AGENDA

The Board of Regents meeting is available by webcast through the link at http://panopto.nmsu.edu/bor/

A. Call to Order, Chair Debra Hicks
   1. Introductions
      Introduction of the Media, Associate Vice President Justin Bannister
   2. Confirmation of Quorum, Chair Debra Hicks
   3. Approval of the Agenda, Chair Debra Hicks
   4. Public Comment, Associate Vice President Justin Bannister

B. Approval of the Minutes, Chair Debra Hicks
   1. Special Meeting of September 5, 2018
   2. Special Work Session Meeting of September 5, 2018
   3. Confirmation of Prior Executive Session regarding performance evaluation of senior leadership on September 5, 2018 at 9:30am

C. Committee Reports
   1. Audit and Risk Committee Report, Chair Debra Hicks
   2. Real Estate Committee Report, Chair Debra Hicks
   3. Financial Strategies, Performance and Budget Committee Report, Chair Kari Mitchell
   4. Student Success Committee Report, Chair Jerean Hutchinson

D. Recurring Reports
   1. NMSU Faculty Senate Report, Chair Becky Corran
   2. Associated Students of NMSU Report, President Emerson Morrow
   3. NMSU Employee Council Report, Chair Monica Dunivan
   4. Aggie Development Inc. Report, President & CEO Scott Eschenbrenner
   5. NMSU Foundation Report, Interim Vice President Tina Byford, Ph.D.
   6. Arrowhead Center Inc. Report, Director & CEO Kathryn Hansen
   7. New Mexico Department of Agriculture, Cabinet Secretary & Director Jeff Witte
E. **Consent Items**, Chair Debra Hicks
1. Approval of doctoral program in School Psychology, *President John D. Floros, Ph.D.*
2. Warranty Deed for Property Transfer on Triviz Drive, *President & CEO Scott Eschenbrenner*
3. Approval to name room 236 in Devasthali Hall as the Serafino Student Collaboration Room, *Interim Vice President Tina Byford, Ph.D.*
4. Disposition/Deletion of Property, *Senior Vice President Andrew Burke, Ed.D.*
5. Temporary Investments Report for the Quarter ended 06/30/2018, *Senior VP Andrew Burke, Ed.D.*
6. NMSU Las Cruces: Biology Annex Roof Replacement, *Associate VP Glen Haubold, University Architect Heather Watenpaugh*

F. **Action Items**, Chair Debra Hicks
1. NMSU Las Cruces: Central Utility Plant Air Compressor Replacement, *AVP Haubold, Architect Watenpaugh*
2. NMSU Corona Ranch: New Dormitory Facilities, *AVP Haubold, Architect Watenpaugh*
3. NMSU Las Cruces: Engineering Complex I Roof Replacement, *AVP Haubold, Architect Watenpaugh*
4. NMSU Las Cruces: Campus-wide Tunnel System Repairs Phase V, *AVP Haubold, Architect Watenpaugh*
5. NMSU Carlsbad: Computer Science Building Fire Suppression System, *AVP Haubold, Architect Watenpaugh*
6. Athletics FY20 RPSP Request, *Athletics Director Mario Moccia*
7. Performance Management - Objective Statement, *Chancellor Dan E. Arvizu, Ph.D., President John Floros, Ph.D.*

G. **Informational Items**, Chair
1. Student Success, *Vice President Renay Scott, Ph.D.*
2. Informational Report Summarizing Revisions to the Administrative Rules and Procedures of NMSU (ARP) for the period 04/11/18 through 08/14/18, *General Counsel Lizbeth Ellis, J.D.*

H. **Comments and Announcements**, Chair
1. “Gun’s Up” – Good News for NMSU!
2. Upcoming Board of Regents Meetings
   November 2018 TBD

I. **Adjournment**, Chair
Agenda - Aggie Development, Inc. Annual Membership Meeting

1. Call to Order
2. Approval of the Agenda
3. Reading and Approval of the Minutes
4. Election of Board Members
5. Adjournment
NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS SPECIAL MEETING
September 5, 2018 at 8:00am

Regents Room of the Educational Services Building
NMSU Las Cruces Campus, 1780 East University Avenue Las Cruces, New Mexico

Regents of New Mexico State University
Chair Debra Hicks, Vice Chair Kari Mitchell, Secretary/Treasurer Jerean Hutchinson, Chris Saucedo, Margie Vela

Non-Voting Advisory Members - Faculty Senate Chair Becky Corran, Employee Council Chair Monica Dunivan, ASNMSU President Emerson Morrow

University Officials - Chancellor Dan Arvizu, Ph.D., President John Floros, Ph.D., Senior Vice President Andrew Burke, Ed.D., General Counsel Lizbeth Ellis, J.D.

DRAFT MINUTES ***NOT OFFICIAL – SUBJECT TO APPROVAL BY THE BOARD OF REGENTS***

MINUTES
The Board of Regents meeting is available by webcast through the link at http://panopto.nmsu.edu/bor/

A. Call to Order, Chair Debra Hicks
Chair Hicks called the meeting to order at 8:03 AM

1. Confirmation of Quorum, Chair Debra Hicks
   Quorum confirmed. All regents were present in the chamber.

2. Approval of the Agenda, Chair Debra Hicks
   Motion to approve by Regent Hutchinson, second by Regent Saucedo. Motion passed unanimously.

B. Approval of the Minutes, Chair Debra Hicks
1. Special Meeting of July 31, 2018
   Motion to approve by Regent Hutchinson, second by Regent Vela. Motion passed unanimously.

2. Special Meeting of June 29, 2018
   Motion to approve by Regent Hutchinson, second by Regent Saucedo. Motion passed unanimously.

3. Regular Meeting of May 11, 2018
   Motion to approve by Regent Hutchinson, second by Regent Saucedo. Motion passed unanimously.

4. Special Meeting of April 9, 2018
   Motion to approve by Regent Vela, second by Regent Hutchinson. Motion passed unanimously.

5. Special Meeting of April 6, 2018
   Motion to approve by Regent Hutchinson, second by Regent Saucedo. Motion passed unanimously.

C. Awards and Recognition
1. Proclamation for NMSU Grants 50th Anniversary, Chair Debra Hicks
   Motion to approve by Regent Hutchison, second by Regent Saucedo. Motion passed unanimously.

   A proclamation was presented to NMSU Grants and received by Vice President for Academic Affairs at NMSU Grants, Dr. Harry Sheski.
Dr. Sheski said it was an honor and privilege to accept the proclamation as President Best could not be here due to other obligations.

Regent Mitchell noted that her most favorite graduation ceremony moments were at NMSU Grants, great community and passionate about what they do.

Regent Hutchinson congratulated the NMSU Grants campus and it is awesome part of the NMSU system.

Chair Hicks noted that NMSU Grants is a critical part of our career training for the State of New Mexico and the Hispanic and Native American people that they serve.

D. Consent Items, Chair Debra Hicks

Motion to approve by Regent Saucedo, second by Regent Hutchinson. Motion passed unanimously.

1. NMSU Las Cruces-Gerald Thomas Hall, Room 322 Renovation, Associate Vice President Glen Haubold; University Architect Heather Watenpaugh
2. Disposition/Deletion of Property, Senior Vice President Andrew Burke, Ed.D.
3. El Paso Electric Company Easement for Hotel Site, President & CEO Scott Eschenbrenner
4. City of Las Cruces Talavera Natural Gas Line - Easement, Scott Eschenbrenner, Special Assistant to the President
5. Amendment to ADI Bylaws, Scott Eschenbrenner, President, Aggie Development Incorporated
6. Revision to RPM 15.65, Security Clearance (Department of Defense), Chris J. Scott, Facility Security Officer
7. Approval to name space in the ECIII Foreman Complex, Learning Communities in Engineering Suite 300, Interim Vice President University Advancement, Tina Byford
8. Approval to name the Engineering Technology Student Lounge Rm 392, ECIII, Interim Vice President University Advancement, Tina Byford
9. Approval to name new facility at NMSU Grants (Lucy Belle Ma Hall), Interim Vice President University Advancement, Tina Byford
10. 21.19.2 NMAC – Pecan Buyers Licensure, Cabinet Secretary & Director Jeff Witte
11. 21.17.37 NMAC Pecan Weevil Interior Quarantine, Cabinet Secretary & Director Jeff Witte
12. 21.1.1 NMAC – NMDA Rule Making Procedures, Cabinet Secretary & Director Jeff Witte
13. 19.15.108 NMAC – Bonding and Registration of Service Technicians and Service Establishments for Commercial Weighing or Measuring Devices, Cabinet Secretary & Director Jeff Witte
14. 19.15.110 NMAC - Biodiesel fuel specification, dispensers, and dispenser labeling requirements, Cabinet Secretary & Director Jeff Witte
15. 19.15.111 NMAC - E85 Fuel specification, dispensers, and dispenser labeling requirements, Cabinet Secretary & Director Jeff Witte
16. 19.15.112 NMAC - Retail natural gas (CNG/LNG) regulations, Cabinet Secretary & Director Jeff Witte
17. Resolution for General Obligation Bonds D and B, Assistant Vice President Ricardo Rel
18. Approval to name classroom 259 in Jett Hall, Building 189 as the Bob & Gwen Watkins Connected Learning Center, Interim Vice President University Advancement, Tina Byford
19. Non-Instruction and General Research and Public Service Projects, Associate Vice President Ricardo Rel
E. Informational Items, Chair Debra Hicks

1. Appointment of Labor Management Relations Board, Chair Debra Hicks

Pursuant to the provisions of the New Mexico State University Labor Management Relations Resolution, as amended March 14, 2005, the following individuals are hereby appointed by Board of Regents Chair (President) Debra Hicks to serve on the NMSU Labor Management Relations Board, commencing September 1, 2018.

Appointments were made approximately two weeks ago, and the following members were named.

Recommended by NMSU System Chancellor and Appointed by Chair of Board of Regents: Fermin Rubio

Recommended by AFSCME Local 2393 President, and Appointed by Chair of Board of Regents: Larry Patrick Martinez

Jointly Recommended by Martinez and Rubio and Appointed by Chair of Board of Regents: Peter Gregware

2. Enrollment Update, Chair Debra Hicks

Chancellor Arvizu welcomed President Floros and noted that President Floros has been with NMSU since July and briefly detailed his past experience.

Chair Hicks asked for an update regarding enrollment now that the census date has passed.

There will be a decline in enrollment of about 1% and the expectation is that we are at a point where we can begin to turn the enrollment around. Chancellor Arvizu noted that a work session will be held later today where some of these details will be discussed. First-time freshmen enrollment is up and are indicative of potential increases on the main campus. As this is examined more closely, some implications are a concern. Concerns are related to policy changes regarding the application of scholarships. In the FY 2017 Budget 9.5 million and in 2018 it was 14.8 million. A 5-million-dollar change, but only 2 million was anticipated. There is a 3.3-million-dollar shortfall. This is due primarily to a policy shift and Chancellor Arvizu cannot speak to the rationale for how this was determined two years ago. Administration will look at the issue more closely and make necessary adjustment, such as attrition, but this is a shortfall larger than anticipated.

President Floros distributed handouts to the Regents.

A slide depicting the NMSU Las Cruces Campus Net Tuition and Fees per Student FTE and Institutional Scholarship Discount Rate was displayed. The chart and graph show an increase of Dollars per FTE from Fiscal Year 2015 through Fiscal Year 2019 (Estimated) with a discount rate of 9% in FY 2015 to a 16.9% discount rate estimation in FY 19.

There has been an uptick in freshmen enrollment which is primarily due to scholarships and fairly high scholarships. This is a practice that other universities follow. The university has had input from a company that handles university enrollment and we are seeing the effect of these decisions today. We have attracted more students but retention hasn’t improved and graduation rates have improved so the total enrollment is still lower than last year.

A slide depicting a chart of Instruction and General Expenditures and Net Tuition and Fees was displayed. This depicts similar data as the previous graph and shows graduate and undergraduate tuition and fees, scholarships awarded and net tuition and fees and the calculation of the Institutional scholarship
discount rate for Fiscal Year 2015 – Fiscal Year 2019 (estimated).

Two-million additional dollars were budgeted for FY 2018, however calculations put the overage of additional 3.3 million. We will need to wait until the end of the year to know the final numbers. There is no plan to change the policy for students that are already here. We made commitments to the students and we will keep our commitment. We will attempt to manage scholarships and finances and have already made moves to restructure organizations.

Chair Hicks stated that in summit in March 28 workshop the board was presented with information about projections and policy modification was noted. At that time 2 million was noted as the impact of the change. We were not accurately or adequately informed about the impact of this decision. Now we are looking at 5 million, which is more than twice of what was expected.

Regent Mitchell noted that more information is needed. The first time the regents were aware of the degree of discounts was before budget approval. This scholarship change was happening for longer period of time than expected. There were three opportunities to discuss the matter in more detail: a joint work session of the Regents Student Success committee and Regents Financial Strategies Performance and Budget committee, followed by a discussion and approval of sources and uses, and finally budget approval in May. There were two years of touting increased freshmen enrollment without mention of the fiscal impact of the scholarship policy change in open meetings. It seems that you can’t be off in estimates two times in a row. When budget was approved the marketing budget was reduced and the marketing budget should have had a reduction in billboards and there needs to be confirmation that this is what occurred. We assumed that we approved a budget that was not only balanced, but would include investment funds for us to grow the institutions. This shows us that we not only don’t have the money to invest but we also have a deficit to address. In conclusion, Regent Mitchell thanked the Chancellor and President for bringing the matter forward.

Regent Hutchinson referenced the chart of Net Tuition and Fees and asked why weren’t the funds for scholarships already budgeted and available for allocation? Why didn’t we stop when we knew that funds were not available at the time the overage occurred? It’s the right thing to do to keep commitments to students who have received these scholarships. Regent Hutchinson thanked the Chancellor and President for bringing the matter forward.

Chair Hicks asked if all scholarships come from the foundation? Some funds come from foundation, but the scholarships being discussed currently come from general operating funds. These are dollars from tuition. This is not a matter of policy, it’s a practice. The practice has changed over the years and we change every year and we will model this an look at it closely. This is a very forward-looking process which were originally made in 2016. What we already have in place affect next year’s students. This will take time to work out.

Regent Mitchell asked that given that 3-million-dollar deficit from last year, why wasn’t something done about it then? The expectations of fiscal responsibility, reporting, and communication will be dramatically increased under new leadership.

Chancellor Arvizu noted that one of the challenges is that the budget is large and complex and difficult to predict. Administration will be totally transparent and determine where the baseline is and note the variances that may occur. We need to be judicious about how we budget and we will get back in stable financial footing, but it will take longer to address the budget and get to where we want to be fiscally.

Chair Hicks asked how the discount is backfilled under other circumstances? What is common is to adjust scholarship to create competitive advantage for different types of students. There were some incorrect assumptions, but it’s difficult to be sure. What may work better is to look at past performance to adjust
scholarships. We may keep or grow the amount of scholarships, but we need to do so in a maintainable way.

Regent Vela thanked the Chancellor and President for their commitment to students and student scholarships that have already been committed. Do we anticipate a plan to move students from internal scholarships to external or grant-funded scholarships? President Floros responded that there are possibilities, including involving undergraduates in research. These are the opportunities we can capitalize on if we had the funds for these strategic investments.

ASNMSU President Emerson Morrow thanked the Chancellor and President for reaffirming their commitment to students that have received scholarships.

Regent Mitchell noted that transparency includes noting problems when they occur but also includes how we tout our successes.

Chair Hicks noted that between 2017 and 2018 that the number of scholarships went down but the amount awarded was increased. Is that due to the increased number of freshman? It is the total student population and not the number of students receiving scholarships.

Regent Vela noted that this is indicative of the silos that we have at this institution.

Methodology for the 5-year projection for the first-year freshmen was provided on March 28 by Vice President Montoya and the Chancellor and President should look at this when evaluating the program and determine how we were so far off estimates.

F. Announcements, Chair Debra Hicks

Work session this afternoon where Wheless Partners will provide a presentation on findings

1. “Gun’s Up” – Good News for NMSU!

Regent Vela praised the world-class faculty in teaching and research. Regent Vela noted that HSI Research Hub Award winner and Presidential Mentor in STEM, Dr. Elba Serrano was influential in her own studies and research at NMSU.

Regent Mitchell praised the new NMSU leadership team of Chancellor Arvizu and President Floros and the new tagline, “Be Bold. Shape the Future.”

Chair Hicks noted that Secretary Jeff Witte had an excellent chile event and thanked him for his efforts to put forward the Pecan Weevil Quarantine regulations.

G. Adjournment, Chair Debra Hicks

Motion to adjourn entered by Regent Vela and seconded by Regent Hutchinson. Meeting adjourned at 9:05 AM.


**NEW MEXICO STATE UNIVERSITY**  
**BOARD OF REGENTS SPECIAL MEETING WORK SESSION**  
**September 5, 2018 1:30pm-5:00pm**  
Senate Gallery, Corbett Center Student Union, NMSU Las Cruces Campus, 1600 International Mall, Las Cruces, New Mexico

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**Regents of New Mexico State University**
- Debra Hicks, Chair  
  Hobbs, New Mexico  
- Kari Mitchell, Vice Chair  
  Las Cruces, New Mexico  
- Jerean Hutchinson, Secretary/Treasurer  
  Las Cruces, New Mexico  
- Christopher Saucedo, Member  
  Albuquerque, New Mexico  
- Margie Vela, Member  
  Las Cruces, New Mexico  

**University Officials**
- Dan Arvizu, Ph.D.  
  Chancellor  
- John Floros, Ph.D.  
  President  
- Andrew Burke, Ph.D.  
  Senior Vice President  
- Liz Ellis, J.D.  
  General Counsel

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**DRAFT MINUTES ***NOT OFFICIAL – SUBJECT TO APPROVAL BY THE BOARD OF REGENTS*****

**MINUTES**

Las Cruces Sun News, KFOX were present.

All regents present, Chancellor Arvizu, President Floros, Natalie Kellner, Adam Cavotta, Mike Rogers, Andrew Burke, Grant Fant, Gena Jones, Ermelinda Quintela, Glen Haubold, Renay Scott, Melody Munson-Mcgee, and others.

Wheless Partners were connected via Zoom and included Rich Grehalva and Bob Witt.

**A. Part 1: Current state of discovery phase**

1:30pm – 3:00pm

Includes six pillars metrics related to Enrollment, Retention, Graduation, Placement, Research, and Giving

**1. Wheless Partners discovery phase**

1:30-2:00pm

a. Methodological Overview  
b. Observations  
c. Recommendations  
d. Open Discussion

- Rich – Discussed the qualifications and team used as part of the engagement.  
- Bob- New Scholarship program was not communicated to Administration and Finance. In turn,
A & F did not inform the board in a timely manner regarding this issue.

- Advertising and Recruitment were not in synch.
- VP for Student Success is in good hands. Restructuring was a move that will help ensure the success of students.
- The issue of internal communication must be addressed.
- Communication from Chancellor/President should go out to leadership to address the issue of information silos.
- Chief Marketing Officer is an important position.
- There is a new sense of urgency on campus.
- Rich – Overview of phases of engagement.
  - Discovery – Process of fact finding
  - Decide – This is the prioritization process for tasks/projects that help to address issues.
  - Act – Execute the detailed plans

Areas of concern
- Misalignment
- Execution
- Leadership

Potential Solutions
- Balanced Scorecard
- Recommendations and actions taken
- Divided by stakeholders and filters down to department level.
- Looking for commitment, not compliance
- Taskforce proposed to enable the organization to change in a more manageable way.
- Decide stage is next, but no decisions have been made regarding continued engagement.

Question: What proportion of NMSU’s marketing budget is spent on traditional?

Answer: About 70% traditional and 30% digital. This is the opposite of what is recommended. NMSU was similar to Alabama in the spring of 2003. The marketing approach should include other prospective students from other states. Bob cited California surplus of prospective Ag students was not targeted. Deans have been discouraged from recruitment, which has already changed. Not a significant difference in the marketing materials. Send a strong signal to potential students that NMSU wants students to come to Las Cruces. Recommend having the President be front and center in going to schools and the community. If the President can do it, why can’t everyone?

Mary Spiegel – Taking a look at state educational statistics to help identify where to go from here.

Hutchinson - Sense of urgency – Spring/Summer 2020 is in proposal. What can we do to impact 2019? What are the near-term opportunities?

Response: We are starting late for marketing for 2018/2019. Look at stop outs and opportunities for
online learning. Military students are another potential market. High school, Early College (helps establish regular contact and sell the student on NMSU). Look at reasons for retention and try to address those challenges.

Mitchell - Are we not using the right incentives? What can we do better to incentivize change and getting people in line with the goals and vision for NMSU?

Leaders will need to do these things:
1) Explain to each stakeholder groups, “this is what it will require of you.”
2) Explain to each stakeholder groups, as the vision becomes reality, “this is what it will mean to you (as a benefit).”

Stability and focus is key to success in this area.

Saucedo - What was the feedback you received about a more collaborative approach when this was presented to NMSU internal stakeholders?

Response: Generally hesitant reaction at first, but there was evidence of increased collaboration and optimistic outlook as conversations deepened.

Mitchell - Timing and Timelines – How do you set reasonable expectations for timing some of these initiatives?

Spring enrollment, will likely be down. Fall 2019 might be level. Not expecting a significant increase.

Expectations defined by:

Output level: Tied to the steps needed to make success happen. Is there a recruiting plan, have they identified markets, etc.? Other tangible signs that steps are taken to produce metrics.

Some practices get in the way of progress: Students are allowed to register if they owe money if less than certain amount. At the end of the semester they aren’t able to pay and can’t register again. This is known as phantom enrollment. Students knows they won’t be able to continue due to not being able to pay tuition. When the university rights the debt off, it becomes part of the credit history.

Hicks - Kickstart to new administration. We accept where we have been and move forward.

