

**Western New Mexico University
Student Affairs and Enrollment Management**

Program Efficiency and Enhancement Review (PEER)

Summary/Process:

As part of this review, each department within Student Affairs and Enrollment Management responded to questions and topics related to the following areas:

- Department/Area Purpose
- Effective Leadership
- Collaboration
- Communication
- Assessment
- Change

Along with these areas, Directors were able to provide any additional information or supporting documents. After completing the review and documents were submitted, each Director met with the Vice President for Student Affairs and Enrollment Management to discuss in greater detail and collectively come up with recommendation on how to move forward.

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Western New Mexico University

Program Efficiency and Enhancement Reviews (PEER)

Director: Mary Billings

Department: Center for Student Success

Date Submitted: March 30, 2017

As you all know, the entire University is assessing programs for efficiency and effectiveness. Your response below will be used to assess your department. Please thoroughly answer each question for your department. When necessary provide data and supporting documentations. You do not have to limit your responses to this sheet.

Description of your Areas/Purpose

Describe your area. Describe the staffing of your area, what you do, and why. What is the main purpose or functions of your area? Do you have departmental goals? If so, what are those goals? Provide data that shows how you are achieving your departmental purpose and/or goals.

The Center for Student Success (CSS) works in collaboration with all WNMU divisions, as well as external agencies and offices, to provide a welcoming, supportive, and enriching environment for all students. The main functions of CSS are testing, new student orientation, supplemental instruction, and career/leadership development. In the case of the latter, professional development has expanded to include staff as well as students.

Departmental Goals (from the WNMU Strategic Plan):

Goal 1 - Institute and nurture a culture of student success.

Goal 3 - Foster a collegial environment that encourages high morale and excellence in teaching, scholarship/research and service.

Goal 5 - Serve as a leader and model for the communities in which we live and work.

Data to support these goals are appended to this document.

Effective Leadership

Have your staff evaluate your leadership of your department and include this information in your response. In this section, also discuss cross-training within your department and access to resources. Also, include how you define and assess the morale of your staff and how you empower your staff.

CSS Staff evaluation of leadership:

- *Mary's leadership in this office has been beyond outstanding as she is the type of supervisor you actually want to follow. Mary keeps all of us in check as we grow in our careers, professional development, and even our personal lives/relationships. Beyond*

being a supervisor, Mary has been a mentor to the younger staff. She has taught me everything I know about leadership, supervising staff, dealing with difficult individuals/situations, and how to survive in the working world.

- *We have begun cross-training with our staff with-in our office, as well as outside our office with departments both in and outside of Student Affairs*
- *Each staff member has begun writing up succession plans and training manuals on different functions of their positions. The Professional Development Committee that three of our staff are on has also begun discussions on university wide succession planning.*
- *Provide resources for staff and students in relation to the aspects offered in this office-orientation, career services, SI, etc.*
- *The director for the Center of Student Success, Mary Billings, has an open door policy that is truly open door. She is open to new ideas, encourages staff to think of ways to improve processes, helps with implementing ideas, and is honest yet diplomatic if ideas are not possible. She knows the benefit of professional development and will help staff attend meetings or conferences. She allows staff to run with their areas and is fair in resolving conflict.*
- *I would say that Mary's has been an effective leader for our department as she help shapes our center strategically so that what we do helps students, staff, faculty and our community. She is great a communicating openly and listens to our input for all of the projects we have going on. Mary has played a big part in building the relationship between the four professional staff members working in our area and leads us in a way that fosters collaboration with each other, with other departments, and also with other divisions on campus. In the time I have been working under her leadership she has provided insightful, motivating, and constructive feedback, coaching, and guidance.*

High morale is displayed through passion, excitement, productivity, creativity, collaboration, and pride in everything we do. If any of these characteristics are waning, I know that it is time to take action to make things right. This can be as simple as listening and as complex as restructuring a process. I empower my staff by letting them take the lead in some administrative functions and by covering for them, when needed, some of the most basic functions.

Collaboration

Discuss how your department collaborates within the division and outside of the division. Provide examples.

Collaboration is key to all CSS operations and services. We are always looking for ways to increase our knowledge base to serve students better, hence the office emphasis on divisional cross-training and professional development. In the past year alone, we have collaborated with the following offices/departments in order to either launch or improve programming and services:

- Department of Veterans' Services: I applied for and received a small grant from this agency to open a Veterans' Center (JCB 236)

- Math/Computer Science Department: Dr. Gruszka applied for and received a Collaboration Grant to partner with CSS in expanding a Tutor Training Program. Dominique Duarte, Hope Estep, and Vanessa Stroman are drafting the training manual.
- Applied Liberal Arts & Sciences identity initiative: CSS was asked to serve on this University-wide committee to ensure that our new students are familiarized with ALAS during new student orientation
- Information Technology: CSS in general, and Hope Estep in particular, has taken the lead in testing and providing training for the various collaborative tools provided by OneDrive. Both Hope and I have served on the UPC Technology Plan Committee for the past two academic years
- Faculty: CSS continues to provide Advising Space training to all new faculty and staff, as needed. Also, we are currently collaborating with Dr. Bustamante from the School of Education to create a Minority Male Mentoring Program
- Staff Senate: CSS has played a key role in planning and presenting professional development programming through the Career Development and Training Committee. Most programs are held in the CSS work room and facilitated (in terms of tech support) by CSS staff, and the Fred Pryor webinar series was funded by this office during the past fiscal year
- Assessment: CSS has been a leader in co-curricular assessment for the past several years, and more recently has been working with Steve Liebhart, Miguel Vicens, Tanya Rivers, Kate Oubre, Wen-chi Chen, and Benjamin Jenkins on student data reporting through ODBC and Advising Space
- Community Service: Vanessa Stroman collaborates extensively with the community in her capacity as the Career Services Coordinator, and regularly secures small donations (time, services, publications, and/or give-aways) from local businesses and agencies to support and enhance such programming as the Career Fair/Symposium and new student orientation
- Humanities Dept.: with the change in Accuplacer cut scores, I worked with Dr. Oubre to determine WritePlacer placement into English classes. I will be assisting her with reviewing borderline essays for placement into either ENGL 097 or ENGL 101. (She selected me for this function, rather than another faculty member, as I have experience teaching and scoring final exam essays for ENGL 101 and 102)
- Assurance Argument: I serve on the Assurance Argument Team, which is responsible for collecting data and drafting sections of this document that are relative to our areas of expertise and experience. As a charter member of the Quality Planning Council, Margaret Soucy is also assisting with the review and revision of the Assurance Argument.

Obviously, productive and effective operations would not be possible without day-to-day collaboration with every office within the Student Affairs & Enrollment Management Division. This is particularly true of new student orientation, in both the face-to-face and online versions, and in the pilot College 101 course. Collaboration is also key with respect to creating and delivering regional and (coming soon) national conference presentations. Finally, CSS collaborates extensively with Student Life to administer and grow the new WNMU chapter of the National Society of Leadership and Success.

Communication

Discuss how you and members of your department communicate with students, faculty, and staff. Also, mention how you communicate within and outside of your department.

The CSS staff meets weekly and generally meets after each SA&EM Directors' Meeting. I also meet with the staff after University Planning Council in an effort to keep them up-to-date on campus-wide initiatives, and to keep the rumor mill in check. We communicate within the Division primarily through face-to-face contact and text messages, and via email. Outside of the Division, we rely upon email, telephone calls, text messaging, and Skype for Business. We prefer telephone calls for communicating with students, as email correspondence is, in our experience, too easily ignored.

Assessment

What areas are you assessing within your department? Are you assessing Student Learning Outcomes (SLOs)? If so, what are they? Demonstrate how you are closing the loop with this assessment.

For the past 5 years, we have assessed new student orientation and used these data to drive improvements in programming and communications. Vanessa Stroman, as the Career Services Coordinator, gathers feedback from graduating students, although how this information – which predominantly evaluates student experiences with academic departments and faculty advisors – is used by Academic Affairs is unclear. The Supplemental Instruction program is evaluated annually by participating students (including tutors) and faculty: Dominique Duarte has used this information to improve every aspect of the program, from training to communication with faculty. Finally, all students who complete PearsonVue and College Board tests at WNMU are asked to evaluate our testing facility and procedures. This information goes to the vendors, and they follow up with testing centers on issues raised by customers. To date, our testing center has received no complaints.

Other forms of assessment conducted from this office include:

- Program evaluations for student and staff professional development activities
- Orientation Leader training program evaluations
- Complete withdrawal data collection and analysis

Student learning outcomes most focused upon in our assessment process are financial literacy (driven in large part by data obtained from analysis of complete withdrawals), technical literacy, and understanding the degree plan. All three of these SLOs drive programming content for both new student orientation and College 101, (the latter of which is being piloted this year).

Change

If you had to make changes in your area, due to budget cuts, what would those changes be and why?

In anticipation of budget cuts, CSS has already taken steps to implement a testing fee as of July 1, 2017. This is being done to ensure adequate funding for purchasing test units and, in for the

2019 fiscal year, monies to hire a part-time test proctor, which is a vendor requirement for all testing centers.

The most obvious future change would be to re-design orientation so that the bulk of it is done online. One suggestion would be to keep a one-day parent and student program that focuses exclusively on getting financial obligations taken care of and getting registered for classes, with a team-building evening activity that could launch “Welcome Week.” Under this model, we could discontinue the Orientation Leader program and utilize Student Service Specialists and other support staff in SA&EM to assist new students on “orientation day.” This would save in excess of \$10,000.

In terms of personnel, savings will be realized during the summer of 2019 when the two senior staff members retire. In anticipation of this, we are piloting a Succession Plan for Staff Senate, and creating cross-training and quarterly evaluation processes to support and assess the Plan.

Finally, provide any additional information that might support your area.

CSS continues to work on initiatives to address enrollment and retention. We are currently working with Admissions, the School of Business, the Office of the Registrar, and Veterans’ Services to target online program recruiting of active service military personnel. We have also begun tracking GED/HiSET candidates to get a sense of the capture rate of these individuals. These data are being collected this semester, after which we will work with the Student Service Specialists to design an outreach and advising program for this particular population. Vanessa and I have also started working with WNMU Adult Educational Services, the Grant County Health Council, and various social services and law enforcement representatives to pilot an Inmate Support Program in Silver City.

SUPPORTING DATA

Goal 1 - Institute and nurture a culture of student success.

