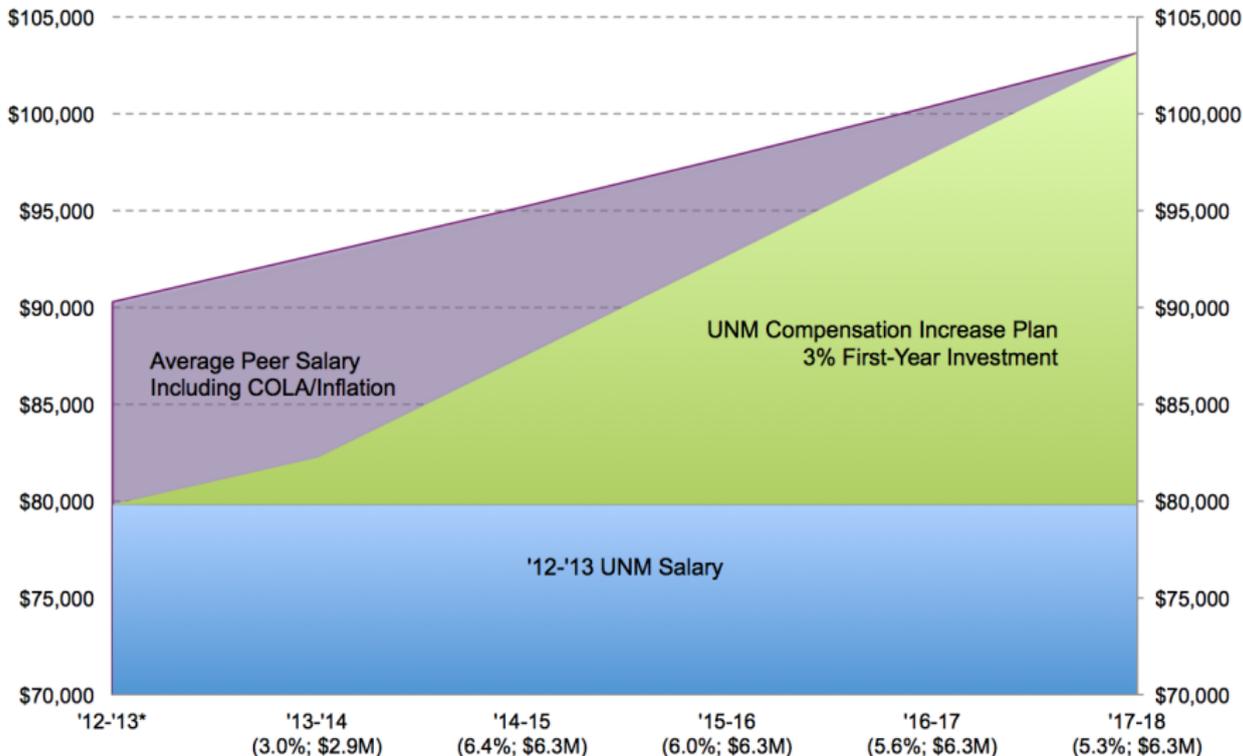
FY15: ?

2011-12 Average Salary of UNM and Peers



Note: "All Faculty" includes all full-time instructional staff total equated 9-month contracts. Source: IPEDS

Proposed UNM Faculty Compensation Increase Plan - 5 Year Scenario



- Improve student preparation.
- Implement FoE recommendations.
- Increase academic support.
- Increase financial support.
- Implement more high-impact strategies for first year and beyond.
- Experiment with novel delivery (MOOCs).
- Simplify pathways to graduation.
- Collaborate across institutions/systems and within UNM.
- Recruit, retain, and reward faculty and staff.