



New Mexico Higher Education Department

## Native American and Hispanic Students

Recruitment, Enrollment, Retention and Graduation Trends

Institutional Performance Measures and Targets

Institutional Action Plans

December 6, 2005

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## *Table of Contents*

<i>Executive Summary</i>	<i>3</i>
<i>System Goals for Native American and Hispanic Participation</i>	<i>5</i>
<i>Tribal Higher Education Perspectives: College Participation and Success</i>	<i>7</i>
<i>What Works – Best Practices from the Institutions</i>	<i>8</i>
<i>What Doesn't Work – Ineffective Strategies</i>	<i>9</i>
<i>The Importance of Community Colleges</i>	<i>10</i>
<i>Definitions of Terms used in this Report:</i>	<i>11</i>
<i>The Education Pipeline</i>	<i>12</i>
<i>Appendix - Institutional Profiles (By Institution)</i>	
<b>Time Series Data</b>	
○ <b>total undergraduate enrollment</b>	
○ <b>first time freshmen – head count</b>	
○ <b>first time freshmen – persistence Fall to Fall</b>	
○ <b>first time freshmen – graduation and transfer</b>	
○ <b>degrees awarded</b>	
<b>Program Summaries - Recruitment and Retention</b>	
○ <b>Hispanic</b>	
○ <b>Native American</b>	



## New Mexico Higher Education Department

### ***Reporting Objectives:***

*“By September 1, 2005, the higher education department shall report time series data to the office of the governor, public education department, department of finance and administration and legislative finance committee on performance measures and targets for recruitment, enrollment, retention and graduation rates for Native American and Hispanic students. The higher education department shall provide an action plan by institution to achieve targeted results.”*

### **Executive Summary:**

New Mexicans of Native American and Hispanic ancestry participate less often and less successfully in the higher education system than do other groups. This fact has been demonstrated repeatedly in various studies and is exacerbated by a cycle of poverty, inadequate academic and financial preparation for college, and other issues related to traditional “first generation” families. In such settings, regardless of ethnicity, higher education and the resulting economic and social benefits may not be well understood. Even if participation is deemed desirable in an abstract manner, the lack of practical experience with both preparation and the processes involved limit access and successful completion.

The complexities of student recruitment and retention to graduation present formidable challenges; the context of specific institutional roles and missions, unique geographic locations, and competing opportunities for students make simplistic solutions unlikely. To their credit, the institutions have shown considerable initiative and creativity in their attempts to address these issues. However, much remains to be done and the Higher Education Department intends to facilitate these efforts through identification of successful practices, establishing common measures of success and a common baseline for measuring change.

Deep cultural roots are a unique characteristic of New Mexico. Therefore, input from the diverse communities within the state has been solicited and their continued participation is considered vital in successful change. In order to establish and maintain representation of Native American interests in the system of higher education, the Higher Education Department has established the Division of Indian Education in order to facilitate liaison activities and provide outreach services.

Significant system issues are being addressed. These include creating an early awareness among potential students and their families so they prepare academically and financially for college. To this end, the Department continues to work toward obtaining funding for the GEAR UP grant which provides early outreach services to traditionally underserved communities.

The need for improved academic preparation and alignment of high school curriculum and college placement is another issue impacting successful transition from high school to college. The department is working to alleviate this obstacle through partnerships with the Public Education Department and the institutions of higher education.

The Department is working to improve the transfer between institutions through the Articulation Task Force. This has significant implications since 83% of Native American first-time freshmen and 65% of Hispanic first-time freshmen enter the system through community colleges. Of those enrolled at a university, 69% of Native Americans and 64% of Hispanics have previously attended a community college.

This report will be annual with even years (2006) focusing on assessment of programs and odd years on evaluation of performance data. These assessments will allow inclusion of the results in performance based funding activities.

This report outlines disparities and confirms the need for intervention. It provides baseline assessments from which to measure progress and provides a vehicle for communicating the magnitude of the problem and its urgency.

Thanks go to: Mark Chisholm, Director of Institutional Research for UNM; Paul Landrum, Director of Planning and Research for NMHED; and Dr. Maggie George, Director of Academic Affairs and Indian Education for their hard work in compiling this report in a short time-frame.

Dr. Beverlee McClure  
Secretary  
New Mexico Higher Education Department

**System Goals for Native American and Hispanic Participation:**

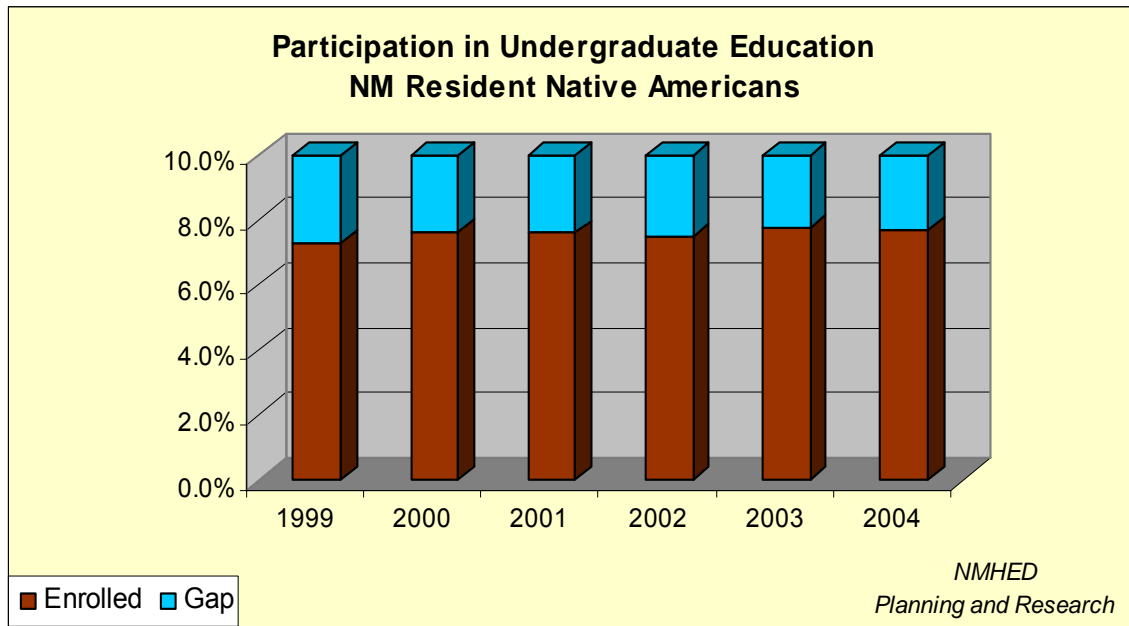
Enrollment Goals are based on the assumption that the system wide enrollments should reasonably reflect the demographics of the state population in terms of ethnicity. Persistence and graduation rates should be approximately equal across all ethnic groups so that all New Mexicans have an equal probability of success upon entry into the state system of higher education.

**Methodology:**

Assessing participation and determining realistic and quantifiable goals are challenges which must be addressed if real progress is to be measured. This report assumes undergraduate enrollment in the system of higher education should approximately reflect the demographics of the state. The commonly accepted benchmark used is the U.S. Census data for 2000 where Hispanics represented 42% and Native Americans were 10% of the population. The comparison value is the representation of New Mexico residents by ethnicity as a proportion of all undergraduates in the system. Currently, a participation gap persists for both Native Americans and Hispanics as shown below.

**Native American Representation in New Mexico Higher Education:**

Although enrollments grew from 6,952 in the Fall 1999 to 8,616 in 2004, Native Americans still account for approximately 7.5% of undergraduate enrollments on average. Increases in undergraduate enrollments have been due to system growth rather than improved participation rates and a gap of approximately 2.5% persists.

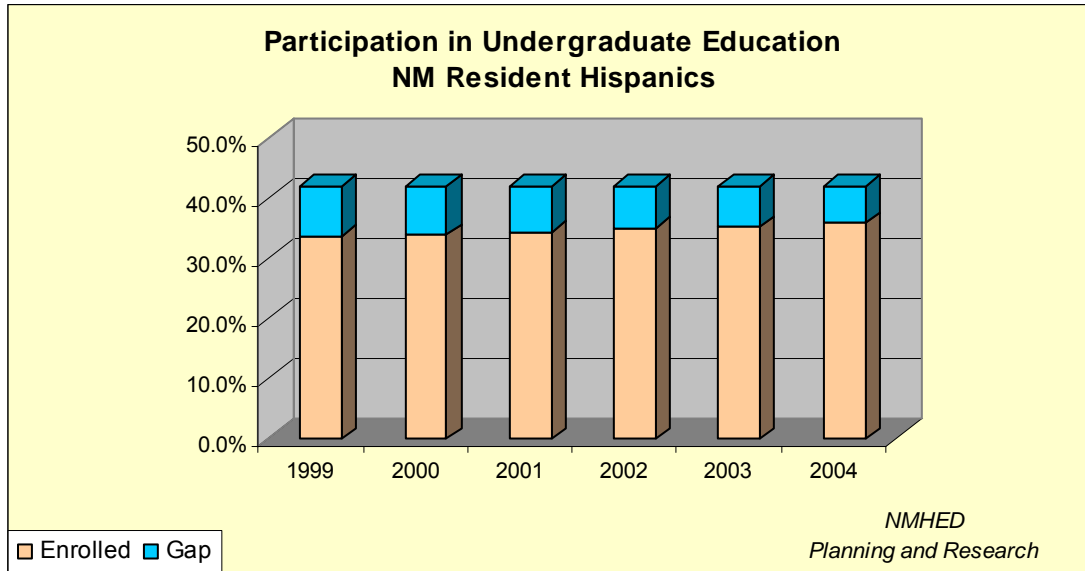


**Goal:**

If Native Americans were enrolled in proportion to their representation of the population an additional 2,590 resident undergraduate students would be participating in the system currently. Achievement of this goal should take place by 2009.

**Hispanic Representation in New Mexico Higher Education:**

The 2000 Census reported Hispanics to be approximately 42% of the state population. In 1999 there were 32,057 resident Hispanics accounting for 33.6% of all undergraduate enrollments. By 2004 those figures had shown an increase to 40,210 or 35.9%. While their participation in the state public system of higher education has shown steady incremental progress toward that goal, a participation gap of approximately 6% remains.



**Goal:**

Proportional representation of the Hispanic population would result in an additional 6,850 resident undergraduate students participating in the system by 2009.

**Specific Action Plan:**

In 2006 the Department will work with the institutions to identify targets for increased enrollment numbers and improved retention and graduation rates. This effort will involve the public higher education institutions, Hispanic and tribal organizations, and others in a holistic approach that addresses college awareness and readiness, developing fiscal resources that support enrollment, and improved articulation between public community colleges, tribal schools, and the state universities. To this end the following data has been collected and organized.

## **Tribal Higher Education Perspectives: College Participation and Success:**

Many issues facing Native American students are similar to those of any student. However, these challenges often pose a more serious threat to student success due the compounded effects of different cultural experiences and expectations.

Contacts with tribal higher education leaders cite the following as common obstacles to student success:

- Lack of academic preparation for college
- Hardships in transitioning to the diverse academic and social environment in college
- Time and money management
- Students with families often have financial difficulties, lack financial support, or awareness of financial options
- Student Financial Aid does not keep up with rising college tuition and cost of attendance
- Students need assistance with financial aid processes including basic information, application assistance, and follow-up

### **Strategies for Success**

#### **General:**

##### ***Facilitate the student's ability to maintain cultural relationships:***

- Job placement services with employers on and near tribal communities for summer employment and internships that match career interests
- Mentoring and recognition of students by tribal leaders
- Follow up with students via campus visits by tribal higher education representatives

##### ***Preparation for college:***

- Early intervention and preparation to get students interested in and ready for college
- Holistic involvement of government agencies, institutions, and tribal officials in working with students and families

#### **Recruitment:**

##### ***Orientation to college:***

- High School Visitation / Career Fairs/ Campus visits
- Summer Bridge Programs
- Financial Aid Opportunities and Application Processes

##### ***Personal contact and timely follow up:***

- Summer Programs
- Career Fairs
- Campus visits

#### **Retention:**

- Follow up with students via campus visits by Tribal Higher Education Departments
- Mentoring and recognition of students by tribal leaders
- Provide external scholarship information and address individual student needs
- Seek additional funds to assist students
- Matching career with summer employment opportunities and internships
- Mentoring students in the first two years of college to address transition and socialization issues since traditional college age students (ages 17-20) have the most difficulty persisting in college

**What Works – Best Practices from the Institutions**

Many practices facilitate student recruitment and retention, regardless of ethnicity. The institutions shared what strategies were most effective in their experience.

	Activity	Most Effective Strategies	Institution
Hispanic Students	Recruitment	Bridge to Doctorate and Center for Border and Indigenous Educational Leadership.	NMSU Main
		College days, career days, phone calls, and personal contact with students.	NMSU Grants
		High school visits with recruiter.	NMHU
		One-to-one contact, mentorship programs, scholarship programs, Exito/ENLACE, Admissions office, Chicano programs, AMP scholarships, SCORE (physically bring students to campus.)	NMSU Main
		Hispano Student Day	UNM Main
	Retention	Student academic referrals, probation contracts, new student orientation, Success Academy, Student activities and clubs, availability of staff, providing students with current up to date and accurate information.	NMSU Grants
		Learning Community Class where reference guides assist students to achieve academic success.	NMHU
		Interactive academic classes, relationship building, and genuine support.	UNM Main
Native American Students	Recruitment	College and Career Days for Native American Students and personal contacts with potential students.	NMSU Grants
		High School visits and College Fairs on tribal reservation.	NMSU Main
		One to one contacts, presentation in high schools, and Tribal partnerships.	NNMC
		Native American Programs personnel serves as role models for American Indian students, campus visits, and one to one contact with students.	SJC
		One to one contact with students and college application fee waivers.	UNM Gallup
		College Students Day and Campus Visits.	UNM Main
	Retention	Strategy: Student Success Academy.	NMSU Grants
		Peer to Peer Mentoring.	NMSU Main
		Early Alert Program, mid-term grade review, Tribal Higher Education partnerships, cooperative education program with Los Alamos National Labs.	NNMC
		Student involvement in planning and implementation of campus activities.	SJC
		Trio Student Support Services.	UNM Gallup
Summer Bridge Programs and Academic Survival Outreach Activities.	UNM Main		



**What Doesn't Work – Ineffective Strategies**

Likewise, the following were reported as strategies with less than desired results.

	Activity	<b>Least Effective Strategies</b>	Institution
<b>Hispanic Students</b>	<b>Recruitment</b>	Emails	NMSU Grants
		Visits to community colleges.	NMHU
		Mail-outs in isolation from the outreach, info. sessions in Spanish. AMP- dissemination of literature no follow up or exposure. Web-based information in isolation of other outreach.	NMSU Main
		Expensive programs that focus on a select group of students.	UNM Main
	<b>Retention</b>	Pre-registration and financial struggles.	NMSU Grants
		Career fairs, tutoring, and training participation fluctuate.	NMHU
		Programs that do not include students in decision-making.	UNM Main
<b>Native American Students</b>	<b>Recruitment</b>	E-mails to students.	NMSU Grants
		Attending American Indian conferences to recruit.	NMSU Main
		Marketing literature at College Fair is not read by students.	NNMC
		Dissemination of marketing literature at College Fairs- students pick up materials but do not follow through.	SJC
		Visits to Chapter Houses as attendance is poor.	UNM Gallup
		Expensive Programs that have a specific student focus.	UNM Main
	<b>Retention</b>	Pre-Registration and Financial burden.	NMSU Grants
		Students have less interest in formal workshops and attendance is low for these activities	NMSU Main
		Student Social Organizations-students don't get involved often because they are too shy to participate or they have a difficult time figuring out how to fit in.	NNMC
		Formal workshops for students during the school day have low interest and poor attendance	SJC
Assignment task of retention of American Indian Students to one or two offices – collaborative efforts within the university works best.	UNM Main		

## The Importance of Community Colleges

Native American students are significantly more prone to enroll at community colleges as a point of entry into the system. This reflects geographic location, curriculum, and the need for remedial course work.

All Resident Undergraduate 1st Time Freshmen Students Fall 2004 Ethnicity	Total Enrollment		University		Community Colleges	
	No.	Pct.	No.	Pct.	No.	Pct.
<i>American Indian or Alaskan Native</i>	1,780	9%	302	17%	1,478	83%
Asian or Pacific Islander	334	2%	144	43%	190	57%
Black, non-Hispanic	640	3%	254	40%	386	60%
<b>Hispanic</b>	<b>7,991</b>	<b>41%</b>	<b>2,782</b>	<b>35%</b>	<b>5,209</b>	<b>65%</b>
No response	981	5%	361	37%	620	63%
Non-resident Alien	87	0%	40	46%	47	54%
White, non-Hispanic	7,817	40%	2,947	38%	4,870	62%
	19,630	100%	6,830	35%	12,800	65%

All Resident Undergraduate Students Fall 2004 Ethnicity	Total Enrollment		University		Community Colleges	
	No.	Pct.	No.	Pct.	No.	Pct.
<i>American Indian or Alaskan Native</i>	9,639	8%	1,975	20%	7,664	80%
Asian or Pacific Islander	1,944	2%	887	46%	1,057	54%
Black, non-Hispanic	3,038	3%	1,280	42%	1,758	58%
<b>Hispanic</b>	<b>43,961</b>	<b>38%</b>	<b>15,768</b>	<b>36%</b>	<b>28,193</b>	<b>64%</b>
No response	7,784	7%	3,299	42%	4,485	58%
Non-resident Alien	621	1%	398	64%	223	36%
White, non-Hispanic	47,215	41%	17,028	36%	30,187	64%
	114,202	100%	40,635	36%	73,567	64%

Transfer and articulation is especially significant to Hispanic and Native American students who ultimately enroll at a public university.

University Enrollments Spring 2005 Ethnicity	Total Enrollment		Previous Community College Enrollment		Average of those with previous Community College Enrollment	
	No.	Pct.	No.	Pct.	Terms	SCH
<i>American Indian or Alaskan Native</i>	1,613	5%	1,112	69%	5.3	44.9
Asian or Pacific Islander	718	2%	427	59%	3.8	31.4
Black, non-Hispanic	751	2%	417	56%	4.2	32.9
<b>Hispanic</b>	<b>12,888</b>	<b>40%</b>	<b>8,193</b>	<b>64%</b>	<b>4.3</b>	<b>32.9</b>
No response	2,699	8%	1,502	56%	4.0	31.7
Non-resident Alien	16	0%	1	6%	1.0	4.0
White, non-Hispanic	13,779	42%	6,774	49%	4.0	32.0
	32,464	100%	18,426	57%		

### ***Reporting Objectives:***

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### **Definitions of terms used in this report:**

***Recruitment:*** Any institutional effort that supports the successful enrollment of students. A myriad of activities are reported by the institutions as they attempt to package their institutions to attract and retain students which makes comparisons difficult. While all students benefit from such programs, this report focuses on activities aimed at Hispanic or Native American students and includes traditional recruitment efforts focused predominantly on communities or high schools as well as campus activities or programs which support Native American and Hispanic student retention and also assist significantly in recruitment.

***Enrollment:*** Registration for courses which may ultimately result in graduation or preparation for transfer. Enrollment is a measure of participation in the higher education system.

***Retention:*** Student persistence in the system of higher education from one term to the following term. In reality students are increasingly astute consumers who enroll when and where scheduling and costs are most convenient. They have come to view higher education as a system and swirl between institutions to take advantage of opportunities as they continue to progress toward a degree. Due to the varying goals of students only those enrolled as full time, first time freshmen are used in calculating retention rates.

***Graduation:*** The ratio of students who enter at the same time and complete within an expected period. Student behavior mandates that this measure allow for changes in major, temporary absences due to employment or health issues, and many other events which extend their enrollment time. The federal government has established common reporting time periods which acknowledge this fact and facilitate comparisons. Those measures reflect 150% of the stated time required for the degree which is 6 years for a bachelor’s degree and 3 years for an associate degree.

***Performance Measures and Targets:*** The system objective for enrollment is to have the system undergraduate program enrollment reflect the population demographics of the state. Goals for retention and graduation rates will be to reduce any significant differences between the various ethnic groups in the state. **ALL** students should have a similar chance of success. Developing institution specific measures will be based on a methodology developed through a consensus process involving the institutions based on a comparison between their enrollments and the population demographics of their service area. Targets are specific to the institution and will address where enrollments differ significantly from the service area or persistence or graduation rates are lower than those of their peers from other ethnic groups.

***Institutional Action Plans:*** The Department of Higher Education will facilitate the process to coordinate the specific action plans of individual institutions.

***Time Series Data:*** A student enrolled Fall to Fall comparisons to calculate annual retention rates.

***First Time Freshmen (FTF):*** Students reported by the institutions as meeting the federal definition of a student enrolled as a first time student.

***Resident:*** The definition differs for Native Americans since any member of the Navajo Nation is considered a resident of New Mexico. For Hispanics and all others state residency is established by 12 months of continuous residency, and other acts supporting their intent to become residents of New Mexico.

## The Education Pipeline

While college going rates for recent high school graduates are improving for both Native Americans and Hispanics, the fact that on average less than half of Native American first time freshmen persist to the following Fall semester and just slightly over 50% of Hispanics do so has a serious impact on state participation and transition rates.

### High School Transition New Mexico high school graduates enrolling in college

Class of	Public High School Graduates						Fall College Enrollments (4)						Participation Rates (5)					
	Black	Native	Asian	Hispanic	White	Unk/Other	Black	Native	Asian	Hispanic	White	Unk/Other	Black	Native	Asian	Hispanic	White	Unk/Other
1994	371	2,014	273	6,472	7,084		114	402	92	2,369	2,515	58	31%	20%	34%	37%	36%	
1995	337	1,887	261	6,501	7,118		112	341	120	2,458	2,560	92	33%	18%	46%	38%	36%	
1996	423	1,855	274	6,527	7,593		107	366	121	2,428	2,561	101	25%	20%	44%	37%	34%	
1997	368	1,911	269	6,781	7,728		116	431	123	2,615	2,793	153	32%	23%	46%	39%	36%	
1998	385	2,035	277	7,526	7,938		158	428	153	3,157	3,266	150	41%	21%	55%	42%	41%	
1999	388	2,043	239	7,880	8,265	118	146	434	144	3,296	3,343	180	38%	21%	60%	42%	40%	
2000	439	2,298	237	8,229	8,633	168	149	436	127	3,067	2,313	964	34%	19%	54%	37%	27%	
2001	442	2,342	272	8,464	8,243	238	131	431	129	3,100	2,798	427	30%	18%	47%	37%	34%	
2002	419	2,246	311	8,514	7,878	124	155	483	131	3,347	3,020	363	37%	22%	42%	39%	38%	
2003	383	2,172	308	8,087	7,950		179	583	151	3,591	3,183	337	47%	27%	49%	44%	40%	
2004	443	2,249	320	8,503	7,920		189	596	151	3,651	3,032	397	43%	27%	47%	43%	38%	
2005	402	2,096	307	8,499	7,621		(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	

Sources: (1) Office of Institutional Research, University of New Mexico.

(2) NMHED DEAR system files submissions - all NM High Schools, Public & Private.

(3) Fall 2005 data unavailable until Spring 2006.

Note: In some years all high schools did not report their data to the Public Education Department. In these cases, UNM's Office of Institutional Research inferred results for 2002 for these high schools based on their reported values in the preceding and following years.

Note on college enrollments: Rates are approximate and numerical comparisons only. Data matching between HED and PED is not possible at this time due to lack of information on PED student ID system and data sharing protocols. Fall enrollments determined by selecting first time freshmen students reporting graduation from a New Mexico public high school in the same year as the Fall term (inferring they graduated the previous Spring semester). GED and Home School completers were excluded.

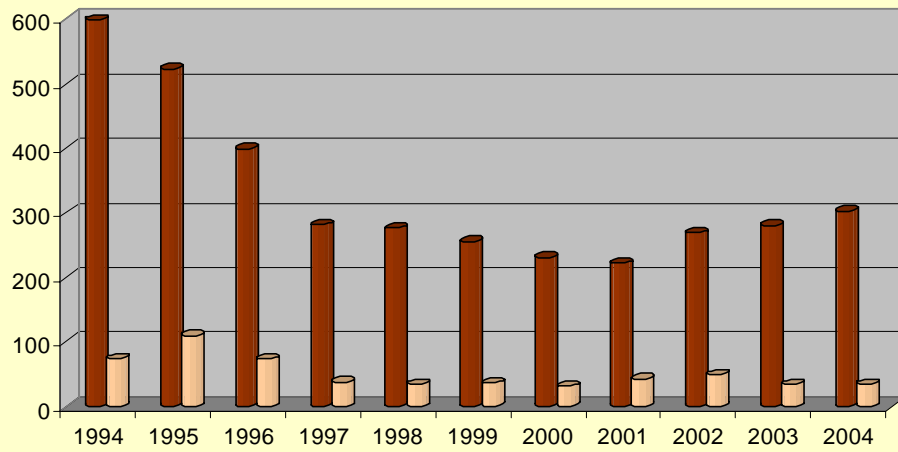
Note on college enrollment ethnic categories: All non-Hispanic ethnicity groups exclude Hispanics, "Natives" includes Native Americans and Alaska Natives, "Asians" includes Asian and Pacific Islanders, "White" excludes Hispanics. "Unknown/Other" includes declined to answer and international students.

# **Appendix**

## **Institutional Profiles (By Institution)**

UNM Gallup Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

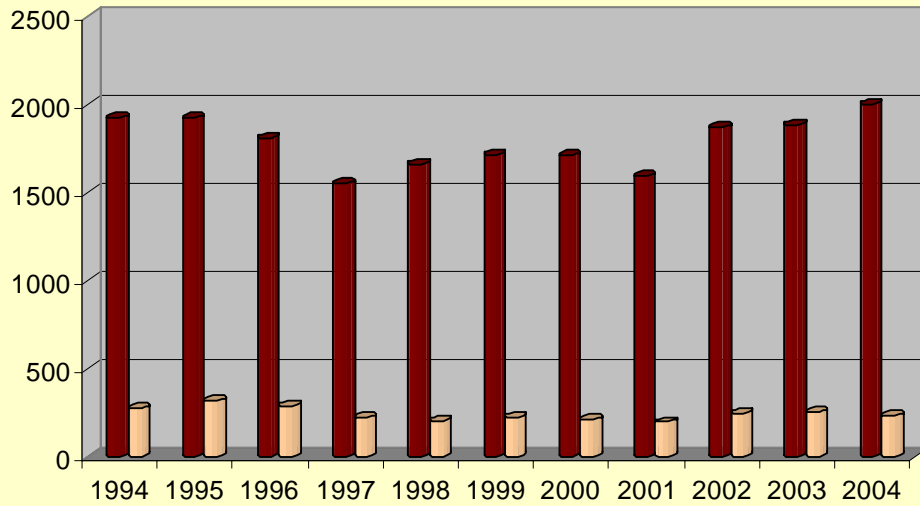
**UNM Gallup**  
**First Time Freshmen**



■ Native American □ Hispanic

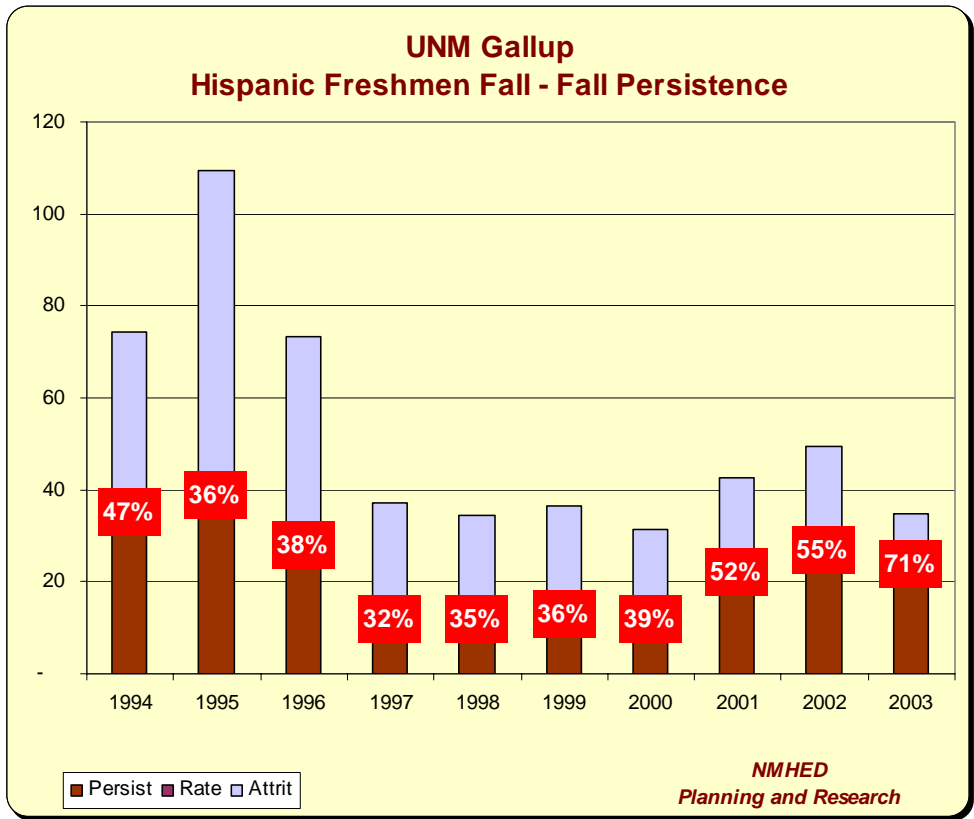
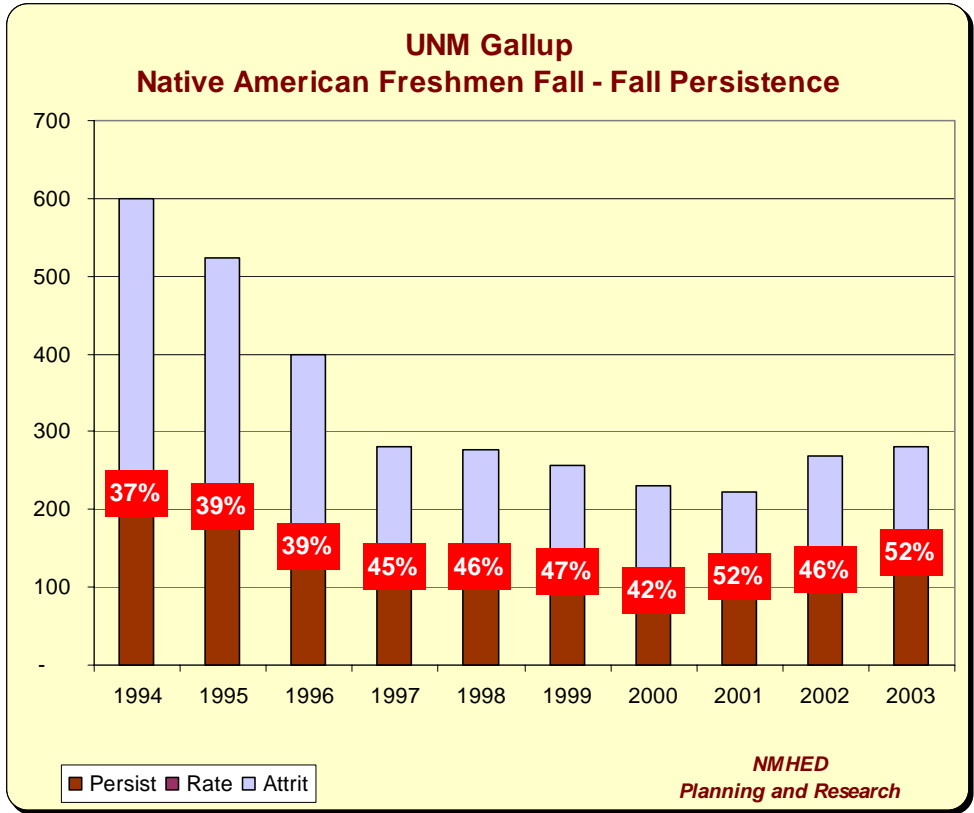
**NMHED**  
**Planning and Research**

**UNM Gallup**  
**Total Head Count**



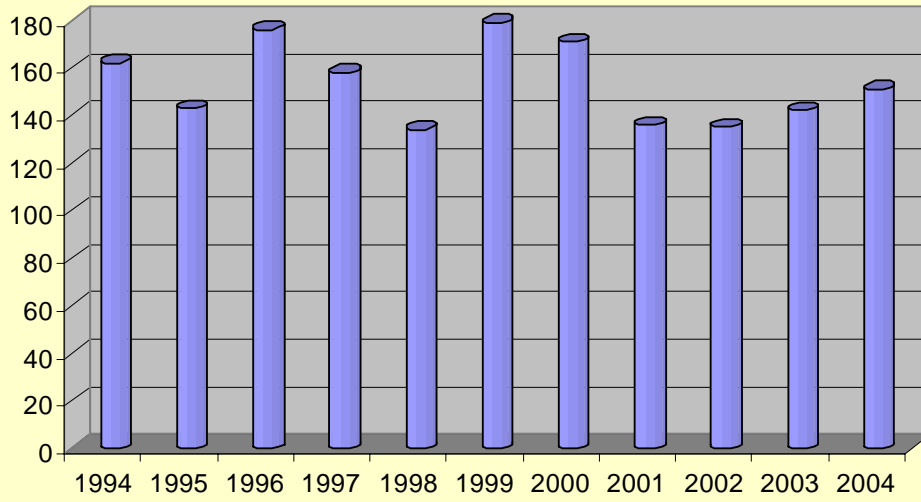
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**





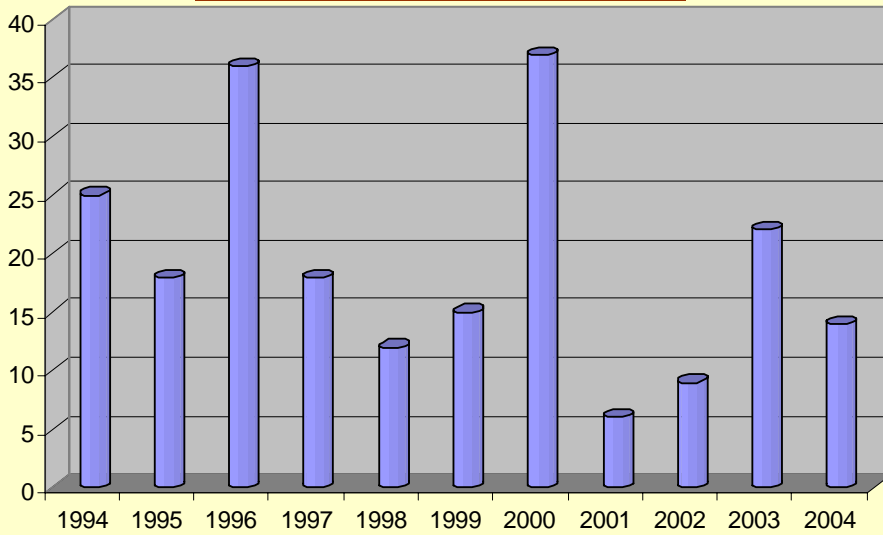
**UNM Gallup**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

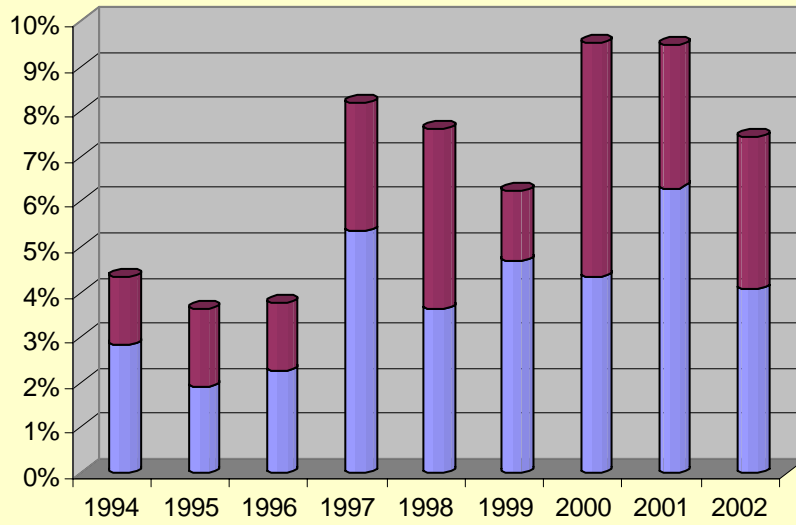
**UNM Gallup**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

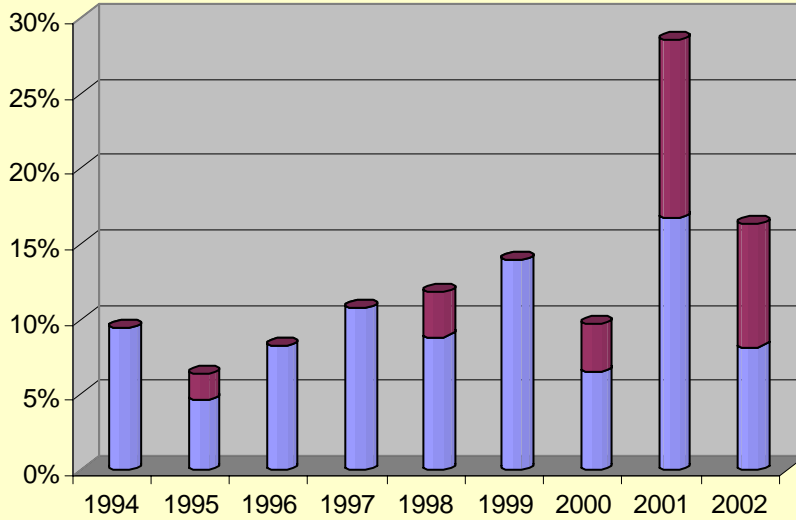
**UNM Gallup  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**UNM Gallup  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

UNM Gallup Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

## Recruitment Strategies

### Both:

#### Hispanic and Native American Efforts

- Cinco de Mayo Fair -Hispanic Club - May 1, 2003,2002
- The Ancient Way Festival- October 2001, 2002, 2003
- American Indian Recruitment Initiative/South West tour
  - Recruiters from US Universities and Colleges including Harvard and Stanford
- Fort Wingate School District Career Fair
- Tohatchi Middle School Career Fair
- Navajo Nation Office of Navajo Nation Scholarship Financial Office Conference
  - Information on how to fund college for Native American Students
- American Indian Student for Education in Science Conference and Club
  - Students sent to Washington through this club
- Adult Basis Education Conference
  - Information for returning adult students in the four comers area and how to retain students with low reading and math abilities
- Navajo Nation Fair
- New Mexico State Fair
  - Hispanic population
- Greyhills High School Career Fair, Tuba City, Arizona
- Fall Festival
  - Open house in Fall on our campus
- Albuquerque Parents Day, higher Hispanic population in ABQ
- Zuni Day- Grad Student Program
  - Students with children who are finishing High School invited and visited our school
- Middle High School Day. Students from 8-9 grades visited our school.
- Sanders Arizona High School Days on Navajo Reservation
- Navajo Pine High School Parents Night
- Chapter Houses visits included
  - Red Rock
  - Mariano Lake
  - Pine Hill/Ramah
  - Twin Lakes
  - Manuelito
  - Tohatchi
  - Coyote Canyon
  - Chi'chil'tah
  - Naschitti Chapter
  - Sheep springs
  - Mexican Springs
  - Bread Springs
  - Church Rock
  - Jones Ranch/Vanderwagen

#### Hospitals

- Zuni PHS
- San Juan Regional Medical Center
- Sage Memorial Hospital, Grando, AZ
- Fort Defiance Hospital
- Gallup Indian Medical Hospital
- Rehoboth Mckinley Christian Hospital
- Chinle Hospital

## **Hispanic Students:**

## **Native American Students:**

- Developed catalog, handbook, brochures, and flyers that are culturally relevant and depict Native American students engaging in student activities as well as in traditional activities such as traditional dance and drumming
- We have developed a recruitment pop-up display that is highly culturally relevant to the student populations we serve.
- Along with this, we developed an interactive multimedia kiosk that incorporates many Native American musical and artistic elements as well as representative students engaged in college life.
- We recruit at sites that are wholly Native American such as
  - Chapter Houses
  - Tribal Offices
  - BIA schools
- We also tailor our recruitment pitches and materials to the ethnic minority populations that live in this region.
- We recruit at the Navajo Nation Fair and Parade.
- We recruit at the State Fair.
- We recruit at the legislature days in Santa Fe and often bring Native Dancers and Musicians with us for these events.
- We also recruit at all area high schools each semester.
- During typical visits, we may see 75-100 students.
- We also host tours and visits to our campus as part of the recruitment efforts. The following indicates our typical schedule of visits:
- Recruitment at UNM Gallup includes all High Schools in
  - McKinley County,
  - High Schools on the Navajo Reservation,
  - Chapter Houses,
  - College Days at High Schools
- Activities for the Hispanic and Native American potential students are listed for recruitment efforts in our area for the last five years, 2001-2006.
- **High Schools and other Sites**
  - Gallup Central High School
  - Gallup Catholic High School
  - Ganado High School
  - Rehoboth High School
  - New Mexico State Fair
  - Gallup High School
  - Navajo Pine High School
  - St. Michaels High School
  - Thoreau High School
  - Tohatchi High School
  - Twin Buttes High School
  - Pine Hill High School
  - Ramah High School
  - Zuni High School

- Tsai' gai High School
- Chinle High School
- Crownpoint High School
- Newcomb High School
- Valley high School, Sanders Arizona
- Window Rock High School, Arizona
- Fort Wingate High School
- Spring Open House for all High Schools / Annual Music Contest

**Overview:**

- *Most Effective Strategy: One to one contact with students and college application fee waivers.*
- *Least Effective Strategy: Visits to Chapter Houses as attendance is poor.*

## **Retention Strategies**

**Both:**

- Introduced a new model of "motivational" academic advisement
  - Based on the clinical approach of motivational interviewing
  - Facilitate motivating students toward positive behavioral change and to strengthen resilience
  - Targeted towards our minority students
    - Who manage many more socioeconomic stressors than do typical mainstream populations
- "Contract for Success"
  - During orientation, new students are asked if they are voluntarily willing to sign this contract
  - Includes a commitment to use the resources available to them
    - To take responsibility for the content of the college catalog.
  - 2% increase (first semester) in retention for the students signing the contract
  - 15% increase (second semester) in retention for the students signing the contract
- To alleviate the long distance that the minority students are commuting
  - Exploring the possibility of
    - Software platform that could facilitate student communication via chat or video conferencing or threaded discussion
  - Our hope is that students can develop greater social support systems that may increase resilience and thereby retention.
- We also started the Annual UNM-Gallup Music Contest
  - Permits expression of traditional art forms and values

We have started development of an assessment tool for recruitment that we hope to use during the New Student Orientation to see what if any impact recruiters had in bringing new students to the campus

### **Hispanic Students:**

### **Native American Students:**

- The staff composition of the UNM-Gallup Counseling Department is approximately 63% Native American
  - This provides role models for students who are tribal members during student-staff interactions of all sorts
- Engaged in a number of efforts targeting the ethnic minority students in our region.
  - Adapted our New Student Orientation to include a Native American motif in our multimedia presentation.
  - We play culturally appropriate music while students are waiting and at the breaks.
  - We developed a "Guide for New Students" handbook specifically to target the students of our region so that they could more easily access the resources of the campus.
  - In this, we attempted to present materials in an organized and visually interesting manner to appeal to our visual learners

**Overview:**

- *Most Effective Strategy: Trio Student Support Services.*

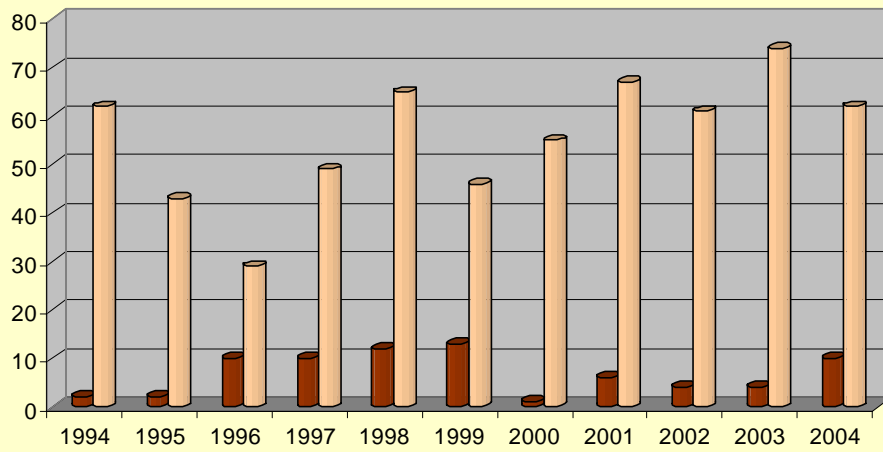
**Misc:**

- University has collaborative partnerships with Tribes and Tribal Higher Education Offices.
- The University of New Mexico-Gallup graduates more Native American students than any other state institution in the world and as such we have adapted most of our student service efforts to target this group

UNM Los Alamos Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students



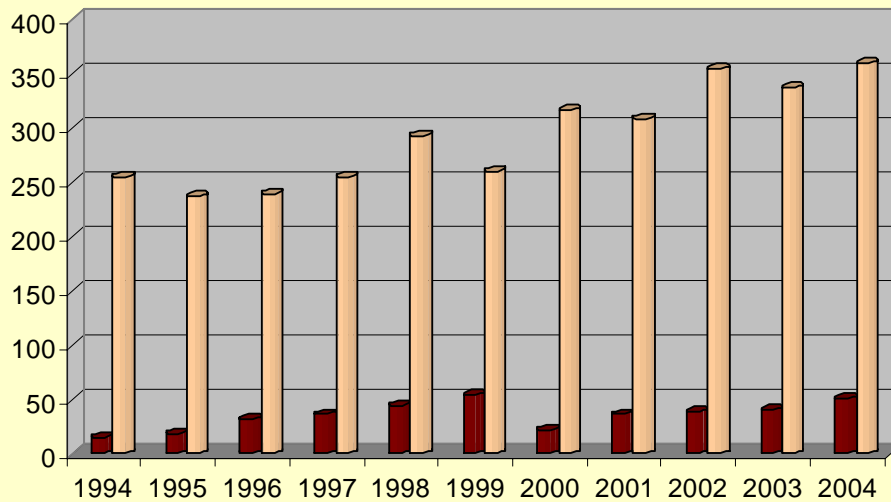
**UNM Los Alamos**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

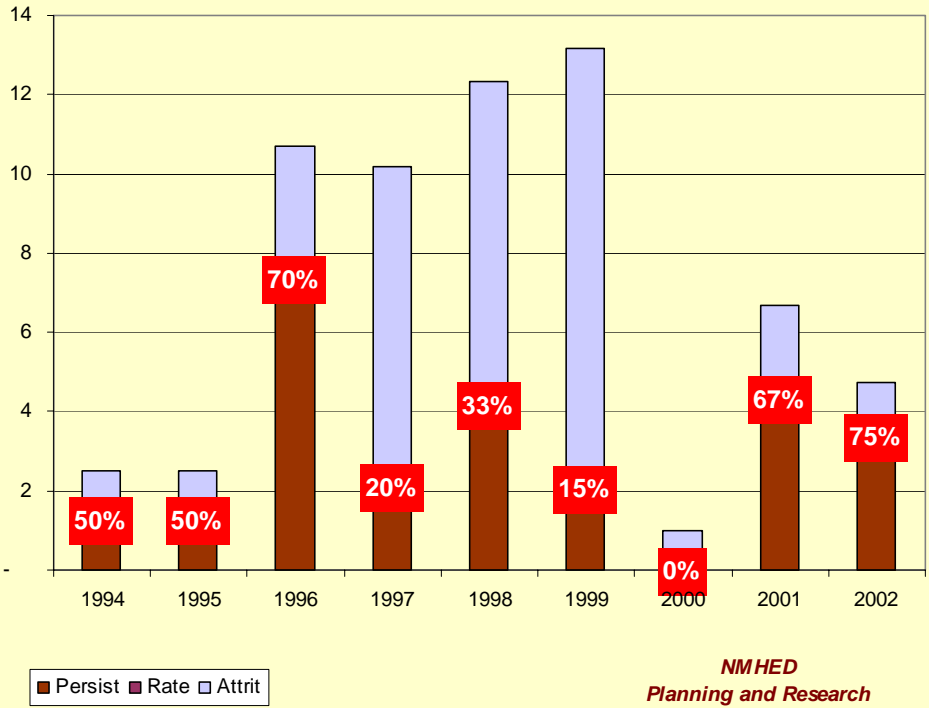
**UNM - Los Alamos**  
**Total Head Count**



