KPI 7. Diverse Community
Target - Maintain a highly diverse campus community
Fall 2014

- UNM - Gallup
- NMSU - Dona Ana
- UNM - Valencia
- NMSU - Grants
- NMSU - Alamogordo
- Central New Mexico CC
- UNM - Taos
- New Mexico Military Ins.
- Santa Fe CC
- ENMU - Roswell
- UNM - Los Alamos
- San Juan College
- NMSU - Carlsbad
- ENMU - Ruidoso

Faculty data were not reported for Cedar Community College, Luna Community College, Mesander Community College, New Mexico Junior College and the Southwest Indian Polytechnic Institute.
Faculty includes all full-time instructional staff.
Minority includes African American, Asian, Native American, Hispanic, Native Hawaiian or Other Pacific Islander and Two or More Races.

Source: Integrated Postsecondary Education Data System (IPEDS) - Human Resources Survey,
http://ipeds.ed.gov/ipeds/datacenter/
KPI 8. Grant Funding

Target - Achieve an annual increase in grant revenue per student
Fiscal Year 2012-13 to Fiscal Year 2013-14

Grant funding consists of federal operating grants, state operating grants, local operating grants, private operating grants, federal non-operating grants, and gift revenue.

Source: Integrated Postsecondary Education Data System (IPEDS) - 12-Month Enrollment Survey and Finance Survey
http://nces.ed.gov/ipeds/ipedscenter
KPI 11a. Staffing Ratios
Target - Achieve right-sized student/faculty ratio
Fall 2014

- New Mexico Military Institute
- UNM - Los Alamos
- ENMU - Ruidoso
- ENMU - Roswell
- Santa Fe CC
- Mesalands CC
- SW Indian Polytechnic Inst.
- NMSU - Grants
- NMSU - Alamogordo
- Luna CC
- UNM - Taos
- UNM - Gallup
- New Mexico Junior College
- NMSU - Carlsbad
- Clovis CC
- San Juan College
- UNM - Valencia
- NMSU - Dona Ana
- Central New Mexico CC

FTE Student per FTE Instructional Staff

Source: Integrated Postsecondary Education Data System (IPEDS) - Fall Enrollment Survey
http://nces.ed.gov/collegespostcenter

41
Vision 2020 - Community Colleges
Objective 9 - STAFFING

KPI 11b. Staffing Ratios
Target - Achieve right-sized student/staff ratio
Fall 2014

<table>
<thead>
<tr>
<th>Institution</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMSU - Dona Ana</td>
<td>14.8</td>
</tr>
<tr>
<td>UNM - Los Alamos</td>
<td>14.3</td>
</tr>
<tr>
<td>UNM - Taos</td>
<td>12.7</td>
</tr>
<tr>
<td>Central New Mexico CC</td>
<td>11.8</td>
</tr>
<tr>
<td>Clovis CC</td>
<td>10.8</td>
</tr>
<tr>
<td>UNM - Valencia</td>
<td>10.3</td>
</tr>
<tr>
<td>NMSU - Carlsbad</td>
<td>9.6</td>
</tr>
<tr>
<td>NMSU - Grants</td>
<td>9.4</td>
</tr>
<tr>
<td>NMSU - Alamogordo</td>
<td>9.4</td>
</tr>
<tr>
<td>UNM - Gallup</td>
<td>9.1</td>
</tr>
<tr>
<td>San Juan College</td>
<td>8.8</td>
</tr>
<tr>
<td>ENMU - Roswell</td>
<td>8.5</td>
</tr>
<tr>
<td>Santa Fe CC</td>
<td>8.4</td>
</tr>
<tr>
<td>ENMU - Ruidoso</td>
<td>8.1</td>
</tr>
<tr>
<td>Luna CC</td>
<td>6.1</td>
</tr>
</tbody>
</table>

FTE Student per Full-Time Non-instructional Staff

Staff data were not reported for Southwestern Indian Reservation Institute, New Mexico Military Institute, New Mexico Junior College, and Mesquite Community College.

