Faculty Senate Meeting Minutes, 01/23/2007, p 569-609

UNM Faculty Senate

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FACULTY SENATE SUMMARIZED MINUTES

2006-2007 Faculty Senate
January 23, 2007

The Faculty Senate meeting for January 23, 2007 was called to order at 3:10 p.m. in the Lobo Room, Student Union Building. Senate President Virginia Shipman presided.

1. ATTENDANCE

Guests Present: Associate Vice President Terry Babitt (Student Affairs Recruitment Services), Assistant Professor Susan Copeland (Educational Specialties), Provost Reed Dasenbrock, Associate Provost Wynn Goering, Deputy Provost Richard Holder, Assistant Professor Nancy Lopez (Sociology), Fred Nathan (THINK New Mexico), Program Manager Nicholas Specza (Employee Health Promotion Program), Grant Taylor (THINK New Mexico), and Dean Peter White (University College)

2. APPROVAL OF THE AGENDA

The agenda was approved as written.

3. APPROVAL OF SUMMARIZED MINUTES FOR NOVEMBER 28, 2006 MEETING

The minutes for the November 28, 2006 meeting were approved as written.

4. FACULTY SENATE PRESIDENT’S REPORT

The Faculty Senate President reported on the following:

- The update of UNM West will be given by Provost Dasenbrock at another Faculty Senate meeting. Other time-sensitive agenda items required priority.
- Faculty Senate elections have begun. Your school or college dean has been contacted to begin the election process. If your term is expiring and you wish to serve again, please contact your dean.
- The faculty senate presidents of UNM, New Mexico State University (NMSU), New Mexico Institute of Mining and Technology (NM tech), Western New Mexico University (WMU), Eastern New Mexico University (ENMU), and New Mexico Highlands University met with Secretary of Higher Education Beverly McClure. There are many issues that are common among New Mexico’s higher education state institutions. The presidents met with Secretary McClure to discuss life of faculty and to report on what is happening at their respective schools. Higher Education Legislative Initiatives are a pay increase for faculty, facilities planning, and to eliminate the tuition credit.
- President Shipman serves on the UNM Anti-Hate Task Force. The task force is working on policies and procedures for reporting and handling hate crimes. The focus is also on education and prevention.
- The Operations Committee met with the Committee on Governance (CoG) and then with Board of Regents (BOR) President Koch to coordinate and conduct the faculty portion of the presidential candidate interviews. There will be two interviews per candidate. One will be held on main campus and the other will be held on north campus.
- The Operations Committee is attempting to have the interviews web cast and also recorded for review by the faculty that cannot attend or listen online. President Shipman encourages as much faculty participation as possible. It has been suggested that each candidate should answer specific set questions and provide set questions to each candidate. They will be asked of all the candidates. Those questions will be forwarded to SOR President Koch. Faculty are encouraged to attend the interviews to ask questions and provide feedback.

5. COMMITTEE RESTRUCTURING UPDATE

President-Elect Jackie Hood gave an update on the progress from the Faculty Senate committee restructuring
The Faculty Senate called a retreat on December 6, 2006 to begin discussing a Faculty Senate committee structure that would more effectively accomplish the goals and serve the needs of the Faculty Senate. Invitees included all Faculty Senate committee members over the past three years, including faculty, staff and students that served, along with the current membership of the Faculty Senate. Below is the compilation of the flip charts that emerged from the retreat.

A. Review of Current Faculty Governance Structure

The Faculty Senate acts for the entire faculty in coordinating faculty governance at the University of New Mexico. The Senate exercises the faculty’s responsibilities for education, care of students, their contributions to the academic excellence of the University, and to an environment in which all members of the campus community are free to learn and communicate. The policies and procedures by which this is governed, the Faculty Constitution and Faculty Senate Bylaws, as well as personnel policies regulating sabbatical leaves, promotion, and tenure, are found in the UNM Faculty Handbook.

General Faculty

AF&T

Faculty Senate

Committee on Governance

Senate Operations Committee

Faculty-Student Committees

Faculty Senate Committees

Other Committees

International Affairs
Student Conduct
Student Publications
Student Union

B. What are the Major Areas of Oversight for Faculty?

Six groups discussed what areas should be overseen by faculty at the University. Below are the
responses from these groups.

Group 1
Curricula
Graduate
Undergraduate
Honorary Degree
BUS
Research
University Honors
General Faculty Welfare
Group 2
Tenure and Promotion
Community Engagement
Group 3
Core Curricula
Articulation
Advisement
Allocation of resources
Mentoring of Jr. Faculty
Long Term strategies-Rio Rancho
Retention
Campus
Ethics
Tenure
Research
Scheduling
Group 4
(no information provided)

C. Proposed Structure from Operations Committee

The Faculty Senate Operations Committee presented their ideas on committee restructuring to the participants at the retreat. Below is the structure previously discussed by the Faculty Senate Operations Committee.

Faculty Senate Committee Restructuring

Curricula and Instruction
Admissions and Registration
Curricula
Graduate
Undergraduate
Honorary Degree
Bachelor of University Studies
University Honors
Teaching Enhancement
Finance and Budget
Budget
Computer Use
Library
Faculty Staff Benefits
Research and Creative Works
Research Allocations
Intellectual Property
Research Policy
University Press
General Faculty Affairs
Faculty Ethics and Advisory
Junior Faculty Mentoring (ad hoc)
Deans Evaluation (ad hoc)
Student Affairs
International Affairs
Student Conduct
Student Publications
Scholarship
Athletic Council
Student Union
Policy and Planning
Campus Planning
Governmental Relations
Policy (proposed)

D. Brainstorming on Possible Committee Structure

Each small group was charged with developing a list of committees that would more functional in carrying out the work necessary for the University while more powerfully representing faculty interests.

Group 1
Curricula and Instruction
Finance and Budget
Group 2
Curricula and Instruction
Finance and Budget
Group 3
Curricula and Instruction
Finance and Budget
Discussion of the final areas for committees started with the list below.

1. Curriculum and Instruction
2. Research
3. Faculty benefits
4. Faculty affairs
5. Library
6. Budget-
   a. compensation
   b. benefits
   c. computer use/access
   d. products
   e. contractual issues
7. Scholarship
8. Community engagement
9. Community engagement

The full group of participants then devised one final list of committees.

Curriculum
Instruction
Research and Creative Works
Faculty Affairs
Student Affairs
Planning and Budget
Governance and Oversight of Policies
Community Engagement

F. Committee Charges

Each table was given the task of writing a draft charge for their area. Below are the charges that the tables developed.

1. Faculty Senate Curriculum Committee
First Priority:
- Core curriculum
- Articulation policy (in general)
- Prerequisites
- New degrees (including mandates)
- Graduate/undergraduate studies
- Teaching
- Evaluation of teaching
- Advisement by faculty and staff
- Allocation of resources
- Retention and graduation (with student affairs)
- Online
- Time-to-degree

Second Priority:
- Long-term strategies
  - Rio Rancho
  - Development of programs at branches
  - Expansion of campus (buildings)

Third Priority:
- Mentoring of faculty
- Tenure
- Ethics
- General faculty issues
- Other modes of delivery besides online
- Research and creativity
- Student affairs separate from instruction

2. Faculty Senate Committee on Instruction
Draft charge
(Mark Emmons, Floyd Kezele, Kate Krause, Jackie Shane, Susan Romano)
Mission: Encourage and support quality teaching
Includes:
- Adapting teaching to student learning styles
- Instructional design
- Teaching skills (facilitation, directing)
- Modes of delivery
- Teaching with technology (advocacy of innovative and effective instructional computing)
- Grading
- Ethical/unethical behavior in the classroom (faculty or student)
- Training of new faculty/workshops
- Policy for education support services (computing, library, media)
- Teaching international students & other unique population groups
Other possibilities:
- Honorary degrees
- Honors students
- Teaching awards
- Teaching allocation grants

Can't be separated from Curriculum:
- Articulation among all branches / transfer issues
- Admissions
- Prerequisites
- New online courses

3. Faculty Senate Faculty Affairs Charge

The Faculty Affairs Committee shall be charged with oversight and policy related to faculty mentoring and development, faculty grievances (not within scope of AF&T), faculty hiring and search procedures, and evaluation of administrators. The Committee will oversee additional matters pertaining to general faculty welfare.

Seven faculty members appointed by the Faculty Senate will serve on the Committee and one Graduate Student employed by the University and appointed by the Graduate and Professional Student Association. Members shall serve for overlapping two-year terms. No committee member will serve more than two consecutive two-year terms. The Chairperson will be elected each year by the Committee and shall be a tenured faculty member.

- Formulation of new policies that are deemed to be in the best interest of faculty
- Development and implementation of faculty policies as defined in the Faculty Constitution.