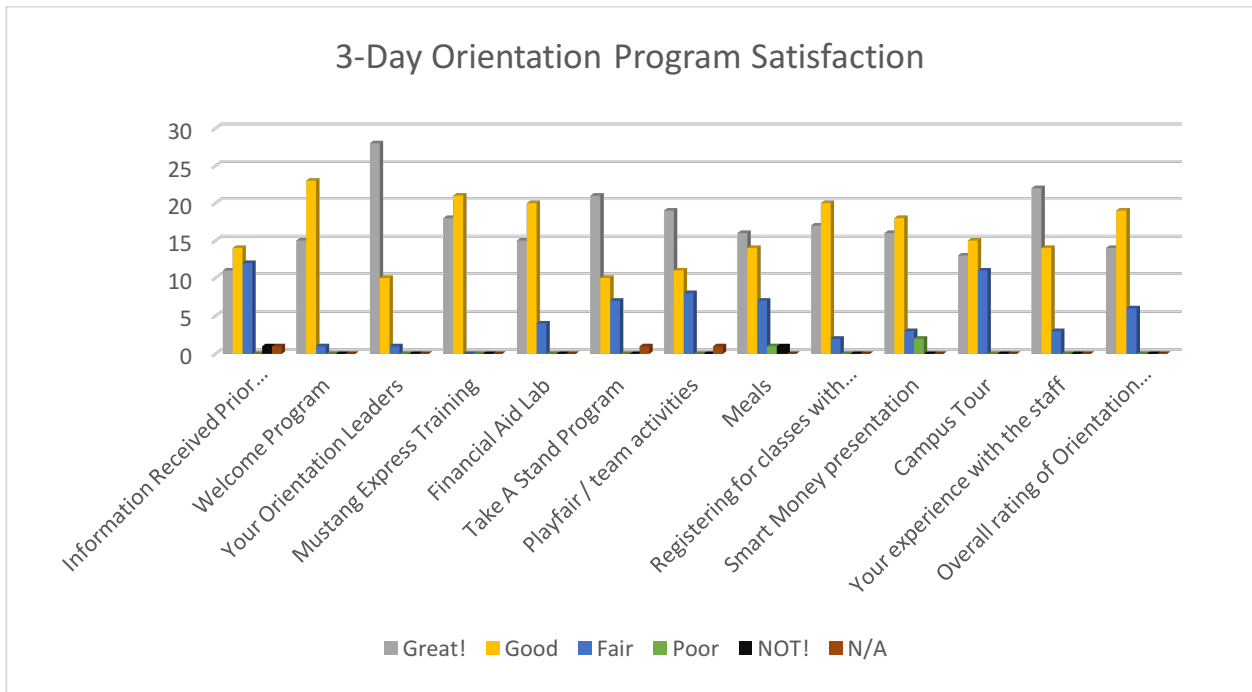
Long-term assessment of the new student orientation program has informed changes to support overall improvement. Below is the assessment from last year’s “early bird” program, with a final analysis. Based on this information, we made the following changes to the 2017 “early bird” program:

1. Letter sent directly to parents of first-time freshmen, with detailed schedules and a checklist of items that their child will need.
2. A required “verify email” field on the orientation registration form to reduce the number of incorrect email addresses (an impediment to communicating with new students).
3. Better communication with Athletics (Terra Dunlap serves on the Planning Committee)
4. Between program scheduling and Orientation Leader training, create a more efficient flow of activities and back-up activities. This includes more “taking care of business” up front, and more options for programs during break-outs into smaller, rotating groups.

2016 New Student Orientation Evaluation

3-Day Program (August 3 – 5, 2016)

	Great!	Good	Fair	Poor	NOT!	N/A
Information Received Prior To Orientation	11	14	12	0	1	1
Welcome Program	15	23	1	0	0	0
Your Orientation Leaders	28	10	1	0	0	0
Mustang Express Training	18	21	0	0	0	0
Financial Aid Lab	15	20	4	0	0	0
Take A Stand Program	21	10	7	0	0	1
Playfair / team activities	19	11	8	0	0	1
Meals	16	14	7	1	1	0
Registering for classes with your SSS	17	20	2	0	0	0
Smart Money presentation	16	18	3	2	0	0
Campus Tour	13	15	11	0	0	0
Your experience with the staff	22	14	3	0	0	0
Overall rating of Orientation program	14	19	6	0	0	0



What did you like best about Orientation?

Campus Tour (5), breakfast, Josette, family atmosphere (3), meeting new people (9), OLs (5) & RAs, meals (5), stress relieving (2), communication and listening, Take-A-Stand training (3), Mustang Express (2), activities (3), Smart Money presentation (1)

What do we need to improve?

Length of Orientation (8), Student Athletes don't need tour (2), time management/organization (16), activities more fun (6), better presentation instructor; want independence (3), meals (3), less games (4), nothing (2), disrespect from student athletes (1)

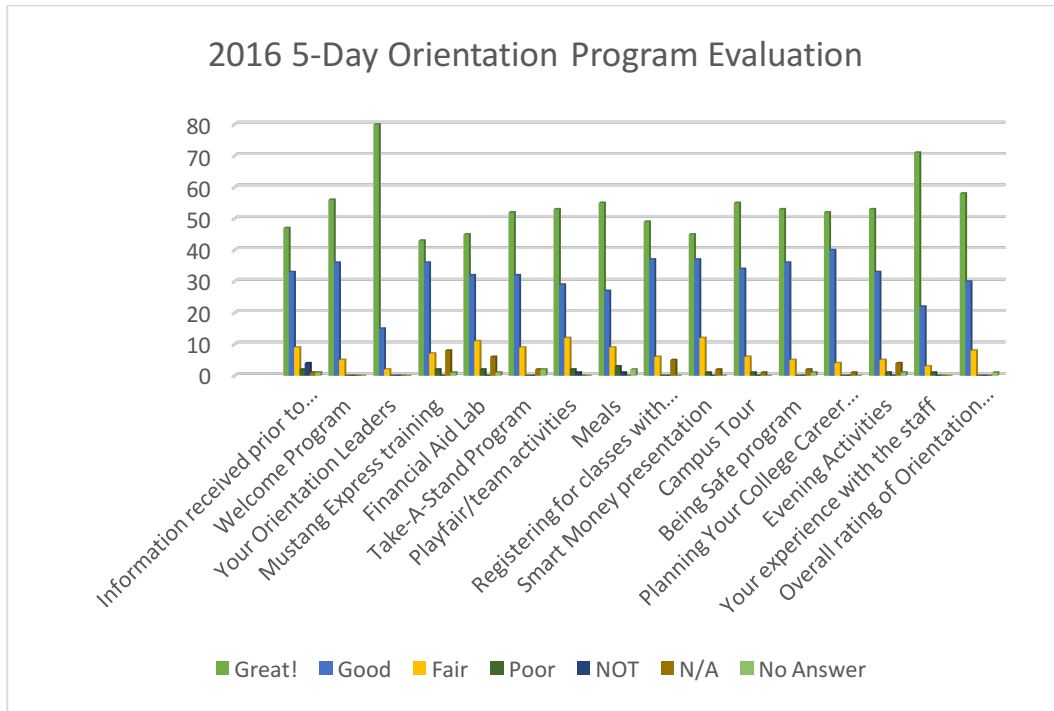
Three things you learned at Orientation

Location of Buildings/Classes (23), Campus Safety, work study jobs (2), Sexual Assault info (12), importance of classes (3), counseling services (2), campus nurse services (4), campus theatre, smart money (8), friendly staff (4), Safe Zone (2), time management (4), Mustang Express (7), degree info, Payment Plans, Everything, Financial Aid, Outdoor Rentals (2), The Center, Welding class,

5-Day Program (August 8 – 12)

5-Day Orientation Evaluation 2016

	Great!	Good	Fair	Poor	NOT	N/A	No Answer
Information received prior to orientation	47	33	9	2	4	1	1
Welcome Program	56	36	5	0	0	0	0
Your Orientation Leaders	80	15	2	0	0	0	0
Mustang Express training	43	36	7	2	0	8	1
Financial Aid Lab	45	32	11	2	0	6	1
Take-A-Stand Program	52	32	9	0	0	2	2
Playfair/team activities	53	29	12	2	1	0	0
Meals	55	27	9	3	1	0	2
Registering for classes with your SSS	49	37	6	0	0	5	0
Smart Money presentation	45	37	12	1	0	2	0
Campus Tour	55	34	6	1	0	1	0
Being Safe program	53	36	5	0	0	2	1
Planning Your College Career program	52	40	4	0	0	1	0
Evening Activities	53	33	5	1	0	4	1
Your experience with the staff	71	22	3	1	0	0	0
Overall rating of Orientation program	58	30	8	0	0	0	1



Analysis and actions: once again, the Orientation Leaders were a hit, and information received prior to orientation is still problematic. For the 2017 program, we are going to include a parent registration form (for the parent program, but also to use as another avenue for communicating information to the new students), as well as a “verify email” field on the student registration form. Fine-tuning all programming and improving organization of events and activities may boost the overall rating. This was a pilot year for the 3-day program, and information was not adequately communicated to coaches and athletes: next year there will be changes put into place to improve these processes, including more consistent representation of Athletics on the Orientation Planning Committee.

Other supporting data for Goal 1:

- Implementation of Student Learning Outcomes (2014 assessment). Once the complete withdrawal process was moved to Banner Workflow and we could track why students were leaving (through the “reason for withdrawal” required field on the form), we were able to identify key areas of vulnerability, the most urgent being financial literacy. We have been adjusting programming accordingly ever since, and have – since 2016 – included on the evaluation tool “name three things that you learned at orientation.”
- Changing program from four 2-day sessions throughout the summer to two three-day sessions at the end of the summer, with an emphasis on taking care of business to reduce disenrollment (2015 assessment). Result: the total number of disenrolled orientation students was 12 (out of 304).

Goal 3 - Foster a collegial environment that encourages high morale and excellence in teaching, scholarship/research and service.

The Center for Student Success has become a hub for planning, collaboration, training, and professional development. Below is a snapshot of a typical month’s scheduled activities in the CSS.

2017	February				
NDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
S Staff Meeting – 2:30	31 SAEM Divisional Pot Luck- 11:00 – 1:00	01 UPC Tech Committee Meeting – 3:00	02 Professional Development Program – Noon – 1:00 Assessment Committee 3:00 – 4:30	03	04
S Staff Meeting – 2:30	07 Mustang Entertainment 3:00 – 4:30	08	09 Professional Development Program – Noon – 1:00 Mustang Entertainment 3:00 – 4:30	10 Veteran's Services Meeting – 9:30 – 10:30	11
S Staff Meeting – 2:30	14 Mustang Entertainment 3:00 – 4:30	15	16 Professional Development Program – Noon – 1:00 Mustang Entertainment 3:00 – 4:30	17	18
S Staff Meeting – 2:30	21 Mustang Entertainment 3:00 – 4:30	22	23 Professional Development Program – Noon - 1:00 Mustang Entertainment – 3:00 – 4:30	24	25
S Staff meeting – 2:30	28 Mustang Entertainment 3:00 – 4:30	01	02 Professional Development Program – Noon – 1:00 Assessment Committee 3:00 – 4:30	03	04

Goal 5 - Serve as a leader and model for the communities in which we live and work.

CSS staff participated in an/or presented at the 2017 Convocation more than any other single office (“Closing the Loop on Student Success,” “Professional Development Program,” and “Learning Outcomes Aren’t Just for Students.”) We also designed the evaluation tool for this event.

Vanessa Stroman and Dominique Duarte piloted the College 101 course at Silver Opportunity High School during spring semester, 2017, with a cohort of at-risk teens.