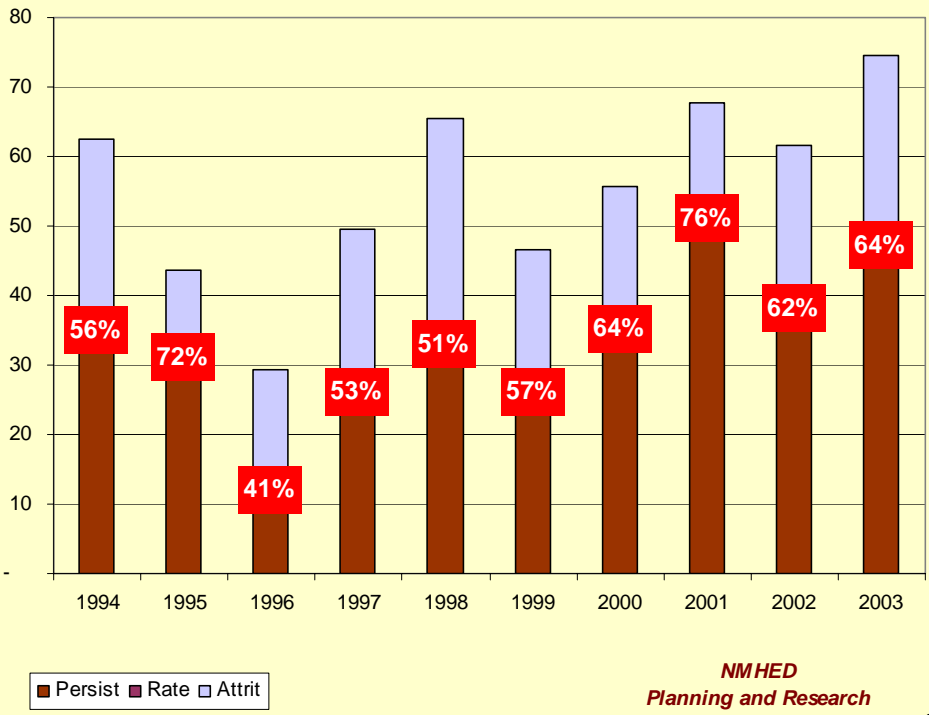
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

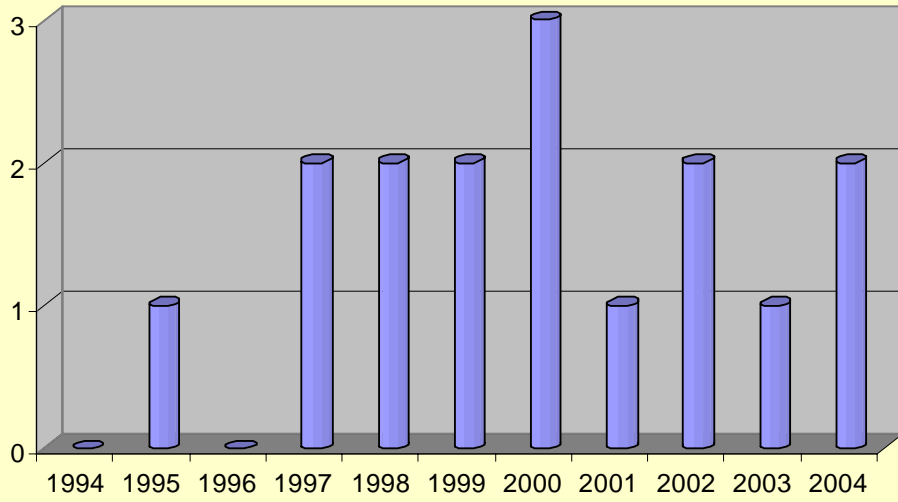
**UNM Los Alamos  
Native American Freshmen Fall - Fall Persistence**



**UNM Los Alamos  
Hispanic Freshmen Fall - Fall Persistence**



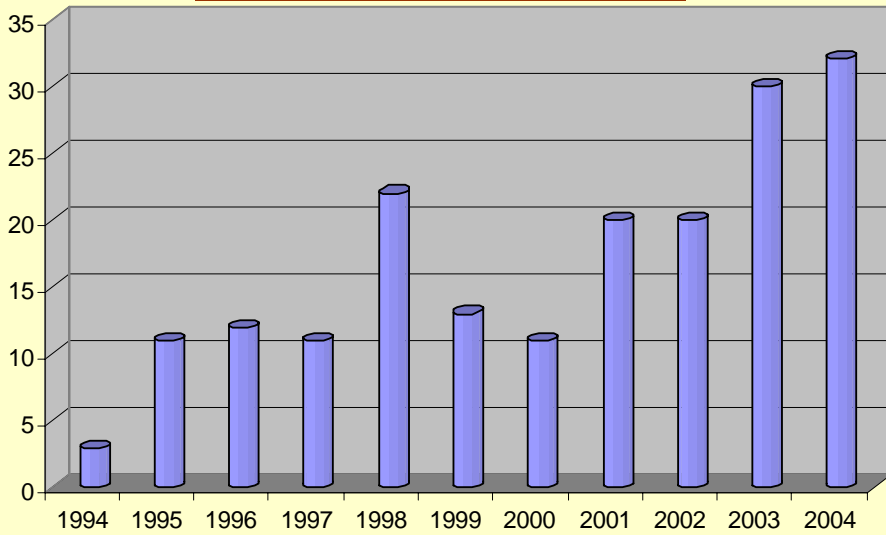
**UNM - Los Alamos**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

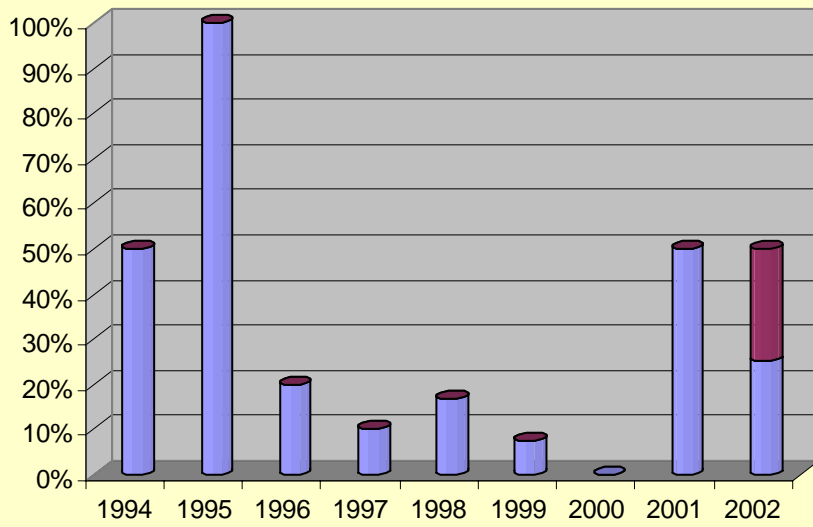
**UNM - Los Alamos**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

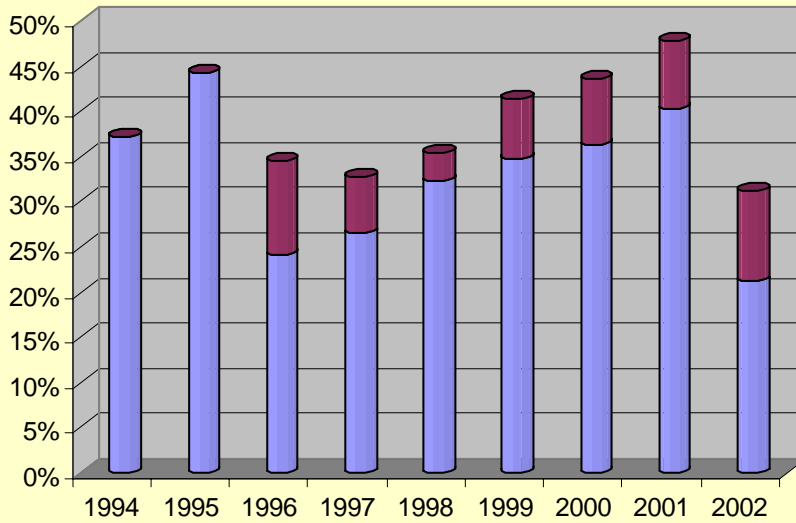
**UNM Los Alamos  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

**NMHED  
Planning and Research**

**UNM Los Alamos  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

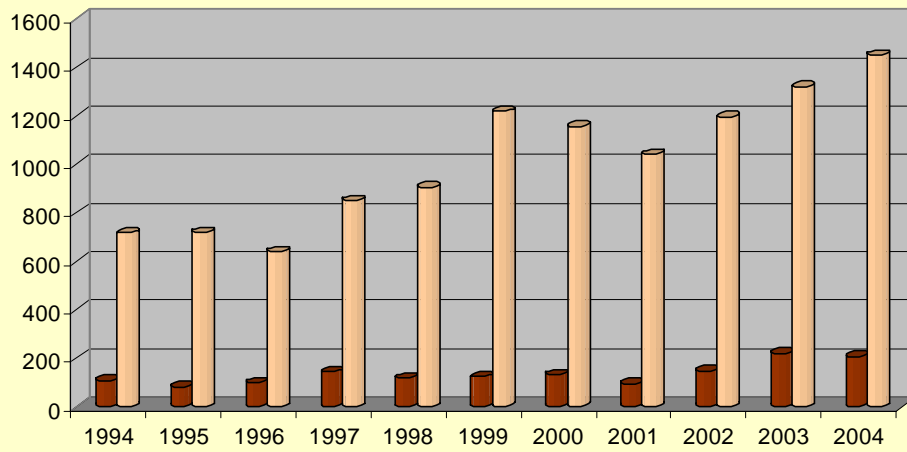
**NMHED  
Planning and Research**

UNM Los Alamos Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

<b>Institution:</b> UNM	<b>Campus:</b> Los Alamos
<b>Recruitment Strategies</b>	
<b>Hispanic Students:</b>	
<p><b>Native American Students:</b></p> <ul style="list-style-type: none"> <li>• Jemez-Cuba Area</li> <li>• Adult Basic Education to Pueblo Residents</li> <li>• Expanded to include small number of credit offerings</li> <li>• Summer Bridge program</li> <li>• Offer credit classes to high school juniors and seniors</li> </ul> <p>Bernalillo Area</p> <ul style="list-style-type: none"> <li>• At the request of the Santa Ana Pueblo Education Office, ABE services were expanded</li> <li>• To serve Santa Ana Pueblo in 1996 with additional support services</li> <li>• Subsequently offered to Sandia and San Felipe Pueblos</li> </ul> <p>Follow up to ABE</p> <ul style="list-style-type: none"> <li>• In the spring of 1996, UNM-LA received a request to offer developmental level credit courses as a follow up to the ABE services being provided</li> <li>• The Pueblo agreed to Furnish the facilities</li> <li>• Provide tuition assistance</li> <li>• Allow the courses to be open to the public</li> <li>• The first credit courses were offered in the fall of 1996</li> <li>• Initial response to the course offerings was positive</li> </ul>	
<b>Retention Strategies</b>	
<b>Hispanic Students:</b>	
<p><b>Native American Students:</b></p> <ul style="list-style-type: none"> <li>• Overall, UNM-LA is actively working to recruit and retain Native American students in credit, Community education and ABE programs</li> <li>• Our goals are to establish and reestablish credit</li> <li>• Community Education and ABE courses at the neighboring Pueblos and the Navajo Nation</li> <li>• Honors programs and tutorial services, through improved student involvement in cultural/social events and better program advising</li> <li>• Other means of increasing Native American student enrollment and retention are <ul style="list-style-type: none"> <li>o Faculty involvement</li> <li>o Improvement and expansion of services at the Student Housing site</li> <li>o Offering financial incentives for Native American Students</li> </ul> </li> </ul>	
<b>Misc:</b>	

UNM Main Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

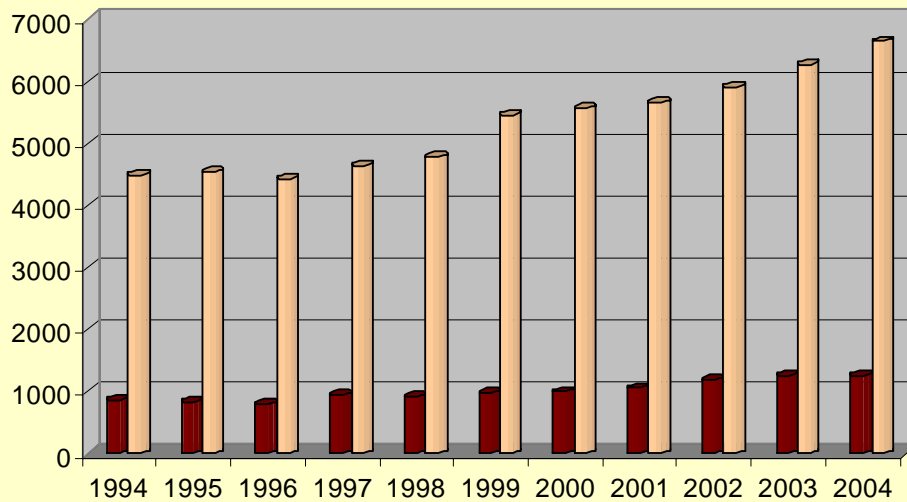
**UNM Main**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

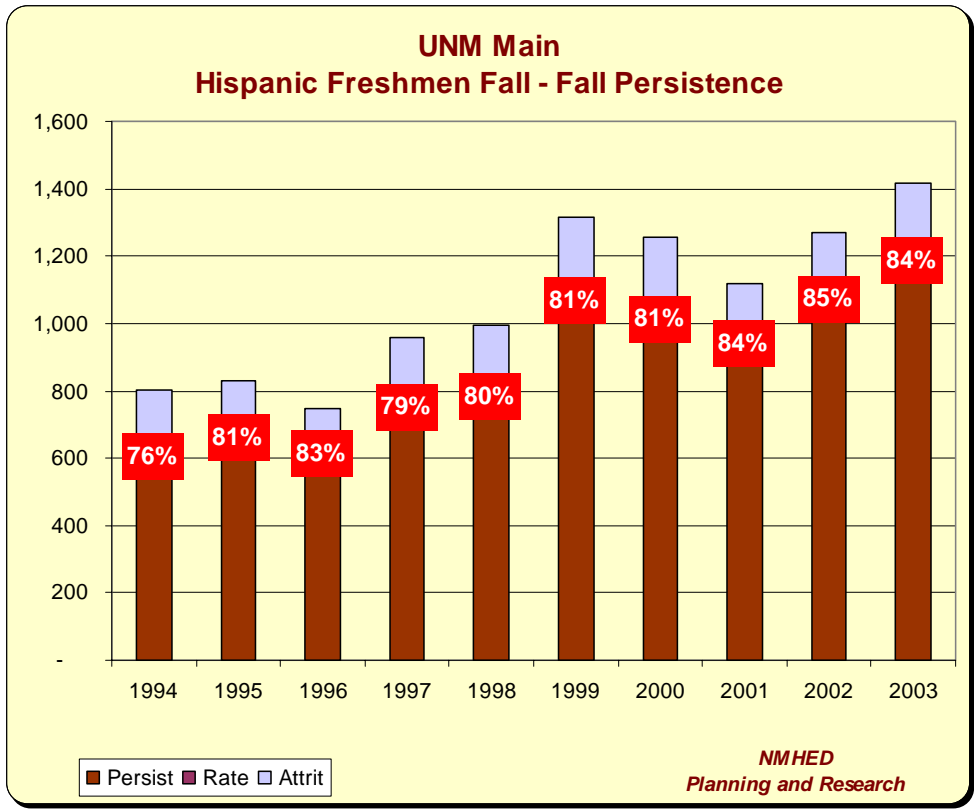
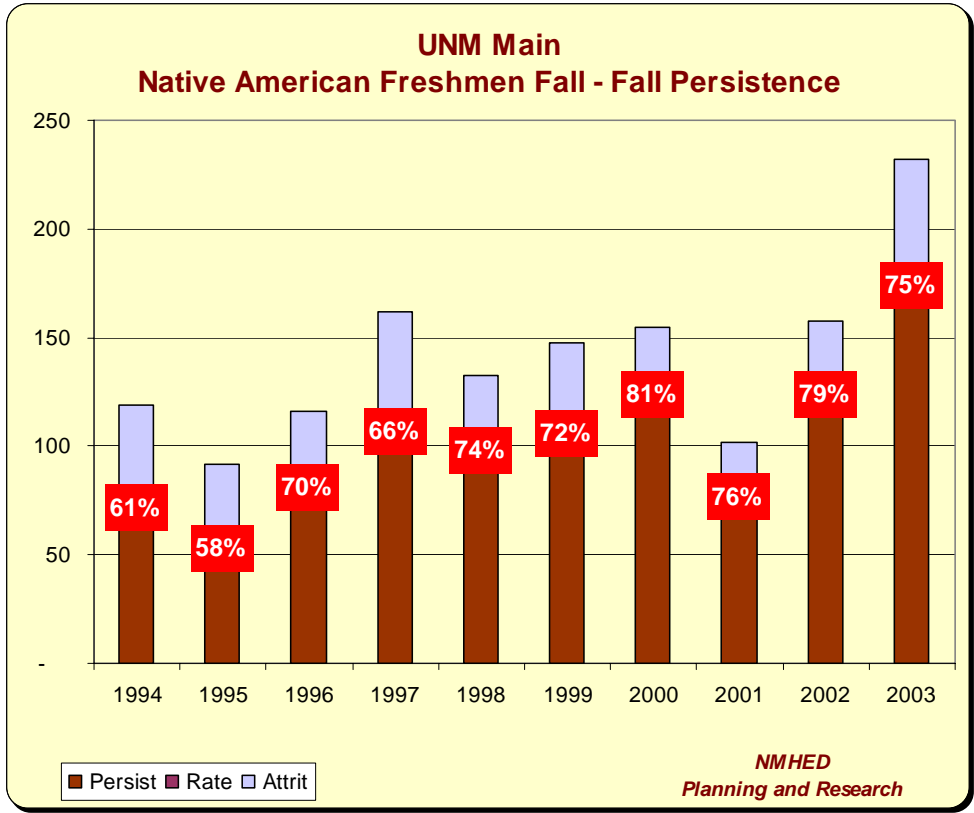
**UNM Main**  
**Total Head Count**



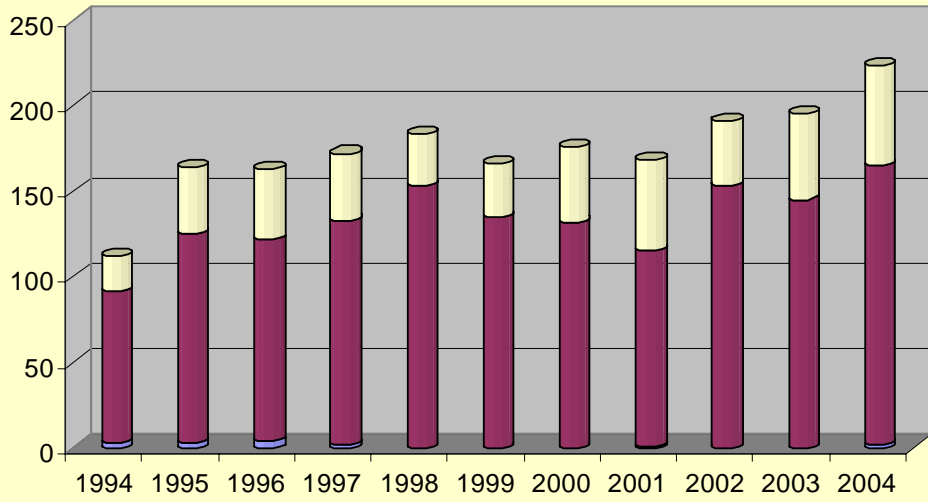
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**





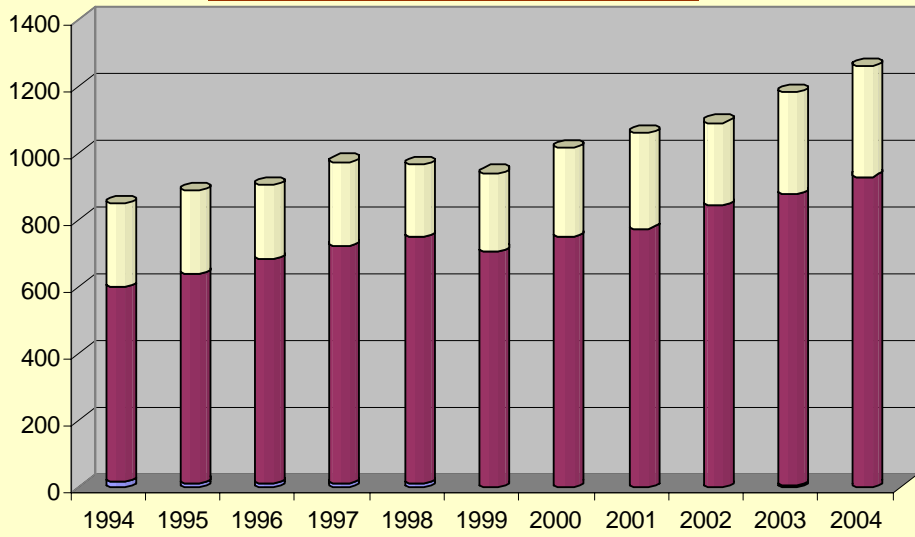
**UNM Main**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

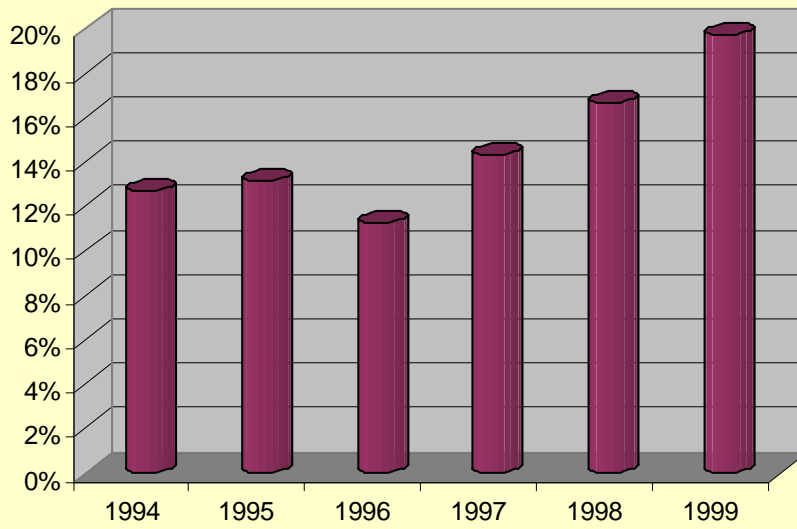
**UNM Main**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

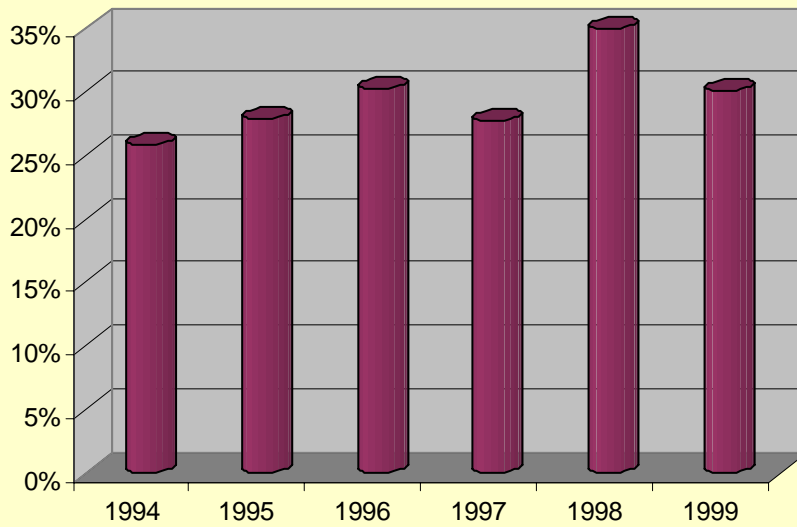
### UNM Main Native American Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

### UNM Main Hispanic Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

UNM Main Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** UNM

**Campus:** Main

## Recruitment Strategies

### Hispanic Students:

- Hispano Student Day
  - Involves dozens of campus and community participants with a broad range of representation.
  - Transportation is provided and students participate in inspirational sessions involving college preparation and success
  - They enjoy in-depth interaction with UNM faculty, staff, volunteers, and other students.
  - High School personnel that are involved in Hispanic student issues also have an extensive opportunity for dialogue with key UNM administration.
  - Approximately 1500-1800 high school students participate.
- Hobson's Guide to Hispanic Association of Colleges and Universities
- National Hispanic Institute Initiatives
  - College Register Membership,
  - Lorenzo De Zavala Youth Legislative Session College Fairs,
  - Collegiate World Series,
  - Young Leaders Conference
- United States Hispanic Leadership Institute and College Fair, Regional Hispanic Forums
- *New Mexico MESA, Celebra La Ciencia*
- Pipeline development through the School of Medicine Cultural and Ethnic Programs
- Arts and Sciences and School of Medicine BA/MD Program
- Hispano Student Day

### Overview:

- *Most Effective: Hispano Student Day*
- *Least Effective: Expensive programs that focus on a select group of students.*

### Native American Students:

- American Indian Student Day
  - Developed to reach American Indian high school juniors and seniors
  - Provide these students with an extensive on-campus experience including
  - An on-site admission process
  - Campus tours
  - Luncheon
  - Overviews of academic,
  - Financial aid and scholarship programs.
  - American Indian Student Services co-hosts the program
  - Ensures that it also celebrates the cultural heritage of UNM's Native American students
  - The day has 800-1000 high school students participating
- Priority Admissions Processing
- Targeted High School and Two-year School Visitations, College/Career Fairs, and Student Communications
- Native American Science Bowl

### Overview:

- *Most Effective Strategy: College Students Day and Campus Visits.*
- *Least Effective Strategy: Expensive Programs that have a specific student focus.*

## Retention Strategies

### Hispanic Students:

- El Centro de la Raza
  - El Centro has been in existence for 35 years
  - Charged with serving the Hispanic population by providing
    - Academic support

- Cultural support
  - Social support
- The center serves over 3,000 students annually and provides
  - Academic advisement
  - Financial aid advisement
  - Career advisement
  - Personal counseling
- School of Medicine Hispanic and Native American Center of Excellence

**Overview:**

- *Most Effective: Interactive academic classes, relationship building, and genuine support.*
- *Least Effective: Programs that do not include students in decision-making.*

**Native American Students:**

- American Indian Student Services (AISS)
  - Provides cultural and academic programming for American Indian students
  - In an effort to ensure their academic achievement AISS assist in the development of
    - Personal success
    - Cultural success
    - Social success
  - AISS is also a liaison for Native students attending local high schools located on or near
    - Tribal reservations
    - Tribal governments;
    - Tribal higher education programs and organizations that directly impact the recruitment and retention of American Indian students at UNM.
- American Indian Summer Bridge Program (AISB)
  - (AISB) is a four-week residential program
  - Prepares students academically for their first-year experience at UNM.
  - Students are enrolled in two courses and earn 6 credit hours.
  - Participants are supported through
    - Mentoring,
    - Peer interaction,
    - Success seminars,
    - Exposure to a full array of academic and non-academic support services.
    - Success rates for participants are very high.
- American Indian Law Center
- Academic Opportunities in Chicano Studies and Native American Studies and Other Visible and Prominent Cultural Institutes and Centers.
- School of Medicine Hispanic and Native American Center of Excellence

**Overview:**

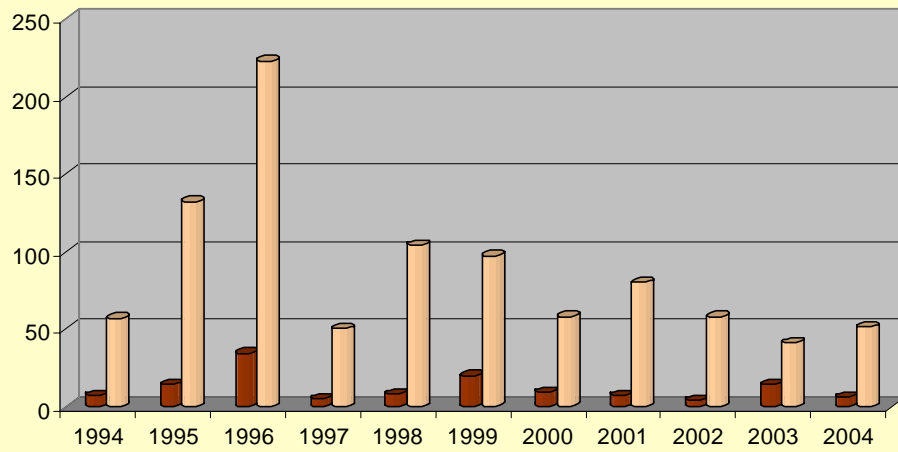
- *Most Effective Strategy: Summer Bridge Programs and Academic Survival Outreach Activities.*
- *Least Effective Strategy: Assignment task of retention of American Indian Students to one or two offices – collaborative efforts within the university works best.*

**Misc:**

Graduate Student Data not available

UNM Taos Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

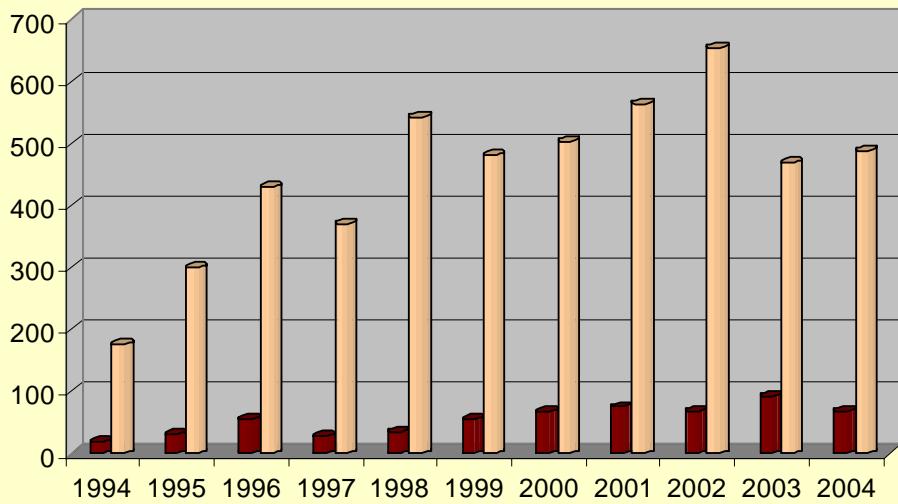
**UNM Taos**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

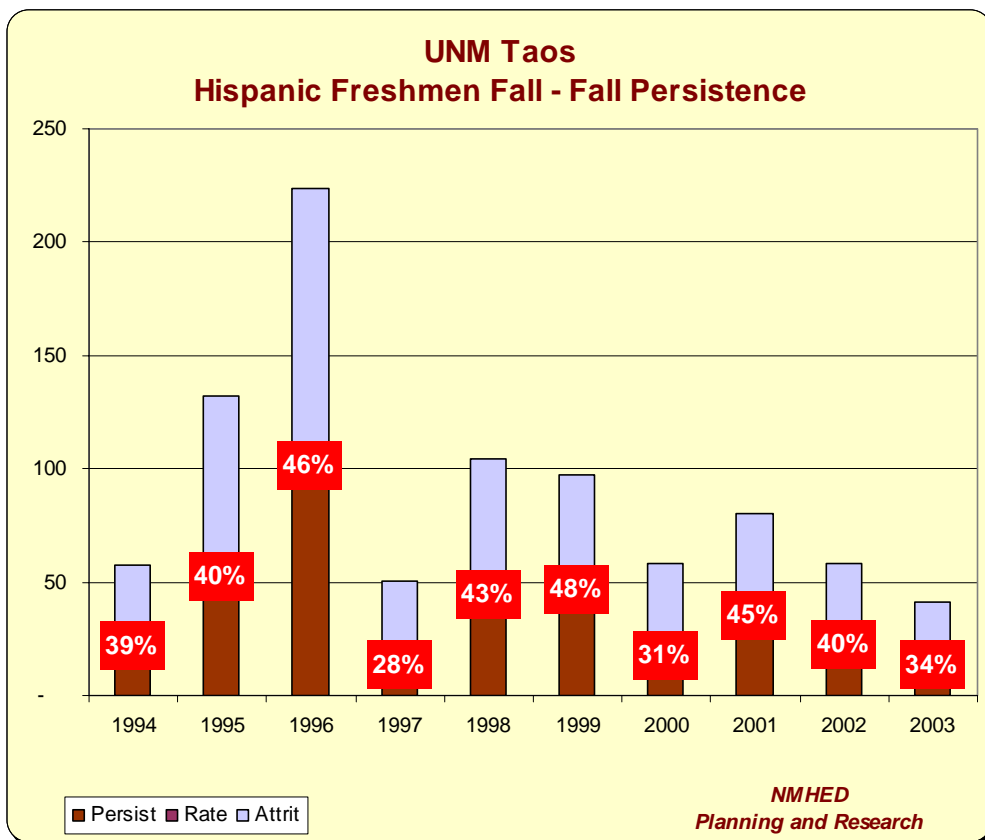
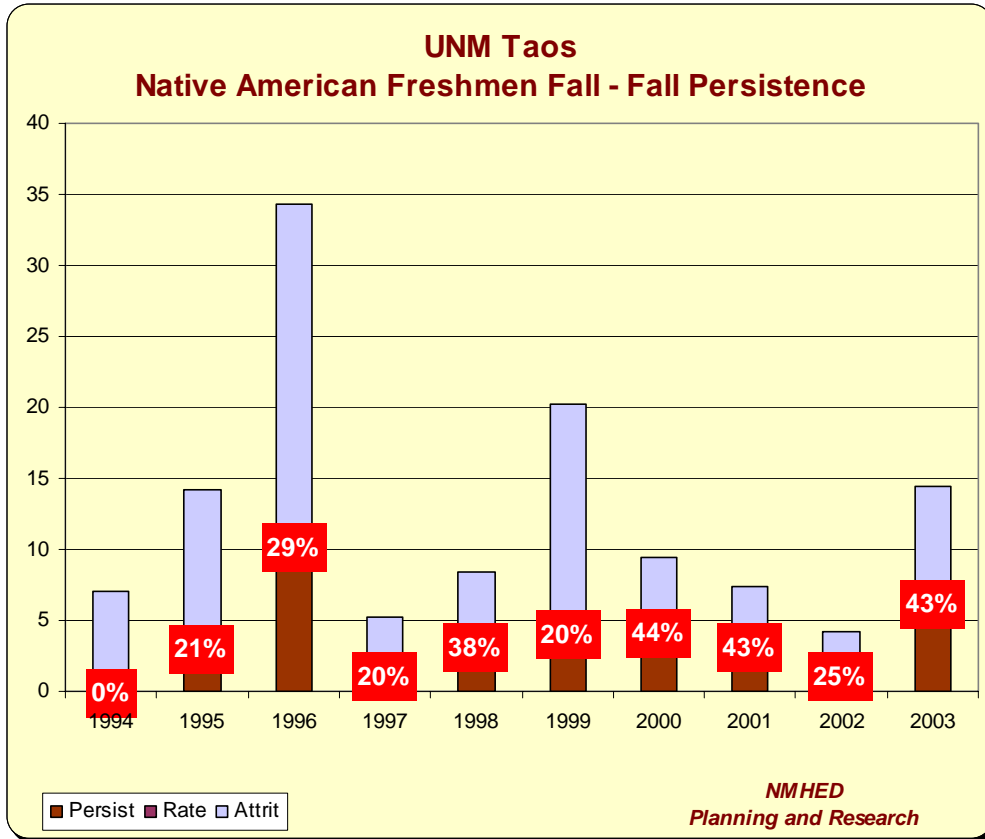
**UNM Taos**  
**Total Head Count**



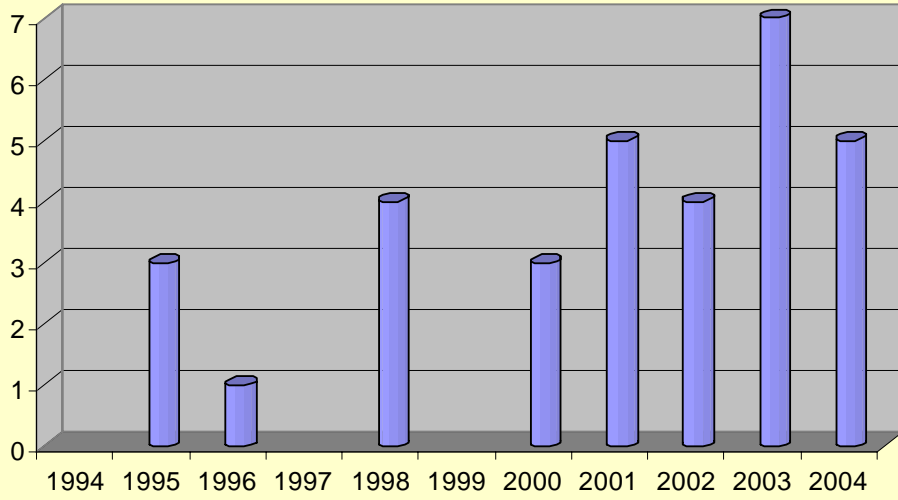
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**





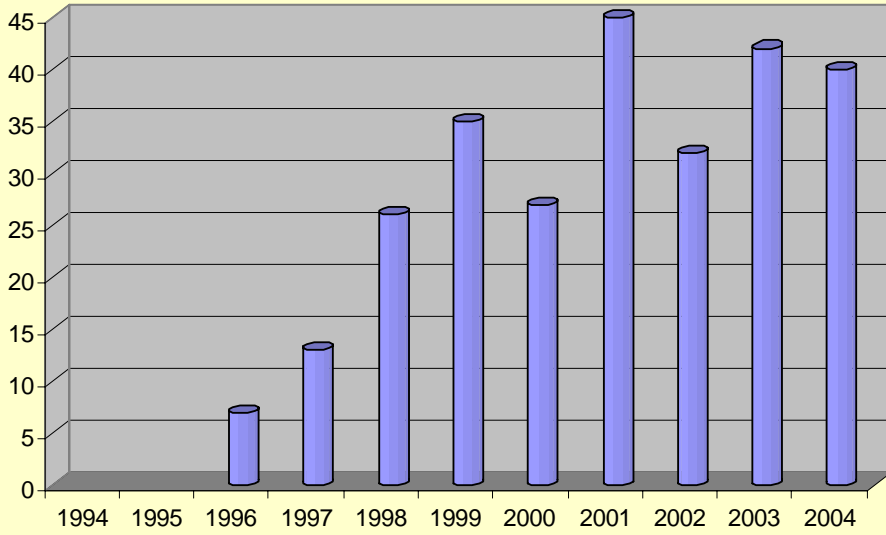
**UNM Taos**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

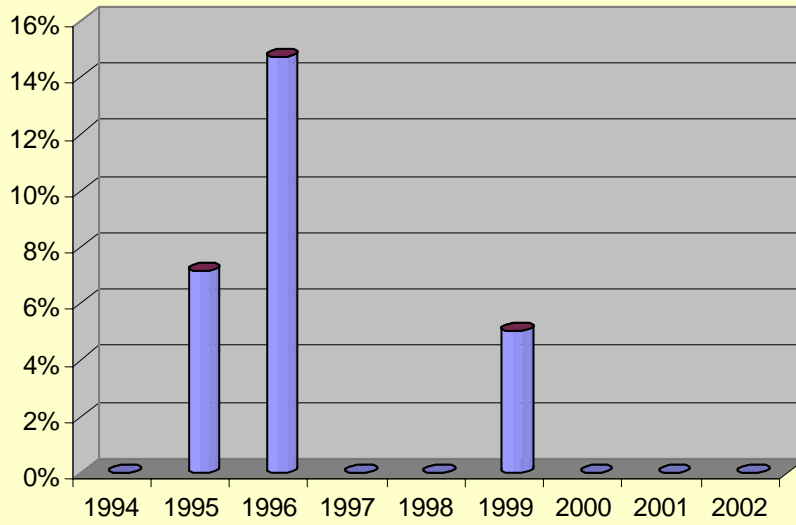
**UNM Taos**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

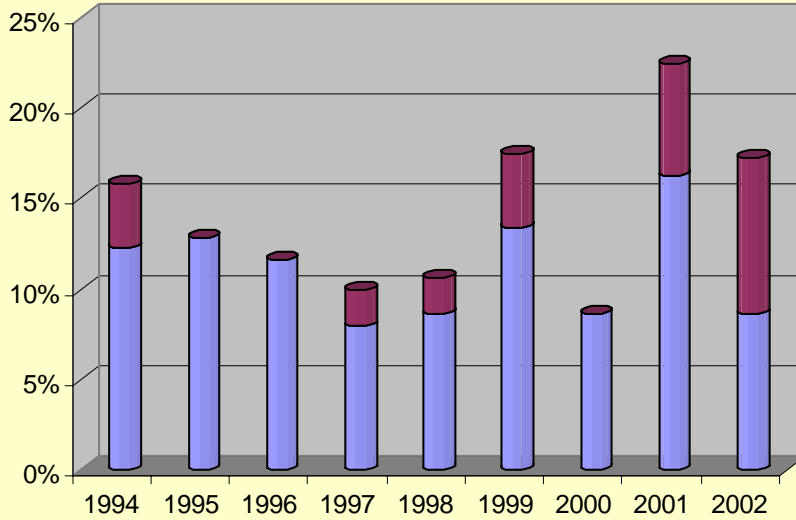
**UNM Taos  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**UNM Taos  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

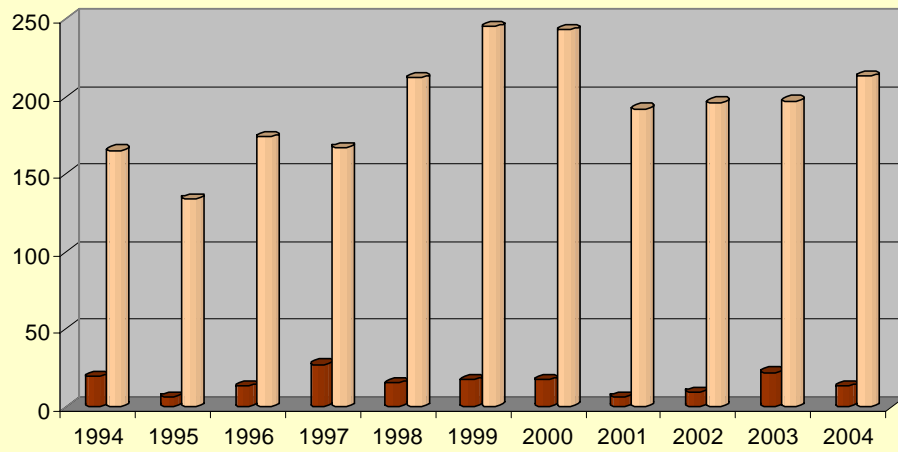
*NMHED  
Planning and Research*

UNM Taos Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

Institution did not respond

UNM Valencia Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

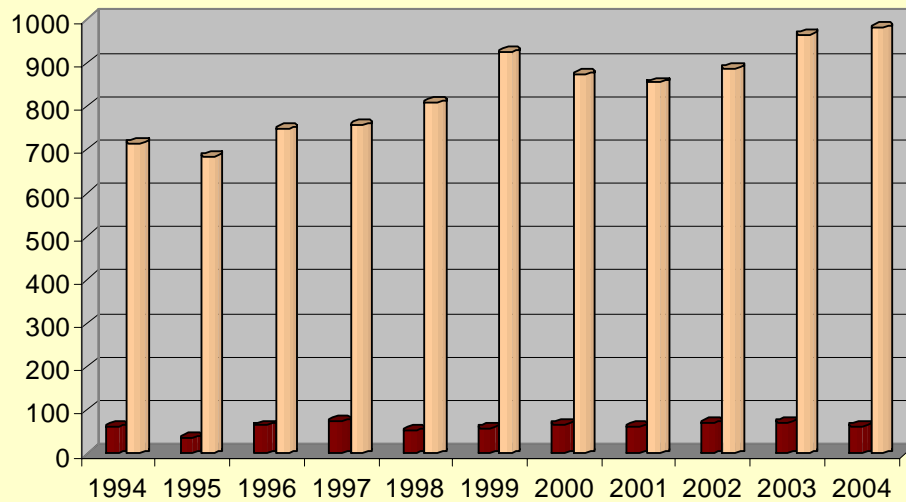
**UNM Valencia**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

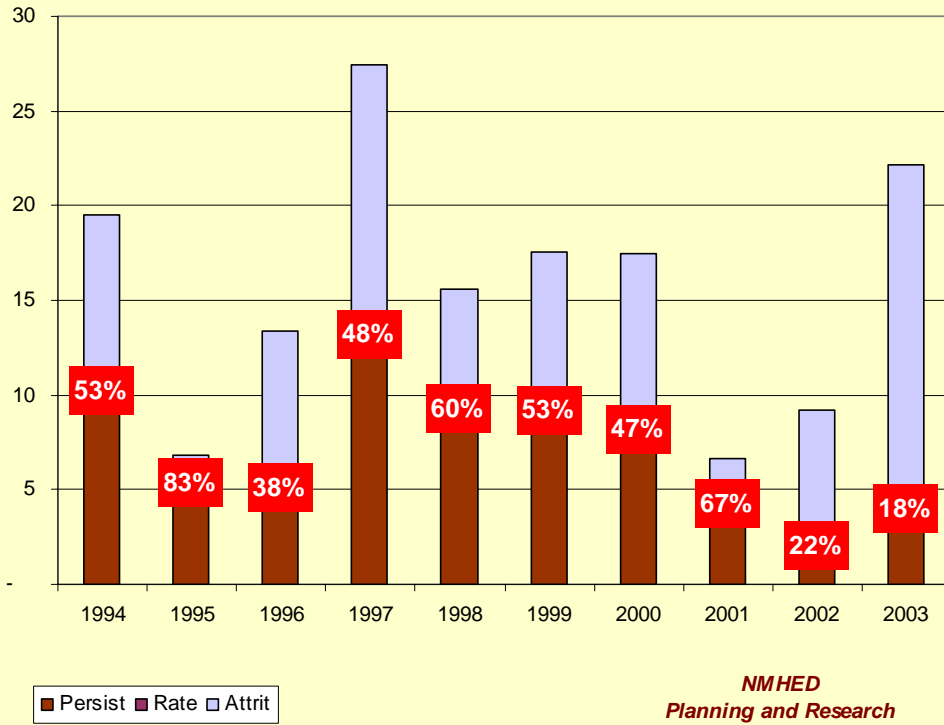
**UNM Valencia**  
**Total Head Count**



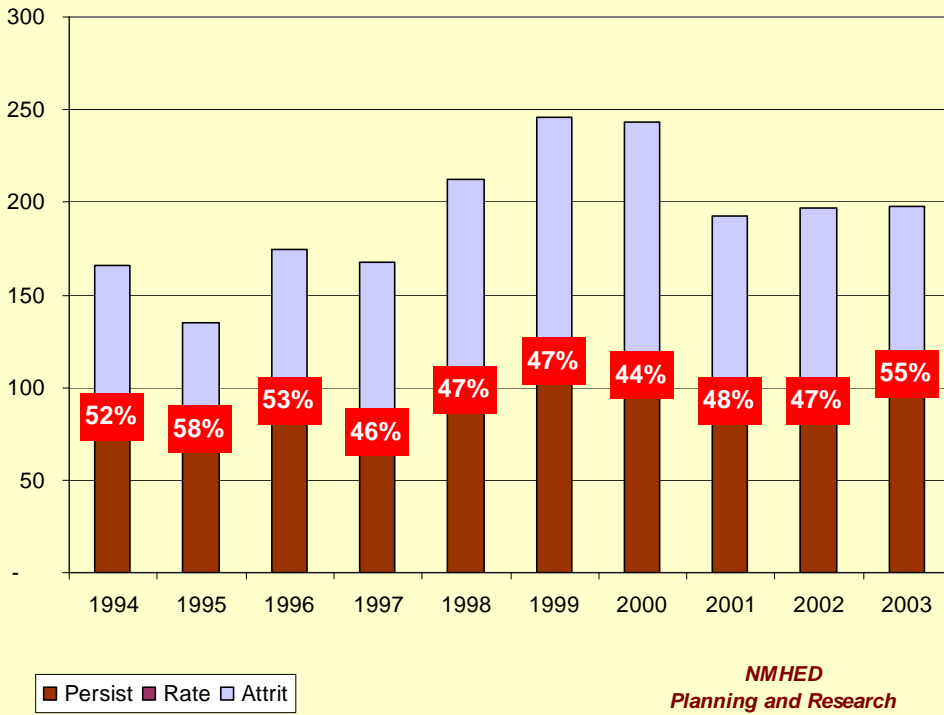
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

**UNM Valencia  
Native American Freshmen Fall - Fall Persistence**

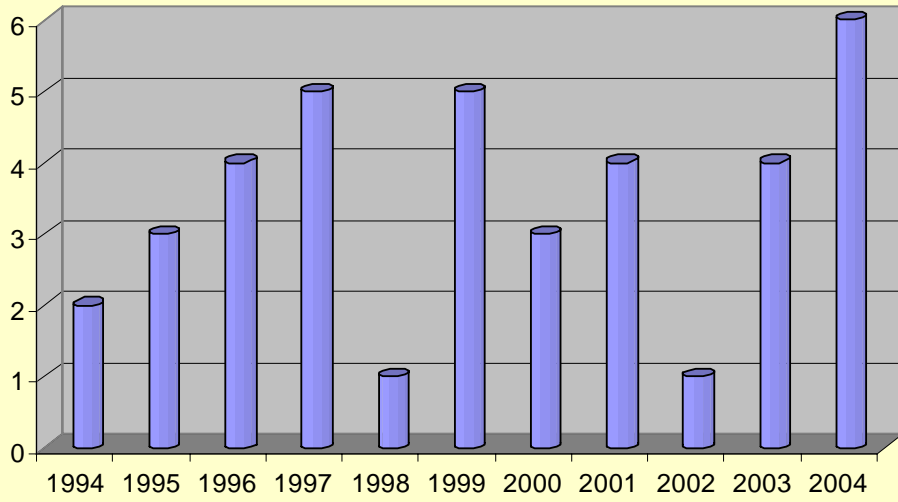


**UNM Valencia  
Hispanic Freshmen Fall - Fall Persistence**





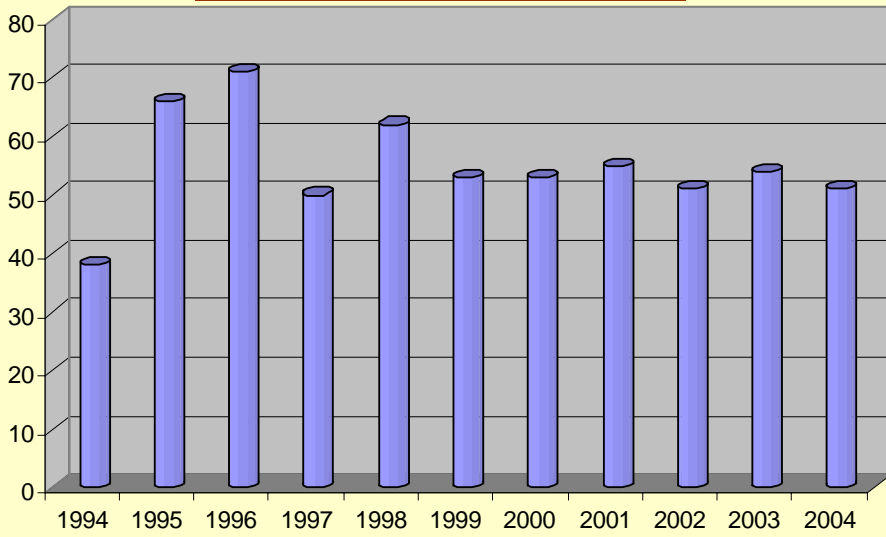
**UNM Valencia**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

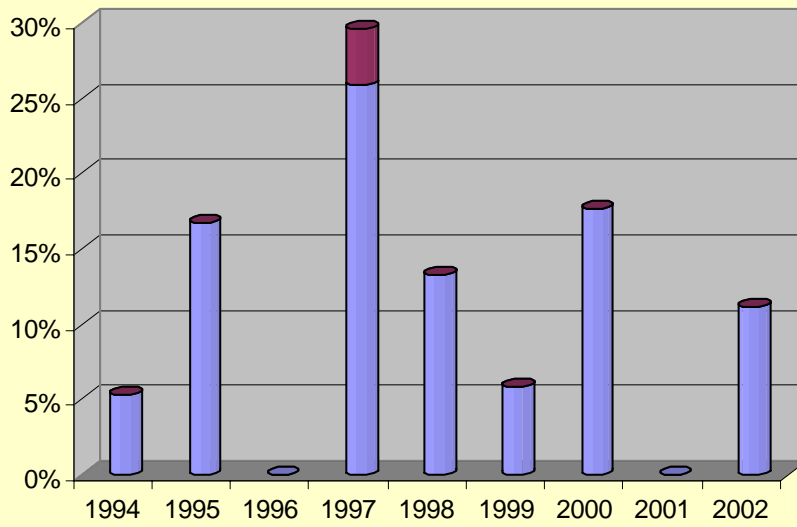
**UNM Valencia**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

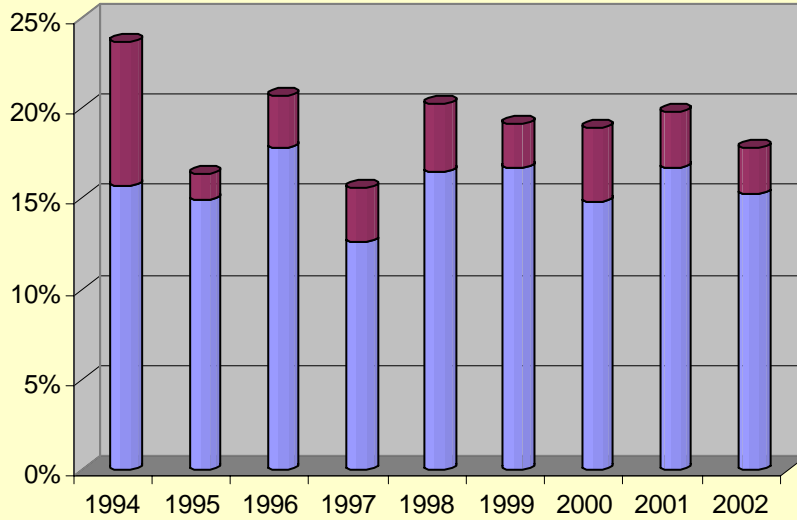
**UNM Valencia**  
**Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED*  
*Planning and Research*

**UNM Valencia**  
**Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED*  
*Planning and Research*

UNM Valencia Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** UNM

**Campus:** Valencia Campus

## **Recruitment Strategies**

### **Hispanic Students:**

UNM - Valencia Campus is a Hispanic Serving Institution and an ardent supporter of HACU

### **Native American Students:**

The UNM Valencia Campus has designated a Senior Academic Advisor to provide outreach activities to the Native American Communities in our service area.