4. Faculty Senate Student Affairs

- Shared Governance
- Student Activities
- Athletics
- Pubs
- SUB
- International Student Support Services
- Student Support Services
- Fraternities/Sororities
- Financial Aid
- Housing
- Scholarships
- Health Center
- Child Care
- International Student Center
- Student Conduct
- International Issues
- * Student related issues
- Addressing student issues brought to the Senate
Senate has an interest in these activities as a whole and in having a voice in setting policy and solving problems as they arise. These are things that affect student life on and off campus.

5. Faculty Senate Policy Committee Charge

Suggestion: We recommend keeping the Governance committee as it stands.

Suggestion: Establish a Policy committee as a Faculty Senate Committee

In the interest of shared governance any and all policies that impact faculty of UNM must be reviewed by the Policy Committee, with the exception of those under the purview of other faculty standing committees. The Policy Committee membership must include 2 members from Governance, 1 from AF&T, 4 from Faculty Senate (none of whom are from the same department).

The charge to this committee is as follows:

- Consult and collaborate with administrators with respect to policies in documents other than in the Faculty Handbook.
- Communication of policies across the campuses after Faculty Senate approval, full faculty approval, or as per policy history.
- Review and approve policies developed by other standing committees.

G. Final Oversight Committee Leaders

Individuals were asked to volunteer to lead the discussion efforts for each oversight committee. Below are the individuals who volunteered to pull together interested parties to discuss the charge, structure, and operations of these committees. An agreement was reached that a progress report from each area was due on February 1.

<table>
<thead>
<tr>
<th>Oversight Committees</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Floyd Kazale</td>
</tr>
<tr>
<td>Instruction</td>
<td>Mark Emmons</td>
</tr>
<tr>
<td>Research and Creative Works</td>
<td>Virginia Shipman</td>
</tr>
<tr>
<td>Faculty Affairs</td>
<td>Melissa Bokovoy</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Bill Bramble</td>
</tr>
<tr>
<td>Planning and Budget</td>
<td>Jackie Hood</td>
</tr>
<tr>
<td>Governance and Oversight of Policies</td>
<td>Melissa Bokovoy</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Bruce Williams</td>
</tr>
</tbody>
</table>

H. Parking Lot Issue

One issue emerged that was of interest to participants. This issue was UNM West and University expansion efforts overall. Faculty wanted a route to give input into this issue as well as other major strategic efforts of the University. However, this issue was not discussed due to a lack of time.

CONSENT AGENDA

6. APPROVAL OF FORMS C FROM THE CURRICULA COMMITTEE

The following Forms C were approved by unanimous voice vote of the Faculty Senate:

- New Master of Public Health and MD Dual Degree, School of Medicine
AGENDA TOPICS

I. APPROVAL OF FORM D FROM THE CURRICULA COMMITTEE
Assistant Professor Susan Copeland (Educational Specialties) presented the following Form D. The Form D was approved by unanimous voice vote of the Faculty Senate.

II. GRADUATION TASK FORCE REPORT
Provost Reed Dasenbrock introduced the Graduation Task Force Report. UNM's third semester retention rate is up ten percent while its peers are trending downward. The Freshman Academic Choices program has had a dramatic impact on retention. However, UNM's graduation rate is appalling when compared to its peers. Advising is required for freshman and declared majors, but not for the students in between. There has been $300,000 invested in advisement and the results will take some time to be seen.

The Graduation Task Force steering committee was comprised of: Peter White, Vice Provost and Dean of University College, Co-Chair; Wynn Goering, Associate Provost for Academic Affairs, Co-Chair; Terry Babbitt, Associate Vice President of Enrollment Management; Mark Chisholm, Director of Institutional Research; Jennifer Gomez-Chavez, Director, Title V Program; Nancy Lopez, Assistant Professor of Sociology; and Mark Ondrias, Associate Vice President of Enrollment Management; Mark Chisholm, Director of Institutional Research; Jennifer Gomez-Chavez, Director, Title V Program; Nancy Lopez, Assistant Professor of Sociology; and Mark Ondrias, Associate Vice President of Enrollment Management.

The members were each in charge of a subcommittee. The subcommittees looked at the critical factors effecting graduation rates at UNM. Each subcommittee crafted recommendations, not all of which were used in the final report.

Dean Peter White (University College) distributed the 19 page summary of the larger report. Associate Provost Wynn Goering reviewed the handout with the senate. Both the summary and the full report are available at: thinknm.org.

III. THINK NM RESOLUTION
Fred Nathan and Grant Taylor from THINK New Mexico presented the following resolution for the Faculty Senate to consider. The THINK NM website is www.thinknewmexico.org. After brief discussion, the resolution passed by a unanimous vote. There was one abstention.

RESOLUTION

WHEREAS, the Faculty Senate exercises the faculty's responsibilities for education, care of students, their contributions to the academic excellence of the University, and to an environment in which all members of the campus community are free to learn and communicate, and

WHEREAS, the New Mexico Legislature created the lottery, in part, to fund a full-tuition scholarship to every deserving high school graduate at any public university or community college in New Mexico, and

The Faculty Senate hereby resolves that...
WHEREAS, the New Mexico Higher Education Department projects the scholarship fund will face an $18 million deficit in 2011, and

WHEREAS, approximately 20 cents of every dollar bet on the lottery goes to paying operating and administrative costs, the fifth highest of 43 states, according to La Fleur's 2006 World Lottery Almanac, and

WHEREAS, currently only about 24 cents of every dollar bet on the lottery actually go to scholarships, while eleven states have set statutory minimum percentages for beneficiaries between 30 and 35 percent (California, Delaware, Georgia, Kansas, Kentucky, Louisiana, New Jersey, North Carolina, Oklahoma, Pennsylvania and Tennessee), and

WHEREAS, the New Mexico Lottery pays online vendor GTech 8.52 percent of online sales, while comparable states pay between 2.16 percent and 5.10 percent, and

WHEREAS, lottery retailers receive a base commission of 6 percent of every dollar of ticket sales from the New Mexico Lottery, while most states pay their retailers 5 percent, and

WHEREAS, Think New Mexico proposes the "30-percent solution", by which 30 percent of lottery revenues will be statutorily dedicated to the Lottery Success Scholarship fund, and

WHEREAS, increasing the percentage for scholarships from 24 percent to 30 percent will produce approximately $9 million per year, or enough for 2,500 scholarships;

WHEREAS, Think New Mexico proposes to add language to the current law requiring that at least one of the seven Lottery Board positions be reserved for representative(s) of the higher education community, and

NOW THEREFORE, the Faculty Senate of UNM does hereby endorse legislation that appropriates at least 30 percent of lottery revenues to Lottery Success Scholarships and verbiage that requires at least one Lottery Board member be from the higher education community, as recommended by Think New Mexico.

13. UNM EMPLOYEE HEALTH PROMOTION PROGRAM REORGANIZATION

Program Manager Nicholas Spezza (Employee Health Promotion Program) presented a report on the Employee Health Promotion Program rapid-redesign and the current wellness program. Faculty are invited to attend an informational meeting on UNM's "World of Wellness" rapid redesign initiative. The meeting will be held on Wednesday, January 31, 2007, from 11:30 to 12:30 p.m. in the Student Union Building Lobo Rooms A & B.

Current Wellness Program
Employee Health Promotion Program
EHPP UNM.EDU

Healthy Weight Project

Biggest Loser Challenge - helps you achieve a more optimal state of health through modification of diet, exercise and lifestyle.

Call Shelley - 272-3989.

Tobacco Cessation

Tobacco Cessation - FREE tobacco treatment counseling Sessions focused on individual needs. Topics of discussion include nicotine replacement therapy, formulating a good quit plan, and emotional support.
Stress Management

Art for health – creativity, relaxation and productivity all go together. Stress reduction is not just a catch phrase but also a necessary part of the workweek. Participants in this program swear by its effectiveness.

TIME OUT! - is important for maintaining energy. The balance of work, family, finances, social activities and more causes stress in this new millennium of constant stimulation. This hands on workshop provides instruction and experience in activities that can be used daily to decrease stress.

Call Eli at 272-4460.

Exercise

Fitness classes – Yoga, Pilates, Circuit training and more. Exercise improves the functioning of your immune system, helps you to lose weight, helps you to incur fewer medical and health-care expenses and so much more.

Personal trainers - to help you with your individual goals.

Discounted memberships - to local gyms are available.

Call Cheri at 277-3116.

Physiologic Testing

Fitness testing - UNM has one of the most advanced exercise physiology laboratories in the state. Get a handle on your current level of health and fitness, as well as assist you in taking the next most appropriate steps towards maintaining or improving your health and wellness.

Lipid and Glucose testing - Lipid testing includes total cholesterol, HDL cholesterol, LDL cholesterol and triglycerides. The fee is $15 for lipid test and $10 for the glucose test. Johnson Center, Room 8143, 7am - 8:30 am on the first Thursday of each month, on a walk-in basis.

Call Christine at 277-2658.

Nutrition Services

Nutrition Consultations - You may have an individual or small group nutrition consult with the dietitian for any nutrition related issue or concern. They can also be scheduled to follow-up a fitness assessment, lipid or glucose testing, or personalized workouts. Weight management support is also available.

