Title: Office of Advising Strategies, Administrative Unit Assessment Report, 2017-18

Office of Origin: Office of Assessment

Description: An annual report from the university’s Office of Advising Strategies, done in coordination with the Office of Assessment and their Administrative Units Assessment Report Template. This document goes over the activities and general functioning of the office in 2017-2018 academic year.
Part I: Cover Page
Administrative Units Assessment Report Template
Record for Assessment of Outcomes
The University of New Mexico

Name of Administrative Unit/Department (if relevant): Office of Advising Strategies

Academic Year/Assessment Period: June 2017-May 2018

Submitted By (include email address): Laura Valdez

Date Submitted for Review: June 29, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years: One Year

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year: NA

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

Unit Goal #1: Students gain knowledge about course registration and accessing their advisor from college advising units at New Student Orientation.
<table>
<thead>
<tr>
<th>Administrative Unit/Student Learning Outcomes</th>
<th>UNM’s Student Learning Goals and/or UNM’s Strategic Plan</th>
<th>Assessment Measures incl. Measure Type (Direct or Indirect)*</th>
<th>Performance Benchmark</th>
<th>Data Results*</th>
<th>Data Analysis*</th>
<th>Recommendations for Improvement/Changes*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUO A1</strong> Students will gain knowledge to navigate LoboWeb and LoboAchieve from their New Student Orientation (NSO) advising sessions.</td>
<td>CAS Domain- Knowledge Acquisition, Integration, Construction, and Application (KAICA), Practical Competence (PC), and Humanitarian and Civic Engagement (HCE), NACADA Informational Core Competency, UNM 2020 Goal 2, OAS Mission: Educate.</td>
<td>Direct</td>
<td>Students attending NSO will take part in an advising survey regarding their NSO advising experience. At least 70% of respondents should report a high comfort level navigating LoboWeb and LoboAchieve.</td>
<td>90% agreed or strongly agreed with the following statement: “I am comfortable exploring LoboWeb and LoboAchieve,” on their NSO Advising Survey. See Appendix A for survey results.</td>
<td>All Students attending NSO must register for courses through LoboWeb, however it is difficult to measure knowledge gained through the process. Additionally, students make a follow-up appointment with their advisor using LoboAchieve during NSO, however completing the task might not translate to gaining knowledge.</td>
<td>The survey question in next year’s instrument should be revised to capture learning rather than comfort.</td>
</tr>
<tr>
<td>AUO A2</td>
<td>CAS KAICA, PC, &amp; HCE. NACADA Informational Core Competency, UNM 2020 Goal 2, OAS Mission: Educate.</td>
<td>Indirect</td>
<td>Students attending NSO will take part in an advising survey regarding their NSO advising experience. At least 70% of respondents should report a high comfort level navigating LoboWeb and LoboAchieve.</td>
<td>The survey failed to include a question about this. As mentioned in AUO A1, students, during NSO, schedule a follow-up appointment with their advisor, which requires accessing and learning their advisor’s name and location; however, there is no clear way of pulling the data to measure this goal.</td>
<td>The survey question asked students to identify reasons for seeing an advisor rather than how to access them. Students identified correct reasons for accessing their advisor.</td>
<td>The survey question in next year’s instrument should be revised to be in alignment with this goal.</td>
</tr>
</tbody>
</table>

Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

AUO 1 Goal was met as students reported being comfortable using LoboWeb and LoboAchieve. If students learn how to use these tools during the enrollment process, then they will continue to use them throughout their UNM career.

Results from all advising questions on the NSO advising survey may be found in Appendix – Goal A. The following is a snapshot of the question tied to AUO 1.

NSO Advising Survey Question
I am comfortable exploring LoboWeb and LoboAchieve.
AUO 2
It is unclear whether AUO 2 Goal was met since the survey question was not aligned with the goal, and there is no existing data in LoboAchieve that can accurately measure this outcome.
Unit Goal #2: Colleges will update, when necessary, information on their posted degree program/major(s).

| Administrative Unit/Student Learning Outcomes | UNM’s Student Learning Goals and/or UNM’s Strategic Plan | Assessment Measures incl. Measure Type (Direct or Indirect)* | Performance Benchmark | Data Results* | Data Analysis* | Recommendations for Improvement/Changes*
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges will update degree requirements on their website(s) on a semester basis.</td>
<td>CAS KAICA, PC, &amp; HCE. NACADA Informational Core Competency, UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>70% of the colleges will achieve this goal.</td>
<td>10 colleges participated in this goal, and all 10 met the goal for a 100% attainment. (The College of Arts &amp; Sciences partially met this goal.)</td>
<td>Colleges use social media, email messages, and website updates. Not all degree programs have changes in their degree requirements.</td>
<td>This goal fails to measure whether student learning occurs with degree requirements. The goal appears to be compliance based as was the case in the 2016-17 cycle.</td>
</tr>
<tr>
<td>Colleges will communicate student academic opportunities and resources via email, website, and/or social media on an annual basis.</td>
<td>CAS KAICA, PC, &amp; HCE. NACADA Informational Core Competency, UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>70% of colleges will achieve this goal.</td>
<td>10 colleges participated in this goal. 9 met the goal for a 90% attainment. (The College of Education did not submit their report; therefore, it is unknown as to whether their goal was met.)</td>
<td>Colleges use social media, email messages, and website updates.</td>
<td>Newer colleges such as Honors College and College of Population Health will be included in the 2018-19 cycle, and should submit a report along with the other 10 colleges.</td>
</tr>
</tbody>
</table>
Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

Both AUO B1 and AUO B2 goals were met. The evidence submitted varied across colleges. Some colleges submitted email exchanges with their webmaster. Others submitted a screen shot of their sites or degree sheets. A standardized method of collecting evidence ought to make the measurement clearer.
**Unit Goal #3:** Advisors will gain knowledge about current advising practices during OAS-provided professional development.

<table>
<thead>
<tr>
<th>Administrative Unit/Student Learning Outcomes</th>
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<th>Data Results*</th>
<th>Data Analysis*</th>
<th>Recommendations for Improvement/Changes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>New advisors will gain knowledge of UNM academic advising programs, policies, and practices during New Advisor Training.</td>
<td>CAS KAICA, PC, &amp; HCE. NACADA Conceptual, Informational, and Relational Core Competencies, UNM 2020 Goal 2 and 3, OAS Mission: Educate and Lead.</td>
<td>Direct</td>
<td>70% of new advisors completing training will submit their culminating portfolio.</td>
<td>83% of new advisors successfully completed their portfolios.</td>
<td>A Fall 2017 supervisor needs assessment Fall 2017 revealed that supervisors were not aware of the portfolio process. We incorporated their feedback and signature into the process by Spring 2018.</td>
<td>Continue to use the Portfolio as a performance benchmark, since it a great tool for tying all learning together.</td>
</tr>
<tr>
<td>Academic and Integrated Advisors will gain knowledge about best practices during Advising Matters and/or Advisor Institute(s).</td>
<td>CAS KAICA, PC, &amp; HCE. NACADA Conceptual, Informational, and Relational Core Competencies, UNM 2020 Goal 2 and 3, OAS Mission: Educate and Lead.</td>
<td>Direct</td>
<td>Advisors participating in Advising Matters and Advisor Institute, of those that complete an evaluation 70% should report gaining knowledge</td>
<td>The average response to program evaluations indicate that 36% strongly agreed and 41% agreed that Advisor Institute general sessions were informative.</td>
<td>This was the first year that the evaluation asked whether sessions were informative. In the past, the evaluation measured satisfaction with the topics presented.</td>
<td>Continue to ask advisors if they are gaining knowledge in the professional development offered by OAS. The Advising Matters post-event survey needs to be fine-tuned in order to align questions to this goal.</td>
</tr>
</tbody>
</table>
Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

In measuring the number of Advising Institute post-event survey, 77% gave an indication that they gained knowledge during the event.

Professional development offered through the Office of Advising Strategies evolved considerably in the 2017-18 academic year, including the establishment of the eight Advising Matters meetings; the shift from updates on existing degree programs to best practices in the Advising Institute; and the movement to an online course format for New Advisor Training. These changes brought new energy to the advising community and allowed our in-house trainer to be creative with the offerings. The results have been positive as reflected in our evaluations (see Appendix C) for evaluation results and agendas for a content analysis.

During the 2017-18 Academic Year some definition was given to the types of advising staff were conducting and are as follows:
Academic Advisors are assigned to students based on their major, degree program, or college. Organizationally, they are employed in a college.
Integrated Advisors are assigned to students based on a student service (e.g. College Enrichment Program) or program participation (e.g. college sport). Organizationally, they are employed in Student Affairs, Enrollment Management, or Athletics.
Unit Goal #4: The Office of Advising Strategies will continuously improve advising practices.

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<thead>
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<th>Data Results*</th>
<th>Data Analysis*</th>
<th>Recommendations for Improvement/ Changes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all individuals performing undergraduate academic and integrated advisement are classified appropriately.</td>
<td>CAS KAICA, PC, &amp; HCE. NACADA Informational Core Competency, UNM 2020 Goal 2 and 3, OAS Mission: Advocate and Lead</td>
<td>Direct</td>
<td>90% of advisors in specific classifications will respond to a survey modeled after a Position Review Questionnaire.</td>
<td>100% of advisors targeted for the survey responded to the survey.</td>
<td>Data analysis is ongoing and will not be completed until Fall 2018.</td>
<td>The project only captured main campus advising classifications. Future projects should capture branch campus classifications.</td>
</tr>
</tbody>
</table>

| Examine and/or evaluate UNM advising practices that result in effective operations for advisors and/or students. | CAS KAICA, PC, & HCE. NACADA Informational Core Competency, UNM 2020 Goal 2 and 3, OAS Mission: Advocate and Lead | Direct | Conduct a supervisor needs analysis to establish a baseline of how OAS can provide support for effective operations. | 23 supervisors took part in a needs analysis survey. | The survey has provided a good foundation but in-depth information was lacking. | Focus groups could provide in-depth information and valuable recommendations for providing effective operations. Student feedback must be considered. |
Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

The goals, in terms of receiving data, were met. Data analysis of 100 respondents has consumed more time than anticipated, but early analysis is allowing us to gain a better understanding of the student to advisor ratio for both academic and integrated advisors. The classification project is a collaborative effort with Human Resources, Compensation Division, and was a huge undertaking that required massive analysis then consultation with policies before recommendations can be made. Initial analysis did reflect that job descriptions ought to be updated.
Appendix – Goal A

2017 NSO Advising Survey

Summary report

Lists all the questions in the survey and displays a summary with detailed statistics and a chart for each question. Free text responses are not included.

Results

I was advised at:

Frequency table
<table>
<thead>
<tr>
<th>Choices</th>
<th>Absolute frequency</th>
<th>Cum. absolute frequency</th>
<th>Cum. Relative frequency</th>
<th>Relative frequency</th>
<th>Adjusted relative frequency</th>
<th>Adjusted relative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson School of Management</td>
<td>201</td>
<td>201</td>
<td>9.57%</td>
<td>9.57%</td>
<td>9.59%</td>
<td>9.59%</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>523</td>
<td>724</td>
<td>24.89%</td>
<td>34.46%</td>
<td>24.94%</td>
<td>34.53%</td>
</tr>
<tr>
<td>School of Architecture &amp; Planning</td>
<td>52</td>
<td>776</td>
<td>2.48%</td>
<td>36.93%</td>
<td>2.48%</td>
<td>37.01%</td>
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<tr>
<td>College of Education</td>
<td>193</td>
<td>969</td>
<td>9.19%</td>
<td>46.12%</td>
<td>9.2%</td>
<td>46.21%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>212</td>
<td>1181</td>
<td>10.09%</td>
<td>56.21%</td>
<td>10.11%</td>
<td>56.32%</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>183</td>
<td>1364</td>
<td>8.71%</td>
<td>64.92%</td>
<td>8.73%</td>
<td>65.05%</td>
</tr>
<tr>
<td>University College</td>
<td>731</td>
<td>2095</td>
<td>34.79%</td>
<td>99.71%</td>
<td>34.86%</td>
<td>99.9%</td>
</tr>
<tr>
<td>University Libraries</td>
<td>2</td>
<td>2097</td>
<td>0.1%</td>
<td>99.81%</td>
<td>0.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Sum:</td>
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<td>99.81%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>Not answered:</td>
<td>4</td>
<td>-</td>
<td>0.19%</td>
<td>-</td>
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<tr>
<td>Average:</td>
<td>4.51</td>
<td>Minimum: 1</td>
<td>Variance: 5.23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median:</td>
<td>5</td>
<td>Maximum: 8</td>
<td>Std. deviation: 2.29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total answered: 2097
My advising session at NSO afforded me the opportunity to register for my fall courses.