Center for Student Success AY 2017-18 Succession Cross-Training – Testing Functions

Function/Process	Owner/Trainer	New Owner/Trainee	Target Completion
Accuplacer administration	Margaret Soucy	Hope Estepp	June 2018
CLEP administration	Margaret Soucy	Hope Estepp	June 2018
ACT administration	Margaret Soucy	Hope Estepp	June 2018
SAT administration	Margaret Soucy	Hope Estepp	June 2018
GED administration	Margaret Soucy	Hope Estepp	June 2018
HiSET administration	Margaret Soucy	Hope Estepp	June 2018
NES administration	Margaret Soucy	Hope Estepp	June 2018
CPCE administration	Margaret Soucy	Hope Estepp	June 2018
Proctor training	Margaret Soucy	Hope Estepp	June 2018
NCTA membership and networking	Margaret Soucy	Hope Estepp	June 2018
Technical support	Bryan Smith	Hope Estepp	June 2018
Academic Alerts	Margaret Soucy	Dominique Duarte	April 2018

Quarterly evaluation schedule – core competencies; goals & objectives (set with them); rate progress on Likert scale; revisit goals and further training needs (again, with them); they evaluate trainer, as well.

- Draft a standard form for evaluation
- Agreement form – agree to mentor/train with this person; do the work required to do the job; if this position opens up in the future, I am not necessarily guaranteed the position
- “Couples” report progress to CDTC and Staff Senate (who move it forward to UPC as FYI)
- Supervisory goals in evaluation

Center for Student Success AY 2017-18 Succession Cross-Training – Director Functions

Function/Process	Owner/Trainer	New Owner/Trainee	Target Completion
Budget administration (3161, 3163, 3030, 3025, 5110)	Mary Billings	Vanessa Stroman, Dominique Duarte	June 2018
Orientation registration processing	Mary Billings	Vanessa Stroman	July 2018
Veterans’ Center administration & staff training	Mary Billings	Dominique Duarte, Vanessa Stroman	May 2018
NSLS Advising	Mary Billings	Vanessa Stroman, Dominique Duarte	May 2018
ALAS Project CSS Rep	Mary Billings	Vanessa Stroman	December 2017
Minority Male Mentoring Program administration	Mary Billings, Manuel Bustamante	Dominique Duarte, Vanessa Stroman	May 2018
VP/BOR reporting	Mary Billings	Vanessa Stroman	May 2018

UPC Technology Plan working group	Mary Billings, Jason Collet	Dominique Duarte	June 2018
Plagiarism counseling	Mary Billings	Dominique Duarte	May 2018
Divisional assessment	Mary Billings	TBD by VPSA&EM	May 2018
Assurance Argument SA&EM Team Rep	Mary Billings	TBD by VPSA&EM and AVPAA	June 2018
UPC Divisional Rep	Mary Billings	TBD by VPSA&EM	April 2018
Staff Senate (including CDTC)	Mary Billings, Maura Gonsior	TBD by Staff Senate President	May 2018

Quarterly evaluation schedule – core competencies; goals & objectives (set with them); rate progress on Likert scale; revisit goals and further training needs (again, with them); they evaluate trainer, as well.

- Draft a standard form for evaluation
- Agreement form – agree to mentor/train with this person; do the work required to do the job; if this position opens up in the future, I am not necessarily guaranteed the position
- “Couples” report progress to CDTC and Staff Senate (who move it forward to UPC as FYI)
- Supervisory goals in evaluation

Center for Student Success AY 2017-18 Succession Cross-Training – Office Manager Functions

Function/Process	Owner/Trainer	New Owner/Trainee	Target Completion
Online Orientation Administration	Hope Estep	Vanessa Stroman	March 2018
Workstudy Training & Supervision	Hope Estep	Dominique Duarte	January 2018
Office inventory	Hope Estep	Vanessa Stroman, Dominique Duarte	April 2018
Declaration of Majors	Hope Estep	Registrar	December 2017

Quarterly evaluation schedule – core competencies; goals & objectives (set with them); rate progress on Likert scale; revisit goals and further training needs (again, with them); they evaluate trainer, as well.

- Draft a standard form for evaluation
- Agreement form – agree to mentor/train with this person; do the work required to do the job; if this position opens up in the future, I am not necessarily guaranteed the position
- “Couples” report progress to CDTC and Staff Senate (who move it forward to UPC as FYI)
- Supervisory goals in evaluation

Western New Mexico University

Program Efficiency and Enhancement Reviews (PEER)

Director: Cheryl S. Hain

Department: Office of Financial aid

Date Submitted: 4/3/2017

As you all know, the entire University is assessing programs for efficiency and effectiveness. Your response below will be used to assess your department. Please thoroughly answer each question for your department. When necessary provide data and supporting documentations. You do not have to limit your responses to this sheet.

Description of your Areas/Purpose

Describe your area. Describe the staffing of your area, what you do, and why. What is the main purpose or functions of your area? Do you have departmental goals? If so, what are those goals? Provide data that shows how you are achieving your departmental purpose and/or goals.

The Office of Financial Aid is in transition. We have 5 regular Staff members and 4 student workers. The office spent well over a year with the Director of Financial Aid and the Associate Director working only part time due to family emergencies and illnesses, and then an additional six months with no director. During this time the staff worked very hard to keep the office going, and with help from other offices and staff managed to keep things going, although they did not make some necessary changes in response to changes in regulations and technology.

The department's goals are to assist all students in applying for, processing and securing the necessary funding to cover the cost of their education here at WNMU. Many of the responsibilities of the Office of Financial Aid are enumerated in the yearly Participation Agreement that the WNMU has signed with the US Department of Education (DofEd). When signing this document, the University is agreeing to fulfill certain obligations, some of which are far reaching.

In addition to our agreement with the DofEd we partner with other State agencies to provide state funding and services.

Because we are a new team, we are presently reevaluating each function we participate in, to do several things.

- 1. Develop automated processes and procedures for each activity we perform, including documentation of why we do them, and exactly how they need to be done. This is important as cross training must be done. In a comparatively small institution staff must be prepared to step in and complete processes and tasks in the absence of another staff member.*

2. *Streamlining each process that we require the student to do, so that we are not unnecessarily delaying or complicating any step. Communication between a financial aid office and students is crucial, if students do not know where they stand they make ill-advised decisions about class attendance, and either stop going to class, or withdraw.*
3. *Improve the Website presence as well as establish a Canvas Class that will guide online students through the process. Online student services require different communications and guidance; they are forgotten in many of our processes.*
4. *Improve the Financial Aid section of Mustang Express, and develop a student guide on where everything is, and what it all means, to help take the mystery out of the process.*
5. *Develop a parent communication plan – For Dependent Undergraduate students, as well as some Independent and Graduate Students parents play an important role in College Success. While FERPA limits the personal information we can share with parents without student permission, many parents are really just interested in how the process works, and how to assist their students. We need to provide them the tools to do so.*
6. *When faced with the myriad of rules and regulation it is easy to become focused on the practical realities and processes and forget get away from the human interaction necessary to provide excellent customer service. In this office no one has the title of counselor, although we should all be counselors first and foremost. We are working to maintain the high function of processes, but to add the customer service counseling in to our day to day activities.*

Effective Leadership

Have your staff evaluate your leadership of your department and include this information in your response. In this section, also discuss cross-training within your department and access to resources. Also, include how you define and assess the morale of your staff and how you empower your staff.

As a new team we have been engaging in regular feedback on what we are doing and why. The message I am getting is that we have some areas to work on, but that overall our team works well together and shares common goals.

One of our challenges right now is the pace in which we are trying to make a lot of fundamental changes. As a manager my goal is to give my staff the knowledge and skills to do their job, and then the confidence that they are capable and have the authority to do it. This can sometimes be in conflict with rapid changes and improvements, however we are working out a system for discussing what we want the process to look like, and then letting everyone go back and workout how to make it happen in a way that works within our structure.

They area they think I need to work on the most, is helping them establish priorities that get us to where we need to be.

Collaboration

Discuss how your department collaborates within the division and outside of the division. Provide examples.

Our office is working closely with others across the community, and hope to do more of this. Our primary interactions at this time are with, while certain processes between these offices are a work in progress, in general we feel we have a strong and positive relationship with:

- Admission
- Housing
- Student Success
- Business Office
- Registrar's Office
- Human Resources
- Office of Communications
- Student Government
- Financial Aid Satisfactory Academic Success
- Disability Support

We are struggling with our relationship with the IT department, which is vital to solve so that we have the tools to complete our job in an efficient manner.

We have a strong interest in improving our relationships with

- Dual Enrollment
- Faculty Senate
- Staff in all offices

When students struggle in school they go to the person they have met in the University who they feel most comfortable with, and we want to provide everyone who wants to help, with the tools necessary to help them effectively.

It is also necessary to understand how everything we do, impacts other offices and process, and how everything done in other offices, can impact us. The more we are part of the planning for things such as new programs, and changes, the better we can work together to serve our students.

Communication

Discuss how you and members of your department communicate with students, faculty, and staff. Also, mention how you communicate within and outside of your department.

We use Email, Website, limited phone calling, physical presence at events and through our front desk and Mustang Express to communicate with students. We would like to add Texting and Canvas to our student communications.

We need to find an effective way to keep everyone internally up to date with Financial Aid issues and changes via some sort of site for faculty and staff.

Financial Aid myths lead to a lot of misinformation being given to students, so we would like to have a financial aid myth buster's communication.

Within our department we are working on some restructuring assignments as it is hard to get both the regular staff and student workers together. We will be reviewing our structure to try and address this.

Assessment

What areas are you assessing within your department? Are you assessing Student Learning Outcomes (SLOs)? If so, what are they? Demonstrate how you are closing the loop with this assessment. Our federally required Satisfactory Academic Progress responsibilities are the primary interaction we now have with students on their student success. We are working to change the focus of this process to what it is meant to be, assisting students in staying on track to complete their programs of study.

Change

If you had to make changes in your area, due to budget cuts, what would those changes be and why?

As mentioned above our office has many specific responsibilities to fulfil, some which have been being met, but many, primarily surrounding counseling responsibilities, and responsibilities to future and past students, in addition to the current students, that are not completing being fulfilled.

If we had to cut back it should be in some of the services we have outsourced in the recent past, we have already started this process. These include having verification done by an outside company, and our Perkins Loan Servicing. The Perkins Loan program is being discontinued, but we have significant responsibilities in closing it out. Once that is done we will realize savings in doing so.

Finally, provide any additional information that might support your area.

Right now everything we do we are reinventing, with a focus on student support and communications. This means everything takes longer than we anticipate but the outcome we hope for is a calendar with communications and deadlines that we can follow in years to come, freeing up our time for continuous improvement.

Western New Mexico University

Program Efficiency and Enhancement Reviews (PEER)

Director: Betsy Miller

Department: Registrar's Office

Date Submitted: March 31, 2017

As you all know, the entire University is assessing programs for efficiency and effectiveness. Your response below will be used to assess your department. Please thoroughly answer each question for your department. When necessary provide data and supporting documentations. You do not have to limit your responses to this sheet.

Description of your Areas/Purpose

What is the main purpose or functions of your area? Do you have departmental goals? If so, what are those goals? Provide data that shows how you are achieving your departmental purpose and/or goals.

The Registrar's Office is a vital part of a university. It assists instructional and student advancement by providing services to students, faculty, administrative departments, and the public. We manage student academic records and course enrollments. We can help students order transcripts, apply for graduation, receive veteran benefits and much more. We are committed to excellent service and continued improvement.