Chancellor Arvizu:
• Thanked Bob and Rich. Bob provide great insight into university transformation.
• We have optimism and determination to make NMSU a world-class institution.
• We want to bring everyone along. It takes everyone to achieve the potential of our institution.
• The decline has been long in the making. To change things, we have to do something different.
Weless: We heard observations and opinions about what NMSU must do. Useful information and advice. Spoke to the fact that NMSU has a lot of dedicated people. Understanding the potential and make it realized.

2. **Leadership Report**  
   **2:00-3:00pm**
   
   *Includes six pillars metrics related to Enrollment, Retention, Graduation, Placement, Research, and Giving*
   
   a. Overview of institutional metrics
   b. Observations
   c. Open Discussion

   **Review of Vision 2020 and Related Data**
   
   - Build on the 6 pillars.
   - Enrollment graph shown – down 1% from last year
   - Research Expenditures down – mostly due to PSL
   - 4-yr graduation rate is up among flat or negative trends for other measures such as retention, graduate enrollment, and Alumni giving rate.

   Hutchinson – Placement also an important consideration. Floros response - Difficult to measure and we need to decide on what tool to use.

   Retention – 2016 – 2017 change may have something to do with change in academic standards for admission.

   Vela - Graduate Assistantships budget – Is there are correlation between stipends and enrollment. Floros - Haven’t looked at it yet.

   Comment regarding Descubre Program – Haven’t looked at it.

   Apply-Admit-Enroll Report– clarification that apply and admit number has more than one cause (not just not meeting requirements for admission)

   Comment regarding Assistantship budget – As we build our research, this should come along with the grant dollars.

   Net Tuition and fee – Need to dig deeper in the type of scholarship to be strategic about use of the resource

   Research and Service – Colleges have been stable in activity for research, but PSL accounts for most of the downward trend.

   Giving – Not sure how much is philanthropy and what is not.

   **Observations**

   Research – No longer tier 1. Serious risk to our reputation. Potential for undergraduate research.
Security clearance takes 2 years. If we start our students off with this type of research and clearance that puts them at a significant competitive advantage.

Post-doc (Vela) – Good indication of success of research programs

Why are we in this situation? – no good support for institutional objectives.
- Leadership and organizational challenges
- Misalignment of control and procedural impediments
- Insufficient government, industry and private support
- Lack of a clear brand and value proposition

Hutchinson – Vision 2020 was from administration and Six Pillars where a distillation that focused on student success.

Mitchell – There is a good amount of alignment with Wheless, Chancellor, and President

Break 3:00-3:15pm

B. Part 2: Strategic Objectives 3:15-4:15pm

Translate findings into actions and key metrics that align with strategic objectives to create a blueprint for success

1. Actions
2. Priorities
3. Performance Metrics
4. Open Discussion

Philosophical view – focus has been on managing deficit and become very averse to risks. Going forward, things will be different

Strategic Directions
- Improve Student Success
- Elevate Research & Creativity
- Amplify Outreach & Economic Development

Global Grand Challenges
- Modernize Critical Infrastructure
- Develop Healthy Borders
- Fortify K-16 Education

Critical Actions – Short Term
- Organization structured for greater effectiveness
- Leadership team aligned with strategic objectives
- Managed enrollment strategies driving increased enrollment and revenue growth

Critical Actions – Longer Term
• Collaborative culture supporting student success
• Data driven decisions made at the right level
• Elimination of barriers and silos
• Corporate, government and philanthropic partner network

Management Training is essential to understanding how to preform within guidelines in a service-oriented way

Sandia Labs will help with Change management training/consultation (at no cost)

Priorities

Immediate
• Assess, stabilize and improve NMSU’s fiscal position

Strategic
• Create an efficient and functional administrative enterprise
• Develop an enrollment revenue stream
• Strengthen and support the academic mission

Strategic Performance Metrics

Chart of metrics, lead indicators and Variables/Dimensions shown
Status quo is not an option

Mitchell - Lead indicators may be a bit too far down stream.

Hutchinson - Metrics need to be quantifiable

Mitchell - Be careful with Activity volume as a measure

Hicks – It’s important to establish a baseline

Arvizu - It may be useful to check in again before Oct. 3rd

Vela- Dual-Credit – Is part of multiple dimensions, but not mentioned anywhere

C. Part 3: Opportunities 4:15-5:00pm
Summary of opportunities and timeline for implementation

1. Implementation timeline
2. Open Discussion

Opportunities
• Out of state freshmen and transfer recruiting
• Graduate and international enrollment
Item B-3

Confirmation of Prior Executive Session – September 5, 2018

The Board of Regents met in a closed executive session at 9:30 AM on Wednesday, September 5, 2018 in Corbett Center, Room 204I, 1600 International Mall, NMSU Las Cruces Campus, Las Cruces, New Mexico to discuss limited personnel matters to discuss and evaluate the performance of senior leadership in accordance NMSA 1978 Section 10-15-1 H(2) of the New Mexico Open Meetings Act. Those board members who were present please certify that only matters of that nature were discussed.

Regent Hicks _____ Regent Hutchinson _____ Regent Mitchell _____ Regent Saucedo _____ Regent Vela _____
Item D-5

NMSU Foundation Report
Interim Vice President Tina Byford, Ph.D.

Presentation submitted for the record.
## RESULTS NEEDED TO ACHIEVE 10.00% GIVING RATE BY 2020 - KPI 21

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Assume net growth in total alum of 1,900 per year
Endowment Performance

NMSU Foundation Endowment Pool
June 30

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Overall Scholarship Impact

• 2017-18 aid year:
  • $3,142,573 in scholarship support to NMSU students
  • Of this:
    • $1,154,981 was from Current Use funds
    • $1,987,592 was from endowments
  • 3,803 scholarships were awarded
### $125 Million Campaign Progress Report
**As of September 25, 2018**

<table>
<thead>
<tr>
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<tr>
<td>Outright Gifts</td>
<td>$85,451,345</td>
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<td>Pledge Balances</td>
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<td><strong>Subtotal</strong></td>
<td><strong>$101,011,801</strong></td>
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<tr>
<td><strong>To Be Raised</strong></td>
<td><strong>$23,988,199</strong></td>
</tr>
<tr>
<td><strong>Percentage of Goal</strong></td>
<td><strong>81%</strong></td>
</tr>
</tbody>
</table>
Item D-6

Arrowhead Center Inc. Report
Director & CEO Kathryn Hansen

Presentation submitted for the record.
Item D-7

New Mexico Department of Agriculture
Cabinet Secretary & Director Jeff Witte

Presentation submitted for the record.
DATE: October 3, 2018
TO: Chairwoman Hicks and Respective Regent Members
FROM: Jeff Witte, Director, NMDA
SUBJECT: Department Update

**NMDA receives award for exemplary contributions to dam safety in New Mexico** -
The New Mexico Department of Agriculture (NMDA) was selected to receive the 2018 West Regional Award of Merit by the Association of State Dam Safety Officials (ASDSO) for its contributions to the improvement of dam safety in New Mexico.

In 2014 the legislature appropriated $1 in STB monies for the department to pursue dam rehabilitation statewide.

**NMDA’s new Chef Ambassador Program** –
In September NMDA launched its Chef Ambassador program. Two chefs were selected to serve a 2 year term assisting NMDA in the marketing and promotion of New Mexico food and beverage products to potential buyers and consumers alike. Their first appearance was at the Green Chile Cheeseburger Challenge at the New Mexico State Fair, which NMDA co-hosts with Fair staff in the Courtyard of the Agriculture Building in front of the New Mexico—Taste the Tradition® Country Store.

**NMDA Veterinary Lab Receives International Accreditation** -
For the first time in its existence, the New Mexico Department of Agriculture’s Veterinary Diagnostic Services Division is a fully-certified International Organization for Standardization (ISO) laboratory.

The ISO 17025 certification means that the Veterinary Diagnostic Services (VDS) lab – which consists of a staff of 14 – has met specific criteria to qualify as an accredited testing lab. The accreditation demonstrates the lab’s capacity to deliver reliable results.

**Ag Day** –
The New Mexico Department of Agriculture (NMDA) and New Mexico State University's (NMSU) College of Agricultural, Consumer, and Environmental Sciences (NMSU-ACES)
invite you to be a part of Agriculture Day, October 20, as the New Mexico State Aggies take on the Georgia Southern Eagles.

Ag day highlights NM agriculture with booths, live animals, educational exhibits, games, New Mexico foods to sample, and much more! We encourage all to come in CRIMSON to support your AGGIES!

NMDA will be hosting a pre-event lunch from 11-12 in Aggie Memorial Stadium Parking lot on the corner of Arrowhead and Stewart St. with Ag Day fun to follow from noon to 4 p.m.

Rulemakings –
The department would like to thank the board of regents for addressing our rulemaking priorities in a timely matter. The recent adoption of the pecan weevil quarantine and pecan licensure rule will allow the department the opportunity to utilize these vital programs during the upcoming harvest.

The department will be holding public hearings on the two rules listed below beginning next week. We plan to bring both these rules to the regents in the near future.

Industrial Hemp – Newly Proposed Rule
The department has initiated the formal rulemaking process for the industrial hemp program. The department is currently accepting public comment on the proposed rule and will be hosting five public hearings throughout the state. The hearings will be held at the following locations:

- Friday, October 12 in Las Cruces at 2 p.m. at NMDA, located at 3190 S. Espina, Las Cruces, NM 88001
- Monday, October 15 in Espanola at 1 p.m. at Espanola Library Conference Room, located at 313 N. Paseo De Onate, Española, NM 87532
- Monday, October 15 in Albuquerque at 6 p.m. at Los Griegos Center, located at 1231 Candelaria Rd NW, Albuquerque, NM 87107
- Tuesday, October 16 in Portales at 11 a.m. at Portales Chamber of Commerce (Basement Classroom), located at 100 S. Ave A, Portales, NM 88130
- Tuesday, October 16 in Carlsbad at 6 p.m. at River Walk Recreation Center – Power House Room, located at 400 River Walk Drive, Carlsbad NM 88220

Soil and Water Conservation District Election Rules – Proposed Repeal
The soil and water conservation commission promulgated 21.9.2 NMAC Conducting an election of district supervisors and 21.9.3 NMAC Conducting a referendum, in order to provide the soil and water conservation districts with protocol for pursuing an election or referendum per the soil and water conservation district act. During the 2018 legislative session the local election act was chaptered into law, the act provides for a single election day and uniform process for certain local government elections (including
SWCD’s). The local election act now establishes election protocol making 21.9.2 NMAC and 21.9.3 NMAC unnecessary.

Hearing is scheduled for Friday, October 12, at 1 p.m. at NMDA, located at 3190 S. Espina in Las Cruces.

2018 HomeGrown -
2018 will mark NMDA’s 5th consecutive HomeGrown event in collaboration with the New Mexico Farm & Ranch Heritage Museum. HomeGrown is a food and gift showcase that was created in hopes to bring more visitors to the Museum during their slower season while promoting New Mexico-grown and -made food, beverage, and gift items prior to the holidays. The event has been very successful, growing each year since its inception. The dates for the upcoming HomeGrown are November 17 & 18.

NASDA Elects Witte of New Mexico as President -
I have been elected to serve as NASDA’s 2018-19 President.

I will lead the US delegation at the Tri-national Accord Oct. 16-18 in Monterey, Mexico. The accord represents a longstanding commitment among state and provincial agricultural officials of Canada, the United States, and Mexico working collaboratively on agricultural trade and development issues.

Attended the closing bell of the New York Stock Exchange today with U.S. Secretary of Agriculture Sonny Perdue. The event highlighted the importance of American agriculture to the economy while emphasizing the importance of the domestic and international marketplace to the industry.

Attended breakfast with the Cuban president to discuss trade relations between the US and Cuba. There is much interest in Cuba to lift the embargoes, expand trade, and develop opportunities to increase production capacity and knowledge for production agriculture in Cuba.

NM will host the 2019 NASDA Annual Meeting in Albuquerque, New Mexico on September 8-12.
Startup Sprints

**Diversity & Inclusion**
75% of participants are underrepresented entrepreneurs

**Geographic Reach**
54 ventures from across NM

**Access to Investment**
GreenAI, an Alamogordo based agtech company receives $20,000

BE BOLD. Shape the Future.
**NM FAST**

**Access to Equity-free Capital**

$7.3M awarded to small businesses supported by NM FAST

**Geographical Reach**

109 clients from across NM

**Access to Funders**

Match-making between small businesses and SBIR program managers

---

**NM State**

**BE BOLD. Shape the Future.**
K-12 Innoventure

**Selling Products**
300 students in Camp Innoventure

**Geographic Reach**
Innoventure in 41 NM communities

**Competition at NMSU**
Anton Chico teams sweep mid school overall
LAUNCH

- NMSU Intellectual Property Accelerator
- Collaboration with the Office of Vice President for Research & Graduate School
- Licensing focus
- Applications open 11/01/2018
- NMSU faculty and staff
Studio G

Studio G Team
366 student ventures

Geographic Reach
14 sites

Resources
Online educational materials, advisors, prototyping, and funding

BE BOLD. Shape the Future.
Aggie Shark Tank

“If you want to create a culture of innovation, you have to support the people who are going out to the edge.”

Beto Pallares, Ph.D.
Bill and Sharon Sheriff Endowed Chair in Entrepreneurship
Agenda Item: Approval of doctoral program in School Psychology

Requested Action of the Board of Regents: Motion to approve the newly developed PhD degree program in School Psychology, offered by the College of Education Department of Counseling & Education Psychology.

Executive Summary: Aligned with NM state licensure requirements and national standards, the School Psychology PhD program will prepare graduates to serve as licensed (Level 3) school psychologists with the competencies needed to serve the mental health and learning needs of PK-12 students. Graduates will be prepared as scientists, practitioners and advocates of mental health and social justice within public school and behavioral health/psychology service settings. As such, Level 3 licensed school psychologists can supervise Level 1 school psychologists and interns. The School Psychology PhD program will offer numerous benefits to the state of New Mexico that include: mitigating the escalating shortages of school psychologist practitioners and trainers within the state; alleviating the burden on public school districts to meet the mental health and academic needs of PK-12 students; meeting the school psychologist supervisor/trainer needs instituted by NM State Rule 6.63.5; serving to enhance school psychologist job opportunities within New Mexico; and maintaining the school psychologist workforce talent within the state.

Upon approval of the proposed PhD in School Psychology, NMSU will be distinguished as the sole provider of PhD and Education Specialist degrees in School Psychology offered in the state of New Mexico. This will contribute substantially to prepare candidates to fill the over 124 school psychologist position vacancies reported each year in New Mexico (NM Department of Workforce Solutions, 2015; National Association of School Psychologists, 2017).

References: PhD School Psychology degree proposal is attached.

Prior Approvals: CEP Department Faculty, CEP Department Head, College of Education Curriculum Committee, College of Education Associate Dean for Academics, NMSU Graduate
* The approval signature from the NM Council of Graduate Deans (NMCGD) was obtained out of sequential order owing to the irregular meeting schedule established by the NMCGD during summer/fall 2018.

Attached for your consideration are two Approval Signature pages (one page bearing the approval signature from the NM Council of Graduate Deans and a second page without it).

**Agenda Item Approved By:**

Melody Munson-McGee  
Chief of Staff, President’s Office
New Mexico State University

PROPOSAL FOR A PHD DEGREE IN SCHOOL PSYCHOLOGY OFFERED BY THE
DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Submitted by the College of Education

September 2017

Prepared by:

Enedina García Vázquez, PhD
Associate Dean of Academic Affairs
PO Box 30001, MSC 3AC
Las Cruces, NM 88003
575-646-7556
evazquez@nmsu.edu
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<td>20</td>
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G. ASSESSMENT OF OPERATIONS AND IMPACT

1. Progress monitoring of candidates, completion rates
2. Student evaluations and data collection

H. ADMINISTRATIVE RESPONSIBILITY AND INSTITUTIONAL COMMITMENT

1. Location of program
2. Administrative support for the program and approvals

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APPENDICES

Appendix A Level III Licensure Rule
Appendix B School Psychology Position Description
Appendix C Support Letters
Appendix D Applicant Rating Form
Appendix E NASP CLD Position Statement
Appendix F Library Report
Appendix G Practica and Internship Evaluations
Appendix H School Psychology Program Faculty CVs
Appendix I CEP Associated Faculty Brief CVs
INTRODUCTION

School psychologists have become an important mental health professional in schools and since the shootings in Columbine in 1999, their importance has grown exponentially. However, national concerns regarding the number of school psychologists available to serve the needs of students have been evident for decades. A cursory review of websites shows that 7852 school psychology jobs remain unfilled (indeed.com). The national shortage is further exacerbated by the fact that school psychologists are called to provide services for more severe mental health challenges students now present within schools. The shortage further prevents school psychologists to provide comprehensive services (Castillo, Curtis, & Tan, 2014).

In New Mexico, practitioner shortages are further intensified given the lack of appropriately credentialed school psychologists that can provide supervision. This becomes a catch 22; Level 1 and intern school psychologists cannot be hired because there are few supervisors, supervisors cannot be hired because few doctoral level school psychologists are being prepared. The Counseling and Educational Psychology (CEP) department in the College of Education at New Mexico State University proposes to add a major in school psychology at the doctoral level (PHD) to align with state licensure requirements and national standards.

A. PURPOSE OF THE PROGRAM AND MISSION OF PROPOSING INSTITUTION

(1) Background and Purpose. The national landscape paints a bleak picture related to shortages. New Mexico is no exception. Currently there are 124 positions open in the state and few graduates to fill those positions. As the profession grays, the shortages increase. Given the predictions from decades earlier, the NMSU CEP program established a school psychology program at the specialist level. The program has enjoyed a strong history since its state approval in 1996 and subsequent national approval by the National Association of School Psychologists in 2006.

The specialist level school psychology program is the only one in the state of New Mexico and is helping to meet the needs of schools and positively impacting state and national shortages. Yet in New Mexico the shortage is further exacerbated because licensure rules require that all Level 1 school psychologists and interns be supervised; however, only Level 3 school psychologists can provide supervision. To attain Level 3 licensure, academic requirements include the doctorate, clinical hours and the independent license awarded by the Psychology Board of Examiners. See Appendix A for Level 3 licensure requirements and competencies.

(Part 5 Licensure for School Psychologists Pre K-12 for all licensure levels can be found at http://164.64.110.239/nmac/parts/title06/06.063.0005.htm.) In New Mexico, there are no school psychology doctoral programs. As a result, it becomes difficult to meet state licensure requirements for Level III licensure.
The purpose of the doctoral program is to prepare school psychologists as scientists, practitioners and advocates for mental health and social justice in health service psychology settings, including public schools. The program will address state and national shortages of personnel who are fully credentialed to serve the needs of children with disabilities. The primary goal of the school psychology program is to train scholars to become problem-solvers with the essential entry-level competencies to serve in the schools and agencies that serve school age populations. The program develops 3 major components: 1) Knowledge of psychological and educational foundations, 2) skills in data-based decision-making, assessment, consultation, intervention and research, and 3) the capacity to apply knowledge and skills to promote mental health and development and prevent school failure and other disabling conditions. Specifically, the program will accomplish the following goals.

1. Prepare and graduate highly qualified school psychologists to meet the academic and psychological needs of infants, toddlers, children, youth and their families from diverse backgrounds (i.e., high need children with disabilities).

2. Increase the number of personnel who demonstrate the competencies needed to provide high-quality instruction, evidence-based interventions and services for children with disabilities.

3. Retain scholars in a high quality-training program to increase the numbers of school psychologists including scholars from bilingual and traditionally underrepresented backgrounds.

4. Provide the workforce needed to meet state licensure for Level 3 school psychologists.

(2) Consistency with Institution. The program proposed is consistent with both the University and CEP department's mission. NMSU sets forth as its mission as a land-grant university to serve "the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education and public service" (https://www.nmsu.edu/ourheritage.html). Likewise, the mission of the College of Education adds to the University mission by emphasizing "innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states and border communities" (https://education.nmsu.edu). The CEP department's mission promotes "social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology" (http://cep.nmsu.edu).

The proposed PHD major in school psychology exemplifies the missions of the university, college and department. By offering the doctorate in school psychology the program will meet the needs of the children and families that graduates will serve. This is consistent with the land grant mission. Further, given that the program will be a research-focused program, the curriculum and field experiences
will help overcome the barriers to learning of our populations. The emphasis in
diversity, particularly in multiculturalism and poverty, is at the core of the
departmental and college missions.

(3) Institutional priority of the proposed program. For many years, the institution
has had as a priority the development of a doctoral program to serve the needs of
our school age populations. In the past year, the Provost, Graduate School and
College of Education deans have insisted that the development of this program
was not only necessary but also critical. As noted previously, the shortages and
supervision problems attest to this need.

The University noting this need has approved the hire of a new school psychologist
at a senior level (associate or full professor level) to support a new doctoral
program in school psychology. The approval of this position at a higher rank and in
the current economic climate demonstrates that a doctoral major in school
psychology is part of NMSU's institutional priorities (see Appendix B for position
description).

(4) Curriculum. Preparation occurs from a developmental sequence of courses that
follow scientifically based research and empirically validated strategies. Evidence
is found in the courses selected for inclusion in the program. The school
psychology program at NMSU adheres to the scientist-practitioner model. This
integrated approach to scholarship and practice promotes development of
interlocking skills fostering a career-long process of psychological investigation,
assessment, and intervention. Throughout the curriculum, the importance of
knowledge and experience with a wide range of individual differences including,
but not limited to ethnicity, gender, disability, age, culture, sexual orientation,
religion, and race are emphasized. Ethical and legal issues, which guide service
delivery, are also stressed throughout the curriculum. The American Psychological
Association (APA) and National Association of School Psychologists (NASP)
Standards and competencies provide the foundation for the program's conceptual
framework. Candidates will complete 81 credits of coursework, at least 450 clock-
hours of practica (9 total credits) and an 1800 clock-hour doctoral internship. Of
the 1800 clock-hour internship, 750 will be expected to be in a school setting.
While NASP only requires 600 clock hours in the schools, New Mexico requires
750 clock hours at the doctoral level.

