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Wednesday Communiqué, 9/12/2012

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WEDNESDAY COMMUNIQUE

September 12, 2012

Transitions Dimension: The fifth dimension of the Foundations of Excellence (FoE) is the Transitions Dimension: “Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission. *Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students’ responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate.*” The Transitions Dimension rationale is stated as follows: “Retention theorist, Vincent Tinto, conceptualizes student retention as a three-stage process of student ‘social and academic integration’ into college life. Between the first stage, ‘separation,’ and the third, ‘incorporation,’ is ‘transition,’ which for most students happens in the first year. Tinto argues that student retention is, in part, a function of the success of the ‘transition’ experience, and much of what constitutes the overall first-year experience in colleges and universities today are transition activities. The Transitions Dimension focuses not on programs and activities per se, **but on broad objectives for the transition period** – the sharing of expectations between students and the institution, the communicating of mutual responsibility, and linkages with external entities such as schools, families, and other sources of support.”

More Ted Talks by Our Faculty: Last week, I pointed to a TedX talk by one of our faculty members, only to be reminded that many of our UNM faculty have been involved in delivering such talks. At the risk of missing many, I am including the following: <http://www.youtube.com/watch?v=XuIYzZcvW7w> (September 2011), as well as the 2012 speakers Dr. Mark Boslough, Dr. Arti Prasad, Dr. Kathleen Burke and Dr. Debbie Walhof (<http://tedxabq.com/2012-speakers.html>).

RCM & Performance-Based Budgeting: As discussed by the communication from President Frank on 8/31/2012, the University of New Mexico will be evaluating both Responsibility Center(ed) Management (RCM) and Performance Based Budgeting (PBB) in the upcoming year. The following historical overview is taken from the University of Oregon. “RCM is not a new idea. RCM was fully adopted at the University of Pennsylvania in 1974. In the 1980’s RCM was adopted by University of Toronto, University of Michigan, University of Southern California and University of Indiana. These Universities have well over a century of experience with the ideas, benefits and problems of RCM and all of them continue to embrace the system. In the last two decades, many other public and private Universities have implemented RCM. Among these are University of New Hampshire, Kent State University, University of Illinois Urbana Champaign and University of Iowa. The Universities of Arizona and Washington both have plans to implement RCM models for fiscal year 2012.” A good overview is found at: <http://www.budget.upenn.edu/rcm/index.shtml>. I encourage you to also take a look at the white paper at: <http://president.unm.edu/documents/budget/2012/fy14-budget-development-process-and-models.pdf> to conceptualize what the UNM process might look like.

Retention & Graduation: The efforts of our staff, faculty, and students, have resulted in a third-semester retention rate of 76.6% (2.5% increase over last year) and on the graduation rate of 45.7% (0.6 % increase over last year). These numbers are of course the first steps in a long journey, but I am pleased with the trend and expect even better results as our coordinated efforts and the Foundations of Excellence start to bear fruit.

More on Online Courses & MOOCs: As I keep pointing out, online education and MOOCs keep changing, and fast! As stated in a recent interview by the head of online education at Stanford (<http://www.theatlantic.com/business/archive/2012/09/a-talk-with-stanfords-new-head-of-online-learning/262119/>)

;"We may also produce material that could be licensed or distributed to other colleges. It's an evolution of the idea of a textbook. Right now, many Stanford faculty write textbooks and they're used by students and faculty at other places. Maybe video and online material would be a good medium for transferring information by providing course material to other colleges. That could also reduce their cost. I think we will stay involved in some way in the MOOC effort, because this is a great way to take [and distribute] the knowledge we have on campus, and we all feel good about helping people become educated wherever they are." Moreover, it seems like one University is experimenting with the idea of accepting transfer credit from Udacity (<http://chronicle.com/article/A-First-for-Udacity-Transfer/134162/>). Lastly, see the attached article for the latest on MOOCs from the Chronicle (<http://chronicle.com/article/Into-the-Future-With-MOOCs/134080/>) where you can find the quote:

"Some accredited colleges—don't forget, there are thousands of them—will start accepting MOOC certificates as transfer credit. They'll see it as a tool for marketing and building enrollment. This is already starting to happen. The nonprofit Saylor Foundation recently struck a deal whereby students completing its free online courses can, for a small fee, take exams to earn credit at Excelsior College, a regionally accredited nonprofit online institution." <http://www.nacda.com/convention/proceedings/1991/91lightsandshadows.html>

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