Source: Integrated Postsecondary Education System (IPEDS) - Fall Enrollment Survey and Human Resources Survey
http://nces.ed.gov/ipeds/hrcenter/
KPI 13. Instruction Focus
Target - Achieve optimal instruction/I&G efficiency ratio
Fiscal Year 2013-14

Source: Integrated Postsecondary Education Data System (IPEDS) - Finance Survey
http://nacs.ed.gov/peds/datacenter/
New Mexico State University Provost & Executive Vice President’s Report

Wednesday, October 19, 2016
Academic Affairs

October 19, 2016

Daniel J. Howard
Executive Vice President and Provost
# Majors at NMSU Committing to Move to 120 credits, October 2016

<table>
<thead>
<tr>
<th>College</th>
<th>Yes</th>
<th>Pending</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>18</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>A&amp;S</td>
<td>32</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>HSS</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>14</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td><strong>80%</strong></td>
<td><strong>15%</strong></td>
<td><strong>5%</strong></td>
</tr>
</tbody>
</table>
Meta Majors, at explore.nmsu.edu

Meta-Majors

What are Meta-Majors?

Meta-majors at NMSU are two-semester academic maps designed as planning tools for students who have not yet decided on a program of study. Each meta-major represents a broad cluster of degree programs. The meta-major academic maps include courses (such as English and Math) that lay the academic foundation for all of the degree programs represented by the specific meta-major as well as course options that facilitate exploration of the various disciplines represented.

Click on the title of each Meta-Major to see a list of the majors included in each cluster. You can also download a copy of the meta-major map.

- Applied and Clinical Health Sciences
- Applied Social and Behavioral Sciences
- Business
- Communication, Media Study, and Creative Arts
- Humanities and Social Sciences
- Life Sciences
- Physical Sciences and Engineering

Teacher Education

Resources
Academic Advising
Career Exploration
Undergraduate Admissions

Academic Colleges
Agricultural, Consumer and Environmental Sciences
Arts and Sciences
Business
Education
Engineering
Health and Social Services
Honors College
# One Year Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69.3%</td>
<td>71.3%</td>
<td>73.6%</td>
<td>73.4%</td>
<td>73.1%</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

- Highest recent retention year was Fall 2012 at 73.6% compared to 71.3% this year.
- For every change in 20 students, the retention rate will change by one percent *(based on a 2,000 person cohort)*
<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Fall 2012</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>893</td>
<td>71.6%</td>
</tr>
<tr>
<td></td>
<td>1,331</td>
<td>70.5%</td>
</tr>
<tr>
<td>Underrep presented Minority</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>998</td>
<td>69.2%</td>
</tr>
<tr>
<td></td>
<td>556</td>
<td>69.8%</td>
</tr>
<tr>
<td>Low Income</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>133</td>
<td>60.4%</td>
</tr>
<tr>
<td></td>
<td>221</td>
<td>56.4%</td>
</tr>
<tr>
<td>First Generation</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>698</td>
<td>53.4%</td>
</tr>
<tr>
<td></td>
<td>446</td>
<td>50.6%</td>
</tr>
<tr>
<td>Low Composite ACT Score</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>58.0%</td>
</tr>
<tr>
<td></td>
<td>509</td>
<td>62.3%</td>
</tr>
<tr>
<td>Low High School GPA</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>528</td>
<td>66.9%</td>
</tr>
<tr>
<td>Low First Semester GPA</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>62.3%</td>
</tr>
<tr>
<td>Developmental Courses</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>509</td>
<td>64.2%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>Entering</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>528</td>
<td>66.9%</td>
</tr>
</tbody>
</table>
Risk Factors

- For the following risk factors, the Fall 2015 cohort had a higher percentage of students than the Fall 2012 cohort:
  - Males
  - Low first semester GPA
  - Enrolled in developmental courses
  - Students from out-of-state
Risk Factors

- Combining gender, minority status and low income results in the largest variation in retention rates