The following are some of the basic services/functions of the office:

- Maintain accurate academic record of the students for the institution
- Ensure student data privacy requirements are met
- Monitor adherence to academic policy and compliance
- Data management
- Academic calendar
- Ad-hoc reporting
- Enrollment Reporting
- IPEDS reporting
- FERPA
- Curriculum/program approval and revision process
- Academic Records management
- Transfer Credit evaluation
- Veteran education certification and reporting
- Grade Changes
- Semester Withdrawals
- Student ID, address, and telephone Changes
- Classroom schedule (creation and room changes)

- Class Schedule development (creation, changes (time, instructor, attributes, cancellations))
- Register Student for classes
- Maintenance of the BANNER Course catalog
- Maintenance of BANNER Building and Classrooms
- Final Exam Schedule
- Publication of the University Catalog
- Commencement/graduation ceremony
- Degree audit
- Mandate students meet graduation requirements
- Degree verification
- Enrollment Verification
- Student Disenrollment
- Outgoing transcript process
- End of Term Processing (collection of grades, rolling grades into academic history, course repeat review, GPA calculation, academic standing review, etc.)
- Service on University Committees

Western New Mexico University's Registrar's Office is comprised of 5 full-time employees, 1 half-time VA Work-study and 3 work-studies. Each employee is expected to have work integrity. We must provide customer service to both internal and external customers. Confidentiality of student records must be at the highest for each employee, in addition quality and timely work is critical. There are many deadlines that must be adhered to. We strive for data accuracy throughout the department. The staff is trained and is given the support to do their job. We are an office that strives to have continual improvement.

- Records Specialist – Scans and Indexes documents into student electronic folders, outgoing transcript processing, work-study supervisor, grade changes, academic standing of grade changes if needed, Semester Withdrawals
- Degree Audit Specialist – Degree Audits, Course substitutions, diplomas, assist with graduation
- Transcript Evaluator – Evaluates incoming undergraduate transcripts
- Assistant Registrar – Class Schedule, part of term and registration codes, room changes, instructor changes, cancelation of classes, time/day changes, etc. responds to office emails
- VA Work Study – Front line for VA students, creates VA folders and info for certifications
- Registrar – Oversees all of the above - Clearinghouse, enrollment and degree submissions, VA certifying official, catalog, course creations, meetings, counsels students, faculty, and staff on academic matters, serves on various committees, IPEDS, End of the Term processing, continually creates a more efficient work environment.

Effective Leadership

Have your staff evaluate your leadership of your department and include this information in your response. In this section, also discuss cross-training within your department and access to

resources. Also, include how you define and assess the morale of your staff and how you empower your staff.

I had each employee do an evaluation on me. I left it up to them to determine how they wanted to proceed.

Good:

- Always on top of things
- Great Leader
- Helps me when needed
- Asked if I need anything
- When I have an issue or problem that needs to be taken care of as soon as possible to help the student, she stops what she is doing and helps take care of the issue or problem because our student come first
- She communicates well with each of us
- She is always trying to make my job easier, in other words to run smoother, to be able to do my job better to help each student get to where they want to be, which is graduating with their degree
- Good at showing how something needs to be done and if the employee does not understand she takes the time to show what is going on.
- Humble and very good at understanding what others are doing and what they could be going through.
- Comfortable work environment allows employees to do job correctly and if I run into an issue she is willing to help overcome the issue and it will be handled confidentially
- She is involving me more in helping train advisor/faculty/staff to use CAPP, to be able to help student go in the right direction
- She is understanding when time off is needed
- She corrects us when needed-she understands we all make mistakes
- She is great to work with because she is honest, understanding and positive. Always wanting better for each of us
- Has heart and willing to help our workers and co-workers along with community members. Even if something is wrong, willing to reword or do something to make the issue not look so bad. Not afraid to back up workers. At the same time, if we do wrong she will tell us and explain to us why and not leave us in limbo. Teaches us something without hesitation. Wants to help us to do things easier and make life easier.
- Work for other people is way and beyond.
- On a scale from 1 to 10, you rank 8 or even a 9. I say this because no one is perfect we all have room for improvement. We all have good or bad in us.
- Ability to communicate effectively of administrative decisions. And as a group we discuss our understandings/misconceptions
- Able to evaluate facts and make sound decisions
- Able to rely on teamwork of employees to have a smooth running office
- Very knowledgeable of the Registrar position
- Ability to run reports and disseminate information to those requesting
- Upholds relevant provisions of the Federal Education Rights and Privacy Act

- Complies with University policies and practices.

Areas needing improvement

- When communicating to the team, sometimes it is verbally. Communication should be in writing to all, to ensure each team members are advised.

Cross-training include:

The Registrar's Office has an Operational Manual that includes job duties and procedures how to get the job accomplished. It is always a working draft and is being updated.

Cross-training happens within the department. There is at least one back up person that knows the job of the other in case of emergency or employment resignation.

When new procedures are implemented the office knows and is fully aware.

GOALS

Our current goal is to get on-line transcripts available to students. It is near completion and should be up and running mid-May.

The next goal is to get TES the Transfer Evaluation System up and running on line for our students/faculty/and staff to research transfer equivalencies on-line. TES is an exhaustive course description database. The database contains complete course details, including course code, course title, description and number of credits. TES also encompasses a suite of tools specifically aimed at automating and streamlining educational business processes. These processes include; analysis of transfer courses and transcripts, the administration and maintenance of course equivalencies, communication of course data between staff, users and faculty.

To work with IT to create additional WORKFLOWS dealing with degree substitutions and degree plans that will make work more productive.

Collaboration

Discuss how your department collaborates within the division and outside of the division. Provide examples.

The Office staff are in contact with faculty, students, and staff regarding office services as well as academic policy and practice.

- Serves on various Academic Committees (C&I, Grad Council, Calendar, Academic and Scholastic Standing Committee, DATA Governance, Graduation)
- Collaborates with Admissions/Advising to help register the student with problems arise and teach them how to overcome BANNER issues, pre-requisites, overrides, etc.
- Works closely with Information Technology for BANNER issues, coding, Workflows, upgrades, reports

- Works closely with the Business Office (disenrollment, coding – fee codes, VA funds, information)
- Works closely with Academic Departments scheduling courses, room assignments, attribute and time changes
- All of Student Affairs departments – mainly Admissions and Financial Aid
- Graduate Division – student issues, academic transcript review at the end of the term for academic standing, admissions training.
- Works with faculty as questions arise on students registration, degree requirements, academic standing, grade changes,

Communication

Discuss how you and members of your department communicate with students, faculty, and staff. Also, mention how you communicate within and outside of your department.

Students –

- Emails that are sent to the department account are answered daily.
- Students come first as they are at the office. They come to the office to ask questions, call or email. They are treated with curiosity and each student will be answered.
- When course information is updated as per cancellations, time changes, instructor changes, attribute changes, room changes an email is sent to students informing them of the change.
- Emails are sent to students who are on probation and suspension. Students who are on suspension are also sent a letter.
- Emails are sent to students regarding their degree audits and graduation.
- Phone calls are made to have student pick up their diploma for local students which allows us to cut back on postage.
- Phone calls are made to students along with emails if there are issues with their transcript requests.
- On demand requests or appointments are made when students have issues with a variety of reasons problems with an instructor or grade, graduation requirements, registration issues, or disenrollment.
- Students who are requesting VA Benefits are emailed or called informing them of the needed documents to complete their certification. They are also given a checklist.
- Important dates are posted across campus.
- The Communication's Department works with us with social media.
- The Registrar's Office has all information on our Web Site which include FERPA information, catalog, graduation information, calendar, class information (Final Exam, enrollment information, class search)

Faculty

- Emails to inform faculty of deadlines (mid-term, grades) disseminating new information.
- Phone calls and emails relating to degree plans, catalog, student problems, class scheduling, grade changes catalog changes, ad-hoc reporting.
- Emails are sent to advisors on the results of their advisee's degree audits.

- The Registrar's Office has all information on our Web Site which include FERPA information, catalog, graduation information, calendar, class information (Final Exam, enrollment information, class search)
- We have daily communication with different faculty throughout the campus
- Appointments with departments to discuss new information.
- When access to BANNER is needed

Staff

- Hands on when help is needed
- We have daily communication with different staff throughout the campus
- Work closely with various staff throughout the campus
- Emails to academic staff to regarding class schedule production
- HED Coordinator to work reporting and on curriculum, degree plans, and CAPP programming
- Admissions as data entered into the system has to be according to HED policy
- Financial Aid for student enrollment – Clearinghouse, audits
- Business Office – regarding student accounts, disenrollment, VA monies, budget
- Web Site, emails, phone calls
- Information Technology when programming is an issue, Workflow creations and edits
- To have continuous improvement

Regarding Registrar Staff – Each morning I visit with each employee to see if they are having any issues that have not been resolved or just to see how they are doing. We have one-on-one meeting to see if work production could be made easier or to clarify forms or system issues. I have gotten back into having department meeting with the entire staff after our Directors meeting. We have a shared calendar within our department.

Assessment

What areas are you assessing within your department? Are you assessing Student Learning Outcomes (SLOs)? If so, what are they? Demonstrate how you are closing the loop with this assessment.

Currently the Registrar's Office is working on educating Student Service Specialist and the Academic Departments on how to use CAPP (Curriculum, Advising, and Program Planning). IT tracks a student's progress toward completion of their degree requirements. CAPP searches through in-progress courses, transfer credit, and courses taken at WNU to find courses that match the degree requirements.

CAPP can be used by students, faculty, and staff. The degree evaluation can be generated and viewed at any time, by logging into Mustang Express. CAPP is a degree evaluation tool that can be used to assist with advising and/or verify completed graduation requirements. It is not a replacement for advising.

Numbers are low on usage of CAPP among faculty/advisors. Our Information Technology Department is revamping a view to pull accurate data on numbers of users of CAPP. Educating our faculty/advisors should help advisors to get the student registered in the appropriate class and help with retention and graduation rates. At this point we have made presentations to the School of Education and Humanities. There were a total of 3 faculty that have used CAPP. We are continuing to make appointments across campus to educate faculty/advisors. We send instructions how to run CAPP to all transfer students. It is our goal to have all advisors run CAPP and educate students how to run their own progress towards graduation by running

SLO/Competency	Assessment	Action	Date	Closing the Loop
Understanding the degree plan	CAPP usage	CAPP training	EOT Summer 2017	Emails and Department Meetings
	Student Service Specialist and Academic Department meetings do a survey to see how many advisors know about CAPP	Collecting survey information.	1st collection period - end of Spring 2017.	To collect survey information yearly. (Continuous improvement)
		Presentation on CAPP and its ability.		To do presentations on CAPP yearly. (Continuous Improvement)
	Information Technology Department is creating a View so we can pull data to find out how many people are utilizing CAPP . It will contain USERNAME, ID, date of usage, and type (i.e. what if...)			Run reports to see how many people are utilizing CAPP and change the culture. (continuous improvement)

Change

If you had to make changes in your area, due to budget cuts, what would those changes be and why?

The Registrar's office has always served on the side of low costs.

