



# STRATEGIC PLAN **2014 - 2019**

VERSION 2.0 - FALL 2015

[taos.unm.edu/home/plan-2019](http://taos.unm.edu/home/plan-2019)



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## ACKNOWLEDGEMENTS

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The Strategic Plan working group owes a special thanks to the following for their ideas, insights and commitment. The participation of dozens of individuals in surveys, focus groups, discussions, review of drafts, etc. provided invaluable focus and content to the Strategic Planning process:

Taos Community

Taos Pueblo

UNM-Taos

- Advisory Board
- Students
- Faculty
- Staff

Center for Educational Policy Research (CEPR)

- Dr. Peter Winograd, Professor Emeritus, Special Projects
- Dr. Renee Delgado-Riley, Program Planning Officer

A special thanks to all who participated, for helping to shape the future of UNM-Taos.

UNM-Taos Strategic Plan v 2.0 August 2015 includes data and progress from AY 2014-15/ FY 2015

NOTE: Version 2.0 of the UNM-Taos Strategic Plan has been compiled and updated by UNM-Taos administrators, faculty, staff and Advisory Board members. Thanks to all who have contributed to the ongoing work of implementing this vision. And again, a special thanks to Institutional Effectiveness Coordinator Anita Bringas for compiling these revisions.

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## INTRODUCTION

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### MESSAGE FROM THE EXECUTIVE DIRECTOR

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In the short time since attaining branch status in 2003, UNM-Taos has seen remarkable growth in every possible metric. The organizational chart, which once fit nicely on a single page, is now multiple pages and counting. We have more faculty, staff and students accompanied by the increasing budget and substantially more square footage required to serve them. But UNM-Taos would not be the growing college it is today without the ongoing support of federal, state and local elected officials. We are truly fortunate to benefit from such dedicated individuals.

At the same time that we are growing in sophistication, we must remind ourselves that we can't be all things to all people. We have to choose wisely how we use our modest resources and how we focus our energies, so that we best serve our students' needs.

There are certain parameters we believe are not likely to change in the coming years. Student success will still be everyone's job. We are still going to have a large number of entrepreneurs in the community. Healthcare coupled with the STEMH fields will still be very significant areas for us to focus on. UNM-Taos will continue to be the primary departure point for career pathways for many Taos County residents, and we will remain a place where all doors are open to anyone choosing to enter. On behalf of all of us at UNM-Taos, we are proud to be a vital part of the state's flagship university.

As we envision where Taos will be five years from now, we see UNM-Taos playing an ever more prominent role in helping to provide the STEMH skills that people will need. The rural service economy of northern New Mexico is not going to totally sustain the next generation, so we will continue to help those we have always served: students who want to transfer, those seeking technical skills who want to remain in the Taos area, and others within the purview of our mission.

Since the publication of Strategic Plan 2014-2019 in August, 2014, significant changes have taken place. The 2014 statewide General Obligation Bond C for Higher Education was approved by voters, assuring UNM-Taos the resources needed to repurpose the former Taos Convention Center, and UNM-Taos successfully completed a periodic audit conducted by the University of New Mexico. In addition, the Klauer Campus is now home to new facilities, and departments are being refurbished and in some cases relocated in order to better serve students.

When I look to the future I see blue skies. But that bright future comes with huge responsibility, for the path we take today will determine, in part, how far our society has progressed a generation from now. This strategic plan is the roadmap that we will use to guide us on that journey. We need to remember, however, that the map is not the territory, and it is, indeed, up to each of us make UNM-Taos the best it can become.

Sincerely,

Dr. Kate O'Neill

August, 2015

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## EXECUTIVE SUMMARY

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This document came about through a six-month review of UNM-Taos in 2014 that included discussions with the administration, faculty, staff, students and community. Each discussion consisted of an analysis of program weaknesses, strengths and mission, and concluded with questions regarding campus involvement and engagement with the overall University. This self-evaluation process included the following:

- Conducting a review of all existing documents and reports.
- Meeting with internal and external stakeholders.
- Providing focus group questions and SWOT Analysis for Faculty Orientation, January 16, 2014 to roll-out the strategic planning process.
- Conducting an analysis of UNM-Taos students, faculty, staff, and administration. A sample survey is included as APPENDIX A.
- Conducting a scan of current and future educational/economic/cultural opportunities and challenges in the Taos service region.
- Providing an analysis of the impact of potential funding formula changes on the UNM-Taos campus finances and programs.

The rich information gathered during this process revealed a college full of committed professionals who care deeply about their students, their campus and their community. Based on these discussions and the information gathered, two researchers from the University of New Mexico Center for Education Policy Research (CEPR), in collaboration with the UNM-Taos administration, faculty and staff, developed a number of recommendations including strengthening:

- Communication
- Campus Safety
- Dual Credit Articulation
- Facilities and Space
- The relationship between Main Campus and the Branch
- Faculty, Staff and Student Recognition
- Professional Development
- Data Collection and implementation

As a result, seven comprehensive goals were established designed to address these recommendations, namely:

- Student Success: Retention and Graduation
- Career Pathways/Dual Credit/Early College
- Campus Safety and Security
- Fiscal Stability and Human Resources
- Communication, Campus Culture and Community Outreach
- Facilities Planning/Campus Environment
- Institutional Effectiveness

Developing and implementing an effective plan for reaching these goals is crucial and should be as inclusive as possible so that every member of the UNM-Taos community has the opportunity to be constructively involved in moving the college forward. V 2.0 includes updates where applicable and progress on the seven goals as described above. The full CEPR Report is available as APPENDIX A.

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## SECTION I: ENVIRONMENTAL SCAN

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### EXTERNAL FACTORS

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The UNM-Taos service area is rural, remote, underserved, economically challenged, culturally diverse, and sparsely populated. It lacks both heavy and light industry and commercial agriculture. Tourism and outdoor recreation, health care, government, construction and real estate, retail entrepreneurship and education are the primary sources of jobs and family income.

As the only institution of higher learning within a 50 mile radius, the UNM-Taos branch campus serves students from northern New Mexico and the larger community with comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, responsible and creative individuals. Many UNM-Taos students come under-prepared for college-level work, and a high percentage are first generation college students.

UNM-Taos is an active participant in the Taos community. The college has ongoing relationships addressing economic development and workforce training (Department of Workforce Solutions, Northern Workforce Board, Small Business Development Center, the Taos Entrepreneurial Network, Taos County Chamber of Commerce, Taos Green Chamber of Commerce); education (nine area high schools, Taos Municipal School District, Bridges); government (Town of Taos, Taos County, Taos Pueblo, Taos Ski Valley, Village of Questa, Intergovernmental Council of the Enchanted Circle); health care (Holy Cross Hospital, UNM Health Sciences Center, Health Extension Northern Regional Office); service organizations (Taos Milagro Rotary Club, Kiwanis Club of Taos, Lion's Club, Taos Community Foundation, Taos Feeds Taos) and veterans services (Taos County National Guard, Upward Bound for Veterans), Philmont Scout Ranch, U.S. Forest Service, NM State Highway Department and CYFD.

For every dollar that students invest in their academic or professional careers at UNM-Taos, they can expect a return of \$4.50 in higher future income over their working careers. In turn, the state of New Mexico benefits from improved health and reduced welfare costs, as well as lower unemployment and crime rates, saving the public some \$280,300 per year. Taxpayers, too, enjoy a rate of return of 3.6 percent on their investment in UNM-Taos alongside increased tax collections and reduced governmental expenditures.

In addition, UNM-Taos creates income through the earnings of its faculty and staff, as well as through its own operating expenses and capital expenditures. Fully \$7 million in income accrues annually to the Taos County economy by way of UNM-Taos operations (\$5.5 million) and the spending by non-local students (\$1.5 million).

Finally, UNM-Taos students expand the state's economic base through their higher incomes, while businesses that employ them become more productive due to students' added skills. These benefits, combined with collateral ripple effects and savings, contribute another estimated \$2.3 million in taxable income to the New Mexico economy each year. However, in the coming years fluctuations in the price of oil and natural gas could impact state monies available to fund Higher Education.

For a more in-depth discussion of UNM-Taos' economic impact upon the region, please refer to "Economic Contribution of University of New Mexico-Taos," prepared by the Economic Modeling Specialists, Inc., January 2013, included as APPENDIX B.

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## INTERNAL FACTORS

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### MISSION

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UNM-Taos provides quality educational opportunities that transform the lives of our students, enrich the cultural life of our diverse communities, and strengthen the regional economy.

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### VISION

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UNM-Taos will be recognized in New Mexico and regionally as an educational leader and partner committed to providing a high-quality learning environment for all students, pathways to higher education, relevant, rewarding careers, and personal growth opportunities.

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### PURPOSE

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As an open-access, student-centered, affordable college offering dual-credit, basic skills, transfer, career-technical, workforce training and lifelong learning courses and programs, UNM-Taos is committed to:

- Providing academic programs culminating in the awarding of Associate degrees and facilitating transfer opportunities;
  - Providing career technical programs leading to certificates and degrees for students who seek career-related employment in business, industry, government and health care;
  - Providing opportunities for students to acquire the verbal, quantitative, and cognitive skills necessary for a successful transition into college-level study;
  - Providing effective academic advisement and career counseling, diagnostic and placement testing, financial aid, and human development opportunities readily accessible to all students; and,
  - Providing noncredit continuing adult education services to the community in business/professional training, personal development, cultural enrichment, and recreational activities.
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### CORE VALUES

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- **Respect for People:** Above all, we strive to create a safe, caring, and supportive environment conducive to the success and well-being of students, faculty and staff. We welcome diversity of backgrounds and opinions, recognize individual talents, encourage personal and professional growth, celebrate accomplishments, and honor institutional traditions.
- **Affordability:** We believe that all individuals deserve opportunities to reach their full potential through affordable education and training. As an open-access public institution, UNM-Taos strives to be the school of choice for all individuals pursuing postsecondary education.
- **Lifelong Learning:** We value and promote lifelong learning for students, faculty, and staff. We strive to create a student-centered learning environment that cultivates critical and creative thinking, problem solving, intellectual inquiry, and global awareness. Through continuing development, we expect faculty and staff to be productive workers, responsible decision-makers, and servant leaders. We believe that learning should occur at the organizational level through knowledge sharing and effective communication.
- **Integrity, Responsibility, and Accountability:** We are collectively committed to advancing our mission ethically and responsibly to earn and preserve the trust of our constituents. We value fair and equitable treatment, participatory decision-making, and transparent resource management. We strive to develop an organizational culture that expects high performance and accountability for behaviors, actions and results in a collaborative spirit.
- **Excellence:** We embrace continuous quality improvement and innovation in all areas of the college. Faculty and staff strive to offer high quality programs and services that respond to the

needs of the communities we serve and prepare students for successful careers in an increasingly diverse, global, and technology-driven workplace.

- **Teamwork:** We believe that cooperative relationships are critical to the vitality and long-term success of our institution. We strategically pursue mutually beneficial partnerships with institutions and organizations to help students learn and advance other institutional priorities. Internally, active collaboration within and between departments and operational areas is encouraged. We believe in the importance of nurturing student-to-student and student-to-faculty/staff interactions as a means of promoting student success.

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## INSTITUTIONAL GOALS

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- To ensure broad access to high-quality innovative educational programs, services and training opportunities for the residents of Taos County and Northern New Mexico.
- Improve student retention, persistence, completion and job placement.
- Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff;
- Enhance our physical and technological infrastructure to support changes in the learning and work environment;
- Expand partnerships with regional colleges and universities to provide pathways to advanced degrees for Taos County residents.
- Optimize fiscal resources that support the needs and expectations of students and the community.
- Contribute to the economic vitality, workforce development, and job training needs of Taos County and the surrounding region.

## CAMPUS OVERVIEW

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The University of New Mexico-Taos Branch subscribes to the concept of comprehensive community college education. Consistent with this philosophy, it is the goal of the college to provide, within available resources, programs and services of superior quality to meet the post-secondary educational needs, immediate and future, of all citizens of the community. The college encourages lifelong learning and thus maintains an admissions policy that allows for open entry by all segments of the community, believing that all who can benefit from its services should be able to do so.

With multiple recent additions to the campus coupled with continually expanding broadband technology, our community college now serves the needs of well over 1,600 students between the ages of 16 and 82 with diverse needs ranging from underserved populations with economic challenges and limited literacy and numeracy skills, to students prepared to enter well-paying professions or continue their education at major institutions of higher learning throughout the nation.

UNM-Taos serves students from northern New Mexico and the larger community with comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative and responsible individuals.

As established by state statute, UNM-Taos is a branch campus of the University of New Mexico. It is located in Taos County within the Rio Grande basin in northern New Mexico and is divided between two locations: Klauer Campus, six miles outside Taos, and the Administration and Workforce Complex on Civic Plaza Drive, 2 blocks north of historic Taos Plaza. All faculty, staff and classroom facilities are located on Klauer Campus; the Nursing Program and other workforce initiatives are in the process of being relocated to the downtown location. In addition, the CAMP program, Adult Education and GED programs, the Southwest Research Center and the Small Business Development Center are all located at the downtown complex. Upward Bound for Veterans and Upward Bound for Math and Science recently relocated to offices in the downtown area.

The eighty acre Klauer Campus, established by private donation in 1993, includes the art, library and general classroom buildings, along with portable storage facilities, the Early Childhood Learning Center, the Information Technology building and Pueblo Hall, an 18,000 square foot classroom and office complex. All electric power needs for the campus are provided by a 3.5 acre solar array producing 500 kilowatts of clean, renewable solar energy. Students Affairs, the Department of Instruction, a snack bar, business office, the Center for Academic Success and Achievement (CASA), physical plant, faculty offices and most classrooms now reside on campus. On August 3, 2015, the new Student Support Center went into operation at Klauer Campus.

UNM-Taos provides essential educational services to the diverse, underserved and widespread populations of northern New Mexico. At present its Department of Instruction is organized around four areas of concentrated study, including Academic Curricula, Health Sciences, Business and Professional Skills and Academic Support Services. UNM-Taos provides Associate degrees, Certificates, and two letters of qualification. The Bachelor and Graduate Programs division offers Bachelor's degrees, Master's degrees and a PhD in Nursing. A list of degrees and certificates is included as APPENDIX C.

The presence of Taos Pueblo, the oldest continuously occupied community in North America, as our closest neighbor affords a good example of how UNM-Taos serves the citizens in its culturally rich but resource-challenged service area, and turns potential difficulties into rewarding interactions that benefit all stakeholders.

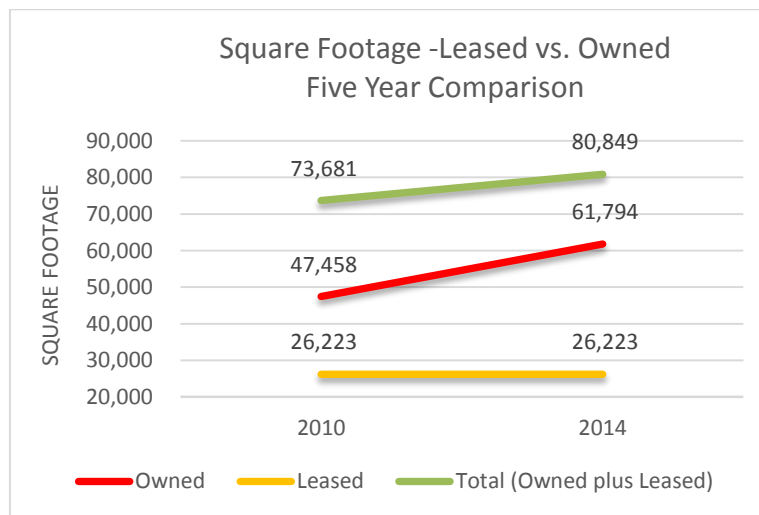
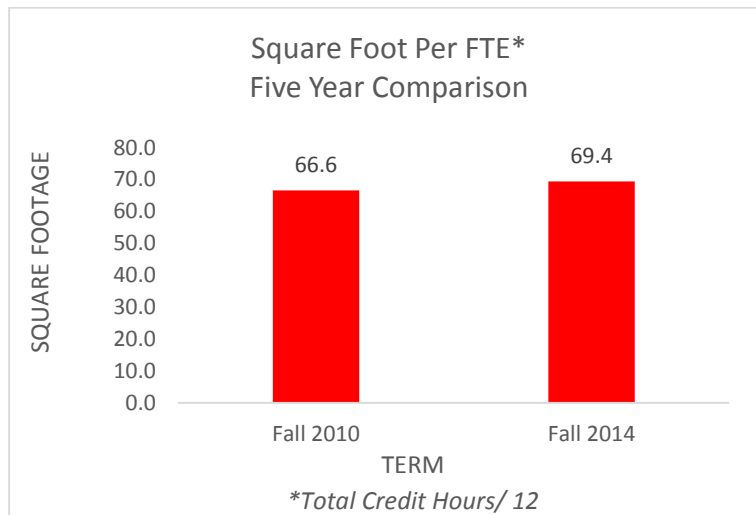
There has been a steady rise in Native American enrollment at UNM-Taos over the years, and this has led to more Native Americans obtaining degrees locally and/or transferring to other institutions. Consequently, UNM-Taos now has a Native American Advisor. While strongly preserving their own history and traditions, Taos Pueblo citizens have contributed much to the social interaction and cultural understanding of the UNM-Taos student body. In expressing the spirit of this close collaboration at a meeting of the UNM-Taos Native American Taskforce, former Taos Pueblo Governor and Tribal Secretary Nelson Cordova, who is himself a strong advocate of education, remarked that, “The community isn’t ours---we belong to the *community*.”

The Executive Summary of the Native American Task Force Recommendations is included as APPENDIX D.

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### CAMPUS GROWTH

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## FROM CLASSES TO COLLEGE TO CAMPUS: THE HISTORICAL CONTEXT

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**1923**

The Harwood Foundation begins offering art classes in Taos under the auspices of The University of New Mexico.

**1970**

New Mexico Highlands University begins providing academic courses in Taos.

**1982**

The Taos Education Center receives its charter from the State of New Mexico through the Legislature under the Provision(s) of the Off-Campus Instruction Act (21-14A) created in House Bill (HB) 2, Ch.4, by the 35th Legislature, State of New Mexico Second Session, 1982.

**1982-1986**

The Taos Education Center is funded under New Mexico Highlands University (NMHU). Formal agreement is made between Northern New Mexico Community College and New Mexico Highlands University to rotate fiscal agent roles every two years. As Fiscal Agent, New Mexico Highlands University begins to offer courses for the Taos Municipal School District (per School Board approval).

**1987**

The Taos Education Center is funded under Northern New Mexico Community College (NNMCC).

**1993**

The Klauer family donates 80 acres of land on County Road 110 for the purpose of establishing a community college campus.

The Taos Education Center comes under the auspices of The University of New Mexico. TEC was first housed in the Harwood Museum on Ledoux Street and 115 Civic Plaza Drive.

**1996**

Padre Martinez Hall is completed on Klauer Campus

**1997**

The open house dedication of the Klauer Campus takes place on May 13, 1997.

**2002**

Fred Peralta Hall is completed on Klauer Campus.

**2003**

UNM-Taos becomes an official branch campus of the University of New Mexico under the Branch Community College Act.

The half-cent Educational Gross Receipts Tax to support capital projects for local schools including UNM-Taos is approved by the voters of Taos County for ten years (2003-2012).

**2007**

The Career Tech building is completed on Klauer Campus.

**2008**

The Kids' Campus Early Childhood Learning Lab phase 1 construction is completed on Klauer Campus.

**2009**

The Town of Taos, Taos County, UNM-Taos and El Valle de los Ranchos Water and Sanitation District successfully collaborate to provide water and sewer infrastructure to Klauer campus, ensuring future build out.

The federally funded Small Business Development Center is established on Civic Plaza Drive campus.

## 2010

UNM is successfully reaccredited by the Higher Learning Commission, featuring UNM-Taos as an exemplar of UNM branch campuses.

Pueblo Hall, a multipurpose classroom and office facility on Klauer Campus, opens (18,000 sf).

## 2011

UNM-Taos is designated as one of the 25 fastest growing community colleges of its size (under 2,500 enrollment) in the nation by *Community College Week*.

## 2012

UNM-Taos Associate's Degree in Nursing is established. The first two cohorts of graduates complete national exams with 100 percent pass rates.

The UNM-Taos Library and CASA Tutoring relocate to new facilities on Klauer Campus.

UNM-Taos is awarded the only Upward Bound Veterans Grant in New Mexico.

## 2013

UNM-Taos celebrates the 10<sup>th</sup> anniversary of becoming a branch campus of the University of New Mexico.

The Kids' Campus Early Childhood Learning Lab achieves five star accreditation ahead of schedule.

UNM-Taos is designated the 17<sup>th</sup> fastest growing community college of its size in the nation in a field of over 350 institutions by *Community College Week*.

UNM-Taos leases the Taos Convention Center from the Town of Taos (26,000 sf).

The half-cent Taos County Educational Gross Receipts Tax to support capital projects for local schools including UNM-Taos is renewed for a second ten-year period (2013-2022).

Taos Local Television, the public access station serving the Taos area, begins cablecasting under the auspices of UNM-Taos.

## 2014

UNM-Taos develops and begins implementing the Strategic Plan for 2014-2019.

## 2015

UNM-Taos acquires the former Taos Convention Center and begins renovation of Rio Grande and Bataan Halls at 121 Civic Plaza Drive.

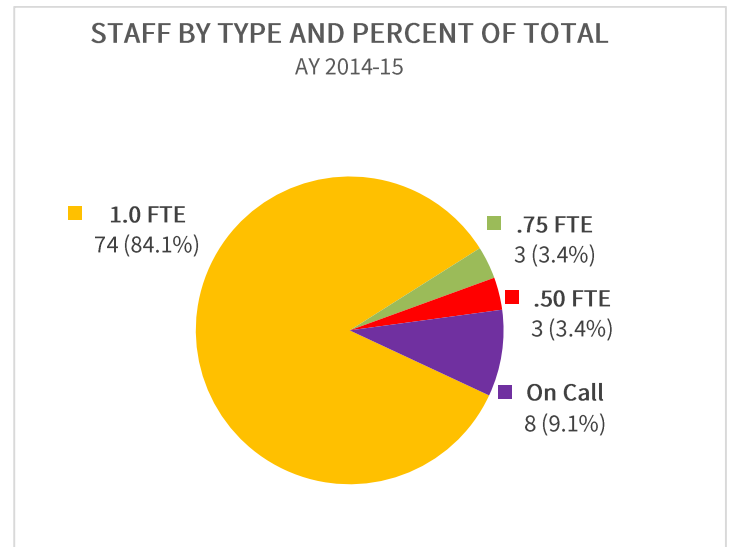
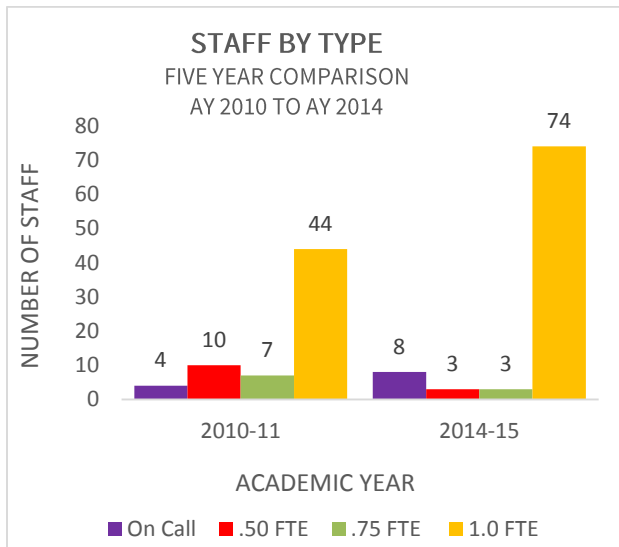
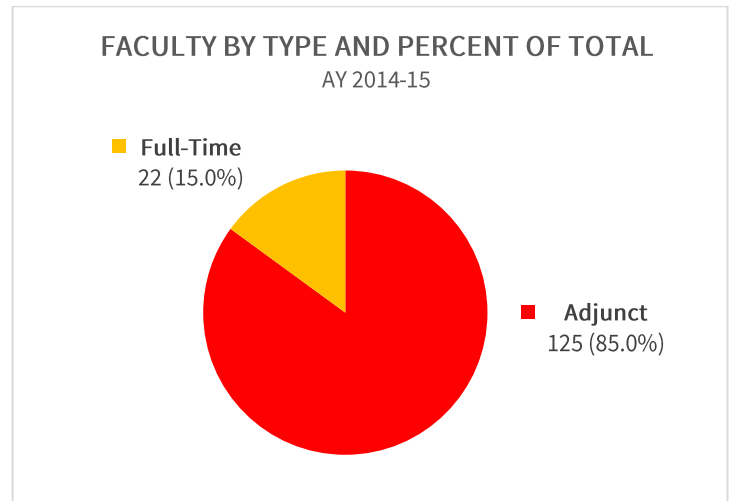
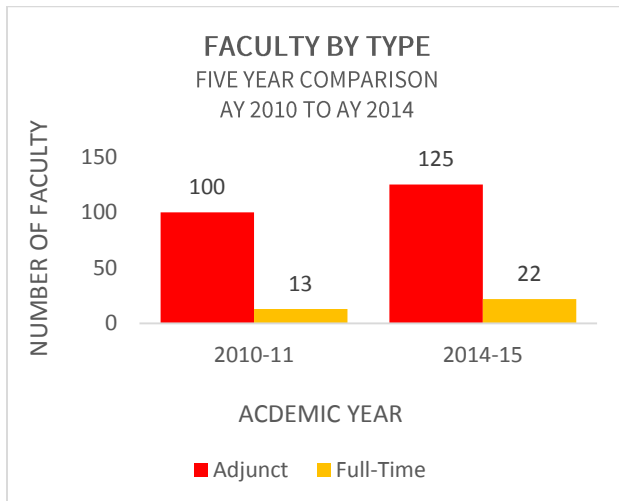
UNM-Taos completes the 7,000 square foot renovation of Padre Martinez Student Support Center, creating a central focal point for the campus housing admissions, advising, the business office, classrooms, offices, as well as study and social space for students.

## ORGANIZATIONAL STRUCTURE

As illustrated by the current Organizational Chart is included as APPENDIX E, UNM-Taos operates as a branch campus of the University of New Mexico. As such, the campus is subject to the policies of the UNM Board of Regents, the regulatory guidance of the New Mexico Department of Higher Education and the State Legislature. Internally, the Administrative Team is responsible for supporting the day to day administration of the campus within the framework of the institutional mission and the policies of the University and the State. The campus is organized into four major units: Department of Instruction, Department of Student Affairs, Business Operations, and Grants & Special Initiatives.