<table>
<thead>
<tr>
<th>Factor</th>
<th>Fall 2012 Rate</th>
<th>Fall 2012 N</th>
<th>Fall 2015 Rate</th>
<th>Fall 2015 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Only</td>
<td>85.0%</td>
<td>266</td>
<td>82.9%</td>
<td>252</td>
</tr>
<tr>
<td>F. UR Minority</td>
<td>76.9%</td>
<td>312</td>
<td>78.8%</td>
<td>288</td>
</tr>
<tr>
<td>F. Low Income</td>
<td>70.8%</td>
<td>120</td>
<td>70.9%</td>
<td>117</td>
</tr>
<tr>
<td>F. URM LI</td>
<td>69.4%</td>
<td>470</td>
<td>66.1%</td>
<td>407</td>
</tr>
<tr>
<td>Male Only</td>
<td>78.5%</td>
<td>247</td>
<td>79.7%</td>
<td>251</td>
</tr>
<tr>
<td>M. UR Minority</td>
<td>69.3%</td>
<td>238</td>
<td>68.4%</td>
<td>256</td>
</tr>
<tr>
<td>M. Low Income</td>
<td>74.2%</td>
<td>97</td>
<td>59.5%</td>
<td>79</td>
</tr>
<tr>
<td>M. URM LI</td>
<td>66.9%</td>
<td>311</td>
<td>61.8%</td>
<td>343</td>
</tr>
</tbody>
</table>
Insights For Fall 2015

- Retention suffered among several categories of students; however, low income male students had the lowest retention rate in Fall 2015, and minority low income males are another high risk group that was less successful in 2015
- Low income status is a bigger detriment to retention than minority status
Insights for Fall 2015

- Higher percentage of students did NOT get the Lottery Scholarship in the spring of 2016 (29.1% in Fall 2012 compared to 35.7% in Fall 2015)
- Fall to spring retention rate was slightly higher in 2015 than in 2014, but in 2015 more students dropped between spring and their second fall
- 1st Semester GPA is a key factor, as is losing the Lottery Scholarship, but these are not the only factors
Navigator Stopout Outreach

- Navigators contacted 181 first year students who did not re-enroll for Fall 2016.
- The majority, 108, reported that they did not return for financial reasons
  - 71 students have accounts in collection with University Accounts Receivable
  - Many hope to return to NMSU if other financial opportunities become available
Navigator Stopout Outreach

• 108 includes students who transferred for:
  – Less expensive tuition (typically at community colleges)
  – Better scholarship offers
  – Lower living expenses (moving closer to home)
Navigator Stopout Outreach

- Non-financial reasons for leaving:
  - Desire to be closer to family
  - Need for academic programs not offered by NMSU
  - Military service
  - Employment opportunities
  - Academic or disciplinary issues
  - Family in need of assistance
  - Romantic relationship
Navigator Stopout Outreach

• Other insights:
  – Many students having financial difficulty also struggled academically
  – Many students hope to return to NMSU when finances permit
  – Many students realized they were in financial difficulty too late in the semester to develop a realistic game plan
  – Earlier interventions are needed
Going Forward…

- Work with the staff in Financial Aid and Accounts Receivable to improve communications with students regarding academic performance, amounts due, and help available
- Gather support/engagement data to measure possible effects
- Review factors that may contribute to low 1st semester GPA, including patterns of coursework; provide better advising and design more effective interventions
- Provide updated predictive analytics for faculty, navigators, and advisors to help them support high risk students
Our Student Centric
New Mexico State University
NMSU Student Success
Graduate on Time, Get a Job, Give Back
Regents Student Success Committee

Vision 2020 – Student Success Priorities

Graduate on Time
- Enrollment
- KPI 1: Achieve at 18,000 Student FTE enrollment

Retention
- KPI 2: Achieve a 20% Graduate Enrollment
- Georgia State boosted retention 4% points with block schedules, meta majors, freshman learning communities.

Graduation
- KPI 5: Achieve at 85% First Year Retention Rate
- Increased 6 yr. Graduation rate by 5% in 3 yrs.

Placement
- KPI 6: Achieve 40% 4yr, 55% 5yr, 75% 6yr Graduation Rates
- During the last decade, grad rates for African Americans and white students have doubled. (Note for Hispanics)

Get a Job
- KPI 19: Achieve 100% experiential learning (internship, coop, work study, study abroad, practicum)

Give Back
- KPI 20: Achieve 80% Career Placement Rate
- Public universities with very high career placement rates through early student engagement and high internship: Dickinson, St. John's, Michigan St., Florida, UT Austin, Penn St., UT Austin, Illinois and Purdue.