CURRICULUM REQUIREMENTS

Candidates complete coursework in each of the following areas:

Practices that Permeate All Aspects of Service Delivery, Direct and Indirect Services for
Children, Families, and School Foundations of School Psychologist’s Service Delivery,
Statistics and Research Methods
In addition to coursework, candidates are involved in both formal and informal gatherings to consider issues in professional school psychology. Professional training is obtained through a practicum sequence and a 1,800 clock-hour internship. Candidates complete a dissertation. The program is individually designed and in compliance with the standards of the NASP and APA.

<table>
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<th>COURSES</th>
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<tr>
<td>CEP 617 Psychology of Multiculturalism (NEW)</td>
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<tr>
<td>In this advanced course for post-master's graduate students in applied fields of psychology, students will apply psychological concepts related to multiculturalism as well as critical race theories, feminist theories, queer theories, and liberation theories to understand intersecting social identities. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY, CEP, CEP majors.</td>
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<tr>
<td>CEP 579 Clinical Psychopharmacology</td>
<td>3</td>
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<tr>
<td>Basic biological aspects of psychopharmacology with applications to clinical populations and treatment implications. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: CG, SPSY, CEP, CEP, CMHC majors. Restricted to: SPSY, CEP majors.</td>
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<tr>
<td>CEP 612 Human Development</td>
<td>3</td>
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<tr>
<td>Theory and research regarding cognitive, social, and emotional development across the lifespan with emphasis on enhancing human development. This course is open to all majors. Restricted to: SPSY, CEP majors.</td>
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<tr>
<td>CEP 607 Curriculum Based Assessment &amp; Intervention</td>
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<tr>
<td>The study and practice of curriculum-based assessment and intervention for academic skills and problems among children and adolescents. Restricted to: SPSY, CEP, CEP majors.</td>
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<tr>
<td>CEP 608 Diagnostic Classification in School Psychology</td>
<td>3</td>
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<tr>
<td>Emphasis on developing the knowledge, skills, and necessary application abilities related to diagnosis and associated interventions related to mental health and psychopathology issues that impact a student's ability to navigate the education setting. Restricted to: SPSY, CEP, CEP majors.</td>
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<tr>
<td>CEP 615 Cognitive and Affective Bases of Behavior (NEW)</td>
<td>3</td>
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<tr>
<td>This course provides an overview of cognitive and affective bases of behavior as well as the integration of cognition and affect in psychological processes. Students gain an understanding of how humans process information and organize emotional experiences. There is a focus on understanding major models and theories prior to the application to real-world situations and experiences. Restricted to: SPSY, CEP, CEP majors.</td>
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<tr>
<td>CEP 616 Spanish for Mental Health Professionals</td>
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| This course emphasizes the vocabulary for Mental Health Professionals to include academic, psychological and medical terminology. Students will incorporate Spanish terms in assessment and treatment plans through role-plays. Further, the course will include an overview of the use of interpreters.
and translators in working with culturally and linguistically diverse clientele. Restricted to: SPSY, C EP, CEP majors.

**CEP 618 Psychology of Poverty (NEW)**
This course is designed to examine the nature, extent and impact of poverty on Southwestern populations and across the United States in relation to assessment and interventions and its impact on the education and psychological well-being of children and families. Restricted to: SPSY, C EP, CEP majors.

**SPED 619 School Interventions & Organization**
Introduces public school organization and laws and the psycho-sociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to: SPSY, C EP, CEP majors.

**CEP 505 Appraisal of Academic Functioning**
Advanced theory and use of norm and criterion referenced instruments in the classroom: planning of prescriptive and educational programs. Restricted to: SPSY, C EP, CEP majors.

**CEP 647 Appraisal of Cognitive Functioning**
Selection, administration, scoring, interpretation, and report writing using individual tests of intelligence. Moderator variables, such as acculturation, ethnic identity development, and worldview are also incorporated. Restricted to majors. Restricted to: SPSY, C EP, CEP majors. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s): C EP 542.**

**CEP 648 Appraisal of Personality**
Selection, administration, scoring, interpretation, and report writing using major objective and projective tests of personality. Restricted to: SPSY, C EP, CEP majors.

**CEP 554 Counseling Theory & Technique for the School Psychologist**
Major theories of counseling with an emphasis on development of the ability to offer theory-based counseling and consultation. May be repeated up to 3 credits. Restricted to: CEP, SPSY, C EP, CMHC majors.

**CEP 662 Family Therapy Theory & Technique**
Major theories of family therapy and associated assessment, intervention and evaluation techniques. Restricted to majors. Taught with C EP 562 except for advanced-level materials and experiential activities. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s): C EP 550.**

**CEP 649 Behavioral Assessment & Intervention**
The course introduces basic concepts, methods, and applications of behavioral assessment and intervention. Students will learn how to conduct functional assessments of behavior and how to write behavior intervention plans. Methods appropriate for assessment and intervention of school-age children will be emphasized. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: SPSY, C EP, CEP majors.

**CEP 566 Group Work Theory/Practicum**
Didactic and experiential learning in group theory and practice. Laboratory
PhD in School Psychology

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>CEP 658</td>
<td>Child/Adolescent Counseling Theory &amp; Technique</td>
<td>3</td>
<td>Counseling theory and technique applied to children and adolescents from a developmental perspective in school and mental health settings. May be repeated up to 3 credits. Restricted to: C G, CEP, C EP, CMHC majors. Prerequisite(s): CEP 550. CEP 562.</td>
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<tr>
<td>CEP 624</td>
<td>Ethics, Law and Professional Issues in School Psychology</td>
<td>3</td>
<td>This course provides an introduction and overview of the profession of school psychology with emphasis on the roles, functions, and competencies of the school psychologist within the context of legal and ethical practice. Restricted to: SPSY, C EP, CEP majors.</td>
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<tr>
<td>CEP 642</td>
<td>Psychometrics (NEW)</td>
<td>3</td>
<td>Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization. Restricted to: SPSY, C EP, CEP majors.</td>
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<tr>
<td>CEP 671</td>
<td>Consultation</td>
<td>3</td>
<td>Didactic and experimental trainings in theory-based consultation. Supervision provided by faculty involves audio, video, and/or live observation consultation activities and case presentations. Restricted to majors. Restricted to: SPSY, C EP, CEP majors. Prerequisites: CEP 672, CEP 675, or CEP 678.</td>
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<tr>
<td>CEP 630</td>
<td>School Psychology Research</td>
<td>3</td>
<td>Survey and analysis of research and program evaluation procedures in school psychology. Critical review of literature, formulating questions, quantitative and qualitative methodology, and data analysis as foundations for reading research literature and generating research, program evaluation, and/or grant proposals. Restricted to: SPSY, C EP, CEP majors.</td>
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<tr>
<td>CEP 634</td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
<td>This course is intended to be an introduction to qualitative research methods for persons wishing to understand, apply and conduct qualitative studies with human subjects in the fields of counseling and psychology. This course is open to all doctoral majors. Restricted to: SPSY, C EP, CEP majors.</td>
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<tr>
<td>CEP 636</td>
<td>Advanced Statistics</td>
<td>3</td>
<td>An intermediate course focusing on more advanced theories and techniques of inferential statistics as applied to education and psychology. Includes ANOVA, planned contrasts, ANCOVA, simple regression, and non-parametrics. Both hand calculation and computer packages will be employed. Restricted to: SPSY, C EP, CEP majors. Prerequisite(s): CEP 511 or equivalent course work.</td>
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<tr>
<td>CEP 637</td>
<td>Multivariate Assessment</td>
<td>3</td>
<td>Theories and techniques of multivariate statistics as applied to education.</td>
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</tbody>
</table>
and psychology. Includes multiple regression, logistic regression, MANOVA, factor analysis, and structural equation modeling. Computer packages will be the primary tool for data analysis. Restricted to: SPSY, C EP, CEP majors.

**Prerequisite(s):** C EP 636 or equivalent coursework.

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<tr>
<td>CEP 679</td>
<td><strong>Supervision Theory and Practicum</strong></td>
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<td></td>
<td>Didactic and experimental training in theory-based supervision. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of supervision sessions and case presentations. May be repeated for a maximum of 6 credits. Restricted to: SPSY, C EP, CEP majors. <strong>Prerequisites:</strong> C EP 675 or C EP 678; and consent of instructor.</td>
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<tr>
<td>PSY 540</td>
<td><strong>History and Systems of Psychology</strong></td>
<td>3</td>
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<tr>
<td></td>
<td>History of scientific method emphasizing outstanding methodological problems of contemporary science, especially psychology. Covers recent history of psychology and development of schools of psychology. Restricted to: SPSY, C EP, CEP majors.</td>
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<td>CEP 693</td>
<td><strong>Dissertation Seminar</strong></td>
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<td></td>
<td>Dissertation seminar course for doctoral students utilizing. Restricted to College of Education students. Restricted to: SPSY, C EP, CEP majors.</td>
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<tr>
<td>CEP 672</td>
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<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
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<td>CEP 675</td>
<td><strong>Practicum in School Psychology: Social/Emotional</strong></td>
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<tr>
<td></td>
<td>School-based supervised experience for the advanced student. Provides experiences in various roles and models of service delivery (group, multifactored, integrative, family assessments) expected of school psychologists. Restricted to majors. S/U grading option only. Restricted to: SPSY, C EP, CEP majors. <strong>Prerequisite(s):</strong> C EP 672.</td>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td><strong>Advanced Multicultural School Psychology Practicum (NEW)</strong></td>
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<td></td>
<td>Supervised school psychology experience including appraisal, diagnosis, case conceptualization, treatment planning, theory-based counseling and evaluation. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of sessions and case presentations. Graded: S/U. Restricted to: SPSY, C EP, CEP majors. <strong>Prerequisite(s):</strong> C EP 672, C EP 675.</td>
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<table>
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<tr>
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<th>Course Name</th>
<th>Credits</th>
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<td>CEP 685</td>
<td><strong>Doctoral Internship in School Psychology (NEW; 1,800 hours)</strong></td>
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<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CEP 700</td>
<td><strong>Dissertation</strong></td>
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<tr>
<td></td>
<td><strong>There is a course fee for test materials.</strong></td>
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</table>
CREDITS
Coursework 81
Practica 9
Internship 12
Dissertation 18
Total 120

B. JUSTIFICATION FOR THE PROGRAM

(1) Need. The shortage of school psychologists available to serve children with disabilities remains a national issue. NASP surveys school psychologists every five years on the demographic characteristics, employment conditions and general practice of school psychology. (a) Why the program is needed. The most recent study (Castillo, Curtis, & Tan, 2014) found that the school psychology field continues to experience tremendous shortages, predicting shortages will persist to 2025, if not beyond. In addition, these important surveys provide insight into current trends in the field of school psychology such as ratios between school psychologists and the students they serve. In 2012, Curtis, Castillo and Gelley found the national ratio of students to school psychologists to be 1383:1. NASP has long recommended a ratio of 1000:1 as the standard; however, in the recent Model for Comprehensive and Integrative School Psychological Services (2010) NASP recommends a ratio of 500-700:1 when school psychologists are involved in the service of comprehensive and preventive services.

When broken down by states, Charvat (2011) reported the ratio for the state of New Mexico to be even higher at 3,500:1; however, these results are based only on 3 responses from school psychologists in New Mexico. According to the New Mexico Public Education Department in 2013, there were 257 school psychologists employed versus 338,223 students enrolled. In 2017, there are 90 Level 1, 303 Level 2 and 244 Level 3 school psychology active licenses. What we don’t know is how many of these individuals with active licenses continue to practice and how many are nearing retirement. However, national projections seem to apply in New Mexico as schools are currently experiencing problems hiring doctoral level school psychologists to provide supervision, as per New Mexico Rule 6.63.5 (See Appendix C Letters of Support). What is clear is that we are not attracting early career school psychologists given the very low Level 1 numbers reported. It is easy to extrapolate that the few doctoral level programs in place right now is contributing to these low numbers. In other words, not enough universities are producing the number of practitioners we need because we don’t have the faculty to prepare them.

The school psychologist to student ratio in the state of New Mexico closely reflects the national ratio. This is important, especially as Curtis et al. (2012) and Castillo et al. (2014) concluded that school psychologists are continuing to age and a growing number of school psychologists are retiring. Further, according to Castillo et al. (2014) school psychologists holding the doctorate are significantly older and with
many years of experience compared to school psychologists without the doctorate.

NASP recently recognized that the number of school psychology graduates is not keeping pace with the growing demand for school psychologists (NASP, 2010). Clearly, the aforementioned numbers and recruitment statements demonstrate that school age student needs continue to be at a rate greater than the number of school psychologists available to serve them.

Desrochers (2005) emphasized that to meet future and current needs a variety of changes in school psychology practice as well as service delivery is needed, especially regarding evidence-based practices, early intervention and understanding of diversity factors in order for school psychologists to be effective. More and more school districts, especially those in rural states need to continue to look for ways to meet the diagnostic and intervention needs of their school age populations.

(b) Evidence of need. School psychologists continue to be in high demand and according to the US News and Word Report (2013), school psychology was named one of the best 100 jobs, at #14, and was rated the best Social Services job. As more and more children with high needs are identified in the schools, the need for school psychologists will continue to increase to meet these students' needs. According to the U. S. Bureau of Labor Statistics (BLS; www.bls.gov) in 2014 there were 155,300 school psychologists, clinical and counseling psychologists and predicted a 20% growth. Translated to jobs, this above average growth could "result in 30,500 new jobs over the decade: (https://learn.org/articles/What is the Employment Outlook for a School Psychologist Career.html). It was recommended that to improve job prospects a doctoral or specialist degree in the field should be pursued. In New Mexico the Department of Workforce Solutions lists Clinical, Counseling and School Psychologists as In-Demand Occupations (2016) (https://www.dws.state.nm.us/Portals/0/DM/LMI/New_Mexico_InDemand.pdf).

Fifty annual job openings were noted with 560 job postings in 2015. The change represents a 16.1 percent growth. These statistics clearly demonstrate not just a national need but a state need as well.

(c) Program uniqueness. Equally critical is the need for more school psychologists that can meet the diverse needs of students from ethnic minority backgrounds. Although the most recent NASP survey found that 48% of school psychologists spoke fluently in a language besides English, only one-third of the survey respondents answered this item so this percentage may in fact be lower than reported. Overall, only 9.3% of school psychologists identify themselves as minorities. Additionally, according to the previously mentioned survey, only 3.4% of the total field of school psychologists is identified as Latinos/as and 0.6% are identified as Indigenous Americans. Both percentages are similar to the findings in the last survey done 5 years prior and so a severe shortage in minority school psychologists continues unless more direct methods to admit scholars from culturally and linguistically diverse backgrounds to school psychology programs
are implemented.

The proposed doctoral program will amplify preparation of school psychologists to serve minority populations. Coursework will feature knowledge not only in multiculturalism but also in the psychology of poverty. Given New Mexico demographics it will be key for our candidates to understand the impact of poverty in assessment and interventions. Our candidates will also have the opportunity to apply these skills in advanced practicum; solidifying their preparation.

(2) Duplication. There is no duplication in the state of New Mexico. In fact the only school psychology program is the EDS degree in school psychology offered in the CEP department proposing this program. With regard to the WICHE regional graduate program, while school psychology programs are offered in a number of the WICHE states, only three programs in school psychology are listed that have agreements: University of Arizona, University of Colorado Denver and University of Northern Colorado. In these three cases both the EDS and Doctoral programs are offered but only the University of Northern Colorado specifically lists both programs as part of the exchange.

(3) Inter-institutional collaboration. Given that there are no other programs across the state it would be difficult to collaborate on the curriculum. In fact, it appears that only one school psychologist is hired in another New Mexico institute of higher education (Dean Hector Ochoa at UNM has a doctorate in school psychology). However, the program intends to collaborate with local public schools for internship placements. Currently the program has MOU's in place with El Paso districts and Las Cruces Public Schools. Collaborations are underway to create opportunities with Albuquerque Public Schools through their special education director.

C. CLIENTELE AND PROJECTED ENROLLMENT

(1) Clientele. (a) Students served. Graduate students majoring in various disciplines will be recruited for the program. These include but are not limited to fields in education, psychology, social work and family and consumer sciences. Recruitment efforts will be conducted at all levels: local, state, regional, and national. Local efforts will be concentrated at New Mexico State University, University of New Mexico and University of Texas at El Paso because of their proximity to our College of Education. There are no school psychology programs at any of these institutions. Regional efforts will be expanded to Arizona and other Texas schools. Of particular importance will be to recruit from Arizona State University; ASU is the closest in proximity to Las Cruces and their school psychology program is inactive. National efforts will consist of advertising the program through various lists such as the Trainers of School Psychologists (TSP) and the Council of Directors of School Psychology Programs (CDSPP). We will also provide information to New Mexico State University's recruitment office to assist in our efforts.
Additional efforts will concentrate on recruiting from school psychology state associations. There are over 24,000 members of the National Association of School Psychologists, many of whom are at the master's or specialist in education levels. The members at this degree level will be perfect candidates for our doctoral degree. Recruitment of school psychologists in practice will also be conducted.

(b) Admission qualifications. Applicants who have or will be granted the baccalaureate degree are eligible to apply for the PhD in school psychology. Graduates must meet the requirements of the Graduate School, achieve GRE scores at a level commensurate with the doctoral degree, and submit all program application materials. The School Psychology Training Committee must approve candidates for admission. Candidates are expected to contact the Program Director for additional information and application forms.

The SPTC uses multiple criteria for admission to the PhD program in school psychology (see Appendix D Applicant Rating Form). Criteria include GRE scores previous undergraduate and graduate (if applicable) grade point averages, recommendation letters, personal written statement regarding professional goals and special background experiences highlighting individual diversity and an interview. The written statement allows the SPTC to evaluate potential candidates intellectual strengths, professional development, and intended career paths and the goals, objectives, and philosophy of the program. Candidates admitted must hold professional goals consistent with the program's model of training and faculty expertise.

The CEP department sets aside numerous Graduate Assistantships (GA) to recruit high-quality students. Graduate Assistantships allow for out-of-state students to receive in-state tuition rates so every effort is made to assure that these individuals are guaranteed a GA upon admittance. If a GA is not guaranteed, every effort is made to assist the student in securing one through the various collaborations with departments across the University. The specialist school psychology program has been highly successful in finding GA's for all incoming students who are interested in receiving one. Additional GA opportunities are sought through nominations to the Graduate School. These GA positions are funded for individuals who bring diversity to a program or university, who are McNair Scholars, or have financial need. As a program, several nominations are made each admissions cycle for these awards in addition to pursuing awards for current students. The School Psychology faculty members are able to tap into additional resources to recruit high quality students through outreach efforts with local/surrounding school districts and affiliations with faculty at other universities. Together these efforts will help in providing financial support for admitted applicants.

(c) Equitable student representation. The program intends to recruit, retain and graduate a diverse student body with respect to all aspects of diversity (such as age, gender, race and ethnicity). Efforts to recruit a diverse student body follow
program and departmental goals. In the school psychology admissions process discretionary points are given to bilingual applicants and those who provide different cultural perspectives. The University has at least a 68% diversity rate ([http://oja.nmsu.edu](http://oja.nmsu.edu)). The majority of graduate students are NMSU graduates and as such provides a diverse pipeline to graduate programs. NMSU is a Morrill Act-Land Grant, Carnegie I-Extensive, and Hispanic Serving Institution.

As noted previously little diversity is noted among school psychologists (9.3% of NASP members). Nonetheless, NASP believes it is critical to increase the diversity of our graduates and workforce. NASP outlines guidelines that need to be followed to increase diversity NASP (see Appendix E Position Statement on Recruitment of Culturally and Linguistically Diverse School Psychologists). Six strategies will be incorporated: (1) Multifaceted admission standards (discussed above), (2) Assistance in obtaining financial support, (3) Active outreach efforts, (4) Mentoring, and (5 & 6) Reaching out to colleagues to nominate and advocate for talented applicants from underrepresented populations.

(2) Projected enrollment.

(a) Five-year projections. Given current faculty and program resources, initially six (6) applicants will be admitted. The admission numbers will be evaluated in light of accreditation requirements. It is possible that applicants to the doctoral program with only the Baccalaureate degree will be eligible to attain the Master of Arts degree in Counseling and Guidance with specialization in Educational Diagnostics and the Specialist degree (EdS) in school psychology while completing the doctoral degree. If 6 (FTE) students are admitted per year, by the fourth year 24 students will be enrolled in the program. Five-year projections are listed in Table 1.

(b) Part-time/Full-time enrollment. Many doctoral school psychology programs follow a full-time schedule; NMSU’s status as a land grant, Hispanic serving institution necessitates that we provide a part-time option consistent with this mission.

It is likely that our initial applicants will be full-time students because it is expected that the majority of applicants will be graduates of the specialist program. However, options for individuals at all levels (Baccalaureate, Master’s, Specialist) will be available. In the case of part-time enrollment, two applicants to equal 1 FTE will be admitted. As a result, it is likely that while the goal is to admit 6 students, admissions will be dependent on part-time enrollment.
Table 1
Projected Enrollment for Next Five Years

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<thead>
<tr>
<th></th>
<th>Sum 18</th>
<th>Fall 18</th>
<th>Spring 19</th>
<th>Sum 19</th>
<th>Fall 19</th>
<th>Spring 20</th>
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<th>Sum 22</th>
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<td>18</td>
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D. INSTITUTIONAL READINESS

(1) Teaching faculty. The teaching faculty is engaged in teaching, advising, committee work, research and service. All faculty members are tenured, demonstrating quality. Two faculty members are associate professors and one is an assistant professor. A fourth member who is a full-time administrator is a full professor (see Appendix H). Given the demands of the specialist program an additional faculty member will be hired to assist with the doctoral program. As a result no new requests for faculty will be made at this time. The three-core School Psychology faculty also has program administrative responsibilities; however, the most senior faculty member Dr. Elsa Arroyos serves as program coordinator. In this role, she is also responsible for the day-to-day operation of the program including direct contact with students, file maintenance, committee development, yearly review, and program assessment data. She leads the core faculty in the creation of student surveys, data collection and entry, and data analysis for programmatic review.

