

Student, Stakeholder, and Market Knowledge

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a(1) WNMU serves the educational needs of students in southwestern NM with programs ranging from pre-University Adult Basic Education and Welfare to Work through the master's degree. As a state institution, we address statewide workforce needs such as nursing, teacher education, occupational therapy, law enforcement training, and social work, where severe shortages exist. As an open enrollment institution, we have responsibility for proper placement of students who need developmental courses. Figure 3.1-1 provides information on the percentage of students placed into a developmental course.

Figure 3.1-1 – Required Course Placement Based on Placement Tests			
	Percent of Entry Level Students		
Developmental Course	Fall 2000	Fall 2001	Fall 2002
Math 101	81%	51%	58%
Math 102	12%	13%	16%
Writing 101	43%	27%	35%
Writing 102	29%	26%	27%
Reading 101	8%	6%	7%
Reading 102	21%	18%	27%

As a part of the strategic planning process, the EC annually completes an environmental scan in regard to student market segments using information from census reports, ACT market analysis, focus groups, and emerging state needs. Once the needs are analyzed, we look for strategies to address them and allocate funds and personnel to implement the strategies. Our targets are presented in Figure 3.1-2.

Target markets frequently overlap; e.g. an El Paso Waiver student may be of Native American heritage, first generation college, and a traditional student with high qualifications. Consequently, we do not necessarily track students by each of these segments; rather we track by segments that make sense for our institution.

ACT research data and state comparisons help us to identify our competitors and monitor their enrollment trends. A yield rate is calculated from each of our feeder

Figure 3.1-2 – Special Accommodations by Segment	
Segment	Special Accommodation
tuition waiver students	<ul style="list-style-type: none"> Recruiters with knowledge of waiver programs and the geographic areas assigned to targeted areas (El Paso, eastern Arizona, Colorado, Navajo Nation).
Displaced workers (miners, call center	<ul style="list-style-type: none"> Special certification programs developed for plumbing, electrical, truck driving, computer networking. Special Business Office procedures

Figure 3.1-2 – Special Accommodations by Segment	
Segment	Special Accommodation
employees, others as appropriate)	<ul style="list-style-type: none"> developed to accommodate displaced workers. Admissions staff provide on site help in completing applications. Placement testing and financial counseling taken to job site. Work done collaboratively with NM Department of Labor, local industry and other social service agencies to coordinate benefits.
Local concurrent students	<ul style="list-style-type: none"> Admissions works with superintendents and principals to create concurrent enrollment agreements tailored to the needs of the school district. Special courses created to serve potential concurrent student needs.
Distance concurrent students	<ul style="list-style-type: none"> Consortium formed to secure Rural Utilities Services grant which funded an IP based system to deliver instruction to four sites via ITV.
Non - traditional aged students	<ul style="list-style-type: none"> Recruiters knowledgeable about support services on campus and in the community: child care provided through the child development center, special housing accommodations, targeted student activities, financial aid and personal counseling, public transportation, non-traditional learning communities and support groups.
People from areas that need economic development	<ul style="list-style-type: none"> Economic Development Institute strengthens ability of small businesses and communities to survive in a competitive market. NAFTA Institute established to educate and support small businesses interested in cross border business opportunities. Small Business Development Center provides support developing business plans, gaining financing, and other services to potential business people.
International students	<ul style="list-style-type: none"> An agreement established with two Mexican universities for student and faculty exchange. Bilingual student teaching opportunities provided to WNMU students in Mexico. Ten percent of competitive scholarships available to international students.
Students not in commuting distance of Silver City	<ul style="list-style-type: none"> Learning centers created in concert with community leaders in Deming, T or C, and Gallup and staffed with support personnel trained to deliver the same service students receive in Silver City. Special programs offered to meet local needs. Courses offered through ITV and web based media.
Native American and Hispanic students	<ul style="list-style-type: none"> Office of Multi-Cultural Affairs and Student Activities created to provide programming for all students. Faculty sponsors work with Native American Club and MEChA (Movimiento Estudiantil Chicano de Aztlan). Coordination of funding for student trips related to club activities. Special recruiters assigned to El Paso, Navajo, Zuni and Pueblos.