This individual is also identified to provide recruitment and academic advisement for Native American students.

Cooperation is now established between the UNM-VC and the Pueblo of Isleta Department of Education as well as the Isleta Pueblo Headstart Center.

The effort here is to provide continuing education for Headstart staff and development of career/higher education tracks for all residents of the Pueblo utilizing UNM-VC.

UNM-VC has started to measure the following concerning Native American students:

- Total number of Native American students enrolled. Currently 57 students.
- Number of Native American Students that transfer to another postsecondary institution.
- Number of Native American students that complete their degrees or certificates at UNM Valencia Campus.

UNM - Valencia Community Education provides many workforce-related programs for Native Americans. The bulk of these programs are non-credit, designed to lead to immediate employment:

## **Retention Strategies**

### **Both:**

UNM - Valencia Campus also has "on-Trac" programs in the Student Support Services/Trio federal grants program that support both Native American and Hispanic students as well as others who qualify. These programs include the following participants:

- 106 of 162 participants are Hispanic. This is 65.43% of participants.
- 5 of 162 participants are Native American. This is 3% of participants, but 8.7% of our Native American student population.

The on- Trac Program provides eligible students with individualized academic and personal support towards successful completion of a college certificate, degree or transfer program. We help our students:

- Discover and focus on educational and career goals
- Develop effective study habits.
- Strengthen weak areas
- Reinforce their talent, potential and motivation

UNM - Valencia Campus also provides student, faculty and staff access to cultural events throughout the year. We want our students to know their culture is valued on the campus. We send students, faculty and staff to:

- The National Hispanic Cultural Center. The Indian Pueblo Cultural Center.
- La Llorona Play.
- The Flamenco Music Event.
- Life as an Inuit Elder Native American

We also sponsor many cultural events on campus including:

- Monthly display of student artwork, including that of Native Americans and Hispanic students
- Senator Dennis Chavez historical exhibit
- Santeros de Rio Abajo display

- I Can Read Espanol (class for children)
- New Mexico Tin Walled Frames (Art Class)

**Hispanic Students:**

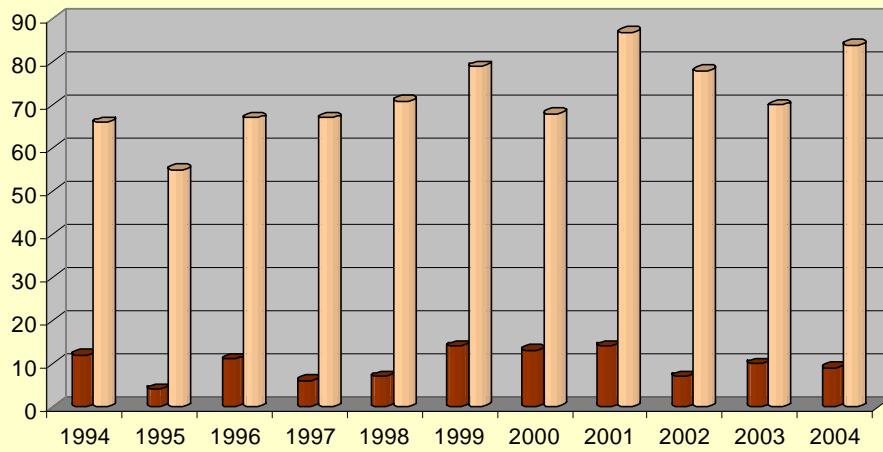
**Native American Students:**

UNM-VC is in the early stages of organizing a Native American student association to create a sense of community on the campus

**Misc:**

NMSU Alamogordo Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

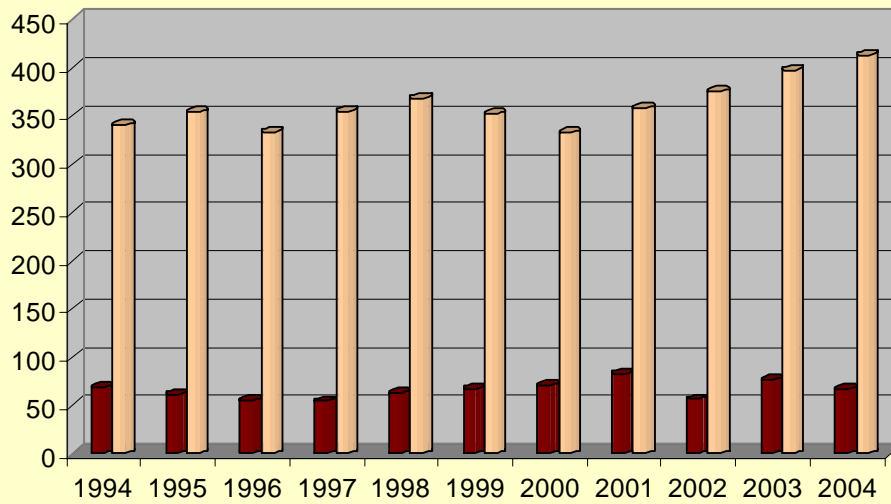
**NMSU Alamogordo**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

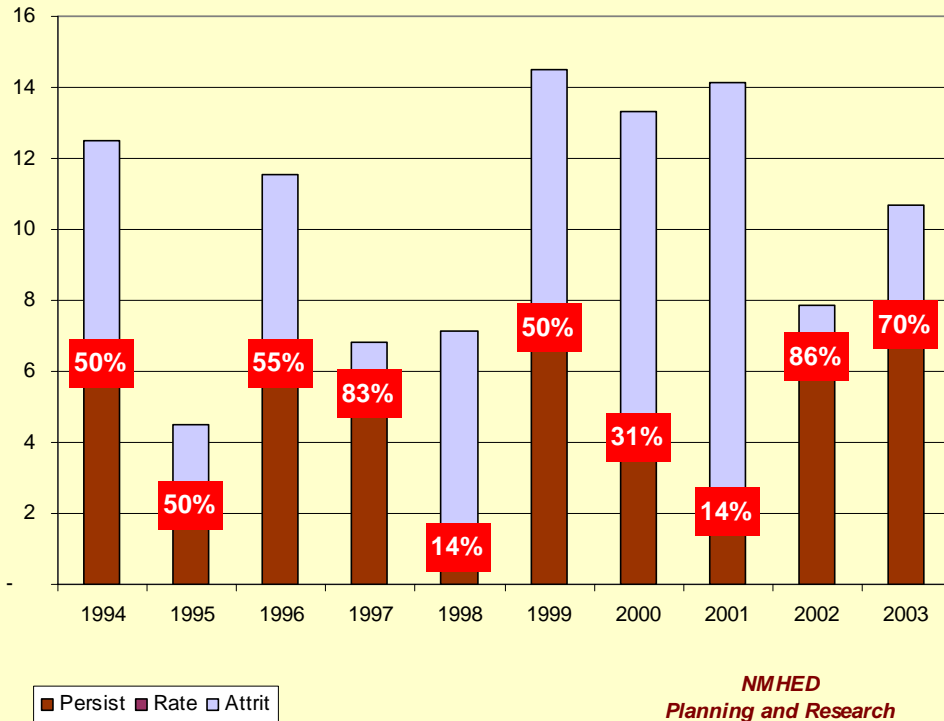
**NMSU Alamogordo**  
**Total Head Count**



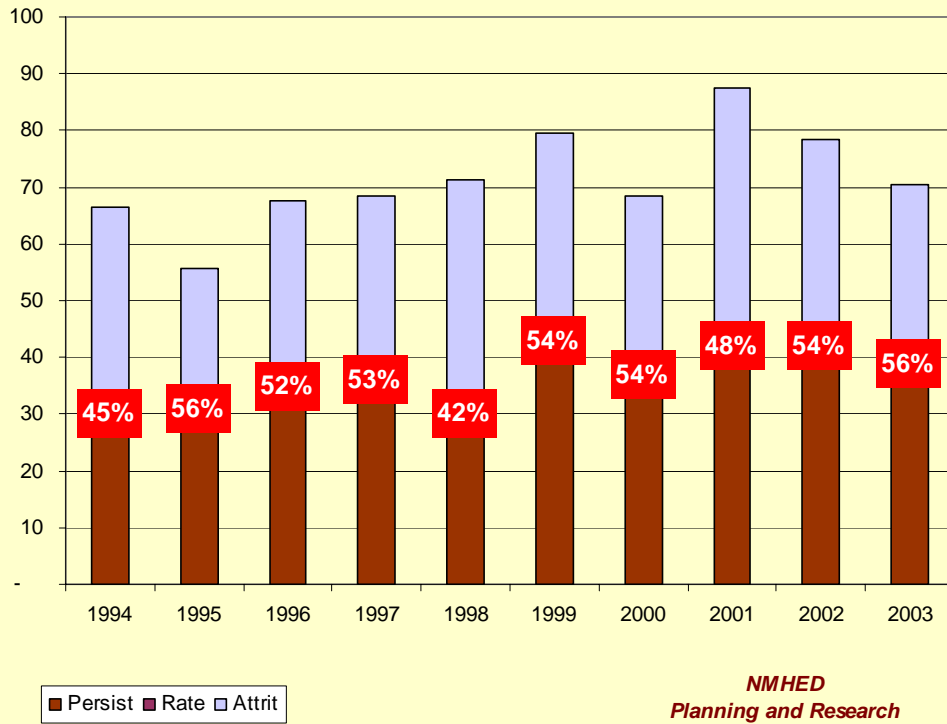
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

### NMSU Alamogordo Native American Freshmen Fall - Fall Persistence

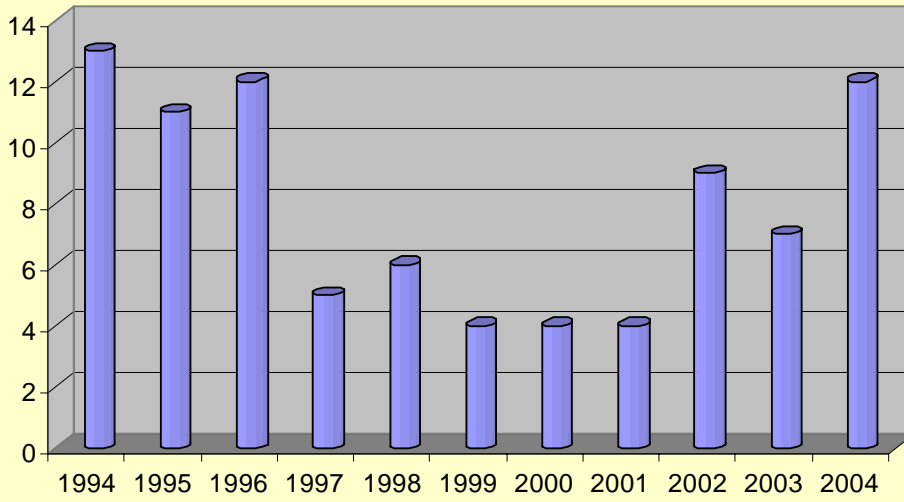


### NMSU Alamogordo Hispanic Freshmen Fall - Fall Persistence





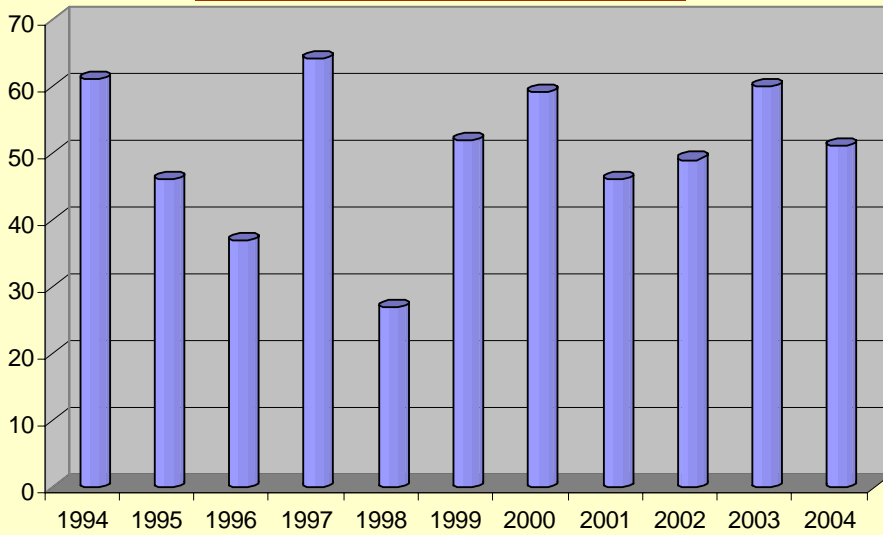
**NMSU Alamoogordo**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

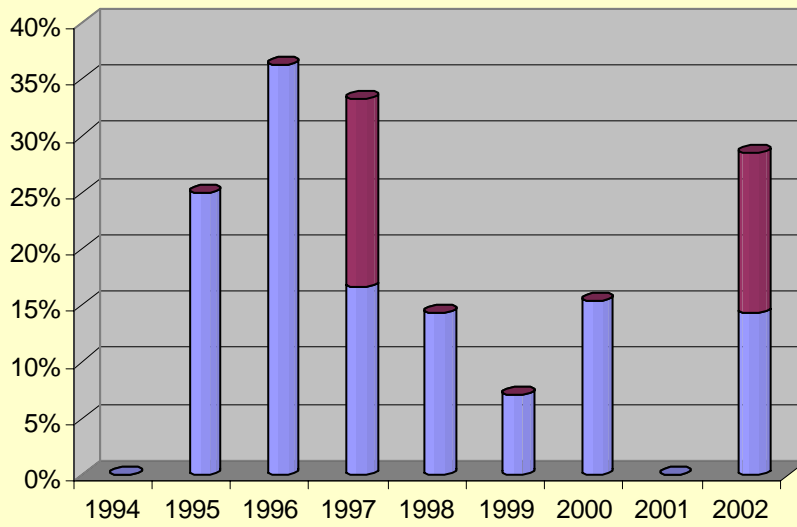
**NMSU Alamoogordo**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

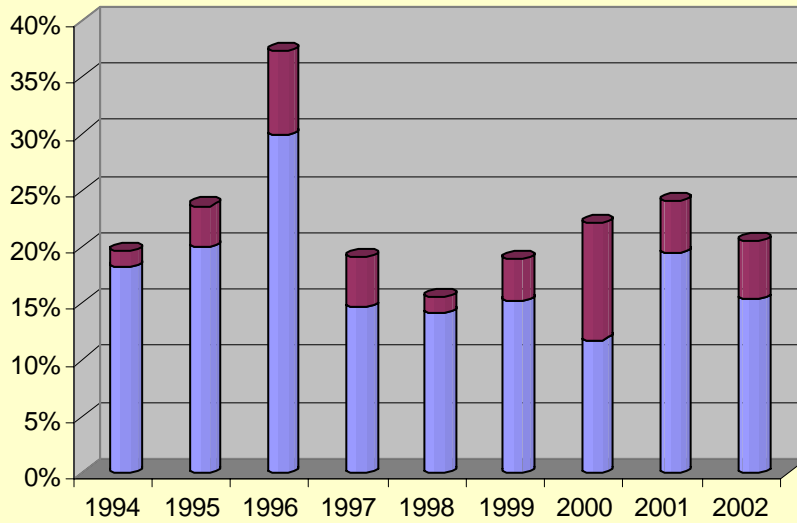
**NMSU Alamogordo  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**NMSU Alamogordo  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

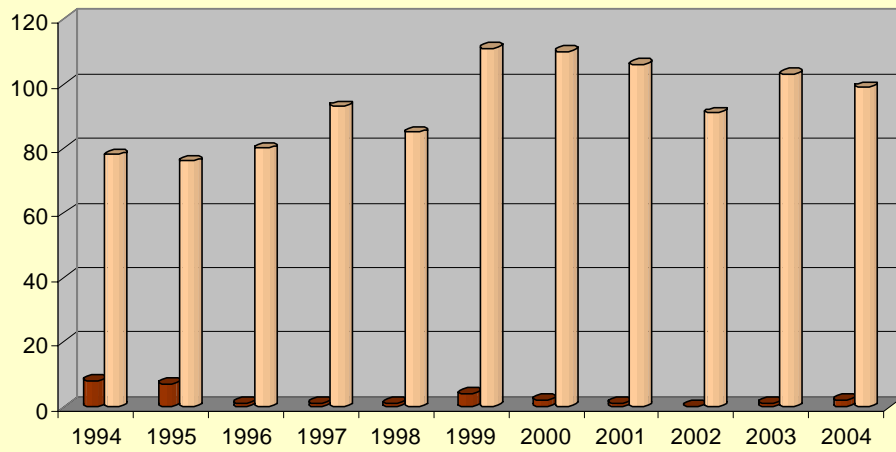
*NMHED  
Planning and Research*

NMSU Alamogordo Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

<b>Institution:</b> NMSU	<b>Campus:</b> Alamogordo
<b>Recruitment Strategies</b>	
<p><b>Both:</b></p> <ul style="list-style-type: none"> <li>• NMSU-A Recruiter makes multiple annual visits to Mescalero, Tularosa, Capitan and Carrizozo high schools which have high Native American and Hispanic enrollments, providing admissions and financial aid materials</li> <li>• Elementary and secondary students from these school districts are brought to the NMSU-A campus where NMSU-A programs are showcased and the students are provided lunch in the Student Union Building</li> <li>• NMSU-A Counselor's Appreciation Day brings counselors from these school districts onto campus and provides them an overview of the institution and a free lunch</li> </ul>	
<p><b>Hispanic Students:</b></p> <ul style="list-style-type: none"> <li>• NMSU-A admission and financial aid information is distributed to local Catholic churches which are predominantly Hispanic.</li> </ul>	
<p><b>Native American Students:</b></p> <ul style="list-style-type: none"> <li>• NMSU-A staff attendance at functions sponsored by the Mescalero School District and provision of course schedules and other promotional materials throughout the Reservation</li> </ul>	
<b>Retention Strategies</b>	
<p><b>Both:</b></p> <ul style="list-style-type: none"> <li>• The NMSU-Alamogordo campus was awarded two Title V grants in 2004 <ul style="list-style-type: none"> <li>○ Title V grants are specific for institutions that serve a large percentage of Hispanic students and other under-prepared populations</li> <li>○ These grants will benefit Hispanic and Native American students <ul style="list-style-type: none"> <li>▪ Through the development of new and comprehensive mentoring and tutoring initiatives</li> <li>▪ Improvements in technology and software support</li> </ul> </li> </ul> </li> </ul>	
<p><b>Hispanic Students:</b></p> <ul style="list-style-type: none"> <li>• New program in Digital Animation <ul style="list-style-type: none"> <li>○ Provide knowledge and skills in a career area in which Hispanics are under-represented but have great interest</li> </ul> </li> <li>• Both grants will also provide initiatives for the professional development of instructors <ul style="list-style-type: none"> <li>○ New teaching methods to better address diverse learning styles</li> <li>○ Increase technology enhanced instruction.</li> </ul> </li> </ul>	
<p><b>Native American Students:</b></p> <ul style="list-style-type: none"> <li>• Serves Native American students of the Mescalero Apache Reservation <ul style="list-style-type: none"> <li>○ Offering courses in Fire Science</li> <li>○ Other "dual credit" courses relevant to the reservation at the Mescalero High School.</li> </ul> </li> <li>• Additional courses in 2005-06 will provide <ul style="list-style-type: none"> <li>○ Instruction in forest conservation and management which directly impacts their lives through the use of tribal lands managed by tribally owned Mescalero Forest Products</li> </ul> </li> </ul>	
<p><b>Misc:</b></p> <p>NMSU-Alamogordo Hispanic and Native American student participation in the institution's programs and offerings is regularly reported as required by the Carl Perkins Grant, our two Title V Grants, as well as the performance reporting requirements of the State of New Mexico. In Fall 2004, out of a total student population of 1894, there were 477 (25.2%) Hispanics, and 68 (3.6%) Native Americans. The percentage of Hispanics enrolled at NMSU-Alamogordo has increased steadily for many years</p>	

NMSU Carlsbad Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

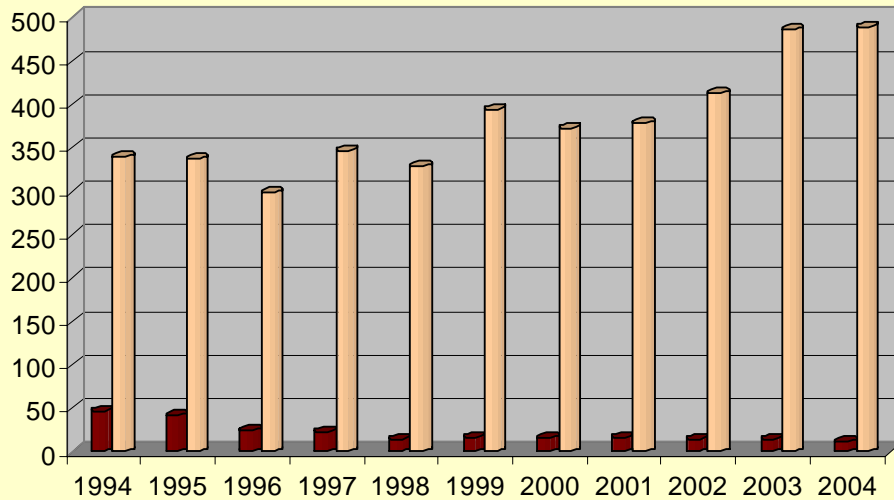
**NMSU Carlsbad**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

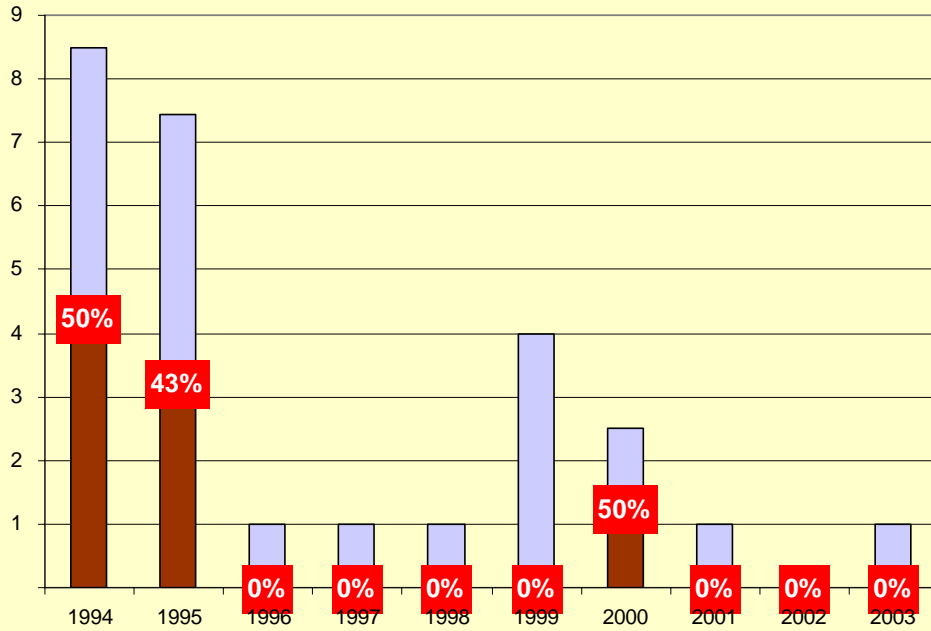
**NMSU Carlsbad**  
**Total Head Count**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

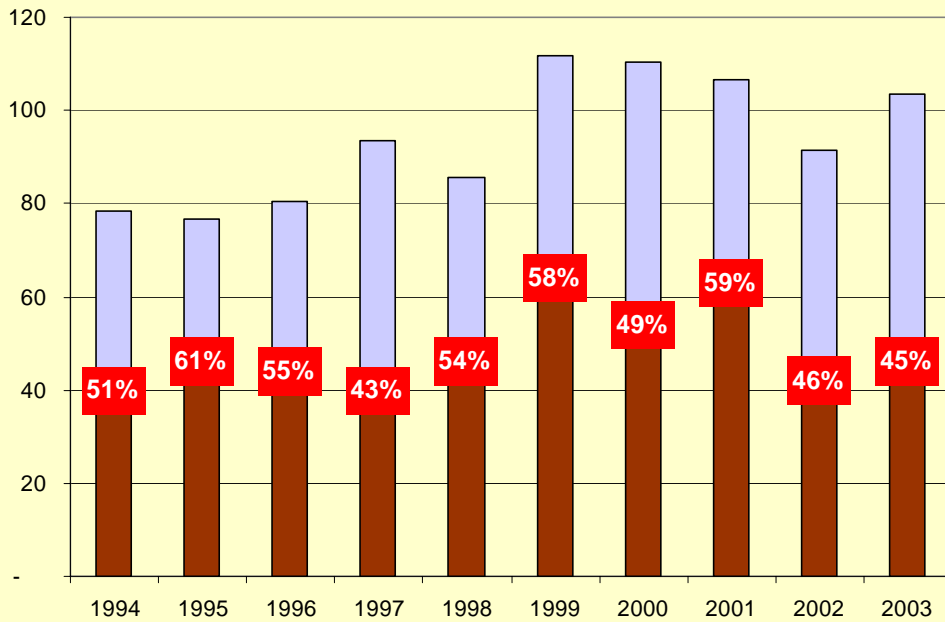
**NMSU Carlsbad  
Native American Freshmen Fall - Fall Persistence**



■ Persist ■ Rate □ Attrit

NMHED  
Planning and Research

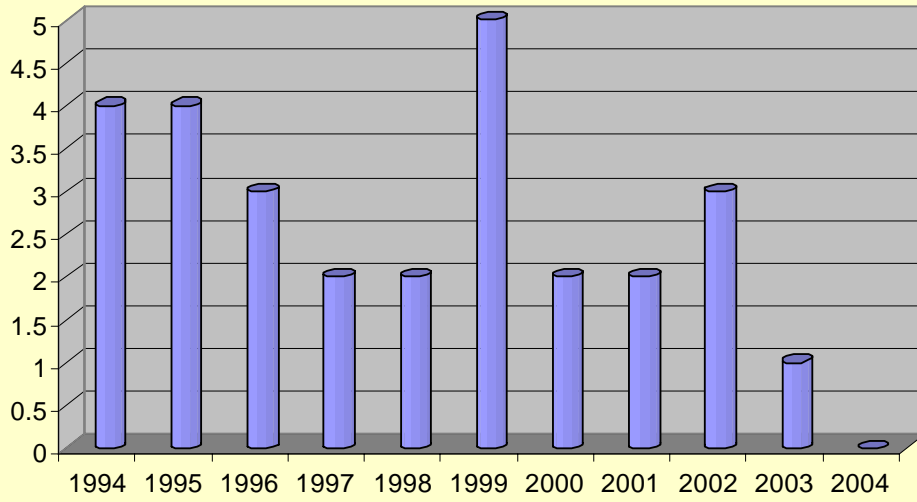
**NMSU Carlsbad  
Hispanic Freshmen Fall - Fall Persistence**



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Planning and Research

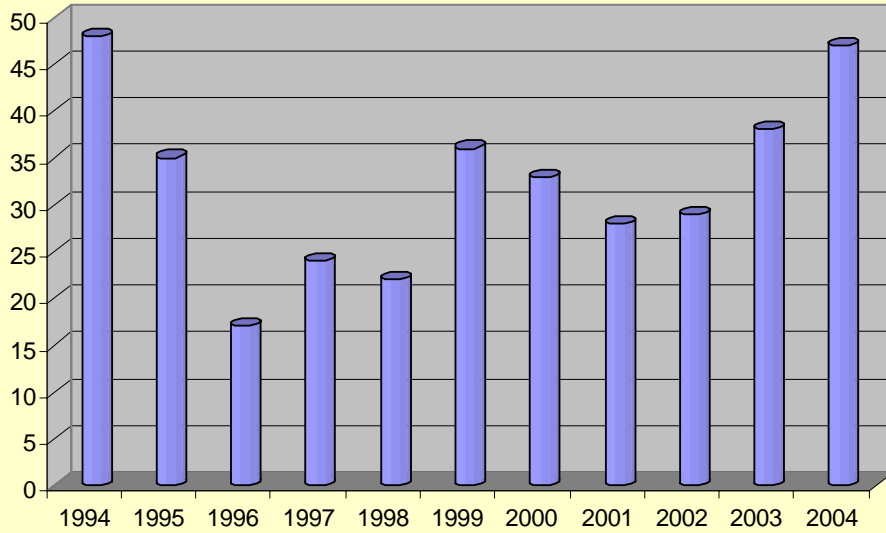
**NMSU Carlsbad**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

**NMSU Carlsbad**  
**Hispanic - Degrees Awarded**

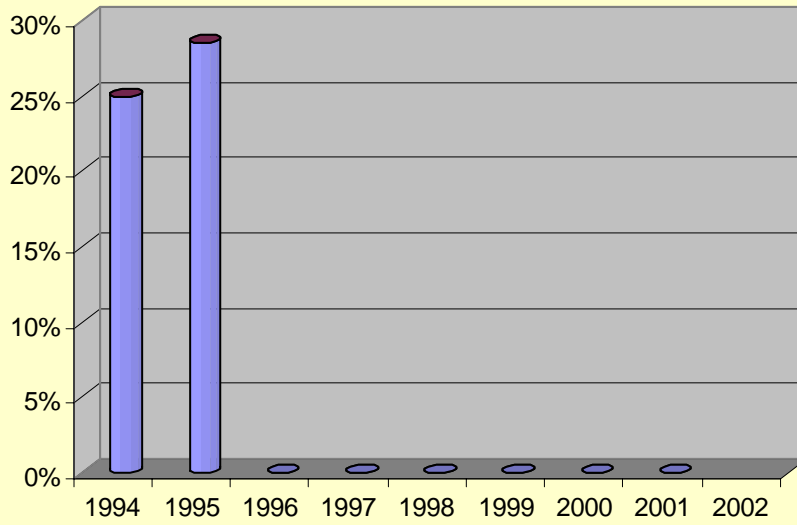


■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**



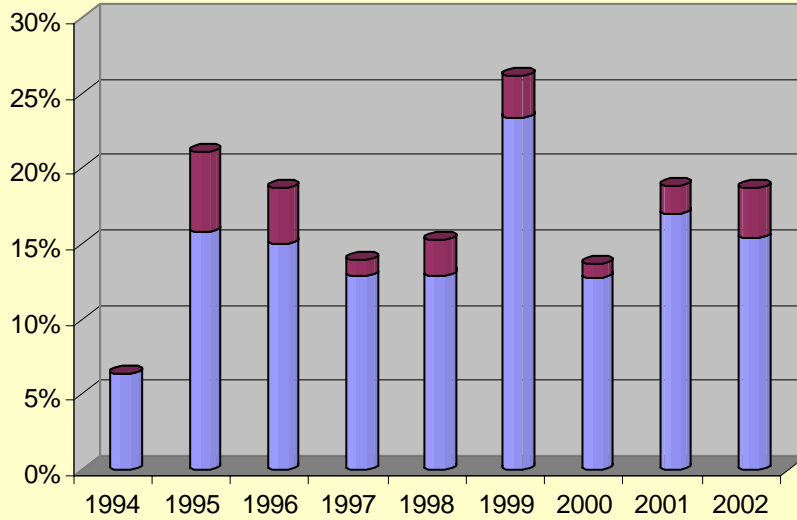
**NMSU Carlsbad  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**NMSU Carlsbad  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

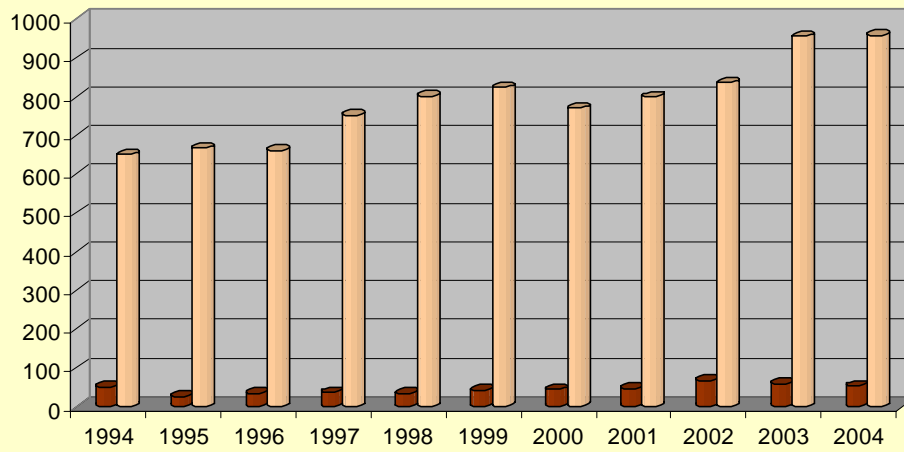
*NMHED  
Planning and Research*

NMSU Carlsbad Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

Institution did not respond

NMSU Dona Ana Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

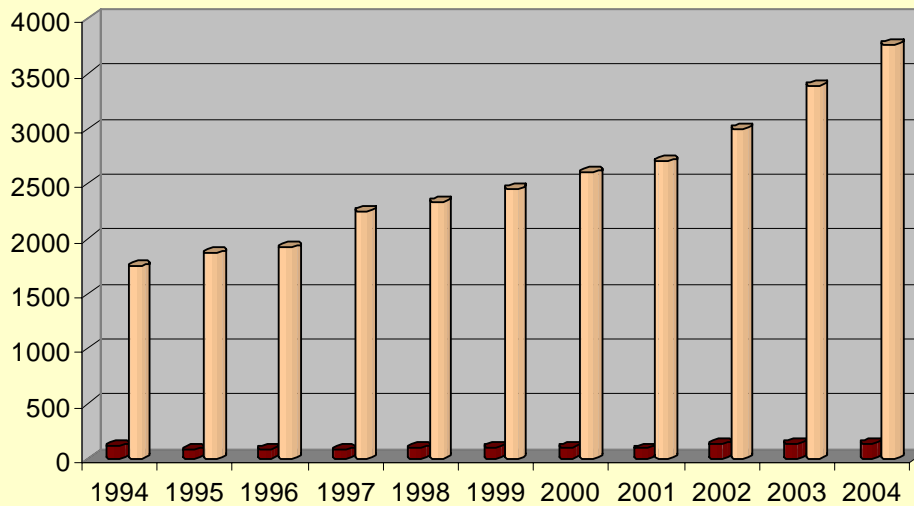
**NMSU Dona Ana**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

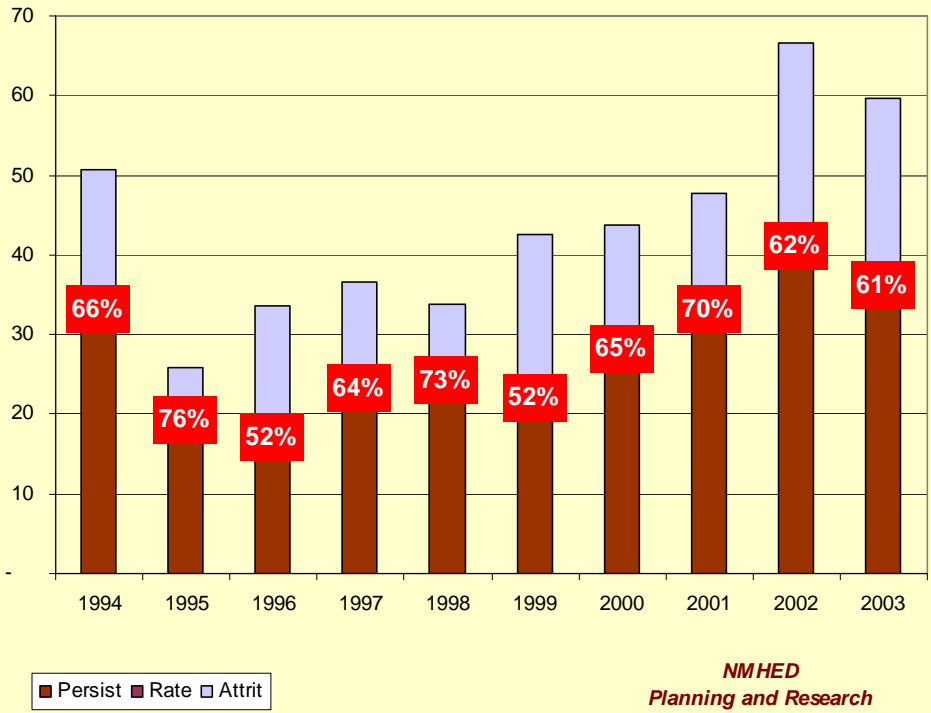
**NMSU Dona Ana**  
**Total Head Count**



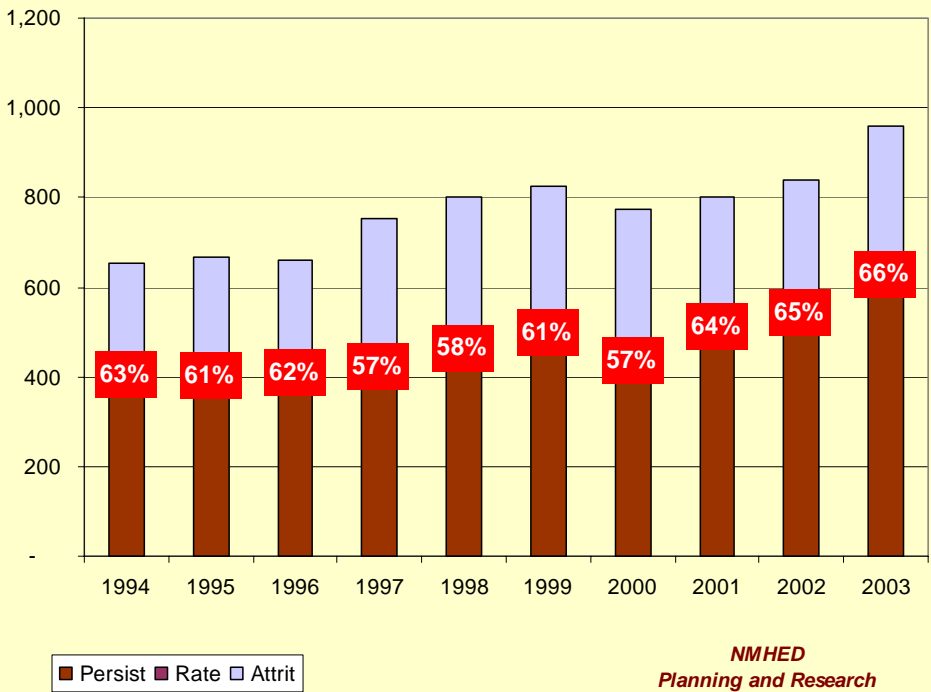
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

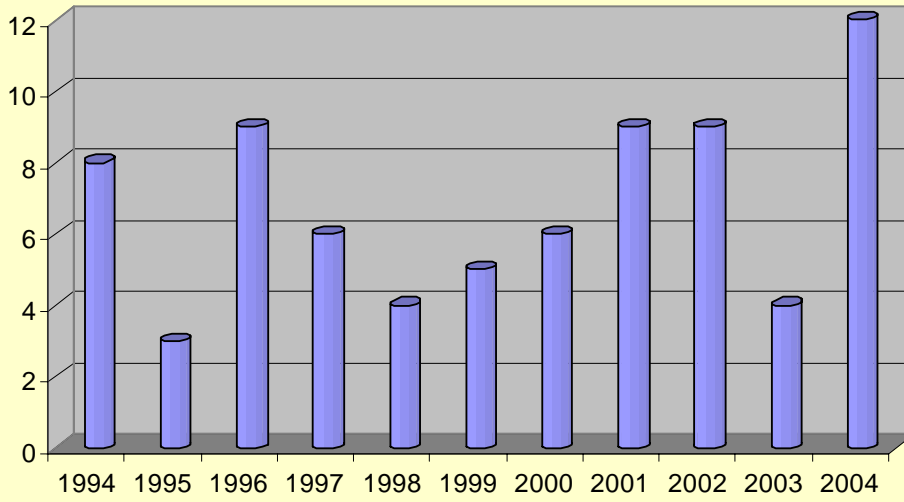
**NMSU Dona Ana  
Native American Freshmen Fall - Fall Persistence**



**NMSU Dona Ana  
Hispanic Freshmen Fall - Fall Persistence**



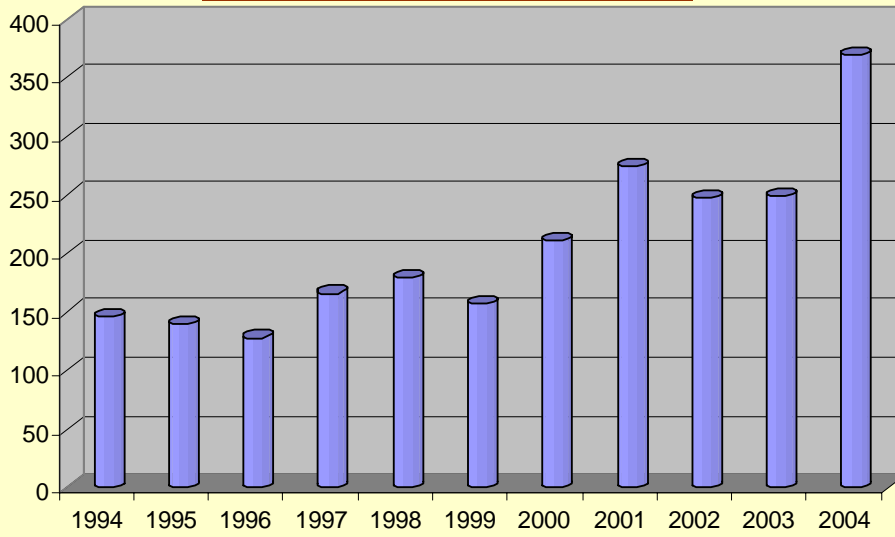
**NMSU Dona Ana**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

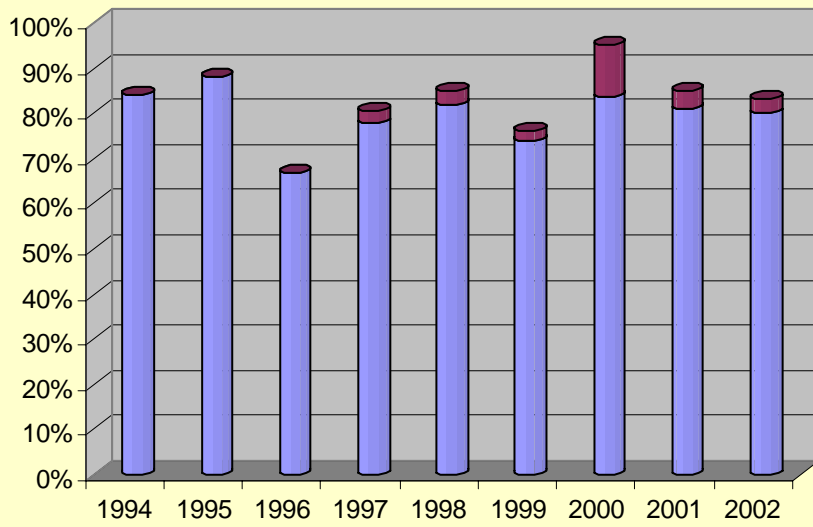
**NMSU Dona Ana**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

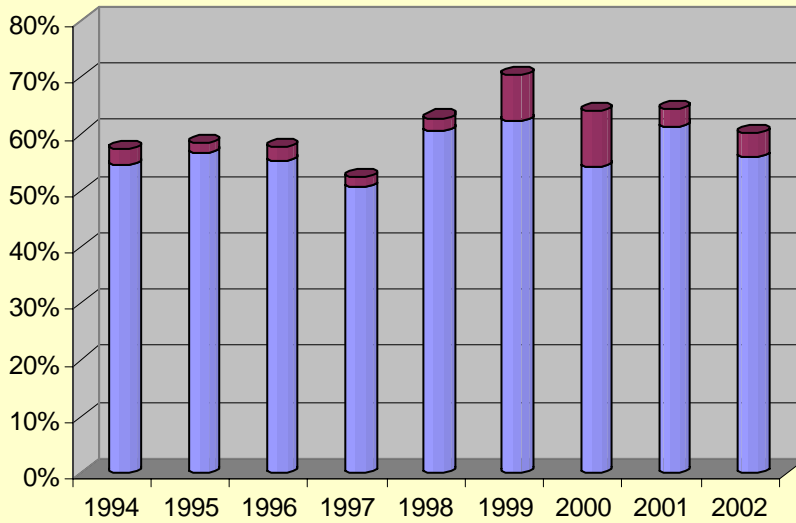
**NMSU Dona Ana  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

