

HuronEducation




New Mexico State University
Campus Rationalization Plan
Report
October 19, 2012

DRAFT 1

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Agenda
OCTOBER 19 UPDATE



- New Mexico State University: Overall Observations and Thoughts
 - NMSU System – Mission-Oriented
 - Serving students in New Mexico
 - Implications of Mission and Organizational Shift
 - Online Education
 - Transition to Central Planning
 - Change Readiness
 - Next Steps

DRAFT 2

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New Mexico State University

CONTEXT FOR NEW APPROACH

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NMSU has the opportunity to become a national model in public education, bringing campuses together to build the right kinds of curricula to prepare residents of New Mexico to fill this state's workforce needs in the coming years.

While addressing areas to move the system toward this goal, we have highlighted areas which address the following key areas of the *"Building the Vision"* plan:

- **Graduation Goal #1:** *Make graduation Goal #1 for our students and ensure demonstrable increases in student persistence in our degree and certificate programs*
- **Effectiveness and Efficiency:** *Achieve maximum effectiveness and efficiency in serving our communities and constituencies across our university system*
- **Culture of Pride:** *Build a culture of pride in partnership and achievement in our classrooms, studios and laboratories and on our campuses, courts and fields*

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FRAMING AND COROLLARY QUESTIONS

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Framing Questions for Huron team:

- How can NMSU manage its curricular offerings as a system rather than as individual institutions of higher education?
- Does NMSU provide equivalent courses across all campuses to promote seamless transfer?
- How can NMSU best optimize revenue system-wide and distribute it fairly among the various campuses?
- Is it possible to ensure that student services can deal with the complications (advising, scheduling, etc.) that multi-campus course registration creates?

Corollary Questions – also being addressed:


- Is it feasible for each campus to meet their students demand for particular online courses?
- How can NMSU provide access to students for online courses they wish to take regardless of campus location?
- Can NMSU ensure affordability for students who register for online courses at multiple campuses?
- What are the benefits and costs to students and the NMSU system of multi-campus online enrollment patterns?

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OVERVIEW



Overview and Observations (background):

The old New Mexico State Appropriation funding model which focused on growth in Student Credit Hours (SCH) and % increase in enrollment:

- Intensified intra-competition within the NMSU system to recruit the same students to meet growth targets without consideration for matching student academic preparedness and capability with campus mission.
- Resulted in the creation of online course "swirling" – an uncontrolled opportunity across the NMSU system to offer online courses focused on SCH hour growth and tuition revenue generation at the expense of a system-wide approach to academic career pathways.


The new State Appropriation funding model in FY 2013 which shifts from growth to a completion agenda will allow NMSU the opportunity to focus on the underlying issues of this intra-system competition.

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KEY OBSERVATIONS



Overview and Observations:

The underlying problems of DE are symptomatic of deeper issues:


- NMSU does not currently function as an academic system in educating students across New Mexico.
- Clearly defined missions & responsibilities are lacking for each campus to ensure each supports the whole.
- There is no system-wide integration in regards to defining and determining academic pathways for students.

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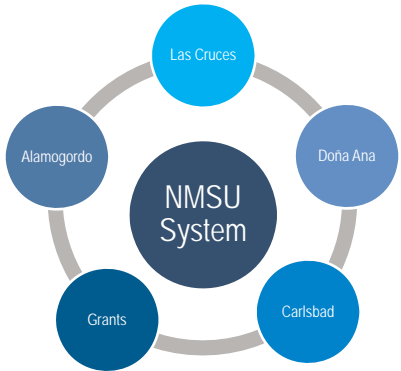
6

New Mexico State University

A SYSTEM APPROACH



The goal of an integrated NMSU system will be to serve the diverse needs of the residents of New Mexico through quality academic and career programs delivered through a variety of instructional modalities, ranging from face-to-face to fully online.



Serving students through:


- 4-year traditional programs
- 4-year non-traditional programs
- 2-year traditional programs
- 2-year non-traditional programs
- Graduate degree programs

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PROJECT IMPETUS AND PRIORITIES



NMSU System

Defining mission and responsibilities for each campus

Huron Education to comment on NMSU System Mission Orientation – our thoughts based on data, analysis, etc.