Figure 3.1-2 – Special Accommodations by Segment

Segment	Special Accommodation
	<ul style="list-style-type: none"> Spanish speaking services provided for parents at orientation. Title V grant activities including peer mentors.
At risk students	<ul style="list-style-type: none"> Academic Support Center strengthened: provide academic advising, personal counseling, career counseling, tutoring, placement testing, and an early alert system. Diagnostic testing done prior to advising. Two levels of developmental classes offered in math, reading, and writing. Student performance tracked. Student success course required of all students pursuing a baccalaureate and made available to certificate and associate degree students. Learning communities created for new students.
Transfer students	<ul style="list-style-type: none"> Recruiters visit community college campuses. Offer special orientation, adjusted housing policy, transcript evaluation, and advisors trained to deal with transfer issues. Statewide articulation agreement for general education common core. Articulation agreements with feeder two-year institutions.
Special Needs students	<ul style="list-style-type: none"> Office addresses concerns of special needs students. Special accommodations provided; e.g., signers for deaf students, note takers, special software for visually impaired. Housing is available for the physically challenged. Special labs for tutoring and testing. Student support group (SNAG) established.
Traditional students	<ul style="list-style-type: none"> Orientation offered with a strong parent's program. Testing, advising, student activities, clubs, athletics. Resident assistants in the residence halls trained to deal with student development issues. <p>Recruiters conduct college day programs throughout NM, AZ, and El Paso.</p>
First Generation College students	<ul style="list-style-type: none"> Learning communities, parents program at orientation, Title V grant activities, student success seminar to enhance survival skills, early warning system, tutoring, student clubs and activities.
Highly qualified students	<ul style="list-style-type: none"> Scholarships, Honors Program, educational trips, recognition at graduation.
Graduate students	<ul style="list-style-type: none"> Poster marketing graduate assistantships Mailed out summer class schedules to 17,000 teachers in NM and eastern AZ. Degree Programs to meet local needs delivered outside of Grant Co. via face-to-face instruction, ITV and web.

schools and used as the basis to set enrollment targets each year. These data also help us formulate recruiting

strategies to enhance our enrollment in targeted areas. For example, our procedure for awarding scholarships was changed to attract more highly qualified students based on ACT data. Our average ACT composite score for the entering class has risen from 17 to 19 over the last three years (Figure 7.1-1). The success of this effort is also measured by an increase of students enrolled in the honors program: a thirty-six per cent increase from the fall of 2000 to the fall of 2003.

Enrollment management activities are reviewed at most Cabinet meetings and longitudinal data are used for benchmarking progress. PMTs are created to address particular student needs as identified; for example, in 2003 a cross functional Financial Aid team addressed student needs in the areas of customer service, clear and accurate communication, and online services. As a result of their efforts, an online application and status check was established. All standard communication letters to students were revised for clarity with review by focus groups of prospective students.

a(2) We are sensitive to national, state, and local trends and needs; we listen carefully to all our stakeholders in informal and formal ways. Formal ways include monthly meetings with local school superintendents, regular collection of comment cards from campus constituencies with issues, employer advisory boards for academic programs, input from alumni surveys, PMTs, the employee satisfaction survey, the NL, the NSSE student surveys, statewide employer survey, annual survey of graduates, student outcomes assessment results, and surveys of prospective student needs in targeted communities. Additional sources of information pertaining to student and stakeholder expectations are generated through feedback from Student, Staff, and Faculty Senate, student newspapers, student evaluation of courses, evaluation of campus visits, orientation surveys, financial aid interviews, residential life surveys, student participation on campus committees, WNMU Multicultural Council, end of year reviews, exit interviews for students who are withdrawing from school, BOR – especially the student regent, bi-weekly Student Affairs staff meetings, Council of University Presidents, AASCU, alumni, parents, and community.