Dietary Analysis - can help determine if you are meeting your dietary goal and nutritional requirements.

Call Shelley at 272-3089.

Presentations/Consultation

Worksite wellness – our expert staff provides interactive classes and programming on an expansive list of health, nutrition and fitness topics.
Consulting - We can work with you to perform needs assessments and development of department specific programming.

Call Nicholas at 272-3710.

Life Support

AED - Automated External Defibrillators are the machines, we may all have seen on T.V., which provide life saving electric shock to a heart that is in trouble. EHPP oversees this program and trains employees in many key areas on campus in this crucial life saving technology.

CPR/First Aid – These courses teach the knowledge and skills necessary to recognize and provide basic first aid care for breathing and cardiac emergencies until advanced medical personnel arrive.

Call Erin at 277-5715.

11. NEW BUSINESS

No new business was raised.

12. ADJOURNMENT

The meeting adjourned at 5:15 p.m.

Respectfully submitted,

Rick Holmes
Office of the Secretary
UNIVERSITY OF NEW MEXICO
GRADUATION TASK FORCE
FALL 2006

Finishing What We Start:
Improving Degree Completion
at the University of New Mexico

Final Report and Recommendations

Submitted to Provost Reed Dasenbrock
21 December 2006
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VERSION 12/21/2006
FINISHING WHAT WE START: 
IMPROVING DEGREE COMPLETION
AT THE UNIVERSITY OF NEW MEXICO

INTRODUCTION AND CHARGE

In June 2006, Provost Reed Dasenbrock announced the formation of a Graduation Task Force at the University of New Mexico. His charge to the group was to build on the insights of previous studies, both external and internal, "to devise practical strategies that can have a tangible impact on the problem" of degree completion at the University of New Mexico. The Task Force was charged to complete this work by mid-January 2007, so that its findings could be considered in the FY 08 budget cycle.

The following UNM faculty and staff constituted the steering committee for the Graduation Task Force:

Peter White, Vice Provost and Dean of University College, Co-Chair
Wynn Goering, Associate Provost for Academic Affairs, Co-Chair
Terry Babbitt, Associate Vice President of Enrollment Management
Mark Chisholm, Director of Institutional Research
Jennifer Gomez-Chavez, Director, Title V Program
Nancy Lopez, Assistant Professor of Sociology
Mark Ondrias, A&S Associate Dean for Student Affairs and Professor of Chemistry

We began our work by drafting a prospectus of the known elements affecting graduation rates: preparation, affordability, engagement, success, progress, and equity. In turn, members of the steering committee formed subcommittees of students, faculty, staff and external stakeholders, to examine each of these elements in detail.

In the course of our deliberations, the themes of communication, organization, engagement and equity emerged repeatedly. We found ourselves asking, at each stage of our analysis, how we could communicate better, better organize our processes, and better engage our students, to improve degree completion overall and degree completion equity among all groups at the University of New Mexico? We also found it helpful to focus on the degree completion pathway as experienced by students, in order to best understand the kinds of interventions that might speed or smooth that path.

Based on our review of previous retention and graduation studies, our analyses of current institutional data, and the work of our subcommittees, the Steering Committee of the Graduation Task Force recommends eight major strategies to improve degree completion at the University of New Mexico. Some are extensions of
initiatives already in place. Others will require the deliberation and authorization of the Board of Regents, Faculty Senate, provost, deans, departments and other groups, to whom we respectfully submit them for consideration.

These strategies constitute our best thinking about where UNM should focus its institutional attention on the challenge of degree completion. That said, they represent only a fraction of the excellent ideas put forth in the course of our study. We urge all interested parties to read the appended subcommittee reports, and to make use of or take initiative on any of the other suggestions advanced therein.

Taken altogether, we hope this work can be viewed as an agenda for improvement, as we continue our efforts to provide the best possible education for every student enrolled at the University of New Mexico.
UNIVERSITY OF NEW MEXICO
PATH TO DEGREE COMPLETION

UNM Departmental Responsibility

Admissions, Scholarship, Financial Aid, Registrar, Faculty
Dean of Students, UCAC, college and departmental advisors, athletics, Special Programs, ethnic centers

Academic departments, Registrar, Associate Provost, Faculty

UCAC, college and departmental advisors, Registrar

Scholarship, Financial Aid, Bursar, Registrar

Faculty

Faculty Senate, Registrar

Requisite Student Activities

PREPARATION

Application

(Review, determination of transfer credit, eligibility, scholarships, residency, etc.)

Orientation

ENROLLMENT

(Curriculum)

(Scheduling)

Course Selection

Registration

Payment

MTRICULATION

Instruction

(Academic Policy)

GRADUATION

LEGEND

= Required activities
Optional activities
Categories of activity
Activities as experienced by students
Associated administrative functions (not seen by students)

Student services: housing, health, daycare, disability, counseling, ethnic centers, CIP, et al.
Activities: co-curricular, student government, clubs, sororities/fraternities, etc. et al.
Work-study
CAPS, college and departmental advisors, ethnic centers, CIP
GRADUATION TASK FORCE  
SUMMARY OF RECOMMENDATIONS  

PREPARATION  
STRATEGY 1: Work with secondary schools to align pre-college curricula with standards for success at UNM.

ADMISSION  
STRATEGY 2: Strengthen course placement processes and options for first-time freshmen.
   2a. Broaden secondary school access to UNM pre-admission placement exams.
   2b. Review and revise placement levels to improve student success in key classes.
   2c. Review and revise curriculum offered in key placement areas.
   2d. Increase and strengthen Freshman Academic Choice (FAC) offerings.
STRATEGY 3: Study need-based financial aid impact vis-a-vis academic performance at UNM.

ENROLLMENT  
STRATEGY 4: Revise class scheduling process and paradigm.
   4a. Strengthen the means by which course demand is assessed and funded.
   4b. Change the basic template by which courses are scheduled.

MATRICULATION  
STRATEGY 6: Engage students through increased support of campus employment.
STRATEGY 7: Add a cultural awareness component to the curriculum.
STRATEGY 8: Improve the teaching and learning environment at UNM.
   8a. Require new students to be enrolled continuously in English and mathematics.
   8b. Change the drop-add policy.
   8c. Promote and support "intervention" programs and strategies.
   8d. Promote and support classroom technology.
   8e. Develop a comprehensive strategy to hire faculty from underrepresented groups.
   8f. Develop full-time, professional opportunities for faculty dedicated to teaching.

GRADUATION
PREPARATION

STRATEGY 1: Work with secondary schools to align pre-college curricula with standards for success at UNM.

Universities have long known that measures of precollegiate preparation, as defined by high school test scores, gpa, and especially curricula, are the greatest predictors of persistence in college. Writing in the most recent federal study of the subject, The Toolbox Revisited (2006), Clifford Adelman confirms that “the academic intensity of the student’s high school curriculum still counts more than anything else in precollege history in providing momentum toward completing a bachelor’s degree” (xix).

We know, with some precision, the pre-college curricula that correlate with student success at UNM. For that reason, the Graduation Task Force recommends that UNM, in partnership with other New Mexico universities, systematically work with secondary schools across the state to align their pre-college curricula with standards for academic success in college.

Specifically, we want our state P-12 systems to understand that taking mathematics, composition, and an additional laboratory science in the senior year of high school are keys to a student’s success in college. We also encourage the provision of other pre-collegiate curricular opportunities like AP, concurrent enrollment, and summer bridge programs.

Key components of this initiative will include an extensive communication plan, to reach high school counselors, parents and students across the state; targeted outreach to PED, APS and as many other New Mexico school districts as possible; and in partnership with participating school systems, careful monitoring and encouragement to ensure equity of participation by all underrepresented groups in pre-college coursework. Where smaller districts face constraints of personnel or budget, we should offer technical assistance to help them bridge those gaps.

The Continuing Success Committee, chaired by Vice Provost Peter White and consisting of representatives from UNM, CNM and APS, has already been discussing these and related issues, and is well positioned to begin the implementation of this recommendation. We suggest they be formally charged to pursue this task, engaging other UNM faculty and resources as appropriate.
Our anticipation is that as we make progress in this area, and see increasing numbers of high school students coming fully prepared to the University of New Mexico, we will need to change our admissions criteria to reflect their levels of preparation. That should be the concluding step in this compact of rising expectations between UNM and its feeder high schools.