**NMHED**  
*Planning and Research*

**NMSU Dona Ana  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

**NMHED**  
*Planning and Research*



NMSU Dona Ana Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** New Mexico State University

**Campus:** Dona Ana Branch Community College

## **Recruitment Strategies**

### **General:**

Recruitment

- Place ads in trade newsletters to promote career opportunities
- Provide career specific scholarships to targeted groups
- Provide intrusive individualized financial aid advisement and support

### **Hispanic and Native American Students:**

Recruitment

- Participate in high school visits and or college nights in areas with high concentrations of potential American Indian and Hispanic students

## **Retention Strategies**

### **General:**

Retention

- Conduct intensive, intrusive student advisement and follow-up
  - Contact students immediately if they do not attend class
  - Contact students who are late with assignments
- Strive to make sure that students know that their attendance matters
- Provide individualized attention to students that come to us with an array of needs.
  - Match a wealth of career options and learning opportunities with the student's individual education goals
- Provide peer-to-peer tutoring in our Student Success Center for all our students

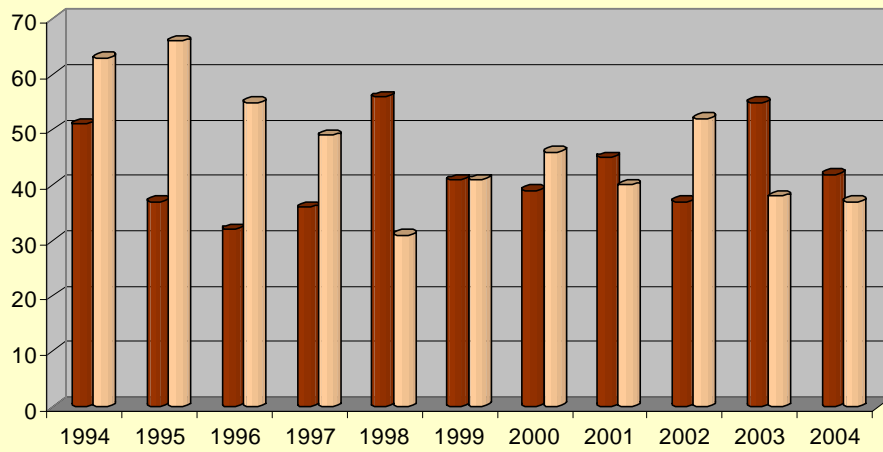
### **Hispanic Students:**

- Establish and support a Hispanic Student Association to promote connectivity to DABCC

**Misc:**

NMSU Grants Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

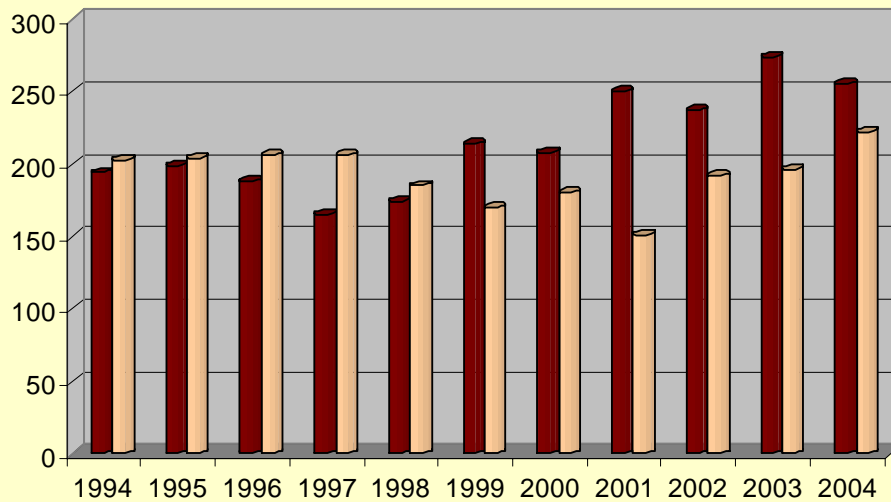
**NMSU Grants**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

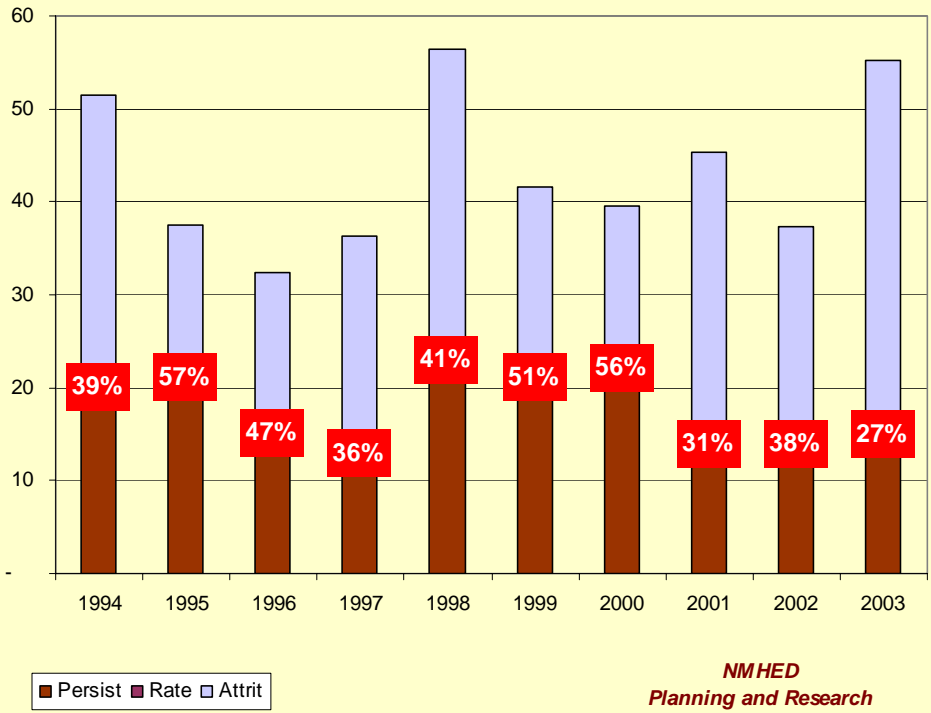
**NMSU Grants**  
**Total Head Count**



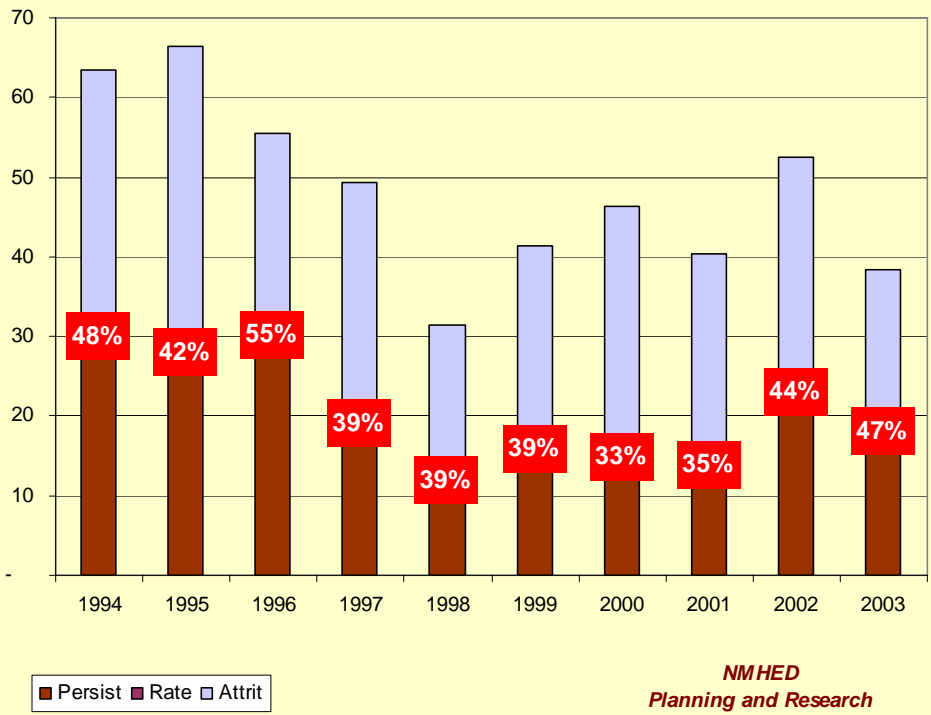
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

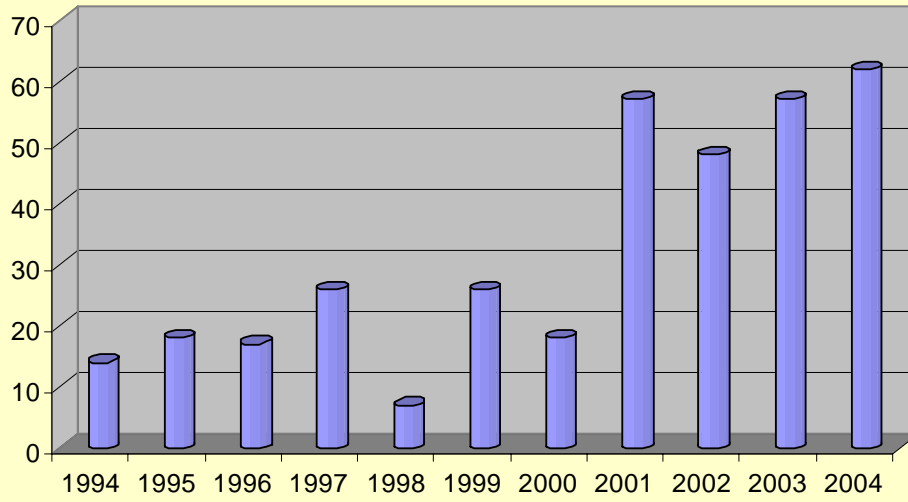
**NMSU Grants**  
**Native American Freshmen Fall - Fall Persistence**



**NMSU Grants**  
**Hispanic Freshmen Fall - Fall Persistence**



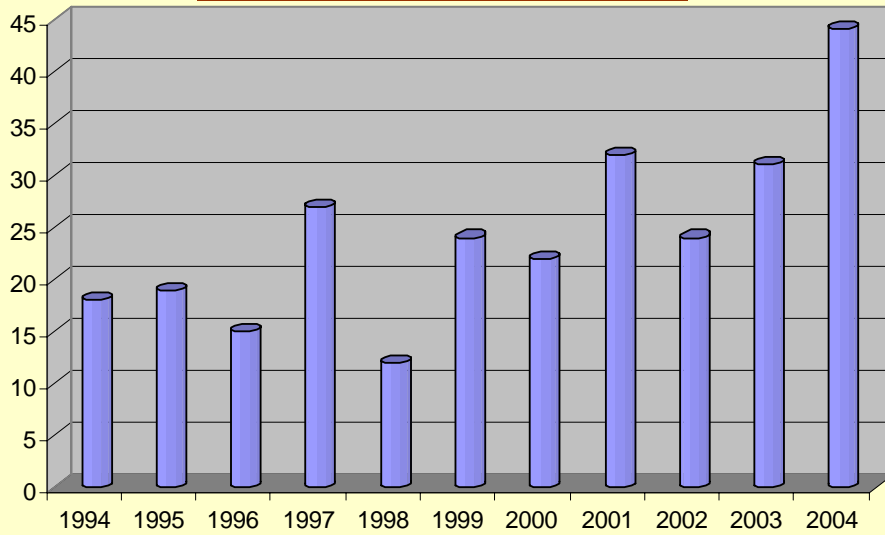
**NMSU Grants**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

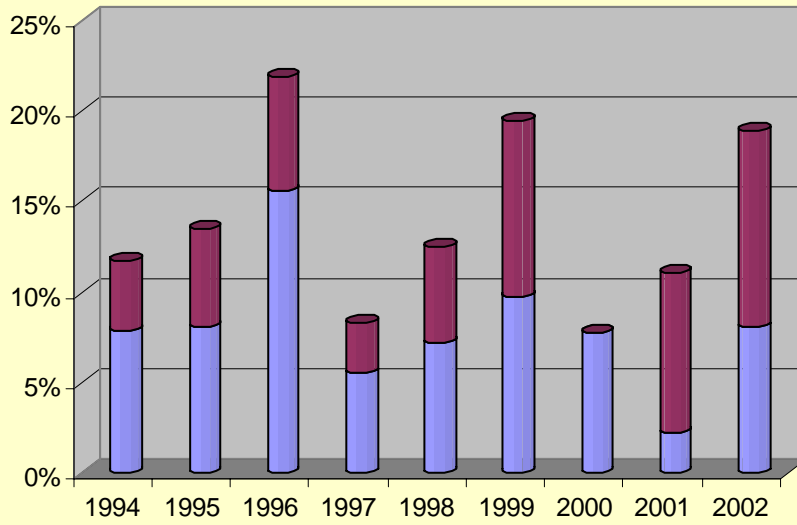
**NMSU Grants**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

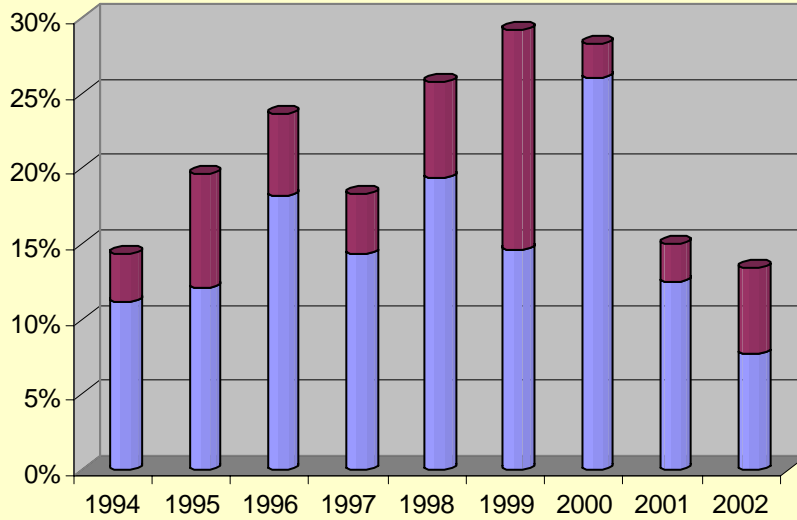
**NMSU Grants  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**NMSU Grants  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

NMSU Grants Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students



## Recruitment Strategies

### Both / General:

NMSU Grants hosts an annual College Days Fair (sponsored by New Mexico Educational Council). Representatives from colleges across the state and out of state send representatives to talk to prospective students.

High school students from the surrounding area are bused to the campus to visit with the various college representatives.

Students from the communities of Grants, Laguna, Acoma, Thoreau, Crownpoint and Quemado attend.

Representatives from Student Services also attend College Days at other locations and do recruitment visits to various high schools within our service area.

Below is a list of the number of contacts with Hispanic and Native American high school students at the various College Days locations for 2005.

Date	Location	No. Native American Students	No. Hispanic Students
September 26, 2005	NMSU Grants Campus	137	90
September 26, 2005	Zuni High School	147	2
September 27, 2005	Gallup High School	187	76
September 27, 2005	Tohatchi High School	135	1
September 28, 2005	Kirtland Central H.S.	68	51
September 28, 2005	San Juan College	102	38
October 12, 2005	Socorro High School	40	4

The Student Services Officer also maintains contact with various professional organizations to assist in recruitment of Native American and Hispanic students by attending conferences and other activities. These professional organizations include the New Mexico Educational Council, Native American Professionals in Education, Hispanic Association of Colleges and Universities, and the National Indian Education Association

### Native American Students Overview:

- *Most Effective Strategy: College and Career Days for Native American Students and personal contacts with potential students.*
- *Least Effective: E-mails to students.*

### Hispanic Students Overview:

- *Most Effective: College days, career days, phone calls, and personal contact with students.*
- *Least Effective: Emails*

## Retention Strategies

### General:

#### Center for Teaching & Learning (CTL)

The Center for Teaching and Learning offers tutorial assistance for registered students. Tutors are available to assist students with academic problems or concerns they may experience in specific classes or subject areas. State-of-the-art computers are available to students for use in completing papers, computer-assisted tutoring and electronic mail.

#### Math Lab

In addition to the CTL, NMSU Grants provides a math tutoring lab to provide assistance in all developmental mathematics through College Algebra. The lab, staffed by a teaching technician, provides the basis for

tutoring and testing services. The lab also has six new computers connected to the campus network. There are also online tutorials and video lectures that can be accessed in the Math Lab. Besides offering one-on-one tutoring assistance, the Math Lab may be used by students as a place to work on homework problems or study for exams.

### **Service Learning**

Most of the vocational programs and some of the academic programs have added a service learning component to their requirements. This engages the students more actively in their program of study and leads to a higher retention rate and probability of completing a degree/certificate program and relevancy of learning. It also develops a relationship between students and the community.

### **Advisement**

The Student Services Office at NMSU-Grants has extended hours during each semester while classes are in session through 7 p.m. An academic advisor and student services/financial aid representative are available to students after normal working hours and on Saturdays mornings to assist non-traditional students who can not come to campus during normal working hours.

### **Both:**

#### **Associated Student Government (ASG) and Student Clubs/Organizations**

The Associated Student Government is the student government entity for NMSU at Grants. This organization has been established to provide student input to campus administrators, organize and support student activities and assist with various campus events. This semester 90% of the students involved in the ASG are of Native American or Hispanic heritage.

For many years NMSU-Grants students have been actively involved in the multi-cultural club which has sponsored many cultural events on campus highlighting the Native American and Hispanic heritages. This year the multi-cultural club has divided and formed two new clubs: a Hispanic Club and a Native American Club. Native American and Hispanic students are also actively involved in Skills USA (Vocational Skills) and STEM (Science, Technology, Engineering & Math) clubs on campus.

#### **Native American Students Overview:**

- *Most Effective Strategy: Student Success Academy.*
- *Least Effective: Pre-Registration and Financial burden.*

#### **Hispanic Students Overview:**

- *Most Effective: Student academic referrals, probation contracts, new student orientation, Success Academy, Student activities and clubs, availability of staff, providing students with current up to date and accurate information.*
- *Least Effective: Pre-registration and financial struggles*

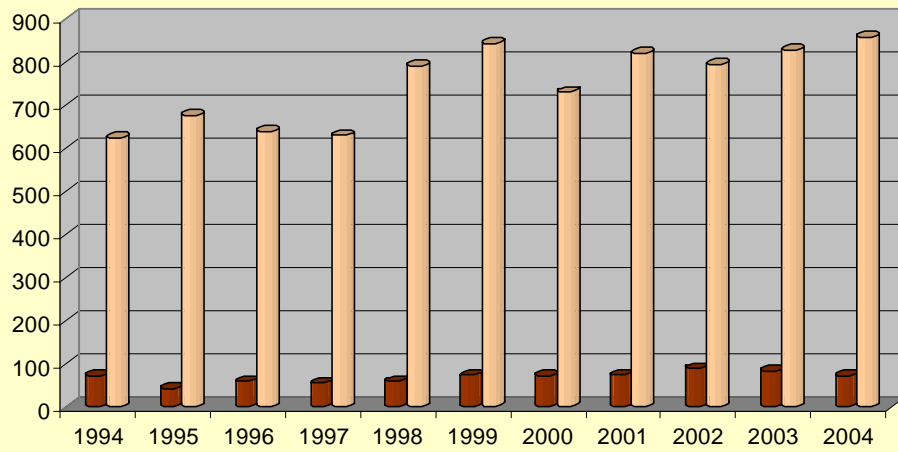
### **Misc:**

- Memorandums of Understanding with High Schools, Tribal Higher Education Offices, Tribes, and Employers in the region.
- NMSU Grants does not have Graduate Students.

Grants Campus' student population of 400 FTE (650 headcount) is reflective of the county's diverse population base of 36% Native American, 33% Hispanic, 29% White, and 2% Other. Three Native American Tribes are located in the area: Acoma Pueblo, Laguna Pueblo and the Navajo Nation. Over half of the students attend late afternoon and evening classes. For additional information on the NMSU-Grants Campus, please visit our website at: [www.grants.nmsu.edu](http://www.grants.nmsu.edu).

NMSU Main Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

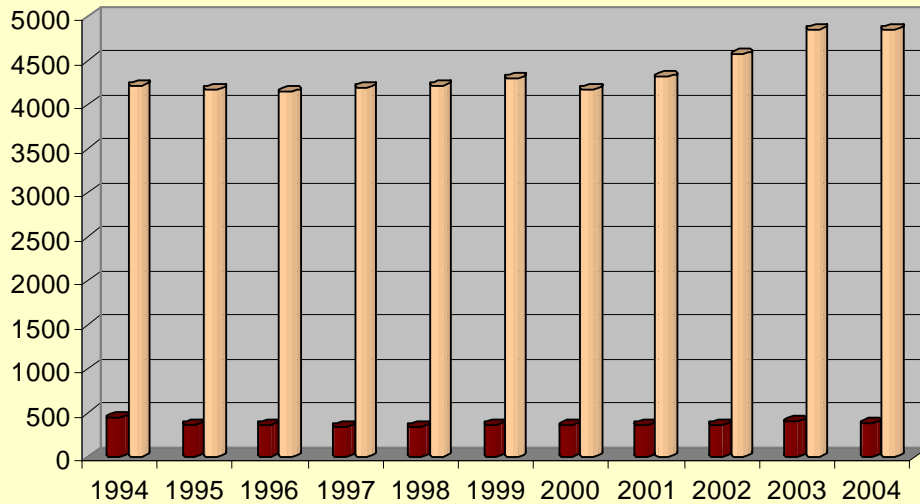
**NMSU Main**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

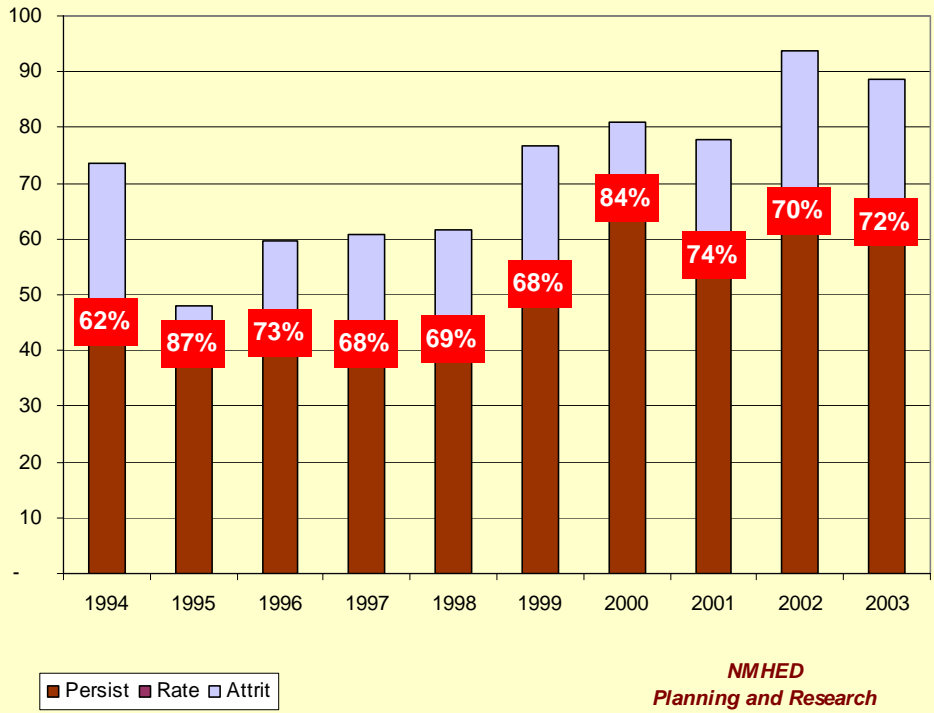
**NMSU Main**  
**Total Head Count**



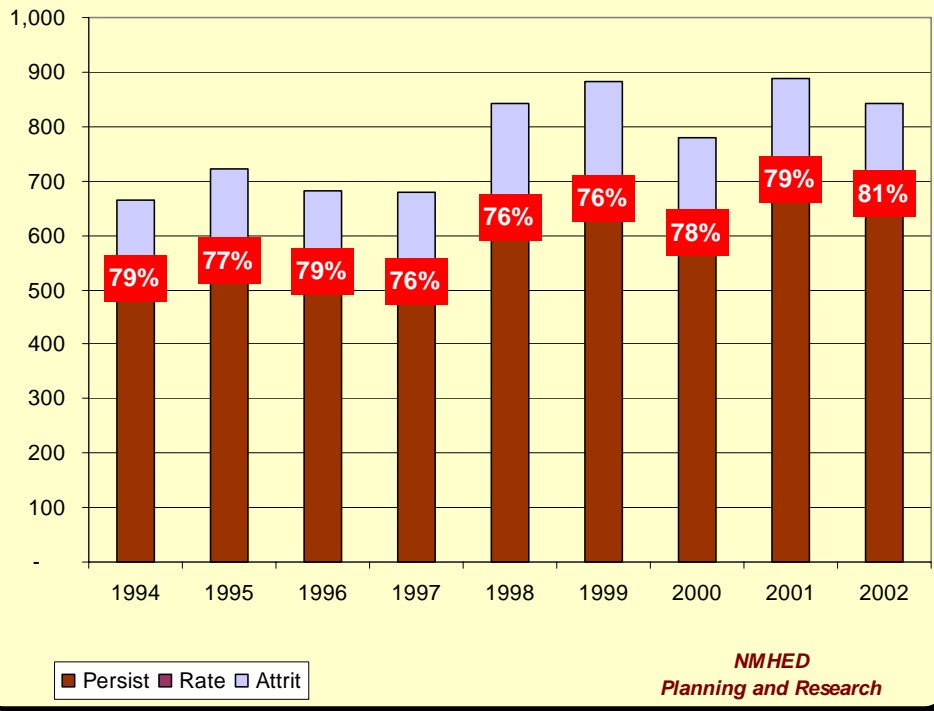
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

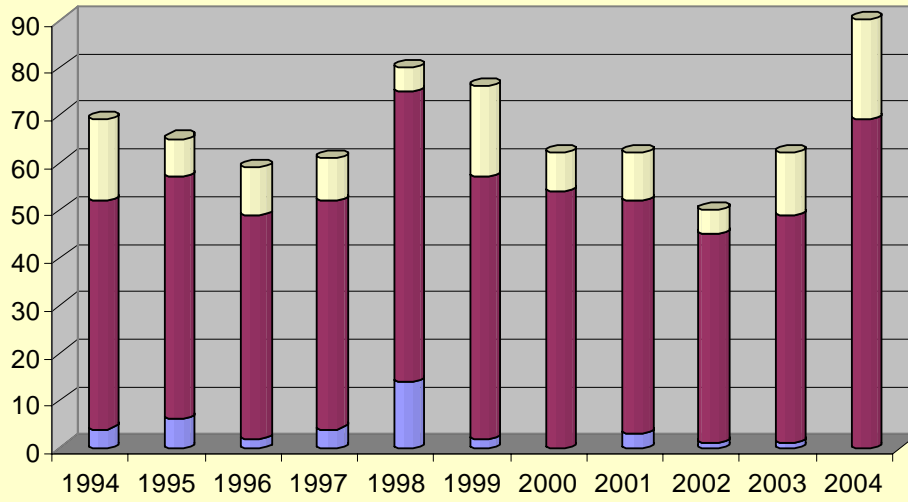
**NMSU Main  
Native American Freshmen Fall - Fall Persistence**



**NMSU Main  
Hispanic Freshmen Fall - Fall Persistence**



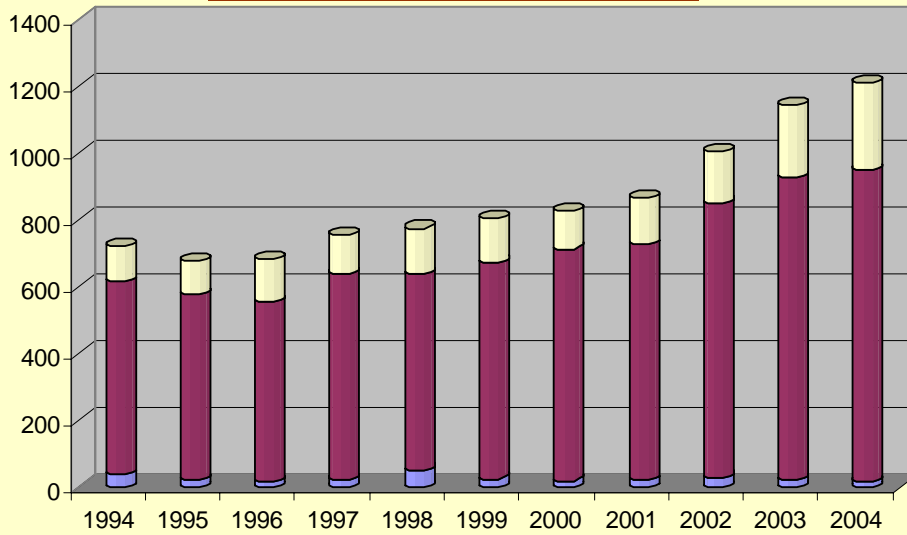
**NMSU Main**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

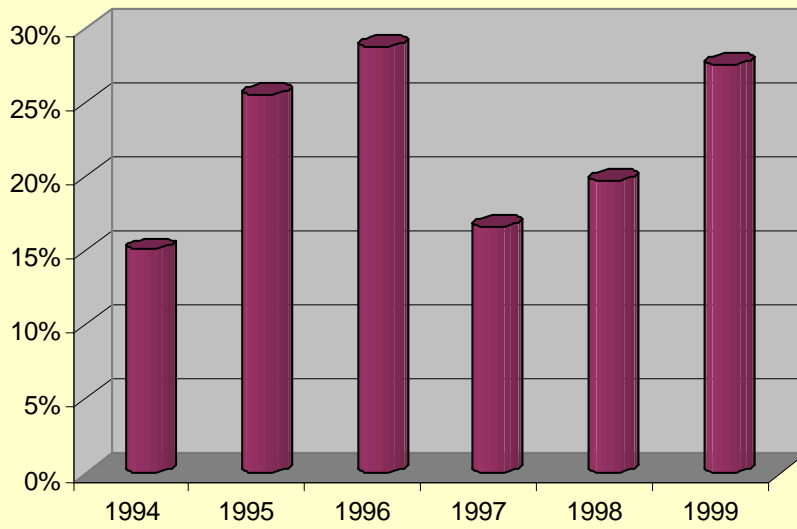
**NMSU Main**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

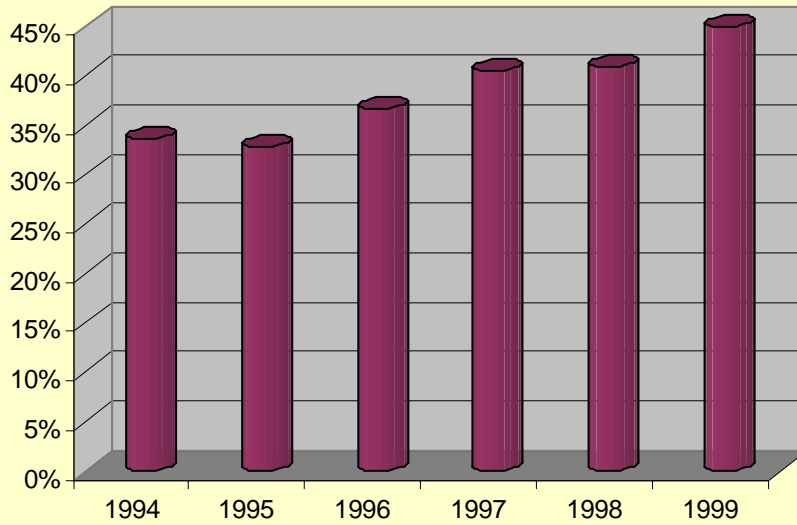
### NMSU Main Native American Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

### NMSU Main Hispanic Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

NMSU Main Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students



**Institution:** NMSU

**Campus:** Main

## **Recruitment Strategies**

### **General:**

#### **New Mexico Alliance for Minority Participation (AMP)**

Program designed to increase the enrollment and graduation rates of underrepresented ethnic minorities in science, technology, engineering, and mathematics.

#### **Research Initiative for Scientific Enhancement (RISE)**

A multi-faceted program aimed at increasing the number of minority students earning doctoral degrees in biomedical science.

#### **Minority Access to Research Careers (MARC)**

Program provides support for minority group students who are underrepresented in the biomedical sciences to improve their preparation for graduate training in biomedical research.

#### **Upward Bound Program**

Program designed to prepare participants for successful entry into, retention in and completion of a four-year college degree. Participants are first generation high school students from low-income families.

#### **Bridge Program**

Program for high school senior students in the Upward Bound Program designed to help them successfully transition into college after graduation by housing them on campus during the summer and providing support such as tutoring and mentoring

#### **College Assistance Migrant Program (CAMP)**

Program that helps first-generation students from rural migrant families to get into college and earn their degrees.

#### **McNair Scholars Program**

Program open to both first-generation and underrepresented minority students designed to enhance the educational experience by providing research opportunities and faculty mentoring.

### **Hispanic Students:**

The staff of Chicano Programs serves on various committees and do work related to general recruitment and retention efforts at NMSU and the community

- Field trips, game tickets to Mid & High School students, and fairs.
- Programs, Chicano and others (e.g., Mother Daughter Mentorship, Exito/Enlace, STEM or science, technologies, engineering, and math focused students toward a B.S., CAMP, College of Agriculture and Home Economics, College of Business identifies outstanding students and recruits with scholarships.)
- *Most Effective: One-to-one contact, mentorship programs, scholarship programs, Exito/Enlace, Admissions office, Chicano programs, AMP scholarships, SCORE (physically bring students to campus.)*
- *Least Effective: Mail-outs in isolation from the outreach, info. sessions in Spanish. AMP-dissemination of literature no follow or exposure. Web-based information in isolation of other outreach.*

### **Native American Students:**

#### **High school career fairs on Tribal Reservations and surrounding areas**

- New Mexico Schools Visited:
- Navajo Alamo School, Alamo
- Laguna! Acoma High School, Laguna
- Crownpoint High School, Crownpoint
- Tohatchi High School, Tohatchi

- Jemez High School, Jemez
- Ft. Wingate High School, Wingate
- Bernalillo High School, Bernalillo
- Grants High School, Grants
- Thoreau High School, Thoreau
- Santa Fe Indian School, Santa Fe

**Two-year college recruitment fairs where the enrollment is significantly American Indian.**

- NM Community Colleges Visited
- Southwestern Indian Polytechnic Institute, Albuquerque
- San Juan Community College, Farmington
- Navajo Community College, Shiprock

**Tribal career fairs**

- NM Tribal Fairs Attended:
- Isleta Pueblo, Isleta
- Cochiti Pueblo, Cochiti
- Jemez Pueblo, Jemez
- Acoma Pueblo, Acoma
- Zia Pueblo, Zia
- San Juan Pueblo, San Juan
- Arizona Tribal Fairs Attended:
- Navajo Nation Career Fair, Window Rock

**American Indian Conferences**

- National Indian Education Conference
- National American Indian Science & Engineering Society Conference . American Indian Science & Engineering Society Science Fair
- National American Indian Annual Exemplary Conference
- American Indian Higher Education Conference
- Gathering of Nations Pow-wow

**Hosting American Indian high school group and parent/student visits to NMSU.**

- The American Indian Program hosts visits by American Indian high schools and by individual prospective students and their parents to the NMSU campus.

**Increased advertising and marketing of the American Indian Program**

- Advertising in Publications:
- *Winds of Change*
- *Tribal College Journal*
- *Native Journal*

**Other Advertising:**

- Native American Youth Empowerment
- National Indian Education Association

**Overview:**

- *Most Effective: High School visits and College Fairs on tribal reservation.*
- *Least Effective: Attending American Indian conferences to recruit.*

**Retention Strategies**

**Hispanic Students:**

**Exito/Enlace:**

- Exito is part of the Kellogg Foundation funded ENLACE grant.
- Exito has three programs.
- A freshman-year experience course for Hispanic students which provides a faculty mentor for the entire year.

**Exito/Enlace - Program Two**

- A transfer program for community college students to successfully transition to NMSU

**Exito/Enlace - Program Three**

- Workshops and other academic enrichment programs for high school students

**Scholarships**

- Fundraising and administration of scholarships for Hispanic students

**Lat-list**

An e-mail list that sends information on opportunities for students directly to the e-mail addresses of students registered with Chicano Programs. Information on scholarship, internships, fellowships, study abroad, jobs and cultural events is included

**Generaciones**

A mother-daughter program for 5th grade girls and their mothers. Mothers and daughters are brought to the NMSU campus for educational activities one Saturday morning per month in the Spring.

**Preparing for College Workshop**

Chicano Programs provides workshops on preparing for college workshops targeted towards first generation students and parents. These workshops cover information on courses to take in High School and how to optimize the chances of receiving financial aid and scholarships. These workshops are offered in schools and community organizations.

**Ombudsperson/Social Work/Services**

Chicano Programs offers ombudsman and social work services to Hispanic/other students.

**Student Organizations**

- There are nine Hispanic student organizations
- Four of which have active programs
- Hispanic Educator's Association
  - From the College of Education sponsors a yearly Mentor for a Day program where local high school students are brought on campus for tours, preparing for college workshops and other educational activities.
- Hispanic's Offering: a Promise of Education for Children (H.O.P.E. for Kids)
  - Made up of students from many majors. They offer free tutoring in the schools for at-risk students. They have initiated a nation-wide agenda to replicate their organization at a national level.
- Planning and Awareness for College Education (P.A.C.E.)
  - Offers Preparing for College workshops for students and parents at schools and in local communities. The members did not receive adequate information about access to higher education when they were in school. They want to reach out to high school students and their families to bridge this gap.
- Omega Delta Phi Fraternity:
  - The alumni of this fraternity offer a yearly book scholarship to Hispanic students at

NMSU

- **Chicano Studies Program**
  - Program focuses on the history and culture of the Hispanic people in the United

**Native American Students:**

- Peer Mentoring
  - Mentoring of incoming freshmen by upper classmen to help with transition to college life
- New Student Orientation
  - Orientation to campus life, academics, and extracurricular activities for incoming freshmen and transfer students
- Financial Aid Workshop
  - Dissemination of information and help with forms for applying for financial aid
- Academic Advising
  - Supplemental academic advising and student assistance
- Future American Scholars Summer Program (FAIS)
  - Week-long summer program for junior and senior high school students for the purpose of introducing them to college life
- Tutoring Services
  - Year round tutoring in various academic subjects
- Ambassador Program
  - Enhancement of educational experience through public speaking, networking, and participating in the recruitment of prospective students
- Study Lounge
  - Access to computers, books, newspapers, other learning materials, learning aids, audio visual aids, copiers, fax machine, medical/health information and forms, employment and scholarship information
- Annual Student Recognition Banquet
  - Award banquet to recognize student achievement and contributions
- Student Organizations
  - United Native American Organization (UNAO), Native American Business Student
- Association (NABSA), American Indian Sciences and Engineering Society (AISES)
- Monthly/quarterly newsletter
  - Free newsletter on news and events of interest to Native American students
- Native American Studies Minor and Development of Native American Studies Program
  - Program focuses on the study of Indian cultures and societies and their contributions to American life and history. On-going efforts to develop a Native American Studies Program
- Pathways Program
  - Program offers a paid employment opportunity to at least 5 students who work with food and agricultural scientists in the College of Agriculture and Home Economics and engage in agricultural research and real world exposure.
- Intramural teams
  - Sponsorship of intramural teams
- Out-of-state Tuition Waivers
  - Members of the Navajo Tribe are granted instate tuition regardless of their residency status. In-state tuition can also be granted to other Native Americans students
- Tribal Leaders Conference
  - Conference held in which Tribal leaders and the NMSU President and Vice Presidents met for the purpose of examining and strengthening NMSU's commitment to the education of Native Americans
- Memorandums of Understanding
  - Development of memorandums of understanding between NMSU and various Native American Tribes for the purpose of strengthening relationships and building communication channels focused on education efforts for Native Americans.

- Native American Cultural Center
  - Funding has been obtained for the building of a Native American

**Overview**

- *Most Effective: Peer to Peer Mentoring.*
- *Least Effective: Students have less interest in formal workshops and attendance is low for these activities.*

**Misc:**

- The recruitment and retention strategies are for Undergraduate Students.
- NMSU does not have a specific recruitment and retention plan for Graduate Students.
- NMSU has a variety of Memorandum of Understandings with Tribal Higher Education Offices and Tribes.

Graduate programs:

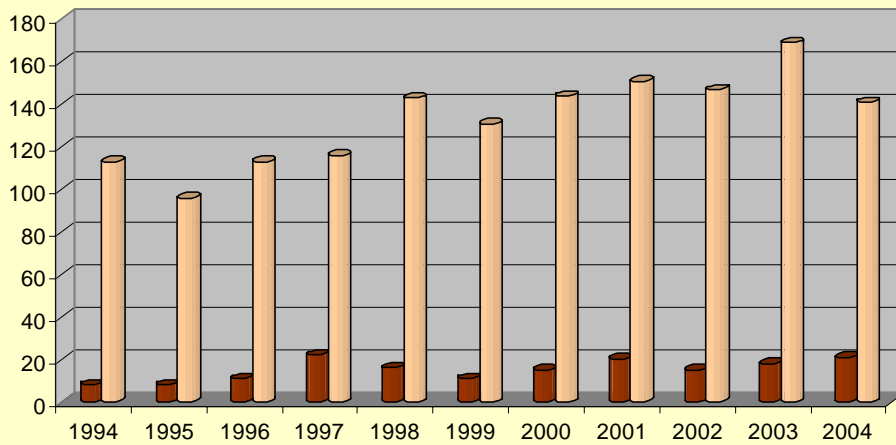
- Coordinated recruitment activities among colleges and recruitment officers.
- Best practices workshop.
- Graduate career fairs,
- Mailing lists,
- NMSU undergraduates,
- Electronic recruitment,
- Advertising,
- Conference travel awards to current students
- Tuition fellowships

Are used to recruit graduate students.

*Most Effective: Bridge to Doctorate and Center for Border and Indigenous Educational Leadership.*

ENMU Main Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

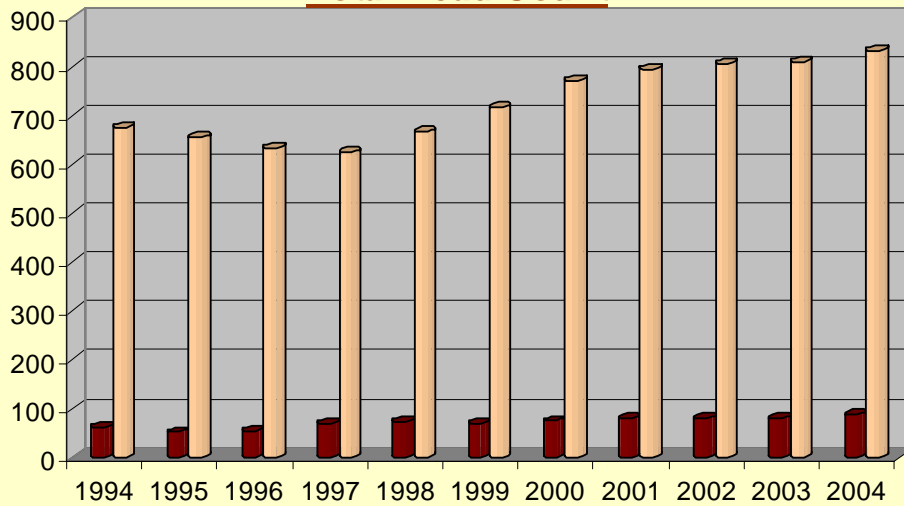
**ENMU - Main**  
**First Time Freshmen**



■ Native American □ Hispanic

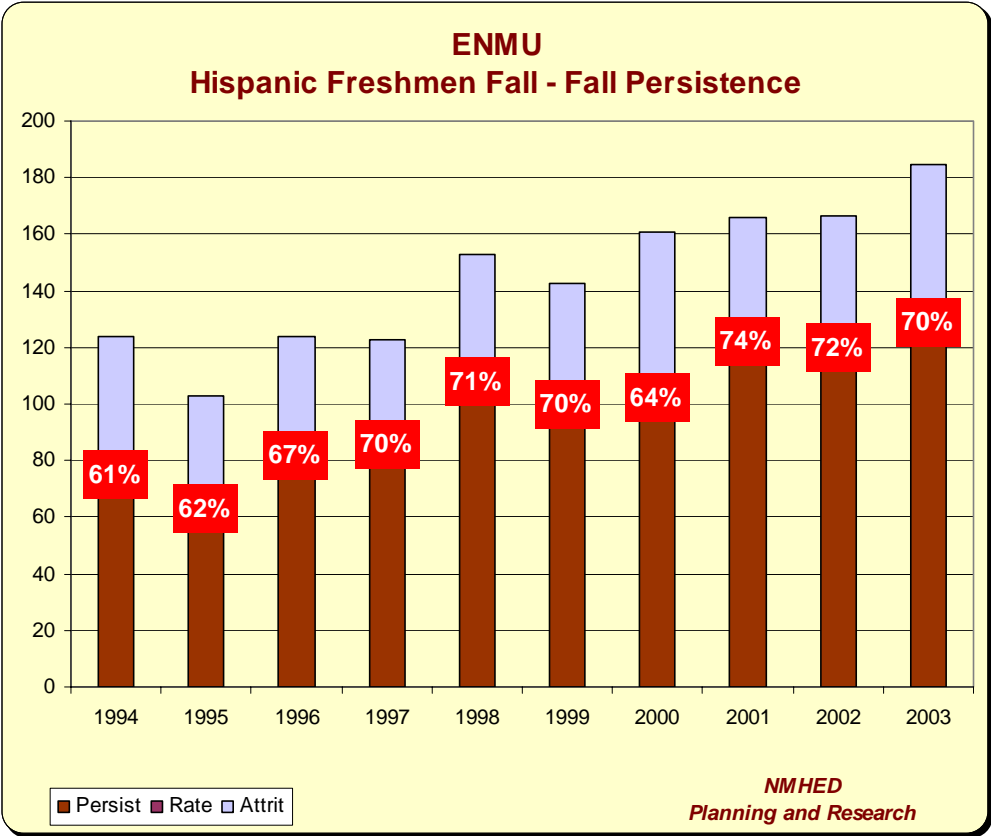
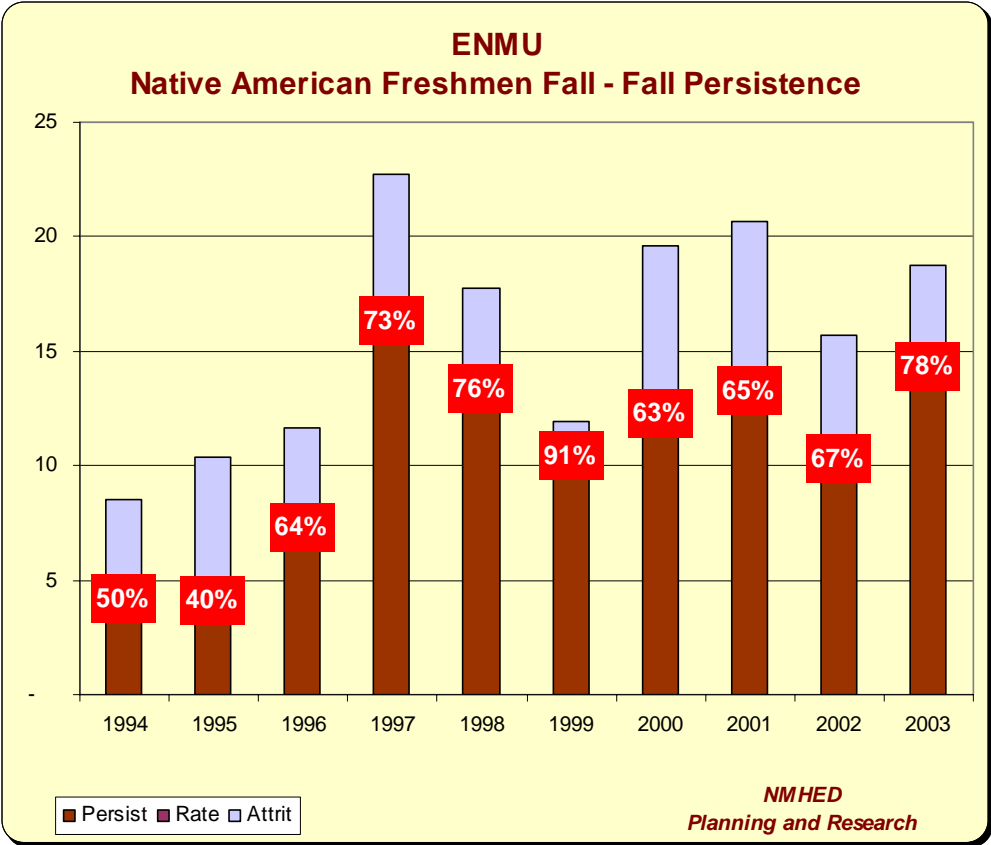
**NMHED**  
**Planning and Research**

**ENMU - Main**  
**Total Head Count**



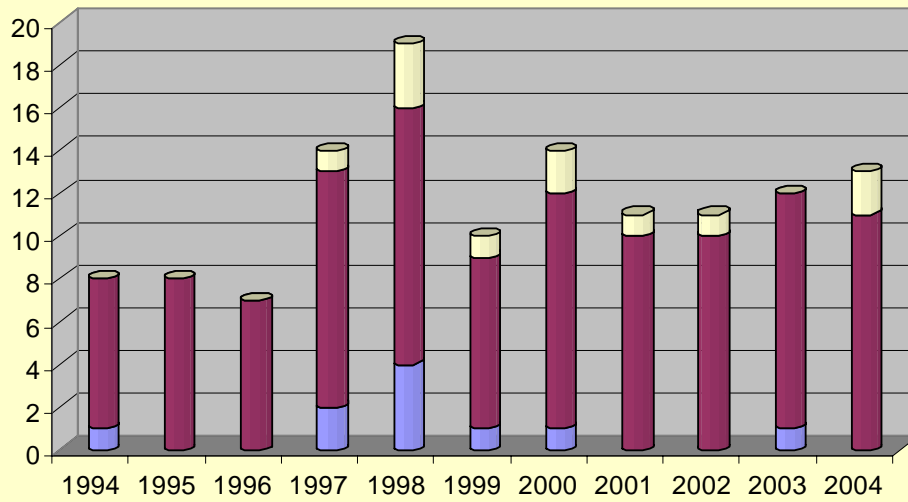
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**





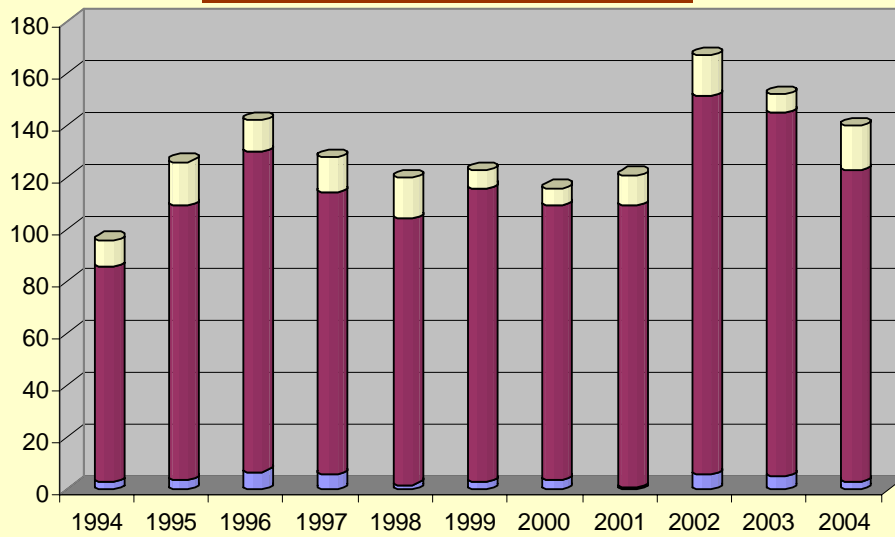
**ENMU - Main**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

NMHED  
Planning and Research

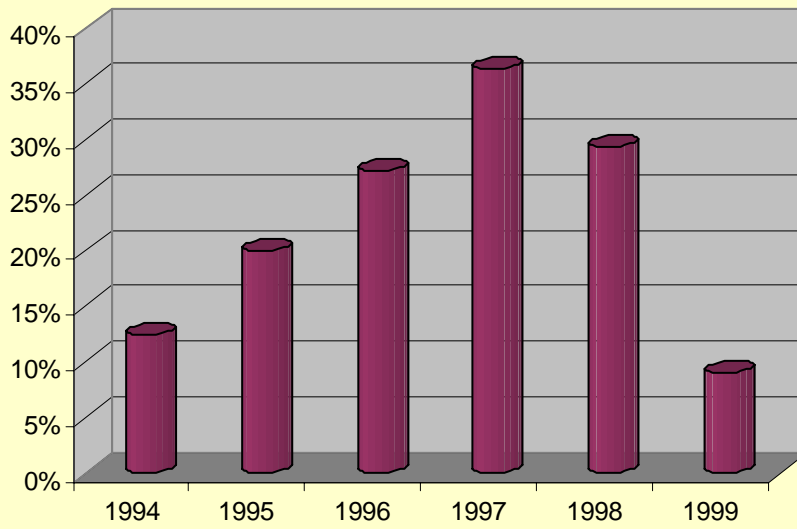
**ENMU - Main**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

NMHED  
Planning and Research

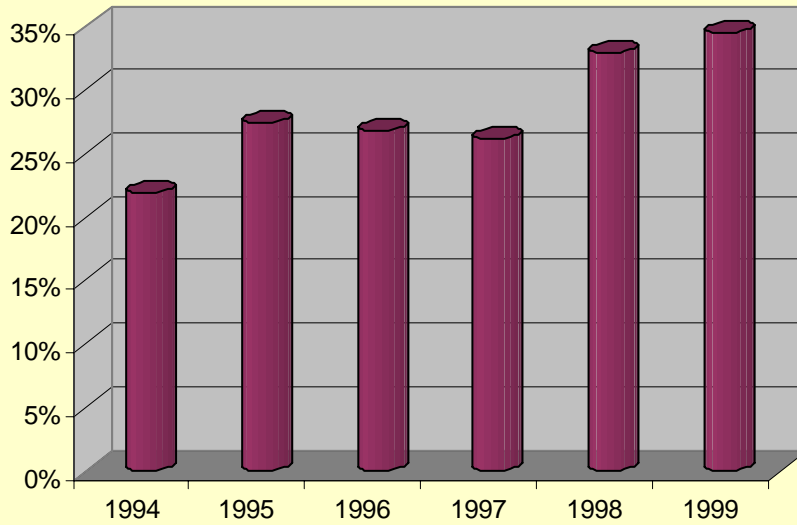
### ENMU Main Native American Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

### ENMU Main Hispanic Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

ENMU Main Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** Eastern New Mexico University

**Campus:** Main

## Recruitment Strategies

### Both / General:

#### Minority-themed Communications

- Special letters (in English and Spanish) are sent each fall and spring semesters to parents of first-year minority students, introducing them to the Eastern Family. Postcards are sent to parents of prospective minority students, encouraging them to "imagine ENMU" with their soon-to-be college freshman student.
- Postcard invitations to northern New Mexico students invite them to visit ENMU's Albuquerque field office for easy access to advising and registration, without a long drive to Portales.
- Personal post cards from recruiters: reminders of registration, school visits, follow-up Advertisements in Spanish are regularly aired on area Hispanic radio stations and placed in *Frontera*, the Spanish language newspaper in the region.
- Students from under-represented groups are featured in the University's campus publications to demonstrate that Native and Hispanic students and students from all backgrounds are welcome on campus.