Data gathered in these venues are analyzed for impact on the institution's ability to achieve its stated strategic goals. Actions are then implemented to improve the attraction and retention of students, faculty and staff.

For example, the assessment of student satisfaction with the MBA program in Gallup and an analysis of enrollment and retention caused us to redesign the delivery mechanisms and expand our targeted recruiting. As a result, we are teaching more face-to-face classes, contacting students who dropped out of the program, and regularly visiting local service clubs to recruit potential

students. Early indications for fall 2003 are that MBA program enrollment will increase substantially.

Second, based on results from the NL survey and input from faculty and staff, WNMU chose to focus on advising as one of its AQIP Action Projects in order to improve student learning and subsequent satisfaction and retention. A centralized advising center staffed by a combination of faculty given one quarter reassigned time and professional advisor counselors serves freshman and undeclared students. Other components to support this effort included a rigorous training program and development of appropriate support tools such as an *Advising Handbook*.

Third, by listening to community needs, we have opened campus recreational facilities, the FACT, and other campus buildings for public use. This access has improved town and gown relationships and the quality of life in Silver City. FACT revenue has more than doubled between 2001 and 2003 going from \$3149 to \$7582.

Another example is that through community involvement, the leadership was alerted to information that 600 miners were to be laid off. The President formed a coalition of concerned citizens, business leaders, the NM Department of Labor and other government services, and local support agencies to address the needs of the displaced workers. WNMU conducted a needs assessment, provided counseling, placement testing, advising, and developed special programs to meet training needs. Childcare and transportation issues emerged in the needs assessment. The President lobbied the legislature for additional help and received \$250,000 to increase the capacity of the WNMU Child Development Center to increase the number of childcare providers in the local area, and to provide financial assistance to cover transportation costs of displaced workers. Of the 600 displaced miners, over 250 chose to enroll in certificate and degree programs provided by WNMU. When the local call center closed its doors, we provided the same services to their displaced workers and created a customized computer networking program in which students earn four certifications in six months. Currently 37 former call center workers are enrolled in that program and over 150 are enrolled in regular degree and certificate programs.

Student, faculty and community input guided us to institute meal purchases on a per meal basis in the cafeteria for students who do not live on campus, the faculty and staff, and to interested members of the community. The result was a win-win situation for our stakeholders and the cafeteria. The cafeteria increased its revenue and the stakeholders gained access to convenient meals at a reasonable cost.

Student input is brought to the planning process and its annual review of the strengths and weaknesses of the institution through reports and survey results and through reports from the VPSCA and the Student Regent. Action

plans developed in Student Affairs and in other areas address deficiencies and take advantage of opportunities based on this information.

a(3) We benchmark with peer universities using national survey results, conference participation, and state reports. We stay abreast of national and state trends through participation in conferences, reading national journals and newspapers, and bringing nationally recognized consultants to campus. We review our primary listening and learning strategies, identify gaps, and make appropriate modifications on an ongoing basis. For example, we modify questions on the NL survey to include areas not covered in the standard questions. In 2003, in response to increased numbers of distributed education offerings, we modified the faculty teaching evaluation to address issues of concern to students taking ITV and web-based classes. Through improved assessment, we determine the viability of our marketing and recruiting programs that will lead us to adapting our methods to improve performance or eliminating ones that are no longer productive.

Student and Stakeholder Relationships and Satisfaction

Student and Stakeholder Relationships

a(1) Relationship building with students begins with recruitment. Recruiters return to the same schools each year and see students for several years. This relationship continues through a campus visit and tour where they are acquainted with the academic programs, student activities, and organizations. Students are invited to a summer orientation where they take a diagnostic test, register in the appropriate classes, secure housing and food service, receive financial aid counseling, and are informed of fiscal obligations based on enrollment. Transfer students receive their transcript evaluation at orientation. A parents program begins the relationship with parents.