My advising session at NSO provided me with the opportunity to address my individual academic questions.
... address my individual questions continued

<table>
<thead>
<tr>
<th>Levels</th>
<th>Cumulative frequency</th>
<th>Cumulative absolute frequency</th>
<th>Cumulative relative frequency</th>
<th>Adjusted relative frequency</th>
<th>Adjusted absolute frequency</th>
<th>Absolute frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>21</td>
<td>21</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>31</td>
<td>0.48%</td>
<td>1.48%</td>
<td>0.48%</td>
<td>1.48%</td>
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<tr>
<td>Neutral</td>
<td>106</td>
<td>137</td>
<td>5.05%</td>
<td>6.52%</td>
<td>5.05%</td>
<td>6.53%</td>
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<tr>
<td>Agree</td>
<td>703</td>
<td>840</td>
<td>33.46%</td>
<td>39.98%</td>
<td>33.52%</td>
<td>40.06%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1257</td>
<td>2097</td>
<td>59.83%</td>
<td>99.81%</td>
<td>59.94%</td>
<td>100%</td>
</tr>
<tr>
<td>Sum:</td>
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<td>99.81%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>Not answered:</td>
<td>4</td>
<td>-</td>
<td>0.19%</td>
<td>-</td>
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</tr>
<tr>
<td>Average:</td>
<td>4.51</td>
<td>Minimum:</td>
<td>1</td>
<td>Variance:</td>
<td>0.5</td>
<td>-</td>
</tr>
<tr>
<td>Median:</td>
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<td>Maximum:</td>
<td>5</td>
<td>Std. deviation:</td>
<td>0.74</td>
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<td>2097</td>
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</tr>
</tbody>
</table>

I am comfortable further exploring LoboWeb and LoboAchieve.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency</th>
<th>Cumulative absolute frequency</th>
<th>Cumulative relative frequency</th>
<th>Relative frequency</th>
<th>Adjusted relative frequency</th>
<th>Adjusted absolute frequency</th>
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</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>20</td>
<td>20</td>
<td>0.95%</td>
<td>0.95%</td>
<td>0.96%</td>
<td>0.96%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>36</td>
<td>0.76%</td>
<td>1.71%</td>
<td>0.77%</td>
<td>1.72%</td>
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<td>167</td>
<td>203</td>
<td>7.95%</td>
<td>9.66%</td>
<td>8%</td>
<td>9.72%</td>
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<tr>
<td>Agree</td>
<td>870</td>
<td>1073</td>
<td>41.41%</td>
<td>51.07%</td>
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<td>51.39%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1015</td>
<td>2088</td>
<td>48.31%</td>
<td>99.38%</td>
<td>48.61%</td>
<td>100%</td>
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<td>0.62%</td>
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<td>4</td>
<td>Maximum:</td>
<td>5</td>
<td>Std. deviation:</td>
<td>0.74</td>
<td>-</td>
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<td>2088</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am confident that my advisor will welcome my visits and assist me in the future.

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**Frequency table**

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency</th>
<th>Cum. absolute frequency</th>
<th>Cum. relative frequency</th>
<th>Relative frequency</th>
<th>Adjusted relative frequency</th>
<th>Cum. adjusted relative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>20</td>
<td>20</td>
<td>0.95%</td>
<td>0.95%</td>
<td>0.96%</td>
<td>0.96%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>23</td>
<td>0.14%</td>
<td>1.09%</td>
<td>0.14%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>72</td>
<td>95</td>
<td>3.43%</td>
<td>4.52%</td>
<td>3.45%</td>
<td>4.56%</td>
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<td>Agree</td>
<td>617</td>
<td>712</td>
<td>29.37%</td>
<td>33.89%</td>
<td>29.59%</td>
<td>34.15%</td>
</tr>
<tr>
<td>Strongly agree</td>
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<td>2085</td>
<td>65.35%</td>
<td>99.24%</td>
<td>65.85%</td>
<td>100%</td>
</tr>
<tr>
<td>Sum:</td>
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<td>-</td>
<td>99.24%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>Not answered:</td>
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<td>0.76%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Average:</td>
<td>4.59</td>
<td>Minimum: 1</td>
<td>Variance: 0.43</td>
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<td></td>
<td></td>
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<td>Median:</td>
<td>5</td>
<td>Maximum: 5</td>
<td>Std. deviation: 0.66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total answered: 2085**
I will see my academic advisor if:

- I want to discuss my plan of study: 101
- I want to explore my interests: 29
- I want to know how dropping or failing a course will affect me: 17
- I need help identifying resources for academic success: 27
- I need guidance on what classes to take: 40
- All of the above: 1879

Total answered: 2093
Appendix – Goal B – College Reports

Name of Administrative Unit/Department (if relevant): Anderson School of Management (ASM) Advisement & Career Services Center

Academic Year/Assessment Period: 2017-2018

Submitted By (include email address): Florencio Olguin, Director of Student Services, folguin@unm.edu

Date Submitted for Review: 06/18/2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years: AUOs are targeted/assessed/measured within one year

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Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Due to construction of the McKinnon Center for Management, the ASM Advisement & Career Services Center was inaccessible for a period of time. While advisor availability was frequently updated on the advisement section of the ASM website, students did not always seek out this information. To ensure students would learn of further impact that construction had on advisor availability and other student services, a headline was more clearly displayed on the homepage of the ASM website.

See Appendix A.

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<tbody>
<tr>
<td>Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>ASM Advisement &amp; Career Services Center websites and degree checklists will be reviewed for updating at least once per semester (i.e., email correspondence, sample materials).</td>
<td>At least one communication will be sent to students regarding ASM Advisement &amp; Career Services Center information and resources per semester via email, listservs and social media (i.e. copy of listservs).</td>
<td>ASM webpages pertaining to degree program information were updated at least 15 times during the course of the 2017-2018 academic year.</td>
<td>Students were consistently able to access up-to-date information regarding degree information. However, at times students accessed outdated degree information by Googling ASM programs. ASM students received pertinent information in their inbox on a regular basis (oftentimes on a weekly basis). While the integration of academic advising and career services has proven beneficial to ASM students, there were rare instances where a student misinterpreted the availability and purpose of the two functions.</td>
<td>As part of the regular review of websites listing ASM degree program information (e.g. mgt.unm.edu, degrees.unm.edu, NM Business Course Articulation matrices, etc.), a careful review of outdated web addresses will be performed. To better clarify the roles of academic advising and career development in the ASM student experience, a new email account named “Anderson Student Info” will differentiate content sent to student listservs related to internship opportunities, events, and student organization involvement from content related to registration deadlines, curriculum changes, and advisor availability via the “Anderson Advising” email account.</td>
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<td>AUO B1 Colleges will update degree requirements on their website(s) on a semester basis.</td>
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<td>Direct</td>
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<td>AUO B2 Colleges will communicate student academic opportunities and resources via email, website, and/or social media on an annual basis.</td>
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</tbody>
</table>
Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

**AUO B1:** Met. ASM continuously updates website content related to degree program information to ensure accurate degree planning.

**AUO B2:** Met. ASM utilizes a listserv and social media to inform students of myriad opportunities related to internships, student organizations, and campus events.

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**ASM Appendix A – Goal B**

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**ASM Appendix B – Goal B**

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From: Samantha Joann Trujillo
Sent: Tuesday, August 15, 2017 10:33 AM To: Eugene Rooney <erooney@unm.edu> Subject: RE: Website Updates

Can I get the Apply Today changed to Transfer Students Apply Today?

>> I need clarification on the exact page this refers to.

It is under the Admission to Anderson drop down on the left hand navigation. Does that help? If I can’t get the name changed, could I just have it deleted?

>> DONE. It might be worthwhile to consider adding language or info about the auto-acceptance so UNM students know what that process looks like.

Can I get this added to the UNM Students Admissions Page under the requirements? https://bba.mgt.unm.edu/admissions/application-checklist.asp

Do you think there should be language about the auto-acceptance for UNM Students on the application page also or would under the requirements beenough?
From: Eugene Rooney  
Sent: Tuesday, August 15, 2017 10:34 AM  
To: Samantha Joann Trujillo <sjtrujillo2218@unm.edu>  
Subject: RE: Website Updates

It is. See below:

---

From: Samantha Joann Trujillo  
Sent: Monday, August 14, 2017 3:50 PM  
To: Josh Saiz <jsaiz@unm.edu>; Eugene Rooney <erooney@unm.edu>  
Subject: Website Updates

Hi Josh and Rooney,

Here we go. These are the updates I need. Thank you so much!!

Can I get the links (Prerequisites, Application Checklist, and Apply Now) and the deadlines on the BBA Home Page deleted?
https://bba.mgt.unm.edu/default.asp?mm=undergraduate

>> DONE.

Can I get the Application Deadlines deleted?
https://bba.mgt.unm.edu/admissions/default.asp

>> DONE. This page has been removed from the menu and redirects to www.mgt.unm.edu/deadlines in case there are any other documents or pages that link to deadlines.

Can I get the BBA Admission Deadlines deleted from that link? We are no longer going to have BBA admission deadlines.

>> DONE. Text now reads: There are no BBA admission deadlines. Please contact the Anderson Advisement Office for more information.
Can I get the Application Checklist changed to two pages and have them named Transfer Student Admissions and UNM Student Admissions?
https://bba.mgt.unm.edu/admissions/application-checklist.asp

>> DONE.

Can I get this info put on the Transfer Student page?

>> DONE. A transfer page has been created with the content you provided below.

>> It also appears we have a page with transfer info here https://bba.mgt.unm.edu/transfers/default.asp. Please review that content and let us know if any changes need to be made to it.

Crystle and Flo gave me the info for this update so I will get with them on that page and see if they need anything changed. I will get back to you as soon as I can.

>> OK.

**Transfer Students Admission Requirements**

*Completion of pre-admission coursework.* A checklist of required pre-admission coursework is part of your application. A minimum grade of "C" and an overall cumulative GPA of 2.5 on all required pre-admission coursework. An overall combined GPA of 2.5 on all University of New Mexico and transfer coursework. Submission of Application to the Anderson School Advisement Center during the semester that pre-admission coursework is to be completed.

You must be admitted to UNM before you can be admitted to Anderson. Visit the UNM website (www.unm.edu) for more information. Send official transcripts from all institutions attended. Please notify your advisor if you have academic coursework in progress from another institution, i.e. CNM.

Requirements are subject to change. Please note that there is no guarantee of admission.

**Application Materials Checklist**

Admission Requirements (above)
Application: Please complete the application. All information should be filled in completely by applicant.
Transfer students must include appropriate documentation of coursework in progress at institutions other than UNM with their application. To facilitate the transfer of courses within certain degree programs, New Mexico colleges and universities have collaborated to develop transferable discipline modules. To view equivalent courses across other New Mexico colleges and universities, download the Business Articulation Matrix.

Admissions Application Receipt (sent via email)

Transfer Students Apply Today!

Begin a NEW application
Continue a SAVED application
Can I get this info added to the UNM Student page?

>> DONE. The content below has been added to the UNM Students Admission Requirements page. Can I have the info below it deleted?

>> DONE. Please review.

**UNM Students Admission Requirements**

*Must be a declared pre-business student*

Completion of pre-admission coursework.
A minimum grade of "C" and an overall cumulative GPA of 2.5 on all required pre-admission coursework.
An overall combined GPA of 2.5 on all University of New Mexico and transfer coursework.
Please notify your advisor if you have academic coursework in progress from another institution, i.e. CNM.

Requirements are subject to change. Please note that there is no guarantee of admission.

Can I get the Apply Today changed to Transfer Students Apply Today?

>> I need clarification on the exact page this refers to.

It is under the Admission to Anderson drop down on the left hand navigation. Does that help? If I can’t get the name changed, could I just have it deleted?

>> DONE. It might be worthwhile to consider adding language or info about the auto-acceptance so UNM students know what that process looks like.

Can I get this added to the UNM Students Admissions Page under the requirements? [https://bba.mgt.unm.edu/admissions/application-checklist.asp](https://bba.mgt.unm.edu/admissions/application-checklist.asp)

6. *Students will be considered for automatic admission and do not need to apply.*

Can I get the title of the application changed to Welcome to the Anderson BBA (Undergraduate) Online Application for Transfer Students?

>> If you are referring to [https://online.mgt.unm.edu/bba/](https://online.mgt.unm.edu/bba/), that application is used for UNM and transfer students. We do not have a separate application so naming it for Transfer Students might be misleading. If I am misunderstanding the request, please let me know.

Flo and Crystle requested it. They no longer want UNM students to apply, they are going to automatically admit them.

>> DONE. Title changed. Please review the content on [https://online.mgt.unm.edu/bba/](https://online.mgt.unm.edu/bba/) given your statement above.

Can I get the Application Deadlines deleted from this page? [https://online.mgt.unm.edu/bba/](https://online.mgt.unm.edu/bba/)

>> DONE.


>> DONE.

Can I get the Apply to Anderson tab on the BBA Home Page changed to Admission to Anderson? [https://bba.mgt.unm.edu/default.asp?mm=undergraduate](https://bba.mgt.unm.edu/default.asp?mm=undergraduate)

>> DONE. The left-hand navigation has been renamed.

Can I get the frequently used forms page deleted? [https://bba.mgt.unm.edu/advisement/frequently-used-forms.asp](https://bba.mgt.unm.edu/advisement/frequently-used-forms.asp)

>> DONE.
Holds

New Student Learning Workshop:

The Anderson Advisement Center will start holding New Student Learning Workshops on September 14th, 2017. The workshops will be held in Travelstead Hall (Building 65) in room 125. You do not need to register for a New Student Learning Workshop, it will be first come, first serve and limited to 15 students per workshop.

New Student Learning Workshop Times
Thursdays 9:30AM-10:30AM
Fridays 1:00PM-2:00PM

If you currently have a New Student Learning Workshop Hold please email your advisor so they may push the hold back for you. You will still need to attend a workshop once they are open. If you have any questions please feel free to call us at (505) 277-3290.

Degree Progress Check:
Students will receive a Degree Progress Check hold when they have 60+ credit hours and have not been admitted to Anderson. Students must set up an appointment with an advisor or come in to open advisement to get the hold removed. Advisors will be checking your schedule and making sure you are on the right track to admission to ASM.

Apply to Graduate:
Students will receive an Apply to Graduate Hold when they have 90+ credit hours but do not have a graduation record on file. Students must simply fill out a graduation application to have the hold removed. Students may do so here: https://online.mgt.unm.edu/bbagraduation/. If your original graduation date changes please let your advisor know.

Probation:
Students receiving a probation hold must set up an advisement appointment with their assigned academic advisor to get this hold removed.

Thanks again, Samantha J. Trujillo Administrative Assistant II

RE: New Concentration Checklists

From: Florencio Olguin
Sent: Tuesday, October 10, 2017 6:37 PM
To: Josh Saiz <jsaiz@unm.edu>; Eugene Rooney <erooney@unm.edu> Cc: Crystle Marie Collier <crystlem@unm.edu>
Subject: New Concentration Checklists Hi Josh and Rooney,
When you get a chance, please update the website with the attached BBA concentration checklists. We have moved away from the suggested schedule format with the exception of the IFDM concentration. Let me know if you have any questions.

Thanks! Florencio

**RE: Internship for Credit Updates**

From: Florencio Olguin
Sent: Tuesday, October 10, 2017 6:31 PM
To: Kate Williams <kwill07@unm.edu> Subject: Internship for Credit Updates

Hi Kate,
Can you remove any mention of concentration credit for internships from our website as well as the forms we have students/employers fill out? Thank you!