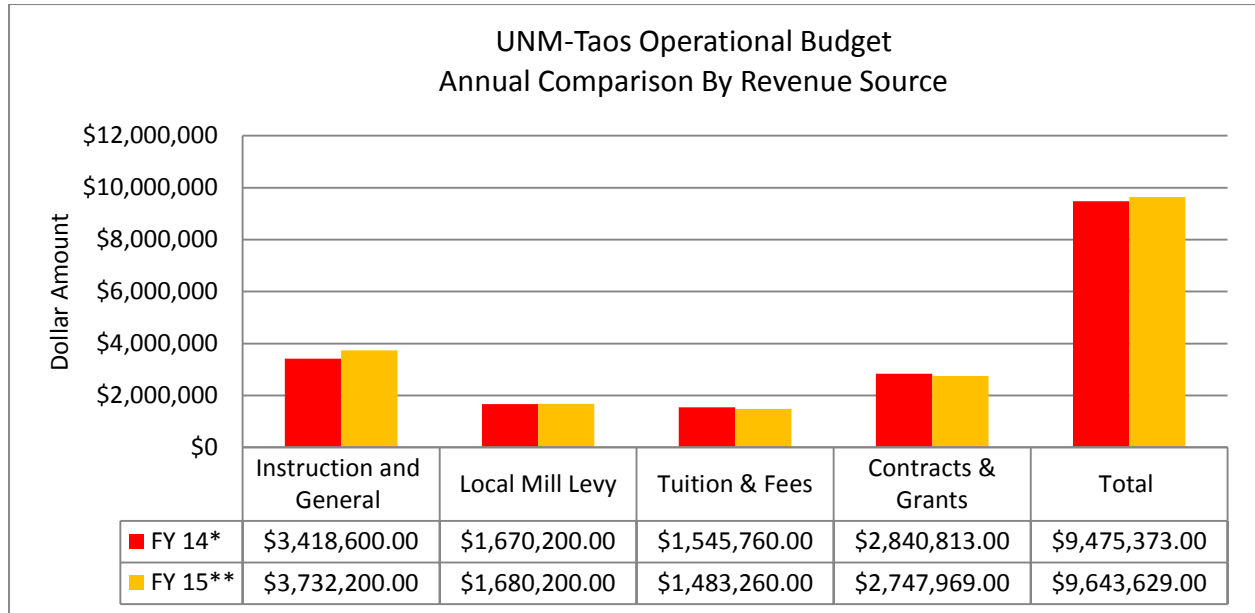
NOTE: The staffing pattern is subject to change based on funding, grants and organizational needs. Job titles reflect official or working titles. Positions that are funded at least partially by grants are noted by an asterisk (\*).

## STAFF AND FACULTY OVERVIEW

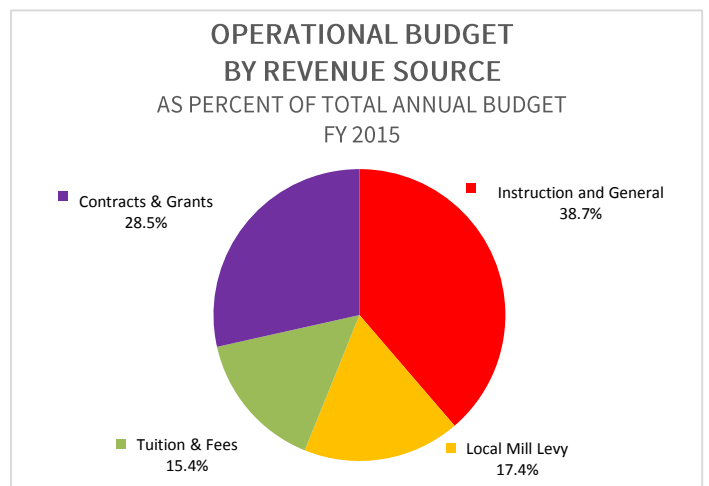
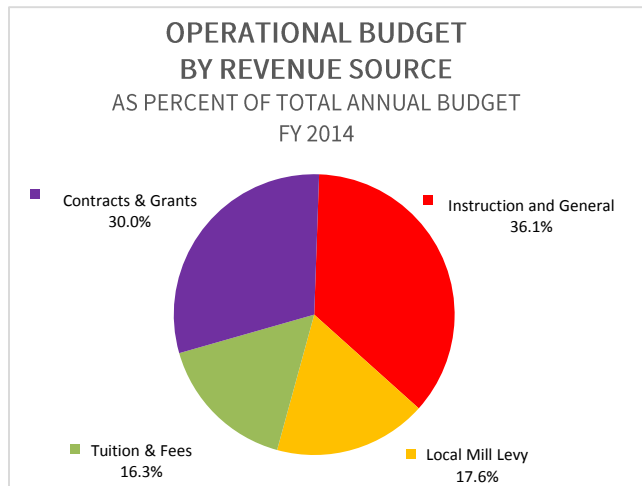


## FINANCIAL OVERVIEW

The total UNM-Taos budget increased by \$168,256.00 from FY2014 to FY2015. As a percent of the total annual budget, revenue from Tuition and Fees decreased by 0.9%; Local Mill Levy decreased by 0.2%; State Appropriations increased by 2.6%; Contracts & Grants decreased by 1.5%. Nearly one-third of the total budget in FY2015 came from Contracts & Grants.



\* Year 1 of the Strategic Plan. \*\*Year 2 of the Strategic Plan



## STANDING COMMITTEES

UNM-Taos faculty, staff, students and community members serve on numerous standing committees that meet on a regular basis to conduct the critical work of the college. Participation on these committees varies by the purpose and scope of each group and can be by election, volunteer, or determined by job description, function or specific experience or expertise. The Internal Committee list below reflects those committees that were active in the 2014-15 Academic Year. APPENDIX F includes a full description of each committee, including meeting time and date, committee members, and how membership is determined. The Nursing Advisory Committee Guiding Principles are available in their entirety in the committee descriptions as well.

INTERNAL COMMITTEES	EXTERNAL COMMITTEES	UNM-MAIN CAMPUS COMMITTEES
<ul style="list-style-type: none"> <li>• Academic Curricula Meeting</li> <li>• Administration Team</li> <li>• Advisory Board for Adult Learning Center @ UNM-Taos</li> <li>• Area Coordinator Committee</li> <li>• Communications Committee</li> <li>• Curriculum Committee</li> <li>• Faculty Senate</li> <li>• Fall Lecture Series Committee</li> <li>• Graduation Committee</li> <li>• Health Sciences Pipeline</li> <li>• Nursing Advisory Committee</li> <li>• Phi Theta Kappa Honor Society</li> <li>• Professional Development Committee</li> <li>• Safety and Security Task Force</li> <li>• UNM-Taos Staff Council</li> <li>• Title V Steering Committee</li> <li>• UNM-Taos Advisory Board</li> <li>• UNM-Taos Student Government</li> <li>• UNM-Taos Student Scholarship Selection Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate Advisory Board</li> <li>• Alliance of HSI Educators (AHSIE)</li> <li>• Calendar Committee with Taos Municipal Schools</li> <li>• Carl Perkins Act Re-authorization</li> <li>• Friends of DH Lawrence</li> <li>• Friday Early College Program Advisory Board</li> <li>• Funding Formula Technical Committee</li> <li>• GO Bond Committee</li> <li>• Grant Selection Committee, Taos Community Foundation</li> <li>• New Mexico Association of Community Colleges (NMACC)</li> <li>• Northern Area Local Workforce Development Board</li> <li>• New Mexico Consortium of Academic Libraries (NMCAL) Paso a Paso Network</li> <li>• Regional Coalition of LANL Communities</li> <li>• Regional Development Corporation (RDC)</li> <li>• Regional Economic Development Initiative (REDI)</li> <li>• Taos Business and Education Collaborative (TBEC)</li> <li>• Taos County Chamber of Commerce (TCCC)</li> <li>• Taos County Crisis Systems of Care</li> <li>• Taos Entrepreneurial Network (TEN)</li> <li>• Taos Feeds Taos Board of Directors</li> <li>• Taos Juvenile Justice Board</li> </ul>	<ul style="list-style-type: none"> <li>• Branch Librarians committee</li> <li>• Branch Rank, Tenure, and Promotion Committee</li> <li>• Branch Registrar/Admissions Meetings</li> <li>• Dean's Council</li> <li>• Faculty Senate Curriculum Committee</li> <li>• Faculty Senate Undergraduate Committee</li> <li>• Health Sciences Pipeline</li> <li>• HR Agent Meetings</li> <li>• LIBROS Advisory Board</li> <li>• President's Cabinet Meeting</li> </ul>



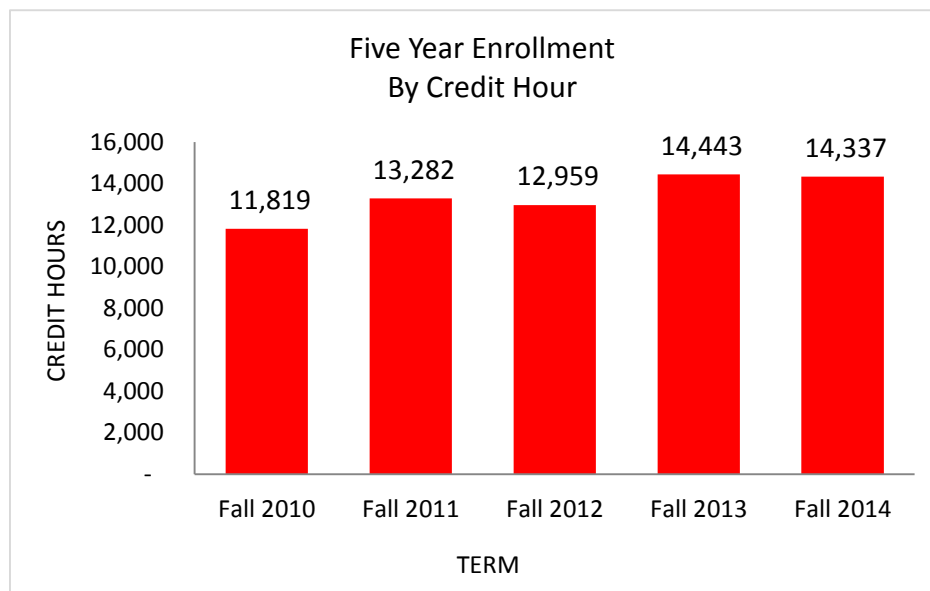
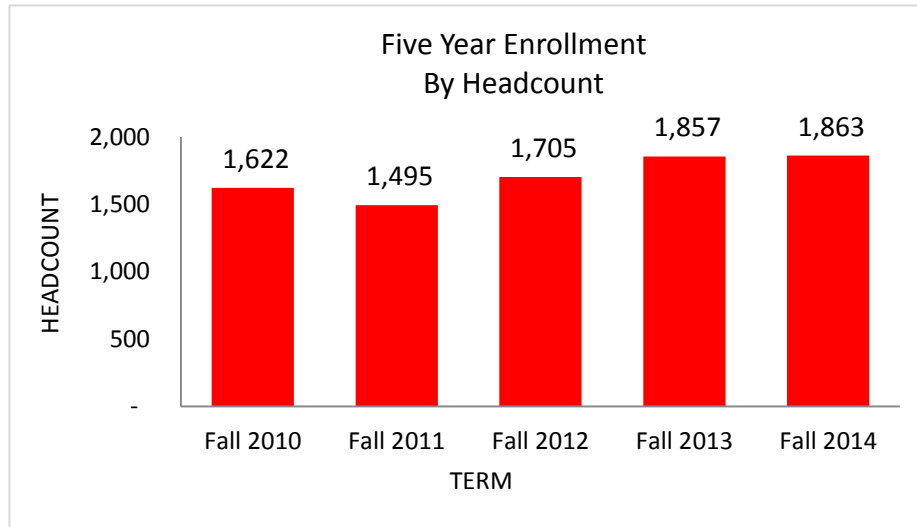
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## STUDENT OVERVIEW – FIVE-YEAR TRENDS

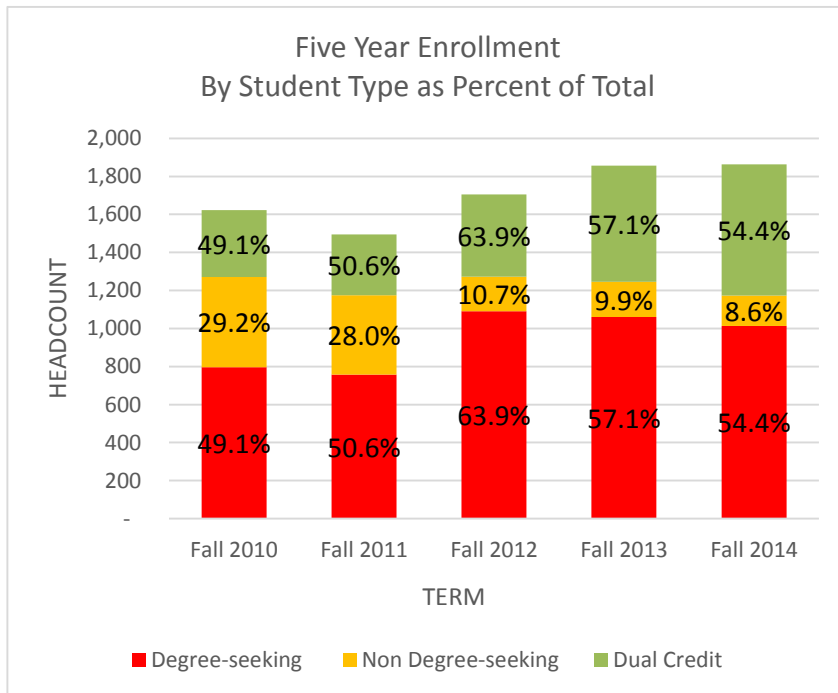
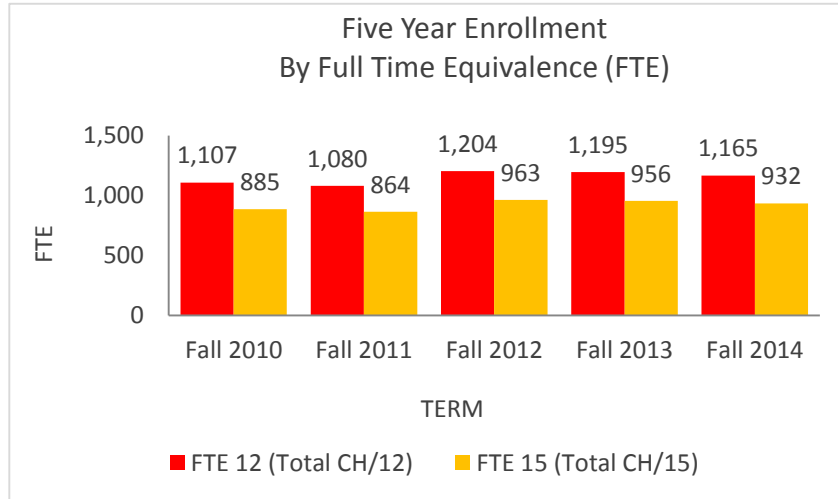
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### ENROLLMENT BY HEADCOUNT AND CREDIT HOUR FALL 2010 TO FALL 2014

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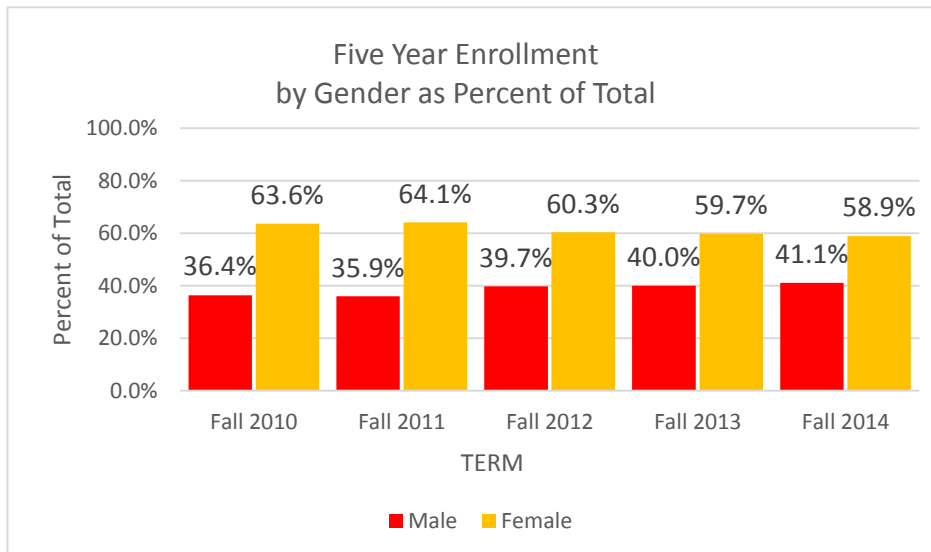
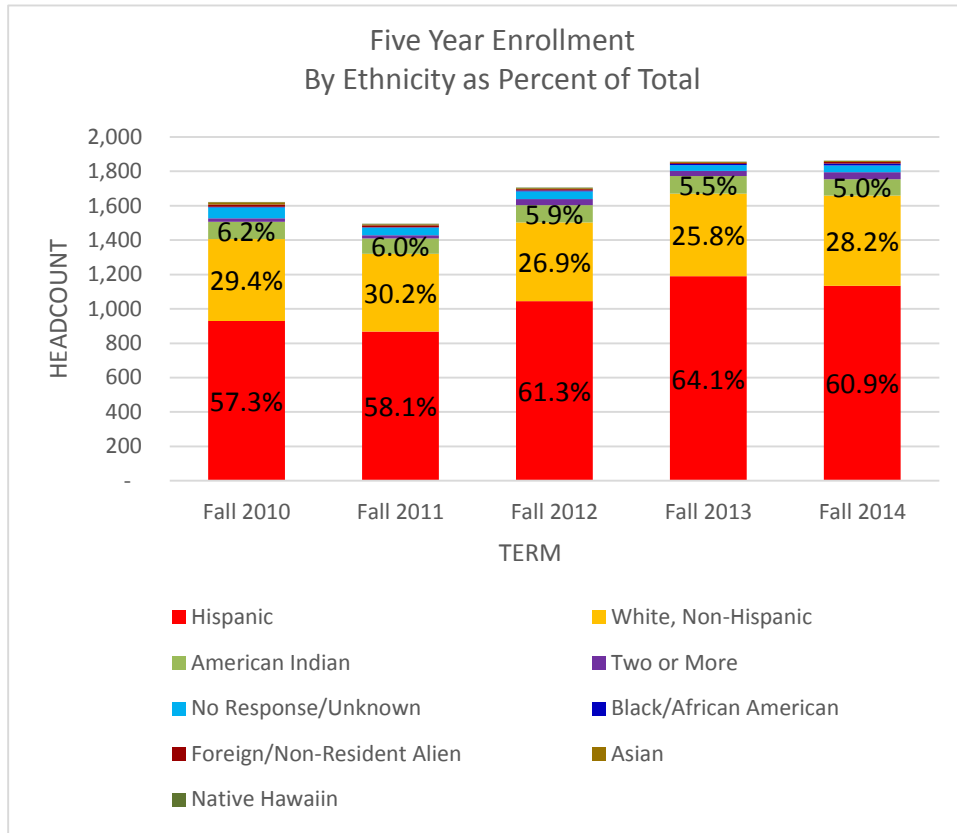
ENROLLMENT BY FTE AND STUDENT TYPE 2010 TO FALL 2014



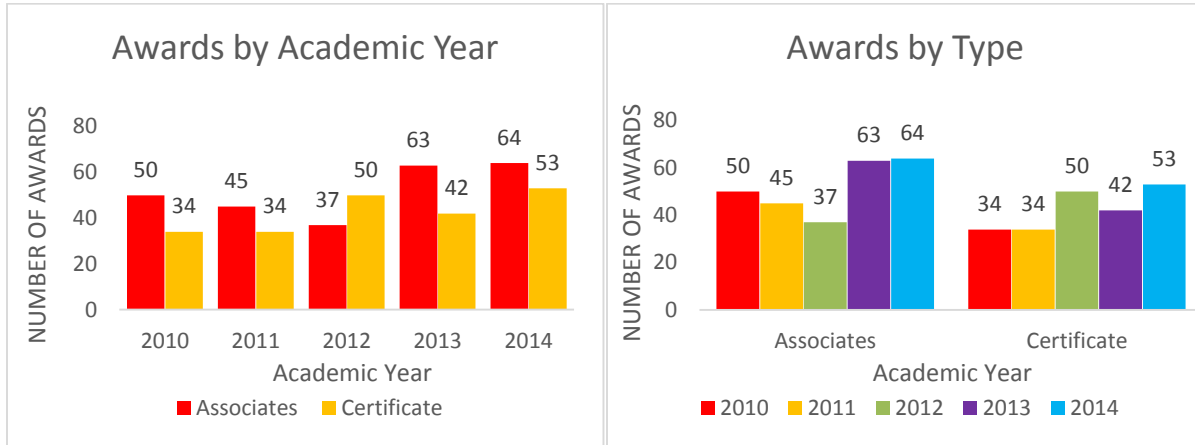
Dual Credit students come from ten area high schools, including Taos High School, Taos Cyber Magnet School, Taos Academy, Vista Grande High School, Questa High School, Mesa Vista High School, Mora High School, Cimarron High School, Chrysalis High School and Escalante High School.



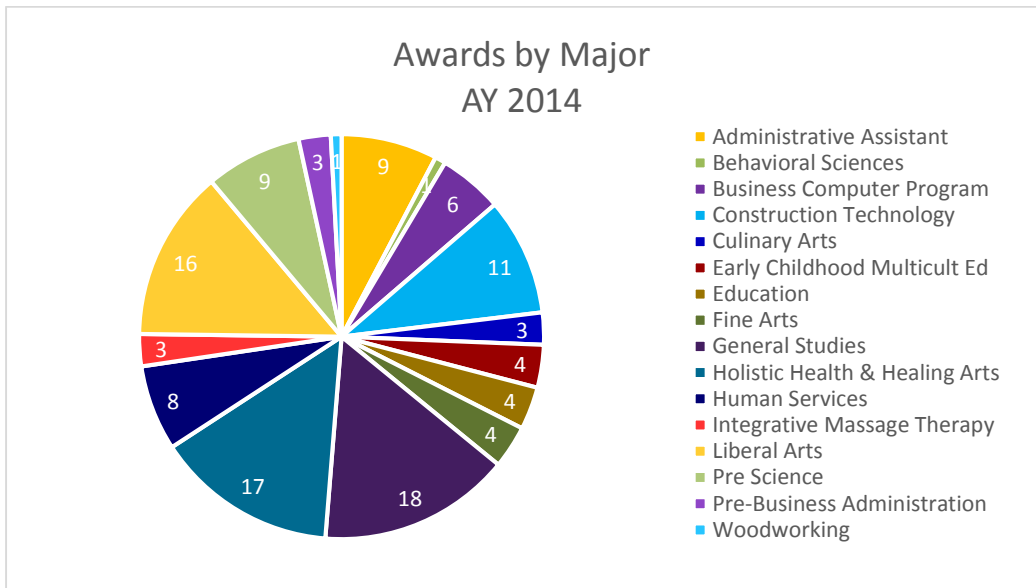
ENROLLMENT BY ETHNICITY AND GENDER - ANITA



## DEGREES AND CERTIFICATES AWARDED



## AWARDS BY MAJOR



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## GRANTS AND SPECIAL INITIATIVES

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UNM-Taos routinely seeks to expand the sponsored programs (grants) that it uses to pursue its mission, address programmatic needs and strengthen its capacity to serve our communities and our students. Strategically, grant funding focuses on capacity building; i.e., leveraging our current strengths to attract external “investments” that will enable the college to improve services, expand its presence in the region, respond to evolving programmatic demands, support professional development for faculty and staff, improve the technological and physical infrastructure, and develop new systems that support the success of its students. The strategies in pursuing funding are responsive to the needs of the region, reflect institutional priorities, and provide opportunities to partner with other regional entities, thereby expanding the college’s ability to attract and effectively use grant funds. Currently, UNM-Taos operates a variety of grants and contracts (see below). The aggregate value of these grants and contracts approaches \$4.2 million annually.

- Project Accelerate\* (funded by the Department of Energy)
- State and private grants to the Adult Learning Center at UNM-Taos
- Carl Perkins Career and Technical Education awards via the Public Education Department
- College Assistance Migrant Program (CAMP)\* and High School Equivalency Program (HEP)\*, both funded by the U.S. Department of Education;
- State of New Mexico grants to the Kids’ Campus
- Northern Technical Training Assistance Program (TTAP) contract
- STEM Talent and Enhancement Program (STEP), as part of a National Science Foundation grant held by New Mexico Tech
- Skill-Up Network: Pathways Acceleration in Technology and Health Care (SUN PATH)\*, funded by the U.S. Department of Labor and awarded to Santa Fe Community College
- Northern Rio Grande STEM Collaborative\*, funded through Northern New Mexico College under Title III Part F, the HSI-STEM & Articulation Program\*
- Title V Access To Success Institutional Development Project\* (U.S. Department of Education)
- Title V UNIDOS\* cooperative, in partnership with Adams State University and New Mexico Highlands University
- Two U.S. Department of Education TRIO grants: the state’s only Veterans Upward Bound\* project and an Upward Bound Math/Science\* project.
- The Small Business Development Center (SBDC) provides a free resource for small businesses through consultation, training seminars, workshops and one-on-one support. UNM-Taos provides operating space and support for the SBDC.
- Through a partnership between the Harwood Museum of Art, the Millicent Rogers Museum and Taos Historic Museums, area resources and collections were pulled together to form what is now the Southwest Research Center at UNM-Taos. The Center is a non-lending public library and regional archive.

\*See APPENDIX G for further description of these grants.

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## **UNM BACHELOR AND GRADUATE PROGRAM**

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The UNM Bachelor and Graduate Programs (BGP) are directly affiliated with and funded by the University of New Mexico main campus. Because of BGP's local staffing and convenient location in the Harwood Museum facility in Taos, which was the original 1923 site for UNM art classes, UNM-Taos has been able to serve as a feeder institution, efficiently channeling transfer students with significant credit hours and/or two year degrees to the parent four-year institution. This arrangement provides the opportunity for UNM-Taos graduates, who are often place-bound by family responsibilities or economic, cultural and job factors, to continue their pursuit of higher education when otherwise they might not be able to do so.

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## **CAMPUS EVENTS AND ACTIVITIES**

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UNM-Taos supports numerous activities and events. Among these are the annual Howl literary magazine reception, Student Art Show, College and Career Fair, Fall Lecture Series, Sustainability Institute, Staff Retreat, Spotlight on Scholars awards ceremony, the CAMP awards ceremony, Graduation, Nursing commencement and pinning ceremonies, Love Your Library, Taos Fiesta Parade, semiannual Welcome Back Days and others.

## SECTION II: SWOT ANALYSIS

Community colleges throughout the United States share many of the same Strengths, Weaknesses, Opportunities and Threats. Among these are issues that fulfill the requirements of more than one category, depending upon one's point of view, and how they are addressed by the institution.

For example, open enrollment is an obvious social good that empowers all who seek higher education to pursue their goals, whether for personal enrichment or the attainment of a career or academic path to success. However, many students are not adequately prepared for college level work. Some lack study skills, literacy and numeracy skills, and many are first generation college students who need additional support in order to rise to the necessary level of college readiness. So, while access is a clear strength, academic under-preparedness not only impacts students but also presents challenges to the college and the community.

The survey and focus group initiatives undertaken during the Spring 2014 semester at UNM-Taos by faculty, staff, students and community members centered around several important SWOT themes. The following is a summary of these themes and key comments elucidating the Strengths, Weaknesses, Opportunities and Threats facing UNM-Taos at this time in its development.

### SURVEYS AND FOCUS GROUP COMMENTS



**Strengths:**

- Part of UNM
- Small Campus with small classes
- Excellent and committed Faculty
- Sense of community
- Flexibility
- Good Leadership
- Kids' Campus and emphasis on Early Education
- Nursing and Healthcare Programs

**Weaknesses:**

- Communications
  - Website
  - Signage
  - Schedule
  - Committees
  - Tech Support
  - Advising
  - Customer Service/Professional Development
  - Adjunct Faculty Support & Workspace
- Facilities
  - Classrooms (sciences & health)
  - Advising and Student Services Area
  - Learning Commons/Library
  - Media Center
  - Snack Bar
  - Parking

**Opportunities:**

- Increasing Grant funding
- Downtown Buildings
- Growth in STEHM fields
- Dual Credit/Early College
- Career Pathways
- Better connection with ABQ and BGP
- Improve Tutoring at CASA
- Better services to & input from Native students
- Customer Service/Professional Development

**Threats:**

- Online Courses
- Philosophical attitudes about reducing the number of branch colleges
- Lack of financial resources
- Lower Pell grants or semester limits (12)
- Lack of employers willing to contribute to jobs training programs
- Overall lack of economic resources in the area
- Lack of student preparedness

## SECTION V: UNM-TAOS STRATEGIC PLAN PRIORITIES

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Based on CEPR’s analysis of the focus group results, the Strategic Plan for 2014-2019 was created within a broader context and is designed to respond to both external and internal challenges, and to focus the human, financial and physical resources available to UNM-Taos on meeting those challenges. We are particularly mindful of the continuing challenges to the campus’ fiscal – and therefore operational – stability posed by the State funding formula and the performance measures that increasingly drive the funding formula.

