

2014 Budget Form – President’s Performance Fund

**New Mexico State University
New Initiatives Supporting Vision 2020 Goals and Objectives
For Allocation of President’s Performance Fund – Fiscal Year 2013-2014**

Date of Request:	September 30, 2013	
Submitted By:	Sonya Cooper	Phone: 575-646-2912
College or Unit:	Engineering	
Department:		
Project Name: (Short description): Freshman Year Experience		
<input type="checkbox"/>	Recurring for:	Amount Recurring Funding Requested per year:
	<input type="checkbox"/> One Year	Year 1: \$ 76,000
	<input type="checkbox"/> Two Years	Year 2: \$ 76,000
	<input checked="" type="checkbox"/> Three Years	Year 3: \$ 76,000
<input type="checkbox"/>	Non-Recurring	Amount Non-Recurring Funding Requested: \$
Description of request		
<p>An attempt to reverse the annual loss of 35-70% of the entering first-time freshman engineering cohorts is the College’s highest priority. The administration has set a goal to increase the freshman student retention rate to 75% over 5 years. With the support of the President’s Performance Fund, the College will accomplish this goal through implementation of a unique approach that combines engaging pedagogy (gateway courses incorporating design projects, experiential learning, service learning, team building and ethics) with peer mentoring and supplemental instruction. It has been proven that exposure at an earlier point in the students’ academic careers to hands-on design projects typically reserved for upperclassmen (graduating seniors) will reaffirm their interest in engineering and positively impact the overall classroom experience. The proposed approach aligns with goals established under the Project to Assess Climate in Engineering (PACE), of which NMSU is one of 22 partner institutions. The proposed retention program aligns with PACE goals to implement interventions that are responsive to PACE and other STEM-based research to ensure retention of students from diverse backgrounds. Outcomes from the PACE project reveal distinct strengths in NMSU’s engineering curriculum: satisfaction with student interactions, quality of professors and teaching, and student academic confidence, which will serve as the basis for the proposed freshman gateway courses. Further, research demonstrates a strong correlation between student retention and participation in peer learning groups. For NMSU’s STEM majors, academic support is absolutely critical as they prepare for “gateway courses” that will determine whether or not they can effectively proceed in their respective programs in a timely manner. Such support is particularly critical for an estimated 1/2 of the entering engineering freshmen who test less than calculus-ready prior to registering for classes. The College of Engineering will combine the above-mentioned approaches to create a two-semester “freshman year experience,” to be piloted in fall 2014. The NMSU College of Engineering has been working aggressively to understand how its current educational environment impacts student learning and retention, and is working closely with the PIs of the PACE grant and a separate gender retention grant to obtain data through student surveys and focus groups. The College has also followed the results of its Integrated Learning Communities, a mentor-based program designed to help at-risk math students persist. The Freshman Year Experience is designed to address the findings from these efforts by creating a curriculum that builds on strengths within the College while also addressing known challenges. The newly designed gateway courses are being planned as a permanent part of the curriculum, and will incorporate design projects, experiential learning, service learning, team building and ethics. Also planned are supplemental instruction sections for math, chemistry and physics, formal industry mentoring, and</p>		

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workshops. Support from the President’s Performance Fund will be directed towards hiring peer mentors (graduate level and/or upper class undergraduates), which will not only provide our freshmen with advocates for their success, but also provide income for these mentors so that they may stay on campus and concentrate on finishing their own degrees. This fall, we have 157 first-time, full-time freshman that would qualify for the Freshman Year Experience (place into MATH 190 and above). This translates into 6 sections of ENGR 101. With two peer mentors per section, or 12 peer mentors, we anticipate a budget of approximately \$80,000 per year.

This request will also support an advising component and faculty development. Excellent advising is critical to retention. Also, studies show that faculty advisors have the greatest impact on higher retention. These funds will support supplies and publishing costs for two faculty and peer mentor advising workshops per year, and a budget of \$2,000 per year. These workshops will result in feedback and best practices that will be used to develop a permanent culture of excellent advising in the College of Engineering. These funds will also support faculty training and development required for new methods of teaching active learning types of classes. The idea is to have each of our faculty eventually attend a robust training event. We have set a budget of \$24,000 per year for this.

The President’s Performance Funds will be leveraged with a \$30,000 donation to the College of Engineering for this program, for the first year. We will work to find a similar match for the following two years.