<table>
<thead>
<tr>
<th><strong>UNIVERSITY OF NEW MEXICO</strong></th>
<th><strong>RECOMMENDED PRE-COLLEGE CURRICULUM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNM Admissions</strong></td>
<td><strong>APS Graduation Requirements</strong></td>
</tr>
<tr>
<td>(current)</td>
<td>(class of 2009)</td>
</tr>
<tr>
<td>4 English, (one is Composition)</td>
<td>4 English</td>
</tr>
<tr>
<td></td>
<td>4 English</td>
</tr>
<tr>
<td>3 Math (Alg I, Geometry, Alg II, Trig, Calc, or higher math)</td>
<td>3 Math (Alg I, Geometry, Algebraic Models (equiv or higher))</td>
</tr>
<tr>
<td>2 Science (one with lab)</td>
<td>3 Science (one each from categories A,B,C)</td>
</tr>
<tr>
<td>2 Social Science (one U.S. History)</td>
<td>3.5 Social Science (NM Hist, US Hist &amp;Geog, World Hist &amp; Geog, Gov, Econ)</td>
</tr>
<tr>
<td>2 Foreign Language</td>
<td>7 Electives</td>
</tr>
<tr>
<td>13 units</td>
<td>8 Electives</td>
</tr>
<tr>
<td></td>
<td>16 units</td>
</tr>
<tr>
<td><strong>PROPOSED Pre-college curricula to be recommended to NM schools</strong></td>
<td><strong>APS Graduation Requirements</strong></td>
</tr>
<tr>
<td></td>
<td>(current)</td>
</tr>
<tr>
<td>4 English, w/composition in Yr 4</td>
<td>4 English</td>
</tr>
<tr>
<td>4 Math (Alg I, Geometry, Alg II, and capstone or higher math such as Trig, Calc, etc. in Yr 4)</td>
<td>4 English</td>
</tr>
<tr>
<td>3 Math (one at least Alg I)</td>
<td>3 Science (one lab)</td>
</tr>
<tr>
<td>3 Science (one with lab)</td>
<td>3 Social Studies (US &amp; Geog, World &amp; Geog, Gov, Econ)</td>
</tr>
<tr>
<td>2 Foreign Language</td>
<td>2 Foreign Language</td>
</tr>
</tbody>
</table>

Our anticipation is that as we make progress in this area, and see increasing numbers of high school students coming fully prepared to the University of New Mexico, we will need to change our admissions criteria to reflect their levels of preparation. That should be the concluding step in this compact of rising expectations between UNM and its feeder high schools.
ADMISSION

STRATEGY 2. Strengthen course placement processes and options for first-time freshmen.

For many students, the interval between their applications to the University of New Mexico and their actual enrollments in classes, is one with the potential to improve their academic performances later on. In order to realize this potential we recommend the University pursue the following set of initiatives:

2a. UNM should work with New Mexico secondary schools to give their students access to our pre-admission placement exams in English, mathematics, and foreign languages. We understand the technical and other constraints to accomplishing this, but it is our strong sense that the current system of placement exams administered either at orientation or enrollment is actually hampering rather than fostering the academic momentum of many students.

2b. UNM should systematically review and revise its placement levels to improve student success in key classes. We recommend a comprehensive analysis of the effect of our current course placements on student success; e.g., how well do students perform in the classes in which they are placed? In the next level of courses?

2c. We recommend that UNM review and revise where necessary, the curriculum it offers in key placement areas. This should include considerations of extra levels of course work as appropriate: e.g., in a case where students’ placement scores would put them at risk in an IS 100 course, we should be offering an 099 level class instead. It should also entail a systematic review of how various courses are scheduled and delivered. In particular, in cases where students feel early in the course that they cannot be successful, there should be “drop-back” options of lower-level sections available in a 2nd-eight week or other format.

2d. Freshman Academic Choice course offerings should be increased and strengthened for first-time freshman, through an increase in core course options in the Freshman Learning Community courses, and sufficient 2-hr. Freshman Interest Group (FIG) options to serve all first-time freshman in Introductory Studies courses.
STRATEGY 3: Study need-based financial aid impact vis-a-vis academic performance at UNM.

We know that by virtually any measure, the cost of a University of New Mexico education is a bargain compared to similar universities. Our baseline tuition and fees are lower than those of any of our peer institutions, and our tuition increases are mitigated for many students by the scope of the New Mexico Lottery Success Scholarship.

The impact of the Lottery Scholarship on UNM is well-documented and understood. We know that over 70% of entering freshmen at UNM now achieve the Lottery Scholarship, and that their eventual graduation rates are some 12 percentage points higher than those for the University as a whole. Conversely, we know that students who do not attain the Lottery Scholarship as freshmen are highly unlikely ever to graduate from UNM—meaning that academic support and intervention tactics like those suggested above, remain of critical importance.

In sharp contrast, what is not well understood are the affordability issues that affect the persistence of our neediest students. We know very little about the correlation between need-based aid and long-term academic performance at UNM. What we do know is troubling—that even though students eligible for Pell Grants persist to their third semester at rates comparable to other students, their 6-yr. graduation rates are significantly lower.

Accordingly, the Graduation Task Force recommends that UNM undertake a detailed study of the academic histories and progress of our Pell-eligible students, in order to determine the points at which additional need-based aid or other interventions might be most effectively applied.
ENROLLMENT

STRATEGY 4. Revise class scheduling process and paradigm.

Students experience enrollment at the University of New Mexico as a complex sequence of requirements and choices. They must take certain classes in order to graduate; they must pay in a timely fashion. Through its course offerings and business processes, UNM attempts to give students choices about how they fulfill these requirements; but in point of fact, such choice is more often curtailed than expanded by the way the university has traditionally conducted its business.

4a. The Graduation Task Force recommends that UNM strengthen the means by which course demand is assessed and funded. UNM needs more routine and rigorous analysis about course demand; and it needs better resources and mechanisms to meet that demand. Efforts currently underway for Summer School, intersession, and other delivery models are a start to this, but the process needs to be regularized and provided with more reliable funding.

4b. The Graduation Task Force recommends that UNM change the basic template by which courses are scheduled. In the current model, individual departments have virtual "carte blanche" in regard to how and when their courses are offered. In order to improve coordination and basic order in this system, we suggest that the two standard MWF/TuTh formats for three-credit-hour courses be discarded and replaced with a single 1 ¼ hr. format to be conducted MW/TuTh. This model was discussed at some length by the Banner Catalog/Schedule Implementation Team (see the report of the "Progress" subcommittee), but not recommended at that time because of the impending implementation of the Banner software. We think the idea now deserves fuller consideration by UNM departments and the Faculty Senate.

STRATEGY 5. Organize registration and enrollment functions around student experience.

In order for students to complete a baccalaureate degree in the median five-year time frame at UNM, they must successfully navigate its enrollment processes at least 10 times. For most, this entails separate transactions with the Registrar, Bursar, Financial Aid, and Scholarship offices — each of whom reports to a different Vice President or AVP at the university. Inefficiency, ineffectiveness, and generally unsatisfactory customer service are the inevitable result of this lack of coherent organization. We recommend that the University revise the management structure of these critical enrollment units, in order to provide common protocols, goals and oversight of the entire registration process.
MATRICULATION

In the final analysis, the extent to which our students complete their degrees and accomplish the goals they have set for themselves at UNM correlates directly with the quality of the service they experience. Simply put, the better we educate and support our students, the more of them will graduate. That is the fundamental reason that most of our recommendations come in the category of "matriculation."

STRATEGY 6: Engage students through increased support of campus employment.

We know from numerous national studies, that on-campus employment is one of the single most effective tools of "engaging" students in ways that contribute to academic success. We know, too, that almost all UNM students work part- to full-time to put themselves through school – and that at present, the bulk of that work takes place off-campus.

Therefore, the Graduation Task Force recommends that UNM develop a major initiative to increase on-campus employment at the university. We envision such an initiative to be more than the promotion or expansion of current on-campus employment opportunities.
Rather, it should be one that integrates such employment with financial aid, and provides support structures for managing and developing student employment in all applicable sections of the campus. This will be a process involving multiple stakeholders, and we recommend that the Engagement Subcommittee of the Graduation Task Force be assigned ongoing responsibility for the task.

**STRATEGY 7: Add a cultural awareness component to the curriculum.**

At its most fundamental level, a university course requirement is a signification of what the institution values most. Thus UNM is like every other university in the country in its requirements for English and mathematics, because every university regards those competencies as essential elements of a university education. Or, to take a contrasting example, UNM is more distinctive (but by no means unique) in the scope of its second language requirement, which reflects a deep New Mexican conviction regarding the importance of bilingualism.

Every member of the Graduation Task Force thinks that an appreciation and understanding of cultural issues is essential for every productive citizen of New Mexico. We believe that virtually every other member of the UNM community would feel the same, if asked. So for those reasons, we recommend that a proposal for some kind of core cultural awareness requirement be developed and presented to the UNM faculty for its consideration. This will clearly require sustained focus, effort, and a broad base of conversation, and we suggest that the faculty members of the Equity Subcommittee be charged to pursue this initiative.

**STRATEGY 8: Improve the teaching and learning environment at UNM.**

We believe there are "practical and tangible" ways to improve virtually every aspect of teaching and learning at the University of New Mexico.

**8a. In conjunction with the suite of "course placement" tactics above (under "Admission"), the Graduation Task Force recommends that all new students be required to enroll continuously in English and mathematics courses until their core course requirements are fulfilled.** We base this recommendation on numerous studies showing the correlation between the early acquisition of such credits and subsequent academic success.