Naturally, the campus will continue to focus its efforts on improving processes and practices in such a way as to improve outcomes in the critical areas of graduation rates; retention rates; contributions to the regional workforce; STEMH programming; and effectively serving at-risk students.

A critical component underlying every area of this Plan is an emphasis on *Institutional Effectiveness* – and thereby building a culture of assessment that will permeate the campus’ operations. The success of this Plan, and the long-term success of UNM-Taos itself, relies heavily upon putting in place procedures for consistently assessing our progress, for measuring effectiveness and demonstrating that we have allocated our resources to efforts that truly matter.

It is also crucial that we use these institutional effectiveness methods to develop more sophisticated, nuanced measures of institutional success in order to guide our improvement efforts. For instance, as we develop metrics that define the success of the entire array of students served by UNM-Taos, from dual credit students to adult learners, we will need to assess student progress towards degree/certificate completion, average credits attempted per semester, patterns of credits attempted/completed over periods as long as 10 years, as well as other measures. This requires an emphasis on “institutional research,” on using data consistently and effectively, and making data gathering, analysis and reporting routine tasks for managers across the organization.

As a result of this process, we have identified seven goal areas, as delineated in the following matrix, where we will focus our attention and resources over the next five years.

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## SECTION VI: GOALS, OBJECTIVES, ACTIVITIES AND MEASURES

### GOAL A: STUDENT SUCCESS: RETENTION AND GRADUATION

This Goal addresses UNM-Taos' core mission of providing high quality, relevant instruction that provides students with the opportunity to transform their lives. This means striving to make substantive improvements over the next five years in critical indicators of student success (i.e., retention and graduation rates) by focusing on high priority, high impact areas of institutional effectiveness.

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014 3YR Avg. AY2011 AY2013 (	Progress as of Fall 2015 (reporting period is AY 14 (fall2014-sp 5)
Objective A.1. To improve productive grade rates in our developmental (writing and mathematics) by 5% annually, 2015-2019.	A.1.a) Analyze current practices and outcomes	A.1.a) Semester/Annual	A.1.a) Data analysis of grades by course and instructor	A.1.a) Dean of Instruction Department Chair, Math/Science Developmental Math Faculty	A.1. Pass Rate for all Dev Stud Courses: 72.1% Pass Rate Dev Math: 64.6% Pass Rate Dev Eng.: 81.3 %	A.1. Pass Rate for all Dev Stud Courses: 75.1%; Pass Rate Dev Math: 64.6%; Pass Rate Dev Eng.: 84.9%  Math department instituting a model for accelerating Math 120 incorporating ALEKS, Peer to Peer tutoring; Same text now used for different sections of developmental math; A year-long professional development initiative was implemented that focused on pedagogy in developmental math and general education math courses.
	A.1.b) Curricular revision	A.1.b) Semester/Annual	A.1.b) Data review of effects of curricular changes	A.1.b) Developmental English Faculty Casa Team CASA Team		
Objective A.2. To increase the number of students who pass required developmental courses (English and mathematics) the first time 5% annually	A.2.a) Analyze current practices and outcomes	A.2.a) Semester/Annual	A.2.a) Data analysis of grades by course and instructor	A.2.a) Dean of Instruction Department Chair, Math/Science Developmental Math Faculty Developmental English Faculty Casa Team CASA Team	A.2. Pass Rate for all Dev Stud Courses: 72.1% Pass Rate Dev Math: 64.6% Pass Rate Dev Eng.: 81.3 %	A.2. Pass Rate for all Dev Stud Courses: 75.1% Pass Rate Dev Math: 64.6% Pass Rate Dev Eng.: 84.9% Math lab and writing studio established in CASA; In planning stages of creating formal designated space for Math Lab; additionally staffed by Math faculty ( in addition to Peer to Peer tutors)  A year-long professional development initiative was implemented that focused on pedagogy in developmental math and general education math courses. Conducted by Dr. Jeff Farmer; nine (9) math faculty participated. Math faculty member (Schauerman) attended 2015 AHSIE Best Practices Conference.
	A.2.b) Increase Professional development initiatives	A.2.b) Semester/Annual	A.2.b) Data analysis of grades by course and instructor pre- and post-professional development	A.2.b) Same as above		
	A.2.c) Curricular revision;	A.2.c) Semester/Annual	A.2.c) Data analysis of grades by course and instructor	A.2.c) Dean of Instruction Area Coordinators Department Chairs Curriculum Committee		

GOAL A: STUDENT SUCCESS: RETENTION AND GRADUATION - CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress as of Fall 2015
Objective A.3. To develop more effective assessment, placement and advising processes, as evidenced by (a) 80% student satisfaction and (b) 5% improvement over baseline in course completion rates for first year students	A.3.a) Conduct satisfaction survey  A.3.b) Analyze outcomes  A.3.c) Review Assessment Practices	A.3.a) Semester  A.3.b)  A.3.c) Fall 2016	A.3.a) Results of survey demonstrate an increase in student satisfaction  A.3.b) Data analysis of course completion rates  A.3.c) A.3.c) Review of WPE data and placement	A.3.a) Director of Student Affairs Dean of Instruction Casa Team Advisors Institutional Effectiveness Coordinator	A.3. Course completion rate for First time/first semester freshmen: 66.6 % No survey data available for baseline;	A.3. Course completion for First time/first semester freshmen Fall 2014: 66.1% More collaboration among Department of Instruction, Student Affairs and CASA; in process of analyzing data; working on revising English placement instrument to improve accuracy of placements; Emma Mendiola, student success consultant, working with DOI, CASA and Student Affairs on revising advising model; transfer advisor hired under UNIDOS, housed in DOI; Native American Advisor hired, housed in CASA; Recruiter hired as of July 2015, housed in Enrollment Management.
Objective A.4. To increase the total number of certificate and degree graduates by 2% per year by 2019;	A.4.a) Contact students close to degree completion to set up advising to review transcript, complete road map, troubleshoot any issues that may prevent graduation.  A.4.b) Implement policy that advisors report to Dept. of Instruction what courses pending graduates require  A.4.c) Maintain system of early alerts to refer students to CASA for tutoring in gatekeeper courses as needed.  A.4.d) Develop system to review and vet course offerings	A.4.a) Semester/ Annual  A.4.b) Semester/ Annual  A.4.c) Semester/ Annual  A.4.d) 2014-15	A.4.a) Run lists and cross check  A.4.b) Course lists  A.4.c) Track number of students receiving services  A.4.d) Satisfaction survey to students	A.4.a) Dean of Instruction Department of Student Affairs (Director, Advisors, Financial) Area Coordinators Department Chairs  A.4.b) Same as above  A.4.c) Same as above  A.4.d) Same as above	A.4. Total Degrees Awarded: 90 Associate: 49 Certificate: 42	A.4. Total Degrees Awarded: 117 (+27 / +30%) Associate: 64 Certificate: 53  Transfer Advisor reviewing policies and practices; revised curriculum to be more streamlined with core curriculum to make transfer easier; emphasis on creating better alignment with 4-year institutions across the state.



GOAL A: STUDENT SUCCESS: RETENTION AND GRADUATION - CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress as of Fall 2015
Objective A.7. Develop a strategic plan for UNM-Taos Library	A.7.a) Assess UNM-Taos Library and Southwest Research Center physical Collections	A.7.a) Fall 2014	A.7.a) Written assessment and inventory of collections and recommendation for physical collections	A.7.a) Dean of Instruction Library Director Library Staff Director of Business Operations Main Campus Library and Space Planning Casa Team Main Campus Space Initiatives consultant OET department	A.7. N/A	A.7. Library Director received consultant's written assessment Spring 2015  Recommendations reviewed and compared to two UNM Library strategic plans. Inventoried bound journals Activities A.7.e-i added  Tabled pending completion of A.7.e.g.
	A.7.b) Implement recommendations from strategic plan for physical collection	A.7.b) 2014-15	A.7.b) Collection is reorganized and arranged as per plan			
	A.7.c) Assess online library resources	A.7.c) 2015-16	A.7.c) Written assessment of online library resources			
	A.7.d) Implement plan for online library resources	A.7.d) 2015-16	A.7.d) Plan has been implemented			
	A.7.e) Review assessment with consultant and revise as needed	A.7.e) Summer 2015	A.7.e) Produce updated assessment			
	A.7.f) Review and revise existing collection management guidelines utilizing library best practices to meet the requirements and demands of all patron types.	A.7.f) Summer/Fall 2015	A.7.f) Produce updated Collection Development Policy			
	A.7.g) Implement collection management guidelines while assessing physical collection and online resources	A.7.g) Ongoing	A.7.g) Collect library statistics including circulation of materials, and database usage; Data on discarded and/or replaced			

GOAL A: STUDENT SUCCESS: RETENTION AND GRADUATION - CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress as of Fall 2015
Objective A.7. – CONT'D	A.7.h) Evaluate library space needs to provide dynamic learning environments toward student success, and preserve and secure materials.	A.7.h) Ongoing	A.7.h) Student Surveys Data on library sign-ins and usage statistics			
	A.7.i) Expand current partnerships and Develop new ones with institutional programs and departments towards the goal of student success	A.7.i) Ongoing	A.7.i) Data on number of students receiving Information Literacy training Information Literacy Skills Improvement Statistics Report on events and outreach programs			
Objective A.8. Develop a strategic plan for UNM-Taos Advising to include staff and faculty	A.8.a) Research and analyze advising best practices for student success	A.8.a) Fall 2014	A.8.a) Pilot plan written	A.8.a) Executive Director Dean of Instruction Director of Student Affairs Director of Grants Faculty, Advisors	A.8. N/A	A.8. In Progress
	A.8.b) Pilot advising model with professional development	A.8.b) 2014-15	A.8.b) Data and feedback			
	A.8.c) Adjust advising in line with best practices with professional development	A.8.c) 2014-15	A.8.c) Data and feedback			

GOAL A: STUDENT SUCCESS: RETENTION AND GRADUATION - CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress as of Fall 2015
Objective A.9. To improve area workforce training	A.9.a) Increase non-credit workforce offerings	A.9.a) Semester	A.9.a) Document current offerings and track increase	A.9.a) Director of Business Operations Dean of Instruction Area Coordinator:	A.9. N/A	A.9. Conducted media literacy trainings for the public; offered profession continuing education (CEUs) through American Institute of Architecture. August 2014 - conducted Sustainability Institute; training for Holy Cross Hospital Front Line Staff: Customer Service Training – 35 Participants <i>Cont'd next page</i> Continued work with Dislocated Chevron Employees; class in Resume Writing and Professional Readiness – 25 Participants; class in Basic Computer Skills -15 Participants Commercial Driver's License program - 10 Participants Upcoming Training – Microsoft Suite - 10 Participants In collaboration with TEN and SBDC - Search Engine Optimization - 8 participants Human Resources - 7 participants Secrets to Business Success - 28 participants Social Media in Business - 16 participants ServSafe® - UNM-Taos has begun teaching this course on campus – previously, students were required to drive to Santa Fe or Albuquerque for instruction and testing; national certification for restaurant industry professionals/ National Center for Construction Education and Research – NCCER – Mark Goldman attended training at NMACTE (NM Association for Career Technical Educators). UNM-Taos will begin offering the national certification in Fall 2015  CDL Passenger Endorsement – UNM-Taos is in the process of establishing an MOU with the “Blue Bus” to allow students who have successfully obtained CDL Class A licensure to enhance their credential with a Passenger Endorsement certification. Purchased truck Summer 2015
	A.9.b) Increase customized trainings	A.9.b) Semester/ Annual	A.9.b) Document current offerings and track increase	A.9.b) Business and Professional Skills Director of Development/ Media Arts		
	A.9.c) Increase certifications offered	A.9.c) Semester/ Annual	A.9.c) Document current offerings and track increase	A.9.c) Veterans Upward Bound Above, plus Casa Team		
	A.9.d) Provide testing services for certifications	A.9.d) Semester/ Annual	A.9.d) Document current offerings and track increase	A.9.d)		

GOAL A: STUDENT SUCCESS: RETENTION AND GRADUATION - CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress as of Fall 2015	
Objective A.10. Develop a strategic plan for UNM-Taos Center for Academic Success and Achievement (CASA)	A.10.a)	Provide support services, inclusive of tutoring services that range in programming according to student need.	A.10.a) Ongoing By semester	A.10.a) Data that measures persistence and retention that speaks to the 5% annual mark of growth as set out by A.1/A.2/A.3	A.10.a) Institutional Research & Effectiveness Coordinator	A.10. N/A	A.10. New Objective Fall 2015
	A.10.b)	Provide adequate space for students, instructors, and staff that promotes a supportive learning environment.	A.10.b) Ongoing By semester	A.10.b) By report line included in grant reports or updates	A.10.b) Casa Team		
	A.10.c)	Provide access to technological resources, inclusive, but not limited to, those required to serve all student needs.	A.10.c) Ongoing	A.10.c) Ongoing number of students served with appropriate technological equipment utilized	A.10.c) Casa Team		
	A.10.d)	Provide appropriate assessments at the UNM-Taos Testing Center to serve both our students and our community.	A.10.d) Ongoing	A.10.d) Ongoing number count of students and community members served.	A.10.d) Casa Team		
	A.10.e)	To collaborate with other departments to provide appropriate services to students.	A.10.e) Ongoing	A.10.e) CASA timeline of services rendered	A.10.e) Casa Team		

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## GOAL B: CAREER PATHWAYS/DUAL CREDIT/ EARLY COLLEGE

This goal expresses UNM-Taos' commitment to innovative and proactive practices that create pathways for the region's secondary students to obtain the skills and knowledge needed to achieve their academic and employment goals.

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective B.1. To increase annual numbers of dual credit students who have identified certificate and degree pathways (Academic or Career Technical) by 2% per year	B.1.a) Establish new transfer/dual credit advising position  B.1.b) Outreach to area high schools aimed at increasing numbers of STEMH dual credit students  B.1.c) Targeted advising to area high school dual credit students	B.1.a) Semester/ Annual  B.1.b) Semester/ Annual  B.1.c) Semester/ Annual	B.1.a) New FTE  B.1.b) Document number of site visits and students reached  B.1.c) Document number of site visits and number of students advised and enrolled	B.1. Dean of Instruction Dual Credit Coordinator Director of Student Affairs Upward Bound Math/ Science Advisors Area High School Advisors	B.1. Structured advisement for DC students (inclusive of degree plans and semester course planning) 2014-15: 0	B.1. Structured advisement for DC students (inclusive of degree plans and semester course planning) 2014-15: 4 (2 of those students graduated with their AA in Liberal Arts Summer 2015). Transfer advisor (UNIDOS) focused on creating Dual Credit advising efforts; PATHWAYS grant (PED) working on solidifying dual credit articulation to UNMT; two (2) dual credit students received AA Degree in 2015s; creating dual credit manual for directors, students, administrators, HS counselors, advisors, parents; THS will begin Friday Early College Program (FECF) starting Fall 2015, increasing program by 70 HS students; cleaning up dual credit offerings to align with pathways for CTE, with four pilot programs at postsecondary level: Allied Health, CART, CNST, DMA.
Objective B.2. To increase the number of STEMH course pathways for Dual Credit students.	B.2.a) Emphasis on seeking external funding to support STEMH program improvements	B.2.a) Annual	B.2.a) Number of student credit hours in core courses for dual credit students	B.2. Dean of Instruction Dual Credit Coordinator Director of Student Affairs Upward Bound Math/ Science Advisors Area High School Advisors	B.2. Upcoming Title III. Part F: STEM Federal Grant competition in 2016 STEMH Course Enrolment 2013-14: HC: 125 Seat count: 726 (dup HC); CH: 1699	B.2. Increase in the number of STEMH offerings for dual credit; In 2014-15, doubled amount of core course offerings available to dual credit students. STEMH Course Enrolment 2014-15: HC: 212 Seat count: 773 (dup HC); CH: 1,863
Objective B.3. To increase the number of general education core course credits that Dual Credit students attain.	B.3.a) Increased academic support services for dual credit students	B.3.a) Semester	B.3.a) Number of student credit hours in core courses for dual credit students	B.3. Dean of Instruction Dual Credit Coordinator Director of Student Affairs Upward Bound Math/ Science Advisors Area High School Advisors	B.3. Average cumulative GPA credits earned for Dual Credit students in the Fall 2013: 11.4	B.3. Average cumulative GPA credits earned for Dual Credit students in the Fall 2014: 9.2 SCH
Objective B.4. To increase the number of dual credit students who become transfer-ready	B.4.a) Establish new transfer/dual credit advising position (dependent on funding)  B.4.b) Increase and outreach to area high schools.	B.4.a) Semester/ Annual  B.4.b) Semester/ Annual	B.4.a) Increased FTE  B.4.b) Number of students who go into higher education	B.4. Dean of Instruction Dual Credit Coordinator Director of Student Affairs Upward Bound Math/ Science Advisors Area High School Advisors	B.4. # of CC students enrolled (718) who were admitted at 1st time beg fresh within 1 AY (22) 3.06%	B.4. AY 2013-14 CC students = 886; Number admitted as FT Beginning Freshmen 2014-15 = 26 (2.93%)  New transfer advisor also serves high school to UNMT transfer; Intent to have this position work with HS counselors; CART and CNST are dual credit programs. CNST is being revised and updated to go to main campus for approval so more courses will be eligible for secondary students as dual credit, making it possible for dual credit students to earn credit toward a certificate and also professional and workforce skills. CNST 293 (topics courses) will be properly sanctioned under dual credit.

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GOAL C: CAMPUS SAFETY AND SECURITY

This goal speaks to the campus’s responsibility to ensure a safe, secure environment for our students to pursue their educations and for our staff and faculty to carry out their work. Although there have not been any serious incidents in recent years, there is a compelling need to increase both information and security services.

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective C.1. To develop and implement safety and security plans at the facility/ department/ unit level	C.1.a) Implement plans that have been approved by task force	C.1.a) Fall 2015	C.1.a) Documentation	C.1. Safety and Security Taskforce; Administration	C.1. N/A	C.1. GO Bond passed in November 2014, allocating \$4.6 million for funding for capital projects) being used to renovate Rio Grande and Bataan Halls; intent to rectify deferred maintenance needs; renovation to address programmatic needs for health sciences training center
Objective C.2. To ensure the presence of an independent uniformed security force on campus.	C.2.a) Finalize details of pending contract with security company to staff campus M-TR 4PM-9PM	C.2.a) Fall 2014	C.2.a) Contract is signed and security force is present	C.2. Safety and Security Taskforce; Administration	C.2. N/A	C.2. High Desert Security retained in Spring 2015. Security coverage established Monday-Thursday 4pm to 10pm
Objective C.3. To develop and implement a comprehensive, campus-wide communication plan including the identification/development/deployment of resources and to educate students, faculty, and staff on emergency situation procedures	C.3.a) Finalize phone triage protocol	C.3.a) Spring 2015	C.3.a) Phone call is disseminated to all of campus community and incorporated into new hire orientation packet	C.3. Safety and Security Taskforce; Administration	C.3. N/A	C.3. Completed: Phone tree created for emergency procedures and for notifying employees of closures, emergencies. Distributed to all faculty and staff. One-page emergency protocol procedures posted in every building entryway and distributed to all faculty and staff via email. (see appendix J for example)
	C.3.b) Research the utilization of emergency text alerts (Lobo Alerts)	C.3.b) 2014-15	C.3.b) Report on findings of text alert system to Administration	Same as above		Lobo Alerts is opt-in system. Strategies being developed to roll out a campaign for campus-wide engagement.
	C.3.c) Develop training videos and post on website	C.3.c) 2014-15	C.3.c) Videos posted	Above plus Media Services		Completed: Fire safety and run/hide/fight videos posted online

GOAL C: CAMPUS SAFETY AND SECURITY - CONT'D

Objective	Activity	Timeline	Assessment Method	Persons Responsible	Baseline Fall 2014	Progress Fall 2015
Objective C.4. To establish a seamless judicial referral process and network that conforms to UNM policies and that improves the handling of individual safety and security cases and incidents.	C.4.a) Work with town police and county sheriff office and other community resources for support and referrals	C.4.a) 2014-16	C.4.a) SOP available	C.4. Safety and Security Taskforce Administration  Above, plus Director of Student Affairs	C.4. N/A	C.4. Met with town and county to strengthen relationship and communication.  In Progress- Conversations have begun to determine policy and procedure for student conduct/ disciplinary action for BGP students at UNM-Taos campus.  New activity added Fall 2015
	C.4.b) Develop with Main Campus the proper procedure for upper division students	C.4.b) 2015-16	C.4.b) SOP available			
	C.4.c) Create threat assessment team	C.4.c) Fall 2016	C.4.c) Conduct threat assessment			
Objective C.5. To increase the security measures on campus.	C.5.a) Install additional place-finder signage	C.5.a) 2015-16	C.5.a) Signs are posted	C.5. Safety and Security Taskforce Administration Physical Plant Director of Business Operations	C.5. N/A	C.5. Added new emergency evacuation plan in each building; findings in line with main campus Planning and Development.  Completed: 16 cameras installed in parking area and at entrances as well as other sensitive areas (testing area/computer labs etc.) at Klauer Campus; Two (2) additional cameras added Spring 2015. New security lighting fixtures being added now, through landscaping plans for new building; Fall 2015 Swipe- card access system being installed in Student Success building tB3:M16o accompany one in Pueblo hall; anticipated to be in effect by Fall 2015. Working on fail-over systems with Taos Net; challenges arose with connectivity at Main Campus; to ensure uninterrupted service to Main Campus; disaster recovery system being implemented as recommended by audit.
	C.5.b) Install additional security cameras	C.5.b) 2015-16	C.5.b) Cameras are installed			
	C.5.c) Increase lighting fixtures	C.5.b) 2015-16	C.5.c) Lighting installed			
	C.5.d) Research and assess the feasibility of swipe cards for building access	C.5.d) 2014-15	C.5.d) Report on costs for swipe cards and readers to Administration			

GOAL D: FISCAL STABILITY AND HUMAN RESOURCES

This goal recognizes the responsibility of the branch to maintain solid business practices, prudently manage state resources in support of mission fulfillment, and continue to seek additional resources.

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective D.1. To meet or exceed the State of New Mexico standard for year-to-year reserves.	D.1.a) Conduct assessment of balance sheets and accounts	D.1.a) Fiscal year	D.1.a) Calculate percent of reserves	D.1. Executive Director Director of Business Operations	D.1.	D.1. Current reserves exceed state minimum 5% of total operating budget
Objective D.2. To increase by 10% over 2014 baseline the number of Federal grants received and the annual amount of Federal grant monies received by 2019.	D.2.a) Research on potential grant sources, focusing on HSI set-asides;	D.2.a) Ongoing research	D.2.a) Master list of grants with status updates	D.2. Executive Director Director of Business Operations Grants Officer Senior Grants Specialist Working groups for major grants	D.2. Federal Grant awards total 2013-14 \$3.5 million	D.2. Annual amount of Federal Grant monies received in 2014-2015 at \$4.2 million; increase over 2011 by 300%. Planning underway for additional TRIO applications (Talent Search, EOC), HSI-STEM & Articulation applications - individual and cooperatives; Upward Bound and CAMP in 2016-2017.
	D.2.b) Align funding applications with campus priorities;	D.2.b) Quarterly	D.2.b) Archive of submitted applications.			
	D.2.c) Prepare and submit: Title V application(s); Student Support Services application; HSI-STEM application; TRIO (Talent Search, EOC, Upward Bound); reapplications for CAMP, VUB, UBMS, EDA	D.2.c) Title V in 2015; SSS in 2015; HSI-STEM in 2016; TS/EOC in 2016; UB and CAMP in 2017	D.2.c) Archive of Grant Award Notices			
Objective D.3. To conduct the requisite outreach and recruitment efforts campus-wide that will ensure that annual UNM-Taos enrollment stays within the "band" in terms of both headcount and student credit hours.	D.3.a) Establish regular meetings of stakeholders that guides outreach and recruitment;	D.3.a) Semester/ Annual	D.3.a) Meetings scheduled	D.3. Administration Director of Student Affairs Student Affairs Department Dean of Instruction Department of Instruction (Staff and Faculty) Communication Director Institutional Effectiveness Coordinator	D.3. In Fall 2013 HC was up by 8.91%; Spring 2014 HC was up by 9.8%	D.3. Fall 2014 HC was down -1.18% / Spring 2015 -4.00% Recruitment Advisor hired Spring 2015; 3 tabling community job fairs in Questa; sponsored job fair for displaced workers in collaboration with other entities (TEN, Jaynes Construction Co, main contractor for TSV remodel to recruit local displaced workers; Fall 2015 27 credit students enrolled at UNM-Taos
	D.3.b) Document current outreach, recruitment and promotional efforts.	D.3.b) Semester	D.3.b) Record of activities			
	D.3.c) Analyze effectiveness of outreach and recruitment with enrollment.	D.3.c) Semester	D.3.c) Data analysis			
	D.3.d) Create calendar/SOP to guide future efforts	D.3.d) Semester	D.3.d) Calendar and SOP complete			
Objective D.4. To continue to pursue partnership initiatives, (e.g., dual credit arrangements with public schools and grants-seeking collaborations) in order to expand the branch's regional presence.	D.4.a) Increase community outreach, conduct environmental scans	D.4.a) Semester/ Annual	D.4.a) Networking committees, community presence, documentation of events attended	D.4. Executive Director Dean of Instruction Dual Credit Coordinator Department of Instruction Grants Officer	D.4. N/A	D.4. In May 2015, awarded the "High schools That Work" grant through the PED, which is collaboration with THS, UNMT and workforce partners (workforce connection, etc.) This grant will assist us in improving DC CART offerings at THS, as well as create a much-needed and requests hospitality program though UNMT and THS. Taos lions funding support for Nursing and CDL.