Dr. Heejung Chun serves as the admissions coordinator. She is in charge of all admissions applications, is in direct contact with applicants and arranges applicant interviews. Dr. Ivelisse Torres serves as the clinical coordinator. She assists students with student applications to practica and internship and is the liaison between the field experience setting and the university. A fourth member, Dr. Enedina Vázquez, is a full-time administrator but still serves as an advisor to students, including leading student research projects. She also leads tasks that rise to the dean's level. As noted previously, the program is proposing to hire an additional School Psychology faculty member to have a sufficient number of faculty members to maintain the School Psychology Educational Specialist degree and initiate the doctoral degree in School Psychology. The new faculty member is expected to be license eligible and will be a higher academic rank member (associate/full) to help with program administration. There is an expectation that the new hire will also assume administrative responsibilities of the program.
(2) **Library support.** As mentioned previously, a graduate program in school psychology is available in the CEP department. While the program is considered a practitioner degree all students are expected to complete a research study for which library support has been sufficient to complete the research. Nonetheless, a request to the library to evaluate current resources was made. The library reported fewer resources/funds have substantially decreased over the years. Even with fewer resources, we believe that the total holdings listed in the library's report should be sufficient for a small cohort of students. In addition, with membership in the two primary school psychology associations (APA and NASP) all faculty and student members would have access to the primary journals in the field as part of their membership. Students also have access to online journals; students could purchase individual manuscripts if needed. The library's full report is appended in Appendix F.

(3) **Physical facilities.** With the addition of one faculty member, additional office space will be needed. The CEP department recently was assigned to an office suite that has offices to accommodate new faculty members. Classroom space, access to faculty and graduate assistant accommodations is adequate and can accommodate workspaces for six new students. Evaluation of physical facilities shows adequacy in supporting a new program.

(4) **Equipment and technology resources.** Each faculty member is equipped with the necessary equipment to use technology resources available off and on-campus. Program faculty maintains password protected data files for the program in a cloud service. Printing and copying supplies are available. All necessary technology software is available to both faculty and students. Students have access to Wi-Fi. For graduate assistants, access to desktop computers is available. No other equipment is needed at this time or within the next five years. As part of the benefits package for the new faculty member, the new school psychologist will have funds for a computer as well as all other technology resources available to faculty.

(5) **Other operating resources (clerical, graduate assistants).** A graduate assistant has been assigned to the program to assist the program director in administering the specialist level school psychology program. The department will agree to provide additional graduate assistantship support to be consistent with all departmental programs. The additional 10-hour per week (.25 FTE) graduate student will assist the director with compiling lists of students, monitoring academic progress, communicating with students, and other duties as required. In addition, the CEP department supports the program with a coordinator who helps the program director keep track of assessment and admissions data and student enrollment (registering for courses) when needed.

(6) **External facilities.** At this time the program does not require the use of external facilities. Students will be prepared in the CEP Training Clinic, which is already part of the College. Other facilities that may be used are public schools and
agencies where students will complete field experiences (practica and internship). The designated faculty will make arrangements and establish any memoranda of understanding needed.

E. PROJECTED COSTS OF THE PROGRAM

(1) **New costs for program start-up.** There will be no new costs requested to start the program.

(a) **Additional faculty.** Since a specialist level program in school psychology already exists, the current resources afforded to the program will continue. Further the College has assured the CEP department that it will support the program with additional faculty (as noted with the new proposed hire).

(b) **Additional library resources.** While the library, as reported in their evaluation (Appendix F), has outlined a decrease in holdings and additional library funds, no additional request is made with this proposal.

(c) **Additional facilities, equipment, technology.** As noted previously no additional facilities, equipment or technology are sought. The current resources in place will support the new program. The benefits associated with a new hire provide commitment for these resources for the incoming faculty member. As a result, no additional requests are made with this proposal.

(d) **Additional graduate assistantships.** The College has agreed to re-allocate six graduate assistants to this program.

(2) **State support.** The five-year projection of state operational formula funding that will flow to the program is listed in Table 2. The program will begin with six students in year 1 (anticipated fall 2018 enrollment) and continue with an additional 6 students each year thereafter. Each student takes 6 credits in the summer and 12 credits each full semester. The table does not provide adjusted tuition increases. Given the current tuition of $290.97/credit, the total academic year tuition cost per student is $6983.28 and $1745.82 each summer. The yearly rate of $8729.10 will result in $34,916.10 for the four years of the program. Knowing that the state funding formula is on a three-year lag, the projected gain will not be seen until the program is fully operational; that is the four cohorts are in place. This will occur in the fourth year.
Table 2
Five-year projections tuition revenue

<table>
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<tr>
<th>In-state Tuition Rate</th>
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<th>FA 18</th>
<th>SP 19</th>
<th>SUM 19</th>
<th>FA 19</th>
<th>SP 20</th>
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<th>SUM 22</th>
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<tr>
<td>Number of CREDITS</td>
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<td>TUITION SEMESTER</td>
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(3) **Other support.** At this time there are no guarantee of other support. However, the school psychology program has enjoyed a strong history of grants awards. For example, the program was awarded a trainee grant from the Office of Special Education in the past and a current GAANN grant from the US Department of Education. It is anticipated that with this history the program will be successful in securing additional grant funding to support trainees either with fellowships or graduate assistantships. In addition, the program has been successful in securing graduate assistantships the Graduate School offers. These additional sources of support will facilitate the recruitment and graduation of highly talented students.

**F. QUALITY OF THE PROGRAM**

(1) **Complies with NMHED Standards.** The program meets NMSU Board of Regents' policies, rules and regulations and complies with HED criteria for evaluation of graduate programs and NMAC policy 5.3.12.8, *General Principles Guiding Instructional Funding*, Part B, *Academic Quality*. Program faculty members have the relevant credentials, supervisors are appropriately licensed, and student entry requirements meet accepted principles of program quality. Program effectiveness is documented by various means: student exams, reports, presentations, clinical supervisor evaluations and pass rates on the EPPP and Praxis II exams.

(2) **Complies with**

(a) **Is curriculum adequate?** The required coursework is in line with the NASP Model of Comprehensive and Integrated School Psychological Services and American Psychological Association accreditation domains. Students begin the program with a solid foundation in the psychology of multiculturalism and the professional practice of school psychology and then enter into coursework focused on assessment, intervention, consultation and collaboration that leads to practica experiences and culminates in a school-based internship. The curriculum outlined previously demonstrates that the program offers training based on current research and evidence-based practices, with the latter applied through authentic learning experiences with children and families. In practica and internship, trainees have the opportunity to demonstrate skills in relation to effective practice with school age students who demonstrate challenges and/or disabilities in learning and behavior. When comparing to other distinguished programs (such as Ball State and The University of Iowa) the program assures that the curriculum is adequate for study in school psychology.

(b) **Adequate number of faculty to offer program.** With the current 3 FTE dedicated to the program and a successful search for a higher academic rank faculty member, demonstrates the program has an adequate number of faculty to offer the program to a cohort of six students. The department will need to evaluate in the fourth year whether additional faculty are needed to meet accreditation standards. A faculty-student ratio of 1:12 is the current practice
PhD in School Psychology

for accredited programs. Associated faculty members in the CEP department (see Appendix I for brief curriculum vitae) provide additional resources to the doctoral program in school psychology. Thus the program will have the number and high quality faculty to offer the program.

(c) Admission standards. Admission standards as outlined previously shows that the program intends to admit students who meet the high standards needed to complete a PhD. With a strong application process and drawing from strong undergraduate and master's programs will allow the program to maintain high admission standards.

(d) Use of current technologies. The most current software is available to students for use with their personal devices. NMSU provides students with a program to access the most common software packages like Microsoft Office and Adobe. Students also have access to computers in the College’s computer lab center where SPSS is available. In addition, as noted previously, access to computers and printers is available for students. These are found in student bullpens and student lounge. Students have access of online journals and periodicals through the library and have borrowing privileges at other universities.

(e) Work setting experiences. In practica and internship, trainees work closely with teachers, educational diagnosticians and school psychologists to foster the best educational experiences for all PreK-12 students. In particular, trainees use consultation skills to provide positive experiences for children in the general education population, giving the school psychology trainee with work setting experiences while still in training. In addition, the on-site (school/agency) supervisor will provide the relevant training and mentorship in applying knowledge to gain skills in practice. Students apply pedagogy at their sites. Supervisors provide face-to-face supervision consistent with APA and NASP rules and regulations.

(f) Support services. NMSU counts on a number of support services to help students succeed. These include the Center for Academic Success, English writing lab, special support services, and Office for Students with Disabilities. The Graduate School staff hosts workshops on how to survive in graduate school, how to finance graduate school, thesis/dissertation review, building relationships, how to apply to graduate school, preparing future faculty workshops, negotiating authorship in scholarly works and copyright issues. These workshops are offered in person and on-line to best-fit student schedules. Students are provided copies (hard/soft) of community and campus resources.

(g) Capstone experiences for workforce readiness. Students begin early in their program to practice their skills in relevant work settings. This affords the school age population to receive services from trainees who are equipped with
the most current, evidence-based practices. The internship, thus, serves as the
capstone experience to determine workforce readiness. The completion of the
dissertation also provides a final program experience, particularly if the
graduate attains a university/teaching position. The program also assesses
through their assessment system whether students are ready for the workforce.
Skills in the full range of school psychology services are assessed, as are
dispositions. Assessment 5 of the program's evaluation system documents
whether candidates are ready for the workforce.

(h) External reviewers. External reviewers were not consulted in the
development of the program. However, program directors at institutions with
high quality programs were contacted for permission to review program
documents in preparation of this proposal. The curriculum, number of course
credits and field experiences and time to completion were compared to those
areas proposed; the comparisons showed sufficient alignment to assure
confidence of a strong program being presented.

(i) Timeline for HLC accreditation. At NMSU all new programs are required
to be submitted to the HLC for approval once the state of New Mexico, and all
the bodies listed in the signature page, have approved the program.

(j) Specialized accreditation. The program will initially seek NASP
accreditation followed by accreditation from the APA. For licensure as an
independent psychologist APA accreditation becomes important for application
to the Psychology Board of Examiners. Of course, graduates will also be
expected to pass the Examination for Professional Practice of Psychology
(EPPP) to be license eligible.

G. ASSESSMENT OF OPERATIONS AND IMPACT

(1) Progress monitoring. The Program Director initiates all candidate yearly
evaluations by securing all necessary candidate and faculty from the previous fall,
spring and summer. All faculty in the CEP department will provide ratings of school
psychology students on the forms provided by the Program Director. Informal
candidate transcripts are requested from the CEP department administrative
assistant. Where appropriate, feedback from graduate assistant supervisors will be
requested and included as part of the evaluation. The Program Coordinator will
write letters to all candidates after the evaluation meeting to inform them of the
progress rating and to summarize the faculty discussion of progress.

The School Psychology Training Committee (SPTC) will review documents and
feedback determining the candidate's progress and development in academic and
non-academic (e.g., professionalism and relationships with peers/faculty) areas.
The faculty will decide on a rating of the candidate's progress. A final rating,
decided by majority vote, will be given. There are five (5) possible ratings:
Excellent, Satisfactory, Unsatisfactory, Probation, or Termination. Termination will
only occur in the case of serious, such as a violation of ethical codes or as a result of a selective review process. The selective review process will be implemented when students fail to achieve competency of sufficient skill development, earns failing grades (D or lower or C in core school psychology courses), displays inappropriate professional behavior or dispositions, or inadequate ethical, and/or legal judgment, or is not making satisfactory progress.

(2) Student evaluations and data collection. In addition to the yearly evaluation the program will establish an assessment system has been developed for program improvement. Data are collected on six requirements: sub-scores and composite scores on the Praxis II national exam, grades, practica evaluation, internship evaluation, comprehensive performance based assessment by faculty during internship, and measurable positive impact on student learning. Students are expected to submit scores for subtests and composite. The program will set the national pass score as the passing score for the program. Site supervisors will complete practica and internship evaluations. For the comprehensive performance based assessment, students will submit academic and behavioral case studies, complete psychological and psycho-educational evaluation reports of youth, consultation and a professional development project. Rubrics and rating scales will be created. Practica and internship evaluations are found in Appendix G.

H. ADMINISTRATIVE RESPONSIBILITY AND INSTITUTIONAL COMMITMENT

(1) Location of the program. The school psychology program is housed in the Counseling and Educational Psychology Department in the College of Education. The primary responsibility of the program will lay with this department. The only contribution other departments, albeit only a few, will be approval for additional enrollment of the new students in already developed courses.

(2) Administrative support for the program and approvals. The Counseling and Educational Psychology Department lends full support for the program through the provision of administrative oversight, program staffing, administrative support staffing and graduate assistant support. The dean of the College of Education fully endorses the program as demonstrated by the approval of a new faculty member at an advanced rank for the doctoral program (see Appendix B Position Description).

The proposal for this program will be evaluated and approved by all relevant bodies at NMSU beginning with the CEP department faculty and concluding with the NMSU Board of Regents (including approval by Faculty Senate, Provost and President). The signature list shows all the approval steps the program has completed. The Faculty Senate Proposition includes the signature page.
References


### AREA 5: Approval Signatures (in sequential order)

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* For Associate Majors only
** For Master's/Doctoral Majors only.
*** ADC not needed for Associate Majors.

Contact Information

debglron@nmsu.edu
krkeyes@nmsu.edu
### AREA 5: Approval Signatures (in sequential order)

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*** ADC not needed for Associate Majors.
College of Education

PhD School Psychology Major
NMSU Board of Regents

October 3, 2018

Dr. Enedina García Vázquez
Program Description and Goals

• The School Psychology program prepares school psychologists as scientists, practitioners and advocates for mental health and social justice in health service psychology settings, including public schools. The school psychology program prepares scholars to become problem-solvers with the essential competencies to serve in the schools and agencies that serve school age populations. Completion of the degree leads to state licensure.

• Goals
  1) Prepare and graduate highly qualified school psychologists, including bilingual scholars from underrepresented groups
  2) Increase the number of personnel who demonstrate competencies needed to provide high-quality instruction and supervision
  3) Provide the workforce to meet state licensure for Level 3
Learning Outcomes

• The program develops 3 major learning outcomes:

  1) Knowledge of psychological and educational foundations,

  2) skills in data-based decision-making, assessment, consultation, intervention and research, and

  3) the capacity to apply knowledge and skills to promote mental health and development and prevent school failure and other disabling conditions.
Benefits to New Mexico

• Keeps jobs in New Mexico
• Reduces school psychologist shortages (practitioners and trainers)
• Meets the supervision needs instituted in state rule (6.63.5)
• Alleviates the burden on schools to meet the mental health and academic needs of students PK-12
Justification for Program

• Mental health crisis in America
  – With 1 in 5 adults with a mental health condition; youth have been affected
  – Youth are presenting with more serious mental health concerns than in the past

• Shortages all time high
  – US Bureau of Labor Statistics (2014) reported 155,300 school, clinical and counseling psychologists with a 20% growth expected
  – DWS (2016) school psychology listed as an in demand occupation and Level 3 school psychologists at an all time low

• Ratio of school psychologists to students
  – In NM 3500:1; NASP recommends 500-700:1
Jobs Available in New Mexico

- Searching job title “School Psychologists”
  - 40 jobs posted (Indeed)
  - 2 jobs posted (Monster)
  - 3 jobs posted (NASP)
  - 33 jobs posted (Schoolpsychjobs.com)

- Searching job title “School Psychology”
  - 35 jobs posted (Indeed)
  - 2 jobs posted (Monster)
  - 0 posted (NASP)
Curriculum

• Program emphasis on social justice, multicultural, bilingualism, poverty
• 81 credits – Classroom Coursework
• 9 credits – Field Experiences/Practica
  – 450 clock-hours
• 12 credits - Internship (full-time year-round/half-time for two years)
  – 1800 clock-hours (750 expected in a school setting); APA requires 2000 clock-hours
• 18 credits - Dissertation
Qualifying Projects/Dissertations

• Social issues, instruction, intervention, and assessment are popular research topics
• With program emphasis language, background, economic differences will need to be incorporated
• Qualifying project and dissertation required
• Original research required
  – Archival, experimental, educational, single-subject
Projected Costs

• No new costs of the program to the state
• One faculty search to be conducted in 2018-2019 academic year
• Graduate assistantships will be handled internally and through Graduate School
  – Costs typically paid through general GA funds
**Resources/Costs**

- New Reallocated Resources
- Resources for EdS Program

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Overall Resources for Program

- Faculty (current and new)
- Administrative support
- Space and infrastructure
- Library
- Graduate Assistantships
- Collaborations with public schools
- Collaborations with agencies
Projected Enrollment

- Annual Enrollment Projections
  - Admit at least 6 each summer/fall
  - 2019-2020 and beyond

- Total projected enrollment will be 30 students/semester enrolled at any given time once 5 cohorts are in place

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<tr>
<td>Total</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

NM STATE

All About Discovery!™
New Mexico State University
nmsu.edu
## Tuition Revenue First Five Years

<table>
<thead>
<tr>
<th>In-state Tuition Rate</th>
<th>$301.50</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of CREDITS</strong></td>
<td><strong>TUITION SEMESTER FEES</strong></td>
</tr>
<tr>
<td>SUM 19</td>
<td>FA 19</td>
</tr>
<tr>
<td>6</td>
<td>$1,809.00</td>
</tr>
<tr>
<td>9</td>
<td>$1,809.00</td>
</tr>
<tr>
<td><strong>ASHNSU Fee</strong></td>
<td><strong>DEGREE Application Fee</strong></td>
</tr>
<tr>
<td>$12.40</td>
<td>$33.50</td>
</tr>
<tr>
<td>$12.40</td>
<td>$33.50</td>
</tr>
<tr>
<td>$12.40</td>
<td>$33.50</td>
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<tr>
<td>$12.40</td>
<td>$33.50</td>
</tr>
<tr>
<td>$12.40</td>
<td>$33.50</td>
</tr>
<tr>
<td><strong>Total Tuition and Fees/Year</strong></td>
<td><strong>Total Tuition and Fees/Semester</strong></td>
</tr>
<tr>
<td>$10,928.40</td>
<td>$10,928.40</td>
</tr>
<tr>
<td>$15,299.80</td>
<td>$15,299.80</td>
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<tr>
<td>$19,671.20</td>
<td>$19,671.20</td>
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<tr>
<td>$24,042.60</td>
<td>$24,042.60</td>
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<tr>
<td>$28,414.00</td>
<td>$28,414.00</td>
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<tr>
<td>$32,785.40</td>
<td>$32,785.40</td>
</tr>
<tr>
<td>$32,964.00</td>
<td>$32,964.00</td>
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<tr>
<td>$32,785.20</td>
<td>$32,785.20</td>
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<tr>
<td>$49,446.00</td>
<td>$49,446.00</td>
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<tr>
<td>$43,713.60</td>
<td>$43,713.60</td>
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<tr>
<td>$65,928.00</td>
<td>$65,928.00</td>
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<tr>
<td>$54,642.00</td>
<td>$54,642.00</td>
</tr>
<tr>
<td>$82,410.00</td>
<td>$82,410.00</td>
</tr>
</tbody>
</table>
Related Programs/Duplication

• Out-of-State
  – Northern Arizona University (PhD)
    • Combined Counseling/School Psychology
  – University of Colorado Denver (PsyD)
    • Bilingual School Psychology Concentration available
  – University of Northern Colorado (PhD, EdS)

• In-State
  – None
Industry Collaboration

• Internships
  – Continue agreements in place
  – Create new ones with agencies

• Job placement
  – Districts throughout New Mexico need doctoral level school psychologists
Institutional Readiness

- Program Director – no new cost to the state
- Faculty – no new cost to the state
- Library – no new cost to the state
- Facilities – no new cost to the state
- Infrastructure – no new cost to the state
- Staff support – no new cost to the state
- Graduate assistantships – no new cost to the state
- Recruitment – no new cost to the state
- Marketing – no new cost to the state
Agenda Item: Warranty Deed for Property Transfer on Triviz Drive

Requested Action of the Board of Regents: Motion granting the Chancellor authority to approve and sign all documents necessary to accomplish the sale of real estate to the NMDOT on terms substantially consistent with the warranty deed and contract provided to the Board.

Executive Summary: The Regents of New Mexico State University (NMSU) have received a formal offer from NMDOT to transfer the above referenced real estate for $465,050. This transfer request is part of the right of way acquisition for the Interstate 25 and University Avenue project. The compensation for the 32,214 square feet is outlined below:

<table>
<thead>
<tr>
<th>Parcel</th>
<th>Sq.Ft.</th>
<th>Unit Value</th>
<th>% Fee</th>
<th>Land</th>
<th>Improvements</th>
<th>Damages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>32,214</td>
<td>$12.00</td>
<td>100%</td>
<td>$386,600</td>
<td>$78,450</td>
<td>$0</td>
<td>$465,050</td>
</tr>
</tbody>
</table>

Implements consist of asphalt paving, trees, landscape stone, concrete landscape curb, grass sod, shrubs, tree irrigation system & signs.

The Regents Real Estate Committee recommends approval and that the proceeds be set aside for future campus entry developments associated with this NMDOT project.

References:
Please refer to attached Warranty Deed, Right of Way Map, Appraisal, and Contract.

Prior Approvals:
September 27, 2018 – Board of Regents Real Estate Committee – Recommended approval of Warranty Deed property transfer.