**8b. UNM’s "drop/add" policy is far more lenient than any currently in force among its peer institutions – an approach that runs counter to Clifford Adelman’s findings that "no-credit course enrollment" is a significant drag on academic progress. Accordingly we recommend that a proposal to bring UNM’s drop-add policy more in line with those of its peer institutions, be presented to the Admissions and Registration Committee of the Faculty Senate.**
8e. UNM currently employs many successful “intervention” strategies in support of student learning, including group and individual tutoring, peer mentoring, Supplemental Instruction, and other models. Students consistently make use of everything the university offers to help them understand their course material. We know the support works – all that is needed is more resources (both in money and space) to increase what we are already doing.

8d. Classroom technology continues to evolve and change the face of teaching. In particular, the web is rapidly becoming not only an acceptable, but in some disciplines even the preferred, medium of instruction. We recommend that UNM deans, chairs, and appropriate ITS departments, aggressively promote web-based pedagogies to broaden access and improve quality wherever possible; and that the university support this development with resources and personnel.

8e. Decades of research on “what matters in college” consistently point to two fundamental, lasting influences on students: the values of their peers, and the values modeled by their professors. This is the single greatest argument for the need for diversity in the faculty – the fact that only teachers from groups traditionally underrepresented in higher education, can embody the levels of accomplishment we desire for students from those same groups.

The successes UNM has had in recruiting and retaining faculty from underrepresented groups, have been the result of strategies applied and supported during each recruiting interval and over time. In other words, it has proved more effective to recruit and retain 10 underrepresented faculty with $1 million than to attempt to recruit and retain 1 with $100,000. Therefore, the Graduation Task Force recommends that UNM develop a long-term and comprehensive strategy (including appropriate funding levels) to recruit and retain faculty from underrepresented groups.

8f. Much has been made, in recent years, of the transformation of the American professorate into a group of narrow specialists that are more interested in their research than in their students. Though the critique is pejorative and vastly oversimplified, it does capture something of the professional reality of flagship universities. UNM is like many high research institutions, in the ways in which its

<table>
<thead>
<tr>
<th>Last day to add a course</th>
<th>UNM Current</th>
<th>Peer Average</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to drop a course</td>
<td>6 weeks</td>
<td>2.6 weeks</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>16 weeks</td>
<td>9.8 weeks</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Last day to withdraw w/dean's permission</td>
<td>16 weeks</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
status and sources of funding are far more closely tied to the research productivity of its faculty than its retention or graduation rates.

At the same time, we know that fiscal pressures resulting from steady enrollment growth have forced UNM and other universities to rely increasingly on part-time and temporary faculty for their undergraduate instruction:

<table>
<thead>
<tr>
<th>UNM FACULTY AND FACULTY/STUDENT RATIOS</th>
<th>MAIN CAMPUS, FALL 2001 – 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Percentages</td>
</tr>
<tr>
<td>Part-Time/Temporary</td>
<td>549</td>
</tr>
<tr>
<td>Non-Tenure Track / Lecturer</td>
<td>83</td>
</tr>
<tr>
<td>Tenure/Tenure Track</td>
<td>835</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1467</td>
</tr>
</tbody>
</table>

Few at UNM are ready to consign undergraduate education to a lower level of priority, despite the fact our fiscal environment and reward structures do precisely that. That leaves just two approaches to address the increasing gap between the professional domains of UNM faculty and the needs of their undergraduate students.

We could revise our own internal evaluation and reward structures in the face of these environmental realities — in other words, evaluate, promote, and pay faculty primarily on the basis of their contributions in the classroom, despite the fact that this would inevitably increase instructional costs, reduce research productivity and downgrade one of the emerging strengths of UNM. Or, we could acknowledge that the range of demands on faculty in the modern research university make it virtually impossible for any individual to meet them all — and develop, accordingly, a greater range of appointments and professional roles in which our faculty could thrive and prosper.

Therefore, the Graduation Task Force recommends that the provost appoint a working group to develop a proposal for “teaching faculty.” There are many possible models — from rank-and-tenure instructors like those employed at UNM branches, to term contract “distinguished lecturers,” from subdivisions of faculty working in our current departmental structures, to a core of “general education” faculty employed by University College or Arts and Sciences. Whatever the model, the Task Force believes it is time to address our core need for full-time, professionally qualified and accountable faculty dedicated to the well-being of undergraduate and especially lower level students.
### Preparation

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Authorization</th>
<th>Resources</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY 1: Work with secondary schools to align pre-college curricula with standards for success at UNM.</td>
<td>Provost</td>
<td>$100,000 recurring</td>
<td>Vice Provost, AVP Enrollment, Continuing Success Committee</td>
</tr>
</tbody>
</table>

### Admission

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Authorization</th>
<th>Resources</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY 2: Strengthen course placement processes and options for first-time freshmen.</td>
<td>Provost</td>
<td>$60,000</td>
<td>AVP Enrollment, NMEL</td>
</tr>
<tr>
<td>2a. Broaden secondary school access to UNM pre-admission placement exams.</td>
<td>Provost</td>
<td></td>
<td>IR, Colleges</td>
</tr>
<tr>
<td>2b. Review and revise placement levels to improve student success in key classes.</td>
<td>Provost, Faculty Senate</td>
<td>$60,000 recurring</td>
<td>Colleges</td>
</tr>
<tr>
<td>2c. Review and revise curriculum offered in key placement areas.</td>
<td>UC Dean</td>
<td>$60,000 recurring</td>
<td>White</td>
</tr>
<tr>
<td>2d. Increase and strengthen Prebraham Academic Choice (FAC) offerings.</td>
<td>Programmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGY 3: Study need-based financial aid impact vis-a-vis academic performance at UNM.</td>
<td>Provost</td>
<td></td>
<td>IR, Financial Aid</td>
</tr>
</tbody>
</table>

### Enrollment

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Authorization</th>
<th>Resources</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY 4: Revise class scheduling process and paradigm.</td>
<td>Provost</td>
<td>$100K - $200K recurring</td>
<td>Associate Provost, Registrar, Colleges</td>
</tr>
<tr>
<td>4a. Strengthen the means by which course demand is assessed and funded.</td>
<td>Provost, Faculty Senate</td>
<td></td>
<td>Registrar, Colleges</td>
</tr>
<tr>
<td>4b. Change the basic template by which courses are scheduled.</td>
<td>Provost, EVP Administration, VP Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGY 5: Organize registration and enrollment functions around student experience.</td>
<td>Provost, EVP Administration, VP Student Affairs</td>
<td>$100K - $200K recurring</td>
<td>Offices of Registrar, Admissions, Scholarship, Financial Aid</td>
</tr>
</tbody>
</table>

1. Strategies 2b. and 3 require substantive commitments of Institutional Research time.
2. No cost would be associated with an administrative reorganization, per se. However, it is our assumption that the process of reorganizing would highlight a number of critically underfunded areas within these units that contribute to enrollment problems and constraints.
### Matriculation

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Authorization</th>
<th>Resources</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY 6: Engage students through increased support of campus employment.</td>
<td>Provost, VP Student Affairs</td>
<td>tfd³</td>
<td>Engagement Committee, Financial Aid, Student Affairs</td>
</tr>
<tr>
<td>STRATEGY 7: Add a cultural awareness component to the curriculum.</td>
<td>Faculty Senate</td>
<td>-</td>
<td>Equity Committee</td>
</tr>
<tr>
<td>STRATEGY 8: Improve the teaching and learning environment at UNM.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8a. Require new students to be enrolled continuously in English and mathematics.</td>
<td>Departments, Faculty Senate</td>
<td>-</td>
<td>Graduation Task Force, Faculty CC</td>
</tr>
<tr>
<td>8b. Change the drop-add policy.</td>
<td>Faculty Senate</td>
<td>-</td>
<td>Graduation Task Force, Faculty A&amp;R</td>
</tr>
<tr>
<td>8c. Promote and support “intervention” programs and strategies.</td>
<td>Provost, Departments</td>
<td>$100K-$200K recurring</td>
<td>CAPS, Title V activities</td>
</tr>
<tr>
<td>8d. Promote and support classroom technology.</td>
<td>Deans, Departments</td>
<td>td¹</td>
<td>Colleges, NMEI, CASTL</td>
</tr>
<tr>
<td>8e. Develop a comprehensive strategy to hire faculty from underrepresented groups.</td>
<td>Provost, Deans</td>
<td>td¹</td>
<td>Deputy Provost, Deans</td>
</tr>
<tr>
<td>8f. Develop full-time, professional opportunities for faculty dedicated to teaching.</td>
<td>Provost, Deans, Faculty Senate, Regents</td>
<td>td³</td>
<td>Provost, Deputy Provost, Vice Provost, Deans</td>
</tr>
</tbody>
</table>