Research
- KPI 14: Achieve $1.5M-$175M annual funded research
- UTEP, Texas Tech & Kansas State have experienced sustained research growth

Giving
- KPI 23: Achieve a 12-15% alumni giving rate

Vision 2020 Strategic Plan with 5 Goals, 15 Objectives and 30 Key Performance Indicators

New Mexico State University – Transforming Lives Through Discovery 10/19/2016
Discover why New Mexico State University is consistently ranked among the nation's top universities

A land-grant institution that excels in teaching, research and public service, NMSU transforms lives through discovery in classrooms, laboratories and communities.

**U.S. News & World Report** - A Top-Tier university for the 4th time in 5 years, 11 Graduate programs recognized as top 150 programs in the nation

**U.S. News & World Report** - Online programs among nation's best for 4th consecutive year - 75th Best Graduate Nursing Program, 166th Best Graduate, 183rd Best Bachelor's

**Washington Monthly** - A leader in contributions to the public good - Ranking 114th nationally, based on contribution to the public good in social mobility, research and service

**National Science Foundation** - Ranked in the top 7% of engineering research expenditures and ranked in top 20% in physical sciences (astronomy, chemistry and physics)

**Value Colleges** - Ranked 35th in top online colleges for low cost and high return

**Carnegie Foundation** - New Mexico's only Community Engagement Classification recipient - In recognition of its institutional commitment to serving communities across the state

**Brookings Institute** - Top 10% in boosting economic earnings - 89th of 863 for value-added mid-career earnings (predicted exceeding actual economic outcomes)

**Business Insider** - One of the 50 most underrated colleges in America - Ranking 42nd on list of most underrated colleges in America, based on reputation and future earnings

**CollegeNET** - Top 12% in Social Mobility Index - Improving students' economic status, based on tuition, economic background, graduation rate, early career salary and endowment

**Center for World University Rankings** - Ranked in the top 2.3% of global institutions - Based on education quality, student training, faculty prestige and research quality

**The Hispanic Outlook for Higher Education** - A Top 100 university for Hispanics - Ranked 24th in total bachelor's degrees granted and 22nd in graduate student enrollment.

**Diverse: Issues in Higher Education** - Leader in awarding degrees to Hispanics - 7th in bachelor's education degrees, 25th in engineering, 28th in business management & marketing

**G.I. Jobs** - Top 50 military-friendly universities for the 7th consecutive year

**College Values Online** - 6th Best Value Agriculture Colleges - Based on tuition, percent of students receiving financial aid and number of agriculture programs

**NCAA** - Top 10 Public Recognition for Division I Academic Progress Rate
Four Year Graduation - Vision 2020 Peers
Five Year Graduation - HSI/MSI, High/Very High Research

Integrated Postsecondary Education Data System (IPEDS)
The college debt crisis is even worse than you think

We tell students they need a bachelor's degree to get ahead. But for too many, the numbers no longer add up.

Student Debt Crisis: The Recession Started It; Colleges Sustain It; And Politicians Make It Worse

Why Millennials Are Shut Out Of The American Dream
Hope for the Future – Student Outcomes Pay

1% increase in enrollment ~ $800,000
1% increase in retention ~ $800,000
1% increase in research expenditures ~ $1,270,000
1% increase in average giving ~ $230,000

- Result in less student debt and loan default
- Increase the State's higher education ROI