Serving the academic needs of residents of New Mexico through quality academic programs delivered in a variety of modalities

Providing education based on specific student needs across New Mexico (traditional, non-traditional)

Online General Education Course Delivery across campuses


Huron Education to review online cross-campus course delivery, provide general observations and recommendations to improve coordination and control

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New Mexico State University System

MISSION-ORIENTED APPROACH -- FOCUS ON COMPLETION



“Serving Students First”

An integrated approach to providing education to residents of New Mexico

Potential Roles For NMSU System Partners:

- **Community Colleges (Doña Ana, Grants, Carlsbad, Alamogordo):** Offers workforce preparation, continuing adult education, professional education, developmental/remedial coursework, certificate programs and associate degrees. Special support services should be provided to students who wish to pursue four-year degrees upon associates degree completion (transfer assistance).
- **Las Cruces Campus:** Offers four-year undergraduate degrees, masters and PhD programs on a residential campus. Students can pursue full-time or part-time studies.
- **Albuquerque:** Focus on distributed graduate education, certifications, CPE credits, and adult degree completion. Because of its location and focus on catering to working professionals, four-year traditional undergraduate degrees should not be offered.

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Shift to Mission-Oriented Approach

IMPLICATIONS OF MISSION & ORGANIZATIONAL SHIFT

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- **Provide an integrated plan across campuses in defining and delivering all academic programs to both traditional and non-traditional students:** Faculty across all campuses need to be involved in strategically planning academic programming and integration of courses throughout the system.
- **Strategic planning approach:** Understand student demand for undergraduate general education courses (both face-to-face and DE) and right-size each campus to address supply issues.
- **Create student academic plans:** In order to help students manage their academic career, curricular plans will need to be developed with a focus on improving graduation rates and time to graduation.

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Shift to Mission-Oriented Approach

IMPLICATIONS OF MISSION & ORGANIZATIONAL SHIFT

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- **Develop and distribute course descriptions:** Provide online detailed course descriptions along with syllabi and other information to students prior to registration to help students make informed choices about course selection.
- **Clearly define online course delivery:** Faculty across all campuses need to be clear in course descriptions about the mode of online course delivery so students can select courses that match their needs.
- **Create seamless academic pathways for students to transfer from community college campuses to Las Cruces:** Enhance support for students desiring to transfer to the four-year campus.
- **Enrich the student community experience at Las Cruces:** Enhance an atmosphere of support and community for full-time undergraduate students to improve retention and graduation rates, and student satisfaction.

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Shift to Mission-Oriented Approach

IMPLICATIONS OF MISSION & ORGANIZATIONAL SHIFT

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- **Realign goals for Enrollment Management.**
 - Working with the Deans, Admissions should develop plans to "right-size" the incoming cohort at Las Cruces to address capacity issues across majors, departments, and colleges.
 - Reinforce commitment to maintaining academic thresholds; students not meeting minimum academic standards should be referred to community colleges.
 - Avoid admitting students with developmental needs to Las Cruces unless plans are put in place for a multi-week preparation program prior to the start of the academic year.
 - Focus on enhancing academic advising and early intervention to improve retention, course completion, and graduation rates.
 - Develop specific programming to enhance freshmen retention (70% of freshmen return for second year) and improve graduation rates.

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Shift to Mission-Oriented Approach

IMPLICATIONS OF MISSION & ORGANIZATIONAL SHIFT

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- **Develop a single resource for the NMSU System to support online innovation through course and program development, evaluation, and support.**
 - Clearly define mission of DE Program Office and move activities that do not directly support the unit mission.
 - Fully fund department and reduce dependency on soft money for recurring positions.
 - Re-evaluate current structure, it's partnership with the College of Extended Learning, and oversight of the Albuquerque Center.
 - Review various programs and academies to identify opportunities for accommodating increased system-wide demand for support.
 - Appropriately staff and scale programs devoted to system-wide online course/program development, transition, and innovation.

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Agenda

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A Shift to Central Online Education Planning

A SYSTEM-WIDE APPROACH




Online, multi-campus registration must be addressed to better serve the students of New Mexico as part of the shift to system-wide collaboration.

The following areas need to be considered:

- **A shift to central planning:** A strategic, system-wide plan to offer online courses to support the varying student types across New Mexico.
- **Provide access to online general education courses for students:** Many students prefer to take lower division general education courses online in order to accommodate class and work schedules (convenience).
- **Create more online general education courses at Las Cruces** to meet student demand, particularly over the summer.
- **Provide incentives** for schools/departments, especially at Las Cruces, to offer more sections of lower division online classes.