¹ The resources “to be determined” in the “Matriculation” section of the report would clearly be substantial - at a guess, anywhere from $500,000 to $5,000,000 in recurring funds. In most cases they would also be variable, depending on “how much and how fast” the University would choose to commit to those priorities. For that reason we have not assigned them arbitrary sums, but rather assumed that more rational estimates will grow out of the development of these proposals.
## GRADUATION TASK FORCE SUBCOMMITTEES

### Preparation

- Peter White, Vice Provost and Dean of University College, UNM, Chair
- Gary Larranaga, Director, Office of Education Accountability, NM Department of Finance and Administration
- Jennifer Gomez-Chavez, Director, Title V, Chair
- Susie Peck, Associate Superintendent for Instruction, APS
- Andrew Gonzalez, Student Programs Specialist, EI Centro De La Raza
- Alex Gonzalez, Associate Director, Scholarship Office
- Cherese Fine, Sr. Student Program Advisor, African American Student Services
- Terry Babbitt, Associate Vice President of Enrollment Management, Chair

### Affordability

- Tony Babitt, Associate Vice-President of Enrollment Management, Chair
- Jane Bradley, Manager, Student Employment and Work Study
- Leah Gutierrez, Instructional Manager, Teaching & Learning Systems, APS
- Randi Andrews, Student Advanced Level: Dean of Students Orientation, Anderson Schools of Management, UNM
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- Orie Cervantes, Senior Student Program Advisor, El Centro de La Raza
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- Teresa Ortiz, Area Coordinator, Residence Life
- Dr. Dee Young, Director, Research Service Learning Program
- Angela De Long Pacheco, Program Coordinator, Transfer Unit
- Melia Cano-Ortiz, Manager, Student Employment and Work Study
- Alvaro Salinas, Student, College Enrichment and Outreach Programs

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- B. Meier (E&IS)
- B. Fields (PHYS)
- Adriana Aceves, Chair, Department of Mathematics and Statistics
- Charlie Paine, Director of Rhetoric and Writing, Associate Professor of English
- Joe Yáñez Larañaga, Cancer Center
- Gary Larranaga (E and PS)
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Danny Trujillo, Manager, Department of Athletics Academic Support Services

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Veronica Mendez-Cruz, Director, El Centro de la Raza
Finnie Coleman, Director, Africana Studies
Ginah Martines, Language, Literacy and Sociocultural Studies, College of Education
Elizabeth Silva, Undergraduate-College of Arts and Sciences
Alex Gonzalez, Associate Director, Scholarship Office
Melissa Hall, Upward Bound
Iris Corra-Chuvara, ENLACE, APS
Jacobs Jackson, Cultural and Language Equity, APS
Jan Green, Director, Accessibility Services
Anita Pacheco, The Albuquerque Partnership
Panets Agayo, Special Assistant to the President for Native American Affairs
Melissa Binder, Associate Professor of Economics
Krae Majes, Undergraduate Advisor, Sociology
Paul Klee, Director of Athletics
Mark Oehlmann, Director of Institutional Research
November 8, 2006

To: Graduation Task Force Steering Committee
From: Sub-committee on Preparation

Members of the sub-committee

Terry Babbitt, UNM- Assoc. Vice-President for Enrollment Management; Director, Admissions & Recruitment Services

Peter Winograd, Director, Office of Education Accountability of NM Department of Finance and Administration

Vi Florez, UNM-Dean of the College of Education

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Robert Anderson School of Mgmt.

Adriana Aceves, UNM-Lecturer II: Mathematics & Statistics

Charles Paine, UNM-Director: Rhetoric and Writing; Assoc. Professor: English Dept.

Marsha Lichtenstein, UNM-Sr. Institutional Researcher: Institutional Research

Paul Sowards, President of the Bank of Albuquerque; Chairman-Elect of the Board of Greater Albuquerque Chamber of Commerce

Peter White, UNM-Dean of University College and Vice-Provost for Undergraduate Education

Re: Recommendations
Background

Just about everyone involved in major issues of post-secondary education in the United States understands the importance of solid academic preparation for admission to a university, particularly a research university, and the relationship of multifaceted high school preparation and college degree completion. Clifford Adelman, Senior Research Analyst for the US Department of Education, released a report in February, 2006, called The Toolbox Revisited: Paths to Degree Completion from High School Through College, in which he concluded “the academic intensity of the student’s high school curriculum [for the 1992-2000 cohort] still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree.” (xviii). This complex statistical, analytical study follows Adelman’s original work of 1999 called Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment. The original study reached the same conclusion with a different, earlier (1982-1993) cohort of students. Aldelman visited the UNM campus on November 15, 2006, to give several presentations based upon his research.

On March 10, 2006, The Chronicle of Higher Education published a special 30 page report called “School and College” which outlined the various efforts across the country to align high school and college curricula, provided models of dual enrollment, and described a variety of creative efforts to raise the level of preparation in high school for college success. The essential message of this special report was that colleges and universities across America must work together to provide a higher quality educational experience for all students and must assist the public schools in the national public school reform movement. The Chronicle special report begins with the statement that “The facts are stunning. More than 40 percent of students arrive on college campuses needing remedial work. Only about half of the high school graduates who enter college have pursued a college-preparatory curriculum.” At UNM this fall 2006, approximately 850 students were required to take Introductory Studies courses, constituting 1350 individual seats because some students have more than one skills deficiency. The Freshman class was composed of approximately 3000 beginning, first-time freshmen.

Scope of the Sub-committee’s Concerns

The sub-committee of the Graduation Rate Task Force understands that preparation for admission and success at UNM involves the continuum of academic preparation from K through the first-year experience at UNM. The focus of the recommendations surround issues of preparation beginning with clear communication from the University of New Mexico Office of Admission and Recruitment and University College throughout the state with students, schools, and especially parents of eighth grade students. This communication should bring about sound advisement in the public school “Next Step Plan” and meaningful and early placement testing. This must be accompanied by a more rigorous and aligned high-school to college curriculum, insistence by the public schools and UNM. These measures must be followed by a more thorough and compelling student
orientation and a multitude of "Freshman Academic Choices" at UNM that will provide a substantial foundation for academic success in the "gateway" core curriculum. In other words, the preparation sub-committee intends to focus on early, eighth grade communication, gradually more intensive college preparatory work in the public schools, and a solid first-year experience (especially at this point for Introductory Studies students) at UNM to help all students make the transition to the university and move in five years toward completion of an undergraduate degree.

To do this will also require the use of innovative, internet technologies, contemporary technologies in the classroom, full cooperation of APS and other school districts, the cooperation of Central New Mexico Community College, and the Departments of Public Education and Higher Education. Parts of the Preparation plan will have to be implemented in stages and through "demonstration projects" with APS before the entire plan can be implemented statewide, given the economic and academic picture in areas outside of Albuquerque. The Preparation sub-committee took a long-range approach to the solution of under-preparation in New Mexico in order to give parents, students, teachers, counselors, administrators and others the time to gather the necessary resources and make the kinds of changes that will require consensus among many competing - or at least differing - constituencies.

Finally, the Preparation sub-committee understands the delicate balance that the University of New Mexico must maintain in providing access to this research university—a matter of equity of opportunity—and the needs of the institution to represent the standards of excellence and performance one is accustomed to seeing in America's research institutions. It is a balance that is reflected too in the competing economic demands within the institution, between the interests of the research faculty and students who face tremendous educational and economic challenges, and among the various economic and social interests of the business and professional community. Our state values diversity and educational excellence, not one at the expense of the other. This report attempts to take these important statewide factors into serious and deliberate consideration.

Recommendations

Step One: Increased Public Communication

UNM Parent Relations Office. The university has recently established an Office of Parent Relations overseen by Terry Babbitt, Associate Vice President for Enrollment Management as part of the Enrollment Management agenda. The function of this office is to provide many different sources of information to the families of prospective and current students. The Parent Relations office would provide information to the families of eighth grade and high school students about admissions, financial aid, academic expectations, housing and Freshman Academic Choices and student support programs in place at the university. One of the first assignments for this office would be to communicate the recommendations of the Graduation Task Force to families throughout New Mexico.
The Offices of Admissions and Recruitment would communicate directly with school administrators throughout the state about changing admission standards. Early outreach initiatives, such as ethnic visitation days, will target 8th and 9th graders as opposed to seniors in high school. Regular communication from the Dean of University College would also help to prepare students and their families for the first year of attendance at UNM.

Jack Kent Cooke Grant—College Opportunity Guides—Recently, UNM qualified to participate in this 1 million dollar grant opportunity to recruit students from underserved areas in New Mexico. We have also secured considerable funding from AmeriCorp for this grant proposal. Information and communication are major aspects of the Cooke plan.

The Next-Step Plan. This is a formal APS program in which students select one of seven different tracks and receive advice about preparation for various career choices. The Continuing Success Committee will be working closely with APS to communicate the necessary information for counselors to give to college-bound students in the Next Step Plan.

Various initiatives coming from The Division of Student Affairs, especially from the Special Programs area such as College Prep, Upward Bound, and CAMP, will support the statewide communication efforts.