GOAL D: FISCAL STABILITY AND HUMAN RESOURCES- CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective D.5. To systemize internal business practices by documenting and publishing UNM-Taos' standard operational procedures and practices.	D.5.a) Evaluate current processes	D.5.a) 2015	D.5.a) SOP published	D.5. Business Office Director of Business Operations	D.5. N/A	D.5. In progress- being developed by business manager and staff expected completion date: Dec 215
	D.5.b) Document and publish processes in the form of SOP	2015	D.5.b) SOP published			
Objective D.6. To develop strategies for institutionalizing grant-funded programs and functions to meet the evolving needs of the institution.	D.6.a) Conduct regular evaluation and assessment of grant-funded programs for effectiveness.	D.6.a) Annual	D.6.a) Analyze data	D.6. Administration Director of Grants and Special Initiatives Institutional Effectiveness	D.6.	D.6. Perkins set solid foundation for strong academic program with ties to workforce and community partnership opportunities
	D.6.b) Conduct projections for future needs	D.6.b) Annual	D.6.b) Analyze data			
Objective D.7. Pursue additional revenue streams to support campus operations in line with the institutional mission.	D.7.a) increase media services contracts	D.7.a) Annual	D.7.a) Analyze data/net revenue generated	D.7. Administration  Director of Development and Media Services  Business and Professional Skills Area Coordinator	D.7. N/A	D.7. Taos news digital media and video content; digital media content for KC museum and MRM; NM Tribal Language Consortium; produce bilingual children's books with Ed Cardenas; continued contract with Taos County for video and broadcast of commission meetings; <i>Daily Galaxy</i> website; video work for TEN and <i>Delicious NM</i>
	D.7.b) increase non-credit workforce training	D.7.b) Annual	D.7.b) Analyze data/net revenue generated			

GOAL D: FISCAL STABILITY AND HUMAN RESOURCES- CONT'D

Objective	Activity	Timeline	Assessment Method	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective D.8. To promote the professional development and advancement of faculty and staff	D.8.a) Annual performance review process	D.8.a) Semester/ Annual	D.8.a) HR metrics, number of faculty and staff completing professional development;	D.8. Human Resources Director All supervisors Administration Director of Grants and Special Initiatives Administration Department of Instruction Faculty Senate Staff Council	D.8. In progress	<p>D.8. Online tools, performance management videos; schedule training for managers in how to best use annual performance review as a tool for staff communication, development, and performance</p> <p>All supervisors provided training on all aspects of supervising, including performance mgmt., hiring, coaching, separation policies to ensure alignment with Main Campus policies and procedures; incorporated HR tip of month which highlights different policy each month for all staff.</p> <p>Professional Development Committee established in Spring 2015 to ensure that faculty and staff professional development is aligned with the institutional mission and vision, strategic plan goals, grant activities, responds to an evidence-based need and incorporates best/high-impact practices.</p> <p>Committee members include the Dean of Instruction, Director of Student Affairs, Faculty Senate President, Staff Council President, HR Director, Director of Grants and Special Initiatives, Title V Program Manager and the Institutional Research and Effectiveness Coordinator. Goals include conducting needs assessment for staff based on department and faculty; HR Director created proposal of action plan to develop annual staff PD plan.</p>
	D.8.b) Provide training to all managers in the HR policies to increase adherence and implementation of proper procedures	D.8.b) Semester/ Annual				
	D.8.c) Identify areas of operation where efficiency needs improvement and develop training plan to provide professional development to address specific needs in order to achieve the objectives of this strategic plan.	D.8.c) Semester				
	D.8.d) Conduct a comparison of staff and faculty salaries. Assess compensation across all sectors of campus	D.8.d) 2016	D.8.d) HR COMPA ratios; Main Campus equity grid; Analyze comparable faculty salary data			

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## GOAL E: COMMUNICATION, CAMPUS CULTURE AND COMMUNITY ENGAGEMENT

This goal responds to the clear need to foster effective communication campus-wide as well as across and within units/departments, thereby creating a healthy working environment and high employee satisfaction.

Objective	Activity	Timeline	Assessment Methodology	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective E.1. To centralize the campus internal and external communications and public information efforts.	E.1.a) Route all campus-wide communication processes through the Communications Office (including internal communiqués, marketing, public information, publications, etc.) COMPLETED	E.1.a) Fall 2014	E.1.a) SOP is documented and shared with campus community	E.1. Administration Communications Director Supervisors Committee Chairs	E.1. N/A	E.1. Accomplished communications tasks during the first year of the Strategic Plan include updating the UNM-Taos website, implementing systems for vetting information both internally and externally, streamlining the Summer/Fall Class Schedule and Enrollment Guide; Created Communications Committee
Objective E.2. To improve the visibility and awareness of UNM-Taos' Mission, Vision and Strategic Plan	E.2.a) Develop attractive posters of Mission/Vision/Strategic Plan to post in highly visible sites around campus. COMPLETED	E.2.a) Spring 2015	E.2.a) Fliers designed and posted. Staff is knowledgeable of each component.	E.2. Administration Communications Director Media Services Director Supervisors	E.2. N/A	E.2. Created Fall 2014 and posted in each campus building high-traffic areas; See appendix; created pop-up signage and posted throughout campus and college events; Document and flyer posted visibly on website as well as introductory video from CEPRs presentation in Fall 2014; announcement sent to campus (students, faculty, staff) and community stakeholders with access information
Objective E.3. To expand and routinize the use of webpage and social media to communicate with students and the broader community.	E.3.a) Develop processes for consistent, efficient maintenance of campus webpage, Facebook, Twitter presence. COMPLETED	E.3.a) Spring 2015	E.3.a) SOP is documented and shared with campus community	E.3. Administration Communications Director Media Services Director Supervisors	E.3. N/A	E.3. Launched website with more user friendly, easier to navigate, updated graphics, more topical and relevant information, including program description, blog and directory. Created online newsletter; email to list serve to promote system. More user-friendly process is being developed. Developed form submission system for updates/posts to social media/university list serves to be posted at taos.unm.edu providing support to the ticketing system for the website, producing digital media instructional videos and increasing transparency for local government which generated 40,000 hits last year; a 300% increase over the previous year.

GOAL E: COMMUNICATION, CAMPUS CULTURE AND COMMUNITY ENGAGEMENT - CONT'D

Objective	Activity	Timeline	Assessment Methodology	Person(s) responsible	Baseline Fall 2014	Progress Fall 2015
Objective E.4. To identify opportunities for regular convening events that bring together students, faculty and staff that foster communication, relationship building and shared understanding of the branch's initiatives and activities.	E.4.a) Review current campus events to assess effectiveness and relevance; create annual calendar; and standard operating procedures	E.4.a) Fall 2014	E.4.a) Calendar is created	E.4. Institutional Effectiveness Coordinator  Administration Staff Council Faculty Senate Communications Director Institutional Effectiveness Coordinator	E.4. N/A	E.4. Several campus events took place during the 2014-15 academic year, including the Fall Lecture Series, New Student Orientation, Welcome Back Days, College and Career Expo, Transfer Day, New Faculty Orientation, Groundbreaking and Community Celebration with invited guest Tom Udall in Oct 2014.
	E.4.b) Semester-opening convocation events, including team-building/social dimensions.	E.4.b) Fall 2015	E.4.b) Event occurs in Fall 2015			
	E.4.c) Continued support of committees, task forces, special programs, and campus events and activities (ABE/GED, TTAP, Kids Campus, Lecture Series, Faculty Senate, Staff Council, Student Government, HOWL)	E.4.c) Ongoing	E.4.c) Satisfaction survey			
Objective E.5. To expand opportunities for interaction among faculty, staff and the campus leadership.	E.5.a) Director's bi-monthly communiqués to campus community.	E.5.a) Bi-monthly	E.5.a) Satisfaction survey	E.5. Executive Director Dean of Instruction Director of Student Affairs Communications Dir. Institutional Effectiveness Coordinator  Above, plus Faculty Senate, Staff Council, Student Government	E.5. N/A	E.5. Beginning in Fall 2014, the Presidents of Staff Council, Student Government and Faculty Senate were invited to participate in the monthly administrative team meetings and then report back to their respective constituencies. In 2015-16, these representatives will continue to be included in interactive engagement with the Administrative Team. Additionally, the Executive Director will begin monthly "Coffee with Dr. Kate" discussions and informal meetings with students, faculty and staff.
	E.5.b) Establish Routine open forum conversations with Director and administrative team.	E.5.b) Quarterly	E.5.b) Satisfaction survey			
	E.5.c) Invite Faculty Senate, Staff Council and Student Government Presidents to Administrative Team Updates Meeting	E.5.c) Monthly	E.5.c) Satisfaction survey			

## GOAL F: FACILITIES PLANNING/CAMPUS ENVIRONMENT

This goal addresses the need to ensure that the campus' physical environment (buildings, classrooms, offices, landscaping, etc.) provides access, supports the instructional process, and ensures a working environment that optimizes productivity. As the community college with the second lowest square footage per FTE in the state, UNM-Taos needs to expand their facilities as much as they can as soon as they can. Priority should be given to multi-use facilities that can be brought online quickly.

Objective	Activity	Timeline	Assessment Methodology	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective F.1. To provide instructional facilities are adequate for achieving learning outcomes.	F.1.a) Coordinate with UNM Planning Office	F.1.a) Ongoing	F.1.a) Ongoing updates	F.1. Executive Director Director of Business Operations Communications Director Construction Manager UNM Capital Projects	F.1. Sq. foot per FTE for 2010: 66.6	F.1. Sq. foot per FTE for 2014-15=69.4 dir. of bus ops; director; sr. construction manager, in regular communication with UNM planning and campus dev; GO Bond passed in November 2014, allocating \$4.6 million for funding for capital projects being used to refurb RG BH; deferred maintenance; programmatic needs for health training center; Sq. footage increased by 7,200 sq. ft. addition to Padre Martinez Hall(PMSSC) at Klauer Campus (completion date Fall 2015) and acquisition of Bataan and Rio Grande Hall on Civic Plaza Dr. account for an additional 26,000 sq. ft., 18,000 of which is program space. Plan completed in Aug 2014; construction began Nov 2014; expected open date Fall 2015 classes; PMSSC will house advising, financial aid, admission, registration, business office, and student study areas, TRIO
	F.1.b) Obtain funding for capital projects	F.1.b) 41944	F.1.b) GO Bond passes	Above plus Dir. Student Affairs		
	F.1.c) Develop and implement plan for expanding square footage per FTE; expand square footage designated for faculty.	F.1.c) 2015-16	F.1.c) Purchase approved, plans developed			
	F.1.d) Develop and implement plan for expansion of Student Services Center	F.1.d) 2016	F.1.d) Building is completed and occupied			
Objective F.2. To manage the physical facilities of the campus in order to maintain safe and productive working environments.	F.2.a) Develop campus beautification plan with increased landscaping and creation of interior and exterior gathering and study space	F.2.a) Ongoing	F.2.a) Plans developed for planting, furnishing, lighting	F.2. Executive Director Director of Business Operations Physical Plant	F.2. N/A	F.2. Interior space being added with PMSSC; site improvement plan is developed and approved June 2015; will begin implementation in Summer 2015; expected completion date: Summer 2016. Pathways, shaded areas for gathering space, with native plants xeriscaping. ADA remediation
Objective F.3. To establish sustainable food service options that meet the needs of students, faculty and staff	F.3.a) Restructure the current model of the campus café by bringing management and staffing in-house. Collaborate with the Culinary Arts department to provide affordable meal options	F.3.a) Ongoing	F.3.a) Food service staffed and operating	F.3. Director of Business Operations Culinary Arts Dept. Director of Student Affairs	F.3. N/A	F.3. the Food for Thought Café was created with UNM-Taos Culinary Arts program, led Benjie Apodaca, in Fall 2014;
	F.3.b) Assess the evening and after-hours options available through the various vending machines and the management of these machines	F.3.b) Ongoing	F.3.b) Survey	Institutional Effectiveness Coordinator		

GOAL F: FACILITIES PLANNING/CAMPUS ENVIRONMENT - CONT'D

Objective	Activity	Timeline	Assessment Methodology	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective F.4. To increase the recycling efforts on campus	F.4.a) Work with current service provider to increase number, visibility and location of receptacles.	F.4.a) Semester	F.4.a) Increased number of containers	F.4. Director of Business Operations Physical Plant  Communications Director Student Government	F.4. large receptacle outside physical plant for pickup; each building has one receptacle for paper, cardboard, aluminum and glass	F.4. Established contract with local recycling company (Recycle Taos Collection) in Fall 2014; working collaboratively with UNMTSG, physical plant, and Dir of Bus. Ops and PR office to develop/increase/enhance visibility and promotional campaign.
	F.4.b) Develop promotional campaign to increase awareness of recycling program and expand on Earth Day Campus events	F.4.b) Semester	F.4.b)			
Objective F.5. Information Technology	F.5.a) Improve network infrastructure by bringing all buildings to the standard defined by UNM Main campus at <a href="http://it.unm.edu/communications/">it.unm.edu/communications/</a> design guidelines	F.5.a) 2015	F.5.a) Increased speed and reliability of network connection	F.5. UNM-Taos IT UNM Main IT Director of Business Operations	F.5. N/A	F.5. PMSSC up to standard; increased number of wireless access points at Klauer campus student study areas; upgrading equipment to ensure reliability and safety of sensitive information by having recovery capability; campaign being developed to educate and train staff on the importance of H drive; since Fall 2014, End user support 1.0 FTE; Network systems analyst at 1.0 FTE; working on fail-over systems with Taos Net; challenges arose with connectivity at Main Campus; to ensure uninterrupted service to Main Campus; disaster recovery system from audit; Process "tightened up" for Facility in receiving, equipment tagging and documentation. System implemented with has point inventory to be tagged, tracked, and - point person in each department to track inventory annually
	F.5.b) Update network services to be fully integrated with UNM Main campus directory services for user management and authentication to UNM-Taos computers	F.5.b) Fall 2015	F.5.b) Evaluation and comparison of system to UNM Main campus systems.			
	F.5.c) Develop system to review and vet course offerings	F.5.c) 2015-16	F.5.c) Improved response time. Staff files held on H: drive.			
	F.5.d) Improve IT services by implementing a system for general end user support requests.	F.5.d) 2015-16	F.5.d) Increased staff			
	F.5.e) Develop a failover/redundant system back up for emergencies	F.5.e) Fall 2014	F.5.e) System in place			
	F.5.f) Consolidate inventory tracking system	F.5.f) 2014-15	F.5.f) Develop SOP for inventory tracking. All IT hardware is tagged and documented.			

## GOAL G: INSTITUTIONAL EFFECTIVENESS

This goal expresses the crucial need for accountability, data-driven decision-making and outcomes assessment in both the implementation of this Strategic Plan and in UNM-Taos' larger process improvement efforts. As we pursue institutional excellence, it is essential that we can measure progress and achievement in meaningful ways, and that we can demonstrate impact and outcomes to our internal and external audiences.

Objective	Activity	Timeline	Assessment Methodology	Person(s) Responsible	Baseline Fall 2014	Progress Fall 2015
Objective G.1. Foster a culture of data-driven decision making	G.1.a) Develop a strategy and schedule for cyclical program assessment	G.1.a) 2016-17	G.1.a) Plan in place and calendar created	G.1. Executive Director Institutional Effectiveness Coordinator Administration	G.1. N/A	G.1. Created annual calendar of reports that includes regularly occurring reports that includes Reporting Entity, Type of Report, and Due Date. (Federal, State, Internal) Attended professional development on the creation and analysis of surveys for qualitative and quantitative data collection IE Report revised to be one-page handout of key facts, using a model similar to that used by UNM-Valencia
	G.1.b) Implement regular satisfaction surveys for students, faculty and staff centralized through the Office of Institutional Effectiveness	G.1.b) Fall 2014	G.1.b) Surveys created and distributed to establish baselines for Strategic Plan Objectives as noted			
	G.1.c) Revise the existing Institutional Effectiveness Report to focus on mission elements and Strategic Plan objectives	G.1.c) 2014-15	G.1.c) Template revised and utilized.			
Objective G.2. Enhance the campus-wide awareness and understanding of institutional research, effectiveness	G.2.a) Schedule brief information sessions after start of Fall term	G.2.a) Fall 2014	G.2.a) Presentation and handouts provided	G.2. Executive Director Institutional Effectiveness Coordinator External Subject Matter Expert  Above plus Communications Director, Media Arts Director	G.2. N/A	G.2. Pamphlet created for distribution at Faculty Orientation in conjunction with PR and DMA departments, which included key information from Strategic Plan progress and five year comparison data; in initial stages of developing webpage; online data request form completed, will be linked to taos.unm.edu; Dashboard/analytics software is in testing phase at Main campus. Estimated to be linked to branch campus data by Dec 2015.
	G.2.b) Implement regular IR updates/quick facts/news briefs on campus stats/performance	G.2.b) 2014-15	G.2.b) IR updates included with Executive Director Communique.			
	G.2.c) Create an IE webpage at taos.unm.edu with commonly requested data, current enrollment numbers, links to HED dashboard, IPEDS, UNM registrar, etc.	G.2.c) 2014-15	G.2.c) Webpage created and populated			
	G.2.d) Research dashboard technology to determine feasibility of creating dashboards on enrollment, retention and graduation	G.2.d) 2014-15	G.2.d) Report provided to Administrative team,			
Objective G.3. Analyze current data needs and develop strategy to better manage workflow	G.3.a) Develop and implement a process and policy for ad-hoc data requests and fulfilment process, including the creation of an online data request form and "data dictionary"	G.3.a) 2015-16	G.3.a) SOP is created and distributed	G.3. Institutional Effectiveness Coordinator  Executive Director Institutional Effectiveness Coordinator Administration  Above plus Dean of Instruction, Director of Student Affairs, CASA Director	G.3. N/A	G.3. Data request form completed; developing archive of custom queries for regularly requested data in MyReports; documenting methodology for annual reports; conducted training for access to enrollment and budget info to key staff.
	G.3.b) Develop the capability for data gathering and analysis at the department and unit level.	G.3.b) 2015-16	G.3.b) Data required regularly by is pulled by department			
	G.3.c) Provide training in Banner, MyReports as needed.	G.3.c) 2014-15	G.3.c) Key staff are able to access the reports needed			

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## SECTION VII: IMPLEMENTATION STRATEGY

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Ownership of and responsibility for this Strategic Plan rests with the campus' Administrative Team, which will function as an "implementation task force" for the purpose of bringing this Plan into fruition.

The key to ensuring that a strategic plan is a living, relevant, viable document is to directly address the methods by which the institution will (a) monitor the implementation of the activities and (b) continually assess progress toward meeting the plan's objectives. UNM-Taos will do this routinely, systematically and by a variety of methods as described below.

The first step in the process will be the establishment of clear and relevant baseline measures for each objective, thereby guaranteeing that progress can be monitored readily. Second, the Administrative Team will establish committees/task forces to carry out the specific activities under each Strategic Plan goal. In some cases, this will entail a new, ad hoc committee appointed solely to address an objective or an activity. For example, the work under Goal G: Institutional Effectiveness, requires a newly constituted, cross-departmental group that will inform, facilitate and conduct key elements of our Institutional Effectiveness strategy. In other cases, the Administrative Team will assign objectives/activities to existing committees (such as the Workforce Committee, Advising Committee, Safety and Security Task Force, et al.)

The Administrative Team will bring in representatives from key committees and groups (e.g., Safety and Security Task Force; Workforce Committee; Library Committee; the Advising team, etc.) who are responsible for specific activities and for making policy, practice and procedure recommendations to the Administrative Team. Additionally, Presidents of Faculty Senate, Staff Council and Student Government will represent their respective contingencies at the Administrative Team meetings. Faculty, Staff and Students will also participate in various committees throughout campus and provide input through regular surveys to the campus community. The schedule of meetings for 2015-16 can be found at APPENDIX XX

These meetings will use a "continuous quality improvement" process (the Plan-Do-Study-Act tool) to focus the participants on actions, outcomes, processes and timelines. The Administrative Team will review the Strategic Plan annually, devoting a special meeting during each summer, and then report on progress at the beginning of the Fall semester.

## SECTION VIII: SUMMARY

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UNM-Taos continues to grow, both in the numbers of students served and in the complexity of its operations. The campus enjoys the advantage of talented, well-qualified and dedicated faculty and staff, and offers quality programs that are affordable, accessible and relevant to our community. UNM-Taos students are motivated and engaged, and possess the potential to succeed. Similar to other regional institutions, UNM-Taos faces many environmental and operational challenges, and is constrained by resource limitations. Regardless, the campus is prepared to meet these challenges, and is capable of achieving the goals and objectives included in this Strategic Plan. With the improvements in communication, student success, facilities and collaboration described herein, UNM-Taos will continue to grow as a healthy, vibrant branch of the state's flagship university to serve the communities of Northern New Mexico on into the future.

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## SECTION IX: APPENDICES

### APPENDIX A: CEPR REPORT

#### **Strategic Planning Consultation and Facilitation for UNM-Taos**

**Center for Educational Policy Research (CEPR)  
Dr. Peter Winograd, Professor Emeritus, Special Projects  
Dr. Renee Delgado-Riley, Program Planning Officer**

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#### **Process**

This six-month review of UNM-Taos in 2014 that included discussions with the administration, faculty, staff, students and community. Each discussion consisted of an analysis of program weaknesses, strengths and mission, and concluded with questions regarding campus involvement and engagement with the overall University. This self-evaluation process included the following:

- Conducting a review of all existing documents and reports.
- Meeting with internal and external stakeholders.
- Providing focus group questions and SWOT Analysis for Faculty Orientation, January 16, 2014 to roll-out the strategic planning process.
- Conducting an analysis of UNM-Taos students, faculty, staff, and administration. A sample survey is included as APPENDIX A.
- Conducting a scan of current and future educational/economic/cultural opportunities and challenges in the Taos service region.
- Providing an analysis of the impact of potential funding formula changes on the UNM-Taos campus finances and programs.

#### **CEPR Qualifications**

The University of New Mexico Center for Education Policy Research (CEPR) works with policy makers, educational leaders, foundations, community members, state agency staff, faculty, teachers, and others in a number of ways to ensure that data are used as effectively as possible. CEPR is comprised of six faculty members, six affiliated faculty members, nine staff, six graduate students, and five affiliates. CEPR's mission is to:

- Research education policy topics of interest in New Mexico;
- Communicate knowledge about education policy to diverse audiences;
- Collaborate with policy makers and other researchers on systemic policy change; and
- Educate researchers and policy makers about the value of data-driven policy.

CEPR's unique contributions to this project included planning the process, gathering data, and developing recommendations. Our hope is that as constructive outsiders, we could bring a fair and balanced perspective to the important discussions taking place on the UNM-Taos campus.

More information about CEPR can be found on our website (CEPR.UNM.EDU). There you will find presentations and reports about a variety of topics including: higher education, K-12

*Strategic Planning for UNM-Taos*

*January – July, 2014*

*cepr.unm.edu*

education, early childhood education, workforce development, children and youth health and legal issues, data driven policy recommendations, educational leadership, evaluation of student outcome improvement efforts, Hispanic education, student population mapping, youth risk and resiliency analysis and need-versus-resource mapping, and teacher evaluation.

Our work focuses on distilling and delivering understandable and relevant reports to various sectors, including educational organizations and policymakers. Examples include partnerships with the New Mexico Legislative Finance Committee; New Mexico Legislative Education Study Committee; Children, Youth, and Families Department; Albuquerque Public Schools, and numerous colleges, universities, foundations, educational organizations, and state agencies. CEPR was recently selected to receive a Special Achievement in GIS award at the 2013 Esri International User Conference as one of the top sites in the world for using geospatial mapping in the field of educational policy.

#### **UNM-Taos SWOT Analysis**

Community colleges throughout the United States share many of the same Strengths, Weaknesses, Opportunities and Threats. Among these are issues that fulfill the requirements of more than one category, depending upon one's point of view, and how they are addressed by the institution.

For example, open enrollment is an obvious social good that empowers all who seek higher education to pursue their goals, whether for personal enrichment or the attainment of a career or academic path to success. However, many students are not adequately prepared for college level work. Some lack study skills, literacy and numeracy skills, and many are first generation college students who need additional support in order to rise to the necessary level of college readiness. So, while access is a clear strength, academic under-preparedness not only impacts students but also presents challenges to the college and the community.

The survey and focus group initiatives undertaken during the Spring 2014 semester at UNM-Taos by faculty, staff, students and community members centered around several important SWOT themes. The following is a summary of these themes and key comments elucidating the Strengths, Weaknesses, Opportunities and Threats facing UNM-Taos at this time in its development.

**Surveys and Focus Group Comments**

**Strengths:**

Part of UNM  
Small Campus with small classes  
Excellent and committed Faculty  
Sense of community  
Flexibility  
Good Leadership  
Kid's Campus and emphasis on Early Education  
Nursing and Healthcare Programs

**Weaknesses:**

Communications  
Website  
Signage  
Schedule  
Committees  
Tech Support  
Advising  
Customer Service/Professional Development  
Adjunct Faculty Support & Workspace  
Facilities  
Classrooms (sciences & health)  
Advising and Student Services Area  
Learning Commons/Library  
Media Center  
Snack Bar  
Parking

**Opportunities:**

Increasing Grant funding  
Downtown Buildings  
Growth in STEHM fields  
Dual Credit/Early College  
Career Pathways  
Better connection with ABQ and BGP  
Improve Tutoring at CASA  
Better services to & input from Native students  
Customer Service/Professional Development

**Threats:**

Online Courses  
Philosophical attitudes about reducing the number of branch colleges  
Lack of financial resources  
Lower Pell grants or semester limits (12)  
Lack of employers willing to contribute to jobs training programs  
Lack of economic resources in the area  
Lack of student preparedness

### Focus Group Analysis

Focus groups were conducted on the UNM-Taos campus Wednesday, April 23rd-Thursdays, April 24th, 2014 with faculty, staff, students, community members, Advisory Board and the Administrative Team. Participants were invited through random selection and two open sessions were hosted to include others. Participants were encouraged to be open and asked to give recommendations. The sessions were constructive and the following themes emerged as areas of concern and passion at UNM-Taos:

### Feedback General Themes

#### **Communication**

Communication emerged as a concern in many of the focus groups and was similar across students, staff, faculty and community groups. Students, staff, faculty and community partners felt the need for improved communication both formal and informal. Individuals suggested more communication from the upper administration on how decisions were made and also suggested that more open meetings would be helpful in order to have better access to information.

#### **Safety**

Safety became an area of discussion because there were some prior incidents in which staff, students and faculty were unsure of who to call and what protocol was intended to be followed. There is no current campus-wide known process on safety procedures. The current protocols exist within one office and are not well-known across campus. Mental health of students seemed to be an area of concern in regards to safety along with a general understanding of crisis and emergency interventions.

#### **UNM Bachelor and Graduate Program Relationship with UNM-Taos**

Students felt confused with the current process for application to BGP and its BA/BS programs. Students did not understand why they had to apply to a completely different program after completing an Associate's degree at UNM Taos. There is not a clear pathway of transfer for a student beginning UNM-Taos in an Associate's program with the intention that they will apply to a 4-year program through BGP. Students were not happy that many upper-level BGP courses are not taught in person at the UNM-Taos campus and have to take online versions of the courses. Students emphasized and staff and faculty agreed that the Taos campus targets a student demographic that prefers and does better with in person courses rather than online courses.

#### **Dual-Credit**

Students, staff, faculty and community members spoke highly of this program and its accessibility for the surrounding high schools. The four-day school week with closure on Fridays in which high school students could access dual-credit courses was highly regarded by the Taos community especially. The only drawback mentioned about this program was the lack of clear pathways of credit transfer. High school students are aware they must take a dual-credit course, but there is not a clear advisement pathway for how this may relate to their college major and/or career. Students are taking dual-credit courses, but a majority of the credits are not counting toward their degree completion once they get to college. There is an untapped opportunity to create a better mechanism and process for working with high school students to align their dual-credit courses with their careers and college majors.

### **Facilities**

Participants in the focus groups stressed the need for having advanced facilities especially in STEMH fields. For example, with the large industry in STEMH in New Mexico, there is a lack of highly efficient and modern STEMH classrooms and laboratories at the UNM-Taos campus. The school board and community were thrilled about the use of the local high school labs, but emphasized the need for more energy placed on developing a plan for building better facilities focused on STEMH.

### **Professional Development**

Some of the adjunct faculty involved in the focus groups expressed concerns for a pathway to advance their careers. There was a sense of feeling 'isolated' as they did not feel supported professionally. Some individuals recommended even creating a space on campus for adjunct faculty to work and meet with students. They also requested an opportunity to do a career or professional development plan in which UNM-Taos would feel invested in their careers. There was also an emphasis from upper administrators wanting to have professional development in leadership and management. They indicated this would help them in their everyday jobs.

### **Outside Mandates**

Participants in the focus groups indicated that there are many requirements from HED and main campus and that these outside mandates place a lot of undue stress upon UNM-Taos administrators to make quick, executive decisions and some of the faculty and staff felt like they were not involved in or knowledgeable about the some of these decisions. Some individuals suggested that the Executive team provide information as F.Y.I. (For Your Information).