Florencio

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From: Samantha Joann Trujillo
Sent: Friday, October 27, 2017 2:53 PM
To: Josh Saiz <jsaiz@unm.edu>; Eugene Rooney <erooney@unm.edu> Subject: Update

Hi Josh and Rooney,
I updated the BBA concentration sheet for International Management because it had the wrong Faculty Advisor. Can I get the updated version on our website please? I also don’t know how to update the PDF version on SharePoint so I only updated the Word version. Thanks for your help.

Have a great day! Samantha J. Trujillo Administrative Assistant

II

**Re: Updated SMP checklist**

**Eugene Rooney**

Mon 11/6/2017 7:42 PM
To:Florencio Olguin <folguin@unm.edu>; Josh Saiz <jsaiz@unm.edu>;
Cc:Shawn Berman <sberman@unm.edu>; Karen DW Patterson <patterson@unm.edu>; Harry Van Buren <hjvb3@unm.edu>; Erick Rodriguez <erodriguezj@unm.edu>;
Good evening.

The old concentration page has been replaced with the updated PDF you provided. Thanks, Rooney

From: Florencio Olguin
Sent: Monday, November 6, 2017 4:58 PM To: Josh Saiz; Eugene Rooney
Cc: Shawn Berman; Karen DW Patterson; Harry Van Buren; Erick Rodriguez Subject: Updated SMP checklist

Good afternoon,

Please update the MBA SMP concentration checklist found at the following link with the attached updated sheet: https://mba.mgt.unm.edu/checklists/strategic-management/after2014.asp.
Anderson School of Management
Strategic Management and Policy
CONCENTRATION MBA

All concentration information is effective for students admitted fall 2016 and thereafter.

The Strategic Management and Policy (SMP) concentration is oriented toward cross-functional problem solving and analysis. Careers and employment resulting from the SMP concentration include strategic planning, public sector and nonprofit management, public affairs, environmental affairs, and other cross-functional positions.

Students choose and complete four courses from one of the emphases indicated below. However, in lieu of one or two of the listed courses, the SMP advisor may approve a different graduate-level course within the Anderson School of Management (ASM) curriculum and/or a different graduate-level course outside ASM if the courses are relevant to SMP and the student's particular career objective.

Advising Process... First consider carefully your career objective. Then consult one of the concentration advisors if you think the Strategic Management and Policy Concentration fits your interests in order to select courses that are relevant to your particular career objective. The current advisors for SMP are: [Names and contact information provided.]

Last name A-L: Dr. Karen Patterson, Hokoana 369, 505-277-2807, patterson@unm.edu
Last name M-Z: Dr. Harry Van Buren, GSM 301, 505-277-3909, hvb@unm.edu

The following courses have been identified as relevant for an emphasis in Strategic Planning and Leadership; Public Affairs and Policy Analysis, and Nonprofit Management:

**Strategic Management**

<table>
<thead>
<tr>
<th>Strategic Planning and Leadership Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
</tr>
<tr>
<td>- 650 Competitive Analysis</td>
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<tr>
<td>- 652 Managerial Ethics</td>
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<tr>
<td>- 653 Advanced Legal Topics for Managers</td>
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<tr>
<td>- 654 Washington Campus Program</td>
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<tr>
<td>- 655 Creative Leadership and Innovating Organizations</td>
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<td>- 656 Environmental Sustainability and Business</td>
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<tr>
<td>- 657 Regulation and Social Control of Business</td>
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<td>- 658 Employment Law</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Affairs &amp; Policy Analysis Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
</tr>
<tr>
<td>- 651 Regulations and Social Control of Business</td>
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<tr>
<td>- 652 Washington Campus Program</td>
</tr>
<tr>
<td>- 653 Advanced Legal Topics for Managers</td>
</tr>
<tr>
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<tr>
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<td>- 657 Managerial Ethics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Profit Management Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
</tr>
<tr>
<td>- 657 Nonprofit Management</td>
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<tr>
<td>- 658 Managerial Accounting</td>
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<tr>
<td>- 659 Employment Law</td>
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<tr>
<td>- 656 Advanced Legal Topics for Managers</td>
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<tr>
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<td>- 658 Environmental Sustainability and Business</td>
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<td>- 659 Managerial Ethics</td>
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</tbody>
</table>

One skill development course at the graduate level may be substituted for one concentration elective in any of the SMP emphases, as appropriate for the student’s career objective and skill level. Examples of skill development courses include: 680 International and 681 Dynamics and 589 Negotiation Strategies.

Student Clubs:

[Additional information on student clubs provided.]

[Links to relevant resources and programs provided.]

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**Strategic Management and Policy Course Descriptions (MGMT 650 Series)**

**MGMT 650 Competitive Analysis** Course Description: Competitive Analysis focuses on the development and analysis of information related to the competitive environment of organizations. The class provides a systematic examination of theoretical and empirical issues in the current organizational environment. *Offered in spring semesters.*

**MGMT 651 Regulation and Social Control of Business** Course Description: Government legislation and regulation of business activities in the U.S. including government controls of prices, regulation of public utilities, public ownership, economic planning and social regulation of environmental quality, health and safety, etc. *Offered in fall semesters of odd years.*

**MGMT 653 Environmental Sustainability and Business** Course Description: A systematic exploration of industrial influences on the natural environment. Students are exposed to natural systems and environmental management frames and practices. *Offered in fall semesters of even years.*

**MGMT 654 Advanced Legal Topics for Managers** Course Description: Contemporary legal topics relevant to an ever-changing environment, including corporate governance relationships, product liability, administrative law, and white collar crime. *Offered in fall semesters.*

**MGMT 655 Washington Campus Program** Course Description: One week intensive “Washington Backstage: A Primer on the Public Policy Process for M.B.A. Students.” Limited enrollment; special application required. Additional fees for travel and cost of the program. *One week intensive in January. March, May, or June: register in the summer or fall semesters.*

**MGMT 657 Nonprofit Management** Course Description: Provides an understanding of the management of nonprofit organizations in the twenty-first century and the growing leadership in social entrepreneurship. The course covers a broad range of topics and disciplinary perspectives. *Offered in spring semesters.*

**MGMT 658 Managerial Ethics** (Prerequisite: 508) Course Description: An issues – and problems – oriented course in applied management ethics. How to reason ethically about management problems and choices. Focus is on the crises of conscience and the everyday conflicts of role and obligation that characterize our professional lives. *Offered in fall semesters.*

**MGMT 697 SMP Internship** (Concentration advisor permission required–see Career Services Office)
Good afternoon,

Please find attached an updated IFDM checklist with the following changes:

IFDM 105L is now listed as a required course in the Freshman Year due to the fact that this course is an admission requirement to the IFDM program.

IFDM 241L (Directing for Film & Video) has replaced IFDM 205L (Studio I: Activating Digital Space) in the Sophomore Year: First Semester.

IFDM 300 (Critical Intermediation) has been renamed Cinematography in the Junior Year: First Semester.

Diahndra,

Can you send us the updated IFDM admission form? Let me know if you have any questions.

Best, Florencio
Hi Deirdre,

Thanks again for your work on cleaning up language in the catalog. I like the way you have organized #5 as part of the first paragraph.

I have made changes to the "Transfer Policies" section below:

Transfer from Other Accredited Institutions

Students planning to complete their first two years of study at a committee college or at a four-year college other than the University of New Mexico should take only those courses that are offered as freshman- or sophomore-level courses at the University of New Mexico.

Transferring students must meet normal requirements for admission to this University as well as admission requirements of the Anderson School.

Transfer of credit is a two-part process. (1) The Office of Admissions prepares a credit evaluation as soon as possible after admission status has been determined. (2) Each college or school then determines if and how this transferable work may be used to meet individual degree requirements. Determination of the use of transferable work is made at the time of admission to the Anderson School. Evaluations or opinions offered prior to admission are unofficial and nonbinding.

Students desiring to transfer credit for any upper-division Anderson School course must receive prior approval from a faculty member possessing expertise in the area. Such requests should be submitted electronically here: https://online.mgt.unm.edu/transferrequest/request.aspx. Students requesting credit from institutions outside of the United States should be prepared to provide information about the number of classroom hours per course and the quality of the institution.

A minimum of 24 credit hours must be taken in residence at Anderson. At least fifty percent (50%) of the management core and fifty percent (50%) of the concentration classes must be taken at Anderson unless the student obtains a written waiver from the Department Chair. Individual departments may establish additional residency requirements. The Anderson School does not accept credit from educational programs of noncollegiate organizations.

Let me know if you have any questions. Thanks! Florencio
completion of pre-admission coursework and maintenance of a 2.5 GPA will be required for full admission.

Application procedures must be completed by:

April 1 for Summer admission
August 1 for Fall admission
November 1 for Spring admission

Last thing to review is the transfer information in a lower section. I don’t know if the articulation section needs updating for this round, but wanted to be sure that the information under “Transfer from Other Accredited Institutions” is consistent with how we’ve updated the admissions information.

Thanks for all your guidance so we can have these be clearer for students and hopefully reduce workload for the advisors.

Best, Deirdre

From: Florencio Olguin
Sent: Monday, March 19, 2018 1:17 PM
To: Deirdre Frances Markham <dmarkham@unm.edu>
Cc: Shawn Berman <sberman@unm.edu>

Hi, I hope you and your family had a wonderful Disney time!!! If you could review the attached and confirm the updates are correct, that would be great. Also, please see comments where I need additional information before I send to Val to confirm these are edits only.

The items I see that may require a form C are the changes to Notes regarding graduation, the MACCT application issue with 340/341/346 in progress and the 12 hours for enrollment preference.

Thanks for help with this and we’ll wrap up the MBA changes tomorrow. Best, Deirdre

Concentration Sheets

Good afternoon,

The decision has been made to include on all concentration sheets whether courses are only offered in the fall or spring semester. Could either or both of you work on this project? Please reference the attached two year schedule. Let me know if you have any questions. Thanks,

Florencio
ASM Appendix C – Goal B

Anderson Advising

- ASM Undergraduate Announcements 3/27/2018
  Updates for the week of: March 26th, 201...

Anderson Advising

- ASM Undergraduate Announcements 3/20/2018
  Updates for the week of: March 19th, 201...

Anderson Advising

- ASM Undergrad Announcements 2/27/2018
  ...mgt.unm.edu/> New Undergraduate A...

Anderson Advising

- ASM Undergrad Announcements 2/20/2018
  ...mgt.unm.edu/> New Undergraduate A...

Anderson Advising

- ASM Undergrad Announcements 1/17/2018
  ...Open Advisement Office Hours Undergr...

Anderson Advising

- ASM Undergrad Announcements 12/18/2017
  ...of December 18th, 2017 Undergraduate...

Anderson Advising

- ASM Undergraduate Announcements 12/5/2017
  Updates for the week of: December 4th,...
Name of Administrative Unit/Department (if relevant): Arts & Sciences Advisement

Academic Year/Assessment Period: 17-18

Submitted By (include email address): Stephanie Hands, ssmith@unm.edu

Date Submitted for Review: June 18, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years: yearly

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

**Last year’s goal:** A&S advisors will send announcements to students via email, listservs and social media (i.e. copy of listservs and social media activities logs or reports) - **In the next year A&S will coordinate all Major listservs to record archives to provide more comprehensive assessment for 18. 100% complete.**
### Unit Goal B:

<table>
<thead>
<tr>
<th>Administrative Unit/Student Learning Outcomes</th>
<th>UNM’s Student Learning Goals and/or UNM’s Strategic Plan</th>
<th>Assessment Measures incl. Measure Type (Direct or Indirect)*</th>
<th>Performance Benchmark</th>
<th>Data Results*</th>
<th>Data Analysis*</th>
<th>Recommendations for Improvement/Changes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td><strong>B1:</strong> A&amp;S websites and advising materials will be regularly reviewed for updating as needed (i.e., screenshots of websites with materials posted) The A&amp;S websites and advising materials will be reviewed for updating at least once per catalog year in conjunction with the next years curriculum. This is to be done in the late spring for NSO readiness.</td>
<td>Advisors were asked to review any relevant web content housed in their departments and make appropriate suggestions for editing. Internal websites were reviewed but Advisement can only recommend changes to the department. There are no student learning outcomes attached to this as it is a static editorial function. 50% complete</td>
<td></td>
<td>This outcome is partially met as we also wish to update Degrees.unm.edu but have not found time to do so across the board. Only a few departments have been able to complete the second task to date.</td>
</tr>
</tbody>
</table>

Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

This outcome is partially met as we also wish to update Degrees.unm.edu but have not found time to do so across the board. Only a few departments have been able to complete the second task to date.
<table>
<thead>
<tr>
<th>Week</th>
<th>Spring '18</th>
<th>Registration (Deadlines)</th>
<th>Pre Cert/Cert Let fall retros begin</th>
<th>New Student Hold</th>
<th>75+ Hold</th>
<th>Auto Admit Hold</th>
<th>Spec. Groups</th>
<th>Events</th>
<th>MGT</th>
<th>Front Desk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21 - 1/19</td>
<td>Mini orientations</td>
<td>Grad Wk begins Weeks 2 - 16</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>2</td>
<td>1/21 - 1/26</td>
<td>Late add/Grade Mole Change</td>
<td>Pre Cert Spring</td>
<td>Grad Wk begins Weeks 2 - 16</td>
<td></td>
<td>BOM</td>
<td></td>
<td>1</td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>3</td>
<td>1/21 - 1/27</td>
<td>Late Drop - rec. &quot;W&quot; 100% Refund</td>
<td>Weeks 2 - 11</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
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<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>4</td>
<td>1/21 - 1/29</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
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<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>5</td>
<td>1/21 - 1/30</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
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<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>6</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
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<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>7</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
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<td>Spring Due</td>
</tr>
<tr>
<td>8</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>9</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>10</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
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<td>Spring Due</td>
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<tr>
<td>11</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
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<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>12</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
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<td>Spring Due</td>
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<tr>
<td>13</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
<td></td>
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<td>Spring Due</td>
</tr>
<tr>
<td>14</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
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<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>15</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
<td></td>
<td></td>
<td>Spring Due</td>
</tr>
<tr>
<td>16</td>
<td>1/21 - 1/31</td>
<td>New Query New Hold Placed</td>
<td>New Hold Placed</td>
<td>Auto Admit Mgmt</td>
<td></td>
<td>BOM</td>
<td></td>
<td></td>
<td></td>
<td>Spring Due</td>
</tr>
</tbody>
</table>