- Create more Workflows – this will reduce printing and will increase productivity
- Online transcripts will reduce mailing costs – the cost of paper and postage is rising. Last year we ran 2400 official transcripts. Not all transcripts will be sent out electronically but it may save half of our current costs of mailing transcripts. This will save approximately \$700 a year in postage, \$500 transcript paper, \$300 envelopes and toner for a total of approximately \$1,500.
- When an employee terminates, see if another employee can assume the duties
- Webinars instead of actual travel to meeting if at all possible

- Xerox machines – we will be printing to the Xerox machine instead of each individual printer which will save on toner costs
- No longer print CAPP output – 4/5 pages
- Will discontinue to send out certified suspension letters. Currently postage is \$3.35 for certified mail. We have approximately 125 students suspended a year. This will save approximately \$400 a year
- Will discontinue to send out certified mailing for diplomas this will save \$5.00 per diploma. There are approximately 600 diplomas printed each year a savings of \$3,000 in postage. We will use a tracking procedure for the mail out.
- The total that the Registrar’s Office is able to cut back is approximately \$5,000.

Finally, provide any additional information that might support your area.

Western New Mexico University

Program Assessment

Director: Paulo Veltri & Jessica Morales

Department: Residence Life / Student Life

Date Submitted: 28 March 2017

As you all know, the entire University is assessing programs for efficiency and effectiveness. Your response below will be used to assess your department. Please thoroughly answer each question for your department. When necessary provide data and supporting documentations. You do not have to limit your responses to this sheet.

Description of your Areas/Purpose

Describe your area. Describe the staffing of your area, what you do, and why. What is the main purpose or functions of your area? Do you have departmental goals? If so, what are those goals? Provide data that shows how you are achieving your departmental purpose and/or goals.

The departments of Student and Residence Life serve as an essential component to student success and student leadership development. A comprehensive programming model is used to develop programs that meet student learning objectives, foster community growth, and enhance the college experience. We create opportunities for growth, wellness, achievement and success of students, helping them to develop and articulate a rewarding Mustang Experience.

To ensure a leading-edge student experience, we are committed to providing limitless opportunities for students to make the most of their time at WNMU, by supporting their intellectual, physical and emotional development. The departments of Student and Residence Life are responsible for co-curricular life. Its programs and policies are founded on the belief that life outside the classroom influences a student's growth and development as much as the academic experience. Programs reflect the importance of the residential nature of the university. The process of self-governance in residence halls encourages students to resolve conflicts and to learn how to live effectively in a community. These programs are diversified, but all support the idea that education is a process of intellectual and social growth and change.

Student Life designs, implements and evaluates programs and services in the following areas: student success, wellness, recreational sports, outdoor recreation, career development, counseling, residence life, student activities, campus safety and security, health services, service learning, alcohol and drug education, and conduct. Members of the Office of Student Life work closely with student organizations and Student Government.

The Director of Student Life is responsible for overseeing the daily operation of the Student Life office to include: programming, development of student leadership initiatives, staff development, maintaining the department budget, collaborating with campus departments, community organizations and satellite campuses to enhance Student Life programs, a partnership with Student Health to create and

implement campus safety initiatives such as Take a Stand trainings, collaboration with the Director of Housing to assist in the continued growth of the comprehensive programming model, PEC and SMB building supervisor, and serve as the Student Life representative on various campus committees.

In addition to the Director the Student Life office includes:

- Student Activities Coordinator/Hall Director-Responsible for oversight of the Life Lounge, student activity and cultural programming, cross campus collaboration on programming efforts, student staff and Resident Assistant supervisor, resident hall room assignments, facility upkeep
- C Rec & Intramurals Coordinator/Hall Director-Responsible for the daily operation of the recreation facilities, intramural programming, student staff scheduling and equipment training, scheduling of noncredit exercise courses, Resident Assistant supervisor, resident hall room assignments, facility upkeep
- C Rec Clerk/Judicial Summons Officer-Responsible for student staff training, assisting the Director of Student Life with maintaining NMED pool regulations, assisting with overseeing the daily operation of the Student Life office and the recreation facilities,
- Student Staff-Assists with daily functions of the Student Life office, Life Lounge, serve on Student Life programming committees to develop and implement events, staff the recreation facilities
- Resident Assistants-Build resident hall communities, program resident hall events, assist HD with facility upkeep, tend to call on issues and situations, members of Student Life student programming committees

The goals of the Student Life office are:

- To promote active student engagement
- To provide programs that enhance and represent our student population
- Define a student leadership standard
- To create a culture of excitement for Student Life programs

The department is achieving these goals by:

- Meeting the following monthly programming quotas-1 large scale Student Life event, 2 student activity events, 1 cultural focus (large scale or smaller scaled programs), 2 intramural programs. *Programming data sheet attached*
- Programs are developed by student staff and student volunteers
- Development of biyearly student staff training with focus on leadership development
- Implementation and support of a WNMU chapter of the National Society of Leadership and Success

Under a comprehensive model, Jessica and I take on the role of increasing the quality of life on campus for residents and commuters.

- The office of Housing & Residence life is here to provide an environment conducive for residents to continue to learn outside of the classroom. Housing plays an important part of the college experience through social interaction, empowerment, and independency.

- The staff has a dual role between Residence Life and Student Life which makes them vital to the success of the comprehensive model. Their duties consist of Hall Directors and Student activities or Campus Recreation. Vivian's role is to support logistically the two departments.
- My role is to oversee the successful operations of the department. My duties include:
 - Continuing to develop marketing for housing
 - Presence in the schools
 - Mail outs
 - flyers
 - Managing budget for housing facilities
 - Increase occupancy through residence life
 - Respond to emergencies
 - Participate in the Crisis Response Team
 - Oversee Student Conduct
 - Maintaining and updating housing websites and information
 - Student Handbook
 - RoomChoice
 - Housing Community Guide
 - Occupancy reporting
 - Working with Hall Directors to improve RA training
 - Creating ways to reduce housing expenses
 - Sit on various campus committees
 - Work with other departments to provide a better service to students
 - Business office
 - Sodexo
 - Student Affairs offices
 - Creating ways to improve Housing & Residence Life

A goal of the department is to decrease the amount of non-finalized residents at the start of the academic year. We are doing this by hosting different events in the residence halls such as FAFSA sign up, financial aid, and registration. Housing is working closely with Financial Aid to develop a system for residents to know exactly what their financial status is prior to leaving at the end of the year. This has started this semester so there is no data to provide.

Another goal is to decrease the amount of housing cancellation requests. This is being done by providing a better understanding of the Housing Agreement when a person signs through outlining and highlighting that specific area in the agreement. Also, by restructuring the cancellation process through the appeal portion a person can only appeal if certain criteria is met.

Effective Leadership

Have your staff evaluate your leadership of your department and include this information in your response. In this section, also discuss cross-training within your department and access to resources. Also, include the morale of your staff and how you empower your staff.

Staff evaluation:

Matt:

- Paulo's leadership over housing is less hands-on and lets the Hall Directors take charge of the RAs and what they need to do.
- Jessica's leadership over Student Life is more hands on and active with the student workers.

Katherine:

- Jessica has done a great job cohesively molding Student Life and Residential Life. She actively is implementing new and innovative programming in order to better our student body's student life. Those who work for her really look up to her see her as a friend and role model. Jessica keeps the morale amongst all student staff and department staff by hosting trainings, collaborated team efforts, and other opportunities for all of the staff to work together.
- Paulo is a great influence on everyone he works with. Campus professionals, the department he works in, and students all think very highly of him. His role as a leader is reflective through his willingness to help people with whatever they need. Paulo rolls up his sleeves and works alongside of his peers and students. I believe Paulo represents Student Life and Residential Life in a positive manner which helps build a good working relationship with the rest of campus.

One thing I appreciate about both Jessica and Paulo is their willingness to allow their staff/student staff to exercise their creativity and their respect towards each person's autonomy. They are present but not micromanagers. They are easily accessible. They are encouraging and open to new ideas. When there are opportunities to get their staff involved in campus events/etc., they gladly offer them to their staff. Together, Jessica and Paulo serve as mentors to their students, role-models to their staff, and team players to their university. They create a strong image for Student Life and Residence Life. Though as a department we have a lot of thing we can improve on, Jessica and Paulo are constantly implementing new initiatives to better our department, student interaction, and role on campus.

Vivian:

- Positive leadership attitude. In time cross training with Student Life. Good relationship with work studies, RA's HD's by daily communication.

Jesse:

For effective leadership, Jessica does a great job of leading the whole department. She understands and is always able to help out with our problem solving when problems surface. She does a good job of leading by suggesting ideas instead of telling us what is better, meaning she allows us to use our critical thinking instead and do for ourselves other than just telling us what to do so we can get our experience, other than being demanded. For our cross-training within our department, Jessica intergrades our student staff to work together in our committee work. This allows the different parts of our department to interact and understand what is going on though out our department. For our training we hold trainings at the beginning, middle, and end of the semester. In these trainings we do we cover all parts of student life. This gives everyone an idea and some sort of training in each part of student life. As for the moral of the staff, I believe it is great. We are all able to work together really well as long as get along off working hours. Jessica allows everyone to be heard and I believe this empowers everyone to do better.

Our goal is to build a cohesive working environment and to allow opportunities under which our staff can grow and to provide them with a challenging experience. We take great strides in creating an open and supportive environment. While we maintain professional lines we work hard to build a family like relationship amongst our staff.

We provide our professional staff with opportunities to attend conferences, webinars and other universities to help broaden their professional horizons. We offer the same opportunities to our student staff. To date they have visited New Mexico State University, Eastern Connecticut State University, ACHUO-I, several different NSAPA conferences, and NIRSA conference. One of the Student Life Student staff applied for a student representative position with NIRSA-the first for New Mexico!

During staff training we bring in other departments to speak with and work with our student staff to help foster collaborative relationships. We also require that the student programming committees include other campus departments in their programming efforts.

While staff morale can always continue to improve I feel that we are laying a good foundation. We have implemented a student staff employee of the month program, verbally praise a job well done, host staff potlucks, recognize birthdays and special milestones, and host an end of the year banquet. Awards at the banquet are given out (i.e. MVP, professional development award, most reliable, etc.).

Collaboration

Discuss how your department collaborates within the division and outside of the division. Provide examples.

Student Life collaborates with several other departments and community organizations on programming planning (i.e. Student Health, The Center, Campus Police, ASWNMU, Alumni Affairs, Cultural Affairs, and Center for Student Success).

Matt:

- Collaborate with the business office in order to have our swipe machine in working order as well as give the community the opportunity to purchase access to our facilities.
- We have collaborated with The Center to do proactive programs for the students.
- We will also collaborate with the café to cater certain events and with campus police (before they were apart of student affairs) to help us with security for our events.

Katherine:

- Student Life tries to utilize outside (campus) resources in much of their programming (Campus Police, Student Health Services, The Center, Faculty, etc.)
- Student Life has begun to establish working relationships with the Silver City community
- Some of the programming objectives are to acknowledge different target audiences campus wide

- Student Life shares resources they have learned/accumulated through professional development

Vivian:

- Assist Sodexo in greeting students, faculty and staff.

Jesse:

Jessica does a great job of setting up meetings with everyone possible that can benefit from our programming. Inside of the division, we collaborate well with Student Health Services. From our Student Life committee programming Jessica and Sarah Guck work closely together in our programming. This allows us to touch on the fun of the activities but also the educational aspect that allows our students to later on be able to reach out to our resources that we provide through this programming. Outside of the division Jessica is always involving different organizations. We do much of our programming with The Center, Office of Communications, Mustang Entertainment, and others across campus. Again Jessica tries to collaborate with anyone that it will be beneficial for.