Agenda Item Approved By:
Scott Eschenbrenner
Special Assistant to the President

Dan E. Arvizu
Chancellor
THIS AGREEMENT made and entered into this ______ day of ______________________, _______, between ______________________, hereinafter referred to as Party of the First Part, and the New Mexico Department of Transportation, hereinafter referred to as the Department. For the purposes of this contract, Party shall be deemed to be either singular or plural as the context requires.

WITNESSETH: For good and valuable consideration, the Party of the First Part hereby delivers to the Department, one warranty deed of real estate for highway purposes situated in Dona Ana County, State of New Mexico, and subject to the following terms and conditions:

CONDITIONS:

1. Taxes and Special Assessments, if any, delinquent from former years, and Taxes and Special Assessments for the current year, if due and/or payable, shall be paid by the Party of the First Part.

2. Party of the First Part, if applicable, will be responsible for the payment of all property taxes for the parcel of property heretofore described to the date of closing of this transaction. The Department will reimburse the Party of the First Part for all property taxes paid by said Party of the First Part after the date of closing for the parcel of property heretofore described.

3. THIS CONTRACT embodies the whole Agreement between the parties hereto, and there are no promises, terms, conditions or obligations referring to the subject matter hereof, other than as contained herein.

4. The Party of the First Part hereby agrees that the compensation herein provided to be paid includes full compensation for their interests, and the interests of their life tenants, remaindermen, reversioners, lienors and lessees, and any and all other legal and equitable interests which are or may be outstanding, and said Party of the First Part agrees to discharge the same.
5. THIS CONTRACT shall be binding upon the parties hereto and upon the respective heirs, devises, executors, administrators, legal representatives, successors and assigns of the parties, only when the same shall have been approved by the State Highway Engineer or his authorized representative.

6. The terms of this Agreement are understood and assented to by us and payment is to be made in accordance with the above. It is further understood and agreed that, except as noted or specified above, IMMEDIATE POSSESSION of said premises, and the right to enter thereon, is HEREBY GRANTED to the Department, its duly authorized Agents and Contractors, upon receipt of payment by First Party.

7. The terms and conditions of this contract have been fully explained and are understood by the undersigned, and payment is to be made in accordance with the above conditions.

8. The consideration as set forth in the contract shall constitute full payment for the premises and all damages, of whatever nature, arising out of or by reason of the use of said premises for highway purposes.

9. Terms and conditions contained on the reverse side of this contract are part of this contract as fully as if written on this side.

10. Party of the first part will hold the Department of Transportation harmless for any and all claims, demands or causes of action arising out of or as a result of a defect in title as described herein.

THE DEPARTMENT agrees to purchase the above described real estate, or interest therein, and to pay upon delivery of a good and sufficient conveyance therefore, as follows:

<table>
<thead>
<tr>
<th>Parcel</th>
<th>Sq. Ft.</th>
<th>Unit Value</th>
<th>% Fee</th>
<th>Land</th>
<th>Improvements</th>
<th>Net Damages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>32,214</td>
<td>$12.00</td>
<td>100%</td>
<td>$386,600.00</td>
<td>$78,450.00</td>
<td>$0.00</td>
<td>$465,050.00</td>
</tr>
</tbody>
</table>

Total Compensation $ 465,050.00

NEW MEXICO DEPARTMENT OF TRANSPORTATION

By: ____________________________ Date
Right of Way Negotiator – Angela Sandoval

Approved By: ____________________________ Date
Acting Right of Way Acquisition Unit Supervisor – Michael E. Martinez

Party of the First Part: Board of Regents of New Mexico State University, an educational institution of the State of New Mexico

By: ____________________________ Date
Title: ____________________________
I-25 Bridge
Pier, Southbound, Northbound
Finish bird and add some simple details to branches; lines dotting.

Rock Mulch
Center Pier - I25 Underpass

Paint

- SW 6360 Folksy Gold
- SW 4004 Tannery
- SW 6635 Determined OJ
- SW 6629 Jalapeño
- SW 9105 Almond Roca

Texture

- Sunburst: Smooth concrete
- Seed: Smooth concrete
- Wall: 17982 Splitfaced Stone

Relief

- 1/2" outset for all spacers between rays.
- 2" outset all on surrounding circle.
- 1/2" outset on edges of shape with gradual, rounded transition to a 2" outset at center line, marked here in red.
- 1/2" outset around shape of circle. With a rounded transition to a 2" outset toward center line, marked here in red.
Use this pattern for mold.
Clip plant for mold at red line.
Use as much of plant as possible for mold.
Triviz Bridge
Northbound and Southbound Underpasses
NMSU

TRIVIZ UNDERPASS LOOKING SOUTH (NMSU THEME)

TRIVIZ UNDERPASS LOOKING NORTH (NMSU THEME)
(15-20 MPH)
Triviz Bridge Pier

Recessed Seeds.
TRIVIZ BRIDGE (WEST BRIDGE ABUTMENT)
(15-20 MPH)

Earth pattern tappers off towards ground.
Half seed pattern begins.

Use this pattern for mold.

Ok to crop.

Use this pattern for mold.
Earth pattern tappers off towards ground.
Half seed pattern begins.

RE-01, 2 and 3
1. Slate
2. Custom
3. Limestone
4. Exposed Aggregate
Agenda Item: Name Room 236 on the second floor of the Academic Wing in the new Devasthal Hall after the family of Gerald and Anne Serafino.

Requested Action of the Board of Regents: Approval of naming request.

Executive Summary: Gerald F. Serafino, Ph.D., a retired psychologist and his wife Ann Serafino, an active ceramic artist, along with their daughter Jessica Cunningham, have funded the Student Collaboration Space in the new Visual Arts Building to honor their two sons, Mark and Michael, who tragically passed away (1990 and 1992).

References: Memo attached.

Prior Approvals: Approved by Naming Committee on June 12, 2018 and UAC on September 11, 2018.
Date: June 7, 2018

To: Andrea S. Tawney, Vice President for University Advancement

From: Enrico Pontelli, Dean, NMSU College of Arts & Sciences

Subject: Naming of Room 236 –second floor in Devasthali Hall

The Department of Art proposes to name Room 236 on the second floor of the Academic Wing in the new Devasthali Hall after the family of Gerald and Anne Serafino.

We propose to name this room the “Serafino Student Collaboration Room.”

Gerald F. Serafino, Ph.D., a retired psychologist and his wife Ann Serafino, an active ceramic artist, along with their daughter Jessica Cunningham, have funded the Student Collaboration Space in the new Visual Arts Building to honor their two sons, Mark and Michael, who tragically passed away (1990 and 1992). Both Mark and Michael attended NMSU (1985-1992), along with their younger sister, Jessica. Jessica graduated from NMSU with a Bachelor’s of Fine Arts (BFA) in 1998, became Mrs. Cunningham that same year and now she and her husband, Lee, have two children. This Student Collaboration Space is donated in their name and spirit, so that NMSU art students can have an appropriate space for collaboration, networking, and other friendly educational activities.

The Team Serafino Inc. Family Fund (TSIFF) is a charitable entity which was funded by the Serafino’s and The Cunningham’s (Jessica, Lee, Maxim and Parker) whose mission is to promote “Life, liberty and the pursuit of happiness” by funding educational, charitable, civil rights, and artistic organizations in their efforts to help the underprivileged, those who were victims of discrimination, and others who are struggling to be treated with the fairness and dignity that we all deserve. Funding educational activities, investments in our youth, higher education, and opportunities for “collaboration” are consistent with the goals and mission of the TSI Family Fund.

The following guidelines have been used to determine the thresholds proposed:
Existing Facility: Student Collaboration Space-Room 236 on the second floor of the Academic Wing in Devasthali Hall. It is 330 SF

These guidelines follow the naming regulation criteria as noted in the section F.3 of the Administrative Rules and Procedures of NMSU.
Agenda Item: Disposition/Deletion of Property

Requested Action of the Board of Regents: Approval of Disposition/Deletion of Property

Executive Summary: The items included on the Property Disposition and Deletion Report represent tangible personal property on the university's capital asset list identified for disposition and/or deletion from the university's capital inventory. The university's capitalization threshold for personal tangible property is $5,000. The attached schedule provides a summary of the detailed property report including total counts, asset cost, accumulated depreciation, and net book value.

Capital items may be disposed of and deleted from inventory after approval of the Board of Regents and appropriate notification to the Office of the State Auditor and Higher Education Department as required.

The attached schedule also includes missing items resulting from the annual inventory process and is being presented as informational only.

References:
N/A

Prior Approvals:
N/A

Agenda Item Approved By:
Kathy Agnew, Procurement Services Director

Andrew J. Burke, Senior Vice President for Administration and Finance
### Capital Property Disposition Report Summary
**As of 9/25/18**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Total Cost</th>
<th>Accumulated Depreciation</th>
<th>Net Book Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surplus Vehicle</strong> - vehicles identified as worn out, unusable or obsolete</td>
<td>2</td>
<td>$39,898.00</td>
<td>$38,660.42</td>
<td>$1,237.58</td>
</tr>
<tr>
<td><strong>Surplus</strong> - property identified as worn out, unusable or obsolete</td>
<td>6</td>
<td>$189,056.79</td>
<td>$133,827.35</td>
<td>$55,229.44</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>8</td>
<td>$228,954.79</td>
<td>$172,487.77</td>
<td>$56,467.02</td>
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<tr>
<td>#</td>
<td>Department</td>
<td>Barcode</td>
<td>Manufacturer / Model / Serial</td>
<td>Acquisition Date</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------</td>
<td>-----------</td>
<td>----------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Surplus Vehicle</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Housing and Residential Life</td>
<td>U330879</td>
<td>VAN PASSENGER WINDSTAR LX 4 DOOR 2000 G44478FORDA512FMZA5146YBC08165</td>
<td>5/2/2000</td>
</tr>
<tr>
<td>2</td>
<td>Plant and Environmental Sciences</td>
<td>U405928</td>
<td>VAN PASSANGER MINI 2005 G62015CHEVROLETUPLANDER1GNDV03L7S264767</td>
<td>5/18/2005</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total Surplus Vehicle</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Surplus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CACC Grant funded PGMS</td>
<td>U428418</td>
<td>DRE7ET700 Table Surgical Lucerne ES V10MEDLINEDRE1088HDTOW</td>
<td>9/2/2015</td>
</tr>
<tr>
<td>4</td>
<td>CACC Grant funded PGMS</td>
<td>U425125</td>
<td>Z CORP 450 24 Bit color 3D Printer Z4501ROCKY MOUNTAIN TECH245145111276</td>
<td>10/19/2010</td>
</tr>
<tr>
<td>5</td>
<td>DACC Nursing Assistant Pgm</td>
<td>U435069</td>
<td>Med Track Treadmill EKG Model Q710 SX DONATIONQUINTONQ710SX0334-0150360</td>
<td>12/10/2013</td>
</tr>
<tr>
<td>6</td>
<td>Klipsch Sch of Elect Computer Eng</td>
<td>U405749</td>
<td>COMPUTER SERVERALTUS3400MXES32DD146</td>
<td>3/9/2005</td>
</tr>
<tr>
<td>7</td>
<td>Klipsch Sch of Elect Computer Eng</td>
<td>U405753</td>
<td>SWITCH ETHERNET 32 PORTNONE</td>
<td>3/9/2005</td>
</tr>
<tr>
<td>8</td>
<td>Plant and Environmental Sciences</td>
<td>U311881</td>
<td>THERMOCYCLER PN N8 040001 GENE AMPPERKIN ELMER1000804N6122401</td>
<td>6/12/1997</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total Surplus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
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</tr>
</tbody>
</table>
We, the members of the Board of Regents of New Mexico State University, hereby find that each item of property included on the attached listing is:

(1) worn-out, unusable, or obsolete to the extent that it is no longer economical or safe for continued use and;

(2) considered excess to the needs of the university (all attempts will be made to salvage any usable items; the remaining items will be disposed of in accordance with the Regents policy for disposition of property) or;

(3) the items may be deleted or transferred from inventory after the State Auditor has been informed.

Chair
Debra P. Hicks

Member
Christopher T. Saucedo

Vice-Chair
Kari Mitchell

Member
Margie Vela

Secretary/Treasurer
Jerean C. Hutchinson


Executive Summary: The report reflects a weighted average yield of 1.55% for the quarter ended 6/30/18, compared to average one-year U.S. Treasury Bill yield of 2.27%. NMSU Administrative Rules and Procedures establish the goal to achieve a rate of return on investments at least equal to the average rate of return on the one-year U.S. Treasury Bill.

References: N/A

Prior Approvals: N/A

Agenda Item Approved By:

Norma Noel, University Controller

Andrew J. Burke, Senior Vice President for Administration and Finance
Temporary Investments consist of funds which make up NMSU’s working capital, and are used primarily to fund short-term operating liquidity needs; large cash uses in this category include the University’s semi-monthly payroll, draws on construction projects and major capital acquisitions. NMSU’s Office of the Senior Vice President for Administration and Finance continuously monitors sources and uses of operating capital to ensure that temporarily idle funds are optimally invested in accordance with the University’s Investment Policy. Our goal is to exceed the average one-year Treasury yield for the current quarter.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Temporary Investments (at 06/30/18)</td>
<td>$130.16 million</td>
</tr>
<tr>
<td>Weighted average yield (Quarter Ended 06/30/18)</td>
<td>1.55%</td>
</tr>
<tr>
<td>Average 1-Year Treasury yield (Quarter Ended 06/30/18)</td>
<td>2.27%</td>
</tr>
</tbody>
</table>

**Temporary Investments at 06/30/18 (cost):**

Federal Agency and Corporate Bonds $77.64 million
Certificate of Deposit 4.50 million
Money Market Investments 48.00 million
Other Cash .02 million

**Breakdown of Investment Instruments (par):**

**Federal Agency and Corporate Bonds by Maturity**

<table>
<thead>
<tr>
<th>Maturity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturing within one year</td>
<td>$3.00 million</td>
</tr>
<tr>
<td>Maturing one-two years</td>
<td>0.00 million</td>
</tr>
<tr>
<td>Maturing over two years</td>
<td>74.65 million</td>
</tr>
</tbody>
</table>

**Certificate of Deposit by Maturity**

<table>
<thead>
<tr>
<th>Maturity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturing within one year</td>
<td>$1.00 million</td>
</tr>
<tr>
<td>Maturing one-two years</td>
<td>0.25 million</td>
</tr>
<tr>
<td>Maturing over two years</td>
<td>3.25 million</td>
</tr>
</tbody>
</table>

**Money Market Investments**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wells Fargo Bank</td>
<td>$48.00 million</td>
</tr>
</tbody>
</table>
Agenda Item: NMSU Las Cruces: Biology Annex Roof Replacement

Requested Action of the Board of Regents: Approval of funding for the Biology Annex Roof Replacement.

Executive Summary: This project will remove and replace the existing roofing system of the Biology Annex building. The new roof system installation will meet current building and energy codes and raise/remove/replace existing rooftop mechanical equipment as required to meet manufacturers warranty requirements.

References:
N/A

Prior Approvals:
Regents Real Estate Committee-September 27, 2018
NMSU Board of Regents—October 5, 2017, included as part of the FY18 Roof Replacement. Removed from FY18 Roof Replacement project due to increased roofer wage rates, and overall project cost.

Agenda Item Approved By:

Glen Haubold, Associate Vice President for Facilities and Services

Andrew J. Burke, Senior Vice President Administration and Finance
Board of Regents

Las Cruces: Biology Annex Roof Replacement

Facilities and Services
New Mexico State University

Glen Haubold
Associate VP Facilities

Heather Watenpaugh
University Architect
Proposed Scope of Work

Project Budget $378,000

- Removal and replacement of existing roofing systems.
- New roof system installations to meet current building and energy codes.
- Raise/remove/replace existing rooftop mechanical, as required for electrical and plumbing to meet manufacturers warranty requirements.
Proposed Building Demographics

- **Year Built:** 1941
- **Last Expansion:** 2003
- **Building Size:** 11,280 GSF
- **Construction Type:** CMU
- **Future Use:** Academic/Research
Proposed Project Schedule

• Completion of Design – September 2018
• Start of Construction – January 2019
• Completion of Construction – May 2019
Funding Sources and Prior Approvals

Project Funding – $378,000

- FY2018 Building Renewal and Replacement – $378,000

Prior Approvals

- NMSU Board of Regents – October 5, 2017, included as part of the FY18 Roof Replacement. Removed from FY18 Roof Replacement project due to increased roofer wage rates, and overall project cost.
Facilities Condition Index and Utilization

Assetworks Facilities Management System
- 49.05% 2015
- 50.52% 2017

Ad Astra Scheduling Software Fall 2018
- 68 hour week
- Room Hour Utility 42.16%
- Fill Ratio Actual Enrollment 54.62%
Thank You!

Questions?
Las Cruces: Biology Annex Roof Replacement

Supplemental Information
### Utilization

#### Astra Schedule

**Average Weekly Utilization for Sections Only by Building and Room**

- **Term weeks:** 16,00
- **Hours in Standard week:** 66.00 hours
- **Dates:** 8/15/2018 - 12/7/2018
- **Standard Week:** Monday, Tuesday, Wednesday, Thursday, Friday - 7:30 AM to 9:00 PM

<table>
<thead>
<tr>
<th>Building - Room</th>
<th>Roomtype</th>
<th>Room Hrs.</th>
<th>Room Hr. Util.</th>
<th>Room Capacity</th>
<th>Enrollment/Max Enrollment</th>
<th>Fill Ratio Actual Enroll.</th>
<th>Fill Ratio Max Enroll.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology Annex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Classroom</td>
<td>28.67</td>
<td>42.16%</td>
<td>87.00</td>
<td>47.52 / 59.67</td>
<td>54.62%</td>
<td>67.44%</td>
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<tr>
<td><strong>Biology Annex</strong></td>
<td>1 room(s)</td>
<td>28.07</td>
<td>42.10%</td>
<td>87.80</td>
<td>47.52 / 58.67</td>
<td>54.02%</td>
<td>67.44%</td>
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</tbody>
</table>

**For Biology Annex:**

- Room Hr. Util.: Blue
- Fill Ratio (Actual): Orange
- Fill Ratio (Max): Green

---

**Enrollment:**

- **8/29/2018:** 4:50 PM
  - **Fill Ratio:** 54.62% 67.44%
# Facilities Condition Index

<table>
<thead>
<tr>
<th>University</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>LAS CRUCES</td>
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<tr>
<td>Property</td>
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<tr>
<td>Warehouse</td>
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<tr>
<td>Bin</td>
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<td>Planned Replacement Year</td>
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</table>
Existing Conditions
Existing Conditions
Agenda Item: NMSU Las Cruces: Central Utility Plant Air Compressor Replacement

Requested Action of the Board of Regents: Approval of funding for the Central Utility Plant Air Compressor Replacement.

Executive Summary: This project will install a new campus compressed air system to include the replacement of existing air compressors with new air compressors as well as associated miscellaneous equipment at the Central Utility Plant (CUP). The new CUP air system will provide a new smaller air compressor (duplex) and will utilize a new refrigerated air dryer and storage tank. Existing piping will be reconfigured and re-piped as required for efficient air flow and the equipment integrated into the campus control system for the ability to monitor air volume, air pressure, status of equipment, and starting capability.

References:
N/A

Prior Approvals:
Regents Real Estate Committee-September 27, 2018

Agenda Item Approved By:
Glen Haubold, Associate Vice President for Facilities and Services
Andrew J. Burke, Senior Vice President Administration and Finance
Board of Regents

Las Cruces: Central Utility Plant
Air Compressor Replacement
New Mexico State University

Glen Haubold
Associate VP Facilities

Heather Watenpaugh
University Architect
Proposed Scope of Work

Project Budget $400,000

• New campus compressed air system to include the replacement of existing air compressors with two new air compressors and associated equipment at the Central Utility Plant (CUP), sized to meet the demand of CUP.
• New CUP air system will provide a new smaller air compressor (duplex), and utilize a new refrigerated air dryer and storage tank
• Reconfiguration and re-pipe existing piping as required for efficient air flow
• Integrate into the campus control system for the ability to monitor air volume, air pressure, status of equipment, and starting capability
Proposed Building Demographics

- **Year Built:** 1966
- **Last Expansion:** 1995
- **Building Size:** 21,071 GSF
- **Construction Type:** CMU
- **Future Use:** Utility Production

![Central Utility Plant](image)
Proposed Project Schedule

- Completion of Design – April 2018
- Start of Construction – November 2018
- Completion of Construction – April 2019
Funding Sources and Prior Approvals

Project Funding - $400,000
- FY2019 Utilities Renewal and Replacement

Prior Approvals
- N/A
Facilities Condition Index and Utilization

Assetworks Facilities Management System

– 3.83% 2015
– 3.94% 2017
Thank You!

Questions?
Las Cruces: Central Utility Plant Air Compressor Replacement

Supplemental Information
<table>
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<tr>
<th>University</th>
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</tr>
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<td>Property</td>
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<td>Warehouse</td>
<td>CHARLES STRICKLAND CENTRAL PLANT</td>
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<td>Bin</td>
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</table>

| Purchase Date       | Jan 01, 1966      |
| Replacement Cost Entry Date | Sep 13, 2013  |
| Useful Life (Months) | 300               |
| Remaining Life (Months) | 204             |
| Planned Replacement Year | 2030         |
| Purchase Cost       | $774,855.60       |
| Replacement Cost    | $11,009,386.79    |
| Book Value          | $9,622,328.50     |
| Current Improvement Cost | $42,203,094.96  |
| Current Replacement Value | $11,009,386.79  |
| Condition Index     | 3.8334            |
Existing Conditions
Existing Conditions
Existing Conditions
Existing Conditions
Agenda Item: NMSU Corona Ranch: New Dormitory Facilities

Requested Action of the Board of Regents: Approval of funding for the Corona Ranch New Dormitory Facilities.