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment (-1% annually)</td>
<td>$800,000</td>
<td>$800,000</td>
<td>$1,600,000</td>
<td>$2,400,000</td>
<td>$3,200,000</td>
</tr>
<tr>
<td>Retention (75%, 77%, 79%, 81%, 82%)</td>
<td>$2,400,000</td>
<td>$4,000,000</td>
<td>$5,600,000</td>
<td>$6,400,000</td>
<td></td>
</tr>
<tr>
<td>Research (+5% annually)</td>
<td>$635,000</td>
<td>$1,270,000</td>
<td>$1,905,000</td>
<td>$2,540,000</td>
<td>$3,175,000</td>
</tr>
<tr>
<td>Alum/Fac Staff Giving (+1% giving rate)</td>
<td>$230,000</td>
<td>$460,000</td>
<td>$690,000</td>
<td>$920,000</td>
<td>$1,150,000</td>
</tr>
<tr>
<td>Major Gifts (+$1M annually)</td>
<td>$1,000,000</td>
<td>$2,000,000</td>
<td>$3,000,000</td>
<td>$4,000,000</td>
<td>$5,000,000</td>
</tr>
<tr>
<td></td>
<td>$2,665,000</td>
<td>$6,930,000</td>
<td>$11,195,000</td>
<td>$15,460,000</td>
<td>$18,925,000</td>
</tr>
</tbody>
</table>

$55,175,000

Impact the Economy

<table>
<thead>
<tr>
<th></th>
<th>Add'l Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year earlier entry to the job market - $35,000</td>
<td>$10,500,000</td>
</tr>
<tr>
<td>Wages Earned 30% in 4 (300 students 5 years--4 years)</td>
<td>$10,500,000</td>
</tr>
<tr>
<td>Wages Earned 50% in 5 (300 students 6 years--5 years)</td>
<td>$10,500,000</td>
</tr>
<tr>
<td>Wages Earned 60% in 6 (200 students 6.5-10 years--5 years)</td>
<td>$11,500,000</td>
</tr>
<tr>
<td>Economic Multiplier of 4</td>
<td>$32,500,000</td>
</tr>
</tbody>
</table>

Imagine if all NM Institutions could raise the completion bar

$130,000,000
Strategic Objectives of the Regents Student Success Committee

1. Understand the NMSU system's current position and practice
2. Develop a reform agenda and embrace the challenges ahead
3. Discover and leverage proven higher education best and innovative practices
4. Brainstorm and vet the greatest opportunities for the NMSU system
5. Scale current strengths and best practices across the institution
6. Adopt higher goals and quicker progress
7. Consider what should no longer be done, or might be accomplished in a different way
8. Carefully consider messaging, marketing, communication and transparency
9. Examine the opportunity and revenue side of the equation
10. Focus on initiatives achievable in 3 – 36 months
Progress September 2015 – August 2016

- Established the Regent's Student Success Committee with campus and community membership
- Identified opportunities and approach to student success, and defined objectives and scope of work
- Held a Dean’s Student Success Retreat and shared feedback at the Regent’s Strategic Planning Retreat
- Established a process to be followed by the Student Success Committee

Committee Process

Step 1 – Examine higher education best practices and complete an environmental scan
Step 2 – Engage academic leadership in analyzing data, including outcomes and costs

**Step 3 – Complete a diagnostic evaluation of the methods and services currently utilized by NMSU**

Step 4 – Identify gaps and likely opportunities for enhanced outcomes and greater return on investment
Step 5 – Action opportunities

“The main thing is to keep the main thing the main thing.” - Steven R. Covey

STUDENTS represent our ‘main thing’! The common theme with the most successful organizations is...

‘Maintaining a consistent focus on the ones they SERVE’.
Student Centric from the Private Sector and Parent Perspective
- The greatest social program is a JOB.
- Employers want a well educated and well prepared workforce.
- Organizations and their employees spend and invest dollars, fueling our economy through a multiplier effect.
- Parents want their children to become employable and ultimately employed (and to get there asap!).

New Mexico State University - Transforming Lives Through Discovery 10/19/2016 18
Presentations and Interviews

Monday, October 24th
- Graduate on Time – Facilitated by Jed Fanning
  Student Marketing, Recruitment, Financial Aid, Retention, Timely Graduation

Wednesday, October 26th
- Get a Job - Facilitated by Mike Rogers
  Degree Programs, Research Programs, Internships, Study Abroad, Career Placement
- Give Back – Facilitated by Joe Lujan
  Marketing, Donor Engagement, Giving, Faculty/Staff Giving, Athletic Sponsors and Donors

Friday, October 28th
Eliminating Achievement Gaps Using Data and Analytics - Timothy Renick, Ph.D:
Vice President for Enrollment Management & Student Success and Vice Provost, Georgia State University