### **'Growing Pains'**

UNM-Taos since its beginning as an official UNM branch campus the last ten years has evolved into a very important part of Northern New Mexico. The importance of the access to higher education for Northern New Mexico was reiterated consistently throughout the focus groups. With the limited budget for capital projects it has been difficult for the physical space to accommodate the growing student population.

### **Collaboration**

A series of silos exist on the small campus of UNM-Taos and a sense of 'isolation' was felt by some staff and faculty who participated in the focus groups. Several students even indicated the sense of isolation as an issue. Even some community members indicated a need for deeper focus on collaboration and focus on the 'Taos' culture that exists. Some staff and faculty recommended a Staff retreat or something similar.

### **Data**

There was a lack of data on dual-credit attendees and UNM-Taos students and where they go after completion of their degrees. There is a lack of information and data on the multiple student pathways at UNM-Taos and there is not a real known explanation or understanding why students are not being retained or graduating at a higher rate.

### **Recommendations**

Based on the general themes that emerged and the feedback from students, staff, faculty and community on how to improve UNM-Taos, the following are CEPR's recommendations:

#### **Communication**

UNM-Taos has grown over the years and when it was a smaller organization, the effective communication process was informal. However, due to the growth and the expansion over the years, it is the responsibility of the senior administration to implement an effective formal communication process. Furthermore, it is critical that not only senior administrators, but student, staff, faculty and community constituency groups make an effort to also aid in the formal communication process. This bi-directional, formal communication system should help all members across campus to feel more included.

Additionally, Administrative meetings should be open to key constituency groups (i.e., Faculty Senate, Staff Council, Student Government, etc.) in order to place the ownership and responsibility on these groups to report back to senior administrators on the issues, concerns and updates on these areas at UNM Taos. This formal communication system will create joint buy-in from individuals across campus and should alleviate the major communication gaps that exist.

#### **Strategic Plan Implementation**

In order to create buy-in across campus, senior administrators must provide a 'voice' to students, staff, faculty and community groups. This process of strategic plan implementation and the development of goals needs to be an inclusive process. All groups should have an opportunity to provide information to build an action plan toward achieving the identified goals for the year.

#### **Safety Campaign**

As mentioned previously, safety emerged as an area of concern amongst focus group attendees. The UNM main campus currently has mechanisms and safety plans in place that may be a good place to start and adapt to the UNM-Taos campus. For example, the emergency text system can be adapted to UNM-Taos. Part of the problem of safety is only a few key individuals had access to information on what to do in an emergency. It is suggested that there be a safety campaign on the UNM-Taos campus and that a taskforce be put into place with representation across campus. There needs to be more than one individual responsible for safety, thus in addition to creating a taskforce, it is recommended that a core group of individuals from across campus become trained and certified in emergency responses.

#### **Dual-Credit Articulation Transfer**

We recommend that UNM-Taos establish a taskforce on degree articulations of Associate's degrees to Bachelor's degrees. It could prove to be an effective outreach tool to high school students as it could be organized by major or career of interest and there would be clear pathways for a high school student to take classes that will ultimately apply to their degree, decrease time to graduation and increase student success. The UNM STEM UP program has a nice framework for the 2-year to 4-year transfer articulation agreement that might prove helpful as a model or resource (<http://www.cnm.edu/depts/stemup>).

#### **Space**

Space will continue to be an issue for UNM-Taos as it continues to grow. Some focus group participants expressed concerns that decisions about new buildings were made without sufficient opportunity for

public comment. This is an area of concern and there needs to be a systematic process for identifying space problems and solutions.

#### **Systematic strengthening of Main Campus and Taos Campus relationship**

One of the most important transition points in education is the time when students move from a two-year college to a four-year college. Obtaining a certificate or an associate's degree is an important milestone, but for many students these are steps along a longer pathway to more education. Students think of UNM as one institution with both a main campus and branch campuses. Unfortunately, the process of transition between the branch and main campus is not as smooth as it could be. We strongly recommend that representative from both main campus and the branch campus work with students to make sure articulation is a smooth and painless as it could be.

#### **Taos Connect**

Building upon the 'one stop' concept, in order to further refine the formal communication processes, it would be beneficial to cross-train individuals on key UNM-Taos issues. For example, if every year a survey was disseminated giving individuals an opportunity to indicate where customer service energy should be placed, then senior administrators could focus on these issues. A dashboard could be built around these key issues to ensure customer service is the top priority. It could be an electronic or physical place students, staff, faculty and community would go to get information on UNM Taos. This would be the 'front door' for these individuals and work needs to go into creating this space.

#### **Faculty, Staff & Student Recognition**

In order to engage faculty, staff and students, we recommend that a series of events be established with a focus on recognition. This would be a proactive way to address morale across campus. The students felt the most engaged, but they sensed a lack of recognition among faculty and staff. We believe it would be beneficial to provide annual recognition of the many outstanding individuals who make the UNM-Taos campus a great place to be.

#### **Systematic/Organized Professional Development**

In order to provide professional development and career pathways for both staff and faculty, we recommend the establishment of more opportunities for professional development. Some adjunct faculty felt like they were not given opportunities to grow, but were still highly invested in the Taos campus. These opportunities could be built upon current initiatives to improve teaching excellence, or developed in new areas like leadership training, career plan development, mentoring, or other areas of faculty and staff interest.

## Financial Analysis

### **Higher Education Environmental Scan**

The last several years have been rocky ones for higher education across the country and here in New Mexico. Attend any legislative hearing or professional conference; read any research journal, professional chronicle or daily newspaper; or talk to college students, faculty, staff and administrators and the list of challenges and concerns will include:

- The costs of higher education to students, families, and to the state.
- Reductions in state support for public institutions of higher education.
- Demographic changes which mean that smaller proportions of college students will be traditional age.
- The high numbers of students who are unprepared for higher education.
- The lack of jobs and career opportunities for those students who do graduate.
- The increasing equity gap between those students who do go to college and those that don't.
- The gap between what is needed for workforce development and what is taught in higher education.
- The increasing reliance on distance learning, part-time faculty and other changes in response to technology, budget efficiencies, entrepreneurialism and consumer demands.
- Heightened demands for accountability, measurement, and transparency.
- The rapid turnover of leaders in higher education and the diminishing numbers of those willing and able to take their place.
- The need for colleges and universities to evolve and innovate or atrophy.

With all of these pressures, it is little wonder that most college leaders lie awake at night and wonder how they can help their institutions evolve in ways that can meet the diverse needs of their students, address the hopes and concerns of faculty and staff, support their communities, and increase their financial viability.

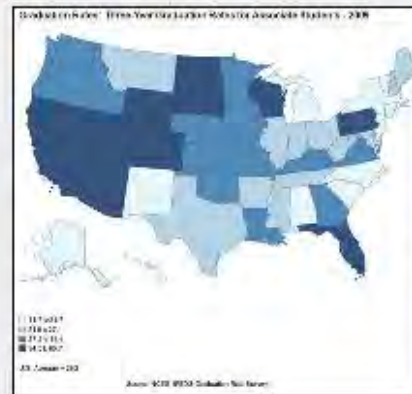
The pressures on higher education here in New Mexico are clearly illustrated in the following maps, graphs, and charts. The first chart shows the decline in the percent of New Mexico's General Fund that goes to support higher education. The percentage in FY2015 was 13.6% down from 15.4% in

FY2004, and the future does not look any better.





New Mexico also struggles to produce college graduates with associate or bachelor degrees.



### New Mexico State Funding Formula

Here is the higher education funding formula that was used during the 2015 Legislative Session which used a number of factors to determine state allocations. The following table includes a summary of the performance measures upon which New Mexico institutions of Higher Education receive annual funding.

Measure	Community College	Comprehensive University	Research University
Completed SCH	\$4.75/SCH	\$4.75/SCH	\$4.75/SCH
STEMH Certificates < 1 Yr	\$100/Certificate	N/A	N/A
Certificates > 1 Yr	\$200/Certificate	N/A	N/A
Associates Degrees	\$250/Degree	\$250/Degree	N/A
Bachelor's Degrees	N/A	\$500/Degree	\$500/Degree
Masters Degrees	N/A	\$1000/Degree	\$1000/Degree
PhD's	N/A	N/A	\$2500/Degree
STEMH Awards	\$500/Award	\$1000/Award	\$1000/Award
At-Risk Awards	\$575/Award	\$1150/Award	\$575/Award
Dual Credit SCH	\$4.75/SCH	\$4.75/SCH	N/A
Momentum Point 30 SCH	\$100/Student	\$100/Student	N/A
Momentum Point 60 SCH	N/A	N/A	\$250/Student
Research Expenditures	N/A	N/A	0.7% of Expenditures

### UNM-Taos Financial Data Review

The CEPR team used the national and state challenges facing higher education as the context by which to examine a wide variety of financial documents related to UNM-Taos from a number of sources including UNM Main Campus OER, UNM-Taos, New Mexico Legislative Finance Committee Reports, NMACC Annual Accountability Reports, the New Mexico Higher Education Department and other sources.

The CEPR team and UNM-Taos administration worked together to build spreadsheets with data on key measures including headcount; student demographics; ABE/GED enrollment; Dual Credit enrollment; faculty and staff demographics; graduation rates; student loan rates; state, local, and other funding sources; and performance-based indicators. These data were updated for UNM-Taos for five years (2010 to 2014).

Here are some reflections based on the examination of these data:

1. UNM-Taos has experienced strong growth on almost every key measure over the last five years. For example, student credit hours have increased by approximately 32%; the number of faculty has increased 100%; the number of staff has increased by 43%; total leased and owned square footage has increased by 21%; and the total budget has increased by 31%. Enrollment numbers are projected to stay steady, and planning should be done with this in mind.

2. Various measures of student success have remained stable over the last five years. For example, student success rate (% successful after three years: received a degree or certificate, transferred or became transfer ready) was 52.4% in Fall 13 and 52.8% in Fall of 09. The Graduation Rate was 33% in Fall 13 and 34% in Spring 09. The Job Place Rate (% placed in jobs or continuing education in New Mexico) was 63.6% in Fall 13 and 67.5% in Fall 09. The Retention Rate (% of First-Time, Full-Time Freshman who enroll in fall and re-enroll in the following spring) increased to 80.8% in Spring 13 from 72.3% in Spring 09.

UNM-Taos is to be commended for keeping student success rates stable while the campus has experienced strong growth. Improving student success – however it is defined – remains an important goal. It is key to note that UNM-Taos is not alone in struggling to improve student success. However, UNM-Taos could and should be a leader in continuing to show the rest of higher education how it can be done.

3. Our final recommendations revolve around the performance measures for community colleges that are currently in place in New Mexico's Higher Education FY15 Funding Formula. Those measures can and do change often but for now they include:

- Completed Student Credit Hours
- STEMH Certificates Completed In More Than 1 Year
- Certificates Completed in Less Than 1 Year
- Associate Degrees
- STEMH Awards
- At-Risk Awards
- Dual Credit Student Credit Hours
- Momentum Points As Measured at 30 Student Credit Hours.

The CEPR team completed an initial analysis of how UNM-Taos' data look on these measures but more work needs to be done to ensure that a complete and accurate picture of trend data is available. We strongly recommend that UNM-Taos administrators, faculty and staff examine these performance measure data and talk about appropriate ways to maximize UNM Taos' work in these areas. A review of the performance-based funding is available as APPENDIX I. For example, UNM-Taos Dual Credit Programs have grown and were widely recognized by everyone we interviewed during the focus groups. Are there other high schools that might become part of the UNM-Taos network? Are there additional ways to strengthen and increase these programs? If the percentage of the performance-based funding increases as anticipated, these variables will be every more key to UNM-Taos' funding.

Our key point is this: In an earlier recommendation, we suggested that the UNM-Taos campus increase its focus on student success broadly speaking. In this recommendation, we are suggesting that UNM-Taos look at ways it can increase student success on the measures the State considers important. These are not the only measures of student success, but they are important and should be maximized.

**Survey Distributed**

Information  
Request



**CONTEXT**

UNM Taos is 10 years old (as a branch campus), and our focus is on where we go from here. As you respond to the following questions, consider them in light of where are the opportunities for growth and improvement on our campus in the next year, the next five years, the next ten years.

**YOUR PERSPECTIVE**

What are major strengths of UNM Taos?

Strengths

What are some weaknesses of UNM Taos?

Weaknesses

What do you feel are the major threats to our ability to help students succeed?

Threats to student success

What are your recommendations for improvement regarding:

Support to students

Support to faculty

Support to staff

Facilities	
Curriculum	
Programs	
Other important issues	

**PRIORITIES**

Where should we place our energies over the next five to ten years?

On a scale of 1 to 5, with 5 being "Very Important" and 1 being "Not Important," where should we place our energies over the next five to ten years?

	Not Important	Low Importance	Neutral	Important	Very Important
Student enrollment growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New programs of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional quality and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other areas that we might place our

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*The*  
**Economic Contri**  
*of*

**University of New Mexico**  
*State of New Mexico*



# Executive Summary

## INTRODUCTION

How does the Taos County economy and the state of New Mexico benefit from the presence of University of New Mexico-Taos (UNM-Taos)?

In this study, EMSI applies a comprehensive model designed to quantify the economic benefits of community and technical colleges and translate these into common sense benefit/cost and investment terms. The study includes two major analyses:

1. **Investment Analysts:** Treats education funding as an investment, calculating all measurable returns and comparing them to costs, from the perspectives of students, taxpayers, and society as a whole.

2. **Economic Growth Analysts:** Measures added income in the region due to college operations, student spending, and the accumulated skills of past and present students still in the workforce.

The economic impact model has been field-tested to generate more than 900 studies for community, technical, and further education colleges in the US, Canada, the UK, and Australia. To see the full documentation of the study, please contact the college.

## THE RESULTS

### Investment Analysis

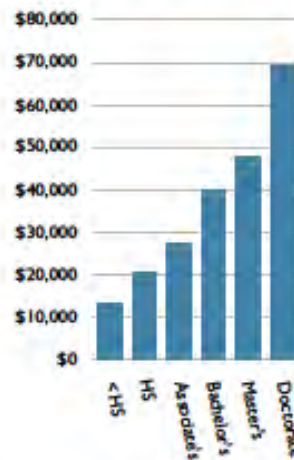
#### Student Perspective

Benefits of higher education are most obvious from the student perspective: students sacrifice current earnings (as well as money to pay for tuition) in return for a lifetime of higher income. Compared to someone with a high school diploma, associate's degree graduates earn \$7,200 more per year, on average, over the course of a working lifetime (undiscounted).

From an investment standpoint, UNM-Taos students enjoy a 14.3% rate of return on their investments of time and money. This compares favorably with returns on other investments, e.g., long-term return on stocks and bonds.

The corresponding benefit/cost ratio is 4.5, i.e., for every dollar students invest in UNM-Taos education, they receive a cumulative of \$4.50 in higher future income over their working careers. This is a real return that accounts for any discounting that occurs during the entire period. The payback period is 10.2 years.

Average Earnings by Education Level in Taos County





UNM-TAOS INVESTMENT ANALYSIS AT A GLANCE

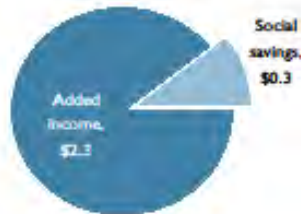
Stakeholder	Rate of Return	Benefit/Cost	Payback (Years)
Student perspective	14.3%	4.5	10.2
Social perspective	NA	9.7	NA
Taxpayer perspective	3.6%	1.1	23.2

Social Perspective

From the perspective of society as a whole, the benefits of education accrue to different publics. For example, UNM-Taos students expand the state's economic base through their higher incomes, while the businesses that employ them also become more productive through the students' added skills. These benefits, together with the associated ripple effects, contribute an estimated \$2.3 million in taxable income to the New Mexico economy each year.

As they achieve higher levels of education, UNM-Taos students are also less likely to smoke or abuse alcohol, draw welfare or unemployment benefits, or commit crimes. This translates into associated dollar savings (i.e., avoided costs) to the public equal to approximately \$280,300 annually. These are benefits that are incidental to the operations of UNM-Taos and accrue for years into the future, for as long as students remain active in the workforce.

Annual Benefits to New Mexico Public Due To UNM-Taos Students (\$ Millions)



To compare benefits to costs, we project benefits into the future, discount them back to the present, and

weigh them against the \$4.8 million that state and local taxpayers spent in FY 2010-11 to support the college. Following this procedure, it is estimated that UNM-Taos provides a benefit/cost ratio of 9.7, i.e. every dollar of state and local tax money invested in the college today yields a cumulative of \$9.70 in benefits that accrue to all New Mexico residents, in terms of added taxable income and avoided social costs.

Taxpayer Perspective

Under the taxpayer perspective, only benefits that accrue to state and local governments are counted, namely, increased tax collections and reduced government expenditures. For example, in place of increased income, the taxpayer perspective includes only the increased state and local tax receipts from those higher incomes. Similarly, in place of overall crime, welfare, unemployment and health savings, the taxpayer perspective includes only those that translate to actual reductions in state and local government expenditures.

Note here that government often undertakes activities wanted by the public, but which may be unprofitable in the marketplace. This means that positive economic returns are generally not expected from government investments. From the taxpayer perspective, therefore, even a small positive return (a benefit/cost ratio equal to or greater than 1, or a rate of return equal to or greater than the 3% discount rate used in the taxpayer investment analysis) would be a favorable outcome.

For UNM-Taos, the results indicate positive returns: a rate of return of 3.6% and a benefit/cost ratio of 1.1 (every dollar of state or local tax money invested in UNM-Taos today returns \$1.10).

### Economic Growth Analysis

UNM-Taos affects the local economy in three ways: (1) through its local purchases, including wages paid to faculty and staff; (2) through the spending of students who come from outside the region; and (3) through the increase in the skill base of the local workforce. These effects break down as follows:

#### College Operations Effect

UNM-Taos creates income through the earnings of its faculty and staff, as well as through its own operating and capital expenditures. Adjusting for taxes and other monies withdrawn from the local economy in support of UNM-Taos, it is estimated that the Taos County economy receives a net of \$5.5 million in added labor and non-labor income due to UNM-Taos operations each year.

#### Student Spending Effect

Students from outside the region spend money for room and board, transportation, entertainment, and other miscellaneous personal expenses. These expenditures create jobs and incomes for local businesses.

The spending of UNM-Taos's non-local students generates approximately \$1.5 million in added income in the Taos County economy each year.

#### Student Productivity Effect

Every year students leave UNM-Taos and join or rejoin the regional workforce. Their added skills translate to higher income and a more robust Taos County economy. Based on UNM-Taos's historical enrollment and credit production over the past 30-year period, it is estimated that the accumulated contribution of UNM-Taos instruction received by former students (both completers and non-completers) annually adds some \$14.3 million in income to Taos County.

#### Total Effect

Altogether, the average annual added income due to the activities of UNM-Taos and its former students equals \$21.3 million. This is approximately equal to 2.8% of the total Taos County economy.

### UNM-TAOS ECONOMIC IMPACT ANALYSIS AT A GLANCE

#### Added Income

College operations effect	\$5,515,000
Student spending effect	\$1,483,000
Total spending effect	\$6,998,000
Student productivity effect	\$14,280,000
<b>GRAND TOTAL</b>	<b>\$21,278,000</b>

Total Added Income in Taos County Due to UNM-Taos (\$ Millions)



### CONCLUSION

The results of this study demonstrate that UNM-Taos is a sound investment from multiple perspectives. The college enriches the lives of students and increases their lifetime incomes. It benefits taxpayers by generating

increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. Finally, it contributes to the vitality of both the local and state economies.

# Overview Fact Sheet

*University of New Mexico-Taos plays a significant role in the local economy and is a sound investment from multiple perspectives. Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from a larger economy and lower social costs. Finally, the community as a whole benefits from increased job and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden.*

## INVESTMENT ANALYSIS

### Student Perspective

- UNM-Taos served 2,679 students in the 2010-11 reporting year.
- Education increases lifetime income. The average income at the career midpoint of someone with an associate's degree in Taos County is **\$27,700**.

**Students enjoy a 14.3% rate of return on their investment in UNM-Taos.**

- The average UNM-Taos student's income increases by **\$4.50** for every dollar invested in UNM-Taos.
- Students enjoy an attractive 14.3% average rate of return on their UNM-Taos educational investment, recovering all costs in 10.2 years.

### Social Perspective

- Higher earnings of UNM-Taos students and associated increases in state income expand the tax base in New Mexico by about **\$2.3 million** each year.
- New Mexico will see avoided social costs amounting to **\$280,300** per year due to improved health, reduced crime, and reduced welfare and unemployment.

### Taxpayer Perspective

- State and local governments allocated approximately **\$4.8 million** in support of UNM-Taos in FY 2010-11.
- For every dollar of this support, taxpayers see a return of **\$1.10** (in the form of higher tax receipts and avoided costs).
- State and local governments see an annual rate of return of **3.6%** on their support for UNM-Taos.

## ECONOMIC GROWTH ANALYSIS

### College Operations Effect

- The Taos County economy annually receives **\$5.5 million** in income due to UNM-Taos operations.

**Added income attributable to the accumulation of UNM-Taos skills amounts to \$14.3 million each year.**

### Student Spending Effect

- UNM-Taos estimates that approximately **9%** of its students come from outside the region.
- The expenditures of UNM-Taos's non-local students generate roughly **\$1.5 million** in added income in Taos County each year.

### Productivity Effect

- The Taos County economy embodies an estimated **174,200** credits that have accumulated over the past 30-year period as thousands of former UNM-Taos students enter the workforce.
- UNM-Taos credits translate to higher earnings for students and increased output of businesses. The added income attributable to the accumulation of UNM-Taos credits in the workforce amounts to around **\$14.3 million** each year.

### Total Effect

- The total annual impacts on Taos County sum to **\$21.3 million**.
- The total impact represents **2.8%** of the total regional economy and roughly **710** average wage jobs.

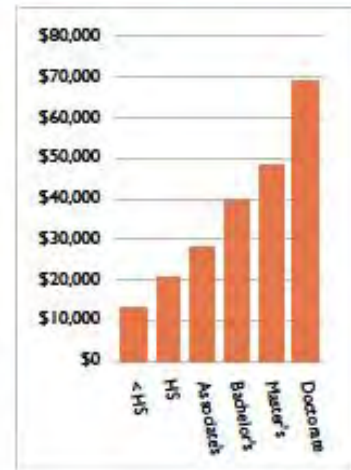
# Student Perspective

## Education Will Pay You Back—For a Lifetime



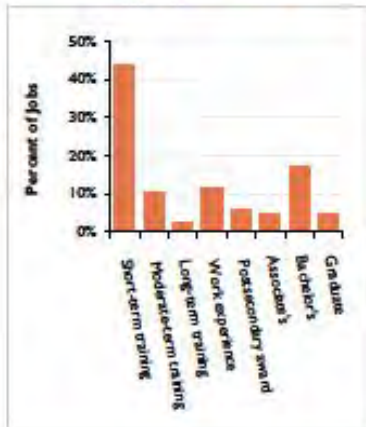
- Students enjoy an attractive 14.3% rate of return on their UNM-Taos educational investment.
- Over the course of his or her working career, the average UNM-Taos student's lifetime earnings will increase \$4.50 for every dollar invested in their UNM-Taos education (in the form of tuition, fees, and forgone earnings).
- The average annual income of the typical associate's degree graduate in Taos County at the midpoint of his or her career is \$27,700, 35% more than someone with a high school diploma.
- Over the course of a working lifetime, associate's degree graduates in Taos County earn \$273,600 more than someone with a high school diploma (undiscounted).

Average Earnings in Taos County



## Education Is Your Ticket to a Better Job

Projected 2022 Jobs in Taos County by Skill Level



- By 2022 it is anticipated that there will be about 5,000 new and replacement jobs available in Taos County.
- About 26% of these jobs will require an education level equal to an associate's degree or greater.
- Another 6% of available jobs in 2022 will require some kind of post-secondary certificate or vocational award.



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## Social & Taxpayer Perspectives

*State and local taxpayers earn a 3.6% rate of return on their investment in University of New Mexico-Taos. University of New Mexico-Taos adds more money to the state treasury than it takes out. Not only does the college pull its own weight, but it also effectively subsidizes other sectors funded by the taxpayers. Absent UNM-Taos, taxes would actually have to be raised in order to maintain services in all other sectors at their current levels. The return on investment is considered from two perspectives: social and taxpayer.*

### Social Perspective

The social perspective adds up all benefits attributable to UNM-Taos, regardless of recipient, and compares the total to the original investment made. This is called the "benefit/cost ratio." If the ratio is less than 1.0, the investment is not worthwhile; if it is greater, the investment is considered sound.

For example, a transportation authority might justify a new road by showing that savings in travel time and vehicle expenses accrued by thousands of drivers exceed the project's cost. Public parks are justified by showing that recreation, scenic, and other values enjoyed by park users exceed the cost of park infrastructure, operation, and the net value of the park's land and resources not used for other purposes. So the social perspective counts all benefits, not just those that accrue back to state or local government.

Benefits generated by UNM-Taos also accrue to different groups. Students benefit from higher incomes, employers benefit from increased worker productivity, and the public at large benefits from an expanded economic base. The public also enjoys a variety of external social benefits, such as reduced crime, lower welfare and unemployment, improved health, and less absenteeism from work. All of these are tallied up and compared to the investment made by state and local governments, or the taxpayers. A social perspective benefit/cost ratio greater than 1.0 is a minimal indicator of a worthwhile public investment.

*Counting benefits and costs in this way, UNM-Taos' benefit/cost ratio is 9.7. In other words, the cumulative added value attached to each dollar invested will have a present value of \$9.70 by the end of the students' working career.*

### Taxpayer Perspective

The taxpayer investment perspective counts only benefits that can be entered into the books of state and local governments. For example, educated workers earn more and thus pay more taxes. Furthermore, because state and

local governments bear part of the cost of crime, their budgets benefit from education's crime-reducing effect, and the same is true for other benefits of an educated populace. The bottom line: state and local governments receive returns from their support of UNM-Taos in the form of increased tax revenue and savings associated with avoided social costs.

Worthwhile public projects often generate negative taxpayer perspective returns, because the role of government is to provide services that the public wants but that the business sector may find unprofitable. Considerable funds are spent on public parks, for example, yet they yield little or no direct return. From a taxpayer perspective, returns are negative, though the park is justified by the benefits tracked under the social perspective.

But unlike most government endeavors, funding for UNM-Taos generates strong results from *both* the social and taxpayer perspectives. Economists generally assume a 3% discount rate in analyzing government investments, assuming that governments can obtain unsecured loans at a rate of 3% or receive a 3% return on any excess funds, if they were invested. *Since UNM-Taos' taxpayer rate of return of 3.6% is greater than 3%, state and local governments actually make money on the investment.* By funding the college, therefore, other recipients of state and local funding are actually subsidized through the revenues generated by the college.

*Comparison of UNM-Taos' Rate of Return to Discount Rate and Average Return on Stocks and Bonds*



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## UNM-Taos Increases State Income



- The activities of UNM-Taos' 2010-11 student body will generate about \$1.6 million in labor income in the state economy each year.
- Once UNM-Taos' current students become active in the workforce, they will promote business output, raise consumer spending, and increase property income in the state. All of this contributes an additional \$739,900 in taxable income each year.
- Altogether, higher student income and associated effects on business productivity add \$2.3 million in income annually to the state economy.

## UNM-Taos Reduces Social Costs

- Education is statistically correlated with improved lifestyle behaviors, including reduced incidences of absenteeism, alcohol abuse, and smoking, lower probability of committing crime, and fewer welfare and unemployment claims.