Step Two: Aligning the Curricula between High School and the University—APS as Demonstration Project

1. Mathematics in the Senior Year of High School

Math teachers in both the public schools and the university agree that math must be continuously practiced for adolescent students to grasp and retain the skills associated with a variety of mathematical operations. When high school seniors, many of whom have not yet attained a solid academic foundation by the conclusion of junior year in high school, conclude math studies after three years, in the intervening year between high school and the university the students have actually regressed in mathematical knowledge. The sub-committee believes that continuous practice and study in math is as important as a required fourth year of math. Therefore, we recommend that APS devise a senior year math "capstone" or review class for all students who intend to matriculate at UNM. This course would be offered for all students who have completed Algebra I, Geometry, and Algebra II. (Those more advanced students could move on to pre-calculus, trigonometry, or statistics, etc to fulfill the required fourth year of math for admission to UNM.) The point of our recommendation is to attempt to noticeably reduce the number of students who must take math 100 (an Introductory Studies, basic skills class), to reduce the number of students who take and fail math 120, pre-college algebra, and reduce the failure rate in math 121, college algebra, our core curriculum required course. We are attempting to address not just the failure rate but to accelerate the time to graduation by helping students to be prepared to move through the most stubborn
obstacle in the “gateway” to graduation, mathematics. As Clifford Adelman has
demonstrated, completion of a fourth year of mathematics significantly increases a
student’s chances of completing a degree.

2. Senior English and Increased Emphasis Upon Writing

Currently, the senior year of English studies in APS is primarily a literary analysis course
with some or little expository writing required; however, Freshman Composition at UNM
-English 101, for most students—is a typical expository writing class that emphasizes the
development of college level essays of a wide variety of rhetorical approaches. APS
students and others in New Mexico therefore come to UNM not having written often
even to have a foundation in the basics of expository prose, of argument, persuasive,
narration, etc. The sub-committee recommends that APS consider an adjustment in
the teaching of senior English or a Curriculum Waiver to temporarily pilot a new
version of senior English that focuses on expository writing, instead of literary
analysis.

Step Three: Gradually Raising Admission Standards Through Increased High School
Curricular Preparation.

1. The new admission standards would require sixteen and $\frac{1}{2}$ pre-college Carnegie
units statewide possibly by Fall class of 2011; by 2009 for APS students.

This would bring UNM curricular requirements into alignment with APS mandated
graduation requirements. We should be part of the solution to poor preparation by
encouraging students to strive for more rigorous class schedules. Other school districts
may need slightly longer to accommodate the curriculum enhancements. The chart at the
end of this report, “High School Course Units Required for Admission,” illustrates that
the current 13 pre-college units UNM requires are lower than our “student referent” and
PED peers.

APS will exceed current UNM admission requirements in science and social science by
the graduating class of 2009. The proposed units increase for UNM could be configured
in various ways. Essentially, adding a college preparatory math unit, a physical science
(possibly with a lab), and 1.5 social sciences would put the UNM requirements at 16.5
units.

The chart on the following page represents the APS and PED graduation requirements
compared to UNM current and proposed admission requirements:
<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNM Admissions (current)</strong></td>
<td><strong>UNM Admissions Proposed 2009 for APS</strong></td>
</tr>
<tr>
<td><strong>Current Graduation Requirements (class of 2009)</strong></td>
<td><strong>NMPED Graduation Requirements (current)</strong></td>
</tr>
<tr>
<td>English, (one Composition)</td>
<td>English</td>
</tr>
<tr>
<td>Math (Alg I, Geometry, Alg II, Trig, Calc, or higher)</td>
<td>Math (Alg I, Geometry, Algebraic Models (equiv or higher))</td>
</tr>
<tr>
<td>2 Science (one lab)</td>
<td>3 Science (one each from categories A,B,C)</td>
</tr>
<tr>
<td>3 Social Science (one U.S. History)</td>
<td>3.5 Social Science (NM Hist, US Hist &amp; Geog, World Hist &amp; Geog, Gov, Econ)</td>
</tr>
<tr>
<td>2 Foreign Lang.</td>
<td>7 Electives</td>
</tr>
<tr>
<td>8 Electives</td>
<td>16.5 units</td>
</tr>
</tbody>
</table>

**Major questions:**

A. Can APS cover the 4th college preparatory math or capstone by 2009? It would have to be available fall 2007.

B. Can APS cover 2 lab sciences by 2009? These would also have to be in place by fall 2007.
C. Can the rest of the state provide a 4th college preparatory math via classroom or on-line experience by 2011?

3. Addressing Developmental work through CNM's internet capability, summer bridge programs, and continued use of CNM faculty for Introductory Studies classes. One of the more important recommendations in this section is that UNM begin to offer 099 classes on this campus for students whose ACT/Placement scores indicate that math 100 or English 100 will not address their needs, particularly if continuous enrollment in math and English is required. In the case of math, the department of mathematics must develop a system for placement that is based upon analysis of the correctness of ACT cut-off scores or the department must develop its own placement exams. See the section on adding 20 required two-credit college success classes (FIGS) to the IS student curriculum in the fifth section of this report.

4. Dual Enrollment. Suggested by Clifford Adelman. Currently, New Mexico HED has a proposal to ask the legislature for 10 million dollars to institute a statewide dual enrollment program. UNM is partnering with APS to ask the Legislature for $100,000 to start a two year pilot program for dual enrollment.

5. Participation in Governor Richardson's proposal to fund a statewide Cyber Academy. The Governor is asking the Legislature for 10 million dollars to create the program called Innovative Digital Education and Learning in New Mexico. This program could use the internet to address the academic needs of students especially in rural areas so that all students have the opportunity to meet increasing admission standards at UNM.


Step Four: The Public Schools and the University

1. The Continuing Success Committee. The following programs come from the Continuing Success Committee at UNM and should be funded at appropriate and reasonable levels:
   (a) The Teachers' Summit held in the Spring at UNM brings together 200 teachers, administrators, and counselors from the public schools and UNM and CNM to discuss alignment of standards and expectations. There is no budget for this event at this time. We have applied to HED to help us fund it. Cost is approximately $15,000.
   (b) The Teacher Exchange programs in math and English established at UNM with APS and now at CNM with various schools. This program is funded by English, A and S and University College.
(c) Experimental, pilot programs to prove that teaching college math (pre-college algebra too) in high school can better prepare students for UNM and that the smaller class size probably accounted for higher pass rates in those classes than identical classes at UNM.

(d) The Next Step plan, explained above

(e) Possible teacher exchanges between UNM and CNM.

(f) National Science Foundation grants in the College of Education to train teachers in mathematics.

(g) The Community Schools Project. UNM is currently considering joining into a compact with 16 public schools to help train the teachers at those schools in community-based education.

(h) The College of Education is also funding a “school improvement institute” where specific APS school issues are addressed as a partnership with school administrators and UNM faculty.

(i) The Continuing Success Committee recommends using Standards Based Exams in the Eleventh grade, or the ACT required of all students in the state.

Step Five: Degree Completion as the Goal of Orientation, Placement, and the Freshman Year Experience Courses (FACs)

1. A revised Freshman Orientation at UNM. A committee of representatives from Academic Affairs and Student Affairs has been formed to construct an orientation that focuses upon the question or issue of degree completion at UNM. This committee is currently meeting under the direction of Walt Miller, Associate VP for Student Affairs. The committee will consider such areas of orientation as subject matter, sequencing, presentation time, total program schedule, and program marketing costs to students and families. Implementation is for Summer 2007.

2. Accurate placement exams in mathematics must be administered before students arrive for orientation. Math should analyze the current cut-off scores for math 100, 120, and 121 because a failure rate of nearly 50% semester after semester means that students are probably not being placed in classes in which they have a reasonable chance of passing—the point of a placement exam.

3. The expansion of the Freshman Academic Choices. Marsha Lichtenstein from the Office of Institutional Research has recently completed a study showing the effectiveness of the FLCs, the LLCs, the FIGs, students in no FACs, Honors, and Introductory Studies students (summary attached). Our committee recommends that after looking at the data two measures be taken: that all FIGs become two credit hour courses and that 20 additional FIGs be created specifically for Introductory Studies students, whose retention rates are notably low as are their graduation rates. These FIGs would be required for all IS students and could be taught by the faculty from CNM and our advisors and Student Affairs personnel. They would also be two credit courses. The total cost for this increase in FIGs would be $59,200. We also recommend that we create two more FISCs, but there...
will be no additional costs because we will reduce payments to personnel who are not contributing greatly to the program. The LLCs would stay the same.

4. The construction of new dormitories. We believe that new or remodeled dorms with full residential life programs and Supplemental Instruction on site would facilitate higher retention and graduation rates because of the complete integration of these students into campus life, the better living conditions and a closer physical connection to campus.

5. A Learning Center. We believe that a Learning Center on campus would facilitate better advisement, a closer working relationship between Academic and Student Affairs, an improved opportunity for Athletic advisement, and more computer and Supplemental Instruction space. The Ethnic Support Centers would also be housed in this space.