Communication

Discuss how you and members of your department communicate with students, faculty, and staff. Also, mention how you communication within and outside of your department.

Student Life and Residence Life sends emails, creates flyers, utilizes a Student Events shared calendar, and social media posts to communicate with students, faculty and staff. Within our department we communicate via GroupMe, committee meetings, department meetings, text messages, and a staff notebook (Fitness Center). We try to keep everyone in the loop.

Since we interact more with student on a day to day basis, our mode of communication is done through social media, direct messaging by way of applications such as group me or direct text. Emails and meetings or a phone call is used to communicate with faculty and staff. Along with staff meetings, we are in constant comms with our staff. We use all the same mentioned forms above.

Matt:

- Communicating with students is easily done face to face.
- Our office is usually open and we are happy to help with any students with their concerns.
- We also communicate with them via social media through the communications office
- Communicating with faculty and staff is best done via e-mail
- We have multiple ways of communicating with our workstudy and RA staff; things such as text, phone calls and weekly meetings.
- We also have a service called GroupMe which groups all appropriate staff members into a group chat so everyone can be informed if there is an issue that is going on.

Vivian:

- One on one, face to face, E-Mails, Group meetings and phone

Jesse:

Communication in our division can be rough at times. This is not because of Jessica but because of other professional staff. For the most part, I feel that Jessica communicates very well. We are all good at responding to emails with haste. The information given to us is usually clear and we can relay any instructions given to us easily to our student staff. We still have our faults and can clean up some ends of communication to improve it. Jessica is always good at giving us all the information that we need at any point of our job.

Assessment

What areas are you assessing within your department? Are you assessing Student Learning Outcomes (SLOs)? If so, what are they? Demonstrate how you are closing the loop with this assessment.

Department	SLO/Competency	Assessment	Action	Person	Date	Closing the Loop
Housing/Student Life	Information Literacy	Contract cancellations	-My Room or Yours -Orientation -Overkill of information	Paulo; Vivian	4/15/16	Staff training
	Life skills	-Survey -Student staff responsible for making their own work schedules & getting shifts covered	Create survey	Jessica; Paulo; Matt; Jesse	FA16/SP17	Comprehensive Programming Model
	Leadership Development	Student led programming	Programming committees	Jessica; Paulo; Jesse; Matt	FA16/SP17	Comprehensive Programming Model

Change

If you had to make changes in your area, due to budget cuts, what would those changes be and why?

If I had to make a change in my area it would be in a reduction of C Rec facility hours. This would help reduced the amount of money spent on the monthly utility costs and the amount of funds budgeted to the student staff salary line. This would allow me to not have to take funds away from our programming efforts, which would impact student retention.

Right now I am looking at changing the way compensation is given to the Student Staff. This will allow the department to decrease on expenses. A tier system is being looked at for first time RA's as opposed to returning RA's and Senior RA's. The other is changing the Housing Scholarships awarding. By providing scholarships to a different demographic, i.e. upperclassmen this could help with the occupancy numbers.

Matt: Women's Wednesday.

Finally, provide any additional information that might support your area.

Student Facility Usage

FA16

<u>Fitness Center</u>	<u>Pool</u>	<u>IM Gym</u>	<u>Racquetball Courts</u>
9,939	430	599	56

SP17 (as of February 2017)

<u>Fitness Center</u>	<u>Pool</u>	<u>IM Gym</u>	<u>Racquetball Courts</u>
3,300	166	145	36

1. How many events have you attended this semester (spring 2017)?

- 1-5 events 5-10 events 10+events

2. What day of the week is the best for events (please check all that applies)?

- Monday Tuesday Wednesday Thursday Friday Saturday
 Sunday

3. What time of day is best for Student Life to hold event (please check all that applies):

- 9AM-Noon Noon-3PM 3PM-6PM 6PM-9PM After
9PM

4. How do you hear about Student Life events (please check all that applies)?

- Flyers Social Media SL Professionals SL Student Staff Word of
Mouth
 Friends Other _____

5. What are future events you would like to see happen on campus?

Comprehensive Training Agenda
2016

Monday, August 8th PE 249

8:00am-9:30am	Breakfast-Cafeteria
9:30am-10:30am	Welcome Introductions Expectations Ice Breaker Training agreements
10:30am-10:45am	Manual Review
10:45am-11:15am	Team Builder
11:15am-12:00pm	Office policies/procedures Campus knowledge
12:00pm-1:30pm	Lunch
1:30pm-2:30pm	Student Life Contracts
2:30pm-3:30pm	PEC Tour
3:30pm-4:30pm	C Rec Facility Procedures

Tuesday, August 9th PE 249

8:00am-9:30am	Breakfast-Cafeteria
9:30am-10:10am	Team Builder
10:10am-11:10am	Leadership Development
11:10am-12:00pm	Dept 101 MTS/Library Special Events The Center
12:00pm-1:30pm	Lunch-Cafeteria
1:30pm-3:00pm	Programming & Committees
3:00pm-4:30pm	Residence Life Procedures

JCB Tour

Wednesday, August 10th PE 249

8:00am-9:30am	Breakfast-Cafeteria
9:30am-10:30am	Work Orders Incident Reports Facility Use Forms Media Requests
10:30am-11:30am	Proactive vs Reactive
11:30am-12:00pm	Timesheets
12:00pm	Team Building

Thursday, August 11th PE 249

8:00am-9:30am	Breakfast-Cafeteria
9:30am-10:00am	Judicial Review Process
10:00am-11:30am	Welcome Week Battle of the Halls
11:30am-12:00pm	Programming duty expectations
12:00pm-1:30pm	Lunch-Cafeteria
1:30pm-4:30pm	Behind closed doors Residence Hall Tour

Friday, August 12th PE 249

8:00am-9:30am	Breakfast-Cafeteria
10:30am-11:15am	Team Builder
11:15am-12:00pm	Committee discussions
12:00pm-1:30pm	Lunch-Cafeteria
1:30pm-2:30pm	Scheduling
2:30pm-2:45pm	VPSA&EM Isaac Brundage

2:45pm-3:45pm Wrap Up

After training student staff will:

- Gain an understanding of the new structure and all facets of the departments
- Learn how to effectively do their jobs and gain an understanding of all policies and procedures
- Develop leadership skills
- Understand programming basics
- Learn how to take proactive measures
- Become superior student staff members

Western New Mexico University

Program Efficiency and Enhancement Reviews (PEER)

Director: Laura Gillispie MSN, RN, CNM

Department: WNMU Student Health Services

Date Submitted: March 31st, 2017

As you all know, the entire University is assessing programs for efficiency and effectiveness. Your response below will be used to assess your department. Please thoroughly answer each question for your department. When necessary provide data and supporting documentations. You do not have to limit your responses to this sheet.

Description of your Areas/Purpose

Describe your area. Describe the staffing of your area, what you do, and why. What is the main purpose or functions of your area? Do you have departmental goals? If so, what are those goals? Provide data that shows how you are achieving your departmental purpose and/or goals.

Laura Gillispie-

The staffing in the area of SHS is myself, director, provider of health care, provides family planning services which include all methods of birth control, STD exams and treatment. Pap smears for women 21 years old every three years, unless there is concern. Students are seen for ailments of all types. Anything that is beyond my scope of practice is referred out. Students in some of the health care professions need Tb tests, those are currently provided for a mere \$8.00. This fee includes one injection of Tubersol, supplies, proof of positive or negative reading. If they were to have the Tb skin test administered within the community it would include the cost of the Tb test, co-pay once for administration, and once to have the test read, and an additional cost for the injection. SHS tries to have available immunizations for Students, currently we have Hep B vaccine. It is difficult to keep in stock, because of their expiration date, and I don't want to waste them (the immunizations). SHS this year worked in collaboration with Albertsons to provide Flu vaccines to the students, staff, and faculty. In the past we worked with New Mexico Department of Health in conjunction with SON so that students would have the experience of giving the flu vaccine. Student Health Services is always trying to reach out to students to provide new services, we are always looking for new opportunities. SHS is working in collaboration with Mary Billings to provide services at the new Veterans Center, supported by WNMU. SHS works and provides information and a description of services at new student orientation. SAEM also has showcases, which Student Health Services is a part of. The purpose of WNMU Student Health Services is to provide a welcoming, open clinic/atmosphere, where Students want to come. Our goals are to work at providing the necessary help and or service to make each and every student successful. Student Health Services use Student Surveys to provide documentation and data to support our services. Student Health departmental goals which encompasses health services, counseling/therapist, and disability support services, is to provide a safe, comfortable place in which to be provided and receive services. It is our goal to provide the best and most current services needed, and if needs are out of our scope, to provide another

avenue of care/ service so that the needs of the students are met. Attached will be the most current survey results completed.

Sarah Guck -

- Student Health Services – includes physical health, mental health and disability support service.
- To care for the student in a holistic, non-judgmental and effective manner
- *Goals******
- Regarding mental health: since July 1, 2017 a total of 43 intakes, 276 individual sessions and 8 families’ sessions have been completed. I have conducted 14 groups for a total of 163 participants and conducted or assisted with 25 trainings (which included 619 students total).

JoBeth Erling-

Student health services has staff members that include mental health services medical services and disability support services we also have an executive secretary as well as a graduate assistant.

Kathleen Childs –

I am the secretary/receptionist. I maintain the calendars for the office staff, making and adjusting appointments as needed. I maintain the client files and assist with other duties as assigned such as helping with submission of medical tests and making deposits for the department.

Effective Leadership

Have your staff evaluate your leadership of your department and include this information in your response. In this section, also discuss cross-training within your department and access to resources. Also, include how you define and assess the morale of your staff and how you empower your staff.

Laura Gillispie-

I believe that my leadership might be improved, I believe there is always room for improvement. SAEM provides and continues to provide numerous trainings in which to learn new techniques, new procedures, and how to improve customer service, to name just a few. SAEM has monthly programs, and employees are encouraged to participate, and teach informational classes, to improve WNMU’s employees as well as productivity.

Sarah Guck -

- Our three sub-divisions work together regularly, often providing “wrap around” services for a student.
- This is very challenging work, and there are days when hearing the trauma stories begins to make me weary. I can go to any of my coworkers for support, and they to me.

Kathleen Childs –

We have access to the trainings offered by our division, SAEM. I do not know how the morale or empowerment is measured.

Collaboration

Discuss how your department collaborates within the division and outside of the division. Provide examples.

Laura Gillispie–

Collaboration within the division is an ongoing process, which everyone is expected to participate, whether it is Student Orientation Presentation, or giving a lecture on a conference recently attended. An area of expertise to share with others whom maybe interested or new person in a new job. Student Health Services collaborates with other local providers, with New Mexico Department of Health. Listed are some of the most common departments that Student Health Services collaborate with: Disability Vocation Rehabilitation, WNMU Athletics for mentoring, Adult Education, we work with School of Nursing and Occupational Therapy Assistants in collaboration with National testing.