### Hispanic Students:

- Weekly review of enrollment statistics allows ENMU recruiters to customize recruiting efforts, especially to seek out minority applicants and encourage their college participation.
- Recruiters collaborate with ENMU Multicultural Affairs offices to promote ENMU during special events (i.e., the Latino Leadership Summit--Sept. 16, 2005).
- ENMU has targeted five key high schools for recruiting efforts, including Alamo Navaho, Espanola Valley, and Mescalero Apache.

### Native American Students:

- ENMU's senior and most experienced recruiter, who lives in Santa Fe, makes regular visits to schools in northern New Mexico with high numbers of American Indian students.
- Weekly review of enrollment statistics allows ENMU recruiters to customize recruiting efforts, especially to seek out minority applicants and encourage their college participation.
- Recruiters collaborate with ENMU Multicultural Affairs offices to promote ENMU during special events (i.e., the Latino Leadership Summit--Sept. 16, 2005).
- ENMU has targeted five key high schools for recruiting efforts, including Alamo Navaho, Espanola Valley, and Mescalero Apache.

## Retention Strategies

### Hispanic Students:

#### Programs

- Physical office for Hispanic Affairs, where Hispanic students can meet, find mentors, locate scholarship information, or identify a contact person for needed campus services
- 5 Hispanic Organizations:
  - Spanish Club,
  - Bilingual Education Student Organization (B.E.S.O),
  - The Association to Help Our Race Advance (A.H.O.RA),
  - Lambda Theta Phi Fraternity,
  - Omega Delta Phi Fraternity
- Summer Immersion Program in Mexico (20-30 students each summer)
- Leadership program for Hispanic students featuring Col. Consuelo Castillo Kickbush
- Motivational speaker: Col. Lisa Firmin, Cannon Air Force Base
- Cultural Recognition: Hispanic Roundtable monthly meetings, Hispanic Heritage Month Celebration, Cinco de Mayo Recognition Banquet
- Newsletters and calendar of events; specialized brochure for Hispanic students

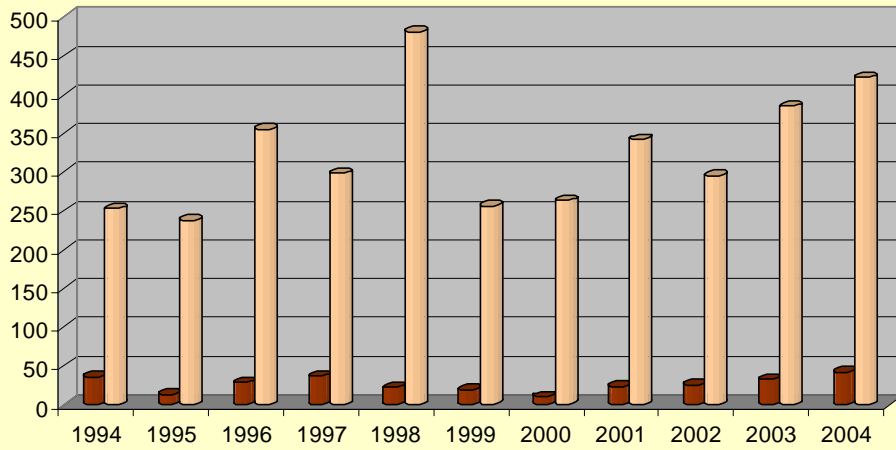
**Native American Students:**

- Physical office for Native Affairs, where Native students can meet, find mentors, locate scholarship information, or identify a contact person for needed campus services
- Miss Native American Celebration--ENMU week-long activities, cultural and speech competition
- Additional financial assistance to Native-American students secured through the American Indian Education Foundation
- N.A.T.I.V.E. (Native American Teaching Integrity) Club
- Keynote speaker: Navajo Nation President, Joe Shirley Jr.
- Motivational Speaker: Commander Herrington from NASA (first Native American astronaut), who spoke in the University Theatre Center (300 in attendance)
- Native-American Heritage Month Celebration, Native-American Recognition Banquet
- Newsletter and calendar; specialized brochure for Native American students

**Misc:**

ENMU Roswell Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

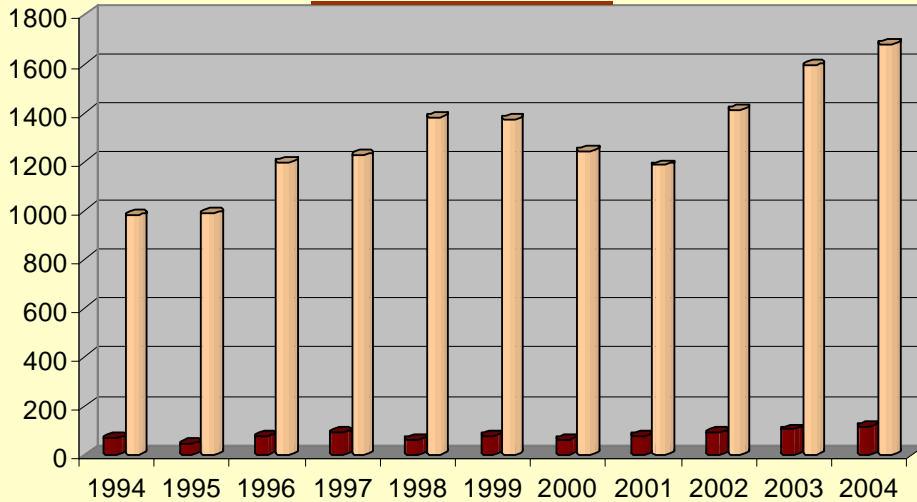
**ENMU - Roswell**  
**First Time Freshmen**



■ Native American □ Hispanic

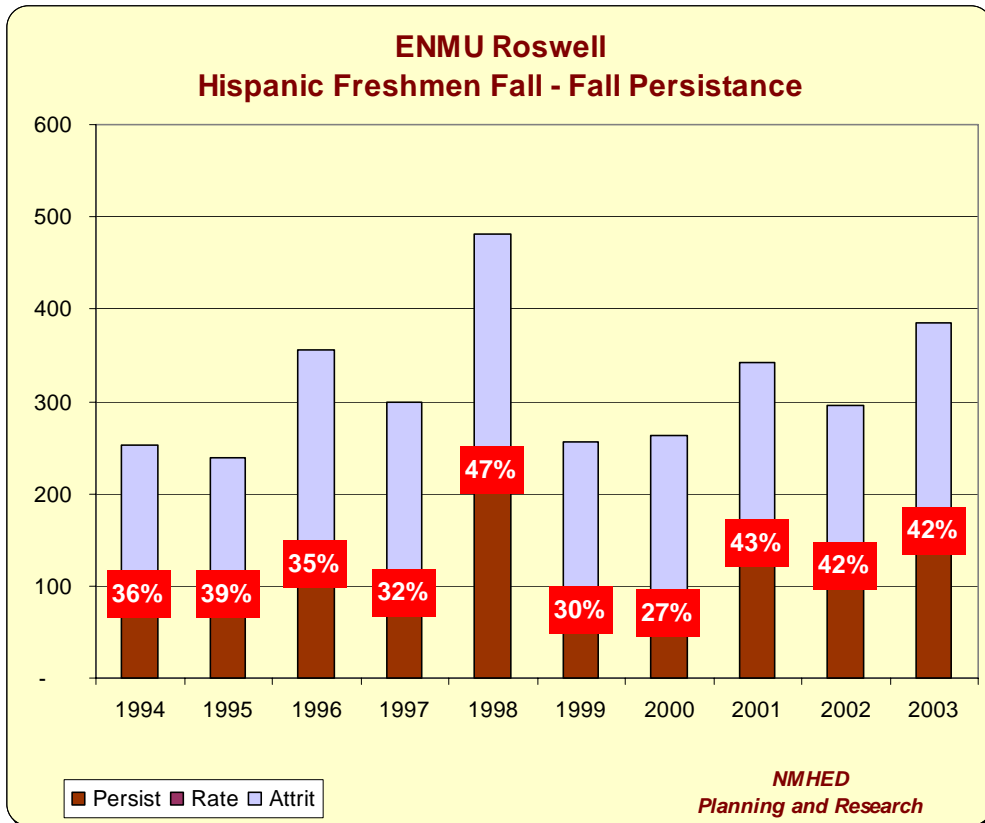
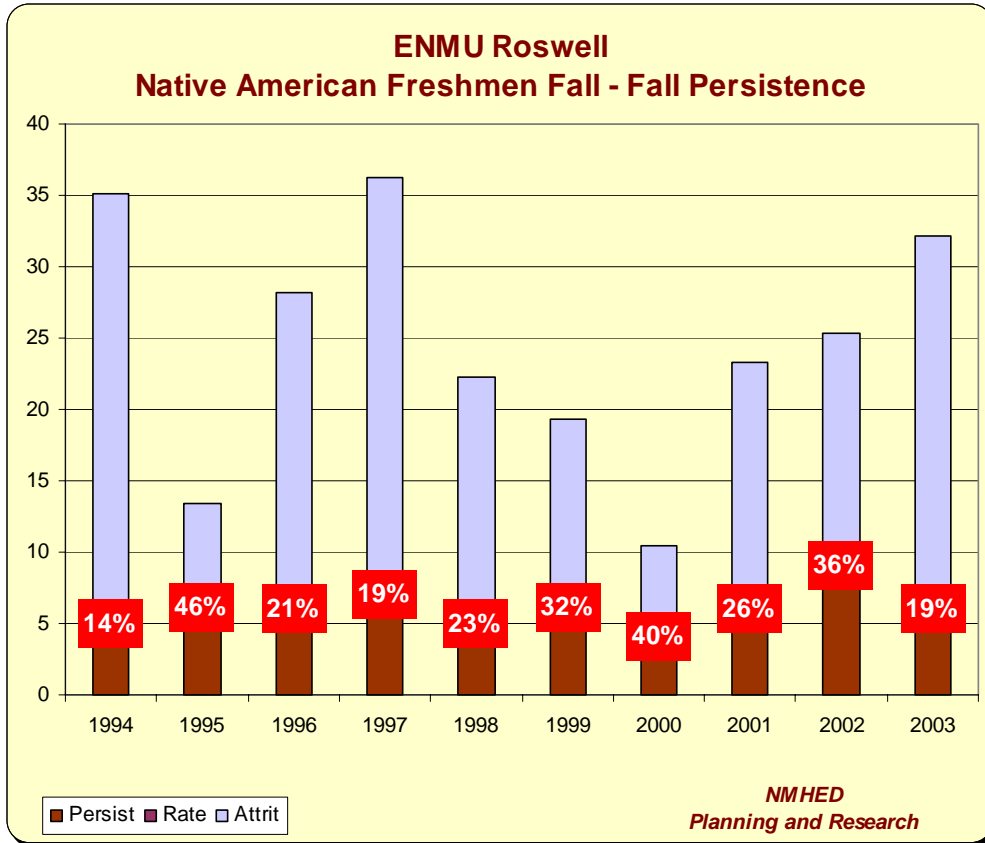
**NMHED**  
**Planning and Research**

**ENMU - Roswell**  
**Total Head Count**



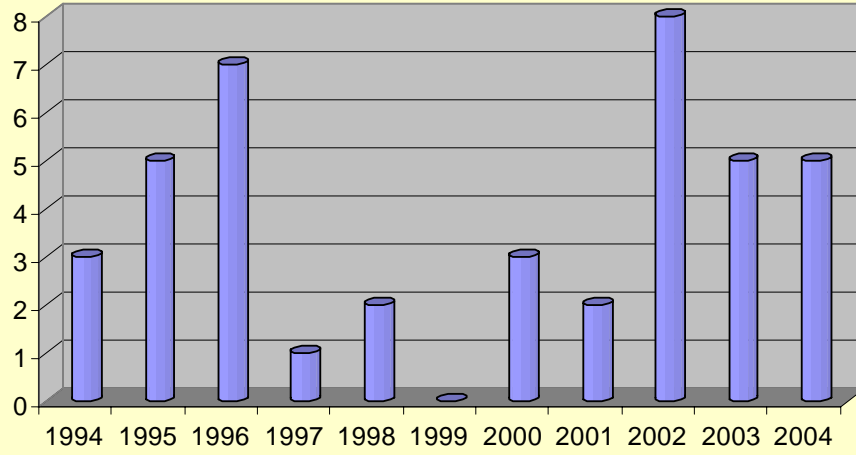
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**





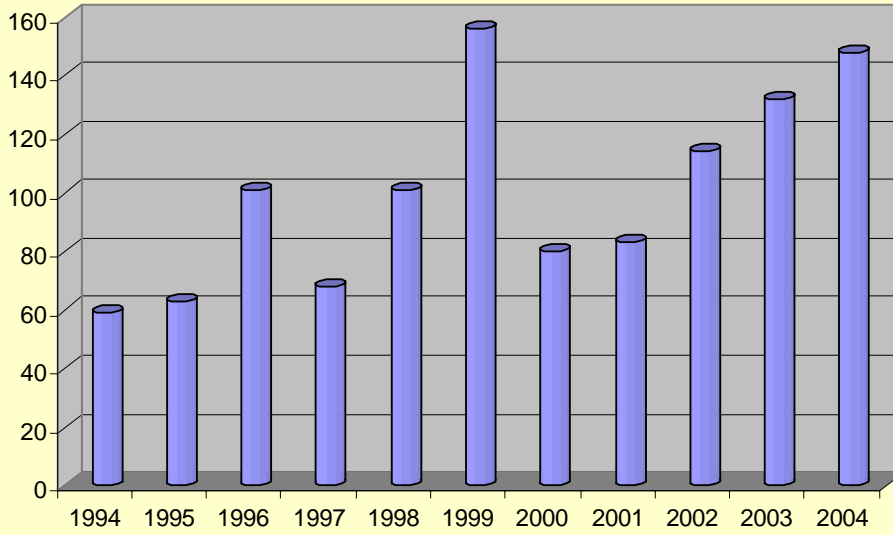
**ENMU Roswell**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

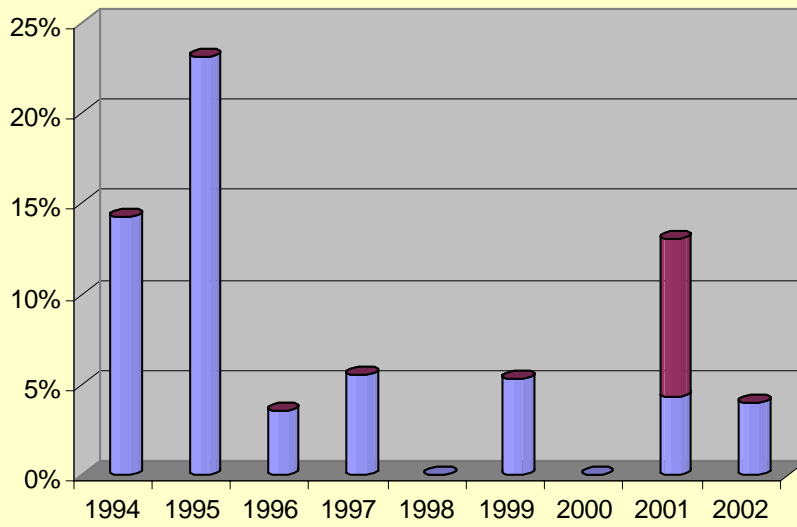
**ENMU Roswell**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

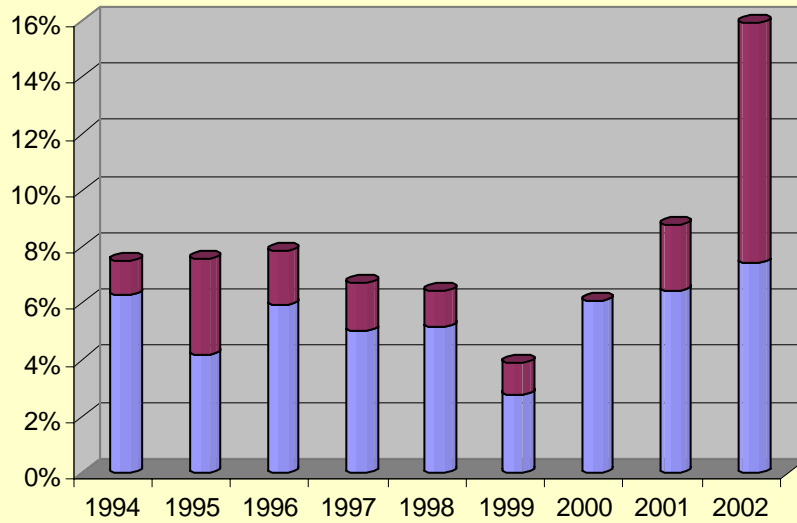
**ENMU Roswell  
Native American - Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**ENMU Roswell  
Hispanic - Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

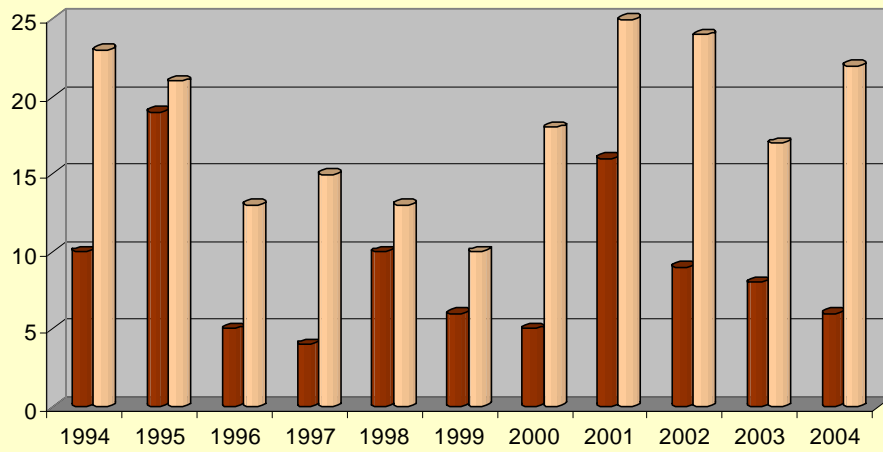
*NMHED  
Planning and Research*

ENMU Roswell Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

Institution did not respond

ENMU Ruidoso Campus Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

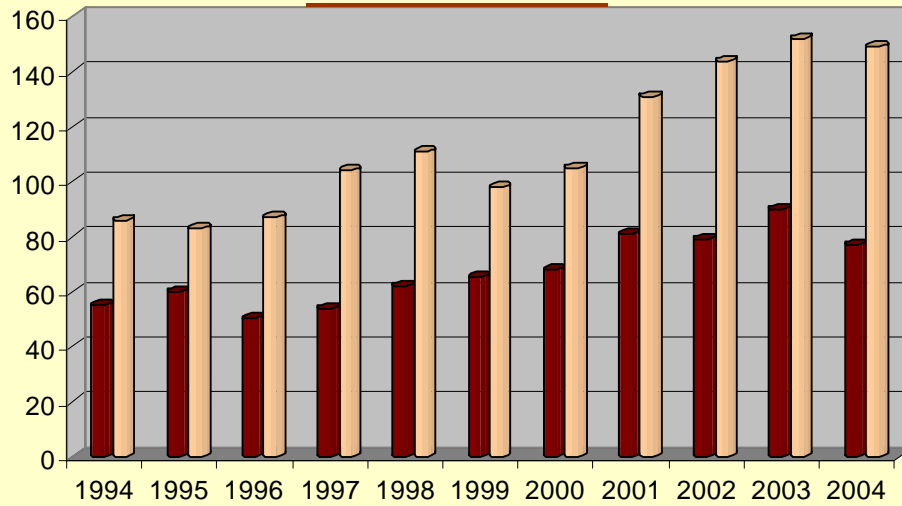
**ENMU Ruidoso**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

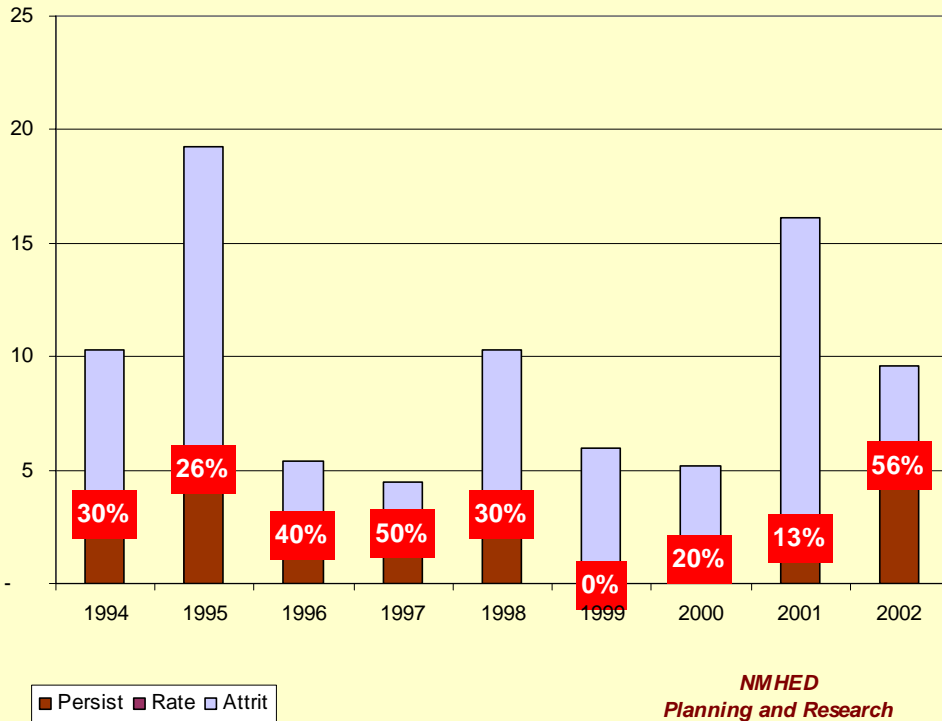
**ENMU Ruidoso**  
**Total Head Count**



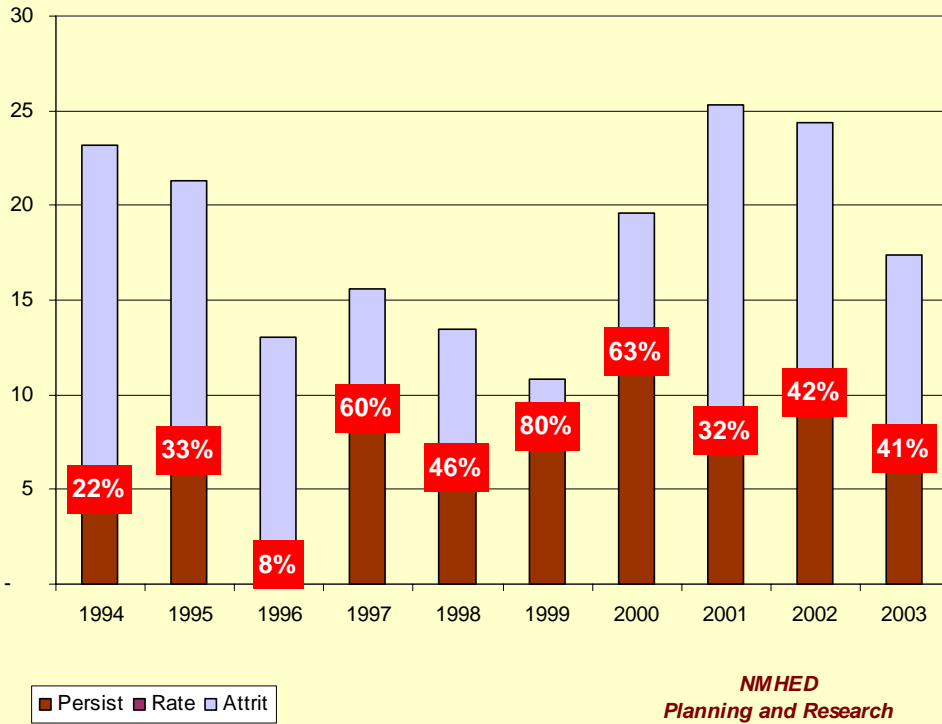
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

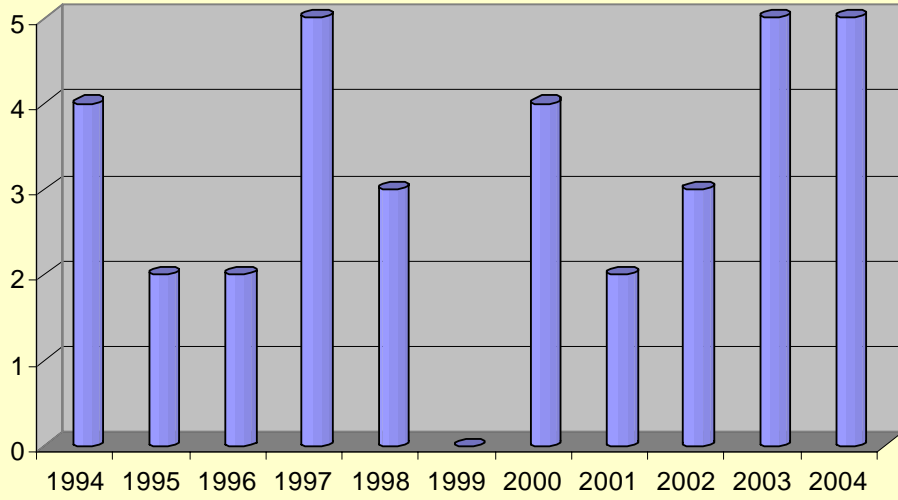
**ENMU Ruidoso  
Native American Freshmen Fall - Fall Persistence**



**ENMU Ruidoso  
Hispanic Freshmen Fall - Fall Persistence**



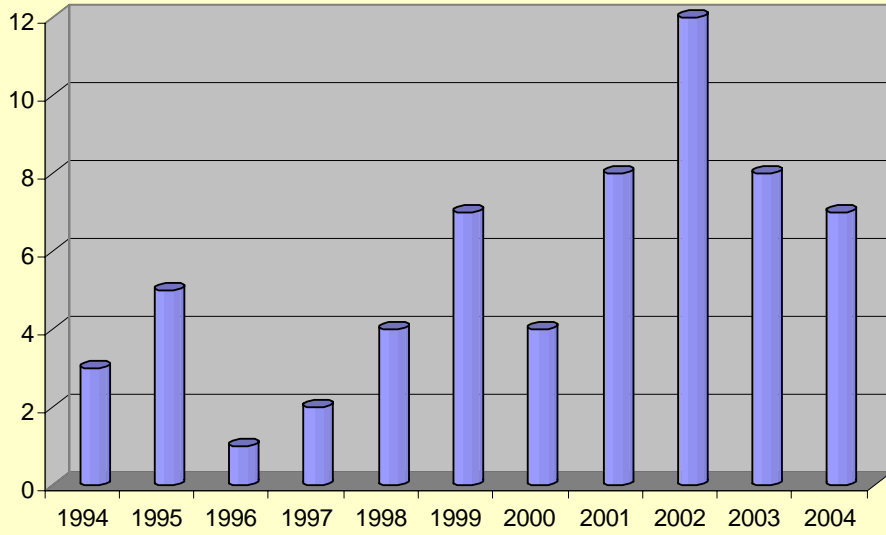
**ENMU Ruidoso**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

**ENMU Ruidoso**  
**Hispanic - Degrees Awarded**

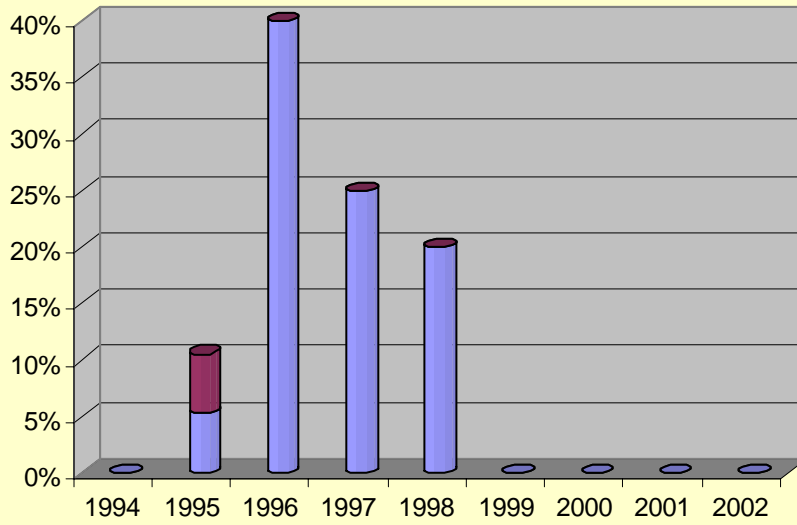


■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**



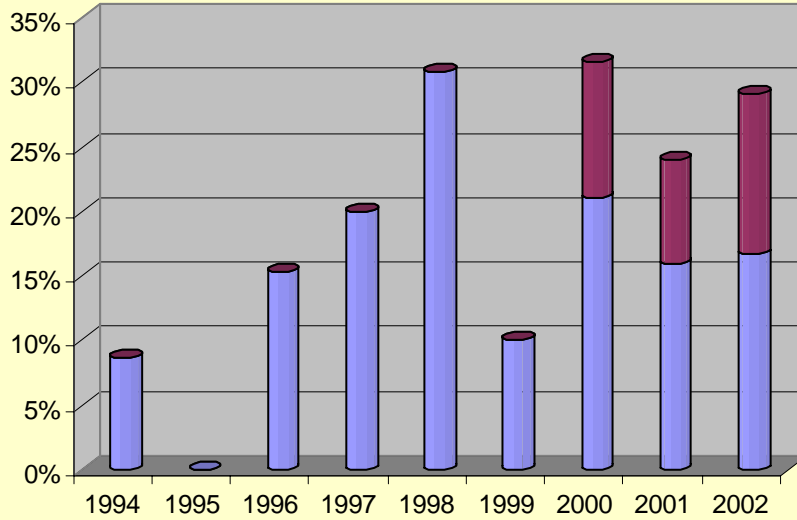
**ENMU Ruidoso  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**ENMU Ruidoso  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

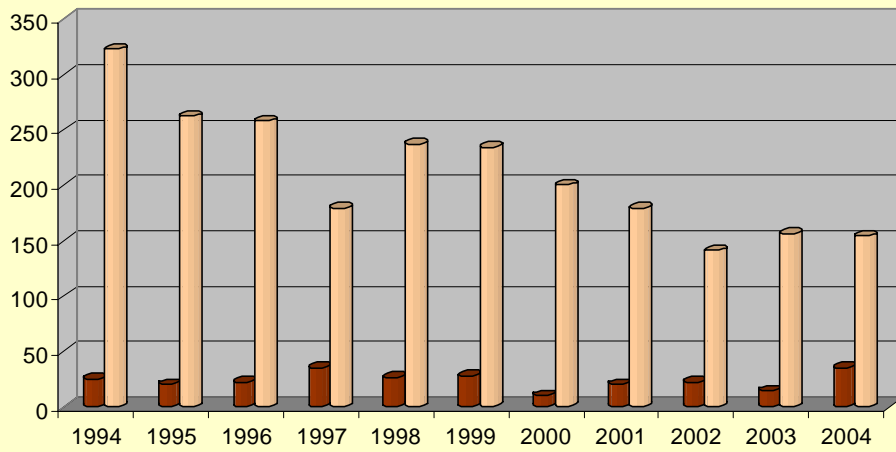
*NMHED  
Planning and Research*

ENMU Ruidoso Campus Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

Institution did not respond

New Mexico Highlands University Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

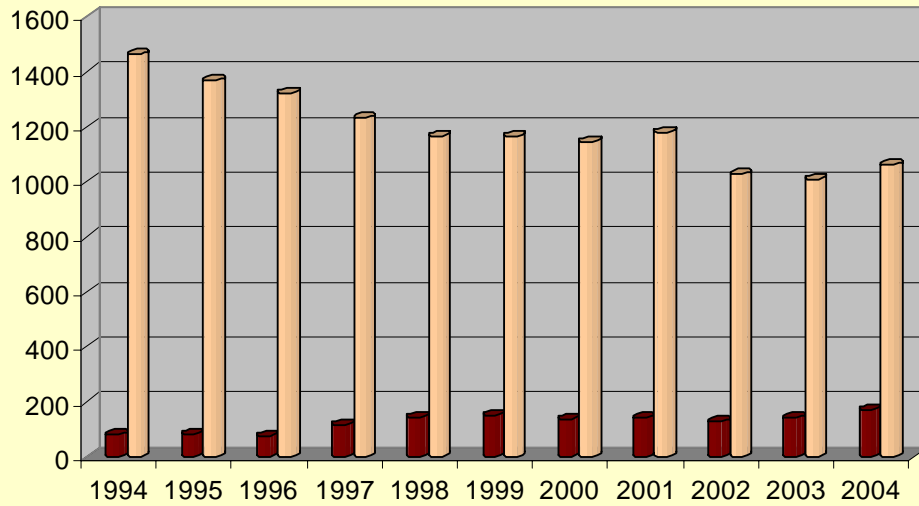
**NMHU**  
**First Time Freshmen**



■ Native American □ Hispanic

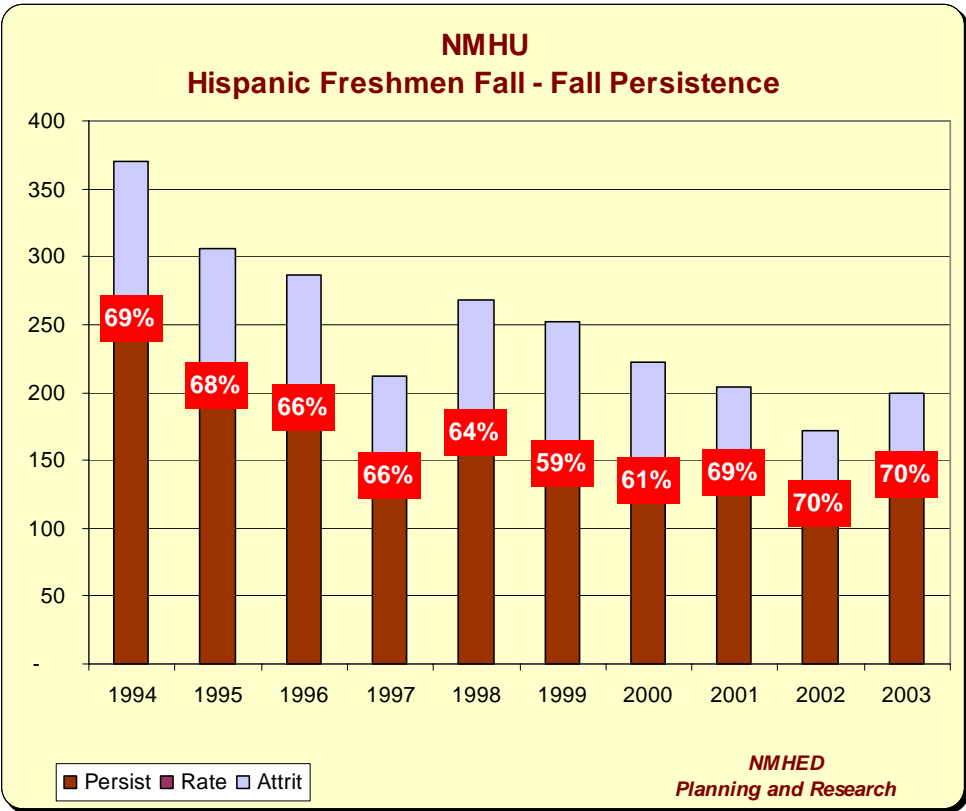
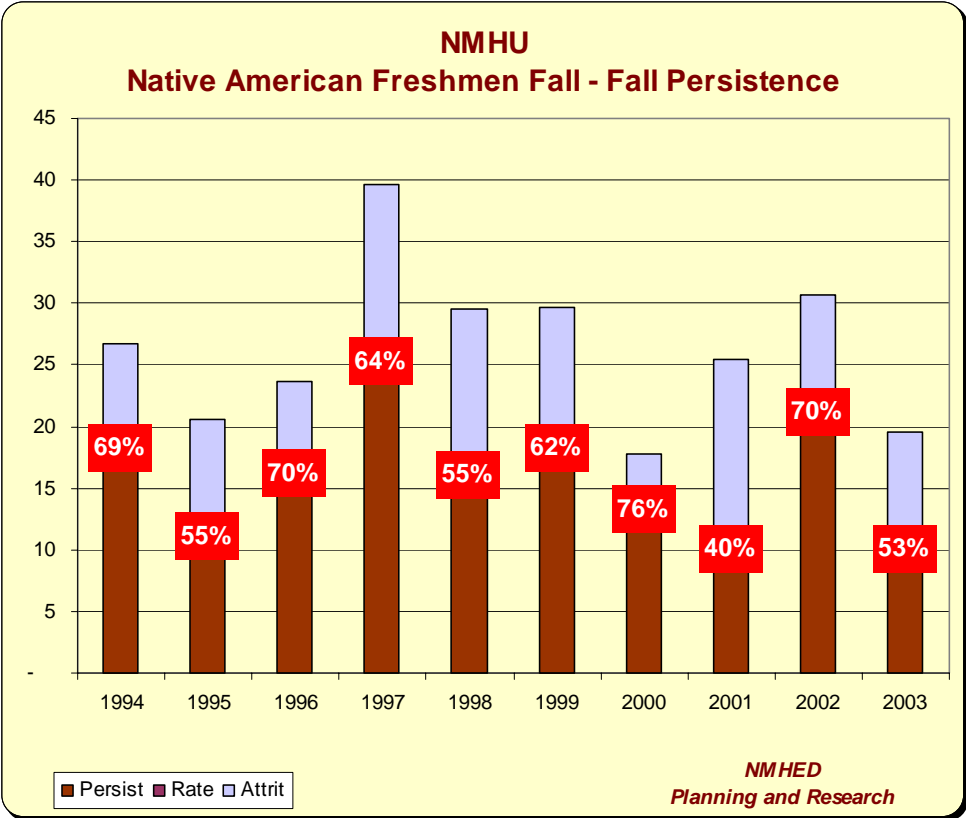
**NMHED**  
**Planning and Research**

**NMHU**  
**Total Head Count**

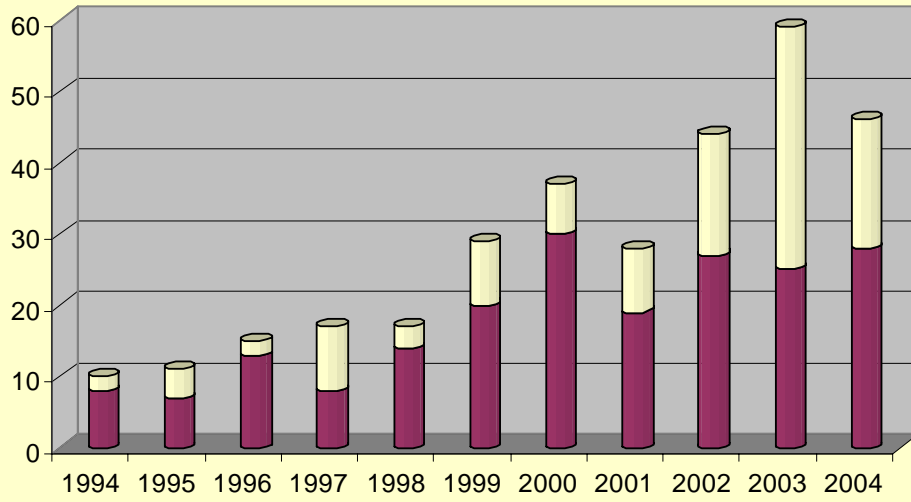


■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



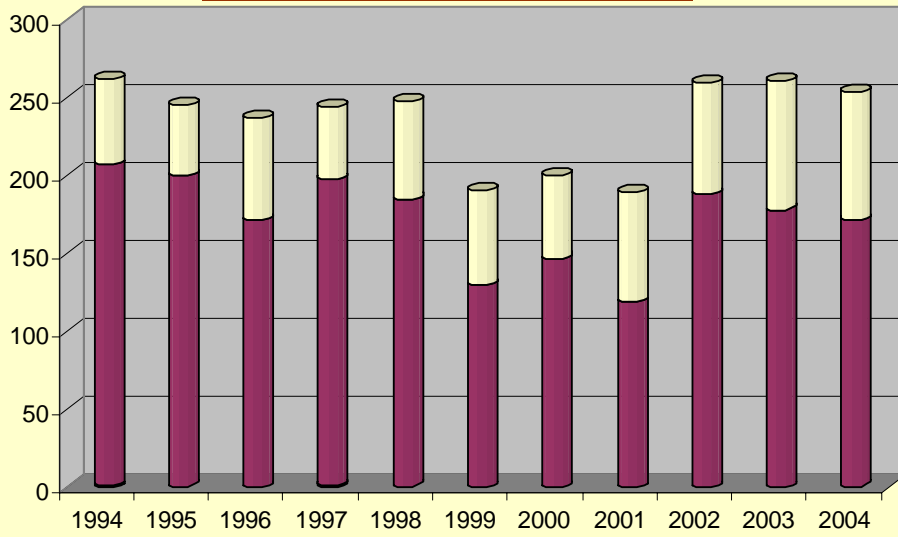
**NMHU**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

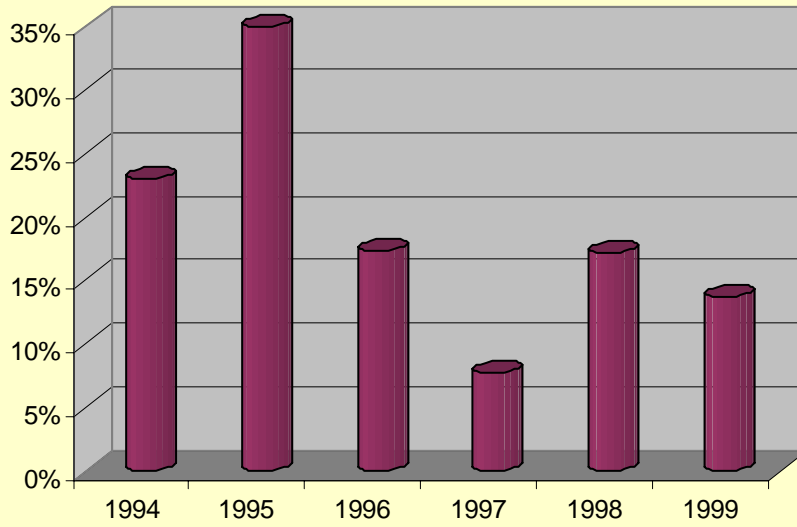
**NMHU**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

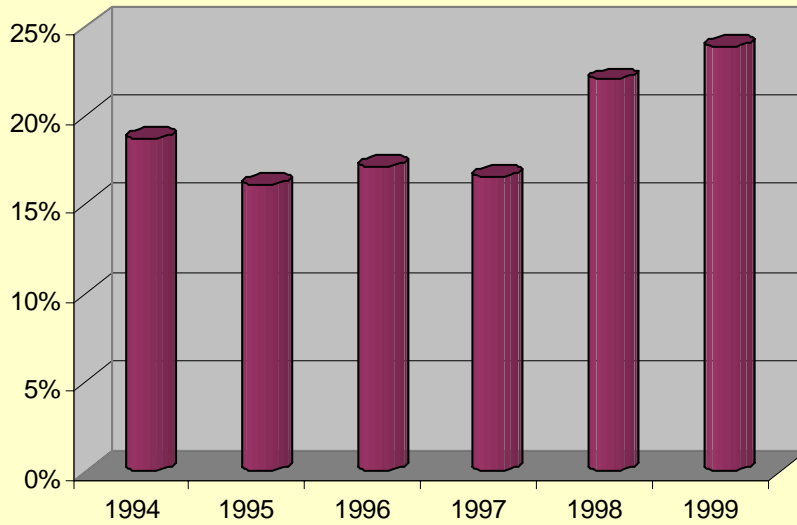
**NMHU**  
**Native American Graduation Rate**



■ Graduate Rate

*NMHED*  
*Planning and Research*

**NMHU**  
**Hispanic Graduation Rate**



■ Graduate Rate

*NMHED*  
*Planning and Research*



New Mexico Highlands University Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

## Recruitment Strategies

### Hispanic Students:

#### General Recruitment efforts

- Visit all New Mexico high schools three times in a school year

#### Outreach

- NMHU is a Hispanic and Native American serving institution
- Unique programs designed to help Hispanic and Native American students
- College Assistance Migrant Program
- Student Academic Success services (SASS)
- Student Support Services

#### Recruitment in southern Arizona

- Promote our Western Undergraduate Exchange (WUE) programs to students of Hispanic or Native American Heritage.