*Annual Benefits to the New Mexico Public Due to UNM-Taos (\$ Millions)*



- It is estimated that UNM-Taos' 2010-11 student population will generate social savings to the New Mexico public equal to \$280,300 a year.
- These savings accrue to all state and local residents—students, homeowners, businesses, and taxpayers.



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# Taxpayer Perspective

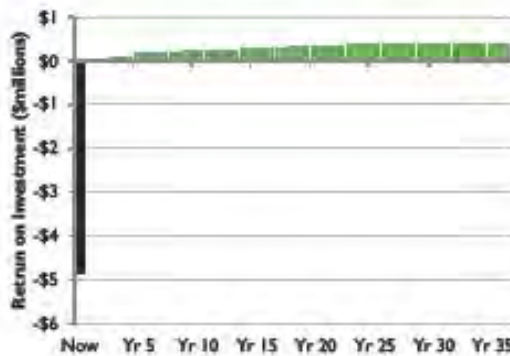
## UNM-Taos Leverages Taxpayer Dollars

- An estimated 99% of UNM-Taos students remain in New Mexico and contribute to economic growth. Students who enter the workforce expand the tax base by generating higher earnings and reducing social costs.
- Higher student earnings and associated increases in property income generate about \$268,100 in added tax revenue each year.
- State and local governments will save approximately \$24,100 in avoided social costs each year, including savings associated with improved health, lower costs of law enforcement, and fewer welfare claimants.



## UNM-Taos Generates a Return on Public Investment

*Long-term Return to State and Local Taxpayers on Their UNM-Taos Investment*



- State and local governments allocated about \$4.8 million in support of UNM-Taos in FY 2010-11.
- For every dollar appropriated by state and local governments to UNM-Taos, taxpayers will see a return with a cumulative added value of \$1.10 in the form of higher tax revenues and avoided social costs.
- State and local governments will receive a rate of return of 3.6% on their investments in UNM-Taos.

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# Business Perspective

## UNM-Taos Raises Consumer Spending



- UNM-Taos employed 69 full-time and 270 part-time faculty and staff in the 2010-11 reporting year, with an annual payroll of \$5.6 million.
- In addition to payroll, UNM-Taos spent \$3.3 million in FY 2010-11 for supplies and services, of which an estimated 38% was spent in Taos County.
- UNM-Taos estimates that approximately 9% of its students come from outside Taos County. Non-local students who settle in the region spend money at local businesses for food, transportation, and other personal expenses.

## UNM-Taos Generates New Income

- The net added income generated by UNM-Taos operations (\$5.5 million) and the spending of non-local students (\$1.5 million) contributes a total of \$7 million in income to the Taos County economy each year.
- The increased productivity of workers due to the accumulation of past and present UNM-Taos skills in the Taos County workforce creates approximately \$14.3 million in added income each year.

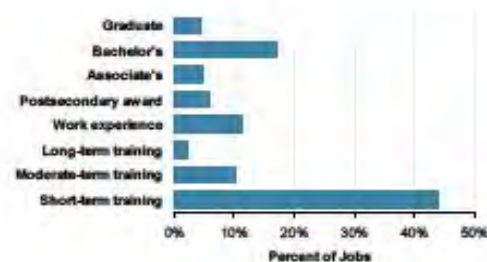
Added Income in Taos County Due to UNM-Taos (\$ Millions)



## UNM-Taos Creates a Skilled Workforce

- UNM-Taos activities encourage new business, assist existing business, and create long-term economic growth. The college enhances worker skills and provides customized training to local business and industry.
- An estimated 174,200 UNM-Taos credits have accumulated in the Taos County workforce over the past 30-year period as former UNM-Taos students (completers and non-completers) enter the regional workforce each year.

Projected 2022 Jobs by Skill Level in Taos County (%)



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LOWER DIVISION

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ASSOCIATE DEGREES

---

ASSOCIATE OF ARTS

- Early Childhood Multicultural Education (ECME)
- Pre-Business Administration
- Fine Arts
- Liberal Arts, with the following Areas of Focus:
  - American Studies
  - Anthropology
  - Classics
  - Communication & Journalism
  - Criminal Justice
  - Criminology
  - Economics
  - English
  - History
  - Human Services
  - Peace Studies
  - Philosophy
  - Psychology
  - Religious Studies
  - Sociology
  - Spanish
  - Women's Studies

ASSOCIATE OF SCIENCE

- Education
- Nursing (by application only)
- Pre-Science, with the following Areas of Focus:
  - Pre-Agriculture & Ag Education
  - Pre-Animal, Wildlife & Range Science
  - Pre-Astrophysics
  - Pre-Biochemistry
  - Pre-Biology
  - Pre-Chemistry
  - Pre-Dental Hygiene
  - Pre-Earth & Planetary Science
  - Pre-Emergency Medicine & Paramedic
  - Pre-Engineering
  - Pre-Environmental Science
  - Pre-Forestry
  - Pre-Horticulture & Agronomy
  - Pre-Mathematics
  - Pre-Mathematics Elementary Education
  - Pre-Mathematics Secondary Education
  - Pre-Medicine
  - Pre-Medical Lab
  - Pre-Midwifery
  - Pre-Nursing
  - Pre-Natural Resource & Resource Management
  - Pre-Nutrition & Dietetics
  - Pre-Pharmacy
  - Pre-Physician's Assistant
  - Pre-Physical Therapy
  - Pre-Physics
  - Pre-Radiologic Sciences
  - Pre-Science Elementary Education
  - Pre-Science Secondary Education
  - Pre-Statistics
  - Pre-Veterinary Medicine

ASSOCIATE OF APPLIED SCIENCE

This is a two-year degree that combines a technical area with the core academic curricula. These are not always transferable to 4-year colleges.

- Digital Media Arts (DMA)
- General Studies

CAREER TECHNICAL DEGREES & CERTIFICATES

---

Certificates are 1 year programs (30 Credit Hours) dedicated to specialization in a technical area.

- Administrative Assistant
- Applied Arts & Crafts
- Business Computers
- Construction Technology
- Culinary Arts
- Dental Assisting (by application only)
- Digital Graphic Design
- Holistic Health & Healing Arts
- Human Services
- Information Technology
- Integrative Massage Therapy (by application only)
- Woodworking

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## UPPER DIVISION

---

### BACHELOR'S DEGREES

- Business Administration
- Dental Hygiene
- Early Childhood Multicultural Education (ECME)
- Elementary Education
- Medical Laboratory Sciences
- Nursing: RN to BSN
- Communication
- Radiologic Science
- Liberal Arts & Integrative Studies

### MASTER'S DEGREES

- Dental Hygiene
- Educational Leadership
- Language, Literacy and Sociocultural Studies
- Organization, Information & Learning Sciences (OILS)
- Public Administration
- Public Health

### DOCTORAL DEGREES

- Nursing

At the request of UNM-Taos Executive Director Dr. Kate O'Neill, Dr. Martinez Hewlett (Area Coordinator for Health Sciences, UNM-Taos) and Dr. Glenabah Martinez (Associate Professor at UNM College of Education) became the co-chairs of the newly formed UNM-Taos Native American Task Force during academic year 2013-14.

**The initial issues considered by the Task Force focused on how UNM-Taos can achieve the following:**

- 1.) More effective outreach to Native American students
- 2.) More effective Native American student preparation for higher education
- 3.) More effective ways to retain Native American students
- 4.) More effective preparation and support for Native American students who wish to transfer to advanced levels of education

**These issues were refined to specifically address these questions:**

- 1.) How can a positive working relationship between UNM-Taos and American Indian Student Services (AISS) be developed and sustained to best serve the academic interests of Native American students who attend UNM-Taos?
- 2.) What is needed from UNM-Taos and AISS to promote a smooth transition from UNM-Taos to UNM main campus?
- 3.) What is the role of Taos Pueblo in serving the academic needs of Native American youth who attend UNM-Taos and UNM main campus?

A total of twenty-three people participated in four meetings of the Task Force. Participants included faculty, staff, students and members representing several tribal communities, most notably Taos Pueblo. In addition, a survey of Native American students attending UNM-Taos was conducted during this time. Results were folded into the recommendations of the Task Force.

**The Task Force made several key recommendations for improving the campus climate in regard to the needs of Native American students and increasing their academic success:**

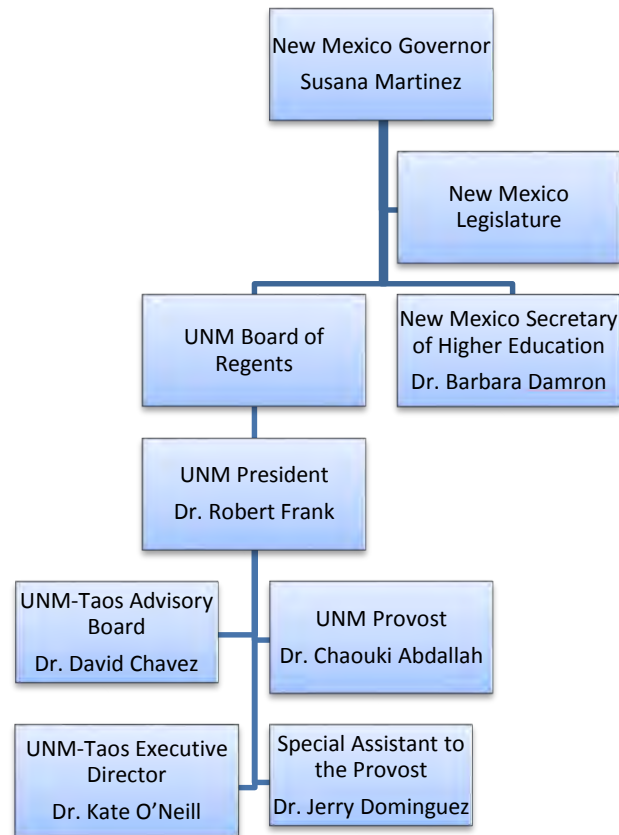
- 1.) Create a full-time staff position focused on Native American student success.
- 2.) Establish an advisory body to the UNM-Taos Executive Director to guide and support the work of this position.
- 3.) Develop a greater UNM-Taos presence at Taos Pueblo's Red Willow Center.
- 4.) Increase and improve support services for Native American students (advising, tutoring, skills workshops, student organizations, personnel, summer bridge programs, facilities, etc.).
- 5.) Design and implement a curriculum that will provide education and credentials in areas supportive of Native American students, especially from Taos Pueblo, such as natural resources, teacher education, community and regional planning, housing and construction, public and tribal administration, entrepreneurship and business, tribal court advocacy, studio/digital/media arts, and the healthcare professions.)

Implementation of these recommendations is a high priority for the UNM-Taos branch and has been inaugurated in the 2014-15 academic year. Ongoing assessment and improvements will be implemented on an annual basis.

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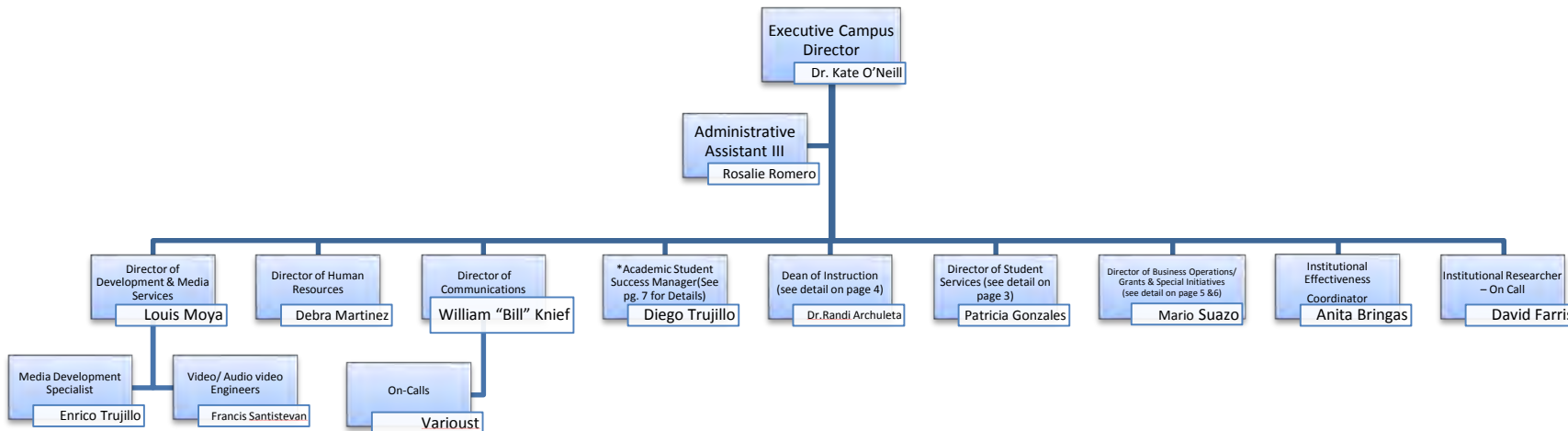
APPENDIX E: ORGANIZATIONAL CHART 2014-15

STATE OF NEW MEXICO AND THE UNIVERSITY OF NEW MEXICO



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## ADMINISTRATION



**UNM-Taos Organizational Chart**

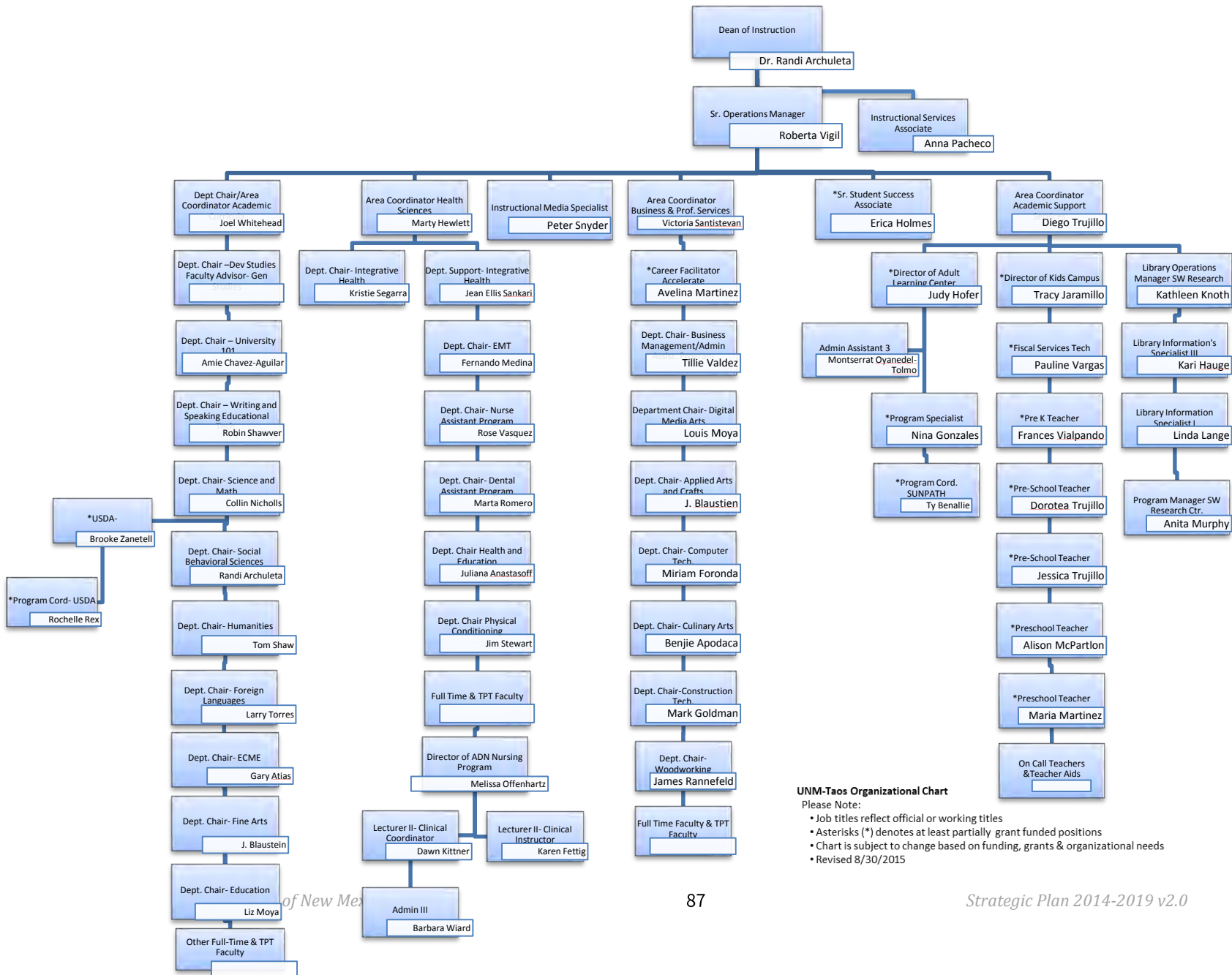
Please Note:

- Job titles reflect official or working titles
- Asterisks (\*) denotes at least partially grant funded positions
- Chart is subject to change based on funding, grants & organizational needs
- Revised 8/30/2015

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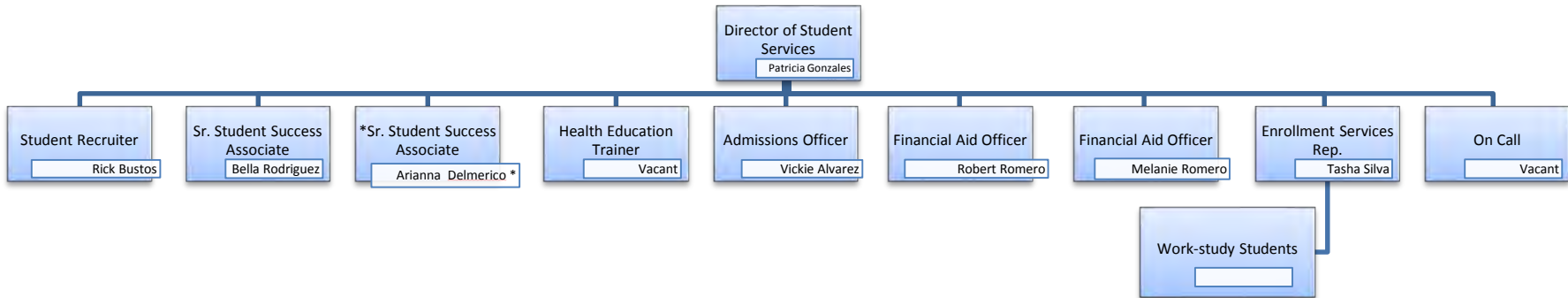
# DEPARTMENT OF INSTRUCTION



**UNM-Taos Organizational Chart**  
 Please Note:  
 • Job titles reflect official or working titles  
 • Asterisks (\*) denotes at least partially grant funded positions  
 • Chart is subject to change based on funding, grants & organizational needs  
 • Revised 8/30/2015

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## DEPARTMENT OF STUDENT AFFAIRS



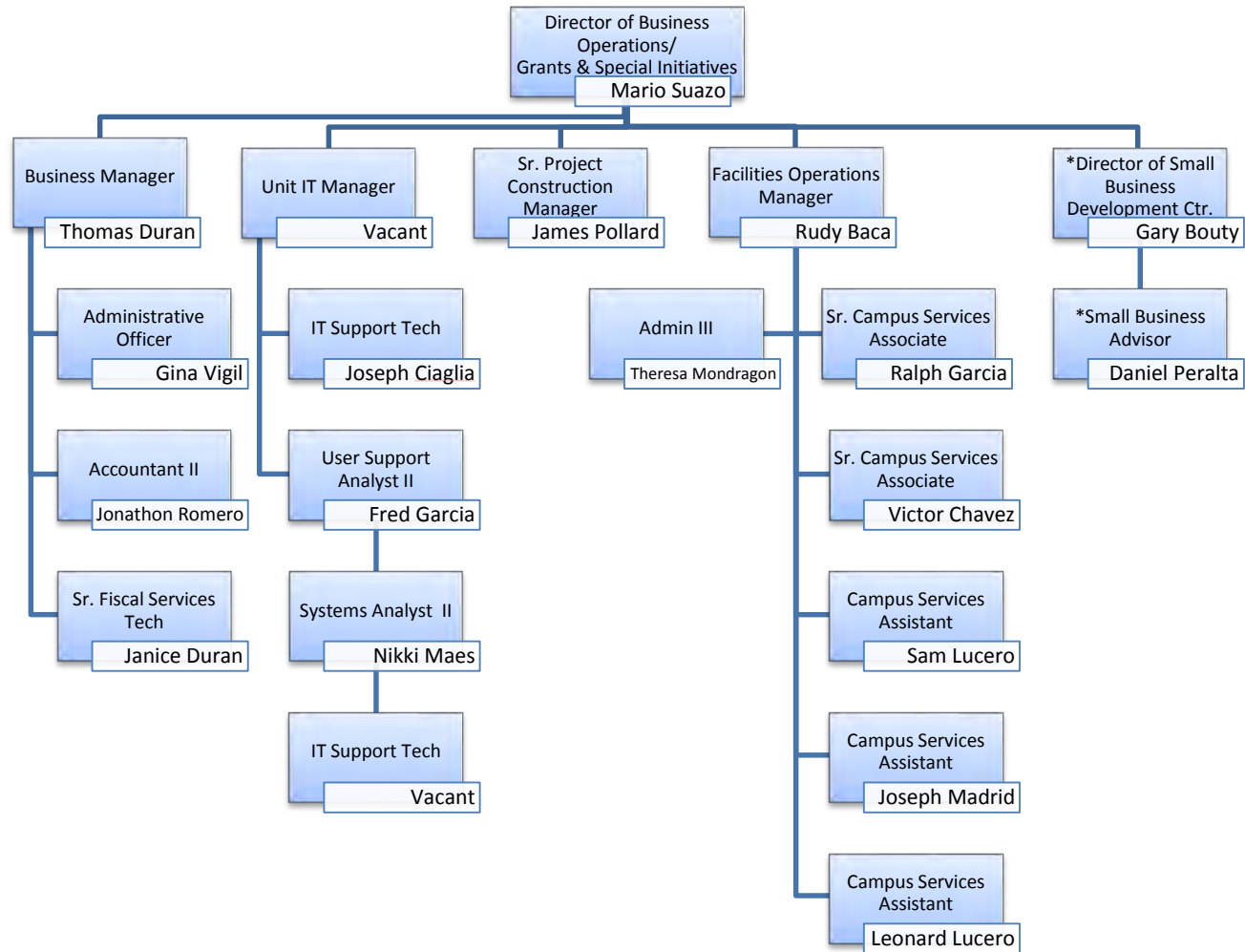
**UNM-Taos Organizational Chart**

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- Revised 8/30/2015

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## BUSINESS OPERATIONS



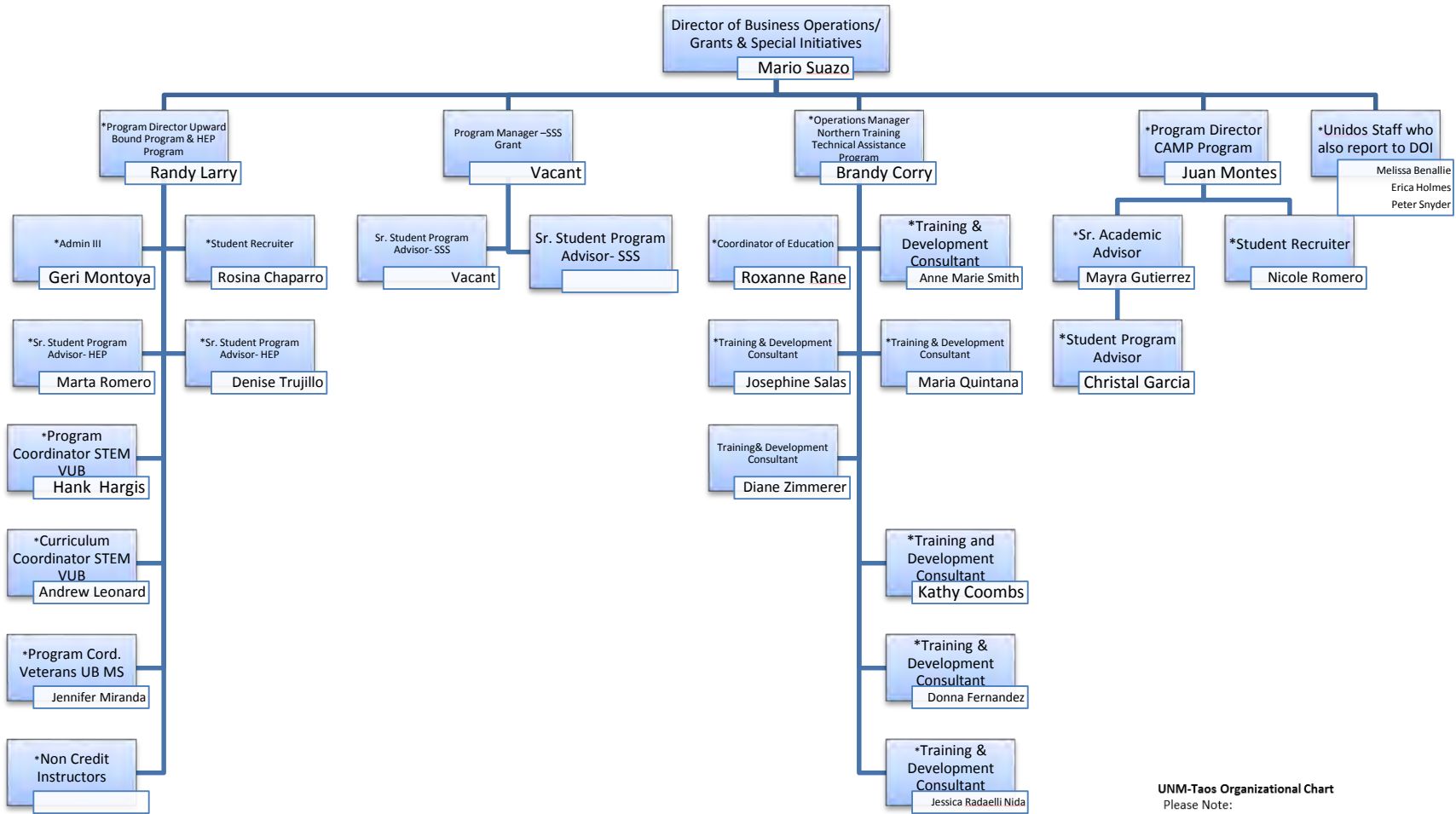
**UNM-Taos Organizational Chart**

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- Revised 8/30/2015

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## GRANTS & SPECIAL INITIATIVES



**UNM-Taos Organizational Chart**

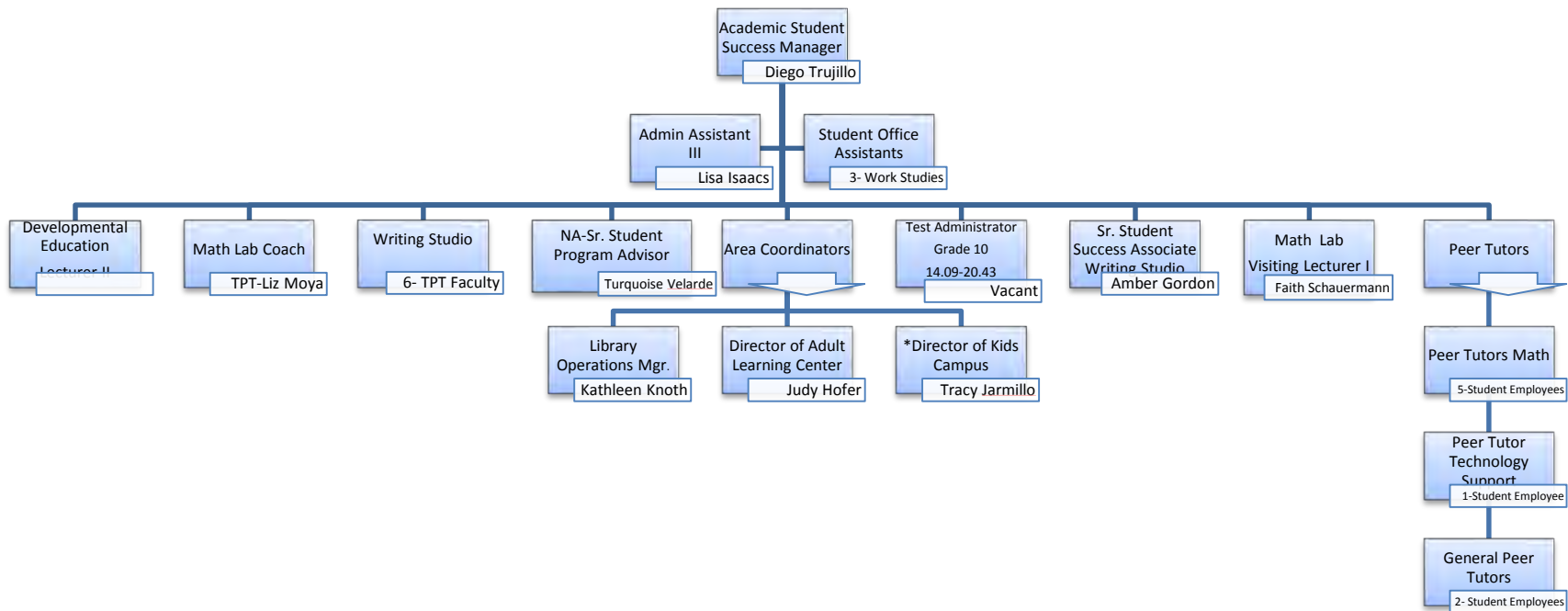
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- Revised 8/30/2015

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CENTER FOR ACADEMIC STUDENT SUCCESS



**UNM-Taos Organizational Chart**

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- Chart is subject to change based on funding, grants & organizational needs
- Revised 8/30/2015

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## APPENDIX F: UNM-TAOS CAMPUS COMMITTEE DESCRIPTIONS

### INTERNAL COMMITTEES

#### Academic Curricula Committee - Monthly, Friday, 10:00 AM

All departments under the Academic Curricula area meet monthly to discuss curriculum and other pertinent issues. Discuss policy changes, curriculum changes in each department, staffing issues, etc. Department Chairs are in attendance.