Dr. Tim Renick Wins National Award For Student Success Innovation And Collaboration
UIA leader testifies before Senate HELP committee
Actioning Student Success Initiatives
Move from dialogue to solutions and substantive change

- S Specific
- M Measurable
- A Attainable
- R Relevant
- T Trackable

**Graduate on Time**
- Jed Fanning, Chair
  - Craig Buchanan
  - Ryan Buchanan
  - Matt Holt
  - Natalie Kellner
  - Don Pope-Davis
  - Michele Shuster

**Get a Job**
- Mike Rogers, Chair
  - Greg Block
  - Matt Bose
  - Tracey Bryan
  - Celina Bussey
  - Luis Reyes
  - Renay Scott

**Give Back**
- Joe Lujan, Chair
  - Brian Conaway
  - Janet Green
  - D'Anne Stuart
  - Andrea Tawney
  - Jim Wetherbe
Projected Growth by Award Level
2012-2013 to 2022-2023

Bachelor's: 17%
Master's: 24%
Doctorate: 36%

Graduate Enrollment Growth
Educational Advisory Board

Undergraduate Enrollment Markets
- Due to population shifts, the prime spot for recruiting traditional college students will be in the South.
- The Class of 2025 in southern HS's is expected to be 16% larger than 2009, ~ 175,000 students.
- Texas, Florida and Georgia provide nearly half the graduates in the region, and that is expected to grow.
- In 2009 Texas graduated 277,000 students. By 2028 TX will graduate ~ 100,000 more.
California will add 28,000 graduating Hispanic students by the end of the decade.
An Increasingly Low Income Student Population Across the Nation

- Median per capita income in the US has flat-lined
- Price tag of 3 biggest expenditures: housing, college tuition and healthcare have risen much faster than inflation
- Lowest quartile pays >50% of income for the net price of college
Student Success
Recommendation Review

Deadline for Recommendations
- November 4, 2016

Categorization and Review of Recommendations Received
- November 2016

Recommendations to the Board of Regents
- December 2016

Sharing of Recommendations and Additional Feedback
- December 2016
<table>
<thead>
<tr>
<th>3 G PRIORITY</th>
<th>OBJECTIVE</th>
<th>KPI</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate on time</td>
<td>Enrollment</td>
<td>KPI 1 &amp; 2</td>
<td>Achieve &amp; Maintain a Stable Total Enrollment of 15k Student FTE (Revert back to 2014 KPI - thought is we already are “staffed” at this Level for the most part - so get back at it!) Potential Revenues Realized: $$$$ Best Practices: UTEP has 17 years of increased enrollment</td>
</tr>
<tr>
<td>Graduate on time</td>
<td>Retention</td>
<td>KPI 5</td>
<td>Achieve 80% first year retention rate Potential Revenues Realized: $$$$ Best Practices: Georgia State and Others.</td>
</tr>
<tr>
<td>Graduate on time</td>
<td>Graduation/Completion</td>
<td>KPI 6</td>
<td>Achieve 40% 4-yr; 60% 5-yr; 75% 6-yr (Minimize DEBT - Full-time is 15 &amp; Grad. in 4 is the expectation) Potential Student Savings from 4 Year Completion Best Practices:</td>
</tr>
<tr>
<td>Get a Job</td>
<td>Placement</td>
<td>KPI 19</td>
<td>Achieve 100% student employ/internships as part of an NMSU degree Achieve an 80% Career Placement Rate (track grad school separately) Get a Job - Why Most Arc at NMSU; Impact of internship, etc. Earning Potential Per Degree; Best Practices:</td>
</tr>
<tr>
<td>Get a Job</td>
<td>Research</td>
<td>KPI 14</td>
<td>Achieve and Maintain $150-$175M in annual funded research expenditures; (2014 KPI was $150M - 2015 switched to $150k per tenured faculty) Potential Revenues Realized: $$$$ Best Practices:</td>
</tr>
<tr>
<td>Give Back</td>
<td>Alumni Giving</td>
<td>KPI 23</td>
<td>Achieve a 12-15% Giving Rate Potential Revenues Realized: $$$$ Best Practices:</td>
</tr>
</tbody>
</table>