Sarah Guck -

- Threat Assessment Team
- SWAT
- Crisis Response Intervention Team
- Mental Health Crisis Team
- Women’s Wednesday’s (Group with Jessica Morales and Kathryn Warren)
- Orientation
- Take A Stand training (with orientation and fall athletes)
- Mental Health Awareness Month
- First Aid Mental Health Training (outside trainers brought onto campus)
- Resident Assistant Training
- Welcome Week events (fall and spring)
- Take Back the Night
- Student Interfaith Alliance (new student club – I am the staff advisor)
- Know and Grow Series
- Student Athlete Wellness Team
- Health and Wellness Committee
- Weekly student wellness information articles in The Mustang
- Sex Week

JoBeth Erling –

Disability support services is currently collaborating with the athletic department and their football athletes who have been put on life control by teaching them time management skills, Study strategies, effective communication. The goal is to educate them about their resources that will assist them in being a successful student athlete.

DSS also collaborates with WNMU mental health services by providing a liaison for the mental health crisis team on campus.

DVR disability vocational rehab is a service within Grant County, NM that has collaborated with DSS by supporting our students with tuition fees, books and school supplies. The goal of this service is to help educate and provide the tools needed for future employment.

Kathleen Childs –

We work with other departments in our division as well as with other divisions to provide good services to the students.

Communication

Discuss how you and members of your department communicate with students, faculty, and staff. Also, mention how you communicate within and outside of your department.

Laura Gillispie –

I feel communication is an important part of any organization, I have a monthly meeting with the directors of SAEM, I bring back the information to the clinic monthly. If there are problems, I try to be calm and approach the matter professionally. Communication is most commonly handled by e-mail, if there is a question or concern a phone call maybe needed, both inside and outside of the office. Face to face is used when appropriate. I try to have a morning meeting with the secretary to go over the calendar. Collaboration between the staff of SHS maybe individual or group depending on the topic, we share many students between the three of us, and we work together as a team. Student communication is the most important to me personally, I may call them, text them, send them an e-mail, and sometimes I have to send a certified letter.

Sarah Guck -

- Threat Assessment Team
- SWAT
- Crisis Response Intervention Team
- Mental Health Crisis Team

Women's Wednesday's (Group with Jessica Morales and Kathryn Warren)

- Mental Health Awareness Month
- First Aid Mental Health Training (outside trainers brought onto campus)
- Resident Assistant Training
- Welcome Week events (fall and spring)
- Take Back the Night
- Student Interfaith Alliance (new student club – I am the staff advisor)
- Know and Grow Series
- Student Athlete Wellness Team
- Health and Wellness Committee
- Weekly student wellness information articles in The Mustang
- Sex Week

JoBeth Erling –

Members of student health services communicate with students very effectively as well as other staff and faculty. If there's ever an issue where a student may be absent from class for a un expected medical emergency communicating through email and personal meetings with their instructor or coaches.

Kathleen Childs –

We communicate well with students, faculty and other staff on campus. We could improve the communication internally.

Assessment

What areas are you assessing within your department? Are you assessing Student Learning Outcomes (SLOs)? If so, what are they? Demonstrate how you are closing the loop with this assessment.

Laura Gillispie-

Student Health is assessing SLOs by advising/supporting. Advising is important to make sure students are getting the classes they need to be successful in their future, and graduate with a plan. Student Health Services leads by example, study halls are provided within SHS to provide quiet and secure learning opportunities. Mentors are used to build a strong base for students and see examples of successful behavior. Student Health also uses surveys to evaluate the services provided, and need for changes.

Sarah Guck-

I don't know the answer to this.

Kathleen Childs -

We work for the health and wellbeing of the students.

Change

If you had to make changes in your area, due to budget cuts, what would those changes be and why?

Laura Gillispie –

Student Health Services is supported solely by Student Fees. During the last three years we have had to decrease our hours during the summer, June usually. One year 2014-2015, I taught in the SON, for ten hours a week, which when totaled was more like 30 hours in the SON, and also worked 30 hours in Student Health Services. Last year June 2016, SHS decreased our hours to 20 hours a week. The change was for salary savings.

Sarah Guck-

- I have been focusing more on reaching out to the wider WNMU community for training and education, rather than seeing student's only one on one in my office. This has already resulted in many more students being impacted by our services. If there were budget cuts I would need to rely more on education and therapy in groups, which is appropriate in some instances, but not all.
- I would request a Social Work intern again.
- I would continue to focus on engagement and retention of our students so that our enrollment increases.

JoBeth Erling-

If I had to make any changes due to budget cuts in my area I would probably focus on retaining trained student workers who would be able to replace an Executive Secretary salary. Student

health services needs to be able to provide student professional development within our department.

Kathleen Childs –

Maybe it could be considered to close the clinic the Monday after Spring commencement until the week before classes begin in August and allow the staff to collect unemployment for that period of time much like the workers in the cafeteria do. Our jobs would still be available in August.

Finally, provide any additional information that might support your area.

Laura –

WNMU Students are very happy with the services they receive from SHS; we work hard to meet their needs. Times are hard for everyone now and we want to make their time at WNMU successful, productive, safe, healthy, happy, and a good memory of their Student Life.

Kathleen Childs –

We are a vital resource for the University. It can ease a student's mind to know they have access to health care.

Western New Mexico University

Program Efficiency and Enhancement Reviews (PEER)

Director: Matthew G. Lara

Department: Office of Undergraduate Admission and Recruitment

Date Submitted: May 2, 2017

Description of your Areas/Purpose

My area is the Office of Undergraduate Admission and Recruitment. (O.A.R.) The staffing of O.A.R. consists of the following personnel:

- Matthew G. Lara – Director
- Devin Stroman – Student Services Coordinator
- Margaret Medina – Admissions Counselor
- David Cota – Student Service Specialist
- Anna Howell – Student Service Specialist
- Luis Figueroa – Student Service Specialist
- Dezmond Wheeler – Student Service Specialist
- Karla Allensworth – Administrative Secretary
- Yvonne Carrillo – Office Manager/ Application processor

O.A.R.'s main functions are 3 fold:

1. Attract and recruit prospective students to Western New Mexico University
2. Convert prospective students of Western New Mexico University to applicants of Western New Mexico University.
3. Convert applicants of Western New Mexico University to enrolled students of Western New Mexico University. O.A.R. also enrolls returning/continuing students

O.A.R. employs numerous processes and strategies that support and drive these 3 main functions. Some of these processes and strategies, as they relate to each function, are:

Function #1 - Attract and recruit prospective students to Western New Mexico University

- Participation in statewide fall college fair circuits at high schools in AZ, NM and El Paso TX
- Participation in system wide transfer fair circuits at community colleges and junior colleges in AZ, NM and El Paso Texas
- Strategic revisits to areas where participation in the college fair circuits has garnered interest in Western New Mexico by prospective students

- Develop strong relationships with prospective students and their supporting networks i.e. families and counselors by hosting our three on campus flagship events
 1. Western New Mexico University Open House – Fall semester each year
 2. Counselors on Campus – Spring Semester each year
 3. Mustang Showcase – Spring semester each year

Function #2 – Convert prospective students of Western New Mexico University to applicants of Western New Mexico University

- Emphasis on submitting an application for admission begins at first point of contact with each prospective student
- Nurture campaigns implemented by Infusion Soft and supported through email and phone calls from a Student Service Specialist, remind prospective students of the benefits of submitting an application for admission as soon as possible. Examples of these benefits include:
 1. Guaranteed completion of admission process and financial aid process if the application is submitted by our Priority deadline – 30 days prior to the start of each semester
 2. Eligibility for out of state tuition waivers and scholarships are contingent on an application for admission
 3. Beginning in the fall of 2017, prospective students will be able to submit their application for admission for free from September 1st through October 31st. O.A.R. currently waives application fees for most first time freshmen. However, given the current budget shortfalls, we have decided to implement the limited free application period in hopes of generating some revenue from our application fee while at the same time provide an incentive for prospective students to apply early.

Function #3 - Convert applicants of Western New Mexico University to enrolled students of Western New Mexico University

- O.A.R.'s Student Service Specialists play a key role in this crucial function. Applicants are contacted by mail, email and phone call in an effort to help the applicant complete the admission process by provided required documents such as test scores, college or high school transcripts, and GED scores. ACUPLACER testing is emphasized to applicants that do not have ACT or SAT scores.
- Nurture campaigns implemented by Infusion Soft and supported by a Student Service Specialist remind applicants to apply for Housing and to register for New Student Orientation. Student Service Specialists can and do, register applicants for New Student Orientation during periodic phone calls to applicants.

- Once the class schedule is available for an upcoming semester, O.A.R. implements email and phone call campaigns to new and returning students in an effort to build enrollment for the upcoming semester.
- Student Service Specialists set up tables outside the Mustang Dining Hall in an effort to enroll current students for classes in the upcoming semester.

Department Goals: O.A.R. has developed goals tied to Function #3. These goals pertain to new applicants and are posted and updated on a weekly basis on the Weekly New Application Report. I have included a copy of this weekly report with this summary. The report compares new application numbers on a weekly basis. New application numbers for each student type from the same day over the last 4 years are entered in a table. Based on the previous year's capture rate, application and enrollment goals are projected for 5, 8 and 10 percent growth. The report also includes the number of applications that are needed to reach each goal. The report will also reflect the number of applicants by which we have exceeded each goal. These goals are reviewed and discussed in our weekly staff meetings.

Effective Leadership

I have included the evaluations from my staff on my leadership. Student Service Specialists have been trained on the various screens that pertain to Admission, Registration, Housing, and Financial Aid. Each Student Service Specialist can access a student's record in banner and advising space. The same is true for our Admissions Counselor. This level of cross-training has improved our ability to serve our students in that a student can be served by any one of the Student Service Specialist, not just the one that he or she has been assigned to. The O.A.R. Office Manager and Administrative Secretary have been trained in application processing. This has resulted in O.A.R.'s ability to keep to a 24 hour application turnaround time even during peak application submission periods.

I have strived to empower my staff by constantly reminding them that they are the admissions experts and that they are capable of making decisions regarding how to best serve our students. The goal here is to curtail the number of times per day that O.A.R. staff was coming to me to make a decision on an issue that was within their knowledge and capability. I wanted to develop a culture of confidence and excellent customer service by removing the stigma and fear of being reprimanded for making a mistake. Some of the staff were more reluctant to take this on than others. However, I stayed on message and when a member of my staff would approach me with a question; I would ask them for their opinion. I would ask them, "What do you think we should do in this situation?" Each time, the staff member's answer was exactly what I would have done or said. I have noticed a decrease in the number of times per day that a staff member comes to me seeking a decision on how to best serve a student.

We meet every Monday morning from 9:30 to 10:30. A different staff member runs the meeting each week. We go around the table and update the group on what each of us is doing. We go over new application numbers and goals. We go over enrollment numbers and goals. We go over new student orientation numbers. We review the comprehensive SA&EM Marketing Timeline so that we know what we need to be doing and, what our division colleagues are doing. We have started to invite our colleagues from other departments to come in and update us on changes or happenings in

their areas. In the last 2 weeks we had Cheryl Hain from Financial Aid and Margaret Soucy from the Office for Student Success. Betsy Miller is scheduled to go over CAPP with us on Monday April 3rd.

The Monday morning staff meetings have improved communication within O.A.R. and, in my opinion, have led to an improved morale in the department.

Staff Feedback on Effective Leadership

“The leadership in our office has been very positive.

“I’m cross train to do almost everybody jobs except for advising and reports.”