We hope to increase our College 1 year retention rate by 5% each year, to exceed the 75% goal.

Request Justification

Support Vision 2020 Goals (select as many Vision 2020 goals as apply below).

<input checked="" type="checkbox"/>	1. Graduation – Teaching, Learning & Programs - <i>Provide effective academic programs, stellar teaching and learning, and enhanced student engagement to advance highly capable graduates</i>
<input checked="" type="checkbox"/>	2. Diversity – <i>Be a model of student, faculty and staff diversity at all levels</i>
<input type="checkbox"/>	3. Internationalization - <i>Effectively prepare students for a global society</i>
<input type="checkbox"/>	4. Research & Creative Activity -- <i>Be the catalyst for promoting discovery, encouraging innovation, sparking economic advancement, and inspiring creative achievement</i>
<input type="checkbox"/>	5. Economic Development -- <i>Be a driving force for economic progress in New Mexico</i>
<input type="checkbox"/>	6. Resource Stewardship -- <i>Increase philanthropy and alternative revenue to support teaching, research and service</i>
<input type="checkbox"/>	7. Community - Service, Extension & Outreach -- <i>Be a model for community engagement at all levels through innovative and exceptional outreach activity</i>
<input type="checkbox"/>	Specific objectives: (Complete attached Performance Data Matrix)

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Approvals (please print and sign)		
Submitted by	Sonya Cooper <hr style="border: 0; border-top: 1px solid black;"/> Print	 <hr style="border: 0; border-top: 1px solid black;"/> Signature
		9/30/2013 <hr style="border: 0; border-top: 1px solid black;"/> Date
Director/ Department Approval	<hr style="border: 0; border-top: 1px solid black;"/> Print	<hr style="border: 0; border-top: 1px solid black;"/> Signature
		<hr style="border: 0; border-top: 1px solid black;"/> Date
College Dean/ Division VP Approval	 <hr style="border: 0; border-top: 1px solid black;"/> Print	 <hr style="border: 0; border-top: 1px solid black;"/> Signature
		9/30/13 <hr style="border: 0; border-top: 1px solid black;"/> Date

Internal Use Only		
University Budget Committee:	Tier Assignment: <input type="checkbox"/> Tier I <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III	
	Ranking No.: _____ Date: _____	
Comments:	<hr/> <hr/> <hr/> <hr/> <hr/>	
President’s Academic Council:	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Date: _____	
Comments:	<hr/> <hr/> <hr/> <hr/>	

2014 Budget Form – President’s Performance Fund, supplement

**New Mexico State University
New Initiatives Supporting Vision 2020 Goals and Objectives
Performance Data Matrix
Fiscal Year 2013 - 2014**

The Vision 2020 Strategic Plan provides goals, objectives and key performance indicators for the University. Using the goal(s) you have check marked on the request form, please indicate which of the stated objectives this request is projected to positively impact, how the request is tied to the selected objective and propose a performance measure(s). Then indicate the target performance improvement goals over an annual timeline not to exceed three (3) years. Add rows as needed.

All Presidents’ Performance Fund awards are subject to annual review of comparative performance as a condition of continuing award. The required conditions of continuing funding will be identified at the time of award from the President’s Performance Fund.

Goal Number	Vision 2020 Objective	Explain how request is tied to this objective	Performance Measure	FY2013-2014 Target	FY2014-2015 Target (if applicable)	FY 2015-2016 Target (if applicable)
Graduation	1: Provide a learning environment and course offerings supportive of timely degree completion	Professors learn how to adapt active learning into the classroom	course completion	5% increase for specific core courses	5% increase for different set of core courses 2 nd year	5% increase for different set of core courses 3 rd year
	3: Recruit students and support retention through financial, curricular, and wellness services	Peer mentor assistantships will provide freshmen with mentors who will help them succeed and stay motivated	Persistence to the sophomore level	Increase 1-year retention from 60% to 65%	Additional 5% increase to 70%	Additional 5% increase to 75%
	4: Provide effective financial support to recruit and retain graduate students contributing to the mission	provide financial support to the mentors so they may stay on campus and get their degree earlier	decrease time to graduation	Increase 4-year graduation rate from 11% to 15%	Additional 5% increase to 20%	Additional 5% increase to 25%