Student connection with the University is deepened and their likelihood for success enhanced through the student success seminar, learning communities, and a relationship with an advisor. This connection is enhanced by our small class size and the faculty understanding of their role in a teaching institution. Spontaneous student/instructor interactions occur and are noted by students as a strength of the institution (Figure 7.2-1). We further support them by providing essential services through such programs as multicultural awareness, student activities, counseling, and tutoring. As students prepare to graduate, we offer career services and are in the process of implementing a computerized degree audit program. After graduation, we do follow up studies and encourage graduates to join the alumni association.

Other relationship building activities are depicted in Figure 3.2-1.

Figure 3.2-1 – Relationship Building Activities

Segment	Relationship Building Activities
Parents	Orientation, homecoming, campus tours, student ambassadors, special publications for parents, financial aid presentations in local communities
Feeder schools	Monthly meeting with local school superintendents, free testing and career exploration for juniors and seniors, feedback reports on performance of graduates in first year college classes, concurrent enrollment programs, financial aid programs presented in high school settings, college day and college night programs, use of 1-800 number for high school counselors to get answers to questions, transfer programs in community colleges, invite teachers to participate in professional development activities; collaborative student teaching activities; School of Education (SOE) advisory board
Community/Region and local taxpayers/citizens	Learning centers established to serve local communities, special programs for displaced workers, monthly community relations meetings, access to campus facilities, faculty and staff membership in local service clubs, child care facilities open to the public, exhibitions, tours, newspaper articles, continuing education activities, Kids College, pre-University programs in Adult Basic Education and Welfare to Work, ability to purchase meals in the student cafeteria on a cash basis, Advisory Boards
State Agencies including Governing Board	Attendance at meetings, timely completion of requested reports, special studies as requested, leadership roles in state task forces and committees, a coordinated NM Associated Students lobbying effort
Employers	Advisory Boards, career fairs, campus interviews, employer surveys, job listings, successful student placements
Alumni	Alumni association, alumni regional chapters, alumni newsletter, homecoming events, Great Race events, alumni in the classroom program, placement services for alumni, alumni survey

a(2) Students have ready access to information related to grades, financial aid, and other student records through the Mustang Express, our campus portal. The portal also facilitates notification regarding campus events, policy changes, and other official information that needs to be communicated.

Direct feedback is the primary way of determining contact requirements for key access mechanisms; e.g., prospective students, through their school counselors, and existing students through satisfaction surveys identified the need for financial aid workshop and on-line access. Faculty define requirements for the catalog and other official course and program related publications. The contact needs of students and other stakeholders are evaluated on an ongoing basis. The Cabinet, deans, and department chairs as well as other key administrators work with each of their respective units to ensure that contact requirements are being met for each group of stakeholders. The key

access mechanisms as outlined in Figure 3.2-2 are modified or augmented as needed.

Figure 3.2-2 - Key Access Mechanisms by Stakeholder Groups

Stakeholder Group	Key Access Mechanisms
Students	Catalog, view book, web pages, Mustang Express (campus portal), student newspaper, library, student success course, Information Desk, Discover Program, Comment Card Boxes, Student Government, student handbook, appeals processes, degree audit, advisor, transcript evaluation, student activities, multicultural activities, student forums, student evaluations, recruiters, NL and NSSE surveys
Parents	Catalog, view book, web pages, parents program at orientation, 1-800 number, Financial Aid, Business Office
Feeder Schools	Catalog, Viewbook, 1-800 number, financial aid workshops, college day programs, professional development programs, monthly meetings with superintendents and key administrative staff, feedback reports on student performance, free placement testing, use of Discover Program for career guidance, visits by admissions staff
Community/Region/Local Tax Payers/Citizens	Electronic bulletin with notices of campus events located in key traffic area, web page, newspaper articles, community relations meeting, class schedules in local newspaper, host forums on community concerns, program advisory boards, senior citizen tuition waiver, museum, tours
State Agencies including Governing Board	Annual state reports, CHE reports, IPEDS reports, special reports upon request, presentations to legislative committees, meetings with local legislatures, Board of Regents meetings, CHE meetings, meetings of various state entities, host meetings of legislative committees, host state conferences and training, service on committees and task forces
Employers	Career Fairs, program advisory boards, job bulletin, statewide employer survey, Hispanic Business Leaders Mentor program, Coops, internships
Alumni	Alumni bulletin, homecoming activities, Alumni Chapter meetings, alumni in the classroom (guest lecture program), web page