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Online Education

TRANSITION TO CENTRAL PLANNING

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- **Implement a detailed shared strategy:** Decisions regarding online course development and planning should be made centrally; understanding demand for lower level, general education courses will be critical in meeting needs by campus.
- **Define distance education:** Deciding upon an appropriate definition will be a priority to get buy-in and participation across all colleges and departments to appropriately categorize courses.
- **Re-evaluate all policies and procedures regarding online education:** A new inclusive decision-making process should be implemented that includes the community college presidents, deans, departmental chairs, etc., with a focus on long-term strategy rather than course-by-course development.

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Online Education

TRANSITION TO CENTRAL PLANNING

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- **Create clear articulation agreements among 5 campuses:** Each campus should plan appropriately to offer online lower division, general education courses to support their particular students.
- **Involve all campuses in the content creation of all online general education courses across all campuses:** Create opportunities and incentives for faculty to coordinate the content and syllabi of all general education courses which should eliminate concerns regarding equivalency of content and quality of courses offered throughout the system.
- **Explore development of a fully online undergraduate degree program in limited disciplines.** While NMSU has options for students to finish their degree through the College of Extended Learning, creating a fully online degree program could provide new opportunities for residents in all parts of New Mexico to obtain a university degree.

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Online Education

TRANSITION TO CENTRAL PLANNING

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- **Clearly articulate the uses of DE Fee:** The community should know how the fee is being used at Las Cruces, and what portions of the fee can be used as incentives for course development and allocations back to the departments.
- **Create incentives for faculty** across all campuses to develop content for all general education courses to ensure consistency and equivalency across NMSU system.
- **Consider redirecting a portion of Online Program Fees to departments** for course innovation and expansion (e.g., \$5-10 of \$25 Program Fee is returned to departments).
- **Assign Online Course Fees Consistently:** The Registrar's Office should oversee the determination of Online Program Fees based on information provided by faculty regarding courses taught each semester.

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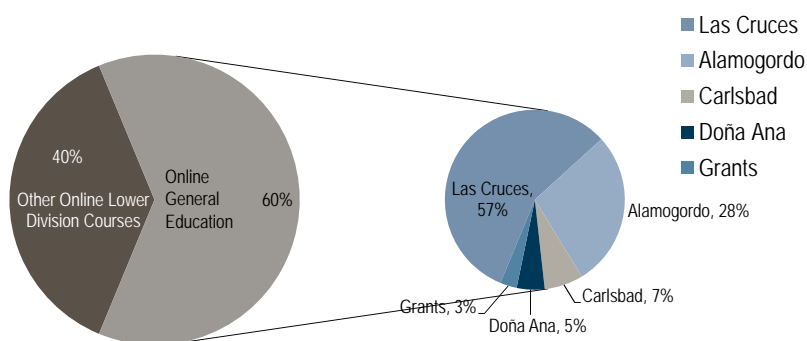
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Focus on General Education Online Only

SIXTY PERCENT SHARE OF ONLINE IS GENERAL EDUCATION COURSES

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Percent of Lower Division Online General Education Courses Taught by Campus




Source: DACC Institutional Effectiveness and Planning Office 2011; Note: SCH taken Online are categorized by the student's primary campus

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Agenda

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DRAFT

21

Change Readiness

CAN NMSU BE A SYSTEM?



Important considerations related to NMSU readiness for change:

- Minimal shared understanding of system identity and campus roles.
- Little clarity and understanding related to flows of funds (and other resources).
- Need to improve planning and implementation throughout the system with respect to academic planning and enrollment management.
- Poorly understood roles and responsibilities across the system.
- Need to explore opportunities to optimize revenue and resource sharing throughout the system.
- Performance expectations for central units coupled with perceived lack of authority challenges willingness to move forward (i.e., decentralized responsibility but centralized accountability).
- Requirement for improved system-wide customer-service orientation to help manage process changes and complexity during the transition.


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DRAFT

22

Agenda

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23

Next Steps

SHIFTING TO A MISSION APPROACH



There is shared acknowledgement across NMSU that the current way of operating can be improved, and there is a willingness to work toward a more rational solution.

Taking the first steps will be a challenge.

Transitioning NMSU to an Academic System:

- Addressing the organizational structure and creating incentives to engender collaboration across the system.
- Changing the enrollment management strategy.
- Involving faculty across the system in implementing academic planning.
- Right-sizing the Las Cruces campus, including number of transfer students.
- Developing clear curricular pathways that help ensure student academic progress and success in achieving their academic goals.