**Notes:**
- **Spring Semester:**
  - Students may attend 100% app.
  - Complete orientation by end of week 12.
  - Heavy Traffic.
- **GW Workshop:**
  - NSL workshop
  - GW workshop
- **WWW Workshop:**
  - Departmental/Institutional Review
  - Website and Dig-Ins/Out Process Review
  - Heavy Traffic.
Name of Administrative Unit/Department (if relevant): School of Architecture & Planning

Academic Year/Assessment Period: June 1, 2017 to May 31, 2018

Submitted By (include email address): Geraldine Forbes Isais, Dean, gforbes@unm.edu / Contact: Lisa Stewart, Academic Operations Officer, lstewart@unm.edu

Date Submitted for Review: June 18, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years: One Year

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

Unit Goal B:
<table>
<thead>
<tr>
<th>Administrative Unit/Student Learning Outcomes</th>
<th>UNM’s Student Learning Goals and/or UNM’s Strategic Plan</th>
<th>Assessment Measures incl. Measure Type (Direct or Indirect)*</th>
<th>Performance Benchmark</th>
<th>Data Results*</th>
<th>Data Analysis*</th>
<th>Recommendations for Improvement/Changes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>Colleges will update their information once a semester</td>
<td>Met</td>
<td>Google analytics data indicated increased online traffic and improved geospatial data. See attached: Google Analytics; Facebook Insights; and YouTube Analytics.</td>
<td>Recommendation to set up quarterly website assessment reviews with the academic advisors. Next step: calendar assessment reviews throughout the academic year and review enrollment metrics to the google analytics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength: student Communication and Marketing Intern continuously updates SA+P website; intern also continuously updates Facebook and provides YouTube links on School’s site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

Goal B for this outcome was met. The Sr. Academic Advisor for Undergraduate Students met with the Associate Dean for Student Engagement and Academic Innovation in July 2018 to review website information pertaining to advisement. The Sr. Academic Advisor recommended text for the School of Architecture and Planning website, including digital copies of program fliers. In April 2018, the Sr. Academic Advisor reported incorrect information on the UNM site degrees.unm.edu and contacted the Institute of Design and Innovation; corrections were made in May 2018.

In the fall of 2017, the School of Architecture and Planning developed a new website to improve recruitment and student services. The google analytics data indicated increased online traffic to the site and improved geospatial data to better target areas in the region for program recruitment. The academic advisors were critical in the development of the new website and provided data to further improve and enhance advisement and recruitment efforts.

See attached reports: Google Analytics; Facebook Insights; and You Tube Analytics. Strength: A student Communication and Marketing Intern was assigned to continuously update the School of Architecture and Planning website resulting in changes/edits made in a timely manner; the intern also updates Facebook and provides YouTube links on the School’s site.

Recommendation to set up quarterly website assessment reviews with the academic advisors and Associate Dean for Student Engagement and Academic Innovation.

Next step: calendar assessment reviews throughout the academic year and review enrollment metrics to the google analytics.
Youtube Analytics
Demographic Overview
Sep 2017 - May 2018

Top geographies
Watch time

- United States (74%)
- Canada (2.3%)
- South Africa (2.3%)
- Australia (2.2%)
- Brazil (1.8%)

Traffic sources
Watch time

- External (33%)
- YouTube search (26%)
- Suggested videos (19%)
- Other (22%)

Gender
Views

- Male (n/a)
- Female (n/a)

Playback locations
Watch time

- YouTube watch page (87%)
- Embedded in external websites and apps (10%)
- YouTube channel page (2.4%)
Youtube Analytics
Channel Summary
Sep 2017 - May 2018

Watch time
Minutes
11,310

Average view duration
Minutes
3:57

Views
2,859

Likes
23

Dislikes
1

Comments
1

Shares
24

Videos in playlists
54

Subscribers
16

Top 10 Videos

<table>
<thead>
<tr>
<th>Video</th>
<th>Watch time (minutes)</th>
<th>Views</th>
<th>Likes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Ten Eyck: Harsh Beauty</td>
<td>1,594 14%</td>
<td>171 5.9%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Antoine Predock</td>
<td>1,204 12%</td>
<td>232 8.9%</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Michael Speaks Lecture</td>
<td>897 7.9%</td>
<td>72 2.5%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ted Flato - UNM SAP 2017 Fall Lecture Series</td>
<td>775 6.8%</td>
<td>79 2.8%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BIG (Bjarke Ingels Group) Lecture</td>
<td>769 6.8%</td>
<td>103 3.6%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Architecture Program at the UNM School of A.</td>
<td>424 3.7%</td>
<td>400 14%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Larry Speck: &quot;Architecture Transforming Every..</td>
<td>422 3.7%</td>
<td>36 1.3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Florencia Pita &quot;Incongruous Figures&quot;</td>
<td>383 3.4%</td>
<td>42 1.5%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UNM School of Architecture + Planning - Para..</td>
<td>359 3.2%</td>
<td>127 4.4%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ane Gonzalez Lara : Assistant Professor :: S..</td>
<td>345 3.1%</td>
<td>179 6.3%</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Facebook Insights
Page Followers
Sep 2017 - May 2018

Total Page Followers as of Today: 1,666

# of Page Follows

<table>
<thead>
<tr>
<th>Month</th>
<th>Follows</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2017</td>
<td>1,330</td>
</tr>
<tr>
<td>October 2017</td>
<td>1,341</td>
</tr>
<tr>
<td>November 2017</td>
<td>1,342</td>
</tr>
<tr>
<td>December 2017</td>
<td>1,352</td>
</tr>
<tr>
<td>January 2018</td>
<td>1,364</td>
</tr>
<tr>
<td>February 2018</td>
<td>1,373</td>
</tr>
<tr>
<td>March 2018</td>
<td>1,442</td>
</tr>
<tr>
<td>April 2018</td>
<td>1,646</td>
</tr>
<tr>
<td>May 2018</td>
<td>1,664</td>
</tr>
</tbody>
</table>

Pages to Watch
Compare the performance of your Page and posts with similar Pages on Facebook.

<table>
<thead>
<tr>
<th>Page</th>
<th>Total Page Likes</th>
<th>From Last Week</th>
<th>Posts This Week</th>
<th>Engagement This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60.1K</td>
<td>▲ 0.1%</td>
<td>4</td>
<td>193</td>
</tr>
<tr>
<td>2</td>
<td>1.7K</td>
<td>▲ 1%</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>1.6K</td>
<td>▲ 0.1%</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>500</td>
<td>▲ 0.8%</td>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>
Facebook Insights
Engagement
Sep 2017 - May 2018

The success of different post types based on average reach and engagement.

<table>
<thead>
<tr>
<th>Type</th>
<th>Average Reach</th>
<th>Average Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>1,993</td>
<td>224</td>
</tr>
<tr>
<td>Photo</td>
<td>1,083</td>
<td>113</td>
</tr>
<tr>
<td>Link</td>
<td>415</td>
<td>28</td>
</tr>
</tbody>
</table>

**Post Reach**

The number of people who had any posts from your Page on their screen.

![Graph showing post reach over time](image)

**Total Views By Section**

![Graph showing total views by section](image)
Popular Videos # of times viewed
UNM SA+P: Innovation 845
LA Open House Tour 167
Abbott: Beyond Blade Runner 21
Ben Gilmartin Harnar Lecture 11
Smith Plaza Presentation 7

Behavior Overview_Sept-May

Pageviews

<table>
<thead>
<tr>
<th>Pageviews</th>
<th>Unique Pageviews</th>
<th>Avg. Time on Page</th>
<th>Bounce Rate</th>
<th>% Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>135,539</td>
<td>111,185</td>
<td>00:01:20</td>
<td>64.02%</td>
<td>45.55%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>Pageviews</th>
<th>% Pageviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /</td>
<td>46,190</td>
<td>0.08%</td>
</tr>
<tr>
<td>2. /degree-programs/index.html</td>
<td>5,398</td>
<td>3.98%</td>
</tr>
<tr>
<td>3. /index.html</td>
<td>5,168</td>
<td>3.81%</td>
</tr>
<tr>
<td>4. /faculty-staff/faculty/index.html</td>
<td>4,772</td>
<td>3.52%</td>
</tr>
<tr>
<td>5. /about/faculty.html</td>
<td>4,178</td>
<td>3.08%</td>
</tr>
<tr>
<td>6. /student-resources/index.html</td>
<td>4,045</td>
<td>2.98%</td>
</tr>
<tr>
<td>7. /admissions/index.html</td>
<td>3,503</td>
<td>2.58%</td>
</tr>
<tr>
<td>8. /degree-programs/graduate-degree.html</td>
<td>3,336</td>
<td>2.46%</td>
</tr>
<tr>
<td>9. /about/index.html</td>
<td>2,401</td>
<td>1.77%</td>
</tr>
<tr>
<td>10. /faculty-staff/staff/index.html</td>
<td>1,676</td>
<td>1.24%</td>
</tr>
</tbody>
</table>

© 2018 Google
Name of Administrative Unit/Department: The College of Education (COE) Center for Student Success (CSS) Advisement Center

Academic Year/Assessment Period: June 1, 2017 to May 31, 2018

Submitted By (include email address): Smith Frederick smithxix@unm.edu and Brittany Padilla bpadill2@unm.edu

Date Submitted for Review: June 28, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years:

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

Unit Goal B:
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<th>Data Results*</th>
<th>Data Analysis*</th>
<th>Recommendations for Improvement/Changes*</th>
</tr>
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<tbody>
<tr>
<td>AUO B1 Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>Colleges will update their information at least once a semester.</td>
<td>In the fall of 2017, the COE CSS met the goal by updating the COE website. The COE CSS added all Secondary Education Programs of Study to the Secondary Education undergraduate page of the COE website. In the spring of 2018, the COE CSS exceeded the goal by updating the COE website twice and the catalog once. Spring 2018 marked the addition of the application requirements for Progress Point I and II to the Secondary Education undergraduate page of the COE website. The COE CSS also updated a link and deadlines listed on an informational page of the COE website noting program application information. Finally, the COE CSS submitted updates to the UNM Catalog specific to the COE.</td>
<td>The COE CSS works with faculty and programs to make sure that the content within its control is updated as timely possible from the time of notification of a change. One of the challenge with this work is the lack of updated content provided by department and programs.</td>
<td>The COE CSS did met its benchmark, however it is aware that its website is only a portion of the information that could have been updated. There are many areas on the web that contain UNM COE information including degrees.unm.edu and we believe we can do a better job of updating information on the COE that is external on a more frequent schedule.</td>
</tr>
</tbody>
</table>
The COE CSS met the goal of updating degree program/major information once a semester. This was achieved by providing updates to the COE website on specific program webpages. It was also met by keeping students informed with communications via email, social media, and the COE website.
Brittany Padilla
From: College of Education
Sent: Thursday, December 14, 2017 8:14 PM
To: Brittany Padilla
Cc: Smith Frederick
Subject: RE: Secondary Education Programs of Study

But,

This request has been completed. You may need to refresh the page to see the changes.

Please review that the correct concentration's name is linked to the correct PDF.
https://coe.unm.edu/departments-programs/teach/secondary-education/bachelors-degree.html

Thank you,
John R. Kohlman
WEBSITE UPDATE REQUESTS: cuse.unm.edu/support
Web Administrator
College of Education
University of New Mexico

On Dec 14, 2017, at 8:10 AM, Brittany Padilla <ypadilla@unm.edu> wrote:

John,

Smith has asked that these be posted as soon as possible. Can you please upload them to the website.

MR thing today?

Thank you,

Brittany Padilla
Student Success Specialist and Certification Officer
3 University of New Mexico
College of Education
Center for Student Success
MSC 05 3640
Albuquerque, NM 87131
(505)277-0307
coeasc@unm.edu

From: Smith Frederick
Sent: Monday, November 27, 2017 4:09 PM
To: College of Education <coedweb@unm.edu>
Cc: Smith Frederick <smithf@unm.edu>
Subject: PW: Secondary Education Programs of Study

John,

Can you please post these to the Secondary Education web page under "Forms and Resources" as PDFs?
https://coe.unm.edu/departments-programs/teach/secondary-education/bachelors-degree.html

Thank you,

Brittany Padilla
Student Success Specialist and Certification Officer
3 University of New Mexico
College of Education
Center for Student Success
MSC 05 3640
Albuquerque, NM 87131
(505)277-0307
coeasc@unm.edu

From: Brittany Padilla
Sent: Friday, November 10, 2017 11:42 AM
To: Smith Frederick <smithf@unm.edu>
Subject: Secondary Education Programs of Study

Hello Smith,


Please see the edited versions below. Please note that I did not make the changes to the Math concentration courses. MATH 327 is a required course for the concentration, but it is not required for the program. So we historically count MATH 327 as an elective under the 6 or 9 MATH electives required (even though it is not an option there either, according to catalogue). Therefore, the program of study has MATH 327 as a required course and decreases the Math electives as 5.

Thank you,

Brittany Padilla
Coordinator of Student Admissions
Center for Student Success
College of Education
1 University of New Mexico
NM 87106-3490
Albuquerque, NM 87131
bpadilla@unm.edu

<Earth Science revised with corrections (Brittany Padilla).docx>
<French revised with corrections (Brittany Padilla).docx>
<Geography revised with corrections (Brittany Padilla).docx>
<History revised with corrections (Brittany Padilla).docx>
<Language Arts revised with corrections (Brittany Padilla).docx>
<Mathematics revised with corrections (Brittany Padilla).docx>
<Physical Science with Chemistry revised with corrections (Brittany Padilla).docx>
<Physics revised with corrections (Brittany Padilla).docx>
<Social Studies revised with corrections (Brittany Padilla).docx>
<Spanish revised with corrections (Brittany Padilla).docx>
Brittany Padilla

From: College of Education
Sent: Monday, January 8, 2018 9:04 AM
To: Brittany Padilla
Cc: Smith Frederick
Subject: Re: COE Website Update Request #1222

Brit,

Thank you for answering my classification questions this morning.