Executive Summary: The NMSU Corona Range and Livestock Research Center (CRLRC) project will construct a maximum of two dormitory facilities (modular units) on the research center at the Southwest Center of Rangeland Sustainability (SWCRS). This project will enable the facility to host multiday STEM outreach events for an additional 20 youth and adults.

References:
N/A

Prior Approvals:
N/A

Agenda Item Approved By:

Glen Haubold, Associate Vice President for Facilities and Services

Andrew J. Burke, Senior Vice President Administration and Finance
Board of Regents

Corona Ranch: New Dormitory Facilities

Facilities and Services
New Mexico State University

Glen Haubold
Associate VP Facilities

Heather Watenpaugh
University Architect

Facilities and Services
Proposed Scope of Work

*Project Budget $358,920*

The NMSU Corona Range and Livestock Research Center (CRLRC) project is constructing a maximum of two dormitory facilities (modular units) on the research center at the Southwest Center of Rangeland Sustainability (SWCRS). This will enable the facility to host multiday STEM outreach events for an additional 20 youth and adults.
Proposed Building Demographics

- Year Built: 2012
- Last Expansion: 2014
- Building Size: 784 GSF Each
- Construction Type: Frame
- Future Use: STEM Outreach programs
Proposed Project Schedule

• Completion of Design – May 2017
• Start of Construction – February 2019
• Completion of Construction – November 2019
Funding Sources and Prior Approvals

Project Funding - $358,920
- 2018 Severance Tax Bonds - $106,920
- 2019 Institutional Funds - $252,000

Prior Approvals
- N/A
Facilities Condition Index and Utilization

Assetworks Facilities Management System
- N/A

Ad Astra Scheduling Software Fall 2018
- N/A
Thank You!

Questions?
Corona Ranch: New Dormitory Facilities

Supplemental Information
Existing Conditions

[Image of a building in a natural setting, possibly a part of an existing conditions assessment for a development project]
Existing Conditions
Agenda Item: NMSU Las Cruces: Engineering Complex I Roof Replacement

Requested Action of the Board of Regents: Approval of funding for the Engineering Complex I Roof Replacement

Executive Summary: This project will remove and replace the remainder of the existing roofing system of the Engineering Complex I (ECI) building. The north portion of the roof at ECI was approved by NMHED 3/28/17, and that replacement project is complete. This project finishes the roof replacement work for the south portion, and for the entire facility.

References:
N/A

Prior Approvals:
Regents Real Estate Committee-September 27, 2018
NMSU Board of Regents –January 20, 2017 (north roof only)
HED –March 28, 2017 (north roof only)

Agenda Item Approved By:

Glen Haubold, Associate Vice President for Facilities and Services

Andrew J. Burke, Senior Vice President Administration and Finance
Board of Regents

Las Cruces: Engineering Complex I
Roof Replacement
Proposed Scope of Work

**Project Budget $561,372**

This project will remove and replace the remainder of the existing roofing system of the Engineering Complex I (ECI) building. The north portion of the roof at ECI was approved by NMHED 3/28/17, and that replacement project is complete. This project completes the roof replacement work for the south portion as well as the entire facility.

The replacement roof system will consist of a Thermoplastic Polyolefin single-ply reflective roof membrane to match the recently replaced north section of roof.
Proposed Building Demographics

- **Year Built:** 1980
- **Last Expansion:** N/A
- **Building Size:** 55,297 GSF
- **Construction Type:** CMU/Frame
- **Future Use:** Academic/Research
Proposed Project Schedule

• Completion of Design – September 2018
• Start of Construction – January 2019
• Completion of Construction – May 2019
Funding Sources and Prior Approvals

Project Funding – $561,372

• 2018 Building Renewal and Replacement $16,647
• 2019 Building Renewal and Replacement $544,725

Related Prior Approvals

• NMSU Board of Regents – January 20, 2017 (north roof only)
• HED – March 28, 2017 (north roof only)
Facilities Condition Index and Utilization

Assetworks Facilities Management System
- 12.04% 2015
- 12.40% 2017

Ad Astra Scheduling Software Fall 2018
- 68 hour week
- Room Hour Utility 12.47%
- Fill Ratio Actual Enrollment 62.45%
Thank You!

Questions?
Las Cruces: Engineering Complex I Roof Replacement

Supplemental Information
## Utilization

### Astra Schedule

**Space Utilization**

- **Average Weekly Utilization for Sections Only by Building and Room**
- **Term weeks:** 16.00
- **Hours in Standard week:** 68.00
- **Dates:** 8/15/2018 - 12/7/2018
- **Standard Week:** Monday, Tuesday, Wednesday, Thursday, Friday - 7:30 AM to 9:00 PM

<table>
<thead>
<tr>
<th>Building - Room</th>
<th>Room type</th>
<th>Room Hrs.</th>
<th>Room Hr. Util.</th>
<th>Room Capacity</th>
<th>Enrollment/Max Enrollment</th>
<th>Fill Ratio Actual Enroll.</th>
<th>Fill Ratio Max Enroll.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Complex 1</td>
<td>136 - Lab - Hydraulics</td>
<td>5.63</td>
<td>8.27%</td>
<td>20.00</td>
<td>7.27 / 20.00</td>
<td>36.33%</td>
<td>100.00%</td>
</tr>
<tr>
<td>138</td>
<td>Material Testing</td>
<td>8.63</td>
<td>12.68%</td>
<td>20.00</td>
<td>8.87 / 10.43</td>
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<tr>
<td>152</td>
<td>Lab - ET Machine &amp; Manufac</td>
<td>7.50</td>
<td>11.03%</td>
<td>25.00</td>
<td>10.00 / 12.00</td>
<td>40.00%</td>
<td>46.00%</td>
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<tr>
<td>210A</td>
<td>Lab - Computer</td>
<td>9.63</td>
<td>14.15%</td>
<td>40.00</td>
<td>34.44 / 32.60</td>
<td>85.09%</td>
<td>81.49%</td>
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<tr>
<td>210B</td>
<td>Lab - Computer</td>
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<td>16.22%</td>
<td>50.00</td>
<td>14.39 / 24.81</td>
<td>28.77%</td>
<td>49.52%</td>
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</tbody>
</table>

**Engineering Complex 1**

- **5 room(s)**
- **42.41**
- **12.47%**
- **33.23**
- **16.09 / 20.75**
- **46.44%**
- **62.45%**

---

**Fill Ratio**

- **Room Hr. Util**
- **Fill Ratio (Actual)**
- **Fill Ratio (Max)**
### Facilities Condition Index

<table>
<thead>
<tr>
<th>University</th>
<th>NMSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>LAS CRUCES</td>
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<tr>
<td>Property</td>
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<tr>
<td>Warehouse</td>
<td></td>
</tr>
<tr>
<td>Bin</td>
<td></td>
</tr>
</tbody>
</table>

| Engineering Complex I | | |

**Purchase Date**: Jan 01, 1980  
**Replacement Cost Entry Date**: Sep 13, 2013  
**Useful Life (Months)**: 252  
**Remaining Life (Months)**: 124  
**Planned Replacement Year**: 2023  
**Purchase Cost**: $3,468,087.00  
**Replacement Cost**: $17,046,251.95  
**Book Value**: $375,553.95  
**Current Improvement Cost**: $2,013,211.90  
**Current Replacement Value**: $17,046,251.95  
**Condition Index**: 0.1204
Existing Conditions
Agenda Item: NMSU Las Cruces: Campus-wide Tunnel System Repairs Phase V

Requested Action of the Board of Regents: Approval of funding for the Campus-wide Tunnel System Repairs Phase V.

Executive Summary: Based on the 2013 Structural Integrity Study of the utility tunnel system, NMSU is seeking approval to repair additional sections of the utility tunnel system. These repairs are necessary to maintain the safety of student/staff/faculty as portions of the tunnel system are severely deteriorated and structurally unstable. The project is a continuation of the planned repairs and emergency repairs previously approved.

References:
N/A

Prior Approvals:
Regents Real Estate Committee-September 27, 2018
NMSU Board of Regents—October 10, 2014, Phase I
NMSU Board of Regents—May 13, 2016, Phase II
NMSU Board of Regents—August 10, 2016, Phase III
NMSU Board of Regents—October 5, 2017, Phase IV

Agenda Item Approved By:

Glen Haubold, Associate Vice President for Facilities and Services

Andrew J. Burke, Senior Vice President Administration and Finance
Board of Regents

Las Cruces: Campus-wide Tunnel System Repairs Phase V

Facilities and Services
TUNNEL SYSTEM REPAIR PHASE 5

Glen Haubold
Associate VP Facilities

Heather Watenpaugh
University Architect
Proposed Scope of Work

**Project Budget $750,000**

Based on the 2013 Structural Integrity Study of the utility tunnel system, NMSU is seeking funding approval to repair additional sections of the utility tunnel system.

- The repairs are necessary to maintain the safety of student/staff/faculty as portions of the tunnel system are severely deteriorated and structurally unstable.
- The project is a continuation of the planned repairs and emergency repairs previously approved.
Proposed Project Schedule

• Completion of Design – March 2019
• Start of Construction – May 2019
• Completion of Construction – October 2019
Funding Sources and Prior Approvals

Project Funding - $750,000

- FY2019 Building Repair and Renewal (BRR) Funding – $750,000

Related Prior Approvals

- NMSU Board of Regents – October 10, 2014, Phase I
- NMSU Board of Regents – May 13, 2016, Phase II
- NMSU Board of Regents – August 10, 2016, Phase III
- NMSU Board of Regents – October 5, 2017, Phase IV
Thank You!

Questions?
Las Cruces: Campus-wide Tunnel System Repair Phase V

Supplemental Information
NMSU Las Cruces: Campus-wide Tunnel Systems Repair Phase V
Existing Conditions

Extensive Reinforcement Corrosion
Existing Conditions
Agenda Item: NMSU Carlsbad: Computer Science Building Fire Suppression System

Requested Action of the Board of Regents: Approval of funding for the Carlsbad Computer Science Building Fire Suppression System.

Executive Summary: This project will add a fire suppression system and upgrade the fire alarm system to meet current code at the NMSU-Carlsbad Computer Science Building. An up-to-date life safety system is critical to the overall protection of human life and the facility during an emergency.

References: N/A

Prior Approvals:
Regents Real Estate Committee-September 27, 2018

Agenda Item Approved By:

Glen Haubold, Associate Vice President for Facilities and Services

Andrew J. Burke, Senior Vice President Administration and Finance
Board of Regents

NMSU Carlsbad: Computer Science Building Fire Suppression System
New Mexico State University

Glen Haubold
Associate VP Facilities

Heather Watenpaugh
University Architect
Proposed Scope of Work

Project Budget $750,000

This project will add a fire suppression system and upgrade the fire alarm system to meet current code for NMSU-Carlsbad Computer Science Building. An up-to-date life safety system is critical to the overall protection of human life and facility during an emergency.
Proposed Building Demographics

- **Year Built:** 1996
- **Last Expansion:** N/A
- **Building Size:** 14,803 GSF
- **Construction Type:** Steel Frame
- **Future Use:** Academic
Proposed Project Schedule

- Completion of Design – November 2018
- Start of Construction – February 2019
- Completion of Construction – November 2019
Funding Sources and Prior Approvals

Project Funding - $750,000
• 2019 CACC Building Renewal and Replacement - $750,000

Prior Approvals
• N/A
Facilities Condition Index

Assetworks Facilities Management System

- 11.21% 2015
- 11.55% 2017
Thank You!

Questions?
NMSU Carlsbad: Computer Science Building Fire Suppression System

Supplemental Information
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</tr>
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<td>CARLSBAD</td>
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<td>Warehouse</td>
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**Facilities Condition Index**

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<tr>
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<td>NMSU</td>
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<tr>
<td>Campus</td>
<td>CARLSBAD</td>
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<tr>
<td>Property</td>
<td>293C</td>
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<tr>
<td>Warehouse</td>
<td></td>
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<tr>
<td>Bin</td>
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</tr>
<tr>
<td>Purchase Date</td>
<td>Jan 01, 1996</td>
</tr>
<tr>
<td>Replacement Cost Entry Date</td>
<td>Sep 13, 2013</td>
</tr>
<tr>
<td>Useful Life (Months)</td>
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<td>Remaining Life (Months)</td>
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<td>Planned Replacement Year</td>
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<td>Purchase Cost</td>
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<td>Replacement Cost</td>
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</table>
Existing Conditions
Presented By: Mario Moccio
Director of Athletics

Agenda Item: The Department of Athletics FY20 RPSP Request

Requested Action of the Board of Regents: Approval of the Department of Athletics FY20 RPSP Request

Executive Summary: Athletics is requesting approval to increase their FY20 RPSP by $972,266 for a total request of $4,089,866. The additional funding would be used to cover the increase of travel, travel safety issues and to pay the deficit reduction amount due in FY20.

References:

Prior Approvals:
At the Board of Regents Meeting held on September 5, 2018, the Board approved athletics initial RPSP request of $3,460,380

Agenda Item Approved By:

Mario Moccia
Director of Athletics

Date: Sept 28, 2018
<table>
<thead>
<tr>
<th>Revenue and Transfers</th>
<th>Budget FY19</th>
<th>Change</th>
<th>Request FY20</th>
<th>Comments</th>
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<td>$(2,192,349.00)</td>
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<tr>
<th>Appropriations</th>
<th>Federal</th>
<th>State plus Tobacco Settlement Fund</th>
<th>Local</th>
<th>Total Appropriations</th>
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<tr>
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<td>$3,145,800.00</td>
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<td>$4,089,866.00</td>
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<table>
<thead>
<tr>
<th>Grants and Contracts</th>
<th>Federal</th>
<th>State</th>
<th>Local</th>
<th>Total Grants and Contracts</th>
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<tr>
<td></td>
<td>$45,460.00</td>
<td>$19,200.00</td>
<td>$45,460.00</td>
<td>$64,660.00</td>
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<table>
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<th>Private Gifts, Grants and Contracts</th>
<th>$1,146,703.00</th>
<th>$(195,264.00)</th>
<th>$951,439.00</th>
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<tr>
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<td>$3,231,720.00</td>
<td>$3,231,720.00</td>
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<tr>
<td>Endowment</td>
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<tr>
<td>Sales and Services</td>
<td>$1,528,646.00</td>
<td>$98,636.00</td>
<td>$1,627,282.00</td>
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<tr>
<td>Other Sources - Detail in Comments</td>
<td>$5,263,945.00</td>
<td>$1,179,043.00</td>
<td>$6,442,988.00</td>
</tr>
</tbody>
</table>

| Total Revenues                      | $14,381,474.00 | $2,026,481.00 | $16,407,955.00 |

| Transfers (to) from Instruction and General | $3,978,514.00 | $3,978,514.00 |
|                                            | $36,300.00 | $36,300.00 |
| Research                                     | $500,000.00 | $500,000.00 |
| Public Service                                | $7,200.00 | $7,200.00 |

| Total Transfers                             | $4,379,917.00 | $4,379,917.00 |

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<th>Expenses</th>
<th>FTE</th>
<th>FTE</th>
<th>FTE</th>
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<td>$40,024.00</td>
<td>$40,024.00</td>
<td>$5,562,357.00</td>
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<td>Professional Salaries</td>
<td>$181,093.00</td>
<td>$6,642,988.00</td>
<td>$6,642,988.00</td>
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<td>Other Staff Salaries</td>
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<td>$9,157,000.00</td>
<td>$9,157,000.00</td>
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<tr>
<td>Student Salaries (GA/TA)</td>
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<td>$69,497.00</td>
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<tr>
<td>Other Salaries</td>
<td>$7,200.00</td>
<td>$7,200.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total All Salaries                          | $6,006,573.00 | $6,006,573.00 |

| Fringe Benefits                            | $2,095,143.00 | $14,609.00 | $2,129,752.00 |
| Travel                                      | $2,050,712.00 | $476,022.00 | $3,026,734.00 |
| Utilities                                   | $771,100.00 | $23,270.00 | $794,370.00 |
| Institutional Support Charges               | $87,729.00 | $87,729.00 |
| Plan Operation and Maintenance Charges      | $6,854,742.00 | $1,170,237.00 | $6,024,979.00 |
| Equipment                                   | $40,000.00 | $40,000.00 |
| Other Expenditures                          | $7,200.00 | $7,200.00 |

| Total Expenditures                         | $6,006,573.00 | $6,006,573.00 |

| Ending Funding Balance                     | $2,192,349.00 | $459,095.00 | $(1,733,254.00) |
# Research and Public Service Projects (RPSP)
## Performance Measures Longitudinal Report
### 2018-19 Report

**RPSP Title:** NMSU Athletics  
**Contact Name:** Braun Cartwright  
**Contact Email:** braunc@nmsu.edu

| FY20 Request | $4,089,866 |

### NMSU Vision 2020 Goal:
- **RPSP Goal:** Academics and Graduation

### RPSP Objective 1: Academic Success

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY16 Actual</th>
<th>FY17 Actual</th>
<th>FY18 Estimate</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>All students that received aid were academically prepared and qualified per NCAA rules</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>93%</td>
<td>All Teams</td>
<td>All Teams</td>
<td>All Teams</td>
<td>All teams except men’s cross country achieved a 930 or higher for FY18</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Two Teams</td>
<td>Three Teams</td>
<td>Two Teams</td>
<td>Two Teams</td>
<td>Three teams achieved a perfect score and were recognized by the NCAA</td>
</tr>
</tbody>
</table>

### RPSP Objective 2: Graduation

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY16 Actual</th>
<th>FY17 Actual</th>
<th>FY18 Estimate</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>55%</td>
<td>57%</td>
<td>60%</td>
<td>55%</td>
<td>The four-class average graduation rate was 60%</td>
</tr>
</tbody>
</table>

---

**Note:** The table above outlines the objectives, measures, and targets for the RPSP Academic Success and Graduation goals, with specific measures and achievements listed for FY16 through FY20. Comments provide additional context for the achievements.
<table>
<thead>
<tr>
<th>RPSP Objective 1: Diversity</th>
<th>Measure Results</th>
<th>Measure Targets</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPSP Measures:</strong></td>
<td>FY16 Actual</td>
<td>FY17 Actual</td>
<td>FY18 Estimate</td>
</tr>
<tr>
<td>1 Enhance diversity among Athletics staff</td>
<td>38%</td>
<td>36%</td>
<td>42%</td>
</tr>
<tr>
<td>2 Enhance diversity among student-athletes</td>
<td>52%</td>
<td>54%</td>
<td>62%</td>
</tr>
<tr>
<td>NMSU Vision 2020 Goal: Diversity and Internationalization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RPSP Objective 2: Internationalization</th>
<th>Measure Results</th>
<th>Measure Targets</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPSP Measures:</strong></td>
<td>FY16 Actual</td>
<td>FY17 Actual</td>
<td>FY18 Estimate</td>
</tr>
<tr>
<td>1 Enhance diversity among student-athletes</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>NMSU Vision 2020 Goal: Diversity and Internationalization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RPSP Objective 1: Local Community Outreach</th>
<th>Measure Results</th>
<th>Measure Targets</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPSP Measures:</strong></td>
<td>FY16 Actual</td>
<td>FY17 Actual</td>
<td>FY18 Estimate</td>
</tr>
<tr>
<td>1 Community Service by student-athletes</td>
<td>6,527 hours</td>
<td>6,042 hours</td>
<td>6,124 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RPSP Objective 2: Alumni Outreach</th>
<th>Measure Results</th>
<th>Measure Targets</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPSP Measures:</strong></td>
<td>FY16 Actual</td>
<td>FY17 Actual</td>
<td>FY18 Estimate</td>
</tr>
<tr>
<td>1 Contact alumni through outreach</td>
<td>1,500 alumni</td>
<td>1,500 alumni</td>
<td>1,500 alumni</td>
</tr>
<tr>
<td>2 Engage alumni by holding events around the state</td>
<td>New Goal for FY17</td>
<td>2,268 alumni</td>
<td>350 alumni</td>
</tr>
</tbody>
</table>
### Research and Public Service Projects (RPSP)
#### Performance Measures Longitudinal Report
#### 2018-19 Report

**RPSP Title:** NMSU Athletics  
**Contact Name:** Braun Cartwright  
**Contact Email:** braunc@nmsu.edu

| FY20 Request | $4,089,866 |

---

**NMSU Vision 2020 Goal:**  
**RPSP Goal:** Athletic Performance

<table>
<thead>
<tr>
<th>RPSP Objective 1: Team and Department Success</th>
<th>Measure Results</th>
<th>Measure Targets</th>
<th>Comments (Briefly state your case)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPSP Measures:</strong></td>
<td>FY16 Actual</td>
<td>FY17 Actual</td>
<td>FY18 Estimate</td>
</tr>
<tr>
<td>1. Athletic teams finish in the top third in the conference</td>
<td>11 teams</td>
<td>10 teams</td>
<td>12 teams</td>
</tr>
<tr>
<td>2. Win the WAC Commissioners Cup</td>
<td>1st place</td>
<td>1st place</td>
<td>2nd place</td>
</tr>
</tbody>
</table>

---
RPSP Request

Team Travel Overages (currently paid for by club accounts) $ 203,650
Cost of Using Buses in Sports Currently Using Vans $ 101,526
Baseball Meals While Traveling (currently being fed by parents) $ 25,000
Increased Cost of Football Charter (using one-time funds in FY19) $ 182,995
FY20 Payback Plan Amount $ 459,095

TOTAL $ 972,266
FY19 RPSP $3,117,600
FY20 Request $4,089,866
NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Project (RPSP)
FY 2020

Institution: New Mexico State University

Name/ Title of Project: NMSU Athletics

Indicate Type: New [ ] Continuing [☑] Expansion [□] Final (Ending/Closing) [□]

FY20 Funding: $ 4,089,866

If Previously Funded, amount that was awarded in FY19: $ 3,145,800

Project Type: Research [□] Public Service [□] Academic [□] Athletics [☑] Clinical [□]
Economic Development [□] Other [□] (please explain in the space below)

1. Number of years the project has received General Fund support: 0
(Disregard if new program)
2. Project Description/ Executive Summary:

New Mexico State University (NMSU), as a leading institute of higher learning provides an enhanced college experience by maintaining Division One FBS status of its athletic program. As the front porch to the land grant institution for the state of New Mexico, NMSU Athletics provides a well-rounded and quality educational opportunity for students of diverse backgrounds and athletic ability. The Division One status also offers its faculty, staff, alumni, and the community a unique opportunity to be a part of a Division One athletics program at a premier institution. NMSU Intercollegiate Athletics strives to be a premier Football Bowl Subdivision (Division 1A) athletics program. As team members, student-athletes are provided a platform to grow as leaders, team players, and responsible and successful community members. Being a part of Division One FBS athletics provides vast opportunities and enhances the overall quality of the collegiate experience.