#### Scholarships

- There are also scholarships through our foundation that are specifically available to Hispanics and Native Americans.

#### Community Events attending

- Men's and Women's State wide basketball tournaments
- Various Powwow's and Feast Days
- Sandia Pueblo College Night
- Career Fairs
  - Farmington
  - Santa Fe
  - Albuquerque
- Transition Fairs
  - San Juan Community College
  - Santa Fe Community College
  - Technical Vocational Institute
  - Mesa Lands Community College
  - Southwestern Indian Polytechnic Institute
  - Dine College

### Native American Students:

#### General recruitment efforts

- Visit all New Mexico High schools three times in a school year

#### Recruiter

- NMHU currently employs two Native American Recruiters

#### Outreach

- NMHU is a Hispanic and Native American serving institution
- Unique programs designed to help Hispanic and Native American students
- College Assistance Migrant Program
- Student Academic Success services (SASS)
- Student Support Services

#### Recruitment in southern Arizona

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- Transition Fairs
  - San Juan Community College
  - Santa Fe Community College
  - Technical Vocational Institute
  - Mesa Lands Community College
  - Southwestern Indian Polytechnic Institute
  - Dine College

## **Retention Strategies**

### **Hispanic Students:**

#### General (First-time students)

- All first-time students
  - Must receive approval from their academic advisor for registration
  - Advisor have on-line access to student's academic information

#### General Retention

- Increase tutoring services with peer mentors for 100 and 200 level courses
- Revamp the Academic Advising process
- Develop an Early Alert System and an Exit Interview program for students who attrite the university

#### General Graduation Rate

- Freshmen seminar
- Tutoring program
- Learning communities
- Testing through Computerized Placement and Assessment Support Services (COMPASS)
- Utilization of Student Support Services (SSS) grant
- Monitoring the automated Early Alert System by the Intervention and Retention Coordinator

### **Native American Students:**

#### Retention

- Target Native American Recruitment and retention by developing a dedicated meeting space to create a sense of community
- Plan and organize Ceremonial Convocation for Native American Students

#### General (First-time students)

- All first-time students
  - Must receive approval from their academic advisor for registration
  - Advisor have on-line access to student's academic information

#### General Retention

- Increase tutoring services with peer mentors for 100 and 200 level courses
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General Graduation Rate

- Freshmen seminar
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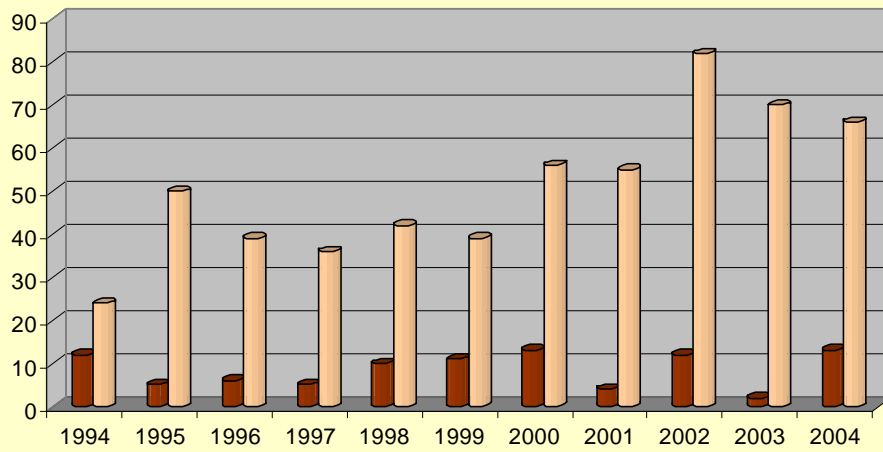
**Misc:**

Our Native American and Hispanic recruitment efforts at NMHU are mandated by the University's Mission Statement;

“New Mexico Highlands University is committed to programs that focus on its multiethnic student body with special emphasis on the rich heritage of Hispanic and Native American cultures that are distinctive to the State of New Mexico and particularly to Northern New Mexico. The University clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identities. By reinforcing cultural identity and encouraging the use of these assets, the University seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society.”

New Mexico Tech Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

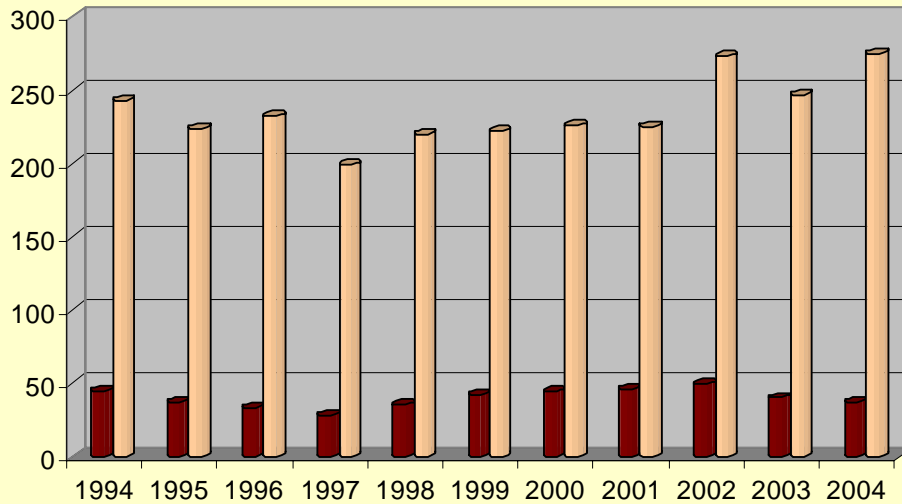
**NM Tech**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

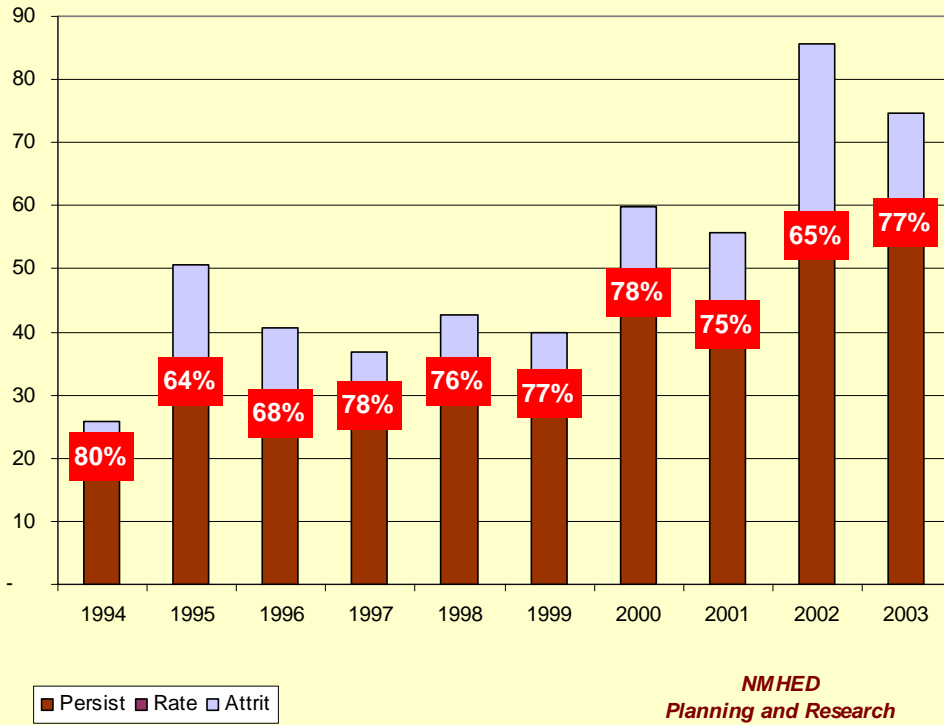
**NM Tech**  
**Total Head Count**



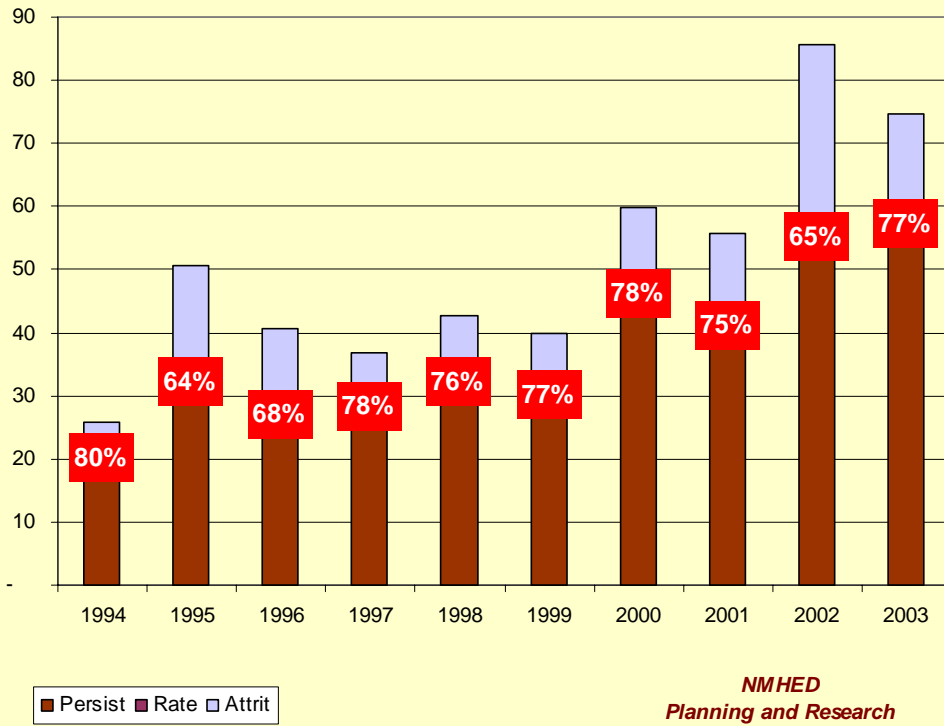
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

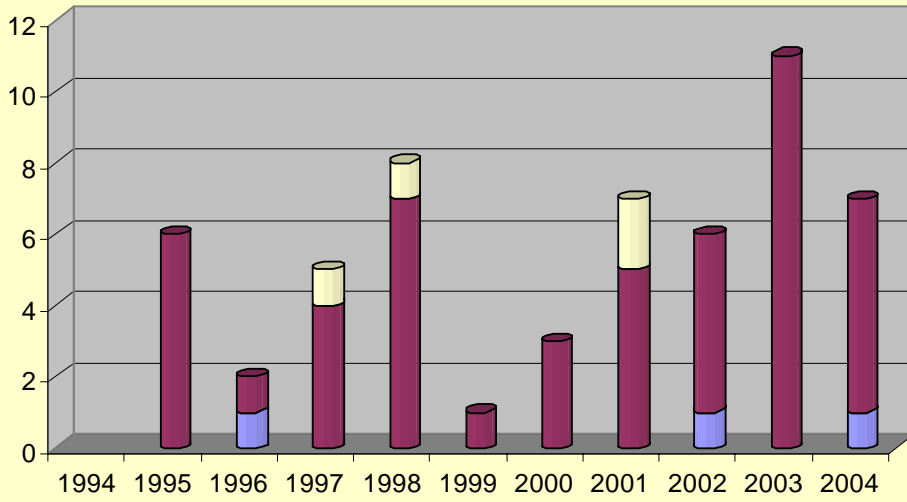
**NM Tech  
Native American Freshmen Fall - Fall Persistence**



**NM Tech  
Hispanic Freshmen Fall - Fall Persistence**



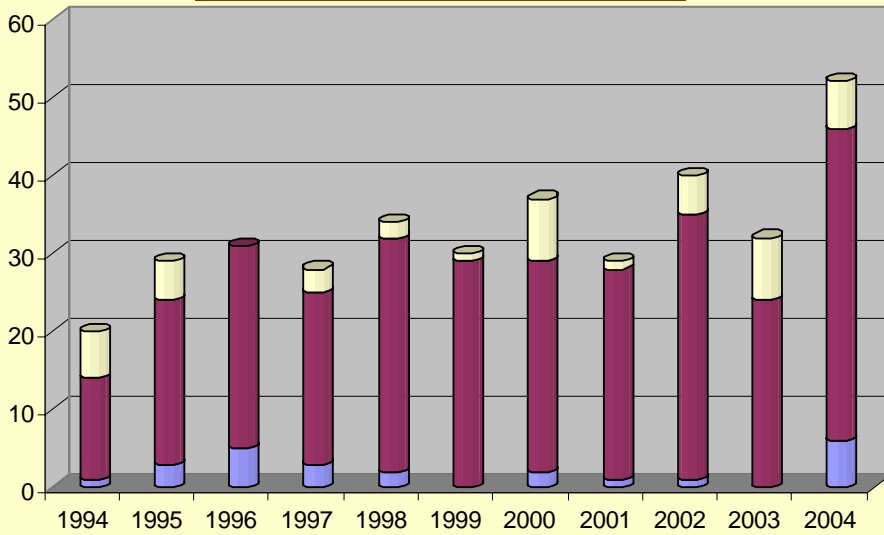
**NM Tech**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

NMHED  
Planning and Research

**NM Tech**  
**Hispanic - Degrees Awarded**

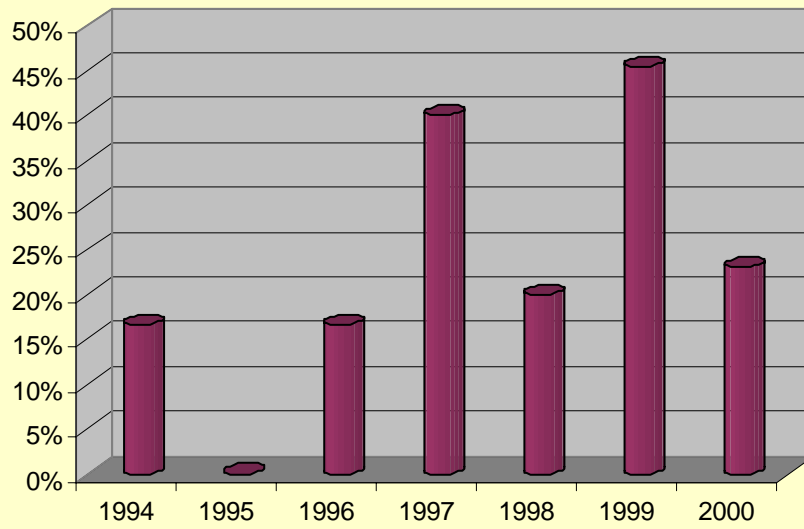


■ AA /Certificate ■ BA/BS □ MA

NMHED  
Planning and Research



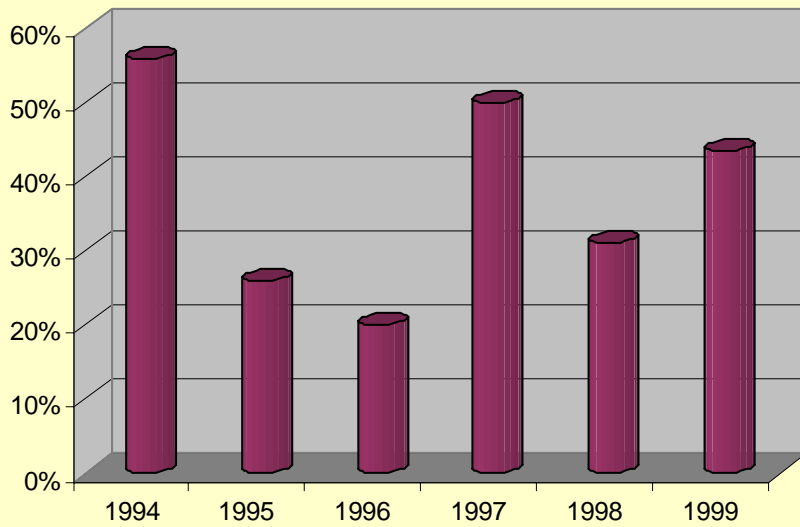
### NM Tech Native American Graduation Rate



■ Graduate Rate

*NMHED  
Planning and Research*

### NM Tech Hispanic Graduation Rate



■ Graduate Rate

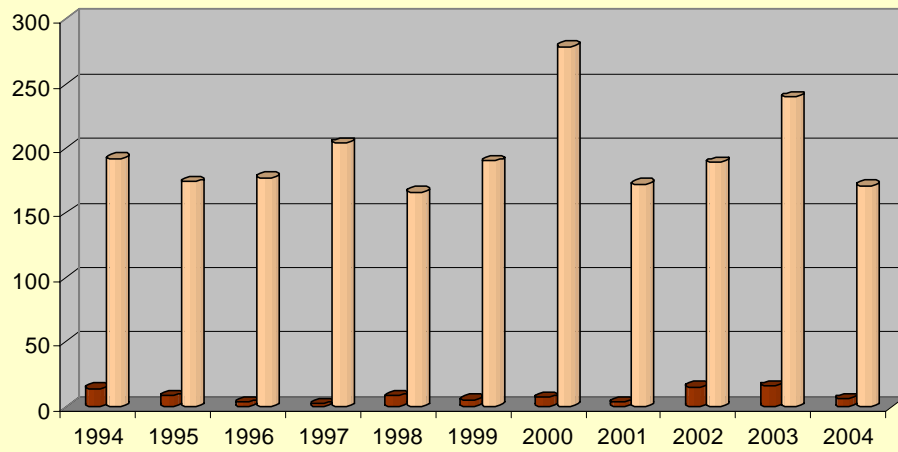
*NMHED  
Planning and Research*

New Mexico Tech Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

<b>Institution:</b> NM Tech	<b>Campus:</b> Main
<b>Recruitment Strategies</b>	
<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• 2005-2007 Admission Office Recruitment Plans <ul style="list-style-type: none"> <li>○ Goal 5: Increase New Student and Transfer Minority Enrollment and Retention <ol style="list-style-type: none"> <li>1. Target States</li> <li>2. Student Search (Name/address purchase)</li> <li>3. Scholarships (specific for Minority students)</li> <li>4. Marketing/Media Outreach</li> <li>5. Publication/Letter/Email campaign</li> </ol> </li> </ul> </li> <li>• 2006 Strategic Plan - Goal II / Strategy B: Plan and work toward a goal of 35% Hispanic undergraduate student population by 2015, Metric: Meet criteria to be certified as a Hispanic serving university by 2008</li> </ul>	
<b>Retention Strategies</b>	
<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Director of Minority Programs - serves as an advisor to various minority organization, in addition to acting as a liaison with administration to achieve common goals</li> <li>• Multicultural Leader Speaker Series</li> <li>• Alliance for Minority Participation - Scholarships, Career &amp; Professional Development,</li> <li>• Undergraduate Research, Field Trips, AMP-AGEP</li> <li>• SHPE/ AISES - Mentorship, Professional Development, Career Placement</li> <li>• Funding for Conferences - Vice President of Student and University Relations funds minority students to attend national and regional conferences, SACNAS, SHPE, etc.</li> <li>• Minority Program Office and Resource Room - Future home in the Fidel Student Center</li> <li>• Focus Group Meetings: Biannually</li> <li>• Free tutoring</li> <li>• Academic Counseling</li> <li>• Personal Therapy</li> <li>• First Year Experience Mentoring Program</li> <li>• Study Groups</li> <li>• Global Village Program-Multicultural Activities &amp; Diversity Education</li> </ul>	
<p><b>Misc:</b></p> <p>Pre-College</p> <ul style="list-style-type: none"> <li>• Consulting Scientist Program – A joint effort between Tech faculty and the Admission Office to promote science education in classrooms across New Mexico.</li> <li>• Summer Mini Courses – One week pre-science, pre engineering, and pre-business programs designed to inform high school students about specific science and engineering fields. Scholarships provided for Native American students.</li> <li>• Math, Engineering and Science Achievement (MESA) – Strong interaction with MESA students and advisors. Scholarships of up to \$800 to MESA students who enroll at New Mexico Tech.</li> <li>• Current Tech students mentoring MESA and prospective students</li> </ul>	

Western New Mexico University Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

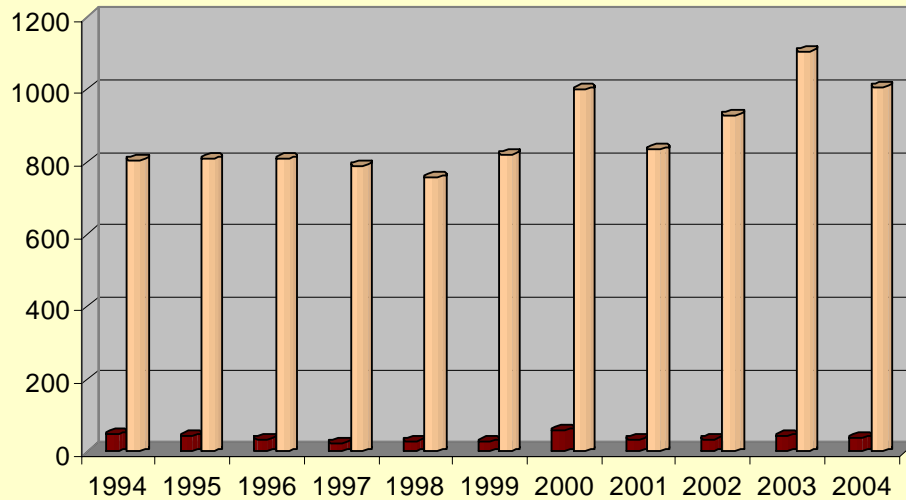
**WNMU**  
**First Time Freshmen**



■ Native American □ Hispanic

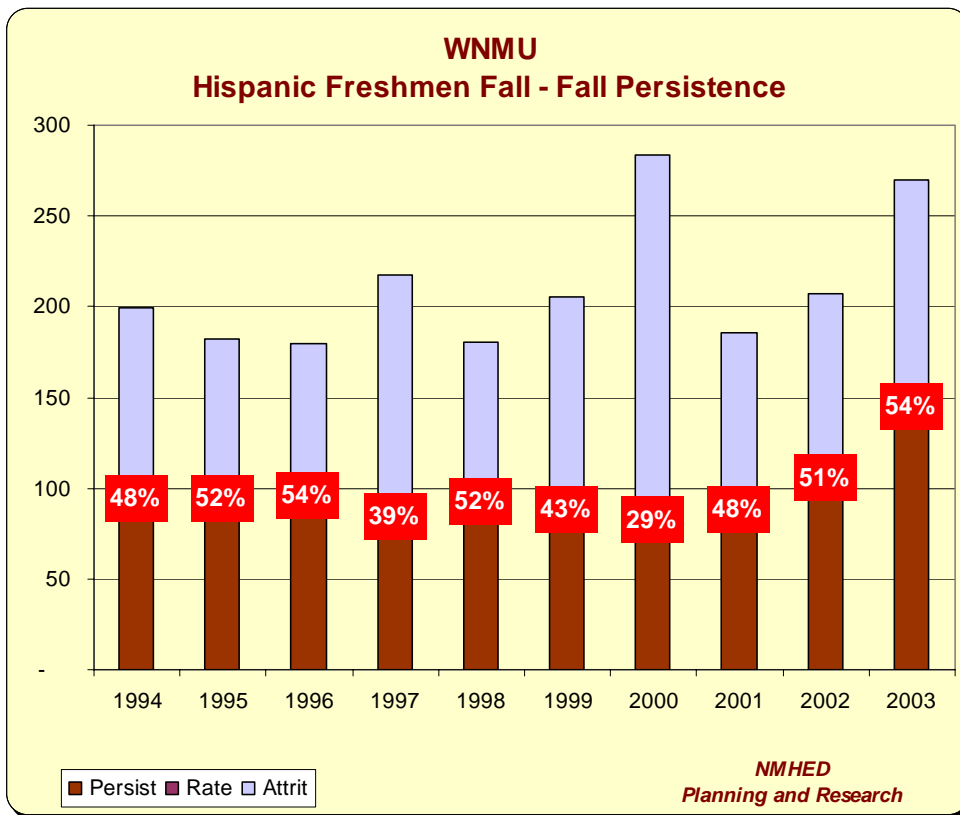
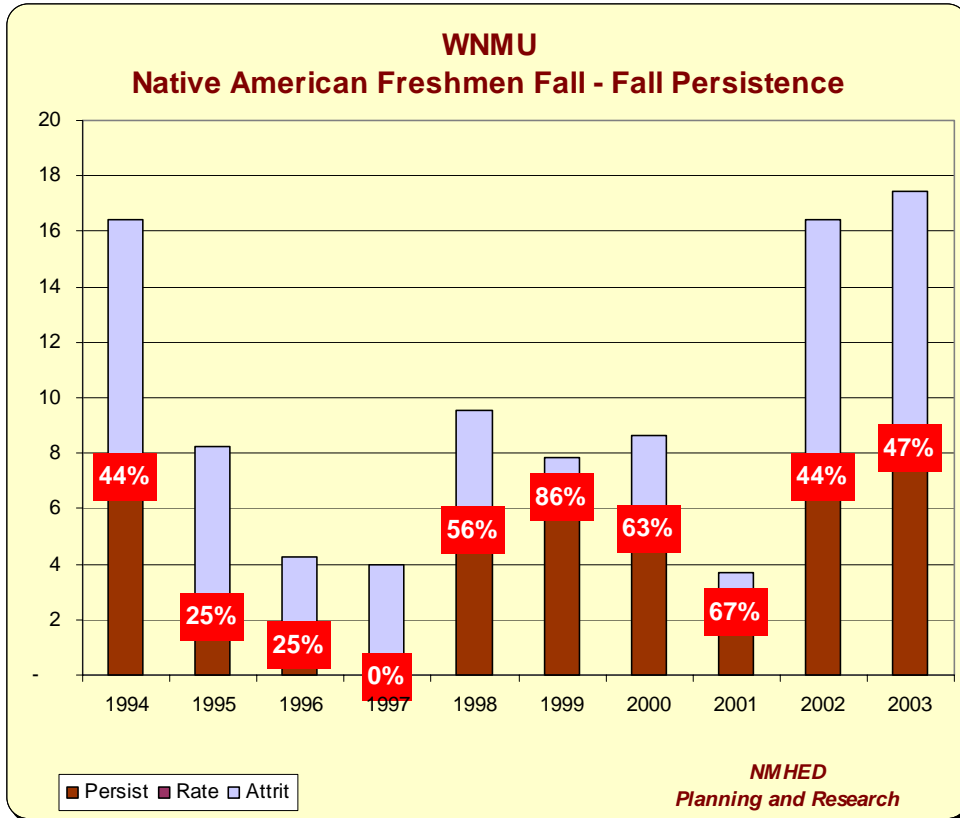
**NMHED**  
**Planning and Research**

**WNMU**  
**Total Head Count**

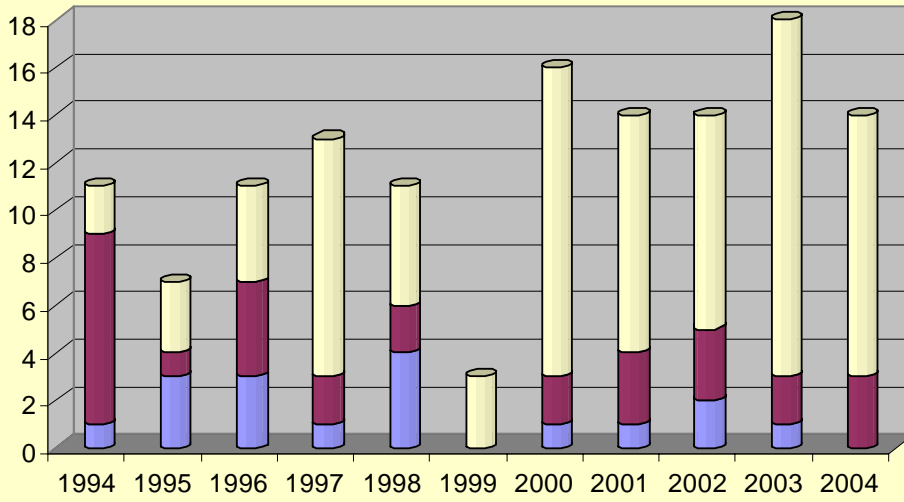


■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



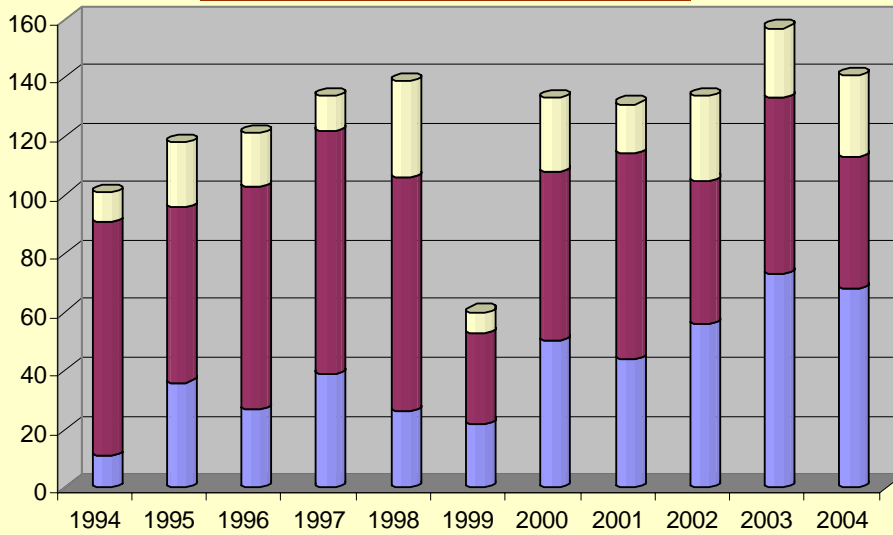
**WNMU**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

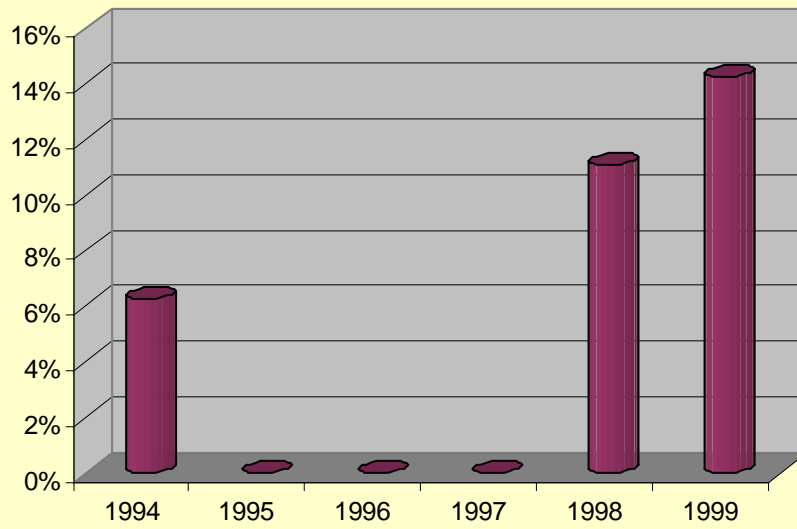
**WNMU**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

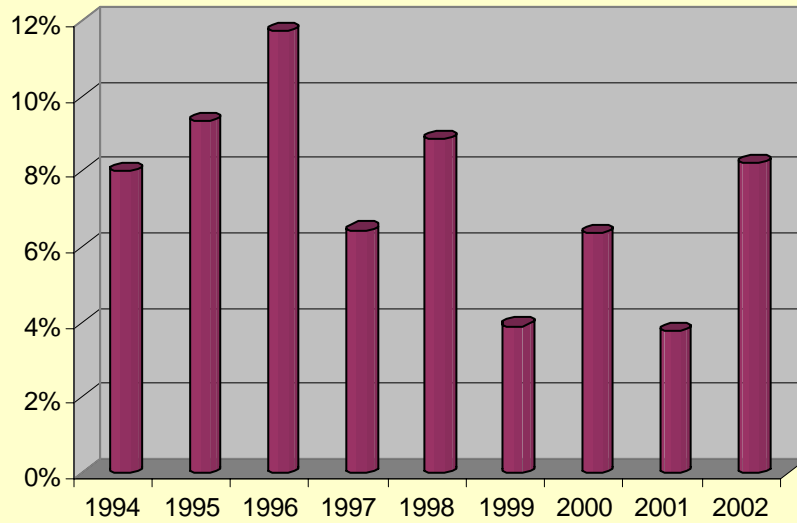
### WNMU Native American Graduation Rate



■ Graduate Rate

NMHED  
Planning and Research

### WNMU Hispanic Graduation Rate



■ Graduate Rate

NMHED  
Planning and Research



Western New Mexico University Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** Western New Mexico University

**Campus:** Main

## Recruitment Strategies

### Hispanic Students:

Recruitment in Northern New Mexico:

- A recruitment specialist has been hired to recruit the northern part of New Mexico.
- This area of the state has several
  - Native American high schools
  - High schools of predominately Hispanic students
- This counselor is responsible only for this area of the state

### HACU

- Western will again participate in the HACU (Hispanic Association of Colleges and Universities)
- Conference taking place in Phoenix
- To display and provide information on Western New Mexico University
  - Viable,
  - Affordable
  - Quality

### Native American Students:

Recruitment in Northern New Mexico:

- A recruitment specialist has been hired to recruit the northern part of New Mexico
- This area of the state has several
  - Native American high schools
  - High schools of predominately Hispanic students
- This counselor is responsible only for this area of the state

Coordination with Laguna Acoma High school:

The office of Admissions and Western Alumni have met with counselors at Laguna Acoma high school in an effort to provide Native American students a closer look at the program offerings at Western New Mexico University.

Responding to the Gallup Native Americans' need:

- Creation of master level programs in
  - Education
  - Business Administration

## Retention Strategies

### Both:

- **Con Confianza Program (Title V)**  
This program has three phases designed to help in the retention of students. The program offers:
  - **The Student Success Seminar-** a 3 hour course available to first year students that is designed to provide training for the improvement of study skills, strategies for time management, techniques for managing stress effectively, providing information for suitable lifestyle choices and career options.
  - **Learning Communities-** These communities are established through the offering of the Student Success Seminar. These students form a core group that provides support in the adjustment by the students to the requirements of college life.
  - **Peer Leaders-** These students, nominated by faculty and staff as excellent role models; participate in training that includes lectures, presentations, and special activities.
- **Campus Clubs and Organization**
  - There are two clubs on campus that have been specifically formed for Hispanic and Native American students
  - Membership in these clubs is open to all students
  - The MECHA club promotes social life on campus through sponsored

- Dances
  - Lectures
  - Special events
- The Hispanic heritage and culture is emphasized and promoted
- **Scholarship Programs**
  - The WNMU office of Financial Aid also works closely with the WNMU Foundation to assist in the distribution of scholarships earmarked specifically for Native American and Hispanic students. Valuable information is also provided regarding additional loan services provided by the Foundation to these students.

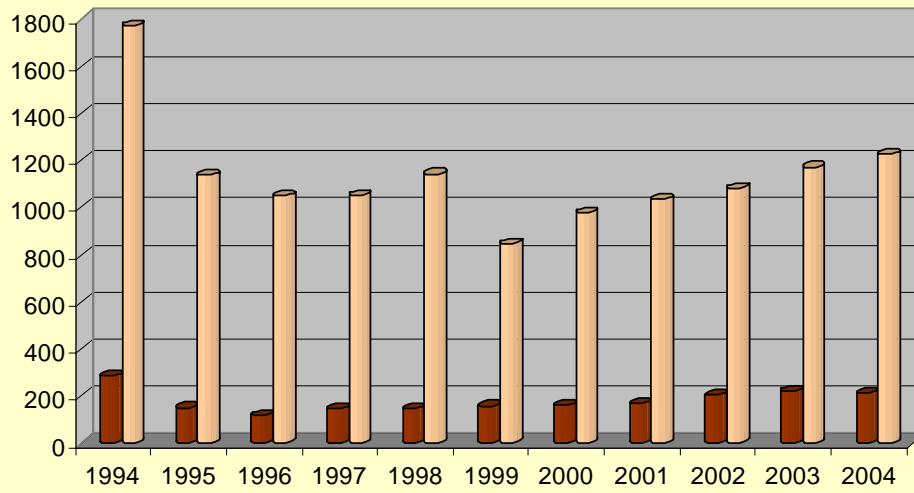
**Hispanic Students:**

**Native American Students:**

**Misc:**

Albuquerque TVI Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

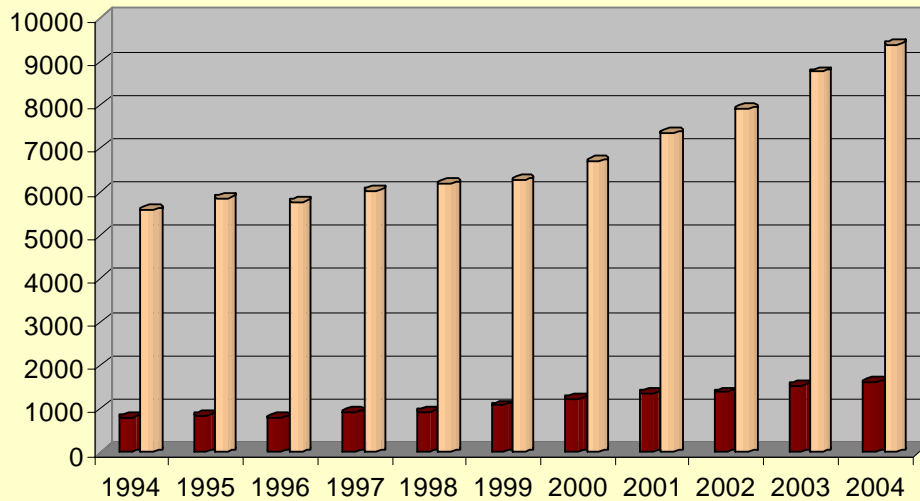
**TVI**  
**First Time Freshmen**



■ Native American □ Hispanic

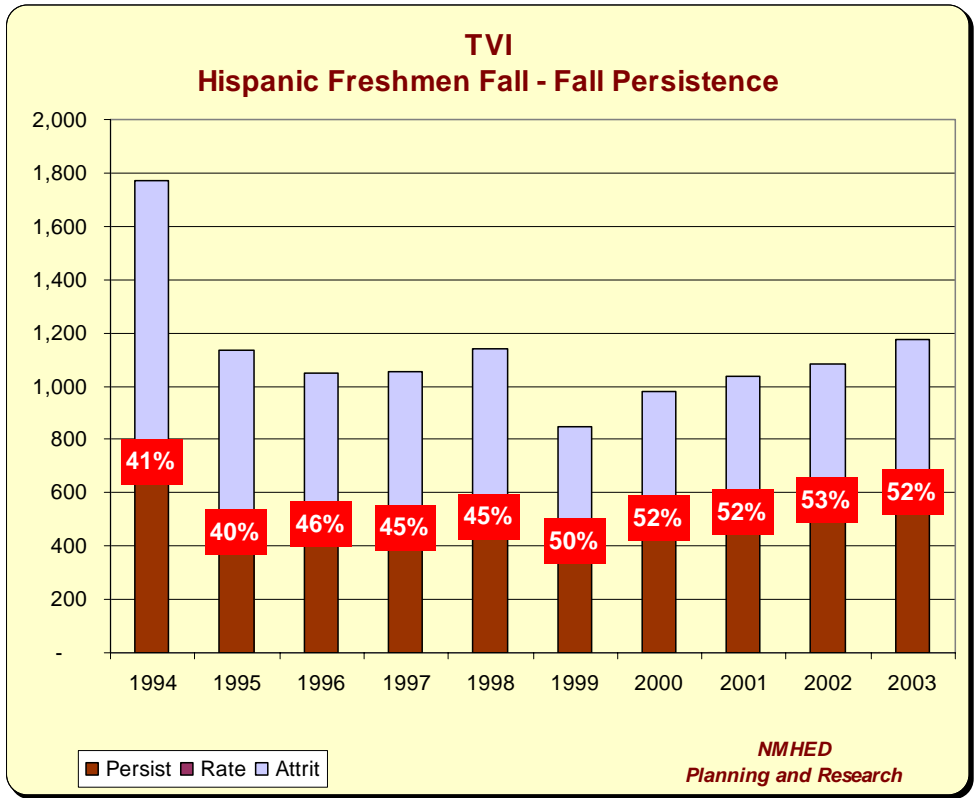
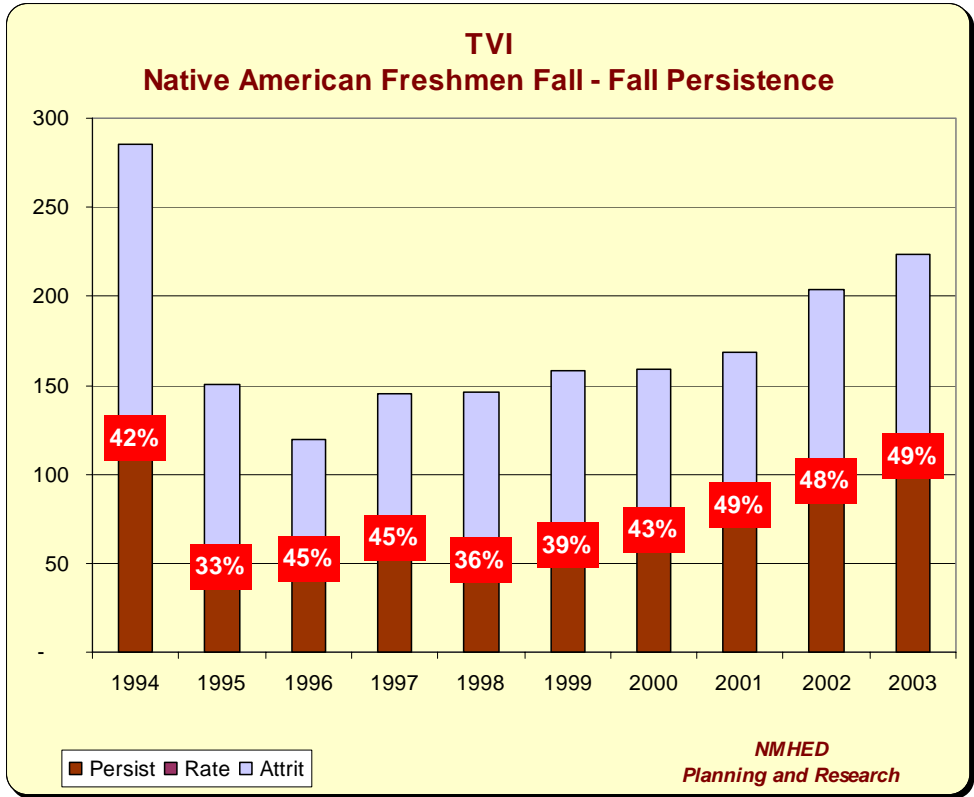
**NMHED**  
**Planning and Research**

**TVI**  
**Total Head Count**

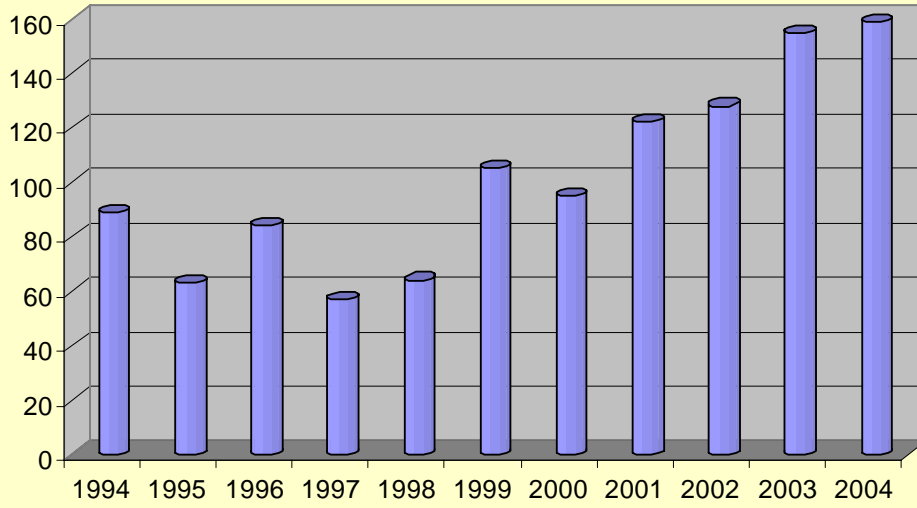


■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



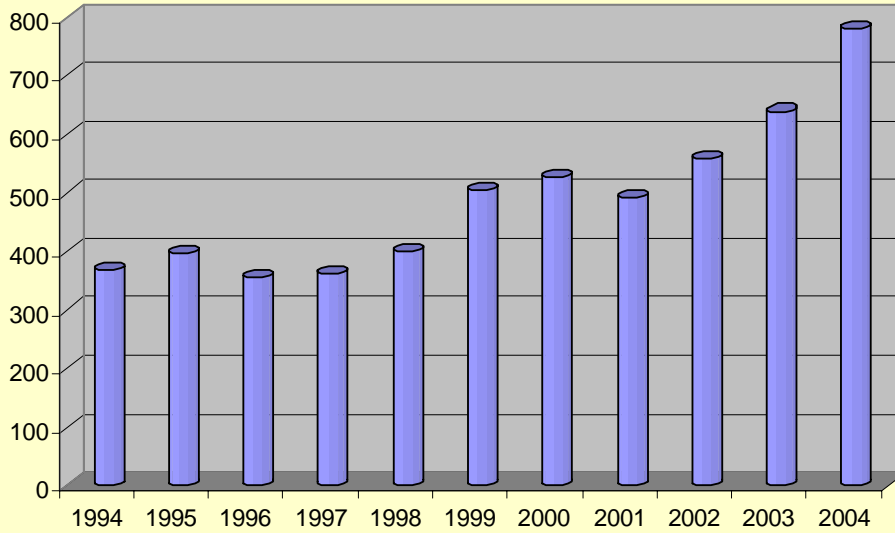
**TVI**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

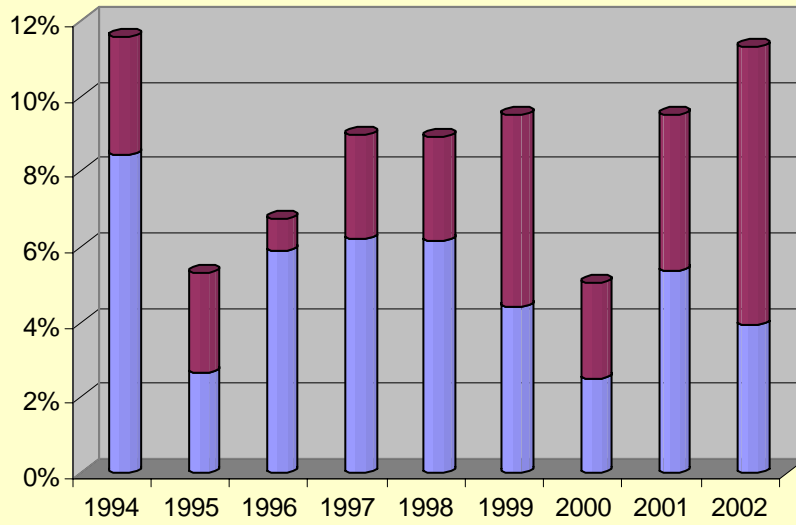
**TVI**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

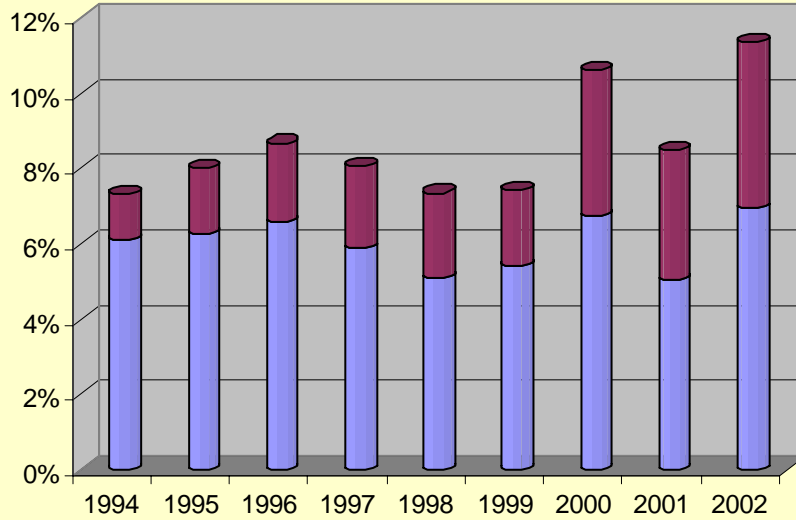
**TVI**  
**Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
 Planning and Research*

**TVI**  
**Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
 Planning and Research*



Albuquerque TVI Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** TVI

**Campus:** Main

## **Recruitment Strategies**

### **Hispanic Students:**

- Title V, "La Comunidad"
  - Geared to supporting first generation college students
  - Majority were minority students.
  - Interventions include
    - Lab for student use
    - Mentoring
    - Supplemental education
    - Learning communities
- TRIO program
  - Serves first generation students
  - Majority being Hispanic and Native American students.
  - Interventions include
    - Mentoring
    - Tutoring
    - Career advisement
    - Other support services
  - 120 students served annually
- TVI held 3 Financial Aid outreach events
  - Aimed at providing parents with financial aid information and deadlines
- 3 additional achievement coach positions were added during the 04-05
  - Aimed at providing more student support at the program level.