a(3) The complaint management process has both formal and informal elements. The formal elements are outlined in the *Faculty*, *Staff* and *Student Handbooks* that delineate available complaint and grievance procedures. For students there are formal grievance procedures for appealing admissions decisions, academic suspension, resolving student academic complaints such as grade appeals, suspension of financial aid, and sexual harassment complaints. A discipline committee hears cases involving non-residential student discipline governed by rules created by the committee and approved by the legislative

branch of student government, University administration and the BOR. The Residence Halls have disciplinary committees that deal with violations of housing policies. An average of eight to ten residence hall infractions and an average of two to three student grade appeals occur annually. The annual student satisfaction surveys also provide substantive input on areas of dissatisfaction.

The informal process consists of comment cards, public input at the BORs meeting, letters and phone calls to the various administrative offices, and letters in the student newspaper, and concerns voiced at student, faculty and staff senates.

Established timelines in the grievance and appeals procedures assure that complaints are resolved promptly. The resolution of the grievance or appeal is reviewed either by the President or the appropriate Vice President to ensure effectiveness and fairness. Policies and procedures are reviewed annually and updated if needed. Informal complaints received via letters, phone calls, faculty, staff and student senates, and letters in the student newspaper are directed to the appropriate Vice President for investigation and resolution. Ad hoc committees from the respective governance bodies are used to hear complaints and propose resolution. Reports of the resolution are given to the EC for final action.

Comment cards are taken from suggestion boxes placed throughout the campus on a regular basis. They are compiled into categories and directed to the appropriate administrator to be investigated with a response provided to the complainant if contact information is provided and to the President's Special Assistant for Quality Initiatives. Concerns are aggregated and reviewed annually to identify and address those concerns that are recurring and to make any changes necessary to keep the process current.

a(4) Results obtained from satisfaction surveys administered to students and other stakeholders enable us to determine if our relationship building efforts are successful and to identify areas that need improvement. When satisfaction levels fall below current and/or acceptable levels, these items are discussed among the Vice Presidents, with Cabinet, and with leaders of the governance bodies. Activities are identified to immediately address issues and/or a PMT is formed to address systemic changes needed; activities are then implemented and their effectiveness measured in the next administration of the survey. Ideas for improvement are gathered from attending professional conferences and reading the literature. For example, our advisors are active in the National Academic Advising Association meetings and read the literature in the field; this involvement enables them to adapt best practices in advising that serve to improve the relationship building process between the advisor and the student.

Student and Stakeholder Satisfaction Determination

b(1) Student and stakeholder satisfaction is primarily measured through satisfaction surveys such as the NL and NSSE, employee satisfaction survey, student evaluations, faculty and staff evaluations, program review, accreditation reviews, comment cards, and use of consultants. The methods of assessing satisfaction differ for each group and activity and care is taken that each method elicits actionable information. For example, based on student feedback, the hours of operation of key support offices were extended during the first two weeks of the semester.

Segmentation of data occurs at both the strategic and unit levels. The unit level analysis addresses the individual concerns immediately; e.g., NL data on housing issues are addressed by personnel in Residence Life and by the VPSCA. Overall student satisfaction is more likely to be a concern at the strategic level, where patterns of concerns are analyzed and results incorporated into the strategic planning process.