This request has been completed. You may need to refresh the page to see the changes.

Thank you,
John R. Kalmar
Web Administrator
College of Education
University of New Mexico

On Jan 8, 2018, at 8:39 AM, Center for Student Success <ae-reply@unm.edu> wrote:

Has this request been approved by your department chair or coordinator?

Yes

Name:* Brittany Padilla
Phone Number:* (505) 277-0397
Email:* bpadilla@unm.edu

URL of page where updates are needed:* https://ceo.unm.edu/departments/programs/tefl/secondary-education/bachelors-degree.html

Content to be updated:* Can you please add the Admission to the TEO Program Progress Point I Application Packet and the Professional Sequence Progress Point II Application Packet to the TEO Undergraduate Website?

I have emailed you both documents since I can only attach 1 here.
This request has been completed. You may need to refresh the page(s) to see the changes.

Thank you.

John R Kofman

WEB SITE UPDATE REQUEST: https://www.unm.edu/register

Brittany Padilla
College of Education
University of New Mexico

Brittany Padilla

On Feb 1, 2018, at 4:16 PM, Center for Student Success <no-reply@yahoo.com> wrote:

<table>
<thead>
<tr>
<th>Has this request been approved by your department chair or coordinator?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: *</td>
<td>Brittany Padilla</td>
</tr>
<tr>
<td>Phone Number: *</td>
<td>(505) 277-0307</td>
</tr>
<tr>
<td>Email: *</td>
<td><a href="mailto:bpadilla@unm.edu">bpadilla@unm.edu</a></td>
</tr>
<tr>
<td>URL of page where updates are needed: *</td>
<td><a href="https://coe.unm.edu/early-students/acceptance.html">https://coe.unm.edu/early-students/acceptance.html</a></td>
</tr>
<tr>
<td>Content to be updated: *</td>
<td>Can you please update the Deadline for Elementary Education, B.S. Ed. to include both February 1 and September 17? Can you please link the Elementary Education, B.S. Ed. Application instructions to <a href="https://coe.unm.edu/departments-programs/elementary-education-bachelors-degree.html">https://coe.unm.edu/departments-programs/elementary-education-bachelors-degree.html</a>? Can you please link the Secondary Education B.A. Ed &amp; B.S. Ed. Application instructions to <a href="https://coe.unm.edu/departments-programs/secondary-education/bachelors-degree.html">https://coe.unm.edu/departments-programs/secondary-education/bachelors-degree.html</a>?</td>
</tr>
<tr>
<td>Priority: *</td>
<td>Normal</td>
</tr>
</tbody>
</table>
Web Updates

Congratulations on your admission to the University of New Mexico! We know that you are probably looking forward to the beginning of the semester and attending your first classes.

The Center for Student Success is excited to inform you that there is the chance that you may be able to test out of some of your required courses. We will be testing Accuplacer placement testing for prospective College of Education students. Details are below.

- UNM 103
- UNM 106
- UNM 112, 192, 193

The Accuplacer test will give you the opportunity to test out of any of these courses if you are currently registered for and make a passing score. If you have tested out of one of the courses you are currently registered for, we will have someone on hand to assist you with schedule changes, placement review, and any other questions you may have.

We hope you will take this opportunity to see what you can achieve in your academic program.

The dates of testing will be Friday, August 11th and Saturday, August 12th. Testing will be located in Travelle Hall, building 66.

Exams will be administered on a walk-in basis. They will begin at 8am with the last exam starting at 2pm. Please sign up by using the following links:

Sign up for Friday, August 11th
Sign up for Saturday, August 12th

NED Preparation Workshops

Dear colleague,

We are pleased to invite you to upcoming workshops regarding a new support initiative at the College of Education. Your academic advisor has provided you with a list of courses that you may be interested in taking. These workshops will focus on the Essentials of Academic Skills that are required for acceptance into the College of Education.

The workshops will be held in Travelle Hall. Please use the link below to RSVP and select a meeting time that works for you.

- RSVP for a Math workshop
- RSVP for a Reading & Writing workshop

If you are unable to attend one of the dates, please contact Dr. Roberta Wurz at jwurz@unm.edu or Jennifer Wurz at jennifer.wurz@unm.edu to arrange an alternative informational meeting time.

We look forward to seeing you there!

Center for Student Success Staff

Center for Student Success

The Center for Student Success invites you to attend events designed to help students achieve academic success.

- Student Assessment: Begin your personal journey today by registering at assessment.unm.edu
- Student Leadership: Student-led organizations and programs encourage collaboration and involvement
- CILSA: Advocates for Graduate Students

SECONDARY Education APPLICATIONS!

Don't worry, there's still time to apply!
The UNM College of Education is proud to announce our 12th Annual ATEP Open House was a success!

Thank you to all the students, staff, faculty, guest speakers and any other individuals that made this open house possible.

Want to learn more about our Athletic Training program? Visit coe.unm.edu!

Don't forget about the Educator's Job Fair today until 2pm in the SUB Ballrooms!
Name of Administrative Unit/Department (if relevant): UNM Engineering Advisement

Academic Year/Assessment Period: June 1, 2017 – May 31, 2018

Submitted By (include email address): Quinton Freeman, qfreeman@unm.edu

Date Submitted for Review: June 18, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years: One year

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence): A School of Engineering overview webpage was created and added in order to provide a landing page that would link to each SoE department.
## Unit Goal B:

<table>
<thead>
<tr>
<th>Administrative Unit/Student Learning Outcomes</th>
<th>UNM's Student Learning Goals and/or UNM's Strategic Plan</th>
<th>Assessment Measures incl. Measure Type (Direct or Indirect)*</th>
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<th>Data Analysis*</th>
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<td>Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>Colleges will update their information once a semester</td>
<td>All six SoE departments provided updates on curriculum and academic opportunities (jobs, internships, speaker series, etc.) through either email listserv or their department website.</td>
<td>Department webpages are kept current with degree program information and additional resources. All departments provided listserv emails or correspondence emails with webmasters showing information was updated and provided to students.</td>
<td>At a minimum, review the SoE Academic Advisement webpage by July 1 each year in order to keep up with current information and links, etc. to each department or complementary resources.</td>
</tr>
</tbody>
</table>

Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

**AUO B1** Colleges will update degree requirements on their website(s) on a semester basis.
This goal was met with updates made once per year. Curriculum information was updated on department sites as changes were approved and put into the UNM catalog.

**AUO B2** Colleges will communicate student academic opportunities and resources via email, website, and/or social media on an annual basis.
This goal was met. Departments sent communication via email to students regarding internships, job opportunities, advisement reminders and additional academic resources that enhance and attribute to the student experience.

### SoE Appendix - Goal B1:

Chemical Engineering:
Degree Requirements

The 2010-2016 degree requirements for the Bachelor of Science in Chemical Engineering (B.S.Ch.E.) degree program are outlined in the UNM Catalog. A CBE student typically follows the catalog year degree requirements for the semester in which they were admitted to the School of Engineering. Students should speak to the CBE Program Advisor/Coordinator with any questions or concerns about catalog year as some exceptions may apply.

Students may check to see which catalog year's degree requirements they are following by checking their LoboTrax Degree Audit. At the top of the LoboTrax degree audit, a student will find a 6-digit number that identifies their catalog year. The first 4 digits indicate the year and the last two digits indicate the semester (10=spring, 60=summer, 90=fall).

Here are some examples:
201610 stands for Spring 2016, which falls under the 2015-2016 catalog year
201600 stands for Summer 2016, which falls under the 2016-2017 catalog year
201660 stands for Fall 2016, which falls under the 2016-2017 catalog year
201700 stands for Spring 2017, which falls under the 2016-2017 catalog year
201760 stands for Summer 2017, which falls under the 2017-2018 catalog year
201710 stands for Fall 2017, which falls under the 2017-2018 catalog year
201800 stands for Spring 2018, which falls under the 2018-2019 catalog year, and so on.

These requirements listed on the student's LoboTrax degree audit reflect that catalog year's degree requirements. However, students may also view the catalog requirements on the Registrar's website.

Below please find curriculum sheets for the current catalog year (2018-2019). The first curriculum sheet listed shows the general degree requirements for the B.S.Ch.E. degree program. The General Curriculum Sheet is not specific to any one concentration so it is a good resource for students that are undecided on a concentration. The next five curriculum sheets show the specific degree requirements for each of the 5 concentrations. Students typically choose a concentration during their sophomore year in the degree program.

- General Curriculum Sheet
- Bioengineering (BCE) Curriculum Sheet
- Chemical Process Engineering (CAPE) Curriculum Sheet
- Environmental Engineering (EIEEN) Curriculum Sheet
- Materials Processing (MAPP) Curriculum Sheet
- Semiconductor Manufacturing (SCMF) Curriculum Sheet
- Concentration Descriptions
- Technical Electives
- Block Diagram
- CBE Core Course Flowchart
Electrical & Computer Engineering:

From: Charles Reuben
Sent: Tuesday, February 13, 2018 9:35:08 AM
To: Valarie Maestas
Subject: Re: One more thing on the website before you are off to Malibu?

done!

Chuck Reuben
Editorial Tech
1 University of New Mexico, Bldg. 46
211 Terrace St NE
Department of Electrical and Computer Engineering
MSC01 1100
Albuquerque, NM 87131-0001 U.S.A.

phone +1 (505) 277-1082
fax +1 505-277-8298
email shawnee@unm.edu

---

From: Valarie Maestas
Sent: Monday, February 12, 2018 1:21 PM
To: Charles Reuben
Subject: One more thing on the website before you are off to Malibu?

Hello,

Can we add an additional form to
http://ece.unm.edu/undergraduate/advisement.html

Under the "Helpful Advisement Materials" header
Add a 4th bullet called "Faculty Advising Form"

I’ll have a few more links/PDF’s eventually but for now I think this will be all.

Thank you,
Val

Valarie Maestas
Senior Academic Advisor, Electrical & Computer Engineering
School of Engineering, University of New Mexico

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Nuclear Engineering:
Updated degree Requirements Posted on NE.UNM.EDU.

Webmaster:
Elaine Finke - efinke01@unm.edu
(505) 277-2692

http://ne.unm.edu/students/student-forms.html

ENGINEERING

Students
- UNDERGRADUATE
- GRADUATE
DIVERSITY AND SUPPORT
CONTACT AN ADVISOR

STUDENT FORMS

Student Forms
- BSEE Curriculum Worksheet
- BSEE Degree Worksheet
- Foreign Language Proficiency Form
- CE Admissions Form
- CE Application for UG Degree
- CE Course Substitution Form
- CE Courses as of 2018.2019
- Shared Credit Application Form
- SOE Core Substitution Form
Bachelor of Science in Nuclear Engineering (B.S.N.E.)

Department of Nuclear Engineering

Catalog Year: 2016-2019

Admitted to NE:

Minimum credit hours required for graduation: 124
Minimum GPA required on courses taken at UNM and toward degree for graduation: 2.00
Minimum grade required for courses to count toward graduation excluding UNM Core: C
Minimum hours for UNM Core Courses: 37
Minimum grade required for UNM Core Courses: C
U.S. & Global Civilizations & Multicultural Studies: 3 hrs

SMYR Course | Title | Prerequisite(s) | PreCorequisite(s) | Hours | Grade | Transfer
---|---|---|---|---|---|---
NE 101 | Introduction to Nuclear Engineering | | | 1 | | |
CHEM 121 (or 130) | General Chemistry I (or Principles of Chemistry) | CHEM 120L | | 3 | | |
CHEM 121L | General Chemistry I Laboratory | CHEM 121 | | 1 | | |
ENGL 110 (or 110L) | Accelerated Composition | | | 3 | | |
MATH 152 | Calculus I | MATH 150 | | 4 | | |
Core Humanities Elective (3) | | | | | | |

Total Semester Hours: 15

Bachelor of Science in Nuclear Engineering (B.S.N.E.)

2015-2016 Catalog Year

Credit hours required for graduation: 124

FRESHMAN YEAR

FA L L  S E M E R T E R

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE 101</td>
<td>Introduction to Nuclear Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 121 (or 130)</td>
<td>General Chemistry I (or Principles of Chemistry)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 110 (or 110L)</td>
<td>Accelerated Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

Core Humanities Elective (3)

Total Semester Hours: 15

SP R I N G  S E M E R T E R

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 150</td>
<td>General Physics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 124L</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 153</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Composition III</td>
<td>3</td>
</tr>
<tr>
<td>CS 155L</td>
<td>Computer Programming Fundamentals for Non-Majors</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 15

Computer Science:
Lynn J. Conner

Thu 1/24/2018 4:43 PM

To: Quinton Pasmine

Quinton:

Here is the created and update “new” webpage for CS students Internships & Jobs

From: Mary Beth King
Send: Wednesday, November 22, 2017 12:24 PM

To: Lynn J. Conner
Subject: RE: [cgrad] Internship Opportunity announcement

http://www.cs.unm.edu/employment/index.html

Civil Engineering:
UNM SWE's 3rd annual Industry Night is scheduled for Friday, March 30th from 5:30 pm to 8:30 pm. This event will join together local industry with UNM STEM students for a night of professional development. In addition to dinner, we will have speed networking and raffle prizes. Tickets for students are $10 and include dinner. Tickets can be purchased at https://bit.ly/2FB6ZV6.

Professionals who represent local engineering firms like CDI Smith and Bohannon Huston are currently registered to attend the event. If you are interested in meeting local civil and environmental engineers, this is a great networking opportunity!

Please let me know if you’d like any additional information.