### **Native American Students:**

- Native American orientation program has been created and customized to reach out and orient Native American students to TVI.
  - Coordinated through the advisement and counseling center
- Recruitment targeting Native Americans
  - 03-04 events 30 schools and or organizations visited by recruitment office
  - 04-05 events 35 schools or organizations visited
- Recruitment brochure was developed and disseminated to Native Americans at recruitment events and financial aid outreach events.

## **Retention Strategies**

### **Hispanic Students:**

- Multicultural Student Organization
  - Student led group aimed at creating community for Hispanic students

### **Native American Students:**

- AISES Native American student group
  - Aimed at creating community for Native American students.
  - Both AISES and Multicultural group receive funding from student clubs and Organizations fee
- TVI has provided two orientations to Native American commission on higher education hosted by TVI

### **Misc:**

The above activities are aimed at Native Americans and Hispanic students but in reality all of our outreach and retention efforts are designed with the minority student in mind since those are our constituents

Luna Community College Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

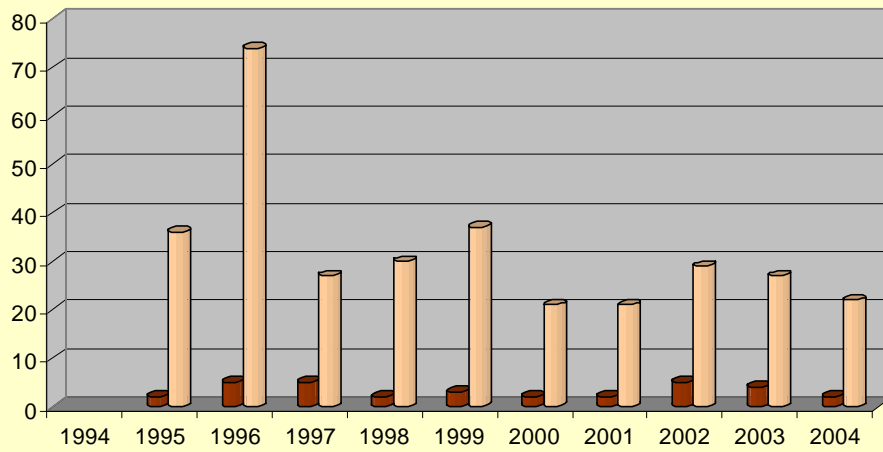
**Inconsistent Data Reported**

Luna Community College Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

Institution did not respond

Mesalands Community College Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

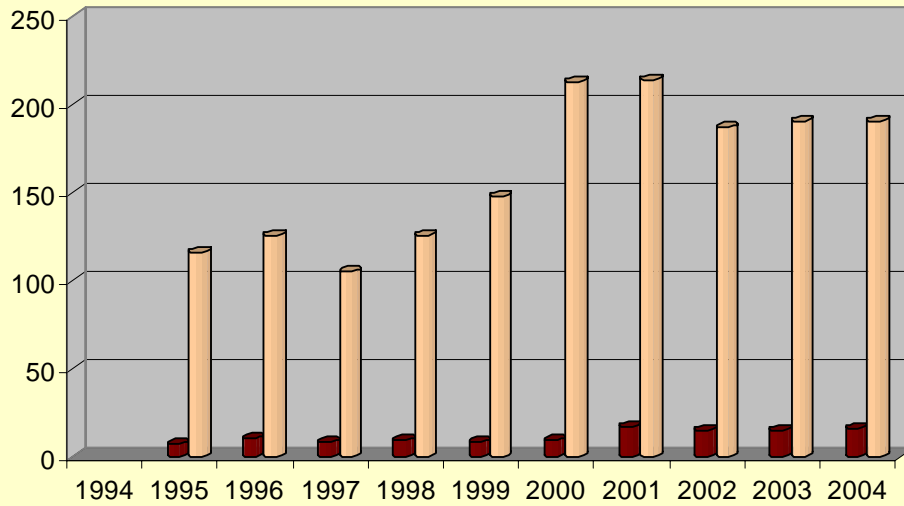
**Mesalands CC**  
**First Time Freshmen**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**

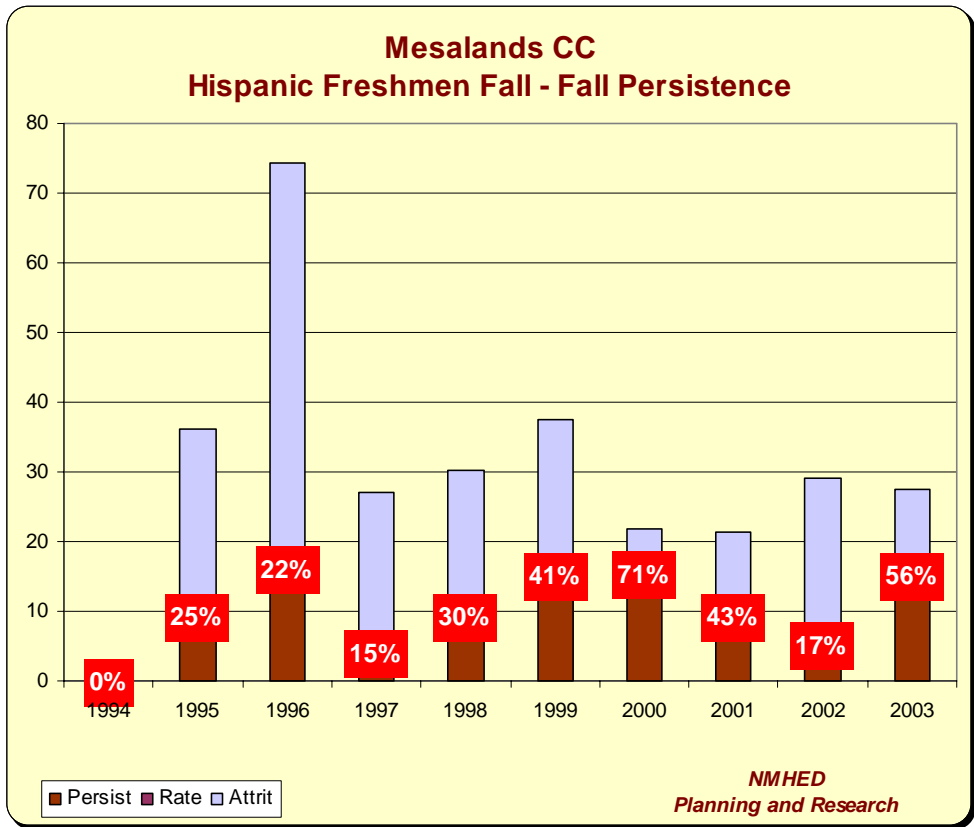
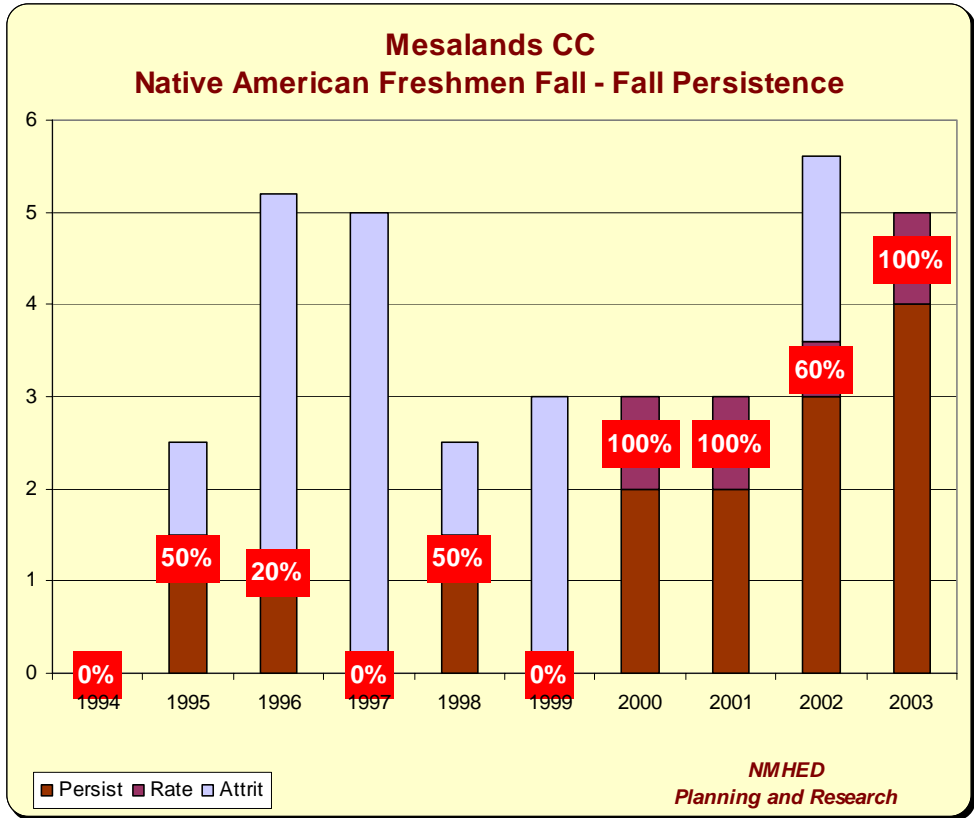
**Mesalands CC**  
**Total Head Count**



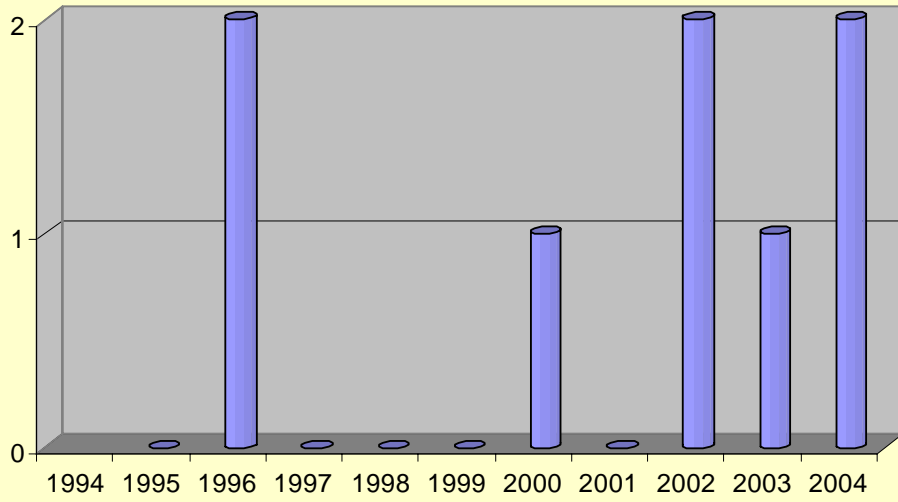
■ Native American □ Hispanic

**NMHED**  
**Planning and Research**





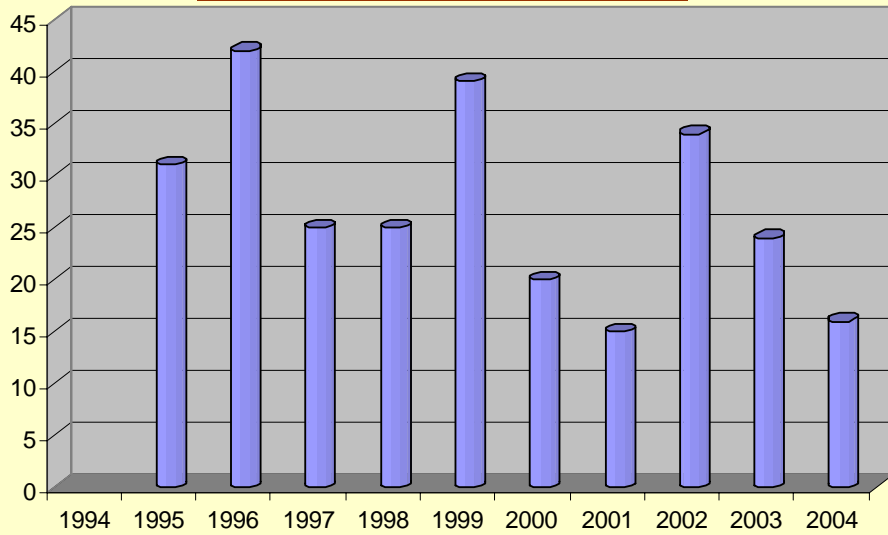
**Mesalands CC**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

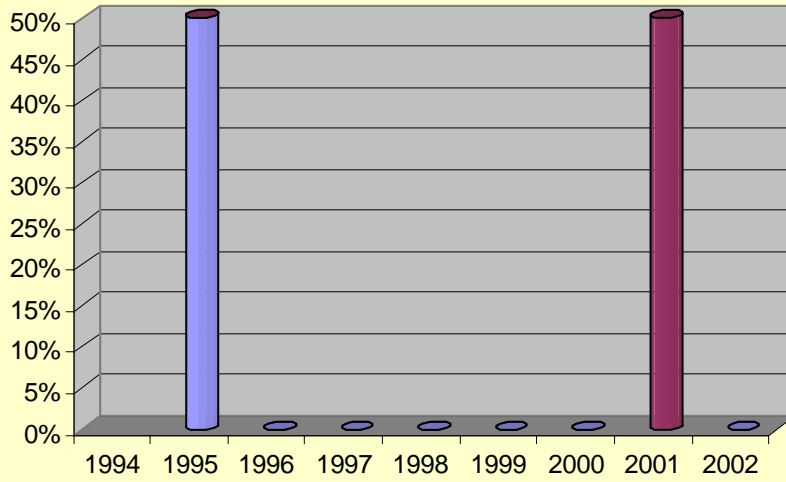
**Mesalands CC**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

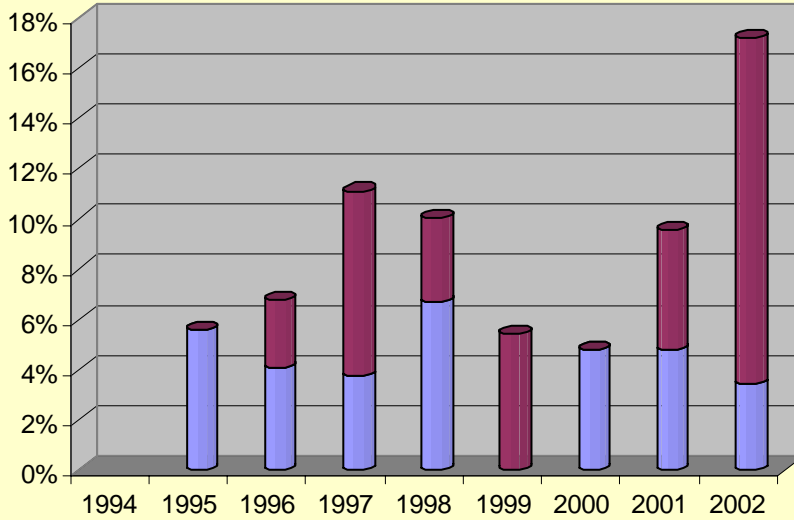
**Mesalands CC  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**Mesalands CC  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

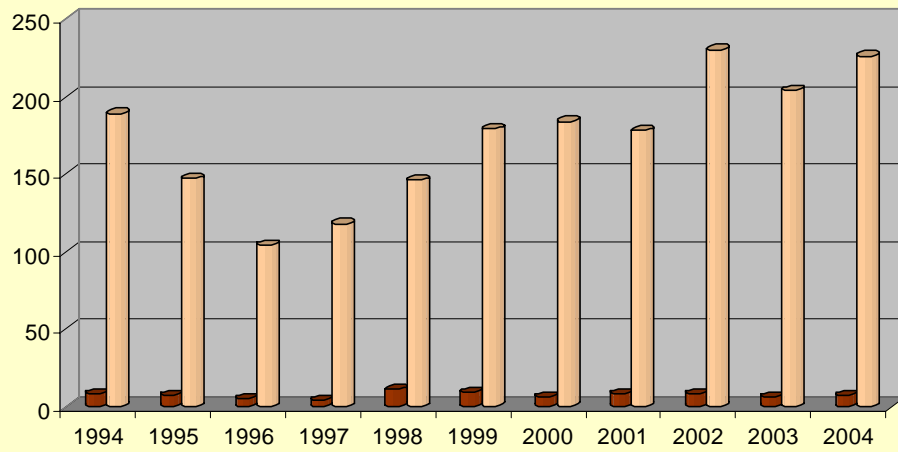
*NMHED  
Planning and Research*

Mesalands Community College Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

<b>Institution:</b> Mesalands Community College	<b>Campus:</b> Main
<b>Recruitment Strategies</b>	
<p><b>Hispanic Students:</b> Community Involvement:</p> <ul style="list-style-type: none"> <li>• Sponsors a Spanish language radio program, La Vos, on the local radio station</li> <li>• The college hosts a community-wide Cinco de Mayo celebration each year</li> <li>• Maintaining active membership in the Hispanic Association of Colleges and Universities (HACU)</li> </ul>	
<p><b>Native American Students:</b> Current Recruitment Strategies:</p> <ul style="list-style-type: none"> <li>• Recruit from outside the service area with high Native American Students <ul style="list-style-type: none"> <li>○ Examples <ul style="list-style-type: none"> <li>▪ Zuni High School</li> <li>▪ Gallup High School</li> <li>▪ Tohatchi High School</li> <li>▪ Kirtland Central High School</li> <li>▪ Fort Wingate High School</li> <li>▪ Crownpoint High School</li> <li>▪ Thoreau High School</li> <li>▪ Mescalero Apache High School</li> <li>▪ Shiprock High School</li> <li>▪ Alamo Navajo School</li> </ul> </li> </ul> </li> </ul> <p>Community Involvement:</p> <ul style="list-style-type: none"> <li>• The college's intercollegiate rodeo program has proven to attract and help retain several Native American students from throughout New Mexico</li> </ul>	
<b>Retention Strategies</b>	
<p><b>Both:</b> Success Center</p> <ul style="list-style-type: none"> <li>• Center receives assistance from Title V program funding</li> <li>• It aims to positively influence the lives of the diverse student population <ul style="list-style-type: none"> <li>○ Educationally disadvantaged student</li> <li>○ First generation college students</li> <li>○ Ethnic Minority students</li> </ul> </li> </ul> <p>Cultural involvement</p> <ul style="list-style-type: none"> <li>• Sponsorship of annual Cultural Diversity days <ul style="list-style-type: none"> <li>○ Past year's Celebration include <ul style="list-style-type: none"> <li>▪ Native American Culture</li> <li>▪ Hispanic Culture</li> </ul> </li> </ul> </li> </ul>	
<p><b>Hispanic Students:</b> Hosting of Latino Heritage Museum</p> <ul style="list-style-type: none"> <li>• Traveling educational exhibit</li> <li>• Tribute to Hispanics and Latinos who has made great contribution to society</li> </ul> <p>Scholarships</p> <ul style="list-style-type: none"> <li>• Raised funds for Hispanic Opportunity Scholarships</li> </ul>	
<p><b>Native American Students:</b> Scholarships</p> <ul style="list-style-type: none"> <li>• The College participates in <ul style="list-style-type: none"> <li>○ Navajo Nation scholarship program</li> <li>○ Mescalero Apache scholarship program</li> </ul> </li> </ul>	
<b>Misc:</b>	

New Mexico Junior College Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

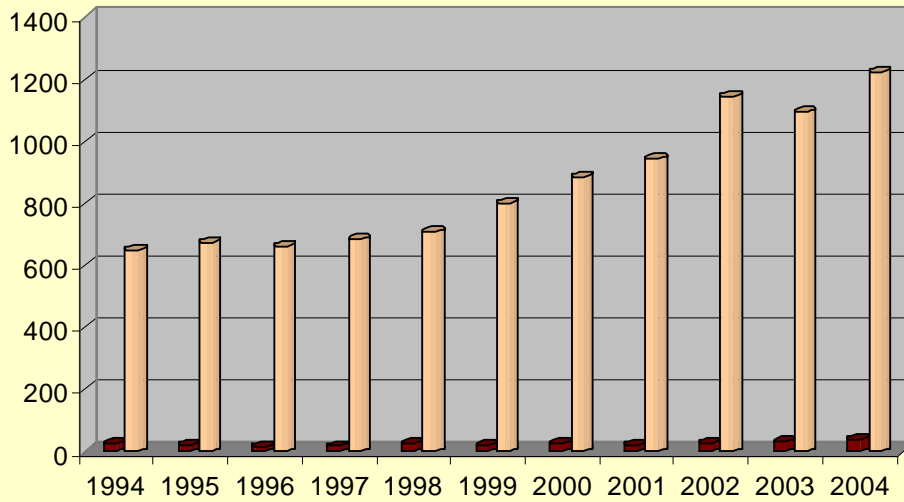
**NMJC**  
**First Time Freshmen**



■ Native American ■ Hispanic

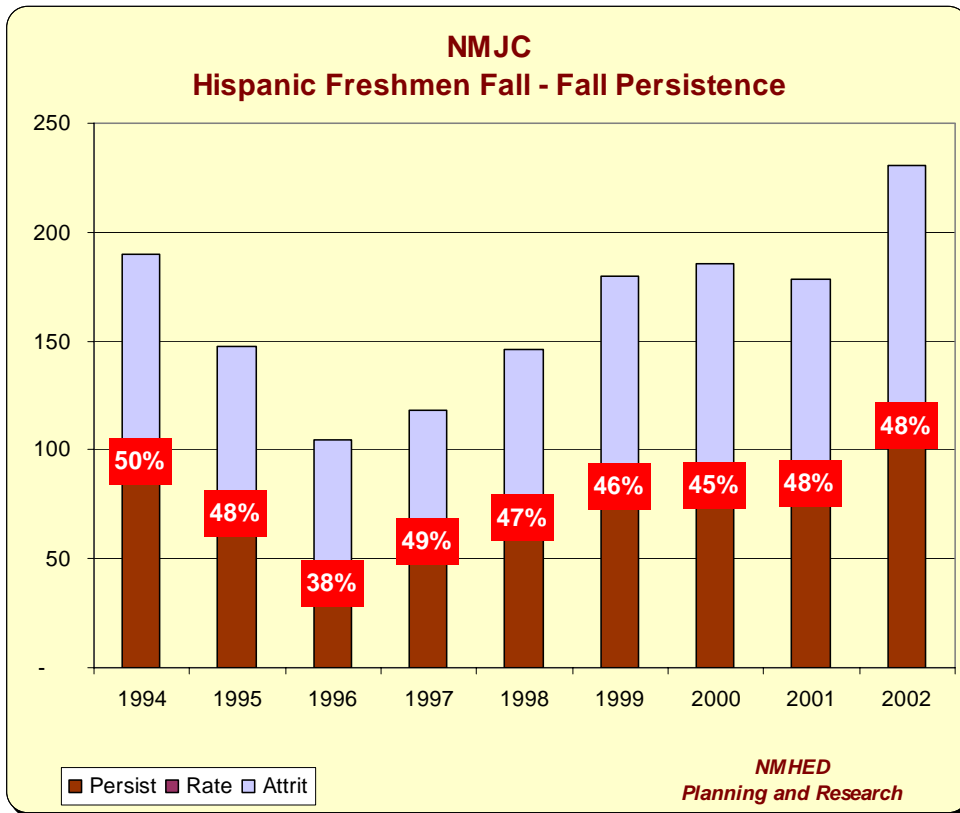
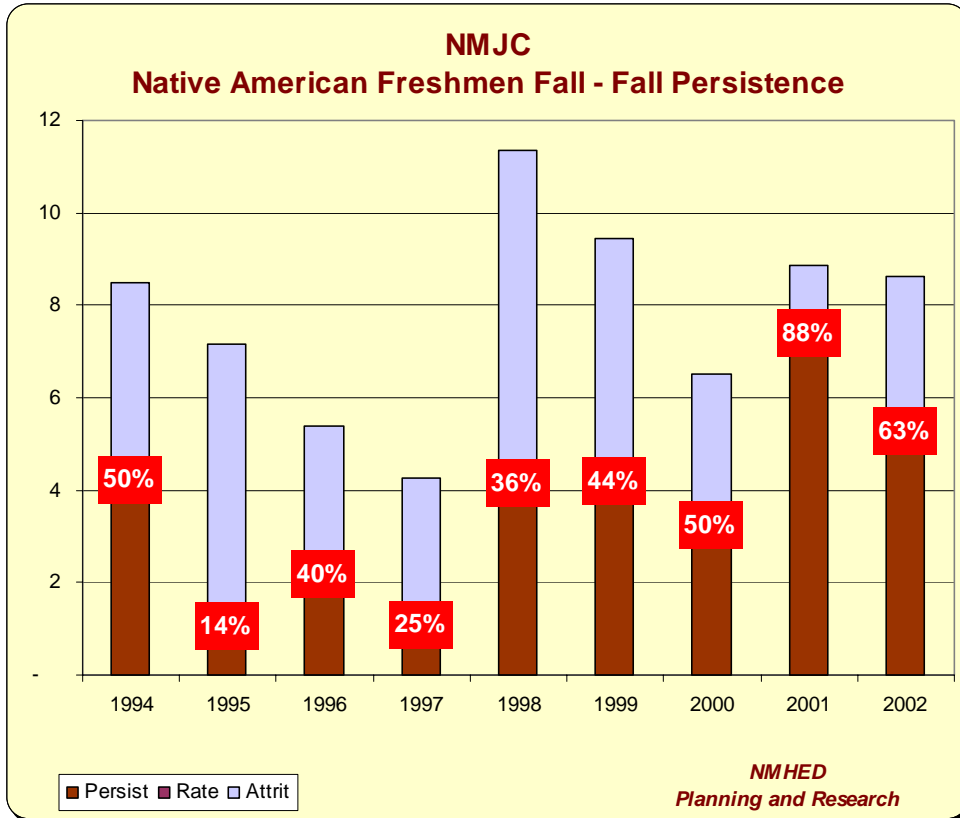
**NMHED**  
**Planning and Research**

**NMJC**  
**Total Head Count**



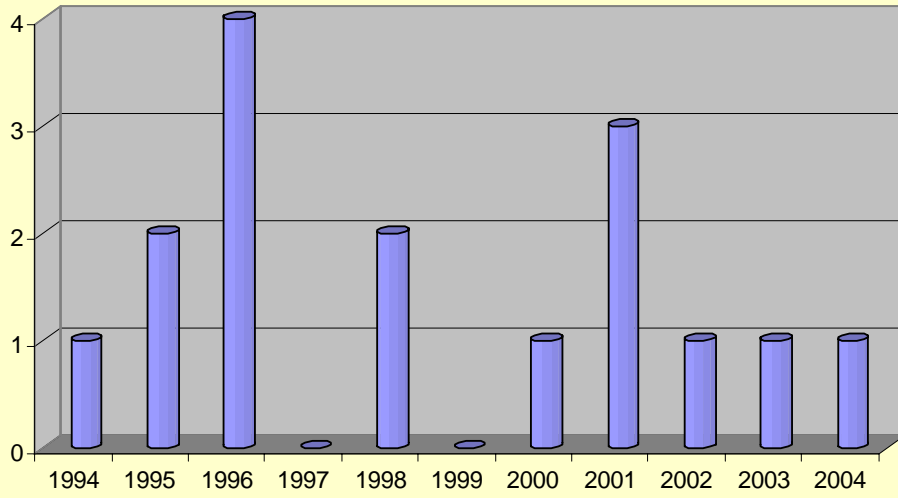
■ Native American ■ Hispanic

**NMHED**  
**Planning and Research**





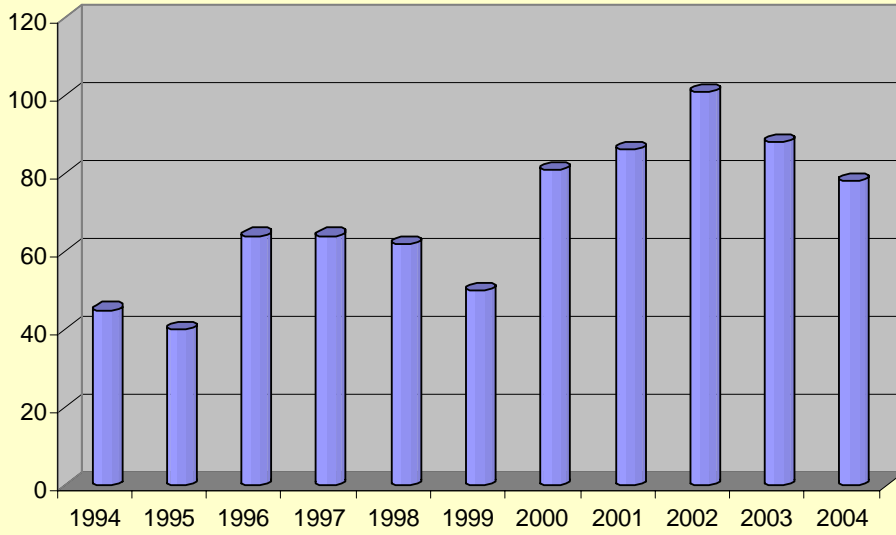
**NMJC**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

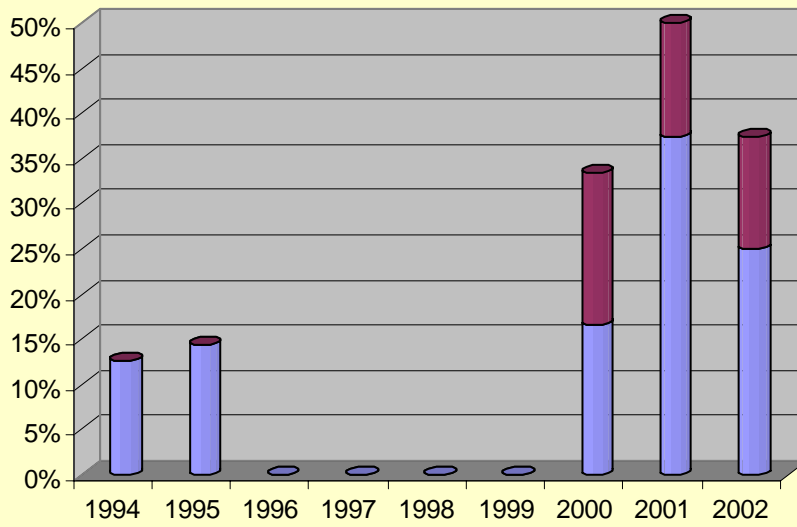
**NMJC**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

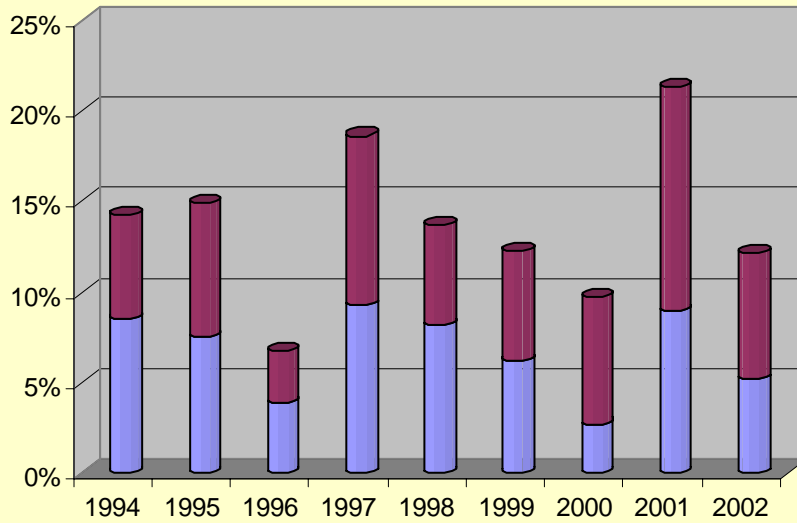
**NMJC  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**NMJC  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

New Mexico Junior College Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** New Mexico Junior College

**Campus:** Main

## Recruitment Strategies

### Hispanic Students:

- New Mexico Junior College currently provides several informational and recruiting brochures in Spanish
- Hired two Spanish speaking recruiters.
- Expanded territory this last year to cover the entire state of New Mexico.

#### Hispanic Students

Southwest New Mexico schools attended with large Hispanic populations were

- |                            |               |
|----------------------------|---------------|
| • Lordsburg High School    | 82% Hispanics |
| • Deming High School       | 77% Hispanics |
| • Oate High School         | 67% Hispanics |
| • Gadsden High School      | 93% Hispanics |
| • Santa Teresa High School | 96% Hispanics |
| • Las Cruces High School   | 65% Hispanics |
| • Mayfield High School     | 63% Hispanics |

- The above schools have a high enrollment of Hispanic students
  - We have attended all of these college days in order to better reach and target the Hispanic population and at the same time increase our Hispanic enrollment.
- This year we are participating in the same college fairs and hope to increase the contacts from last year.
- We also participated in some Financial Aid nights in the same area (southwest New Mexico) in which financial aid information was provided for students and their parents.
  - This gave us the opportunity to meet not only with the students but also with their parents.
  - This is something that was not done in the past
  - Being bilingual we have more success communicating and explaining information to the family

### Native American Students:

Northwest New Mexico

- |            |      |                  |
|------------|------|------------------|
| • Thoreau  | 90%  | Native Americans |
| • Zuni     | 100% | Native Americans |
| • Gallup   | 69%  | Native Americans |
| • Tohatchi | 100% | Native Americans |
| • Kirtland | 74%  | Native Americans |

More territories are being covered in the Northwest and the same steps are being taken as were with the Hispanic population above.

## Retention Strategies

### Hispanic Students:

Retention efforts include participation in TRIO programs that consist of approximately 60% Hispanic students

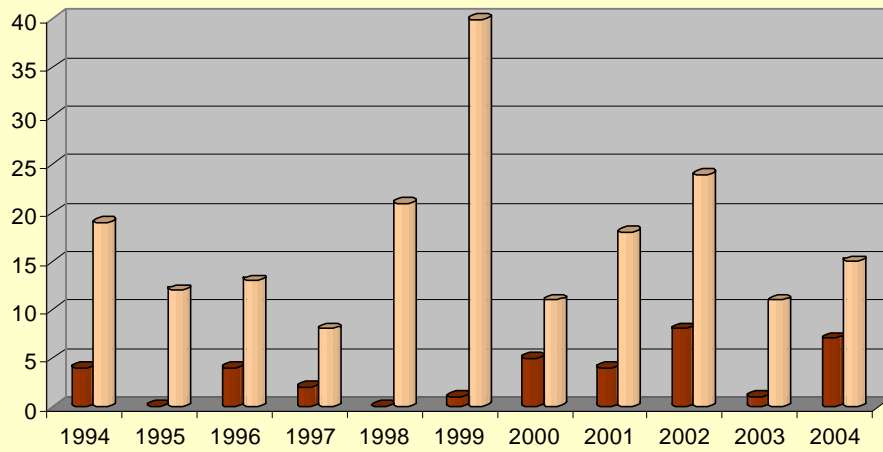
### Native American Students:

The service area of New Mexico Junior College consists of .8% Native American and 34% Hispanic adults aged 18 and over. Our institutional census and graduation rates mirror our service area population for these two groups

### Misc:

New Mexico Military Institute Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

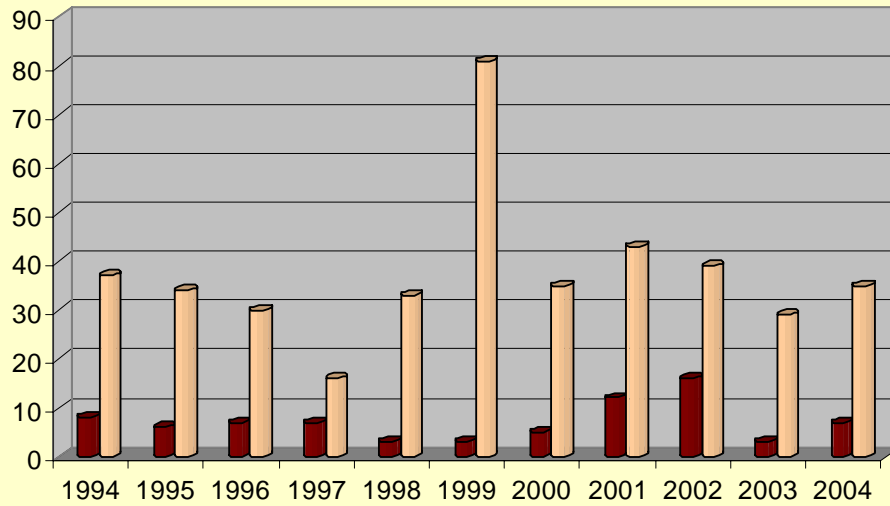
**NMMI**  
**First Time Freshmen**



■ Native American □ Hispanic

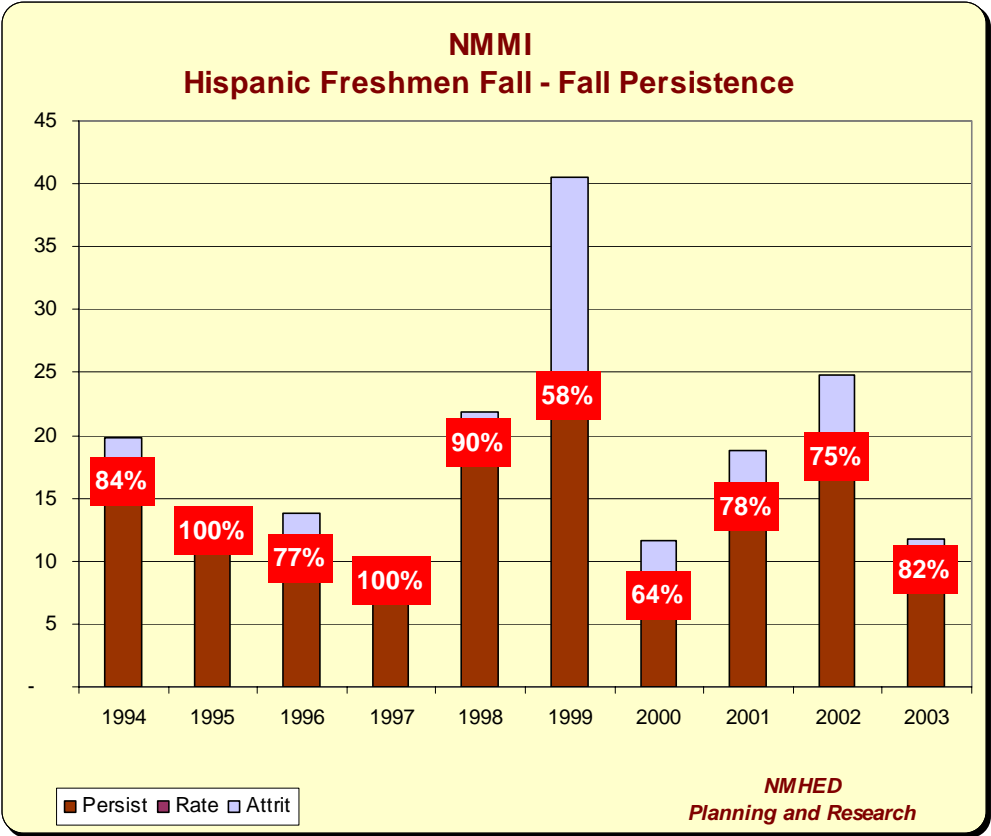
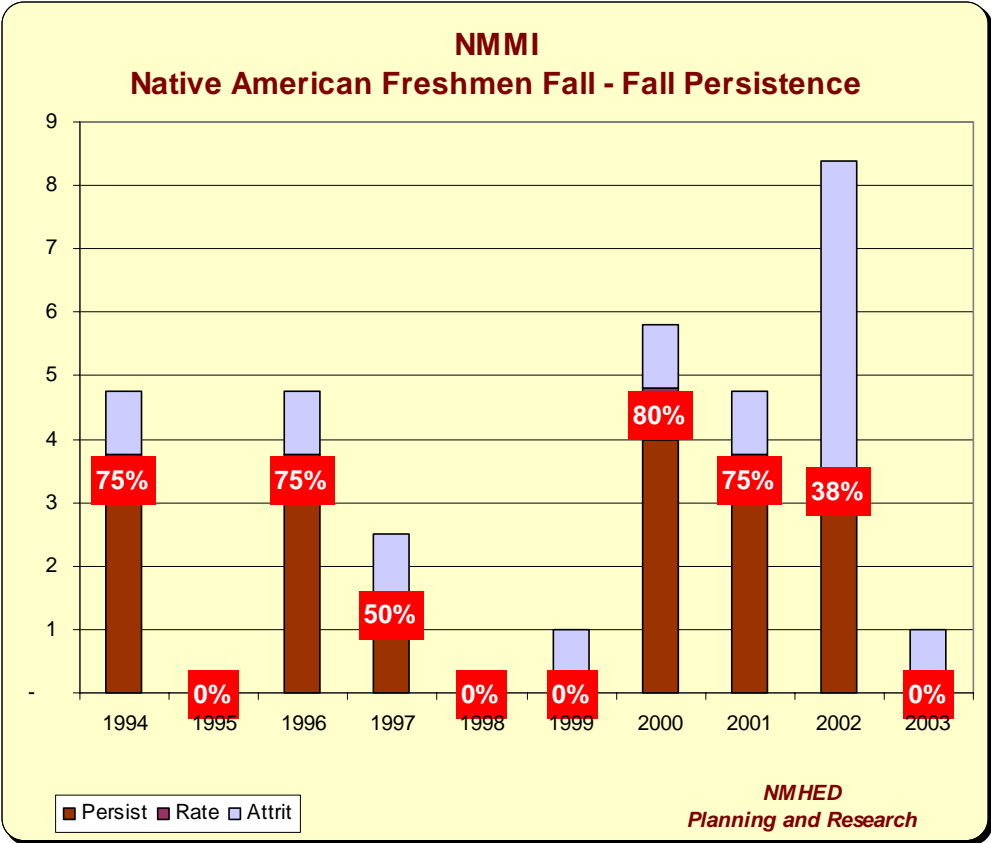
**NMHED**  
**Planning and Research**

**NMMI**  
**Total Head Count**



■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



New Mexico Military Institute Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students



**Institution:** NMMI

**Campus:** Main

## **Recruitment Strategies**

### **Hispanic Students:**

#### Current Recruitment Strategies

- NMMI has a state-wide schedule of 47 schools and school districts
- Actively recruits Hispanics state-wide
- Current plans call for this recruitment strategy to continue

#### Recruitment Expansion:

- Mexican cadet has recently offered to recruit Hispanics in Mexico for NMMI

### **Native American Students:**

#### Current Recruitment Strategies

- Recruits with 28 schools that have a substantial population of Native American students
  - Examples
    - Crownpoint
    - Rehoboth
    - Dulce
    - Pojoaque

## **Retention Strategies**

### **Hispanic Students:**

#### Activity:

- Creation of Mexican Association to share the Mexican cadets' culture with the Corps of Cadets
- Independence Day celebration (15<sup>th</sup> September) with mariachis and dancers
- Parent's weekend, the Mexican Association gave a Spanish presentation for all the Mexican parents

#### Communications

- Creation of webpage
  - International link
  - Cadet testimonials and photo gallery
  - Planning to have a link with Spanish translation of website
- The parent's newsletter is also being translated every week

#### Staff increase

- Hispanic college advisor
- Career services coordinator
  - Developing resources and showcase opportunities for Hispanic and Native American students

#### Scholarship for Hispanic Students

- Tommy Tenorio and Ethel Ortega Olson scholarships available

### **Native American Students:**

#### The Native American club

- Established Fall 2000
- Members
  - Native American cadets
  - Non-Native American cadets who are interested in the culture
- The club provides
  - Activities of interest to Native American cadets
  - Field trips
  - Cultural events

- Mentorship from older Native American cadets for the new
- Recent Activities for the Native American Club
  - Native American History month celebrations
  - Recent field trip activities
    - Attending the world famous “Gathering of Nations” in Albuquerque
    - Field trip to Bosque Redondo Reservation/Fort Sumner
    - Seminar on the Navajo Long Walk

Scholarship

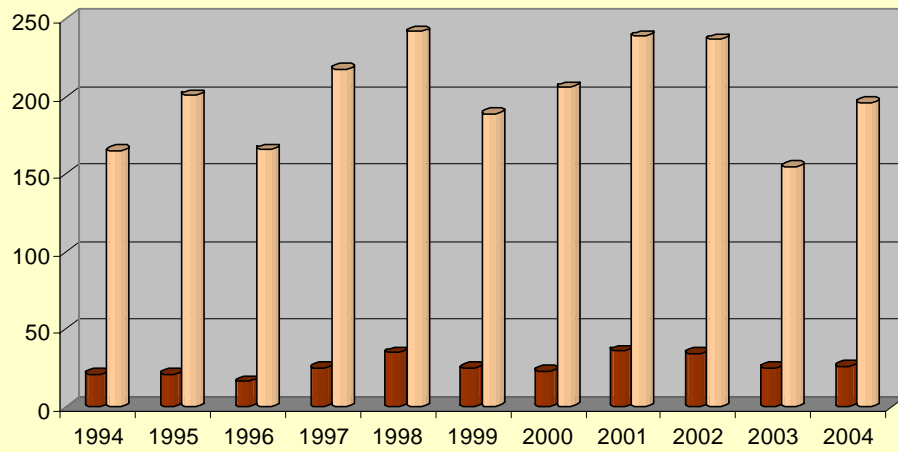
- The de Stwolinski scholarship available

**Misc:**

As more funds become available, there is the possibility that more scholarship targeting these groups will become available.