Increases and decreases in enrollment are viewed as possible indicators of student and stakeholder satisfaction and dissatisfaction. Careful monitoring of attrition leads to analysis of the causes and development of programs and/or services that support retention in that particular program or area. We analyze retention to determine the factors contributing to that result and judge the efficacy of our interventions. We celebrate successful efforts by giving credit to those responsible. Praise and congratulations serve to reinforce positive efforts.

b(2) Within a week of any major event such as orientation, registration, or homecoming an after action meeting is held to review strengths and needed improvements. Bimonthly meetings in administrative units review the progress made toward our stated goals. Changes in events are shared with the campus community and communicated in the newspaper, the community relations meeting, and in the alumni bulletin. Our global goal is to increase student satisfaction with the quality of campus life, the quality of student support services, and the quality of instruction. All surveys are analyzed to ascertain the extent of improvement over prior responses. When results show a decline in satisfaction, immediate action is taken to address the situation..

Chairs of academic departments follow up on any student or stakeholder concerns that involve their area. Concerns of the whole department are discussed in regular department meetings. Advisory councils meet annually and suggest program changes based on their industry/business expertise. They are also informed of changes made due to their suggestions. Changes in academic programs resulting from program review and student evaluations are also shared with student government, with major changes reported in the student newspaper, the schedule of classes, the catalog, at the BOR meeting, and in reports to the governing board.

Changes in the various handbooks are reviewed by representatives of the appropriate groups before being taken to the BOR for final approval. When policy changes are made, they are posted on the web page and a hard copy is sent to each of the units on campus.

Monitoring of the annual satisfaction surveys helps us determine if changes have the desired effect. Result of the satisfaction surveys are shared broadly on campus and discussed. They are the basis for adapting our strategic plan. For example, the NL survey revealed a student concern with “getting the run around.” As a result, the AQIP Communication Team examined the processes in place and recommended an information station as the first step toward a one stop enrollment process: Web registration, online application for admission and financial aid, complete registration process available at orientation from testing, to advising, to housing assignment, to financial aid counseling to billing. Students were informed of the changes affecting enrollment since they occurred in the summer. The Team reviewed evaluation results from the new process and recommended its continuation. Funding was included in the next budget cycle to do this. As a result of these efforts, the next administration of the NL showed increased student satisfaction with registration, financial aid, and advising and a decrease in the percentage of students who felt they were “getting the run around.”

b(3) The NL compares the satisfaction and importance levels on our campus with similar levels nationally. They also indicate the level of importance that students ascribe to each concern. The NSSE, which also provides national comparisons, explores how engaged our students are in the learning process and campus life. Using this data enables us to address the issues that have the greatest impact on our campus. A matrix provides information on NL areas of high importance and low satisfaction, high importance and high satisfaction, low importance and low satisfaction, and low importance and high satisfaction. This matrix helps identify priority areas for improvement.

The governing board meetings, published CHE reports, the CUP report, and other reports allow us to benchmark ourselves against the other institutions of higher education in the state. Reports and results of accreditation visits allow us to benchmark ourselves in regard to national standards. School superintendents and cooperating teachers provide feedback on their satisfaction with our teacher education graduates as compared to graduates from other educational institutions.

A statewide employer survey allows us to compare WNMU graduates with those of other state schools from the employer’s perspective. These comparisons help us identify or better understand employer preferences, important performance criteria, opportunities for improvement, and opportunities for benchmarking our performance.

b(4) The strategic planning process that involves broad based input from all our stakeholders ensures that our strategic goals reflect the stated needs and concerns of our students and other stakeholders. The satisfaction surveys provide quantifiable data as to the levels of satisfaction indicated by our constituents. The goals are kept current because they are examined annually and revised as needed based on student and stakeholder input. Participation in conferences such as QNM, NM Higher Education Assessment and Retention, HLC, self evaluation processes, and the AQIP activities also help ensure currency. Specialty accreditation processes promote activities to help us stay current in our approaches. Input from advisory boards encourages examination of our approaches on a regular basis.