Thanks,

Maria Kelly
UNM SWE President
3rd Annual Industry Night

Hosted by the UNM Society of Women Engineers Section

Friday, March 30th
5:30 PM - 8:30 PM

UNM Student Union Building
Top Level, Lobby A & B

Dinner, Networking, & More!

Register at: bit.ly/2FBsZVc

$25 for Professionals
$10 for Students

Mechanical Engineering:

LEED Green Associate (GA) Training

When: April 12th 2018 - 6:00PM to 10:00PM
Where: University of New Mexico - George Pearl Hall - Room P139
Registration: https://leadinggreen.com/unmewhatmexico/

Want to show employers you have knowledge in the field of sustainability?

LEED’s leadership in energy and environmental design is simply a sustainability certification for green buildings. Buildings can become LEED certified as can people! This stepwise assessment is the only profession.

To date, this course has introduced numerous to the fundamentals of helping over 300 students pass their respective exam at a 90% pass rate. This course is offered at a quarter of the price and time as the.

This course meets the exam eligibility requirements and the USGBC charges a $300 (reduced for students) fee for the actual exam which can be taken at any time at your nearest testing center. Save me!

If you are worried about your busy schedule, fear not, as the course is entirely recorded and you can watch the part that you cannot attend or take the whole course online.

This professional designation never expires and you will never have to retake it if you ever need!

Early-Bird Cost: $599 ($200 for full-time students)

To register for the class please visit: https://leadinggreen.com/unmewhatmexico/
AIAA Student Branch Meeting
Tues 10/24 3 pm, Rm ME 427
Pizza and soda
Speaker: Dr. John Tam, AFRL

C. Randall Truman
Professor, AIAA Faculty Advisor
Mechanical Engineering Dept.
MSC01-1150
Univ. of New Mexico
Albuquerque NM 87131
505/277-6286
505/277-1571 (FAX)
truman@unm.edu
www.me.unm.edu/~truman

Hey Ladies of ME
OR you may share with Ladies you know in ME
This is for YOU!

----- Forwarded Message ----- 
Subject: Scholarship opportunity
Date: Fri, 15 Dec 2017 02:47:17 +0000
From: Joseph Flanagan <jflanagan@TacomaSystems.com>
To: dev@jpm.com

I'm just getting in touch to see if your Mechanical Engineering Department would be interested in our scholarship?

We're rewarding $1000 to one female engineering student at the end of each year as part of our "Engineering Empowerment Scholarship".

The aim is to get female students to think about ideas on how to improve representation for females in STEM subjects.

More details can also be found here: https://tacomasystems.com/ce/engineering-empowerment-scholarship

--

Joseph Flanagan
Project Engineer at Tacoma Systems
Email: jflanagan@TacomaSystems.com
Phone: 1-888-550-4288
Website: https://tacomasystems.com
Name of Administrative Unit/Department (if relevant): College of Fine Arts Student Success and Advisement Center

Academic Year/Assessment Period: 2017 – 2018

Submitted By (include email address): Jennifer Lucero, jennlu@unm.edu

Date Submitted for Review: June 15, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years:

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report
<table>
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<td>Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>Colleges will update their information once a semester</td>
<td>We had several degrees get updated/revised during the 17/18 academic year. We also created a new degree, the Bachelor of Arts in Interdisciplinary Arts (BA IA). Every summer we update the Fine Arts degrees page with updated degree packets that outline the changes to the degrees. I emailed our CFA Webmaster who replaced the outdated degree packets with the up-to-date versions. As the degree changes would only impact incoming students or students who inquire about changing their catalog year,</td>
<td>By posting the updated degrees on our webpage, we only had to do one update at the start of the 17 – 18 year as the UNM Catalog only updates once a year as well. For the BA IA, it is continuously evolving as we navigate the logistic of this new degree that does not have a prescribed curriculum. We modified the process upon the retirement of one of the co-creators, Deanna Sanchez Mulcahy and we shall continue to evolve it as we learn its strengths and challenges (Appendix 3).</td>
<td>We have seen our current model for degree packet updates work successfully so we shall continue to do it this way however we will be updating our website to make it easier to locate our documents as well as make them more user friendly. As for the BA IA, Regina Chavez Puccetti is continuously looking for new opportunities to promote it but we have seen the enrollment numbers exceed our expectations. We will also continue to modify the degree parameters as we learn where current degrees are not meeting student needs and how the BAIA can address that deficit (if any).</td>
</tr>
</tbody>
</table>
there was no need for advertisement. For the newly created BA IA degree, we worked with Faculty Advisor Regina Chavez Puccetti to begin promoting it to the other departments in the college through meetings (Appendix 1). We also reached out to New Student Orientation to see if she can participate in any fairs during orientations to promote the new degree (Appendix 2). As we were not wanting to poach from existing degrees, we did not email to the student population but made targeted promotion to students who fit the parameters of the degree.
Description: The BAIA Plan of Study serves two main purposes. By defining your course of study, it provides focus and direction to your degree program and it constitutes an agreement that successful completion of the proposed plan of study and all other degree requirements will result in the awarding of the degree.
Each student pursuing the BAIA degree is required to file a Plan of Study by the end of their first semester as a pre-major or as part of their application for admission as a declared major.
It is understood that the first Plan of Study filed by a student may be subject to change as the student progresses.
However, it is the student’s responsibility to submit an updated Plan of Study following the instructions listed above.

The BAIA major includes 15 credit hours of core courses including:
- ALB 250: Business of Being an Artist (3)
- One of the following courses: ARCH 121, ARTH 101, 201, 202, 250, DANC 105, FA 284, MA 210; MUS 139, 142; THEA 105; or UHON 207 (3)
- FA 387: Seminar Interdisciplinary Studies (3)
- FA 395: Community Arts Theory, History, & Practice (3)
- FA 496: Capsstone (3)

Students must complete an additional 36 credit hours for the major:
- Students may elect to have two focus areas, completing 18 credit hours in each. All of the courses in at least one of the focus areas must be in the College of Fine Arts departments and half of each focus area must include upper division (300 level or higher) courses.
- Students may elect to have three focus areas, completing 12 credit hours in each. All of the courses in at least two of the three focus areas must be in the College of Fine Arts departments and half of each focus area must include upper division (300 level or higher) courses.

Please check the UNM Catalog for prerequisite courses that might affect your course choices for each focus area.

Please write your 250 word essay explaining how these focus areas focus on your creative aspirations. In other words, how do these classes form the major course of studies? Be specific when describing how this degree, rather than one of the established degrees in a discipline suits your needs as an artist.

**FOCUS AREA #1 Title** (be descriptive):

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Title</th>
<th>Credits (hours)</th>
<th>Prerequisites</th>
<th>Add to Plan</th>
<th>Delete from Plan</th>
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**FOCUS AREA #2 Title** (be descriptive):

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</table>

**FOCUS AREA #3 Title** (be descriptive):

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<tr>
<th>Course Prefix</th>
<th>Course Title</th>
<th>Credits (hours)</th>
<th>Prerequisites</th>
<th>Add to Plan</th>
<th>Delete from Plan</th>
</tr>
</thead>
</table>
INSTRUCTIONS:
1. Complete Form and submit to Deanna Sanchez Mulcahy in CFA Advisement (dmulcahy@unm.edu)
2. Meet with BAIA Faculty Advisor, Regina Chavez Puccetti (rchav217@unm.edu) to get Plan approved. She will submit approved Plan to the CFA Student Success and Advisement Center.
3. Meet with Deanna to finalize paperwork and review logistics.

Description: The BAIA Plan of Study serves two main purposes. By defining your course of study, it provides focus and direction to your degree program and it constitutes an agreement that successful completion of the proposed plan of study and all other degree requirements will result in the awarding of the degree.

Each student pursuing the BAIA degree is required to file a Plan of Study by the end of their first semester as a pre-major or as part of their application for admission as a declared major.

It is understood that the first Plan of Study filed by a student may be subject to change as the student progresses. However, it is the student's responsibility to submit an updated Plan of Study following the instructions listed above.

The BAIA major includes 15 credit hours of core courses including:
- ALB 250: Business of Being an Artist (3)
- FA 284: Experiencing the Arts (3)
- FA 387: Seminar Interdisciplinary Studies (3)
- FA 395: Community Arts Theory, History, & Practice (3)
- FA 496: Capstone (3)

Students must complete an additional 36 credit hours for the major:
- Students may elect to have two emphasis areas, completing 18 credit hours in each. All of the courses in at least one of the emphasis areas must be in the College of Fine Arts departments and half of each emphasis area must include upper division (300 level or higher) courses.
- Students may elect to have three emphasis areas, completing 12 credit hours in each. All of the courses in at least two of the three emphasis areas must be in the College of Fine Arts departments and half of each emphasis area must include upper division (300 level or higher) courses.

Please check the UNM Catalog for prerequisite courses that might affect your course choices for each emphasis area.

Please write your 250 word essay explaining how these emphasis areas focus on your creative aspirations. In other words, how do these classes form the major course of studies? Be specific when describing how this degree, rather than one of the established degrees in a discipline suits your needs as an artist.
Name of Administrative Unit/Department: College of Nursing

Academic Year/Assessment Period: June 1, 2017 to May 31, 2018

Submitted By: Nissane Capps ncapps@salud.unm.edu

Date Submitted for Review: June 12, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years: Goal B AUO’s were assessed in AY 2016-17 report.

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year: 2nd year

Describe the actions and/or improvements that were implemented during the previous reporting period: AY 2016-17 actions continue into AY 2017-18, such as targeted emails, social media updates, and basic website updates such as application deadlines. Improvements such as Zoom orientations for our dual degree students continue and are very successful. We are able to reach students across the state effectively and efficiently, while also meeting them “face to face”.

Part II: Assessment Report

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<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>AOU B1 Colleges will update their information once a semester</td>
<td>The benchmark has been met. 1. The College of Nursing (CON) thoroughly updated degrees.unm.edu by breaking the BSN up into the two distinct options: Nursing (Pre-Licensure) and Nursing (RN to BSN Option). The previous version was a combination of the two options and was not accurate. The process was started in December 2017 and finalized in March 2018. 2. The HSC updated all department websites, including the CON: hsc.unm.edu/college-of-nursing/. This was a long-running initiative and went live in early 2018.</td>
<td>1. The update to degrees.unm.edu has been very successful and is now accurate in the different program requirements. The collaboration with Institute of Design and Innovation to make the changes was positive. 2. The new HSC CON website has pros and cons. The College does not have the same level of control over the site as previously, so updates are harder to initiate. However the information is completely accurate and the look and branding is on point. The CON marketing and IT liaisons to HSC have been helpful and creative to find effective and elegant solutions.</td>
<td>1. It was very recently discovered that keyword search field on degrees.unm.edu does not find results when “RN to BSN” is entered. In addition, the Pre-Licensure option does not come up when “BSN” is entered. The CON will investigate if there is a solution to that.</td>
</tr>
<tr>
<td>AUO B2 Colleges will communicate student academic opportunities and resources via email, website, and/or social media on an annual basis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The benchmark has been met. The CON has a very active and effective online presence. Social media communication includes Facebook, Instagram, Snapchat, Twitter with linked messages. We also email students with explicate registration processes, as it varies from program to program and cohort to cohort. Examples are attached.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The CON online presence is active for both prospective and active students.</td>
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<tr>
<td>As appears to be the case for all advisement centers, students do not always check email. Last academic year we had major disruptions to email as UNMH updated their email policy. Those disruptions have been resolved, but we still have more run-of-the-mill email challenges, slightly amplified because of the requirement to have HSC email. Students have at least two school-related emails and in the case of New Mexico Nursing Education Consortium dual degree students, an email from the partner school as well. Directions to forward UNM to HSC email are built into CON orientations, the CON IT handbook, and reiterated at every chance. However, not checking email is a constant issue with information not being received. The issue of multiple emails bubbles up every so often, but thus far is</td>
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</tbody>
</table>
Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

**AUO B1.** While there is room for minor tweaking, the benchmark has been met. The information on degrees.unm.edu was very misleading and outdated that the undertaking was very needed. Changes to the College of Nursing website have, overall, been positive.

**AUO B2.** The benchmark has been met. Our online presence is accurate and targeted. While the issue of multiple emails is challenging, we educate students about it from the start. We have asked ourselves and our leadership “is this the way it needs to be” and thus far the answer is “Yes”.

Evidence:
### Undergraduate Program Deadlines

<table>
<thead>
<tr>
<th>Program</th>
<th>Application Submission Periods</th>
<th>Term When Program of Study Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Licensing BSN Option</td>
<td>June 30 - September 15</td>
<td>Spring</td>
</tr>
<tr>
<td>Pre-Licensing BSN Option</td>
<td>October 15 - February 15</td>
<td>Fall</td>
</tr>
<tr>
<td>Pre-Licensing BSN Option</td>
<td>June 30 - September 15</td>
<td>Spring</td>
</tr>
<tr>
<td>Pre-Licensing BSN Option</td>
<td>March 15 - May 15</td>
<td>Fall</td>
</tr>
<tr>
<td>UNM West (Rio Rancho)</td>
<td>June 30 - September 15</td>
<td>Spring</td>
</tr>
<tr>
<td>UNM West (Rio Rancho)</td>
<td>March 15 - May 15</td>
<td>Fall</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>June 30 - September 15</td>
<td>Spring</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>March 15 - May 30</td>
<td>Summer</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>June 30 - September 15</td>
<td>Spring</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>January 5 - March 2</td>
<td>Fall</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>March 15 - May 30</td>
<td>Fall</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>January 5 - March 2</td>
<td>Fall</td>
</tr>
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<td>Fall</td>
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<td>October 15 - February 15</td>
<td>Fall</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>April 1 - April 30</td>
<td>Fall</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>TBD</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>April 15 - May 30</td>
<td>Fall</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>Continuous</td>
<td>Continuous</td>
</tr>
<tr>
<td>NMHEC UNM/LHN BSN Dual Degree Option</td>
<td>Continuous</td>
<td>Continuous</td>
</tr>
</tbody>
</table>

### Master’s of Nursing and Post-Master’s Certificate Program Deadlines

<table>
<thead>
<tr>
<th>Program</th>
<th>Term When Program of Study Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
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<td>Continuous</td>
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</tbody>
</table>

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**About UNM College of Nursing**

In 1959, 12 nursing students were the first to earn their bachelor's degrees from the College of Nursing at the University of New Mexico.
Greeting Students,

I hope your spring term has been great! I wanted to send an update about courses for Summer 2018 Level 3 and Fall 2018 L4.