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24

Appendix
Slides

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NMSU Campus Rationalization Plan - Project Activities HuronEducation

Multi-faceted analysis:
To arrive at our observations and recommendations, our quantitative and qualitative analysis included:

- Interviews and Discussions
 - Wide range of administrative and academic leadership and stakeholders across campus
- Data Analysis
 - NMSU-supplied and publicly-available benchmark data
 - Demographic data on state educational trends

DRAFT 26

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Interview List

PAGE 1 OF 4

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Interviewee(s)	Position, Department
Barbara Couture	President, New Mexico State University, Las Cruces
Wendy K. Wilkins	Provost, New Mexico State University, Las Cruces
Cheri Jimeno	President, New Mexico State University, Alamogordo
John Gratton	President, New Mexico State University, Carlsbad
Margie Huerta	President, Doña Ana Community College
Felicia Casados	President, New Mexico State University, Grants
Christa Slaton	Dean, College of Arts and Sciences (NMSU)
Lowell Catlett	Dean, College of Agricultural, Consumer and Environmental Sciences
Garrey Carruthers	Dean, College of Business
Michael Morehead	Dean, College of Education
Ricardo Jacquez	Dean, College of Engineering
Linda Lacey	Dean, Graduate School
Tilahuan Adera	Dean, College of Health and Social Services
Bill Eamon	Dean, Honors College
Elizabeth Titus	Dean, Libraries

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Interview List

PAGE 2 OF 4

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Interviewee(s)	Position, Department
Roberta Derlin	Interim Dean, College of Extended Learning and Associate Provost
Kim Rumford	Assistant Vice President for Academic Budget Management
Judith Bosland	Assistant Vice President for Institutional Analysis
Bernadette Montoya	Vice President for Student Affairs & Enrollment Management
Kathy Brook	Associate Dean, College of Business
Susan Ceppi-Bussman	Director, Technology Assisted and Offsite Education
Shaun Cooper	Chief Information Officer, NMSU
Jeanette Jones	DE Program Coordinator
Ed Pines	DE Director, Engineering
Donna Wagner	Associate Dean, College of Health and Social Services
Louis Reyes	Associate Dean, Graduate School
Steve Leask	Manager, Instructional Innovation and Quality
Robbie Grant	Instructional Consultant, Instructional Innovation and Quality
Evan Bailey	Associate Web Developer
Eugenia D. (Jean) Conway	Associate Director, Teaching Academy

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DRAFT²⁸

Interview List	
PAGE 3 OF 4	
Interviewee(s)	Position, Department
Kerry J. Forsythe	Web Developer, College of Extended Learning
Miley Grandjean	Public Information Specialist
Tara Gray	Director, Teaching Academy
Mark A. Hohnstreiter	Advancement Officer, Teaching Academy
Wenona Nutima	Online Course Improvement Support; Canvas Training Support
Brian Ormand	Consultant, New Options New Mexico
Shelly Stovall	Director of Assessment
Denise Welsh	Director, Instructional Media Services
Shawn Werner	Associate Director and Program Specialist, Teaching Academy
Evan G. Bailey	Associate Web Developer
Andrew J. Burke	Vice President, Business and Finance, DAAC, Online Committee
Russell Hardy	Director, Research Division, Online Committee
Joyce Ann Hill	Associate Professor, Online Committee
Natalie G. Kellner	Director, Academic Planning, Associate Provost
Jeff Hackney	Academic Advisor
Bruce Kite	General Counsel
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Interview List	
PAGE 4 OF 4	
Interviewee(s)	Position, Department
Justine Adkisson	Academic Advisor, College of Business
Frank Smith	Academic Advisor, DAAC
Angela Throneberry	Senior Vice President, Administration & Finance
Anna Price	Chief Budget Officer
Laurie P. Ferguson	Senior Accountant
Sharon Trujillo Lalla	Instructional Technology
Richard Oliver	Professor, College of Business; Chair of LMS Task Force
Shawna Arroyo	Manager of Student Technology & Planning
Araceli Hernandez	Program Coordinator, Student Technology & Planning
Brenda Purcell	Inventory Control Specialist, Student Technology & Planning
Peter Sultana	Lab Coordinator, Student Technology & Planning
Cassandra Sambrano	Student Technology Coordinator
	Associate Deans Academic Council (ADAC)
	Faculty Advisory Committee on Technology (FACT)
	Student Technology Advisory Committee (STAC)
	DE Academic Program Directors
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