##### **Committee Members 2014-15 (determined by Job Description)**

Joel Whitehead, Area Coordinator (Chair)	Amie Chavez-Aguilar, Language and UNIV 101
Dr. Randi Archuleta Archuleta, Social and Behavioral Sciences	Gary Atias, Early Childhood Multicultural Educ
Robin Powlesland, Writing and Speaking	Liz Moya, Education
Colin Nicholls, Math and Sciences	Jonathan Blaustein, Fine Arts
Tom Shaw, Humanities	Diego Trujillo, Developmental Studies

#### Advisory Board for Adult Learning Center @ UNM-Taos – Quarterly, As Needed, Varies

To support the Adult Learning Center by providing community input and offering diverse perspectives, providing technical assistance including strategic planning, raising community awareness of our program including being a voice for our program in the community, and assisting with fundraising.

##### **Committee Members 2014-15 (determined by Volunteer)**

Gina Apodaca, Michael's Kitchen	Sandy Olsen, Public Health Nurse and Educator
Teresa Dovalpage, Faculty, UNM-Taos	Kim Seibert, Director, Big Brothers Big Sisters
Andrew Dennison, Faculty, UNM-Taos	Jay Wood, President, Rotary Club
Lucille Jaramillo, Retired Dean of Students, THS	Ex-Officio Board Member
Amber Gallup Rodriguez, ESL Consultant;	Yale Jones, Former President of Taos Rotary
George Jaramillo, Former Director, Taos Public Library	UNM-Taos Representative

#### Area Coordinator - Monthly, Varies.

The Dean and the Area Coordinators (Health Sciences, Academic Curricula, Business and Professional Skills, and Instructional Support) meet regularly (quarterly but will move to monthly) to discuss updates in the areas and management issues

##### **Committee Members 2014-15 (determined by Appointment)**

Dr. Randi Archuleta Archuleta, Dean of Instruction	Joel Whitehead, Academic Curricula
Marty Hewlett, Health Sciences Area Coord	Roberta Vigil
Victoria Gonzales, Business & Professional Skills	Diego Trujillo, Instructional Support Coordinator

#### Communications Committee

##### **Committee Members 2014-15 (determined by Job Description/ Function/ Specific experience or expertise)**

Bill Knief, Director of Communications	Enrico Trujillo
Louis Moya, Director of Development	Francis Vialpando

#### Curriculum Committee - Monthly, Friday, 10:30 AM

This group serves as an oversight committee regarding degrees and certificates at UNM-Taos. All new courses, course changes, new degrees and certificates, degree and certificate changes, etc. must be approved through curriculum committee before being sent to main campus for review.

##### **Committee Members 2014-15 (determined by Job Description/ Function/ Specific experience or expertise)**

Joel Whitehead	Pam Brody, Developmental Studies*
Dr. Randi Archuleta, Dean of Instruction(co-chair)	Bell Rodriguez, Academic Adviser
Dr. Marty Hewlett, Area Coord. Health Sciences	Patricia Gonzales, Director of Student Affairs
Victoria Gonzales, Area Coord. Busin & Prof. Skills	Melissa Offenhartz/Dawn Kittner, Nursing Faculty
Roberta Vigil, Asst. to the Dean (co-chair)	Diego Trujillo, Developmental Studies
Amie Chavez-Aguilar, Lecturer	Member at Large (rotate annually)
Kathleen Knoth, Librarian*	

### Faculty Senate - Monthly, Tuesday, 12:00 PM

The Faculty Senate represents all UNM-Taos faculty and acts as a liaison to Administration to communicate needs and concerns raised by faculty members.

#### **Committee Members 2014-15 (determined by Election by Peer)**

Amie Chavez-Aguilar, President	Louis Moya
Tommy Ragland	Mark Goldman
Amber Gordon	Phil Aldritt
Collin Nichols	

### Fall Lecture Series

The Fall Lecture Series is a collaboration between UNM-Taos and SMU-in-Taos, the two major institutions of higher education serving Taos County, for the purpose of strengthening community bonds, and stimulating dialog and reflection among faculty, students, and the wider community.

#### **Committee Members 2014-15**

Kathleen Knoth, Library Director	Dr. Michael Adler, Executive Director, SMU-in-Taos
Melissa Offenhartz, Director of Nursing	
Juliana Anastasoff, Health Extension Rural Office	

### Graduation Committee - Monthly Jan-March, Twice a month April and May

To organize and execute the annual commencement ceremony, including but not limited to: coordination of the venue and reception, procuring the commencement speaker, confirming graduate eligibility, ordering regalia, invitations and guest list, program design, decor, photographer, entertainment, etc.

#### **Committee Members 2014-15 (determined by Job Function, Specific experience or expertise)**

Anita Bringas, Chair	Marta Romero, GED
Bill Knief, PR and Communications	Diego Trujillo, GED
Patricia Gonzales, Student Affairs	Erin Duddy, BGP
Thomas Duran, Business Office/Budget	Jack Twitty, Student Government
Janice Duran, Business Office/Regalia	Roberta Vigil, Dept of Instruction
Bella Rodriguez, Petitioning of students	Enrico Trujillo, Media Arts

### Health Sciences Pipeline - Quarterly, Varies.

To discuss issues pertaining to Health Sciences pathways. Pathways to degrees and pathways to UNM Health Sciences. Coordinates the Fall Lecture Series (as of 2014)

#### **Committee Members 2013-14 (determined by Volunteer)**

Juliana Anastasoff, Chair	Veronica Sanchez, Adjunct Instructor
Dr. Randi Archuleta, Dean of Instruction	Patricia Gonzales, Director of Student Affairs
Melissa Offenhartz, Director of Nursing	Adjunct Nursing Faculty
Jenny Miranda, Advising	THS Instructors
Marty Hewlett, Area Coordinator Health Sciences	

### Nursing Advisory Committee - Twice a year, Friday, 11:30 AM

Nursing Advisory Committee Mission Statement

The UNM Taos Nursing Advisory Committee works to build a strong foundation of support for the school by fostering communication and partnerships with the community at large. Members guide and assist the director and faculty to deliver the highest quality education to students enrolled in the nursing program. The Committee collaborates with the director and faculty to continuously move the school to higher levels of excellence, innovation, and statewide prominence. The group is composed of respected community and health care leaders with professional or voluntary links to the school.

Nursing Advisory Committee Guiding Principles. The activity of the Nursing Advisory Committee is guided by the following principles:

- A public college must be responsive to societal and community needs;
- Teamwork and partnerships are essential to the long-term success of the nursing program;
- Education programs and college services must be relevant and of the highest quality;
- Diversity of opinions should be valued and embraced;
- Community support is essential to sustain high quality educational experiences and provide evidence-based health care to our community.
- Goals of the Nursing Advisory Committee
- Assist the school of nursing in defining and realizing its goals

- Work together to build a strong foundation of support and communication between the community at large and the school;
- Provide a link between the community and the school of nursing by providing a forum for interaction and communication among stakeholders, community members, organizations, and alumni

**Committee Members 2013-14 (determined by Appointment)**

Melissa Offenhartz, Director, ADN-RN Program  
 Dawn Kittner, Clinical Coordinator, ADN-RN Program  
 Susan McQuade, Clinical Instructor, ADN-RN Program  
 Lisa Bushnell, Adjunct Pediatric Nursing Faculty, ADN-RN Program  
 Kathleen Knoth, UNM-Taos Library Director  
 Judy Lockwood, UNM-Taos General Education Adjunct Faculty  
 Mary Karlik, Director of Nursing Education, Holy Cross Hospital  
 Theresa Valerio, Assistant Chief Nursing Officer & Clinical Officer, Holy Cross Hospital

Paige Proffitt, Infection Preventionist, Holy Cross Hospital  
 Cathy Boyle, Clinical Supervisor, Mountain Home Health Care  
 Deborah Mier, Nursing Coordinator, Northeast Region, NM Department of Health  
 Carla Chavez, Biology Teacher, Taos High School  
 Maria Medina, School Nurse, Taos High School  
 Jessica Hiemenz, 2010 Class Alumni, ADN-RN Program  
 Jennifer Miller, 2012 Class Alumni, ADN-RN Program  
 Nicole Scotto, 2014 Student Representative, ADN-RN Program  
 William Waugh, Member, Lion's Club

**Safety and Security Task Force - Quarterly, Tuesday, 10:00 AM**

The Safety and Security Task force is charged with presenting UNM-Taos students, faculty and staff with information concerning safety and security. The Task Force will act as an advisory body regarding these issues. In addition, the Task Force will be proactive in areas that involve campus safety and security including addressing items of concern to faculty, staff and students; researching procedures; drafting policies; and assisting various offices in implementing current polices and procedures. The Task Force will strive for positive interaction with outside agencies and maintain a cooperative relationship with the community by respecting differences and fostering a better understanding through communication.

**Committee Members 2014-15 (determined by Job Description/ Function/ Specific experience or expertise)**

Rudy Baca Co-Chair	Melissa Offenhartz
Patricia Gonzales Co-Chair	Randy Larry
Roberta Vigil	Mayra Gutierrez
Brandy Cory	Nicky Maes
Ralph Garcia	Student Government Representative
Tracy Jaramillio	Taos Police Department
Judy Hofer	County Sherriff's Office
Bill Knief	Taos Municipal Schools Representative

**Senior Administration Team - Bi-Monthly (twice a month), Wednesday, 10:50 AM**

Direct Reports to the Executive Director or Financial impact leadership Role

**Committee Members 2013-14 (determined by Job Description/ Function/ Specific experience or expertise)**

Dr. Kate O'Neill	Bill Knief
Mario Suazo	Louis Moya
Dr. Randi Archuleta	Patricia Gonzales
Roberta Vigil	Diego Trujillo
Thomas Duran	Staff Council Representative
Anita Bringas	Faculty Senate Representative
Debra Martinez	Student Government Representative

**Staff Council - Monthly, Wednesday, 9:00 AM**

Officially: Staff Council is a forum for all staff, and its primary responsibility is to be as source of input into the important issues and decisions of the campus as they relate to the general welfare of the staff. Staff Council plans the annual retreat/training in June and the annual staff recognition luncheon in December.

**Committee Members 2014-15 (determined by Election by Peer)**

Rosina Chaparro - President	Anita Bringas- Vice President
Jonathan Romero - Treasurer	Avelina Martinez- Secretary

**Title V Team Steering Committee – Monthly, Third Friday, 3:00 PM**

To further the objectives of the Title V Development Grant

**Committee Members 2014-15 (determined by Job Description)**

Diego Trujillo, Title V Project Director	Patricia Gonzales, Director of Student Affairs
Anita Bringas, Institutional Research	Pam Brody, Developmental Studies
Dr. Randi Archuleta, Dean of Instruction	Lisa Isaacs, Administrative Assistant, Grants

**UNM-Taos Advisory Board - Quarterly, Tuesday, 4:00 PM**

As determined by state statute, the Taos Municipal School Board serves as the Advisory Board for the University of New Mexico Taos branch campus. This gives the local community a say in how their community college is run and provides a forum for local issues and concerns. The Advisory Board is primarily responsible for approving the UNM-Taos annual operating budget and participating in the selection and hiring of the Executive Director. UNM-Taos and the Advisory Board conduct quarterly joint sessions to hear an executive summary from the Executive Director along with department reports from the Operations Department, Business Office, Physical Plant, Development Office, the Office of Student Affairs and the Department of Instruction.

**Committee Members 2014-15 (Publically-elected officials)**

Dr. David Chavez, President	Jason Silva, Board Member
James Sanborn, Vice President	Whitney Goler, Board Member
Mark Flores, Secretary	

**UNM-Taos Student Government - Bi-Monthly (twice a month), Friday, 9:00 AM**

To serve the best interests of the student body and enhance their campus experience

Staff Advisors: Bill Knief and Anita Bringas

**Committee Members 2014-15 (Election by Peer)**

Cythia Cordova, President	Rachel Ann Perez, Secretary
Thomas Fernandez, Vice President	Benny Lujan, Treasurer

**UNM-Taos Student Scholarship Selection Committee - Quarterly, Varies.**

Determination of student scholarship recipients for UNM-Taos scholarship funding.

**Committee Members 2014-15 (determined by Appointment)**

Louis Moya (Development Officer)	Erica Holmes (Student Advising)
Robert Romero (Financial Aid Officer)	Faculty Member (appointed)
Thomas Duran (Business Manager)	Student Member(appointed)
Bella Rodriguez (Student Advising)	

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## EXTERNAL COMMITTEES

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### **Accelerate Advisory Board**

UNM-Taos Representative: Dr. Randi Archuleta

Its purpose is to serve as an advisory agent for the Accelerate Grant . The board supports the mission of UNM-Taos in workforce development and career technical education.

### **Alliance of HSI Educators (AHSIE)**

UNM-Taos Representative: Anita Bringas

The Alliance of Hispanic Serving Institution Educators (AHSIE) exists to support the work of the nation's Hispanic Serving Institutions (HSIs) as they seek to provide quality, relevant educational opportunities to large and growing numbers of underserved populations, particularly Hispanic students. All of the Alliance's activities directly benefit practitioners and educators at HSIs through measures that involve cooperation, networking, partnerships, information-sharing, technical assistance and collaboration.

### **Carl Perkins Act Re-authorization**

UNM-Taos Representative: Louis Moya

The President signed the Carl D. Perkins Vocational and Technical Education Act of 2006 into law on August 12, 2006. The Act provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and post-secondary education, and improves state and local accountability.

### **Calendar Committee with Taos Municipal Schools**

UNM-Taos Representative: Patricia Gonzales

The Calendar Committee aligns UNM-Taos and Taos Municipal School Calendars.

### **Friday Early College Program Advisory Board**

UNM-Taos Representative: Dr. Randi Archuleta, Roberta Vigil, Sr. Operations Manager

This board consists of all participating high school superintendents. Its purpose is to create and plan curriculum for the academic year.

### **Friends of DH Lawrence**

UNM-Taos Representative: Kathleen Knoth

The Friends of D.H. Lawrence is a not-for-profit educational and cultural organization dedicated to preserving and fostering the rich heritage of creativity left by D.H. and Frieda Lawrence, including the preservation and renovation of the D. H. Lawrence Ranch north of Taos.

### **Funding Formula Technical Committee**

UNM-Taos Representative: Mario Suazo

This committee develops strategies for implementing the funding of NM Institutions of Higher Learning, including UNM-Taos.

### **GO Bond Committee**

UNM-Taos Representative: Bill Knief

UNM-Taos Library Bond Representative: Kathleen Knoth

Statewide bi-annual general obligation bond efforts includes researching amounts needed, presenting to State Legislature for approval, educating voters, and overseeing the expenditures.

### **New Mexico Consortium of Academic Libraries (NMCAL)**

UNM-Taos Representative: Kathleen Knoth

Consortium of all New Mexico academic library directors. Provides academic libraries in New Mexico a forum for the discussion of common goals, issues, and a venue for networking. Facilitates the sharing of resources, access to services, and information which benefit all those served by New Mexico academic libraries. Encourages partnerships which strengthen and build stronger academic libraries in New Mexico.

### **Northern Area Local Workforce Development Board**

UNM-Taos Representative: Mario Suazo

The Board carries out the directives from DOL and WIA to assist displaced and dislocated workers in the ten-county area of Northern NM, and promotes business and community partnerships. UNM Taos is a resource in providing training to eligible individuals and employers.

### **Paso a Paso Network**

UNM-Taos Representative: Brandy Corry

This group reduces gaps and eliminates duplication of cross-sector services to young children and their families in Taos and the Moreno Valley in Colfax County.

### **REDI - Regional Economic Development Initiative/RDC - Regional Development Corporation**

UNM-Taos Representative: Victoria Santistevan-Gonzales

REDI and RDC both work on the economic well being of Northern New Mexico and address gaps in workforce skills and resources.

### **Regional Coalition of LANL Communities**

UNM-Taos Representative: Victoria Santistevan-Gonzales

This group addresses the unique educational and workforce needs of Northern New Mexico. It also works on environmental issues and how LANL can partner with communities to ensure the Labs are not compromising water, air and other natural resources.

### **Taos Community Foundation, Grant Selection Committee**

UNM-Taos Representative: Louis Moya

Taos Community Foundation: This committee supports local non-profit education and community initiatives.

### **Crisis for Care**

UNM-Taos Representative: Patricia Gonzales; UNM-Taos Library Representative: Kathleen Knoth

Crisis for Care is a collaboration among many community agencies, and focuses on addressing mental health needs in the community. Working through a collaborative approach, the aim is to develop a “crisis system of care” (CSOC) for Taos County — an infrastructure of services, delivery systems, and processes that are needed to effectively respond. The planning meetings are targeting issues of access to care, social stigma, and service availability, in order to develop strategies for building a seamless system for people who are experiencing a crisis as a result of mental health and/or substance use issues.

### **Taos Feeds Taos Board of Directors**

UNM-Taos Representative: Bill Knief

Taos Feeds Taos is a community non-profit providing an annual food drive and distribution of food to 1,100 needy families in northern New Mexico.

### **Taos Juvenile Justice Board**

UNM-Taos Representative: Bill Knief

This board addresses issues of truancy and other justice-system challenges to youth. Community service and college readiness parallel UNM-Taos' mission.

### **TBEC- Taos Business and Education Collaborative**

UNM-Taos Representative: Victoria Santistevan-Gonzales

TBEC strives to bridge the gap between the education and the business communities through outreach, internship/shadow opportunities and recognition of educators.

### **TEN - Taos Entrepreneurial Network**

UNM-Taos Representative: Victoria Santistevan-Gonzales/ Louis Moya

The mission of the Taos Entrepreneurial Network is to improve the economic well-being of the citizens of Taos, New Mexico and surrounding communities through community awareness, business education, and creation of an entrepreneurial network. Their vision is that every business entrepreneur in Taos, New Mexico and surrounding communities will be successful according to their own measure and definition.

This mission aligns with that of UNM-Taos as it promotes education and self sustainability in our community



### **New Mexico Association of Community Colleges**

UNM-Taos Representative: Dr. Kate O'Neill

The Association is a non-profit organization that represents all branch community colleges in New Mexico. The Association provides leadership, communications and partnerships that promote the advancement of New Mexico's community colleges and enhances educational opportunity.

### **Taos County Chamber of Commerce**

UNM-Taos Representative: Louis Moya

The Taos County Chamber of Commerce exists to cultivate and sustain a health business environment in Taos County. The cornerstone of their mission is policy development in the areas of health, education, recreation and community infrastructure. As the voice of business in the region, the Chambers' primary focus is to achieve measurable progress in economic development and community infrastructure.

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## UNM MAIN CAMPUS COMMITTEES

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### Branch Librarians committee

#### UNM-Taos Representative: Kathleen Knoth

Meets bi-annually with the University Libraries Dean and administrative staff to address collaborative efforts, technology needs, and share patron issues.

### Branch Registrar/Admissions Meetings

UNM-Taos Representative: Patricia Gonzales

This committee focuses on policy and procedure updates.

### Branch Rank, Tenure, and Promotion Committee

UNM-Taos Representative: Dr. Randi Archuleta

This committee oversees the branch campus faculty requests for tenure and promotion.

### Dean's Council

UNM-Taos Representative: Dr. Randi Archuleta

This is a meeting of the Deans at UNM main campus facilitated by the Provost. The Council meets every other week as well as twice yearly for retreats. Due to the distance from main campus, the UNM-Valencia Dean attends and reports back to other branches. UNM-Taos attends the bi-annual retreats.

### Faculty Senate Curriculum Committee

UNM-Taos Representative: Dr. Randi Archuleta

The purpose is to review all curriculum workflow through the UNM system.

### Faculty Senate Undergraduate Committee

UNM-Taos Representative: Dr. Randi Archuleta

Its purpose is to review curriculum changes and additions/deletions to the UNM catalog/courses.

### Health Sciences Pipeline

UNM-Taos Representative: Dr. Randi Archuleta

This is a planning group on the alignment of UNM-Taos health sciences pathways with main campus pathways.

### HR Agent Meetings

UNM-Taos Representative: Debra Martinez

The HR Agent functions as the Organization's primary representative and liaison to the Division of Human Resources on strategic HR matters. HR Agents represent a designated Organization to the HR Division by providing feedback on current and proposed institutional HR programs, initiatives, communications, and process strategies that impact the organization. This role also serves as the principal conduit for strategic communication between the Organization and the HR Division on major operational HR issues and concerns.

### LIBROS Advisory Board

UNM-Taos Representative: Kathleen Knoth

Meets annually and communicates regularly in regards to ongoing cataloging, patron access, and electronic resources across the LIBROS consortium of libraries.

### President's Cabinet

UNM-Taos Representative: Dr. Kate O'Neill

All four UNM branch executive directors attend the monthly UNM President's Cabinet meetings. The executive directors present branch updates on the last Monday of each month from 9:30 to 10:30 AM in the Roberts Room, Scholes Hall, UNM main campus. Attendees include approximately 30 of the highest-ranking UNM leaders, including vice-presidents, deans and directors. Representatives of Staff Council, Faculty Senate and other groups also attend.

## APPENDIX G: GRANT AND SPECIAL PROGRAM DESCRIPTIONS

### COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)



#### Strengthening Raizes y Cultura

The College Assistance Migrant Program (CAMP) is a Department of Education, Office of Migrant Education 5-year grant, recently awarded to UNM-Taos. Each year CAMP will serve and fund 35 eligible students from northern New Mexico to attend and succeed at UNM-Taos. Our project goal is to assist seasonal/migrant farm worker students in completing their first academic year (24 credit hours) of college and continue in postsecondary education.

The lack of services in the UNM-Taos service area for seasonal/migrant farm workers students has led to: 1) high dropout and low high school graduation rates; 2) academic under-preparedness for post-secondary education; and 3) low postsecondary enrollment and degree attainment rates.

CAMP provides the following services to specifically address the identifiable needs of seasonal/migrant students:

Identified Needs	Services that address Identified Needs
Academic Under-Preparedness for Postsecondary Education	Bilingual outreach on project services, importance of college preparatory curriculum for college, admission requirements and financial aid for college
Low Postsecondary Education Enrollment Rates	Provide bilingual recruitment of migrant high school students. Assist seasonal/migrant students and parents with completion of college admission applications.
High Placement Rate in Remedial English & Math Courses	Provide tutorial and supplemental instructional services to participants enrolled in developmental and college courses.
Low Postsecondary Degree Attainment Rates	Provide comprehensive academic support and follow-up services to support seasonal/migrant students' persistence to degree attainment
Financial Assistance	Provide transportation allowance, stipends, tuition and books to participants.

Currently CAMP is funding and providing services to 30 participants and is actively recruiting. CAMP participants in the Fall 2012 semester earned an average of 12 credit hours. Currently in the Spring 2013 semester, CAMP has developed a cohort model for English 101 and college Math 120. Research shows that help in these gateway courses increases the likelihood of academic success. Courses for CAMP participants enables smaller class size, and greater communication between students, instructor and CAMP advisors. Also CAMP provides tutors for each class who is responsible for assisting the instructor as well as providing individual and group tutoring.

#### For more information contact:

Juan Montes, Director/PI  
UNM-Taos CAMP  
575-737-3722  
juanmm@unm.edu

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## PROJECT ACCELERATE

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### Accelerate: Northern New Mexico Technical Training and Job Placement Program

Six northern New Mexico colleges, Los Alamos National Laboratory (LANL), and the New Mexico Regional Development Corporation (RDC) are collaborating to graduate more technical career students, place them in jobs, and better prepare them for career and educational advancement.

The Technical Training and Job Placement program, known as Accelerate, focuses on transitional workers with retraining needs and non-traditional students enrolled in technical certificate and 2-year degree programs. Accelerate offers an innovative approach to increase technical degree completion, professional readiness, and job placement.

Accelerate is sponsored by the US Department of Energy, Office of Environmental Management and by contributions from colleges, the RDC, and regional employers. Participating colleges include Luna Community College, New Mexico Highlands University, Northern New Mexico College, Santa Fe Community College, the University of New Mexico – Los Alamos, and the University of New Mexico – Taos.

### Increasing Graduation Rates, Professional Readiness, and Job Placement

Substantial workforce training is needed to prepare workers for existing and future jobs in technology industries. Northern New Mexico's two and four-year colleges represent the vanguard of this type of training in the area. They recruit, serve, enroll, and graduate a majority of non-traditional students and transitional workers, many through certificate and associate degree programs. Yet, graduation rates remain low and northern New Mexico's technology companies often have difficulty finding skilled workers. As a result, jobs often go unfilled or are offered to out-of-state residents.

### An Effective New Infrastructure

Accelerate is a new infrastructure, not a curriculum, assisting educational programs to be more effective in working with non-traditional students and in preparing those students for jobs. Designed around the needs of non-traditional students and northern New Mexico's employers, the components of the program include:

- A specially designed **Math Camp** to accelerate student's progress in remedial math courses so they can begin degree-related coursework.
- Assigned **Career Technical Advisors** who pro-actively touch base with students to make sure they are progressing and to help them with problem solving on issues that could impact school work.
- **Professional Readiness events** that facilitate employer and student interaction. These events range from workshops on resume writing, to mock interviews with employers, career fairs, panel discussions with respected community members, and presentations from business leaders about hiring and expectations.
- **Internships** with regional employers that provide students with valuable real-world experience and offer employers an opportunity to work with students before they graduate.