There are no required Nursing courses to take in Level 3 via UNM. However, it is a great time to take an upper division elective, UNM Core requirement, or residency elective if you need it. Remember, all students must take a minimum of 30 hours from UNM to graduate from UNM, and many students will need 3 hours at any level and any undergraduate subject to reach the required 30 hours.

In Fall 2018 you’ll take NURS 402L via UNM. CRN: 61512 NURS 402L 032 Clin Int II

The space in this class is reserved for you, however you will not be able to register for it until you have sent transcripts with L3 grades to have the prerequisite in place.

The schedules for Summer 2018 and Fall 2018 have been released. You can access it on LoboWeb as well as at [http://schedule.unm.edu/](http://schedule.unm.edu/). Summer registrations opens for all student on April 16, 2018. Fall registration is based on earned hours and you can check your Registration Appointment Date on LoboWeb and here: [http://registrar.unm.edu/Registration/index.html](http://registrar.unm.edu/Registration/index.html). April 17, 2018 is the earliest day for undergraduate students.

If you would like to take Nursing upper division electives Summer 2018, the online courses currently offered are:

- 27021 NURS 429.003 T: Special Populations Peds Jul 09, 2018 - Aug 19, 2018
- 27015 NURS 429.008 T: Intro to Oncology Nursing May 14, 2018 - Jun 29, 2018
- 27017 NURS 473.002 End of Life Care Jul 09, 2018 - Aug 19, 2018
- 5833 NURS 474.060 Patient Education May 21, 2018 - Aug 10, 2018
- 27171 NURS 480.001 Complimentary & Alternative Med May 21, 2018 - Aug 10, 2018

Fall 2018 upper division Nursing electives are:

- 61030 NURS 429.062 T: Breastfeeding Prerequisite N321 Assessment and Health Promotion or equivalent. Sep 04, 2018 - Dec 14, 2018
- 61131 NURS 429.064 T: Spec Population Pediatrics Oct 29, 2018 - Dec 14, 2018
- 62601 NURS 433.002 Intro to Holistic Nursing Oct 29, 2018 - Dec 14, 2018
- 54000 NURS 474.060 Patient Education Sep 04, 2018 - Dec 14, 2018

You can contact me if for an override allowing you to register for a Nursing elective.

Please keep your UNM academic record up to date as you progress. When your L2 grades post send your official transcripts to UNM Admissions:
Mailing Address: PO Box 4895 Albuquerque, NM 87196-4895
Electronic Transcripts & Records: apply@unm.edu

Please let me know if you have any questions. You may email me from your Salud email, or schedule an appointment from the link in my signature below. In addition to in-person appointments, I can accommodate phone or Zoom video conferencing. If you would like one of those options please type that into the “Special Instructions” field of the appointment.

If you have not done so, please add a signature to your Salud email with your name, UNM ID number, and your BSN dual degree partner school. This helps me greatly when you email me!

Thank you,
Name of Administrative Unit/Department (if relevant): College of Pharmacy

Academic Year/Assessment Period: June 1, 2017-May 31, 2018

Submitted By (include email address): Krystal Ward, klward@salud.unm.edu

Date Submitted for Review: 6/18/2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years:

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

Unit Goal B:
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<td>Colleges will update, when necessary, information on their posted degree program/major(s).</td>
<td>UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.</td>
<td>Direct</td>
<td>Colleges will update their information once a semester</td>
<td>Two degrees for the College of Pharmacy (COP) were updated in FY18. We added an EAP program and a BSPS program. Our PharmD program remained the same. Degree information was updated in a timely manner. A new website was launched for our Early Assurance Program with prose written through our office (Appendix 1). Students were alerted to our EAP Program through email (Appendix 2). We also launched a BSPS program this year, students were made aware of this program and how to graduate through email (Appendix 3).</td>
<td>With rolling out 2 new programs this year, the EAP and the BSPS, we were able to notify students and encourage students to complete the requirements. Since the changes only happened 1 time, there was only updates at one time point, not once a semester.</td>
<td>There is always room for process improvement. We can work to review our requirements more frequently.</td>
</tr>
</tbody>
</table>
Hello and good morning,

I just want to send out a quick reminder the College of Pharmacy has opened the application for the Spring 2018 Early Assurance Pack. The deadline for this application is March 23rd, 2018 at 4:30 pm.

For this round of applications, sophomores and freshman are eligible to apply. In order to be eligible to apply for the program, you must meet the following criteria:

- Must be currently enrolled at UNM as an Undergrad
- 3.0 GPA in your undergraduate courses
- 30 hours of college credit complete, or will have by the end of spring 2018
- At least 40 hours remaining of the required 91 hours of COP Pre-Pharmacy Prerequisites (https://hsc.unm.edu/college-of-pharmacy/assets/doc/pharmd-prerequisite-coursework.pdf)
- Completed Math 121 by the end of Spring 2018

For more information about the Early Assurance Pack please follow this link (found here https://hsc.unm.edu/college-of-pharmacy/education-and-admissions/doctor-of-pharmacy/admissions/early-assurance.html). While you’re there, make sure to check out the information about the PharmD program and follow us on Facebook (https://www.facebook.com/unmssp).

Top 10 Reasons to apply Early Decision to the UNM PharmD Program

1. Know that you are accepted into the PharmD program up to 2 years before you start pharmacy school (pending acceptable academic performance)
2. Participate in College of Pharmacy activities designed to introduce you to and you involved in the profession of pharmacy
3. Assigned a College of Pharmacy faculty mentor to help guide you through your pre-pharmacy curriculum and then your journey to becoming a pharmacist
4. Special MMI session, designed to help understand the MMI process and practice in the MMI interview rooms
5. Special access to a pre-pharmacy advisor at the College of Pharmacy
6. Yearly invitation to a special Dinner with the Dean
7. The College of Pharmacy will pay the cost of your application to pharmacy school
8. You will apply Early Decision to the PharmD program and be absolutely certain of your admissions decision by the end of October before you start pharmacy school
9. Special COP Early Assurance schwag
10. Participate in a special summer program to get ready to start pharmacy school

For this opening round of applications, sophomores and upperclassmen are eligible to apply. The second round of applications will be accepted from a freshman in the spring 2018 semester.

To apply, click on the following link (https://esurvey.unm.edu/opinion/s7=80755) and submit your applications for Early Assurance to the PharmD program. The deadline for application is November 3rd, 2017. If you have any questions please contact the College of Pharmacy Student Service office at 272.3241 or email HSC-Pharmacy@salud.unm.edu.
**Krysta Lynn Ward**

From: Donald A Godwin  
Sent: Monday, August 21, 2017 10:27 AM  
To: PharmD2021GWLst; PharmD2019GWLst; PharmD2020GWLst  
Cc: Krysta Lynn McCutchen; Megan Lynn Speck; Garrett Watts; COP-Faculty  
Subject: Information on new COP Bachelor of Science degree

Dear Student Pharmacists:

You may have heard that the College of Pharmacy is offering a Bachelor of Science in Pharmaceutical Science (BSPS) for students who are in the PharmD program, but have not earned a previous undergraduate bachelor’s degree. Students are eligible to complete the BSPS after successfully completing the first year of pharmacy school, which includes having completed the 91 hour of prerequisites and have completed the UNM Core.

Since the BSPS is an undergraduate degree, students are required to complete the UNM Core Curriculum. For more information on the UNM Core please go to his webpage (https://unmcore.unm.edu/) and a Core Curriculum Worksheet is available here (https://unmcore.unm.edu/common/images/core-sheet-2016-2017.pdf). If you have questions on if you have completed the Core after filling out the worksheet, please make an appointment to see a COP academic advisor. If you have not completed the Core, you still can take the course(s) you need while you are a pharmacy student.

In late June, this new degree was approved by the UNM Board of Regents and is undergoing the final stages of processing by the University. Since this is the first new degree that the College has offered in over 20 years I am unsure how long this process takes, but we will keep moving forward in the UNM system. More importantly, we will notify you when procedures to apply for the degree are complete.

The College is excited to offer you this new degree as part of a value-added Doctor of Pharmacy experience.

**Krysta Lynn Ward**

From: Donald A Godwin  
Sent: Monday, March 5, 2018 8:38 PM  
To: PharmD2020GWLst  
Cc: Krysta Lynn Ward; Megan Lynn Speck; Garrett Watts  
Subject: Bachelor of Science in Pharmaceutical Sciences (BSPS) degree is now available

Importance: High

Dear Class of 2020,

We are happy to announce the BSPS is live for spring 2018 graduation. At this time, the degree is only available to students who have completed the course work done at UNM or transferred undergraduate courses to UNM prior to applying to the PharmD program. In order to qualify for the degree, you need to complete the UNM Core as part of the requirements for the degree.

If you meet those 2 criteria, please send an email to Krysta Ward (khward@salud.unm.edu) stating you intend to graduate with the BSPS in spring 2018 by March 21, 2018.

If you are wanting to earn the BSPS, but are not sure if you have completed the UNM Core, please contact Garrett Watts (kwatts2@salud.unm.edu) or Megan Speck (mspeck@salud.unm.edu) to check your audit.

Sincerely,
Dean Godwin

******************************************************************************
Donald A. Godwin, Ph.D.
Interim Dean
Associate Professor of Pharmaceutics
What is Early Assurance?
As an undergraduate interested in pursuing a Doctorate of Pharmacy (PharmD), consider applying for the Early Assurance Pack (EAP) at the University of New Mexico College of Pharmacy. EAP is your way to secure a spot in the only PharmD program in New Mexico up to TWO YEARS before starting the pharmacy school.
A career in Pharmacy is very rewarding and knowing your spot is secure can help you prepare yourself for the path ahead. The UNM College of Pharmacy (COP) has created a program designed to help student’s prepare themselves for the rigors and rewards of the PharmD program.

Do I Qualify?
As an undergraduate of UNM you can qualify for the EAP if you meet the following criteria:
- Must be currently enrolled at UNM as an Undergrad
- 3.0 GPA in your undergrad courses
- 30 hours of college credit complete, or will have by the end of Spring Semester
- AT LEAST 40 hours remaining of the required 91 hours of COP Pre-Pharmacy Prerequisites
- Completed MATH 121 by the end of Spring Semester

Application for the EAP are due in the spring of every year. Thusly, all qualifications are measure by your status at the end of the spring semester you plan to apply. Therefore, if you only have 15 hours by the end of fall and are planning to take an additional 15 hours in the following spring semester you will have a total of 30 hours of college credit by the end of the spring semester. This means you will qualify to apply. The same rules are applied to the G.P.A. requirement, 40 hours remaining, and the completion of Math 121. Students in the EAP are required to maintain an over G.P.A. of 3.0 through their time in the program.
Please contact the COP Office of Student Services if you have any questions about your ability to qualify.

What are the benefits?
Once accepted into the EAP you will many benefits to help you on your path to your PharmD. These benefits include:

- Become a part of the COP community
- Specialized Advising by the COP Advisor
- Participate in a special summer program to prepare you for pharmacy school.
- Opportunity to shadow an connect with current Pharmacy students
- Learn about the pharmacy profession through college activities.
- Get guidance from a faculty mentor about Pharmacy Careers
- Take part in a special multiple mini interview (MMI) session to help you understand and feel comfortable with the MMI process.
- Receive a yearly invitation to a special dinner with the Dean.

Free Pharmacy School Application!
Special for EAP students, the UNM COP will cover the cost of the PharmCAS application for EAP students. As an EAP student, you will apply to the PharmD program with the Early Decision application, an application typically due in September of the year you wish to apply to the PharmD program. This means you know you are admitted the October BEFORE matriculation.

Please speak with the COP Office of student services about any questions you have!

If this sounds like the program for you DO NOT WAIT! Contact the UNM COP Office of Students Services TODAY!

Introduction: The following template provides the guidelines for annually recording the assessment of student learning outcomes and/or administrative unit outcomes (AUOs) for academic and non-academic administrative units at UNM. Alternative formats (e.g., those used by relevant professional associations) may be acceptable as long as the assessment information requested in this template is provided. If you have any questions, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.
Name of Administrative Unit/Department: University College

Academic Year/Assessment Period: June 1, 2017 to May 31, 2018

Submitted By: Marlene Sanchez mhs@unm.edu

Date Submitted for Review: June 18th, 2018

All SLO’s/AUO’s are measured within one year.

Unit Goal B:
<table>
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<tr>
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<td>University College provides information to students via the ucsstudents-l listserv (Figure 3). This information is disseminated to undecided, pre-health sciences, Bachelors of liberal arts and integrated studies (BLA), and Native American Studies (NAS) students. The University College website: ucollege.unm.edu (Figure 1), is updated at least once a semester at the beginning of the fall and spring semesters. (Figure 1a). College specific information can also be found through our social media outlet. (Figure 2).</td>
<td>The benchmark was met. Website and social media was updated at the beginning of each academic semester. In addition, due to UCAC name change—to EPAC information was updated again mid-Spring semester to reflect the change and provide students with new Advisor/advising assignments, and office hours.</td>
<td>Change from previous assessment: Website is updated in the summer to reflect summer office hours, suspension appeals and NSO updates.</td>
</tr>
</tbody>
</table>
Welcome to Advisement

The Exploratory and Pre-Professional Advising Center (EPAC) plays a pivotal role in shaping the early academic success of UNM students. The primary mission of the Advisement Center is the professional and personalized academic advisement with the students in University College.

The interaction between students and the Advisement Center begins with their initial academic placement and advisement during Lobo Orientation. This guidance continues for the next 1-3 years. The Center maintains an intensive advising program for students on academic probation. In order to promote a healthy sense of community and pro-actively participate in the academic careers of the diverse EPAC student population, the Advising Center also functions within a spectrum of campus wide initiatives and programs that have a direct impact on student success and retention. The Advising Center plays a major role in smoothing the transition to UNM. Staff advisors participate heavily in the design and execution of the advising segments of Lobo Orientation.