3. Budget Narrative (Overview only- Budget Detail follows on next Worksheet):

NMSU Athletics continues to manage its financial situation. In doing so, the department has maintained its commitment to provide operating funds to its 16 sponsored sports. However, the cost of doing business has increased and these higher costs are being passed on from our vendors, resulting in fewer resources for our teams. Travel, student housing and meals, athletic supplies and equipment, medical services and insurance, have continued to be the areas of greater need. NMSU teams must travel via airplane to most competition sites whereas other universities' athletics programs are within driving distance to competitions. These increased costs, along with our geographic location have continued to place a strain on our coaches and staff and have been consistent major challenges in managing costs. Part of recruiting and commitment to our student-athletes is the level of competition we provide them. Maintaining appropriate funding is necessary to allow the programs the opportunity to continue to meet obligations and provide a positive, safe and well-rounded experience for the students participating as athletes.

Should any level of funding be further reduced from the current level, NMSU athletic programs face multiple negative impacts including: member institutions classified as FBS to fund their athletic programs at minimum levels including adherence to the Division One philosophy, financial aid, scheduling of athletic contests and sports sponsorship. We continue to make strides in positioning ourselves for the future and towards meeting gender equity and Title IX requirements. NMSU Athletics will continue to improve academically and competitively and give back through serving the community. We remain committed to contributing to the "discovery" potential of each and every student-athlete.

4. Program Mission (include population served, other demographic info):

NMSU Athletics inspires student-athletes to build strong communities and strives to be known for its integrity and commitment to its student's academic and athletic success. NMSU sponsors 16 sports including 6 men's: football, basketball, baseball, golf, tennis, and cross country, and 10 women's sports: basketball, volleyball, softball, soccer, tennis, golf, cross country, indoor track, outdoor track, and swimming and diving. The student-athlete population of approximately 400 student-athletes contributes to the economy at a personal level by fulfilling their financial obligation as students and community members. Positive economic impact is also recognized at the state level through various team and individual activities.

The additional funding will primarily be used to improve the safety and quality of travel for our student-athletes. The funding would also be used to help offset the current deficit reduction plan allowing us to enhance student-athlete welfare. Using the additional funds for the debt payment allows us the opportunity to reinvest funds into the operations of all 16 teams providing an enhanced and improved student-athlete experience.

Currently many of our teams are traveling by vans. Coaches are being asked to drive up to 7 hours the day before a competition, coach at the competition and then immediately drive home. In other instances, coaches are asked to rent three to four vans when they arrive by air and transport a large number of student-athletes. The ability to use bus transportation during these times would provide a safer mode of travel and create less stress and tension for the coaching staff. In addition, it would allow student-athletes the opportunity to study during travel instead of having to help the coaches navigate. Last year our football team traveled using Allegiant Air and on October 6, 2017, we were forced to make an emergency landing in Wichita Falls, Texas. The football team was stranded in the airport for eight hours and was unable to arrive at their location until 3 am. Also on April 14, 2018, 60 Minutes did a special on Allegiant Air stating they had an alarming number of issues including aborted takeoffs, cabin pressure loss, emergency descents and unscheduled landings. This year we used one time funds to upgrade to the next charter option due to the concerns about Allegiant Air, but are requesting funding for FY20 to continue this.
During FY18 our programs had to fundraise over $200,000 just to meet the travel needs of their student-athletes. Some teams even relied on parents to feed the student-athletes at away competitions. This increase in funding would allow our coaches to use their fundraising for the improvement of their programs instead of just meeting the basic needs of the programs (uniforms, food, travel, etc.).

5. Key Project Objectives (Overview only- details and measures on following worksheet):

- Achieve NCAA Academic Progress Rate (APR) of 930 or higher for all NMSU Teams.
- Enhance diversity among athletic staff and student-athletes.
- Promote community service by NMSU student-athletes.
- Achieve recognition for all NMSU teams.
- Published rankings in the WAC Commissioner’s Cup to build loyalty and affinity by providing competitive teams.
- Engage former student-athletes and alumni by holding various events around the state.

6. For Existing Projects, Describe Major Accomplishments and/ or Obstacles Encountered the Previous Fiscal Year. For New Projects Identify the Top Objectives and Challenges for the Current FY: (Use Bullet Points)

ACCOMPLISHMENTS:
- AAC donations increased again for this year
- Set an all-time high in single game revenue for men’s basketball
- Set an all-time high in guarantee game revenue in football

OBSTACLES:
- Continued budget reductions in state appropriations and student fees
- A significant budget reduction in the university allocation forcing the discontinuation of the equestrian program
- Not being able to provide cost of attendance due to the recent budget reductions
- Ongoing discussions at the national level about additional conference realignment

7. Describe the Project Impact (Statewide Impact, does it address the Governor’s Initiatives, and/or what are the Student Outcomes):

The contributions made by intercollegiate athletics include educating, mentoring, and the training of future leaders and providing on the job training to allow workforce ready skills acquired by the student-athlete, student employee and graduate assistant.

NMSU Academic Support Programs and Services Center (ASPSC) is committed to providing quality educational services that achieve academic, personal, and career success for all student-athletes. The ASPSC offers a full range of support and referral services to assist student-athletes in their holistic growth and development. These efforts contribute to meeting the workforce demands of the state, providing an opportunity for the future of these students. The contributions made by intercollegiate athletics participation, demonstrates successful students with workforce skills acquired through their role as a student-athlete, student employee or graduate assistant. By providing hands on and one the field experience, these students are workforce ready when they leave NMSU, providing capable employees within the state and throughout the nation.

NMSU Athletics provides an outreach within the state and nationally through Aggie Sports Network and Aggie Vision. Aggie Vision is responsible for providing television editing and broadcasting services to the university, including athletic events. NMSU Athletics Program annually visits communities across the state. "The Aggie Caravan" allows fans supporters the opportunity to visit with NMSU coaches and administrators and get in-depth information related to NMSU Athletics including a review of the past season, update on current happenings and a preview of what to expect from the Aggies during the 2018-19 season.

8. Does the Project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?

NMSU Athletics receives private donations. Additional revenues utilized include student fees as well as self generated revenues such as sales, services, and NCAA provided funding.

9. Accomplishments/ Highlights: (Use Bullet Points)
ACADEMICS:
• All of our 16 NMSU Men’s and Women’s Athletic Sport Teams cumulative grade point averages combined for the last 13 years, 26 consecutive semesters, have achieved the accomplishment of being at or above a 3.00 GPA
• All 16 Men’s & Women’s Sport Teams Spring 2018 Cumulative GPA combined was a 3.039
• 37 student-athletes posted a perfect 4.00 Spring 2018 semester GPA
• 9 student-athletes maintain a perfect cumulative 4.00 GPA

ATHLETIC ACHIEVEMENTS:
• Finished 124 in the Learfield Sports Director Cup Standings
• Men’s basketball, men’s tennis, women’s basketball, baseball, softball and volleyball all won WAC Championships

1. How many graduates stay in practice in New Mexico?
New Mexico State University (NMSU), as a leading institute of higher learning provides an enhanced college experience by maintaining Division One FBS status of its athletic program. NMSU Athletics provides a well-rounded and quality educational opportunity for students of diverse backgrounds and athletic ability. The Division One status also offers its faculty, staff, alumni, and the community a unique opportunity to be a part of a Division One athletics program at a premier institution. NMSU Intercollegiate Athletics strives to be a premier Football Bowl Subdivision (Division 1A) athletics program. As team members, student-athletes are provided a platform to grow as leaders, team players, and responsible and successful community members. Being a part of Division One FBS athletics provides vast opportunities and enhances the overall quality of the collegiate experience.

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2. The RPSP must achieve at least one Vision 2020 Goal.
Check all goals, objectives and KPIs that apply. Identify only the goal(s) the RPSP current meet(s). Don’t overstate your case that an RPSP meets all Vision 2020 Goals. Note: The Vision 2020 Goals you select will be matched with your RPSP goals, objectives, and measures in the “Goals and Performance Measures document.”

Research and Public Service Projects Alignment with NMSU Vision 2020 Strategic Plan

### Goals

<table>
<thead>
<tr>
<th>Goal 1: Academics &amp; Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide stellar programs, instruction, and services to achieve timely graduation</td>
</tr>
</tbody>
</table>

| 1. Enrollment |
| 2. Access |
| 3. Affordability |
| 4. Completion |
| 5. Debt |

<table>
<thead>
<tr>
<th>Goal 2: Diversity and Internationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a diverse academic environment supportive of a global society</td>
</tr>
</tbody>
</table>

| 6. Diversity |
| 7. Internationalization |

<table>
<thead>
<tr>
<th>Goal 3: Research &amp; Creative Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote discovery, encourage innovation, and inspire creative achievement</td>
</tr>
</tbody>
</table>

| 8. Research |
| 9. Scholarship |

<table>
<thead>
<tr>
<th>Goal 4: Economic Development &amp; Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive economic, social, educational, and community development</td>
</tr>
</tbody>
</table>

| 10. Engagement |
| 11. Employment |
| 12. Prominence |

<table>
<thead>
<tr>
<th>Goal 5: Resource Stewardship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimize resources to effectively support teaching, research and service</td>
</tr>
</tbody>
</table>

| 13. Philanthropy |
| 14. Staffing |
| 15. Efficiency |

### Objectives

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>Access</td>
</tr>
<tr>
<td>Affordability</td>
</tr>
<tr>
<td>Completion</td>
</tr>
<tr>
<td>Debt</td>
</tr>
<tr>
<td>Diversity</td>
</tr>
<tr>
<td>Internationalization</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Scholarship</td>
</tr>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>Employment</td>
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<tr>
<td>Prominence</td>
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<tr>
<td>Philanthropy</td>
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<tr>
<td>Staffing</td>
</tr>
<tr>
<td>Efficiency</td>
</tr>
</tbody>
</table>

### KPIs

<table>
<thead>
<tr>
<th>KPI</th>
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</thead>
<tbody>
<tr>
<td>Enrollment Growth</td>
</tr>
<tr>
<td>Graduate Enrollment</td>
</tr>
<tr>
<td>Pell Recipients</td>
</tr>
<tr>
<td>Net Price</td>
</tr>
<tr>
<td>Retention Rate</td>
</tr>
<tr>
<td>4/5/6 Year Grad Rate</td>
</tr>
<tr>
<td>Value Add Grad Rate</td>
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<tr>
<td>STEM H B Degree</td>
</tr>
<tr>
<td>Default Rate</td>
</tr>
<tr>
<td>Diverse Community</td>
</tr>
<tr>
<td>International Presence</td>
</tr>
<tr>
<td>Proposals</td>
</tr>
<tr>
<td>Researchers</td>
</tr>
<tr>
<td>Research Funding</td>
</tr>
<tr>
<td>Publications &amp; Creativity</td>
</tr>
<tr>
<td>Student Innovation</td>
</tr>
<tr>
<td>Commercial Engagement</td>
</tr>
<tr>
<td>Community Engagement</td>
</tr>
<tr>
<td>Student Employment</td>
</tr>
<tr>
<td>Career Placement</td>
</tr>
<tr>
<td>Alumni Earnings</td>
</tr>
<tr>
<td>Rankings</td>
</tr>
<tr>
<td>Alumni Giving</td>
</tr>
<tr>
<td>Gift Revenue</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Staffing Ratios</td>
</tr>
<tr>
<td>Compensation</td>
</tr>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Degree Cost</td>
</tr>
<tr>
<td>Athletic Self-Sufficiency</td>
</tr>
</tbody>
</table>
3. In 2017 the Higher Education Department and the Legislative Finance Committee proposed to move several RPSP projects into the I&G line. If you do not agree with your project being “rolled up” into I&G, justify your position. You do not need to answer this question if you are not opposed to your project being rolled up. (The following entities do not need to complete: Athletics, Educational TV, Agricultural Experiment Station, Cooperative Extension Service, and NMDA)

Keep your answer limited to the space in the box.

4. Is the project is statutory?

☐ No

☐ Yes. If yes list reference below.

Keep your answer limited to the space in the box.
Agenda Item: Performance Management - Objective Statement

Requested Action of the Board of Regents: Approval of specific quantitative performance targets and goals (Objective Statement) for the year.

Executive Summary: Presentation and discussion of specific quantitative performance targets and revenue generating goals related to the performance evaluation and incentive compensation of the chancellor and the president.

References: N/A

Prior Approvals: N/A

Agenda Item Approved By:

Dan E. Arvizu, Chancellor

John Floros, President
Strategic Direction and Performance Management

OCTOBER 2018

Board of Regents Meeting

Chancellor Dan Arvizu    President John Floros

BE BOLD. Shape the Future.
Strategic Direction
Vision 2020 Strategic Priorities
Approved by NMSU Board of Regents – December 2016

6 Student Success Pillars

- **Graduate on Time**
  - Enrollment
  - Retention
  - Graduation

- **Get a Job**
  - Placement

- **Give Back**
  - Research
  - Giving

**KPI 1**
Achieve 18,000 Student FTE Enrollment

**KPI 2**
Achieve 21% Graduate Enrollment

**KPI 5**
Achieve an 83% First Year Retention Rate

**KPI 6**
Achieve 39% 4yr, 53% 5yr, 63% 6yr Graduation Rates

**KPI 19**
Achieve 100% Experiential Learning

**KPI 20**
Achieve an 80% Career Placement Rate

**KPI 14**
Achieve $150M in Annual Funded Research

**KPI 23**
Achieve a 10% Alumni Giving Rate
Mission

The New Mexico State University System is the state’s land-grant university, serving the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education, and public service.

Aligned with careers of the future, NMSU provides a vibrant learning environment supported by research converging on global challenges, while enriching the lives of diverse communities through a culture of service.

Purpose

Strategic Objectives

Improve Student Success

Elevate Research and Creativity

Amplify Outreach and Economic Development
Strategic Objectives

Provide Value

- Be a Recognized Leader in Serving Diverse Students and Eliminating Achievement Gaps
- Advance Vital Academic Programs, and Promote Academic Value and Reputation
- Create an Educational Environment Committed to the Success of Students, Faculty, Staff and Other Stakeholders
- Address Global Grand Challenges: Create Healthy Borders, Develop Critical Infrastructure, Transform the Education Pipeline

Develop Capacity

- Diversify, Shape and Optimize Enrollment
- Build Long-Term Strategic Partnerships
- Optimize Workforce Compensation and Productivity
- Build Philanthropy Pipeline and Foundation Relationship
- Advance Athletic Success, Profitability and Conference Alignment

Build Infrastructure

- Align and Reward Leadership and Organization with Strategic Objectives
- Stabilize and Improve the Financial Position
- Transform Administrative Processes to Serve Academic Excellence
- Develop a Culture of Service, Commitment and Collaboration
- Make Data-Driven Decisions at the Right Level

Improve Student Success
Elevate Research and Creativity
Amplify Outreach and Economic Development
Performance Measurement
Performance Measurement
Proposed Categories

A. Student Success
B. Research and Creativity
C. Outreach and Strategic Initiatives
D. Financial Stewardship
E. Fundraising and Foundation Relations
F. Athletics
G. Leadership and Organizational Effectiveness
H. Board Relations
# Performance Evaluation

## Proposed Elements

The Vision 2020 Six Pillars of Student Success have served as the driving force for change and remain at the heart of NMSU’s new strategic direction. As this new direction becomes more refined through constituent engagement the tenets will serve as the basis for executive performance evaluation, and the beginning basis for a comprehensive approach to performance evaluation across the system.

## A. Student Success

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively grows and shapes diverse enrollment, supports academic program demand, student retention and timely graduation, and produces highly qualified graduates with value added career outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

## B. Research and Creativity

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies research and creativity strength, engages students and strategically builds capacity, funding and esteem.</td>
<td></td>
</tr>
</tbody>
</table>

## C. Outreach and Strategic Initiatives

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages constituents in setting university direction, develops long-term strategic relationships, and acts opportunistically to solve complex problems, raise the profile of the institution, and generate new revenue streams.</td>
<td></td>
</tr>
<tr>
<td>D. Financial Stewardship</td>
<td>Self Assessment</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Develops financial plans which align budgeting with strategic mission objectives and academic priorities, optimizes enrollment, and enhances compensation and productivity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Fundraising and Foundation Relations</th>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a mutually beneficial working relationship with the foundation aligned with the strategic goals of the institution, develops alumni networks and giving rate, and identifies and cultivates donors to realize increased levels of fundraising.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Athletics</th>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively leverages athletics for higher visibility, student recruiting and student life, realizes enhanced athletic conference positioning and makes progress towards greater revenue self-sufficiency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Leadership and Organizational Effectiveness</th>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages the institution in a shared vision, inspires change, creates of a culture of service and academic success, develops effective communication strategies, promotes the brand, eliminates barriers, optimizes resources and processes, and adopts performance based and enterprise risk management principles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Board Relations</th>
<th>Self Assessment</th>
<th>Board Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directs the institution in concert with Board objectives and university mission, establishes a positive and constructive working relationship founded on trust, honesty and collaboration, keeps the Board timely and well informed, transparently provides information, and recommends actions and policies to benefit the institution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Metrics
Performance Metrics to Improve Financial Stability, Rankings and Value Proposition

A. Student Success
1. Enrollment
2. Retention Rates
3. Graduation Rates
4. Placement Rates

B. Research and Creativity
5. Research Expenditures, Quality and Creativity

C. Outreach and Strategic Initiatives
6. Strategic Partnerships, Outreach Impact and Expenditures
7. Progress on Diversity and Inclusion

D. Financial Stewardship
8. Student Net Revenue
9. Compensation
10. Productivity

E. Fundraising and Foundation Relations
11. Alumni Giving Rate and Gift Revenue

F. Athletics
12. Progress Towards Increased Self-Sufficiency

G. Leadership and Organizational Effectiveness

H. Board Relations
Enrollment Projection

- Linear (Total Headcount): $y = 25.049x^2 - 832.04x + 19582$, $R^2 = 0.9874$
- Polynomial (Total Headcount): $y = -581.55x + 19122$, $R^2 = 0.9781$
- Linear (Undergraduate): $y = 17.247x^2 - 613.53x + 15624$, $R^2 = 0.9764$
- Polynomial (Undergraduate): $y = -441.07x + 15307$, $R^2 = 0.9688$
- Polynomial (Graduate): $y = 17.8019x^2 - 218.5x + 3958.1$, $R^2 = 0.9966$
- Exponential (Graduate): $y = 15438e^{-0.034x}$, $R^2 = 0.9722$

Total Headcount
- 2010: 18,600
- 2011: 18,024
- 2012: 17,651
- 2013: 16,765
- 2014: 15,829
- 2015: 15,490
- 2016: 14,852
- 2017: 14,432
- 2018: 13,582
- 2019: 12,784
- 2020: 12,027

Undergraduate
- 2010: 14,828
- 2011: 14,495
- 2012: 14,276
- 2013: 13,582
- 2014: 12,784
- 2015: 12,526
- 2016: 12,027
- 2017: 11,713
- 2018: 11,687

Graduate
- 2010: 3,772
- 2011: 3,529
- 2012: 3,375
- 2013: 3,183
- 2014: 3,045
- 2015: 2,964
- 2016: 2,825
- 2017: 2,719
- 2018: 2,602

Total Undergraduate: 13,586
Total Graduate: 2,553
Sum of UG/GR: 13,767
Avg Linear, Poly & Exp: 13,307

---

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## Proposed Performance Metrics and Targets – Las Cruces