Northern New Mexico College Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

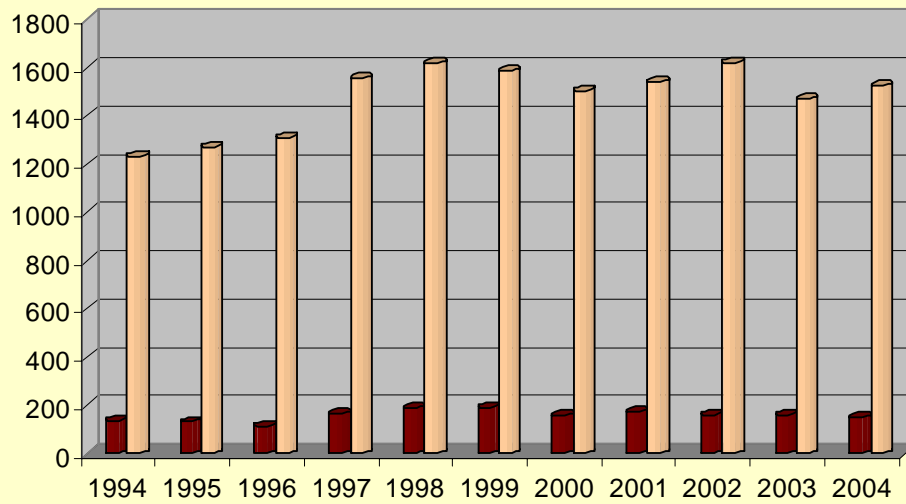
**NNMC**  
**First Time Freshmen**



■ Native American □ Hispanic

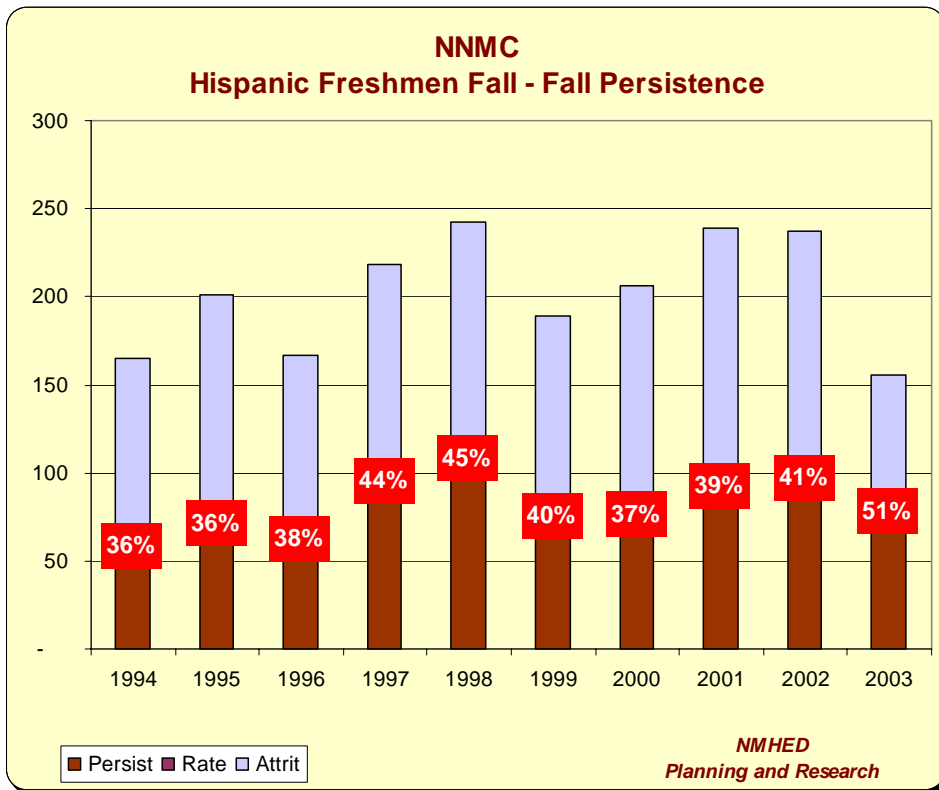
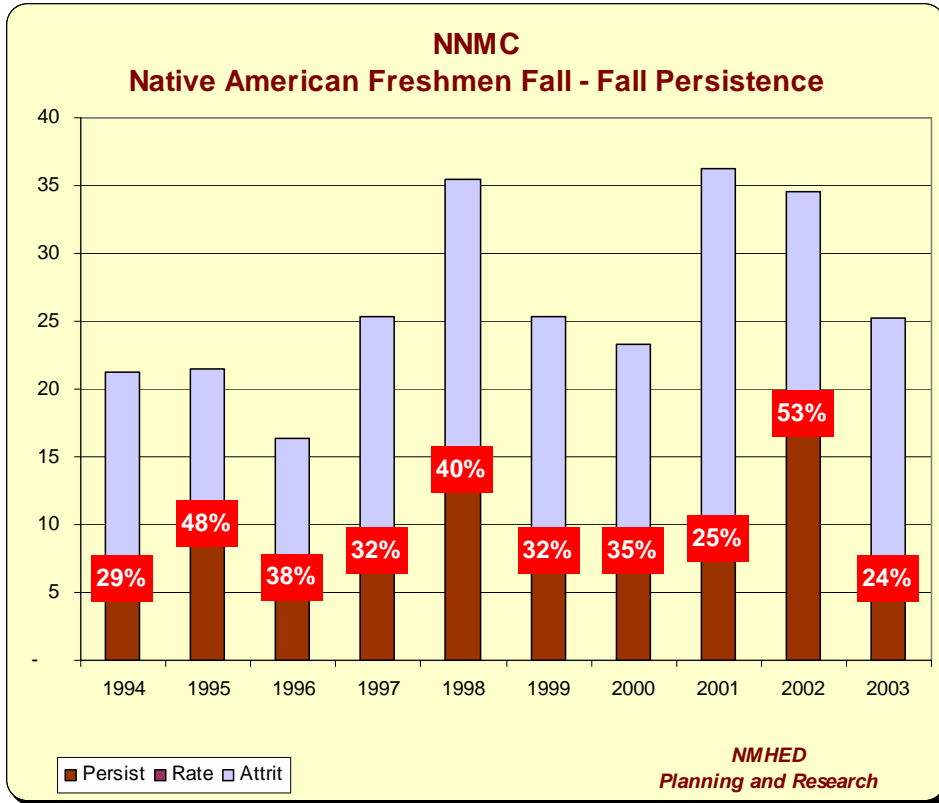
**NMHED**  
**Planning and Research**

**NNMC**  
**Total Head Count**

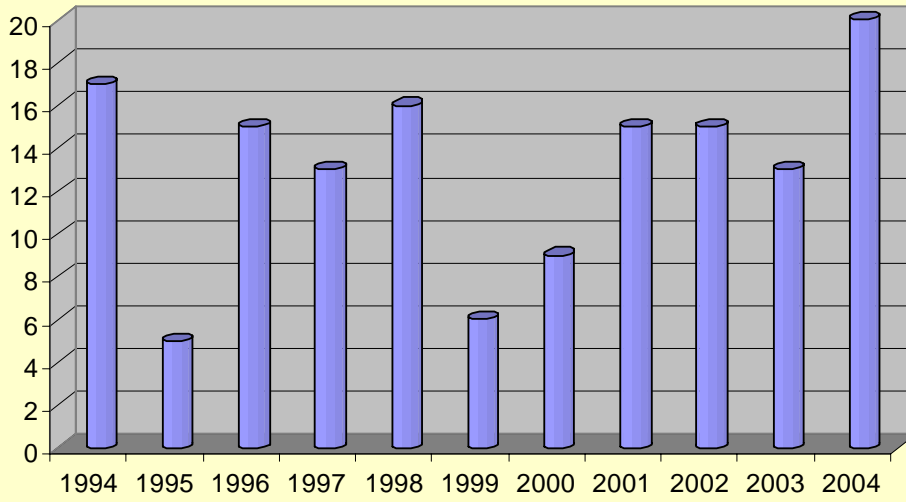


■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



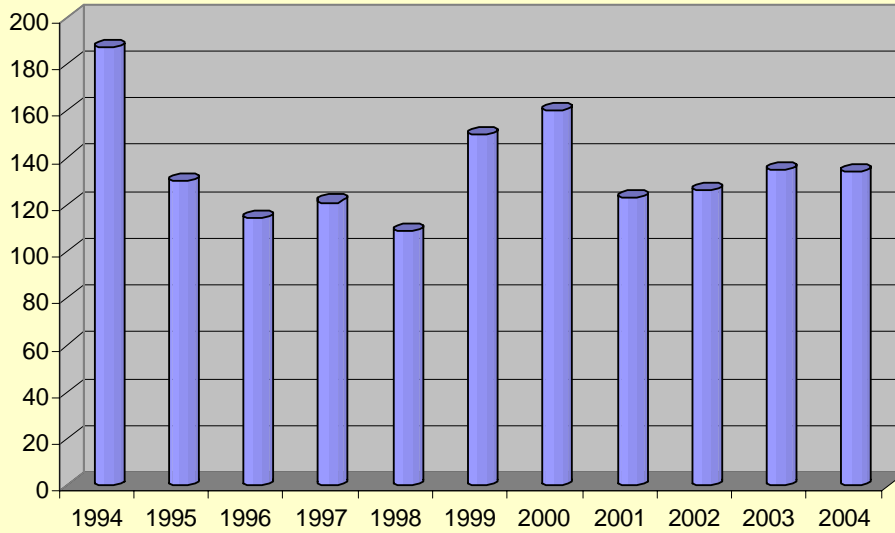
**NNMC**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

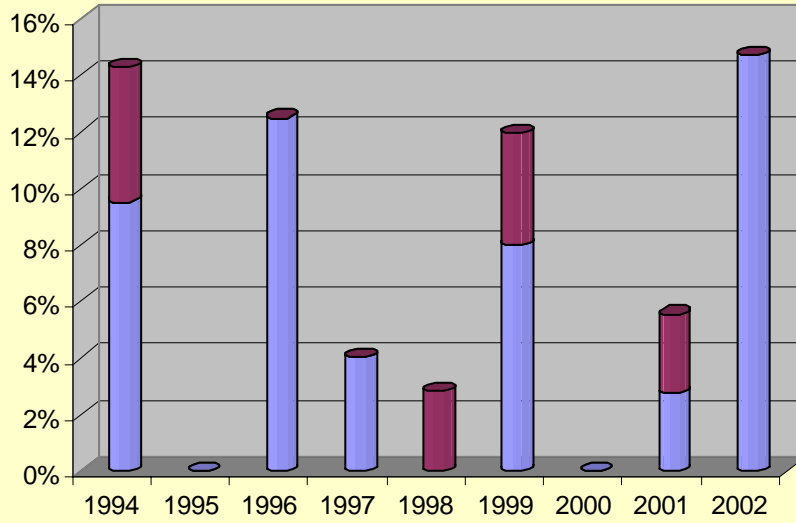
**NNMC**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

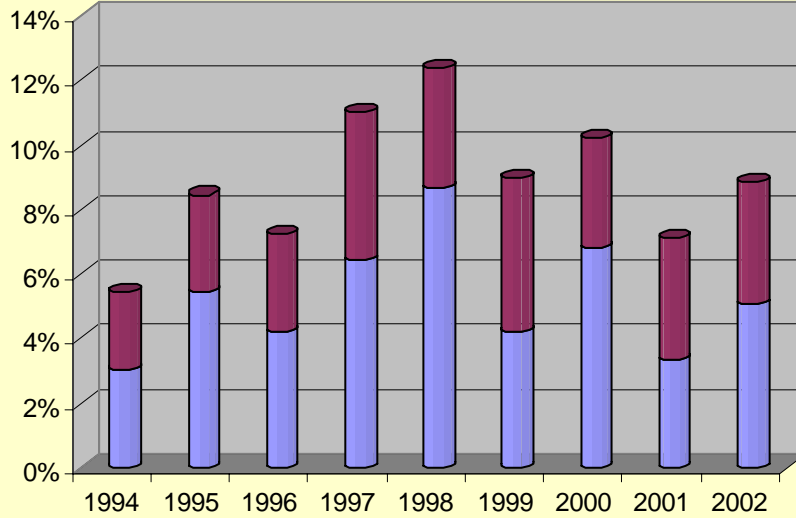
**NNMC  
Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

**NNMC  
Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED  
Planning and Research*

Northern New Mexico College Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students



**Institution:** Northern New Mexico College | **Campus:** Espanola

## **Recruitment Strategies**

### **Native American Students:**

- Concentrates on Eight Northern Pueblos.
- Various Marketing Strategies-brochures, posters, advertisements, and etc.
- Presentation to Junior and Senior students in local high schools.
- Participates in College Fairs.
- Coordinates with Tribal Higher Education Offices
- *Most Effective Strategy: one to one contacts, presentation in high schools, and Tribal partnerships.*
- *Least Effective Strategy: Marketing literature at College Fair is not read by students.*

## **Retention Strategies**

### **Native American Students:**

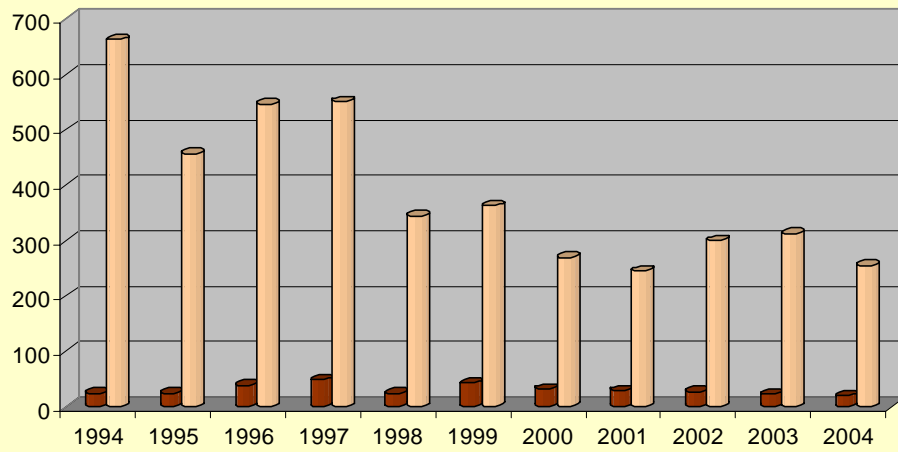
- Native American Student Clubs.
- Employment for students on campus.
- Academic Assistance for tuition, books, and loans.
- *Most Effective Strategy: Early Alert Program, mid-term grade review, Tribal Higher Education partnerships, cooperative education program with Los Alamos National Labs.*
- *Least Effective Strategy: Student Social Organizations.*

### **Misc:**

- Collaborative partnerships with Tribal Higher Education/Scholarship Offices through Memorandums of Agreements.
- Tribal relations with Los Alamos National Labs.

Santa Fe Community College Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

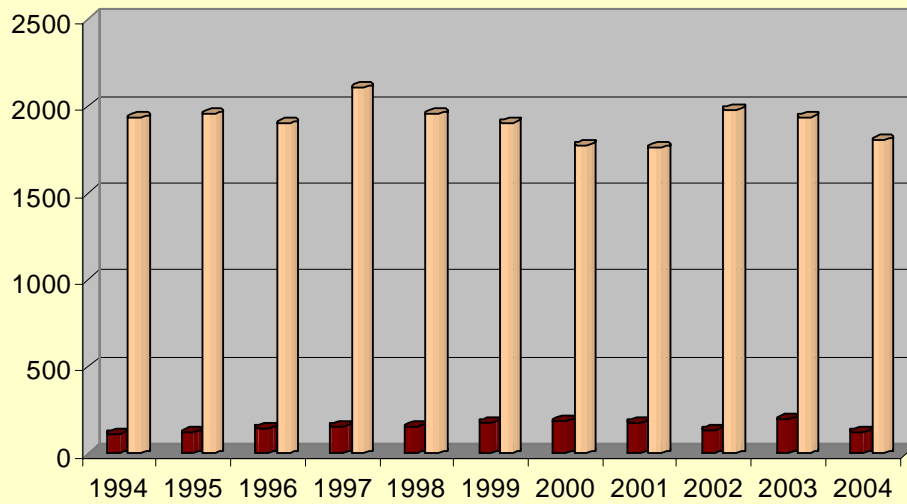
**SFCC**  
**First Time Freshmen**



■ Native American □ Hispanic

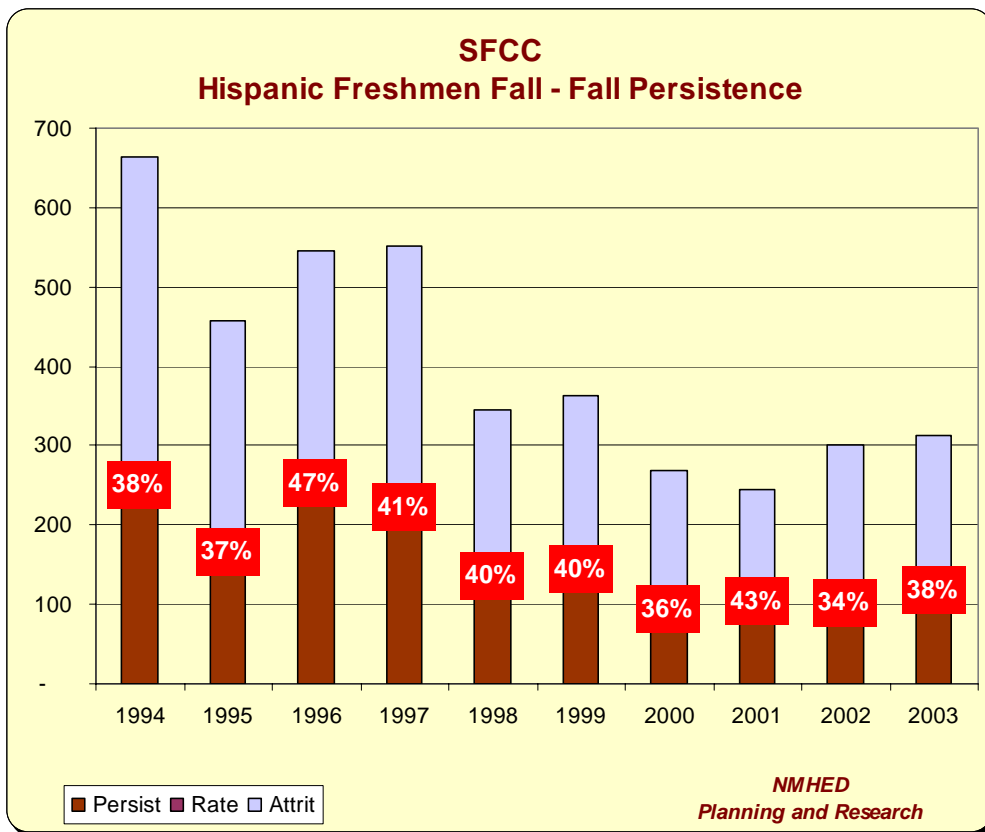
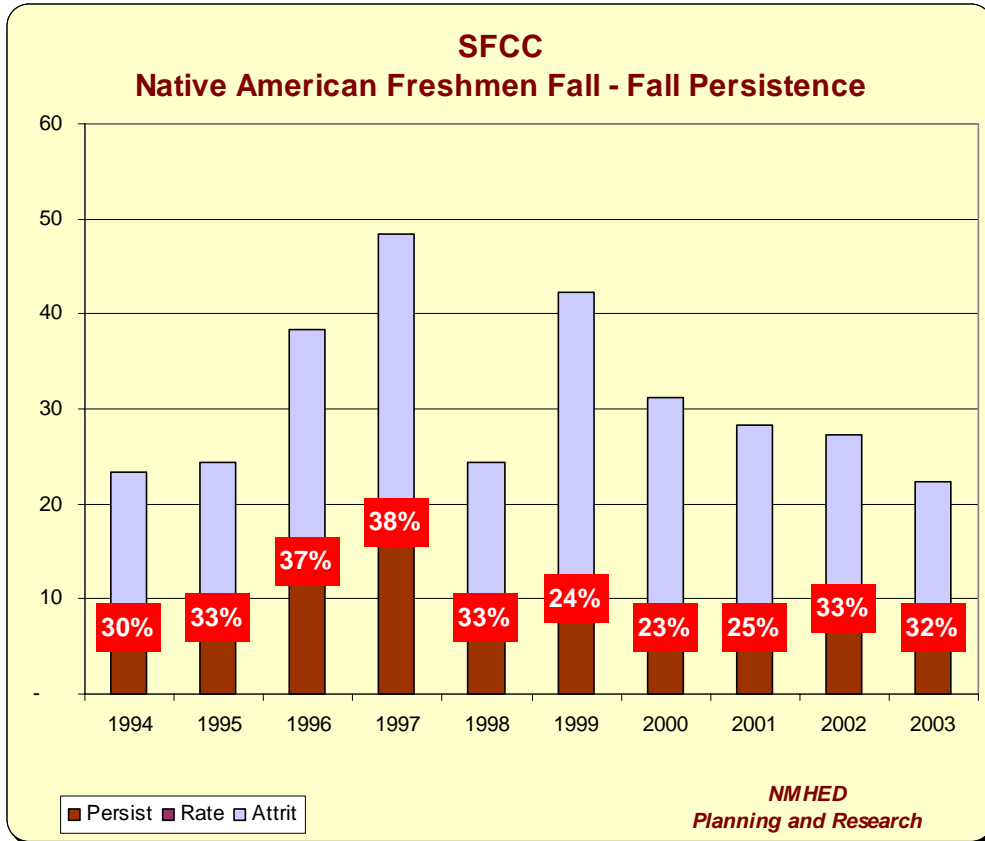
**NMHED**  
**Planning and Research**

**SFCC**  
**Total Head Count**

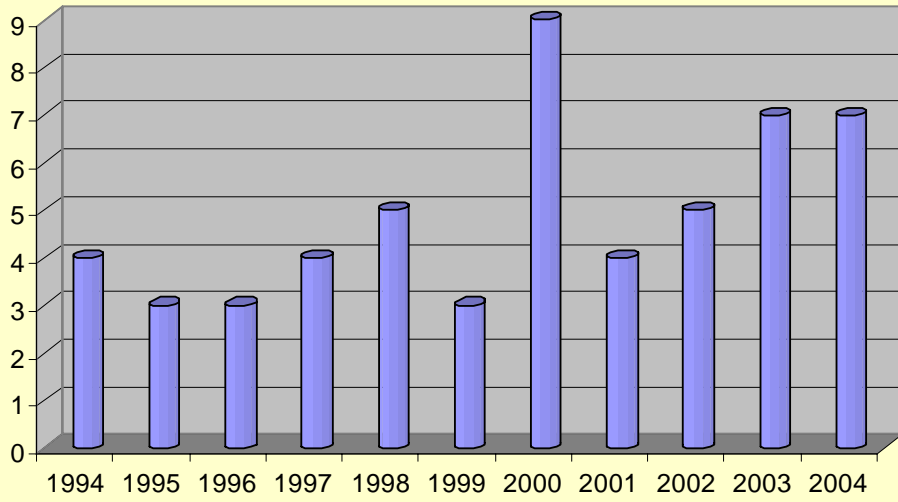


■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



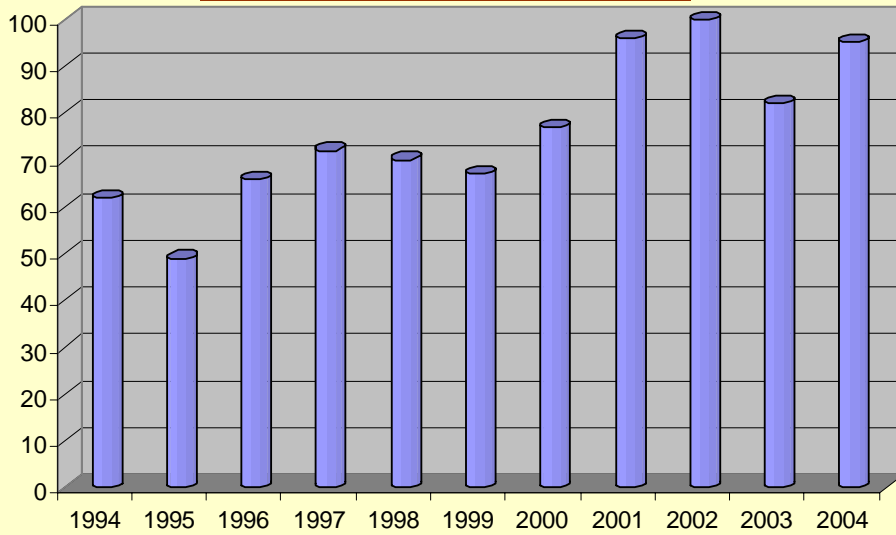
**SFCC**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

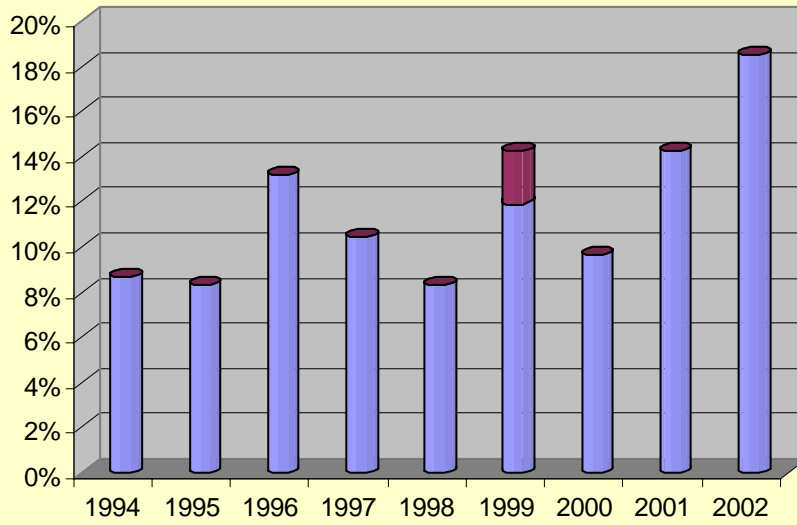
**SFCC**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

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**Planning and Research**

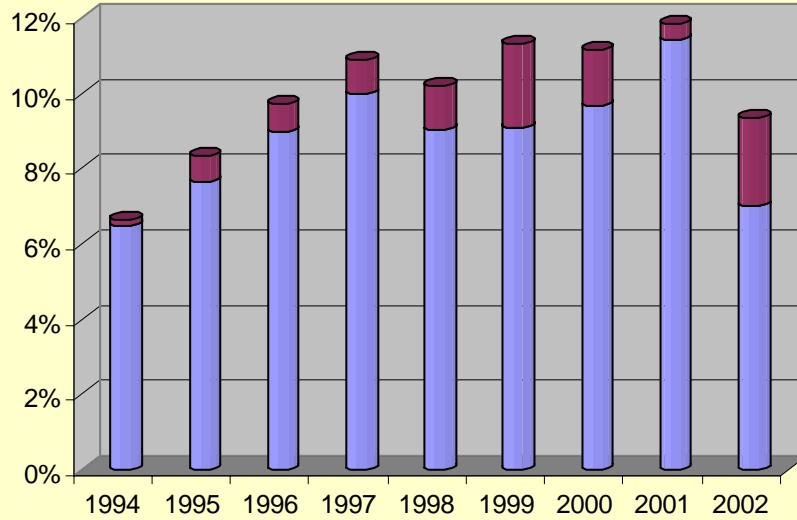
**SFCC**  
**Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED*  
*Planning and Research*

**SFCC**  
**Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED*  
*Planning and Research*

Santa Fe Community College Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

**Institution:** Santa Fe Community College

**Campus:** Main

## Recruitment Strategies

### Hispanic Students:

- Title V Coop Grant
  - Programs associated with a third recently acquired federal five-year \$3.5M grant
  - Title V Cooperative Grant with A TVI,
  - Specifically target rural Hispanic students in northern New Mexico
  - Goal of significantly increasing Hispanic student enrollment in education and health care programs through expanded opportunities for distance learning.
- Targeted outreach visits to increase enrollment of Hispanic students
  - Albuquerque EEOC Career/College Information Fair
  - East and West Las Vegas High School College Fair
  - Bernalillo High School College Fair
  - Santa Fe High and Capital High College Fairs
- Dual enrollment programs
  - Santa Fe High and Capital High
  - Enrolling over 200 students annually
- Tutorial work and college visits for 8th graders in the Santa Fe School District
  - Through the GEAR UP Program
- Campus-based ENLACE program;
- Campus-based "Connecting to Courage" program;
- Adult Basic Education/ESL/Literacy Volunteers/GED Prep programs
  - Serving over 2,000 students annually with transition opportunities
  - Recruitment outreach to credit enrollment and SFCC as a GED testing site

### Native American Students:

- Targeted outreach visits to increase enrollment of Native American students
  - La Jicarita Apache/Mara Independent School
  - Isleta Pueblo
  - Mescalera Apache School
  - Santa Fe Indian School
  - Jemez Pueblo; Tesuque Pueblo
  - Taos High School
  - McCurdy High School
  - Bernalillo HS Native American College and Career Day
  - Institute for American Indian Arts Portfolio Day
  - Northern New Mexico Youth Career Fair
  - San Juan Community College's College Fair

## Retention Strategies

### Both:

- ATD Lumina Foundation Grant Strategies
  - (April 2004) four year \$450,000 Lumina Foundation "Achieving the Dream" Grant 0 Specifically targets increasing minority student retention and graduation rates
  - Developing tailored orientation programs for specific subpopulations
  - Student "ambassadors" acting as mentors;
  - Intrusive advising and follow-up;
  - Curricular changes to improve completion rates, particularly in "gateway" courses.
- TRIO Grant
  - Strategies linked to a second large grant also awarded last spring,
  - Five-year \$1.5M federal TRIO Student Services grant will focus on
    - First generation students
    - Low income students
    - Disabled students
  - Majority of students affected by the grant are likely to also be Hispanic and Native American . Special tutorial assistance
  - Direct financial assistance to students



- Intrusive advising and follow-up
- **CBT** - Contract for a Better Tomorrow
  - Donation of private funds to assist first generation working adults to persist in college.
  - Hispanic and Native American frequently qualify
  - Student Activities
  - Promote Hispanic and Native American activities on campus.
    - Cinco de Mayo,
    - Santa Fe Fiesta,
    - Dia de los muertos,
    - Diez y seis de Septiembre,
    - Latino music and performances on campus.
- Increase retention and graduation of Native American and Hispanic
  - Continue to track data

**Hispanic Students:**

**Native American Students:**

- The Native celebrations and feasts
  - Advertised to all students
- Try to set up a partnership with IAIA to co-sponsor activities

**Misc:**

**GOAL**

"Ensuring that their representation among first-time students; first-time degree-seeking students; first-time, full-time degree-seeking students; all-enrolled students; all degree-seeking enrolled students; and all full-time, degree-seeking enrolled students is, at a minimum, reflective of their representation in the adult population (15-59 years of age) of Santa Fe County inclusive of Nambe, Pojoaque, San Ildefonso, Santa Clara, and Tesuque Pueblos."

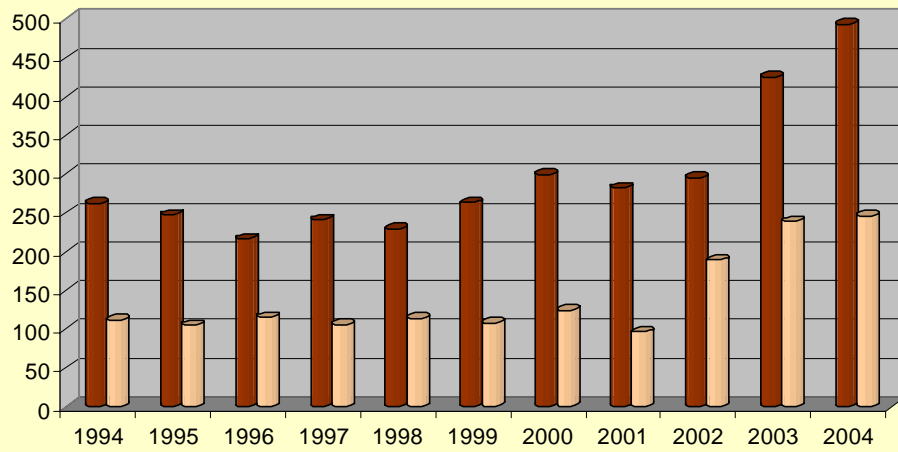
Source: As stated in the June 2003 Report to the Commission on Higher Education in Compliance with House Bill 2, (Chapter 76).

These goals extend beyond those targets required by the Accountability in Government measures requested for two reasons:

1. The measures being used by the HED do not reflect recruitment and enrollment;
2. The gross measure of percent of total enrollment by ethnicity does not address the more important issue of degree-seeking enrollment by ethnicity. In SFCC's case, we have many non-minority students who seek personal enrichment courses who affect total enrollment figures. But when we examine our degree-seeking population, a very different story emerges

San Juan College Time Series Data  
Enrollment, Retention, and Graduation rates  
of  
Native American and Hispanic Students

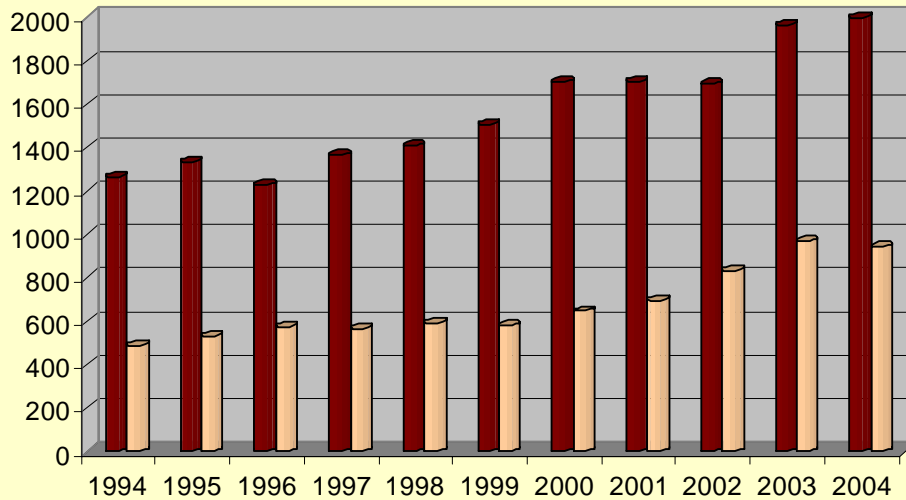
**SJC**  
**First Time Freshmen**



■ Native American □ Hispanic

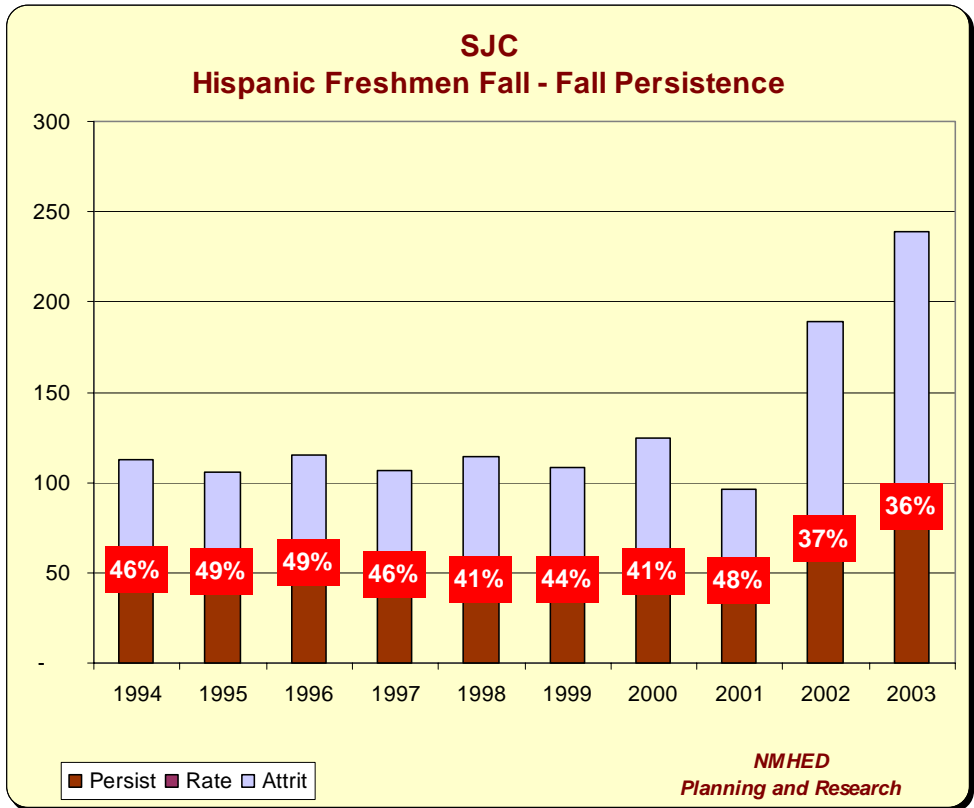
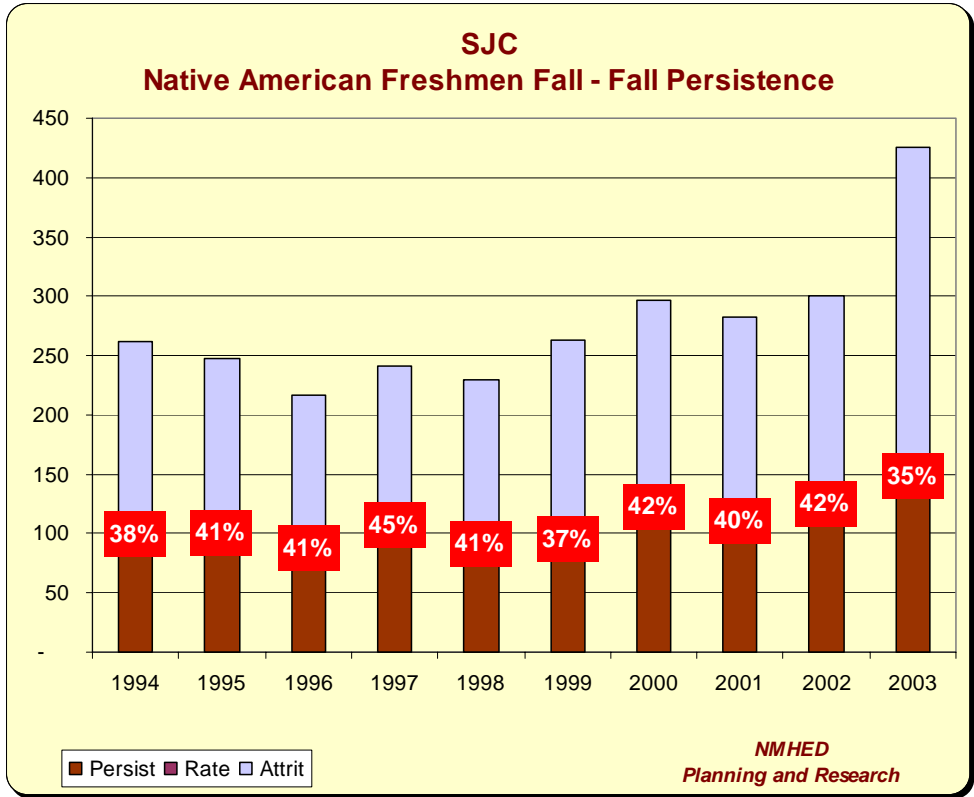
**NMHED**  
**Planning and Research**

**SJC**  
**Total Head Count**

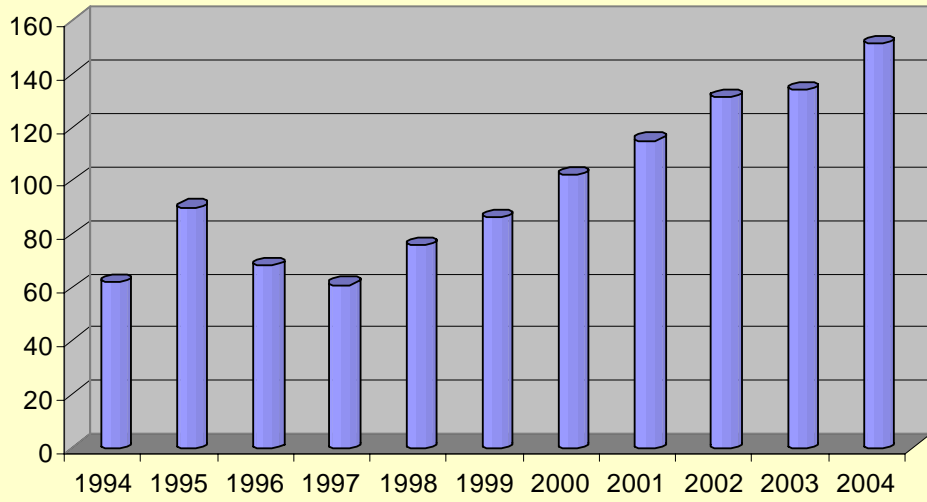


■ Native American □ Hispanic

**NMHED**  
**Planning and Research**



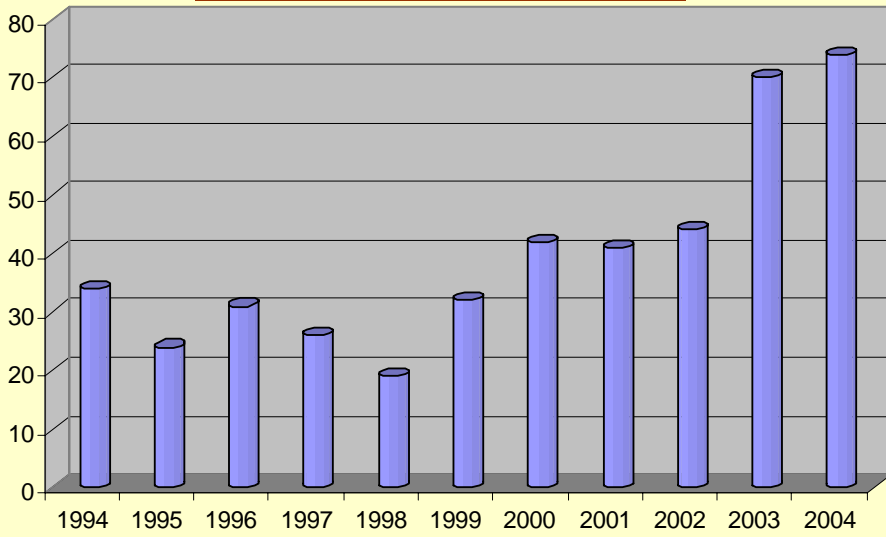
**SJC**  
**Native American - Degrees Awarded**



■ AA/Certificate ■ BA/BS □ MA

**NMHED**  
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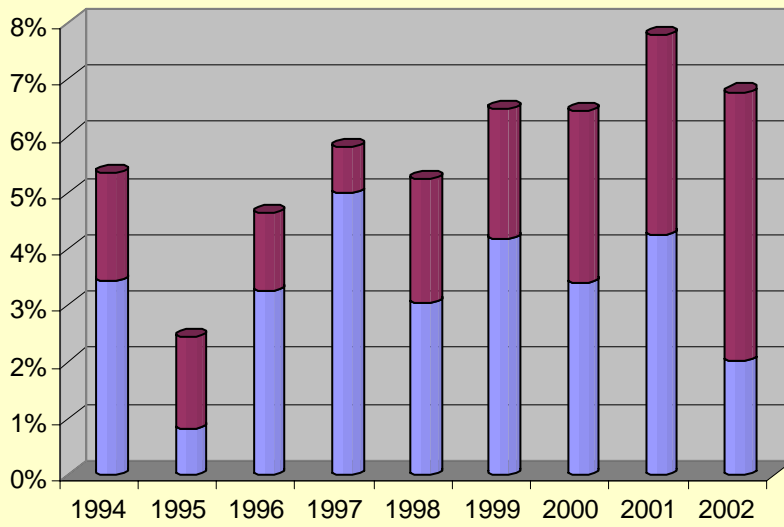
**SJC**  
**Hispanic - Degrees Awarded**



■ AA /Certificate ■ BA/BS □ MA

**NMHED**  
**Planning and Research**

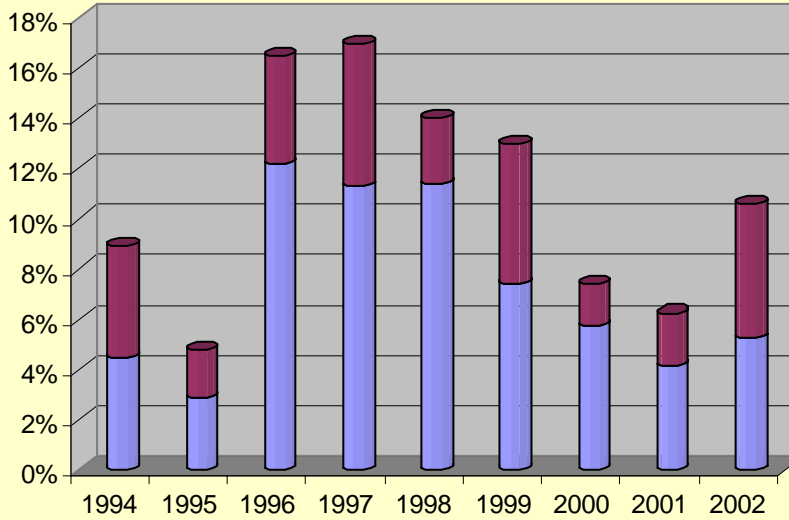
**SJC**  
**Native American Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED*  
*Planning and Research*

**SJC**  
**Hispanic Graduation & Transfer Rate**



■ Transfer Rate ■ Graduate Rate

*NMHED*  
*Planning and Research*

San Juan College Programs Supporting  
Recruitment, Enrollment, Retention, and Graduation  
of  
Native American and Hispanic Students

<b>Institution:</b> San Juan College	<b>Campus:</b> Main
<b>Recruitment Strategies</b>	
<b>Hispanic Students:</b>	
<p><b>Native American Students:</b></p> <ul style="list-style-type: none"> <li>• The Enrollment Services will continue to visit all high schools in the service area</li> <li>• Visitations are conducted at Native American serving schools and other schools outside the service area <ul style="list-style-type: none"> <li>○ The Ute Mountain Reservation,</li> <li>○ Southern Ute Reservation,</li> <li>○ Navajo Nation,</li> <li>○ Jicarilla Apache</li> </ul> </li> <li>• San Juan College hosts dozens of Gear Up program tours for junior high students in the service area and hosts the regional college fair for all high school juniors and seniors.</li> <li>• The Native American Program <ul style="list-style-type: none"> <li>○ Visits all tribal higher education departments to advocate for student scholarship assistance.</li> <li>○ Visits all chapter houses of the Navajo Nation in the service area for outreach purposes and maintains Brochures regarding degree programs and enrollment information.</li> <li>○ Hosts the annual Apple Blossom Pow-Wow, one of the largest college Pow-Wow's in the country.</li> <li>○ Host workshops for parents and students who are applying to colleges for admission and financial aid</li> <li>○ Developed educational training programs for Native Americans and Hispanic populations. <ul style="list-style-type: none"> <li>▪ These programs prepare students for careers in the energy related industries in the San Juan Basin.</li> </ul> </li> </ul> </li> <li>• On-site registration is offered at area high schools <ul style="list-style-type: none"> <li>○ Students can enroll in articulated courses in area high schools</li> </ul> </li> <li>• The college also has a large Technical Education Center that allows high school students to come to the college and enroll in career/technical courses.</li> <li>• Financial Aid conducts informational meetings in all high schools in the service area <ul style="list-style-type: none"> <li>○ All graduating seniors will receive a mailing from the Financial Aid office encouraging graduates to apply for institutional or tribal scholarships.</li> </ul> </li> <li>• Talent Search, hosted by San Juan College <ul style="list-style-type: none"> <li>○ Serves 600 low income and first generation students from <ul style="list-style-type: none"> <li>▪ Bloomfield School Districts</li> <li>▪ Central Consolidated School Districts</li> </ul> </li> <li>○ Program encourages <ul style="list-style-type: none"> <li>▪ Successful completion of public schools</li> <li>▪ Advancement to higher education</li> </ul> </li> </ul> </li> <li>• Possible Dream Program <ul style="list-style-type: none"> <li>○ Offered to all eight grade students in the service area including outlying communities</li> <li>○ This is a prepaid college tuition program that recruits students in the eight grade</li> <li>○ The program guarantees the tuition rate at San Juan College</li> <li>○ Offers a Scholarship for tuition for the fourth semester</li> </ul> </li> <li>• <i>Most Effective Strategy: Native American Programs personnel serves as role models for American Indian students, campus visits, and one to one contact with students.</i></li> <li>• <i>Least Effective Strategy: Dissemination of marketing literature at College Fairs- students pick up materials but do not follow through.</i></li> </ul>	
<b>Retention Strategies</b>	
<b>Hispanic Students:</b> <b>Retention (General)</b>	



- Student Success Center
  - Offers tutoring services and study skill workshops
  - Any student can request a tutor for any class they are currently enrolled in for credit
- San Juan college will migrate to a mandatory advising system
  - All students who have completed less than 24 credit hours will need to visit their advisor when registering
- Improve proper course placement to help improve student success and retention
  - Mandatory placement based on testing results
  - Prerequisite check system will be deployed
- San Juan College will continue to offer learning communities and college success classes to new and returning students.
- The learning communities pair two courses with the same student enrollment for each class.
- The faculty coordinates the learning experiences for the paired classes, and the students offer peer mentoring for their classmates.
- The EDGE program, a federal student intervention program for low income and first generation students, will enter its second year. This program offers intensive support services for students who qualify.

### **Native American Students:**

- The Native American Program
  - They assist with the retention and access of Native American students
  - Providing direct assistance that supports and guides these students towards a successful college experience.
- The program provides academic, career, social/personal, financial, transfer, and other needs-based counseling to Native American Students.
- The program hosts orientation programs for students and parents, and provides social interactions through the United Tribes Club.
- In addition, the American Indian Science & Engineering Society (AISES), a national, nonprofit organization is very active on campus.
- The organization nurtures the building of community by bridging science and technology with traditional Native values.
- AISES
  - Provides opportunities for Native American students to pursue studies in
  - Science
  - Engineering
  - Technology arenas
- Full time instructor for the Navajo Language
  - Strong message to our Navajo students about the importance of their language and culture. Offers Associate Degree in Tribal Governance Program.
- The San Juan College Foundation provides
  - Distinguished Teacher Chair in Native American Studies funded by BHP
  - Provides a faculty member release time to do scholarly research on Native American Issues
- Achieving the Dream Grant
  - San Juan College is one of 27 institutions nationally receiving this grant
    - Grant from the Lumina Foundation
  - It is a four-year Implementation Grants
  - Grants support activities aimed at increasing the success of underserved students
    - SJC focus on success of Native American and Hispanic populations
- The EDGE program
  - Federal Trio (Student Support Services) grant at San Juan College
  - Increase the retention and graduation rates of
    - First generation
    - Low income students

- Students with disabilities
- Many Native American and Hispanic students qualify for this program
- The goals are accomplished through supportive services
  - Advising
  - Personal counseling
  - Tutoring
  - Financial aid package assistance
  - Workshops
  - Academic trips
  - Cultural trips
  - Developmental trips
  - Individualized academic and personal development plans and projects
- *Most Effective Strategy: Student involvement in planning and implementation of campus activities.*
- *Least Effective Strategy: Formal workshops for students during the school day have low interest and poor attendance.*

**Misc:**

- The College has collaborative partnerships with Navajo Nation and other Native American Higher Education entities.