Figure 2. Social Media updates.
Figure 3. Sample email from Native American Studies listserv

Good afternoon,

We’re excited to now offer the Master of Arts degree in Native American Studies! It has been a lengthy process and we are thrilled to say that **we are now accepting applications!**

**DUE APRIL 30TH**

**Master of Arts in Native American Studies**
*Focus: Indigenous Leadership, Self-Determination, and Sustainable Community Building*

**Eligibility Requirements:**
- B.A. or B.S. in Native American Studies, History, Anthropology, American Studies, Education, Sociology, or any interdisciplinary-related program
- Minimum GPA of 3.0 or its equivalent in the last 2 undergraduate years in major field.
Name of Administrative Unit/Department (if relevant): Organization, Information & Learning Sciences

Academic Year/Assessment Period: 2017-2018

Submitted By (include email address): Christopher Larrañaga, Program Manager (chrisla1@unm.edu)

Date Submitted for Review: June 18, 2018

State whether ALL of the SLOs/AUOs are targeted/assessed/measured within one year, two years, OR three years:

If the unit’s SLOs/AUOs are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs/AUOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

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| Colleges will update, when necessary, information on their posted degree program/major(s). | UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate. | Direct | AUO B1 Colleges will update their information once a semester. The College of University Libraries-OILS websites and advising materials are regularly reviewed for updating as needed (i.e., screenshots of websites with materials posted). | Met The website and advising materials are reviewed and updated each semester by the website moderator and faculty based upon any changes or updates from department or catalog. | This is done as changes occur and at least once a semester. Website Moderator is a GA in our department and is in the meetings when updates are decided. At this point he updates the website immediately. Updates include OILS curriculum, admission requirements, UG 2 yr. course offerings and processes for graduation. | Modify criteria for success to be higher. Update all OILS students with the most current information, i.e., POS, Website and Recruitment Material. All other advisement material is reviewed and modified during catalog review meetings and updated by the UL Marketing Manager. This allows for when the student visits in person they will have the most up-to-date information. Students are encouraged to visit the OILS website often. | Modify criteria for success to be higher. Manage and update new OILS Facebook Page. Ensure cleanup of listserv for outdated students and that students receive the most current info via email and website info. Students are advised of the changes to our
for updating at least once per semester
On Average, communication to OILS students goes out via email and OILS listservs, at least twice a semester. Website is updated as needed.

A OILS Facebook Page was created summer 2017 and is moderated and kept current.

Based on the data results and analysis provided for the student learning/administrative unit outcome(s) listed in the table above, for EACH outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

OILS has met and exceeded the benchmark given. OILS has attended all outreach events given by UNM, this allowed to meet with current OILS students at branch campuses and also recruit new students as well. We have also done our own outreach with SFCC and SIPI. OILS has recently signed an MOU with CNM to ensure a smooth transition for students between institutions. OILS is also working on an MOU with SFCC. OILS has their own Advisory Board, which meets at least one a semester to allow us to give our students ideas of what the workforce is needing at the time to gear them up for jobs after they graduate. These meetings also start conversations for the upcoming events, such as, the OILS EXPO and Professional Alliance Mixer.

**OILS Website**
Organization, Information & Learning Sciences (O&L&S)
Bachelor of Science in Technology and Training: A 2+2 Program

Degree Summary

Date:
Name:
Student ID:
Email:

Bachelor of Science (B.S.) in O&L&S: [123 credit hours] Students majoring in Technology & Training will complete a minimum of (37) credit hours of the University Core Requirements with a grade of "C" or better; (12) credit hours of Management & Communication Skills; (40) credit hours of Technical Core; and (30) credit hours of an agreed to (with student and advisor) Technical Concentration with a grade of "C" or better. For any possible substitution in the program of studies as stated below, please consult with the Undergraduate Program Advisor for approval.

A. University Core Requirements: (37 Credit Hours Minimum)
1. Writing and Speaking (9 credit hours required)
   Course No.  Grade  Credit
   ENGL 110
   ENGL 120
   ENGL 219

2. Mathematics (3 credit hours required; Math 121 and above)
   Course No.  Grade  Credit
   Math

3. Physical and Natural Sciences (7 credit hours required; one course must include 1 credit hour lab)

4. Social and Behavioral Sciences (6 credit hours required)
   O&L&S recommends: SOC 101 or PSYCH 105.
   Course No.  Grade  Credit
   Semester

5. Humanities (6 credit hours required)
   O&L&S recommends: AMST 186, CLST 107, 207, 205; COMP 224, ENGL 150, 292, 293; HIST 101, 102, 162; MUSC 101, PHI 101/101, 202; RELG 107
   Semester

6. Foreign Languages (3 credit hours required)
   Course No.  Grade  Credit
   Semester

7. Fine Arts (3 credit hours required)
   Course No.  Grade  Credit
   Semester

B. O&L&S Program Requirements: (Total Credit Hours: 84)
1. O&L&S Program: Technical Concentration (30 Credit Hours Minimum)
Appendix – Goal C

Advisor Institute Agendas

Advisor Institute - Spring 2018

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m. – 9:00 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00 a.m. – 9:30 a.m.</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Laura Valdez, Director of University Advisement</td>
</tr>
<tr>
<td>9:30 a.m. – 10:30 a.m.</td>
<td>Moving Beyond &quot;The Core is in My Way&quot;</td>
</tr>
<tr>
<td></td>
<td>Pamela Coblentz, Associate Provost for Curriculum and Assessment</td>
</tr>
<tr>
<td>10:00 a.m. – 10:45 a.m.</td>
<td>Transition</td>
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<td>10:45 a.m. – 11:45 a.m.</td>
<td>Breakout: Session 1</td>
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<td>11:45 a.m. – 12:00 p.m.</td>
<td>Transition</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>LUNCH</td>
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<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Becoming a Learner: Framing the Purpose of a College Education</td>
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<td>Matthew Sanders, Associate Dean, College of Humanities and Social Sciences, Utah State University</td>
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<td>2:00 p.m. – 2:15 p.m.</td>
<td>Transition</td>
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<td>2:15 p.m. – 3:15 p.m.</td>
<td>Breakout: Session 2</td>
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<td>3:15 p.m. – 5:30 p.m.</td>
<td>Transition</td>
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<tr>
<td>3:30 p.m. – 4:15 p.m.</td>
<td>Watch Your Thoughts, They Become Words: Being Intentional in the First Year</td>
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<td>Sense Gwaye Ramdin, Associate Dean, University College</td>
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<td>4:15 p.m. – 4:45 p.m.</td>
<td>Resident Life Updates</td>
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<td>Wayne Sullivan, Director resident Life and Student Housing</td>
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<tr>
<td>4:45 p.m. – 5:00 p.m.</td>
<td>Closing</td>
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</table>
Sample Fall 2017 Advisor Institute Survey Results

I gained new information during the updates from Enrollment Management and the Bursar

Cultivating Primary Identities: The Fine Art of Cross Cultural Communication was informative
Sample Spring 2018 Advisor Institute Evaluation Results

The Advisor Institute Contributed to my professional development.

Moving Beyond “The Core is in My Way” was informative.
Reminders!

1. There will be 6 Advising Matters meetings each calendar year. Academic Affairs Advisors are required to attend a minimum of 4 out of the 6 meetings. The attendance requirement for Student Affairs Advisors has not been set yet.

2. You MUST sign up through Learning Central! Just type "Advising Matters" into the search bar. Here you can register for the course and read a description of what will be covered at the meeting. You will need to do this for each meeting you plan to attend.

   NOTE: There are only 26 seats left for the June 2017 meeting! Sign up now to secure your spot!

If you’re registered for the June Advising Matters Meeting, please remember to bring the following to the meeting:

- NAME TAG: If you don’t have a name tag from your current department, feel free to recycle a name tag from an old job or a conference you’ve attended.

- PEN: This will be an interactive meeting that will require some writing.

JUNE 2017 Advising Matters Meeting

DATE: June 15, 2017
TIME: 1 pm—3 pm
LOCATION: Hodgins Hall, 3rd Floor, Bobo Room

Sign up on Learning Central!

Advising Matters Agendas
ADVISING MATTERS

SAVE THE DATE!!! December meeting has changed!

We will be meeting December 14th!

Advising Matters typically meets the third Thursday of the month but there will not be a November meeting due to registration and December’s will be the second Thursday due to Winter Break.

Promoting Health

Please join us at the School of Architecture and Planning as we highlight their program and discuss strategies to promote Health and Wellbeing in the work place.

Register on Learning Central!

THURSDAY, FEBRUARY 15TH

ADVISING MATTERS

TRAVELSTEAD OPEN CLASSROOM
1:00 PM - 3:00 PM

Join us for a presentation on Time Management from the Center for Academic Program Support (CAPS)!

We'll learn about personal time management skills and about the resources CAPS offers to students.

Center Highlight:
College Enrichment & Outreach Programs (CEOP)

If you would like to watch via zoom, please use this link to join: https://tuosum.zoom.us/j/724912630

The space within becomes the reality of the building.

-Frank Lloyd Wright
Learn Course (UA - Professional Staff Academic Advisors)
- 14 modules which include a mixture of case studies, reflection responses, and quizzes. This part of training should take a minimum of 40 hours. (Supervisors have access to the course to review modules/etc, but will not have access to the new advisors submissions until the new advisor submits their completed portfolio to their supervisor).
  - Module #1 FERPA (Case study reflection, quiz)
  - Module #2 Intersectionality Encompassing all Identities (webinar, reflection paper)
  - Module #3 Introduction to UNM (video, assignment, quiz)
  - Module #4 Theories & Approaches (case study, quiz)
  - Module #5 Advising Profession (webinar, reflection paper, quiz)
  - Module #6 UNM Policies and Procedures (webinar, quiz)
  - Module #7 Freshmen & Placement (assignment, quiz)
  - Module #8 Students not making progress (3 assignments, quiz)
  - Module #9 Students with Individualized Support (reflection paper, quiz)
  - Module #10 Graduation (webinar, reflection paper, quiz)
  - Module #11 Majors at UNM (2 assignments)
  - Module #12 Advising Notes (reflection paper)
  - Module #13 LoboTrax/TES (no assignment/quiz)
  - Module #14 Using the Catalog (assignment)
Appendix – Goal D

Section I. Requester Details
Requester: Laura Valdez
Title: Director, University Advisee
Dept.: Office of Advising Strategies
Date: 3/15/17
Phone: (505) 277-2000
Email: lvalez@unm.edu

Section II. Nature of Request
Describe the nature of the issue, situation or opportunity:

In 2016, the Associate Provost, Greg Helman, engaged Gena Griflin Rankin, Interim Director, University Advisee, to evaluate the undergraduate advisement structure at the University. This is due to a concern raised in the 2009 Higher Learning Commission (HLC) accreditation review that “Academic advising has historically been underfunded and inappropriately managed at UNM resulting in unsatisfactory student-advisor ratios.” In response, Mr. Griflin Rankin created a Task Force comprised of representatives from selected academic and non-academic (Student Affairs) units to evaluate the issue. As a result, it was found that departments have inconsistently managed the classifications used for advisement and that the role of an advisor varies significantly from one organization to the next. For this reason, the task of evaluating student-to-advisor ratio is very difficult. Although numbers have been established by the Task Force, more efforts are needed to ensure classifications are used appropriately to support those ratios and to ensure that there is data integrity in the ratios reported to the Higher Learning Commission for the upcoming 2019 review.

Now that a greater understanding has been gained on the extent of the issue, this request is to engage HR in evaluating the classifications used for undergraduate advisement. This includes classifications providing direct academic advisement (defined as positions which assist students in navigating their academic plan to a successful and timely graduation) and those classifications providing integrated advisement (defined as positions in Student Affairs, Enrollment, and Extended Learning). This request does not include an evaluation of graduate advisement (including Law School students), international students advisement, branch campuses, or Athletics.

The goal of the study is to clarify roles, provide direction on appropriate use of classifications, and to make updates to classifications where it is appropriate to do so. During the initial phase of this project, concerns were raised regarding advisor retention and compensation. This may be a consideration in this study, however, the primary goal is to clarify roles in order to ensure there is a clear and accurate picture of student ratios for accreditation purposes.

What are the top three (3) desired business outcomes of engaging this project?

To ensure that all individuals performing undergraduate academic advisement and undergraduate integrated advisement are classified appropriately. Additionally, to ensure that classifications used in the administrative office, the Office for Advising Strategies, are appropriate to their respective business functions.

To issue guidance to departments in the appropriate use of advisement classifications. This may include a matrix or other deliverable which outlines the different roles and when it is appropriate to use one classification over another.

To update the job descriptions to capture the current needs, duties, and responsibilities of advisement positions. This needs to capture the new focus on underclassmen advisement (new emphasis on advisement for freshmen and sophomores, as well as continuing support to juniors and seniors). Previously, positions advised both graduate and undergraduate; however, since the shift in focus, the job descriptions have not been updated.

Section III. Desired Timeline
When would you like the final deliverable to be completed? (approximately) 4/30/18

Section IV. Budget
What is the overall estimated budget to implement this project? (if known) $10,000
What will be the source of funds?
Unknown

What budgetary approvals are needed and from whom?
Unknown

Funds dedicated to specific activities (if applicable/know): $10,000
Unknown
<table>
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<tr>
<th>Survey Summary</th>
<th>Academic</th>
<th>Integrated</th>
<th>Other</th>
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<td>Academic Adviser, Grade 9</td>
<td>Student Program Advisor, Grade 10</td>
<td>Sr Student Success Specialist, Grade 12</td>
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<tr>
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<td>Sr Student Program Advisor, Grade 11</td>
<td>Sr Student Success Specialist, Grade 13</td>
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<tr>
<td>Coord, Program Advisement, Grade 12</td>
<td>Student Programs Specialist, Grade 12</td>
<td></td>
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<tr>
<td>Mgr, Academic Advisement, Grade 14</td>
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Advisement Survey Findings 4/24/2018