6. Construction of the Rio Rancho Campus. Our two largest feeder schools are Rio Rancho and Cibola, both on the growing West Side. However, for a variety of reasons, including transportation issues, the retention rates of West Side students are lower than for other large, metro feeder schools. This new West Side campus needs to be designed to encourage greater pass rates in the Core Curriculum and gateway courses.
High School Course Units Required for Admission
UNM v. Peer Institutions

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Av ACT</th>
<th>Pre-college units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLORIDA ATLANTIC UNIVERSITY-BOCA RATON</td>
<td>22.0</td>
<td>4-3-3-3-2</td>
</tr>
<tr>
<td>GEORGE MASON UNIVERSITY</td>
<td>23.5</td>
<td>competitive</td>
</tr>
<tr>
<td>GEORGIA STATE UNIVERSITY</td>
<td>23.4</td>
<td>4-4-3-3-2</td>
</tr>
<tr>
<td>NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS</td>
<td>21.0</td>
<td>4-3-3-0-1</td>
</tr>
<tr>
<td>SAN DIEGO STATE UNIVERSITY</td>
<td>23.0</td>
<td>4-3-2-2-4</td>
</tr>
<tr>
<td>TEMPLE UNIVERSITY</td>
<td>23.4</td>
<td>4-4-3-2-2</td>
</tr>
<tr>
<td>THE UNIVERSITY OF TEXAS AT ARLINGTON</td>
<td>22.6</td>
<td>4-3-3-3-2</td>
</tr>
<tr>
<td>UNIVERSITY OF CALIFORNIA-RIVERSIDE</td>
<td>22.6</td>
<td>4-3-2-2-4</td>
</tr>
<tr>
<td>UNIVERSITY OF HAWAII AT MANOA</td>
<td>23.3</td>
<td>4-3-3-3-4</td>
</tr>
<tr>
<td>UNIVERSITY OF HOUSTON-UNIVERSITY PARK</td>
<td>22.5</td>
<td>4-3-2-2-3</td>
</tr>
<tr>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO</td>
<td>22.5</td>
<td>4-3-3-3-2</td>
</tr>
<tr>
<td>UNIVERSITY OF MEMPHIS</td>
<td>21.1</td>
<td>4-3-2-2-3</td>
</tr>
<tr>
<td>UNIVERSITY OF NEVADA-LAS VEGAS</td>
<td>21.6</td>
<td>4-3-3-3</td>
</tr>
<tr>
<td>UNIVERSITY OF SOUTH CAROLINA-COLUMBIA</td>
<td>23.1</td>
<td>4-3-3-3-2</td>
</tr>
<tr>
<td>VIRGINIA COMMONWEALTH UNIVERSITY</td>
<td>22.8</td>
<td>4-3-3-3-2</td>
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<tr>
<td>WAYNE STATE UNIVERSITY</td>
<td>23.0</td>
<td>none</td>
</tr>
<tr>
<td>STUDENT PEER AVERAGE</td>
<td>22.4</td>
<td></td>
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<tr>
<td>UNIVERSITY OF NEW MEXICO-MAIN CAMPUS</td>
<td>21.7</td>
<td>4-3-2-2-2</td>
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<tr>
<td>CHE PEER AVERAGE</td>
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<td>15.0</td>
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<td>THE UNIVERSITY OF TENNESSEE</td>
<td>23.7</td>
<td>4-3-2-3-3</td>
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<tr>
<td>THE UNIVERSITY OF TEXAS AT AUSTIN</td>
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<td>4-3-2-3-3</td>
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<td>UNIVERSITY OF ARIZONA</td>
<td>23.9</td>
<td>4-3-3-3-3</td>
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<tr>
<td>UNIVERSITY OF ARKANSAS MAIN CAMPUS</td>
<td>26.7</td>
<td>4-3-3-3-3</td>
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<tr>
<td>UNIVERSITY OF COLORADO AT BOULDER</td>
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<td>4-3-3-3-2</td>
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<td>UNIVERSITY OF IOWA</td>
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<td>4-3-3-3-1</td>
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<td>4-3-3-3-2</td>
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<td>4-3-3-3-3</td>
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<td>4-3-3-3-2</td>
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<tr>
<td>UNIVERSITY OF OKLAHOMA NORMAN CAMPUS</td>
<td>24.0</td>
<td>4-3-2-3-3</td>
</tr>
<tr>
<td>UNIVERSITY OF OREGON</td>
<td>24.0</td>
<td>4-3-2-3-2</td>
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<td>UNIVERSITY OF SOUTH CAROLINA-COLUMBIA</td>
<td>24.8</td>
<td>4-3-3-3-6</td>
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<td>UNIVERSITY OF UTAH</td>
<td>23.5</td>
<td>4-3-3-1-6</td>
</tr>
<tr>
<td>UNIVERSITY OF VIRGINIA MAIN CAMPUS</td>
<td>29.5</td>
<td>competitive</td>
</tr>
<tr>
<td>UNIVERSITY OF WASHINGTON SEATTLE CAMPUS</td>
<td>25.9</td>
<td>4-3-2-3-3</td>
</tr>
</tbody>
</table>

Standard admission requirements cover four core areas: English, mathematics, natural science and social science. Requirements in the 5th area vary and may include foreign language, computer science, physical education or elective courses in the core areas.

Each 5-digit code represents the above areas in the same sequence. UNM's requirements of 4-3-3-3-2, in other words, = 4 credits of English, 3 credits of math, 2 of natural science, 2 of social science and 2 of foreign language.
## Comparison of FAC Programs 2001 - 2004 Cohorts

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>FLCs</th>
<th>LLCs</th>
<th>FIGs</th>
<th>Honors</th>
<th>No FAC</th>
<th>IS Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean GPA - Semester 1</td>
<td>3.01</td>
<td>2.99</td>
<td>2.92</td>
<td>3.46</td>
<td>2.89</td>
<td>2.60</td>
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<tr>
<td>Mean GPA - Semester 2</td>
<td>2.89</td>
<td>2.92</td>
<td>2.95</td>
<td>3.40</td>
<td>2.82</td>
<td>2.48</td>
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<tr>
<td>Mean GPA - Semester 3</td>
<td>2.87</td>
<td>2.90</td>
<td>2.77</td>
<td>3.38</td>
<td>2.80</td>
<td>2.42</td>
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<tr>
<td>Mean Earned Hrs - Sem 1</td>
<td>14.4</td>
<td>16.4</td>
<td>14.2</td>
<td>18.4</td>
<td>14.2</td>
<td>9.1</td>
</tr>
<tr>
<td>Mean Earned Hrs - Sem 2</td>
<td>27.8</td>
<td>29.6</td>
<td>27.5</td>
<td>33.9</td>
<td>27.5</td>
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<tr>
<td>Mean Earned Hrs - Sem 3</td>
<td>40.5</td>
<td>40.7</td>
<td>39.9</td>
<td>48.5</td>
<td>40.5</td>
<td>31.6</td>
</tr>
<tr>
<td>% Enrolled - Semester 2</td>
<td>91.0</td>
<td>95.0</td>
<td>90.1</td>
<td>96.8</td>
<td>87.8</td>
<td>84.4</td>
</tr>
<tr>
<td>% Enrolled - Semester 3</td>
<td>78.9</td>
<td>81.0</td>
<td>77.4</td>
<td>88.1</td>
<td>75.6</td>
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<tr>
<td>% Passed ENG 101</td>
<td>89.0</td>
<td>85.6</td>
<td>86.0</td>
<td>97.2</td>
<td>86.4</td>
<td>77.2</td>
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<tr>
<td>% Passed ENG 102</td>
<td>89.8</td>
<td>92.1</td>
<td>92.2</td>
<td>94.1</td>
<td>89.6</td>
<td>84.4</td>
</tr>
<tr>
<td>% Lottery Elig Students</td>
<td>77.5</td>
<td>71.1</td>
<td>74.3</td>
<td>87.9</td>
<td>76.0</td>
<td>74.9</td>
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<tr>
<td>% Credit Hrs Drop - S1</td>
<td>7.2</td>
<td>7.9</td>
<td>9.0</td>
<td>4.7</td>
<td>8.8</td>
<td>10.9</td>
</tr>
<tr>
<td>Average % DWF - Sem 1</td>
<td>15.5</td>
<td>16.7</td>
<td>17.0</td>
<td>12.4</td>
<td>20.3</td>
<td>20.3</td>
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<tr>
<td>Average % DWF - Sem 2</td>
<td>20.5</td>
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<td>22.9</td>
<td>16.1</td>
<td>23.1</td>
<td>27.5</td>
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<tr>
<td>Average % DWF - Sem 3</td>
<td>22.2</td>
<td>21.0</td>
<td>22.3</td>
<td>18.3</td>
<td>22.3</td>
<td>30.1</td>
</tr>
</tbody>
</table>

These are unduplicated; that is, includes only students who enrolled in one FAC and IS students who did not enroll in FAC's.