“The goals for this office is to be unify as a department”

“Strong leadership through consistent one-on-one and group meetings”

“Consistent cross training with BANNER, Advising, and Recruitment”

“Matthew Lara has shown exemplary leadership in the Office of Admissions. He communicates effectively with all staff and explains the goals of our department. He is always open for feedback and takes time to appreciate each individual for their effort. Mr. Lara also provides feedback by using the sandwich approach. Beginning with a positive comment, then making suggestions for improvement, and closing with an affirming statement of support”

“The coordinator of the Student Service Specialist conducts a weekly meeting. This meeting does highlight the process and attributes of the SSS. In this section, also discuss cross-training within your department and access to resources. Also, include how you define and assess the morale of your staff and how you empower your staff.”

“The Director of Admission, he works with each employee on a one to one basis, making sure that we are all cross trained and well versed in the recruitment and admissions process. He ensures that our office is well versed in not only Admissions but Financial aid as well. The morale of the office has improved tremendously as we have weekly meetings and a more “open door” policy as changes occur.”

“I feel that staff morale is high and that we are all working together and towards the same goals. As far as cross training within the department, I know the Student Service Specialists are familiar with what each other’s work duties are, and as for myself I know as time goes on I am learning more about my co-workers duties and responsibilities.”

“Matthew Lara has great leadership in our Office of Admission & Recruitment. Matthew has great communication with all his staff and explains in detail what types of goals we need to accomplish. Also, Matthew provides feedback and has great positive comments that’s making us feel good and helps us to improvement for our future task.”

“This is a difficult section to answer, because it feels like a question that is leading to a headhunt. Assuming that this is not the case and will truly be taken in an honest manner, I will continue.

“Matthew Lara leads OAR in a very relaxed method, which makes it sometimes an easy place to work and sometimes a little frustrating. The relaxed method makes it very easy to approach him with problems, projects, and possible solutions; but, sometimes when you need a “boss” in a particular situation it also leaves you hanging. When there is something that I need to discuss, I find Matt approachable, and when he is not sure about something he has zero qualms about admitting it, which after working in Higher Education, I have found understanding your own ignorance is much more admirable than feigning knowledge. I only wish there were more communication as to what is discussed at the Director’s meetings. Matt is also very good at giving credit where credit is due. He has grown a lot as a Director within the last two years. The other problem in OAR, is there is a second layer of management; I’m not sure what it is there for, it does not attempt to manage, and just frustrates more than helps.

“When we need cross-training, I am sure Matt would be happy to set it up, but the majority of the time it is only a quick question and easier to bum-rush the appropriate office for an informal training. When we need resources, again, they are provided within reason and our ever shrinking budget.”

“As far as moral, overall, it’s a bit frustrating knowing that we are constantly asked to do more with less. It’s also frustrating to know that unless you fall into a certain social ring, favors do not fall unto the blessed. It’s frustrating that because of the lack of staff/support that projects you wish to adopt, you cannot because there is no resources or time to be able to do such things. Also, if your particular committee would look better on someone else’s resume, it’s likely to be taken from you. So, ultimately I feel as if I have been painted into a corner of “Job Duties As Assigned” with little room for growth, creativity, or expansion.”

Collaboration

O.A.R. collaborates with most, if not all of the departments that make up SA&EM.

- A representative from Housing has been invited to join a Student Service Specialist on the weekly visit to local high schools
- O.A.R. assists the Office of Financial Aid in hosting FAFSA/Financial Aid workshops and information sessions
- Out Reach Programs has asked O.A.R. to do outreach to underclassmen at local high schools to promote the benefits of Dual Enrollment.
- O.A.R. collaborates with all SA&EM departments on the Open House and Mustang Showcase
- O.A.R. has had a presence on the Sunshine Committee since its inception. This committee plays a key role in promoting good will and a sense of family throughout the division.
- O.A.R. sends a weekly list of new applicants to Housing and the Center for Student Success. This affords these departments an opportunity to reach out to the new applicants to promote their services
- The ongoing development of the comprehensive SA&EM timeline should render more inter-divisional opportunities for collaboration.

O.A.R. collaborates with departments outside of SA&EM.

- O.A.R. works closely with the Marketing Team to maximize recruitment in areas where marketing funding is being spent
- O.A.R. collaborates with the Marketing Team by supporting their sponsorship of the Arizona High School Counselor Association Annual Conference
- O.A.R. has collaborated with the Division of External Affairs by sending a Student Service Specialist who is fluent in Spanish, to attend several college fairs and recruiting events in Mexico. This is in direct support of that division's efforts to forge agreements with universities in Mexico and to recruit more international students from Mexico.
- O.A.R. collaborates with the Division of Academic Affairs by inviting academic departments to promote their programs at the Open House and Mustang Showcase.
- O.A.R. collaborates with the Division of Academic Affairs by assigning a Student Service Specialist to meet with each academic department on a weekly basis in order to keep up to date with happenings in that department and to communicate happenings in O.A.R.

Communication

O.A.R. employs several methods of communication to the various groups that we serve. Many specific examples are listed in the responses to previous questions on this document.

Students – New and Returning

- Face to face conversations – one on one advising sessions
- Phone calls – Student Service Specialist introduction phone call and follow up
- Text messages – when student opts into communicating via text message
- Email – Infusion soft academic department introduction email
- Mailed letters – Application acknowledgement,
- Little Stang in a box – mailed to each first time freshman applicant
- Flyers – promotions for Open House, Mustang Showcase
- Postcards – promotions for Open House, Mustang Showcase
- Radio – promotion for registration, Open House and Mustang Showcase

Faculty and Staff

- Face to face conversations – meetings, informal lunch conversations
- Phone calls
- Email – weekly new application report, new applicant lists to academic department, C.S.S. and housing
- Weekly staff meeting (department)
- Monthly meetings with academic departments (Student Service Specialists)

- Comprehensive SA&EM Marketing and Outreach Timeline – Standing item on the Direct Reports Meeting agenda. Document is shared on MS SharePoint. Directors are encouraged to update the document on a regular basis.

Assessment

O.A.R. is currently assessing three Student Learning Outcomes:

1. Financial Literacy – Workshop in collaboration with Financial Aid. Educating new and returning students on the Financial Aid process. S.L.O. assessment lies in the decreasing number of students that end up on the disenrollment list due to financial aid issues
2. Information Literacy – Increasing the awareness of the importance of Mustang Express as a primary tool for communication. O.A.R. has added language to student correspondence suggesting that logging into Mustang Express is part of the admission process.
3. Knowing your Degree Plan – A survey was developed and implemented last fall during the fall registration cycle. A second survey has been developed as a follow up for those students that took the first survey. The second survey is designed to measure whether or not the returning student came to the advising session prepared and with an idea of the class schedule he or she needed to enroll in to stay on track as it pertains to their degree plan.

Change

O.A.R. is currently taking steps to become efficient and effective in anticipation of a reduction in budget and personnel.

- Anna Howell has been trained to evaluate incoming transfer files and now evaluates all transfer students with one previous institution. This allows Margret Medina to work on transfer students with multiple previous institutions.
- Karla Allensworth helps to process applications during peak processing times.
- Student Service Specialists can advise any student that walks through our doors. This assures that a student is served even if his or her assigned 3S is not available

One change that I would like to implement is to go to a 2 and 4 office structure that features 2 Admission Counselors working in conjunction with and support of 4 Student Service Specialist. The Admission Counselors would serve as the “in office” resource for the Student Service Specialists when they are out recruiting. We are currently working as a 2 and 3 structure with the hope of adding a fourth Student Service Specialist.

Western New Mexico University

Program Efficiency and Enhancement Reviews (PEER)

Director: Carey Walker

Department: Outreach Programs

Date Submitted:

Evaluation of Department (process, procedures, etc.)

- We have recently consolidated our financial folders and we will be reviewing our budget monthly as a department to be proactive.
- We are trying to make it seamless for students to go through dual credit and dual enrollment classes like admissions, registrations, drop and advising.
- We have streamlined course creation, registration and advising process and are always looking at ways to make it more efficient for our students and staff.

Morale: (staff empowerment, quiet time, inclusion, etc.)

- Our staff and work-study's they feel that they are self-empowered to provide ongoing input and feedback in their work study positions.
- Our work-studies have opportunities for quiet time and also feel that there is a sense of inclusion within the office and also within the campus, for example one of our work studies is involved member of the mustang entertainment, which our department supports her continuous involvement.

As you all know, the entire University is assessing programs for efficiency and effectiveness. Your response below will be used to assess your department. Please thoroughly answer each question for your department. When necessary provide data and supporting documentations. You do not have to limit your responses to this sheet.

Description of your Areas/Purpose

Describe your area. Describe the staffing of your area, what you do, and why. What is the main purpose or functions of your area? Do you have departmental goals? If so, what are those goals? Provide data that shows how you are achieving your departmental purpose and/or goals.

Effective Leadership

Have your staff evaluate your leadership of your department and include this information in your response. In this section, also discuss cross-training within your department and access to resources. Also, include how you define and assess the morale of your staff and how you empower your staff.

- We have our dual credit/dual enrollment manual and we are continually making updates to it and utilize it within our work.
- We have current job descriptions and we reflect on our job descriptions yearly. We also meet with our work studies each semester and discuss their duties and positions. To the degree possible we cross train our staff in our office. We utilize practice in our emails where we cc each other on emails so we being proactive as we work with our students and schools. Have your staff evaluate your leadership of your department and include in your response. Include how you define and assess moral of your staff and how you empower your staff (this is covered in question 3)

Collaboration

Discuss how your department collaborates within the division and outside of the division. Provide examples.

- We work collaboratively with the Center for Student of Success. We work constantly with the registrar office as it relates to grades, course creations, student updates that are needed.
- We promote other departments in College 101 i.e. financial aid, admissions, triple S and others.
- We also have dual credit tours of WNMU campus that includes many departments on campus.

Communication

Discuss how you and members of your department communicate with students, faculty, and staff. Also, mention how you communicate within and outside of your department.

- **Staff:** We practice daily checking in with the staff in our office. On a weekly basis we discuss our priorities within our projects, advising, courses, what we are working on, progress that has been made and what needs to get done that week.
- Depending on the project we will also have additional 1:1 communication among staff to assist and support for effective planning and project management. We also utilize text and email in our office and encourage proactive communication.
- **Division:** We participate in the directors staffing meetings, serve on committees and work with different departments on a continual basis, see question one above.
- **University:** Our department is constantly working with many other academic departments on courses being offered and course expansions. We work closely with applied technology and which includes continuously working with our dual credit students and the WNMU staff that are located on other campuses like TorC or Lordsburg for example.

Assessment

What areas are you assessing within your department? Are you assessing Student Learning Outcomes (SLOs)? If so, what are they? Demonstrate how you are closing the loop with this assessment.

- For the last three years we have assessed our students taking dual credit classes and the **kinds** of classes being offered by WNMU.
- Our department implemented an assessment last year where we sent it to all our high school contacts/representatives and ask their feedback on dual enrollment/dual credit and outreach.
- We incorporated all the data by making changing to HEROES, My Foundations Lab, Accuplacer Diagnostic, and courses offered at high school. It's an ongoing practice to implement changes based on our assessment and data analysis.
- Are you assessing student learning outcomes SLOs if so what are they? Demonstrate how you are closing the loop with this assessment.

Change

If you had to make changes in your area, due to budget cuts, what would those changes be and why?

Finally, provide any additional information that might support your area.