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Current Fall 2018</th>
<th>Projected Baseline Fall 2019</th>
<th>Target Fall 2019</th>
<th>One Year Change from Current</th>
<th>One Year Change from Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrollment</td>
<td>14,289</td>
<td>13,600</td>
<td>14,300</td>
<td>+11 students</td>
<td>+700 students</td>
</tr>
<tr>
<td>2. Retention Rate</td>
<td>F-Sp: 86.9%</td>
<td>F-Sp: 87.1%</td>
<td>F-Sp: 87.5%</td>
<td>F-Sp: +.6%</td>
<td>F-Sp: +.4%</td>
</tr>
<tr>
<td></td>
<td>1Yr: 73.8%</td>
<td>1Yr: 73.8%</td>
<td>1Yr: 74.5%</td>
<td>1Yr: +.7%</td>
<td>1Yr: +.7%</td>
</tr>
<tr>
<td></td>
<td>2Yr: 63.0%</td>
<td>2Yr: 62.9%</td>
<td>2Yr: 63.5%</td>
<td>2Yr: +.5%</td>
<td>2Yr: +.6%</td>
</tr>
<tr>
<td></td>
<td>3Yr: 55.6%</td>
<td>3Yr: 56.6%</td>
<td>3Yr: 57.5%</td>
<td>3Yr: +1.9%</td>
<td>3Yr: +.9%</td>
</tr>
<tr>
<td>3. Graduation Rate</td>
<td>4Yr: 26.4%</td>
<td>4Yr: 27.2%</td>
<td>4Yr: 28.0%</td>
<td>4Yr: +1.6%</td>
<td>4Yr: +.8%</td>
</tr>
<tr>
<td></td>
<td>5Yr: 41.7%</td>
<td>5Yr: 42.3%</td>
<td>5Yr: 43.0%</td>
<td>5Yr: +1.3%</td>
<td>5Yr: +.7%</td>
</tr>
<tr>
<td></td>
<td>6Yr: 46.7%</td>
<td>6Yr: 46.5%</td>
<td>6Yr: 47.0%</td>
<td>6Yr: +.3%</td>
<td>6Yr: +.5%</td>
</tr>
<tr>
<td>4. Placement Rate</td>
<td>Bachelor: 59%</td>
<td>Bachelor: 59%</td>
<td>Bachelor: 60%</td>
<td>Bachelor: +1.0%</td>
<td>Bachelor: +1.0%</td>
</tr>
<tr>
<td>(w/graduate school)</td>
<td>Master: 62%</td>
<td>Master: 62%</td>
<td>Master: 63%</td>
<td>Master: +1.0%</td>
<td>Master: +1.0%</td>
</tr>
<tr>
<td></td>
<td>PhD: 77%</td>
<td>PhD: 77%</td>
<td>PhD: 77%</td>
<td>PhD: +0.0%</td>
<td>PhD: +0.0%</td>
</tr>
<tr>
<td>5. Research Expenditures, Quality and Creativity</td>
<td>$102.00M FY18 Est</td>
<td>$95.25 M FY19</td>
<td>$104.83M</td>
<td>+$2.83 M</td>
<td>+$9.58 M</td>
</tr>
<tr>
<td>6. Strategic Partnerships &amp; Outreach Expenditures</td>
<td>$52.1M FY18</td>
<td>$52.1M FY19</td>
<td>$53.0M FY18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>$31.1M Restrict, $21.0M UR</td>
<td>$31.1M Restrict, $21.0M UR</td>
<td>$31.1M Restrict, $21.0M UR</td>
<td>+$9 M</td>
<td>+$9 M</td>
</tr>
<tr>
<td>7. Progress on Diversity and Inclusion</td>
<td>Create baseline. Increase diverse faculty, staff and administrators. Enhance Hispanic serving mission.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Alumni Giving Rate and Gift Revenue*</td>
<td>6.00%</td>
<td>6.00%</td>
<td>6.20%</td>
<td>+.2% (0)</td>
<td>+.2% (0)</td>
</tr>
<tr>
<td></td>
<td>$22.36M FY18</td>
<td>$21.88 M FY19</td>
<td>$22.50 M</td>
<td>+$0.14 M</td>
<td>+$0.62 M</td>
</tr>
<tr>
<td>9. Student Net Revenue</td>
<td>$80.53 M FY19 Est</td>
<td>$76.75M FY20</td>
<td>$80.53 M</td>
<td>+$0 M</td>
<td>+$3.78 M</td>
</tr>
<tr>
<td>10. Compensation</td>
<td>Faculty: $78K Est</td>
<td>$76.75M FY20</td>
<td>$80.53 M</td>
<td>+$0 M</td>
<td>+$3.78 M</td>
</tr>
<tr>
<td></td>
<td>Staff: $50.5K Est</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Productivity</td>
<td>Faculty: 16:1 Est</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff: 5:7:1 Est</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Athletics I&amp;G Dependency</td>
<td>$3.98M FY19</td>
<td>$3.98M FY20</td>
<td>$3.86M FY20</td>
<td>-$.12M to Athletics</td>
<td>-$.12M to Athletics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+$.12M to I&amp;G</td>
<td>+$.12M to I&amp;G</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Gift Revenue to be subdivided by corporate and foundation grants, and donor pledges and gifts.

Note: $ Reflected in Student Net Revenue

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Draft Oct-3-2018
<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Potential Leading Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Enrollment</td>
<td>Number and percent of applications and admits by level, quality, geographic</td>
</tr>
<tr>
<td>2 Retention Rate</td>
<td>Student composite by level, quality, geographic market; first semester DFW grade</td>
</tr>
<tr>
<td>3 Graduation Rate</td>
<td>First math/English/science early grade; fall-to-fall and fall-to-spring retention</td>
</tr>
<tr>
<td>4 Placement Rate</td>
<td>Intern rate; student major distribution; alignment of colleges and career services</td>
</tr>
<tr>
<td>(w/graduate school)</td>
<td></td>
</tr>
<tr>
<td>5 Research Expenditures, Quality and Creativity</td>
<td>Research grant expenditure forecast; likelihood of awards</td>
</tr>
<tr>
<td>6 Strategic Partnerships &amp; Outreach Expenditures</td>
<td>Outreach award likelihood, partner identification &amp; fit; stakeholder link</td>
</tr>
<tr>
<td>7 Progress on Diversity and Inclusion</td>
<td>Diverse recruitment, hires, access, outcomes, partners, curriculum</td>
</tr>
<tr>
<td>8 Alumni Giving Rate and Gift Revenue</td>
<td>Corporate contacts, giving forecast</td>
</tr>
<tr>
<td>9 Student Net Revenue</td>
<td>Tuition revenue and scholarship expense forecast by level, geographic market, need, merit</td>
</tr>
<tr>
<td>10 Compensation</td>
<td>Resource size and distribution, tuition and appropriation revenue</td>
</tr>
<tr>
<td>11 Productivity</td>
<td>Early registration SCH, research, temporary employees, course demand</td>
</tr>
<tr>
<td>12 Athletics I&amp;G Dependency</td>
<td>Donations, season ticket sales</td>
</tr>
</tbody>
</table>

Next Steps – Examine and Define Lead Indicators to Guide Strategies, Investments and Performance Improvement
## Proposed Performance Metrics and Targets – Community Colleges

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Current Fall 2018</th>
<th>Projected Baseline Fall 2019</th>
<th>Target Fall 2019</th>
<th>One Year Change from Current</th>
<th>One Year Change from Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Enrollment</td>
<td>AL: 1,636</td>
<td>AL: 1,566</td>
<td>AL: 1,646</td>
<td>AL: +80</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CA: 1,791</td>
<td>CA: 1,644</td>
<td>CA: 1,801</td>
<td>CA: +157</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GR: 996</td>
<td>GR: 1,030</td>
<td>GR: 1,050</td>
<td>GR: +20</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Retention Rate</td>
<td>AL: 46% Est</td>
<td>AL: 46.5% Est</td>
<td>AL: +.5%</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CA: 49% Est</td>
<td>CA: 49.5% Est</td>
<td>CA: +.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DA: 59% Est</td>
<td>DA: 59.5% Est</td>
<td>DA: +.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GR: 43% Est</td>
<td>GR: 43.5% Est</td>
<td>DA: +.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> 150% Graduation Rate / Transfer Out Rate</td>
<td>AL: 12% / 18% Est</td>
<td>AL: 12.5% / 18.5% Est</td>
<td>AL: +.5%</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CA: 13% / 21% Est</td>
<td>CA: 13.5% / 21.5% Est</td>
<td>CA: +.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DA: 15% / 10% Est</td>
<td>DA: 15.5% / 10.5% Est</td>
<td>DA: +.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GR: 23% / 13% Est</td>
<td>GR: 23.5% / 13.5% Est</td>
<td>DA: +.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> Placement Rate</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>AL: +2.0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CA: +2.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DA: +2.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GR: +2.0%</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong> Corporate Revenue</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>AL: +$25K</td>
<td>AL: +$25K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CA: +$25K</td>
<td>CA: +$25K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DA: +$50K</td>
<td>DA: +$50K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GR: +$25K</td>
<td>GR: +$25K</td>
</tr>
</tbody>
</table>

$125K $125K
Timeline - Strategic Direction and Performance Management

Strategic Direction, Conceptual Design and Performance Targets: August – September 2018
Request Board Approval Oct-3-2018

Student, Faculty and Staff Input: September 2018 – June 2019

Dean & College Feedback: October - November 2018

Board of Regents Review: September – December 2018

Academic Departments: November 2018 – January 2019

Administrative Units: November 2018 – January 2019

Plan for Performance Assessment, Evaluation and Incentives: Request Board Approval January 2019
Proposed FY2018-19 Performance Targets for Incentive Compensation – Chancellor Dan Arvizu

Objective Statement
The following performance targets are defined pursuant to the employment agreement between Chancellor Dan Arvizu and the Regents of New Mexico State University executed on May 22, 2018 in accordance with paragraph 4.02 Incentive Compensation. The following incentive compensation plan (performance incentive pool) is proposed with the express purpose of improving NMSU’s performance. The minimum standard (performance floor) for any incentive to be paid is enrollment of 14,300 (NMSU-LC), research expenditures of $104.83M, and student net tuition of $80.53M (NMSU-LC).

A. Achievement of Annual Goals and Initiatives (Maximum $10,000)

1. Assemble a high quality and effective leadership team for NMSU to include evaluation of senior leadership, responsibilities and organization. The team should be defined, filled and searches underway by March 31, 2019. ($2,000)

2. Assess NMSU’s current focus and develop an outline for a clearly differentiated and distinguished strategic direction for NMSU closely aligned with NMSU’s six pillars for student success. Engage key constituencies, obtain meaningful feedback and complete a plan to be presented to the Board by March 31, 2019. ($2,000)

3. Organize and staff a student success unit and a strategic marketing unit. Develop and implement a strategic marketing plan by April 30, 2019. Develop and implement a strategic enrollment management plan by April 30, 2019. ($2,000)

4. Develop a sustainable financial plan supporting student recruiting, net tuition growth, increased compensation and optimized productivity by May 31, 2019. ($2,000)

5. Organize and staff a research and graduate education unit and a strategic initiatives unit. Develop and implement a strategic research and development plan by June 30, 2019. ($2,000)

B. Achievement of NMSU Las Cruces Campus Performance Metrics (Maximum $100,000)

1. Enrollment. An incentive compensation payment of $10,000 to be provided for attainment of a fall 2019 census enrollment of 14,300. An additional $10,000 may be provided for attainment of a fall 2019 census enrollment of 14,500. (Maximum $20,000)

2. Retention. An incentive compensation payment of $10,000 to be provided for attainment of a fall to spring retention rate of 87.5%, one-year retention rate of 74.5%, two-year retention rate of 63.5% and three-year retention rate of 57.5%. An additional $10,000 may be provided for attainment of a fall to spring retention rate of 88.0%, one-year retention rate of 75.0%, two-year retention rate of 64.5% and three-year retention rate of 58.5%. (Maximum $20,000)

3. Graduation. An incentive compensation payment of $10,000 to be provided for attainment of a four-year graduation rate of 28.0%, five-year graduation rate of 43.0% and six-year graduation rate of 47.0%. An additional $10,000 may be provided for attainment of a four-year graduation rate of 30.0%, five-year graduation rate of 45.0% and six-year graduation rate of 48.0%. (Maximum $20,000)

4. Research. An incentive compensation payment of $10,000 to be provided for attainment of research expenditures of $104.83M. (Maximum $10,000)

5. Fundraising. An incentive compensation payment of $10,000 to be provided for attainment of FY2018-19 funds raised of $22.5M. (Maximum $10,000)

6. Net Revenue. An incentive compensation payment of $10,000 to be provided for attainment of FY2018-19 student net revenue of $80.53M. An additional $10,000 may be provided for attainment of FY2018-19 student net revenue of $82.00M. (Maximum $20,000)
C. Achievement of NMSU Community College Performance Metrics (Maximum $40,000)

1. Enrollment. An incentive compensation payment of $10,000 may be provided for attainment of fall 2019 census enrollment targets as follows. (Maximum $10,000)

   Alamogordo Community College  1,646
   Carlsbad Community College    1,801
   Dona Ana Community College   7,926
   Grants Community College     1,050

2. Retention. An incentive compensation payment of $10,000 may be provided for attainment of retention rates as follows. (Maximum $10,000)

   Alamogordo Community College  +.5%  46.5% Estimated
   Carlsbad Community College +.5%  49.5% Estimated
   Dona Ana Community College  +.5%  59.5% Estimated
   Grants Community College    +.5%  43.5% Estimated

3. Graduation. An incentive compensation payment of $10,000 may be provided for attainment of completion rates (150% graduation and transfer out) as follows. (Maximum $10,000)

   Alamogordo Community College  +.5%  12.5% / 18.5% Estimated
   Carlsbad Community College   +.5%  13.5% / 21.5% Estimated
   Dona Ana Community College  +.5%  15.5% / 10.5% Estimated
   Grants Community College    +.5%  23.5% / 13.5% Estimated

4. Corporate Funding. An incentive compensation payment of $10,000 may be provided for attainment of placement rates as follows. (Maximum $10,000)

   Alamogordo Community College  +$25K  Baseline Pending
   Carlsbad Community College    +$25K  Baseline Pending
   Dona Ana Community College  +$50K  Baseline Pending
   Grants Community College     +$25K  Baseline Pending
Proposed FY2018-19 Performance Targets for Incentive Compensation – President John Floros

Objective Statement
The following performance targets are defined pursuant to the employment agreement between President John Floros and the Regents of New Mexico State University executed on May 22, 2018 in accordance with paragraph 4.02 Incentive Compensation. The following incentive compensation plan (performance incentive pool) is proposed with the express purpose of improving NMSU’s performance. The minimum standard (performance floor) for any incentive to be paid is enrollment of 14,300 (NMSU-LC), research expenditures of $104.83M, and student net tuition of $80.53M (NMSU-LC).

A. Achievement of Annual Goals and Initiatives (Maximum $10,000)
   1. Assemble a high quality and effective leadership team for NMSU to include evaluation of senior leadership, responsibilities and organization. The team should be defined, filled and searches underway by March 31, 2019. ($2,000)
   2. Assess NMSU’s current focus and develop an outline for a clearly differentiated and distinguished strategic direction for NMSU closely aligned with NMSU’s six pillars for student success. Engage key constituencies, obtain meaningful feedback and complete a plan to be presented to the Board by March 31, 2019. ($2,000)
   3. Organize and staff a student success unit and a strategic marketing unit. Develop and implement a strategic marketing plan by April 30, 2019. Develop and implement a strategic enrollment management plan by April 30, 2019. ($2,000)
   4. Develop a sustainable financial plan supporting student recruiting, net tuition growth, increased compensation and optimized productivity by May 31, 2019. ($2,000)
   5. Organize and staff a research and graduate education unit and a strategic initiatives unit. Develop and implement a strategic research and development plan by June 30, 2019. ($2,000)

B. Achievement of NMSU Las Cruces Campus Performance Metrics (Maximum $100,000)
   1. Enrollment. An incentive compensation payment of $10,000 to be provided for attainment of a fall 2019 census enrollment of 14,300. An additional $10,000 may be provided for attainment of a fall 2019 census enrollment of 14,500. (Maximum $20,000)
   2. Retention. An incentive compensation payment of $10,000 to be provided for attainment of a fall to spring retention rate of 87.5%, one-year retention rate of 74.5%, two-year retention rate of 63.5% and three-year retention rate of 57.5%. An additional $10,000 may be provided for attainment of a fall to spring retention rate of 88.0%, one-year retention rate of 75.0%, two-year retention rate of 64.5% and three-year retention rate of 58.5%. (Maximum $20,000)
   3. Graduation. An incentive compensation payment of $10,000 to be provided for attainment of a four-year graduation rate of 28.0%, five-year graduation rate of 43.0% and six-year graduation rate of 47.0%. An additional $10,000 may be provided for attainment of a four-year graduation rate of 30.0%, five-year graduation rate of 45.0% and six-year graduation rate of 48.0%. (Maximum $20,000)
   4. Research. An incentive compensation payment of $10,000 to be provided for attainment of research expenditures of $104.83M. (Maximum $10,000)
   5. Fundraising. An incentive compensation payment of $10,000 to be provided for attainment of FY2018-19 funds raised of $22.5M. (Maximum $10,000)
   6. Net Revenue. An incentive compensation payment of $10,000 to be provided for attainment of FY2018-19 student net revenue of $80.53M. An additional $10,000 may be provided for attainment of FY2018-19 student net revenue of $82.00M. (Maximum $20,000)
Agenda Item: Student Success

Requested Action of the Board of Regents: None

Executive Summary: An overview of student success will be presented including discussion of activities over the last 30 days, emerging themes, completed initiatives, and recommendations for future directions.

References: NIA

Prior Approvals: NIA
The last 30 days

- VP Research
- Director International Programs
- Business & Finance
- Veteran & Military Programs
- MARCOM (weekly)
- SAEM Staff

- Advising Staff
- Health & Wellness Tour
- Agricultural Extension
- Office of Institutional Analysis
- Student Engagement Staff
- Dean’s Council - ADAC
- Many Individuals
Emerging Themes

• Alignment
  • Resources with priorities
  • Curriculum with Catalog with Banner with Web site
  • Co-curricular with Student Learning Outcomes

• Branding & Value Added Messaging

• Schedule Management

• Data Silos (CRMs)

• Procedural Delays & Rigidity
What and Why

• We need to become a student ready and friendly campus particularly with respect to processes, curriculum and course schedules

• We need to (re) design with the student in mind
Completed

• All recruiters have been assigned territories and goals have been established.

• Marketing efforts are being realigned (lead measures being identified)

• Housing has implemented a residential life curriculum (SLO's are being identified; lead measures are being identified)

• Data analysis related to recruitment is on-going (retention rates by scholarship band)
Recommendations (Immediate)

• Data strategy with common data sets across the student journey disaggregated as appropriate to identify opportunities (underway)

• Student need and demand should drive schedule offerings within time blocks for efficiencies ( Utilize Platinum Analytics)

• Deploy technology for efficiency and effectiveness
  • One CRM across student life cycle?
  • Manage curricular process to avoid hidden pre-requisites using software already embedded in catalog software $ 
  • Non-credit module in Banner to manage pathways from Agricultural Extension and AE into community colleges $
Recommendations: Intermediate

- Add a “leadership” outcome to link co-curricular offerings in resident life and student life
- Develop an admission pathway for prospective students participating in 4-H and Ag. Extension programs
- Charter an Enrollment Management Committee (APR 2.30.A.1)
- Form a workgroup to review implementation of the Master’s Accelerated Program
- Work with UAR to review best practices related to student accounts and registration
Recommendations: Longer Term

• Hire recruiter for international students and expand Intensive English Program $

• Conduct a process and procedure audit to determine admissions & retention pain points

• Technology Considerations
  • Predictive analytics $
  • Deploy mobile device technology (app) to create a “one-stop” to allow prospective and current students easier access to web-based content $(DACC Pilot Request under review by ICT)$
Agenda Item: Summary of Revisions to the Administrative Rules and Procedures of NMSU (ARP) for the period 04/11/2018 through 08/14/2018.

Requested Action of the Board of Regents: None

Executive Summary: Please see attached report, summarizing the revisions to the ARP between April 11, 2018 and August 14, 2018, submitted pursuant to Rule 1.10 - Procedures to Revise NMSU Policies and Rules.


Prior Approvals: N/A

Agenda Item Approved By:

Lizbeth G. Ellis
General Counsel

Date: 9/29/18
INFORMATIONAL REPORT: SUMMARY OF ARP REVISIONS, APRIL-AUGUST 2018

This report summarizes the revisions made to the Administrative Rules and Procedures of NMSU (ARP) during the period 04/11/2018 through 08/14/2018, in accordance with Rule 1.10 - Adoption and Amendment of Regents Policies, Administrative Rules and Procedures.

1. **ARP 1.10 - Procedures to Revise NMSU Policies and Rules** was revised on May 8, 2018, aligning it with current practices, (e.g. SharePoint now used to upload the Review Track Form, obviating use of the Routing Form). Other minor edits were made for clarity and consistency of formatting. The rule revision received review and recommendation from University Administrative Council and approval from the Chancellor.

2. **ARP 4.55 - Grade Reports** was updated and reorganized on May 8, 2018, in conjunction with ARP 4.68 - Course Curricula Changes. Material deleted from ARP 4.68 was incorporated as amended into ARP 4.55, improving the organization of the academic rules by combining the provisions on grading from both the catalog and the ARP into Rule 4.55. The revised rule was reviewed and revised by the Associate Deans Academic Council, with feedback from the Academic Deans Council, Community College President’s Council, Student Affairs and Enrollment Management, before being recommended by the Faculty Senate and the University Administrative Council, and approved by the Chancellor.

3. **ARP 4.68 - Course Curriculum Changes** was updated and reorganized on May 8, superseding former ARP 4.64 - Course Prefixes, which was repealed. Material relating to grades, as amended, was relocated into ARP 4.55-Grade Reports. The revised rule was reviewed and revised by the Associate Deans Academic Council, with feedback from the Academic Deans Council, Community College President’s Council, Student Affairs and Enrollment Management, before being recommended by the Faculty Senate and the University Administrative Council, and approved by the Chancellor.

4. **ARP 15.51- NMSU Account Password Requirements** was revised on May 8, 2018 to require passphrases rather than passwords (minimum of 17 characters), which will be valid for 734 days instead of 120 days. The rule will incorporate and link to standards consistent with IT industry best practices, which ICT will maintain and announce to the university community when they are changed. The rule revision received review and recommendation from University Administrative Council and approval from the Chancellor.

5. **ARP 17.05 through ARP 17.40 - Intercollegiate Athletics rules in ARP Chapter 7** were revised on May 8, 2018 to modernize and clarify, consistent with current practices and legal requirements. Obsolete provisions and those in conflict with other university policies and procedures administered by other departments were deleted. Material more appropriate for departmental operational directives was also deleted. The rule revision received review and recommendation as amended from University Administrative Council and approval from the Chancellor.

6. **ARP 18.81 - Tailgating Activities** was revised on August 17, 2018 as part of an annual update to the Tailgating Regulations. It was restructured consistent with the new online ARP format. Provisions which have contributed to confusion or inefficiency were clarified. Pursuant to this rule, four administrators (NMSU Chief of Police, Athletics Director, AVP Facilities and Services and Director of Special Events) are delegated the responsibility to issue and administer the more detailed Tailgating Regulations, which are posted on the Police Department’s website. The rule revision was recommended by these administrators and received review and recommendation from University Administrative Council and approval from the Chancellor.