### For more information contact:

Victoria Santistevan Gonzales  
Program Coordinator  
vsg@unm.edu  
575-737-6231

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## HIGHSCHOOL EQUIVALENCY PROGRAM (HEP)

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The High School Equivalency Program (HEP) at UNM/Taos is a federal program funded through a grant from the U.S. Department of Education, Office of Migrant Education. HEP is designed to meet the special needs of migrant and seasonal farm workers and their dependent children who are 16 years of age or older and not currently enrolled in school to obtain the equivalence of a High School Diploma and subsequently to gain employment or be placed in an institution of higher education (college, university, vocational or technical school, or training program). The goal of HEP is to help its students obtain the equivalent of a high school diploma and subsequently gain employment or be placed in an institution of higher education (college, university, vocational/technical school, or training program).

**Individuals are eligible for HEP if they meet one of the following criteria:**

- They or their immediate family members have engaged in seasonal agricultural work for 75 days within the last 24 months
- They are eligible or current participants in the - Migrant Education Program
- They are current participants in the Workforce Investment Act 167 (WIA 167) Program

**WHAT DOES HEP PROVIDE?**

- Have been eligible for service under the Workforce Investment Act, Section 167
- HEP offers its students numerous **free** services including:
- GED preparation and Classroom Instruction
- Adventure Education (project-based learning)
- Tutoring
- Academic and Vocational Counseling
- Career Advisement
- Bi-weekly Allowance
- Real-Life Skills
- Financial Assistance for GED Testing Fees
- Textbooks and Supplies
- Cultural Enrichment
- Pre-College Prep
- Assistance with Admission and Financial Aid Applications

**WHAT IS CONSIDERED FARM WORK OR AN AGRICULTURAL ACTIVITY?**

Agricultural activities are defined as any activity directly related to:

- The production of crops, dairy products, poultry or livestock;
- The cultivation or harvesting of trees; or
- Fish farms.

Examples of typical activities that are directly related to the production of crops include planting; cultivating; weeding; pruning; thinning; fertilizing; and harvesting any type of crop. Similarly, raising, caring for, or milking dairy cattle; working in hatcheries; producing chickens, turkeys or other poultry; raising cattle, sheep, or other livestock are examples of activities related to the production of dairy products, poultry or livestock.

## WHAT IS THE MIGRANT EDUCATION PROGRAM, TITLE I, PART C?

The Migrant Education Program, Title I, helps a migrant child who is, or whose parent or spouse is, a migratory agricultural worker; defined as a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Eligibility for MEP is determined by the state Migrant Education Program.



### Program Staff

Randy Larry, Program Director  
Geri Montoya, Admin Assistant  
Rosina Chaparro, Recruiter  
Denise Trujillo, HEP Coordinator  
Jacob Concha, Project Assistant  
Six (6) Part-time Instructors

### SUN PATH: The Skill-Up Network: Pathways Acceleration in Technology and Healthcare

The SUN PATH Project is a four-year initiative funded by the U.S. Department of Labor and managed by Santa Fe Community College, involving a network of community colleges across New Mexico including UNM-Taos. The SUN PATH Project aims to bridge two programs at UNM-Taos together to create a unique program that will build healthcare pathways and deliver highly-skilled workers into the local Taos workforce. As of January 2015, the unemployment rate has increased from 8.5% to 9.2% in Taos; the SUN PATH project will work with students to enhance their reading, writing and math skills and provide them with the opportunity to work with the Department of Workforce Solutions. After completion of the SUN PATH project, a student will be prepared to compete as highly-skilled workers in the local Taos workforce. Over the span of the grant, University of New Mexico – Taos has access to \$688,983 in funding to:

- (1) Expand and improve the delivery of healthcare career pathways;
- (2) Increase attainment of degrees, certifications, and industry recognized credentials;
- (3) Align education and workforce systems resulting in improved employment outcomes.

SUN PATH will build on activities developed in the TAACCCT round 1 funded Skill UP Network (SUN) by expanding I-BEST, utilizing the online course sharing network, implementing credit for prior learning policies and procedures, and expanding on the IT curriculum. Additional strategies include implementing industry-recognized credentials that are stacked and latticed, enhancing technology enabled learning, and delivering modularized curriculum competency based assessments, expanding career guidance support aligned with the public workforce system, and enhancing data and accountability systems.

**Populations to be served:** TAA-affected workers, veterans, low-skilled adults.

**Targeted industry(s):** Allied Health, Health Information Technology (HIT), and Emergency Medical Services (EMS).

**Industry Partners:** 23 employer partners, 17 industry representatives, including Holy Cross Hospital.

**Public Workforce Partners:** Department of Workforce Solutions: Northern Regional Workforce Investment Board.

#### Contacts:

Judy Hofer, Co-Principal Investigator  
Director, Adult Literacy Center  
575-737-3729  
[judy@unm.edu](mailto:judy@unm.edu)

Melissa Offenhartz, Co-Principal Investigator  
Director, Nursing Program  
575-737-3744  
[mhoffenha@unm.edu](mailto:mhoffenha@unm.edu)

M. Tyanne Benallie, MA  
SUN PATH Program Coordinator  
575-737-3731  
[tyanne@unm.edu](mailto:tyanne@unm.edu)

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## TITLE III: PART F- STEM & ARTICULATION

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### The Northern Rio Grande STEM Collaborative

Funded under the HSI STEM & Articulation Program U.S. Department of Education, *Northern Rio Grande STEM Collaborative* will provide access to high quality STEM education programs for the citizens of north-central New Mexico. The Collaborative has four partner institutions: Northern New Mexico College; Santa Fe Community College; University of New Mexico at Los Alamos and University of New Mexico at Taos.

The Northern Rio Grande STEM Collaborative's efforts comprise **two major strategies**:

**(1) Expanding access** by (a) building a regional outreach effort that will inform middle and high school students about the benefits and opportunities presented by STEM education programs; (b) conducting region-wide STEM Summer Bridge Programs for incoming first-year students at each institution; (c) increasing the number and skills of STEM faculty advisors; (d) expanding STEM articulation and transfer efforts among the partner institutions to strengthen the pathways into our STEM B.S. programs; and (e) expanding retention-related services to STEM students.

**(2) Expanding programmatic infrastructure** by (a) adding key faculty in areas of need at each institution and developing a system for sharing courses and faculty across the institutions; (b) providing STEM faculty with professional development experiences that will improve pedagogy and thereby learning outcomes in STEM fields; and (c) building new distance education capacity (both online and ITV) for reaching students across this far-flung region.

The Collaborative is funded at \$5,905,669 over five years (2011-2016), with \$1.2 million coming to UNM-Taos.

#### For more information contact:

Mario Suazo  
Director of Business Operations/ Grants, Special Initiatives and Title V  
[msuazo1@unm.edu](mailto:msuazo1@unm.edu)  
575-737-6228



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## TITLE V: ACCESS TO SUCCESS INSTITUTIONAL DEVELOPMENT PROJECT

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### **Title V- Access to Success**

Grant Purpose: The Access to Success Title V Project is designed to significantly improve student persistence and success for Hispanic students through improvement to our Student Success and Developmental Studies units.

*Access to Success* has two integrated activities:

#### ***Academic Readiness: Expanding Developmental Programs and Facilities***

**Objective 1: To enhance Developmental Studies coursework.** The Project will create an academic support program using professional mentors, a Developmental Studies Program Director, a Learning Lab Coordinator, and a Library Technical Assistant. This program will increase the persistence and success of Hispanic and other students in need of basic skills, with the intent of (a) increasing the persistence of first time, degree-seeking students participating in the Developmental Studies offerings and who are retained for three semesters; (b) increasing the number of students in Developmental Studies classes who successfully transition to college level coursework; and (c) increasing the number of students who are referred to the H.E.L.P. Center's basic academic skill building and professional mentoring services and can then successfully complete their courses.

**Objective 2: Professional development.** The Project will offer effective training for Developmental Studies faculty to increase student success in developmental coursework.

**Objective 3: Capacity Building.** Increased access to higher education will be achieved through providing adequate facilities and modern technology.

#### ***Achieving Student Success through 21<sup>st</sup> Century Technologies***

The Objective of Activity 2 is to increase the persistence and success of Hispanic and other students by building on existing programming, career services, and technologies. Title V is supporting additional Student Success Associates and the acquisition of technology in order to: (a) increase student persistence; (b) increase the number and percentage of students who attain a degree, certificate, or credential; (c) increase the persistence of students involved in tutoring and academic advising; (d) increase the number of students entering postsecondary programs following completion of dual credit classes; and, (e) increase exposure to computer literacy through the completion of the Introductory Studies Reading course through instructor-designed rubrics.

With the assistance of Title V funding, the Student Success unit will introduce a mentoring program and transfer advising, as well as online advising, vastly improved tutoring, and online New Student Orientation. Advising and tutoring services will be enhanced for postsecondary students and will be extended to dual credit high school students. In addition, we will develop a Career Services capability that will include career exploration, career and life skills workshops, and assistance in job searches.

#### **For more information contact:**

Diego Trujillo  
Student Success Manager  
[diegotrujillo@unm.edu](mailto:diegotrujillo@unm.edu)  
575-737-3694

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## TITLE V: UNIDOS

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### Title V- UNIDOS – October 1, 2014 – September 30, 2019

**Grant Purpose:** The UNIDOS Project is a cooperative arrangement Title V Project that combines the efforts of University of New Mexico at Taos, Adams State University (CO) and New Mexico Highlands University. Together, these three HSIs address barriers of geography and distance that keep the region’s communities and residents from having access to quality postsecondary opportunities. *UNIDOS involves UNM-Taos building its capacity to support transfer-bound students and ASC and NMHU building their capacity to reach those students with quality programs upon transfer.*

The Project’s single Activity will build *Academic Pathways* by strengthening distance learning capacities and joint efforts; increasing faculty proficiencies through professional development; and creating more effective academic and transfer advising services for students at UNM-Taos.

The Project’s overall five-year budget of \$3,196,296 will have measurable and significant outcomes in three areas:

- (1) Increases in the numbers of Hispanics and other students enrolling in and succeeding in 2-year and 4-year programs at ASC, NMHU and UNM-Taos;
- (2) Increases in the number of distance education courses (online and ITV) available to students across northern New Mexico, and increases in the capacity of faculty to develop distance education courses and teach effectively in distance modes; and
- (3) Increases in the retention, success and graduation rates of students at ASC, NMHU and UNM-Taos via our implementation of effective academic services and other retention strategies.

#### Contact:

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Transfer Specialist/Sr. Student Success Associate  
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### Program Summary

The Upward Bound Math and Science (UBMS) program is a US Department of Education TRiO Grant Initiative targeting low-income high school students. UBMS is designed to strengthen the math and science skills of participating students in Taos Municipal Schools. The goal of the program is to encourage students to recognize and develop their potential to pursue post-secondary degrees in STEM (Science Technology Engineering or Mathematics).

UBMS works with 60 (9th and 10th grade) eligible students who are low income as defined by Federal guidelines and/or potential first-generation college students where neither parent has earned a Bachelor's degree. Upward Bound Math and Science programs are designed to increase the rate at which participants complete secondary education, as well as enroll in and graduate from institutions of postsecondary education.

Program services are FREE to participants and are designed to support the academic program at the participating high schools. Participants receive a stipend each semester and summer for satisfactory participation. Since participants invest more time with academics than most students, the stipend is an important incentive.

Our UNM-Taos Upward Bound Math and Science program is designed to strengthen the math and science skills of participating students in Taos County. The program uses project-based education tailored to the northern New Mexico region such outdoor field research with STEM professionals.

### Services Provided:

- Six-week summer program with intensive math and science training
- Participant-conducted scientific research under the guidance of a university faculty member, a research scientist or a high school teacher
- Guest speakers from industry or universities who work or research in STEM fields
- Instruction and tutorial assistance to improve mathematics, science, reading, writing, study skills and other subjects necessary for success in high school and college
- Educational services designed to improve financial and economic literacy
- Participation in cultural events and other educational activities not usually available to low-income students
- Exploration of a range of career and college options
- College campus tours and assistance in researching and selecting a college
- Assistance in completing college admission, scholarship searches and financial aid applications
- Preparation for ACT/SAT tests
- Leadership skills development
- Summer bridge program for graduating seniors

### Project Staff:

Randy Larry, Project Director

Geri Montoya, Administrative Assistant

Andy Leonard, STEM Curriculum Coordinator

Jenny Miranda, Program Coordinator

1 Program Assistant; 4 Summer Instructors; 5 Tutors

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## USDA NORTHERN NEW MEXICO CLIMATE CHANGE CORPS (NNM-CCC)

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The Northern New Mexico Climate Change Corps is a group of student scientists, faculty, & professionals working together on natural resource management and climate change in Northern New Mexico.

Climate Change is a National Priority Area of the USDA. UNM-Taos and New Mexico Highlands University received USDA funding to create the Northern New Mexico Climate Change Corps (NNM-CCC). Working with the US Forest Service Natural Resources Conservation Service, Bureau of Land Management, etc., the NNM-CCC will produce Hispanic graduates with the education and skills to compete for jobs with federal natural resource management agencies.

In addition, participating students will do research and projects that increase understanding of climate change challenges to Northern New Mexico and how to adapt.

Project Outcomes Include:

- 10 M.S. Degrees in Natural Resources Management
- 12 B.S. Degrees in Forestry
- 18 Pre-Science Assoc. Degrees
- 50 Paid Summer Internships
- Taos High School Involvement
- Awareness of Career Paths in Natural Resources Management

Contact:

Dr. Brooke Zanetell

575-770-6830

zanetell@unm.edu



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## VETERANS UPWARD BOUND

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### Program Summary



Veterans Upward Bound (VUB) at UNM—Taos is the only veterans Federal TRiO Program funded by the US Department of Education in New Mexico. VUB program provides veteran participants a unique pre-collegiate experience that is designed to remove apprehensions that many veterans, as non-traditional students, may have about entering postsecondary education (PSE). The program also provides veterans who do not have a high school diploma, an opportunity to prepare for the GED exam.

All veteran participants receive refresher training through a core curriculum of subjects that prepare them for college-level course material. Participants are also informed of various support services on many college campuses. Upon successful completion of the VUB program, the veteran participants are not only familiar with services and resources available to them as students but more importantly they possess a renewed confidence in their academic abilities.

VUB is designed to assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of post-secondary education. The project provides assessment and enrichment of basic skills through instruction, advising, and tutoring. The primary goal of the program is to increase the rate at which participants enroll in and complete PSE programs.



VUB offers a unique range of services designed to prepare eligible veterans for success when they enter their chosen educational program, whether it is at a two-year community college, a four-year college or university, or a public or private vocational or technical school. All services, including instruction, textbooks, advising, and supplies, are provided FREE of charge.

### Services Provided:

- Intense academic skills development for GED completion and admission to college
- Special services in mathematics and science preparation to enable veterans to make the transition to postsecondary education
- Short-term refresher course in English, mathematics, science, study skills, and computer literacy
- Instruction and tutorial assistance to improve mathematics, science, reading, writing, study skills and other subjects necessary for success in college
- Assist veterans in securing support services from local veterans services agencies
- Educational services designed to improve financial and economic literacy
- Exploration of a range of career and college options
- Academic support services to enhance curriculum mastery
- College campus tours and assistance in researching and selecting a college
- Assistance in completing college admission, scholarship searches and financial aid applications
- Assistance with referrals to other local, state, and federal organizations and agencies

**Project Staff:**

Randy Larry, Project Director  
Geri Montoya, Admin Assistant  
Hank Hargis, Program Coordinator  
1 Program Assistant; 4 Regional Coordinators; 2 Tutors

**Statistical Information**  
**Project Year 2012-13**  
**October 1, 2012 – September 30, 2013**

Participants served: 125

**Gender**

Male	104	83%
Female	21	17%

**Institutional Enrollment**

Adult Basic Education	01	1%
Two-year college	90	72%
Four-year university:	34	27%

**Ethnicity**

Hispanic/Latino	55	44%
White	40	32%
American Indian	17	14%
Black/African Amer.	06	5%
Native Hawaiian/ Pacific Islander	03	2%
More than one race	04	3%

**Eligibility**

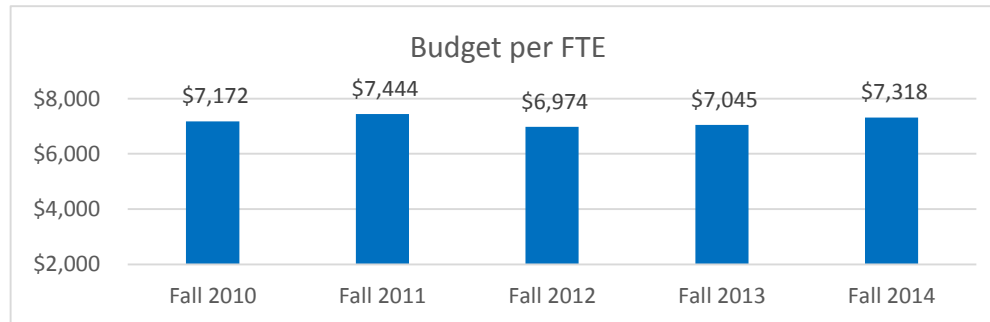
First Generation	15	12%
Low Income	27	22%
Both	83	66%

APPENDIX H: UNM-TAOS KEY MEASURES WORKSHEET

Key Measures	UNM Taos Spring 15	UNM Taos Fall 14	UNM Taos Spring 14	UNM Taos Fall 13	UNM Taos Spring	UNM Taos Fall 12	UNM Taos Spring	UNM Taos Fall 11	UNM Taos Spring	UNM Taos Fall 10	UNM Taos Spring	UNM Taos Fall 09	UNM Taos Spring	Source
Student Credit Hours	12,422	13,981	13,248	14,337	13,163	14,443	14,200	12,959	13,690	13,282	11,945	11,819	10,875	Main Campus OER
Full Time Equivalent 15 (total SCH/15)	828	956	883	956	878	963	947	864	913	886	797	788	726	Main Campus OER
Total Students	1,608	1,863	1,675	1,857	1,524	1,705	1,693	1,495	1,674	1,622	1,500	1,523	1,454	Main Campus OER
Hispanic	892	1134	1006	64.1%	58.1%	61.3%	57.7%	57.0%	58.9%	57.3%	53.9%	51.0%	51.6%	Main Campus OER
Native American	99	94	86	5.5%	5.4%	5.9%	5.5%	5.0%	5.5%	6.2%	7.3%	6.2%	5.8%	Main Campus OER
White	505	526	489	25.8%	31.1%	26.9%	31.0%	31.0%	32.3%	29.4%	34.8%	33.5%	40.3%	Main Campus OER
African American	17	11	9	0.3%	0.3%	0.4%	0.0%	0.0%	0.2%	0.1%	1.3%	1.1%	1.3%	Main Campus OER
Asian	8	5	6	0.3%	0.3%	0.4%	0.6%	0.0%	0.7%	0.7%	0.7%	0.9%	0.9%	Main Campus OER
Male	675	766	706	40.3%	38.6%	39.7%	37.0%	27.0%	36.8%	36.4%	39.3%	37.0%	36.9%	Main Campus OER
Female	933	1,097	969	59.7%	61.4%	60.3%	63.0%	73.0%	63.2%	63.6%	60.7%	63.0%	63.1%	Main Campus OER
Dual Credit Students	490	690	574	708	368	496	457	320	366	351	294	287	290	UNM-T IE Reports
Dual Credit Students % of Total Enrollment	30.5%	37.0%	65.0%	38.1%	24.1%	29.1%	27.0%	21.4%	21.9%	21.6%	19.5%	18.8%	19.9%	UNM-T IE Reports
First-Time, Full-Time, Degree Seeking Students	918	1013	997	201	180	182	176	152	107	152	108	89	73	UNM-T IE Reports
% Postsecondary Degree-Seeking Students (Degree-seeking vs. Non degree-seeking)	57.1%	54.4%	56.5%	955	15.0%	60.1%	80.5%	68.3%	63.5%	62.7%	60.9%	57.4%	49.4%	UNM-T IE Reports
Average Age	31	29	29	33	31	29	36	32	32	31	32	33	34	OER Main Campus
Graduation Rate		10.0%		13.0%		21.7%		17.1%		6.8%		6.4%		UNM-T IE Reports
Student Loans From HED				\$ 3,227,003.00		\$ 3,111,278.00		\$ 2,895,724.00						
Distance Delivery Courses (Web+ITV)		219		228		128		134		73		106		NMACC Annual Report

APPENDIX I: BUDGET & PERFORMANCE

<b>Budget</b> <i>Source: NM-Taos Business Office</i>	<b>UNM Taos 14-15</b>	<b>UNM Taos 13-14</b>	<b>UNM Taos 12-13</b>	<b>UNM Taos 11-12</b>	<b>UNM Taos 10-11</b>
State Support (I&G)	\$ 3,732,200.00	\$ 3,418,600.00	\$ 3,103,037.00	\$ 2,834,730.00	\$ 3,022,100.00
Local Mil Levy	\$ 1,780,200.00	\$ 1,670,200.00	\$ 1,826,561.00	\$ 1,697,321.00	\$ 1,596,000.00
Other	\$ 1,483,200.00	\$ 1,645,760.00	\$ 1,786,243.00	\$ 1,899,718.00	\$ 1,736,730.00
<b>Total</b>	<b>\$ 6,995,600.00</b>	<b>6,734,560</b>	<b>6,715,841</b>	<b>6,431,769</b>	<b>6,354,830</b>
<b>Performance Based Indicators</b> <i>Source: NMACC Annual Report</i>	<b>UNM Taos Fall 14</b>	<b>UNM Taos Fall 13</b>	<b>UNM Taos Fall 12</b>	<b>UNM Taos Fall 11</b>	<b>UNM Taos Fall 10</b>
Success Rate*	51.6%	52.4%	48.6%	47.2%	45.7%
Job Placement Rate**	74.00%	63.6%	60.8%	63.6%	67.9%
Retention ***	Fall 13 To Spring 14	Fall 12 To Spring 13	Fall 11 To Spring 12	Fall 10 To Spring 11	Fall 09 to Spring 10
	72.30%	80.8%	82.9%	79.1%	76.7%
* % successful after three years (received a degree or certificate, transferred or became transfer-ready)					
** % place in jobs or continuing education in New Mexico					
*** % of FT-FT Freshman who enroll in fall and re-enroll in following spring					



	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
Operating Budget	\$ 6,354,830	\$ 6,431,769	\$ 6,715,841	\$ 6,734,560	\$ 6,995,600
FTE 15 (total SCH/15)	886	864	963	956	956
Budget per FTE	\$ 7,172	\$ 7,444	\$ 6,974	\$ 7,045	\$ 7,318



APPENDIX J: EMERGENCY PROCEDURES FLYER

 <b>EMERGENCY PROCEDURES</b>		
<p style="text-align: center;"><b><u>Hazardous Materials Incident</u></b></p> <ul style="list-style-type: none"> <li>• Contact supervisor, faculty or staff</li> <li>• Call security at: Day 575-737-6270 Night after 5pm 575-741-1357</li> <li>• If hazard is widespread evacuate building by pulling the fire alarm</li> </ul>	<p style="text-align: center;"><b><u>Severe Weather</u></b></p> <ul style="list-style-type: none"> <li>• Move to interior hallway on lowest level of building</li> <li>• Avoid windows, auditoriums or structures with wide, free-span roofs</li> <li>• Take shelter beneath heavy desk or other furniture</li> <li>• Assume "fetal" position to protect head and eyes</li> <li>• Contact local radio stations or call the weather hotline, at 505-424-2363, for weather conditions</li> <li>• Call 575-737-6222 to find out about closures and delays due to winter weather</li> </ul>	<p style="text-align: center;"><b><u>Utility Outage</u></b></p> <ul style="list-style-type: none"> <li>• Contact supervisor, staff or faculty and Campus Security immediately</li> <li>• If outage could cause health or safety issues, call 911</li> </ul>
<p style="text-align: center;"><b><u>Medical Emergency</u></b></p> <ul style="list-style-type: none"> <li>• Call 911 whether or not individual refuses help</li> <li>• Do not move injured/ill person</li> <li>• Locate nearest first aid kit</li> <li>• Provide emergency care if you are trained to do so, avoiding contact with blood or other bodily fluids</li> <li>• Stay with victim until help arrives</li> <li>• Fill out UNM-Taos Incident Report</li> </ul>	<p style="text-align: center;"><b><u>Active Violent Offender</u></b></p> <ul style="list-style-type: none"> <li>• Call 911 and contact Campus Security, report your specific location and give any details that you know about the incident</li> <li>• Evacuate the premises by fleeing, if possible</li> <li>• Hide in place, barricade doors and windows if flight is not an option</li> <li>• Turn off cell phones and remain quiet</li> <li>• Defend yourself with whatever is at hand, only as a last resort</li> </ul>	<p style="text-align: center;"><b><u>Fire</u></b></p> <ul style="list-style-type: none"> <li>• Upon discovering fire or smoke, immediately pull the nearest fire alarm</li> <li>• Call 911 and describe location, nature and extent of the fire</li> <li>• Call Campus Security at Day 575-737-6270 Night after 5pm 575-741-1357</li> <li>• Evacuate immediately, closing but not locking doors and windows behind you. Take nothing with you</li> <li>• Remain at least 500 feet away from the structure until the all clear is sounded</li> <li>• Give responders any information you can about alarm system, nature of fire, possibly endangered personnel, location of flammable or hazardous materials, etc.</li> </ul>
<p style="text-align: center;"><b><u>Gas Leak</u></b></p> <ul style="list-style-type: none"> <li>• If you smell gas call 911 and/or Gas Co. at 1-888-664-2726</li> <li>• Notify supervisor, faculty or staff and leave the building immediately, leaving the door open</li> <li>• Follow instructions from emergency personnel and call Campus Security at: Day 575-737-6270 Night after 5pm 575-741-1357</li> </ul>	<p style="text-align: center;"><b><u>Crime in Progress</u></b></p> <ul style="list-style-type: none"> <li>• Call 911</li> <li>• Report crimes or suspicious activity to Campus Security Day 575-737-6270 Night after 5pm 575-741-1357</li> <li>• Do not intervene or confront suspicious person (there is not an immediate threat to public safety)</li> </ul>	
	<p style="text-align: center;"><b><u>Bomb Threats</u></b></p> <ul style="list-style-type: none"> <li>• If you find a suspicious package or device —DO NOT TOUCH IT!</li> <li>• Call 911 immediately and notify Campus Security Day 575-737-6270 Night after 5pm 575-741-1357</li> <li>• Evacuate the immediate area</li> <li>• If you receive a threat or tip, notify Campus Security immediately, and let the experts decide its importance</li> </ul>	
<p style="text-align: center;"><b><u>Emergency Numbers</u></b></p> <ul style="list-style-type: none"> <li>• POLICE/FIRE/AMBULANCE/EMERGENCY ----911</li> <li>• CAMPUS SECURITY             <ul style="list-style-type: none"> <li>○ HOTLINE; 8am-5pm Monday through Friday 575-741-1075</li> <li>○ After 5pm and on weekends 575-741-1357 or 575-741-1075</li> <li>○ E-mail: <a href="mailto:cs@taos.unm.edu">cs@taos.unm.edu</a></li> </ul> </li> <li>• PHYSICAL ADDRESS: 1157 County Road 110 Ranchos de Taos, NM 87557</li> <li>• WEATHER HOTLINE: 505-424-2363</li> <li>• NEW MEXICO POISON CENTER: 1-800-222-1222</li> <li>• COUNTY SHERIFF EMERGENCY NUMBER 575-758-9795</li> <li>• TAOS POLICE EMERGENCY NUMBER 575-758-2216</li> <li>• NEW MEXICO STATE POLICE 575-758-8878</li> </ul>		

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