



*Go Lobos!*



# STUDENT SUCCESS STRATEGIC PLAN



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# Student Success Strategic Plan

2025-2026

The University of New Mexico College of Arts & Sciences is dedicated to fostering and enhancing student success, striving to meet students where they are, recognizing and drawing upon their strengths, and empowering them to grow as learners, innovators, creators, and future leaders.

The Arts & Sciences (A&S) Student Success Strategic Plan offers a holistic framework for achieving this vision and serves as a dynamic, evolving document that adapts based on stakeholder feedback and the outcomes of initial efforts. This plan was developed by the A&S Student Success Committee with reference to [the UNM 2040 framework<sup>1</sup>](#) and the [College of Arts & Sciences Strategic Plan<sup>2</sup>](#). The committee members are (in alphabetical order):

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- José Villar (UNM Student Affairs)

Surveys of A&S students, staff, and instructors as well as data from UNM's Institute for Design & Innovation informed the strategic-planning process (Appendix). The committee is grateful to the many stakeholders across UNM who provided invaluable feedback and additional data to improve the draft version of the plan.

## INTRODUCTION

The College of Arts & Sciences serves the entire UNM student population through offering the vast majority of General Education courses. We are a critical leader in achieving UNM 2040 student success goals. In the College's newly developed strategic plan, student success is one of four overarching values that are integrated across all the theme areas.

Student success is central to the University's mission and a cornerstone of the UNM 2040 Strategic Framework,<sup>1</sup> developed by the Office of Academic Affairs in collaboration with the Board of Regents. Within this framework, Goal Two (Student Experience and Educational Innovation) and Goal Three (Inclusive Excellence) establish clear targets aimed at improving student retention and graduation rates.

This document begins by presenting a working definition of student success and highlighting the unique strengths of our student body—foundational elements upon which this plan is built. It acknowledges that student success is multifaceted, requiring effective systems that support both students and instructors. It outlines opportunities for improvements to the existing systems, support for instructors to optimize their learning environments, as well as tools to enable students to grow as learners. Importantly, this plan reflects and reinforces collaborations across UNM, including partnerships with academic departments, student support services, institutional research, and campus-wide initiatives. These collaborations are essential to aligning efforts, sharing resources, and building a unified approach to student success. Ultimately, this plan articulates the College's strategic approach to advancing student success, identifies key collaborators, and outlines the resources necessary to achieve these goals.

Students at The University of New Mexico (UNM) represent a vibrant, resilient, and diverse community of learners. As a public flagship R1 university and a Hispanic-Serving Institution (HSI), Minority-Serving Institution (MSI), and Military Friendly School, UNM serves a student body whose strengths reflect the university's deep commitment to equity, service, and academic excellence:

- **Cultural Awareness:** UNM students thrive in one of the most culturally rich academic environments in the nation. They bring a wide range of lived

experiences, particularly from Hispanic, Native American, African American, and other historically excluded communities, fostering inclusive dialogue and global understanding

- **Resilience and Determination:** UNM serves significant populations of first-generation college students, working professionals, disabled students, caregivers, and veterans. Their ability to balance academic, personal, and professional responsibilities speaks to their perseverance, adaptability, and strength of character
- **Community Engagement and Social Responsibility:** UNM students are deeply committed to their communities. They actively participate in service learning, advocacy, and public-service initiatives that address social justice, health equity, environmental sustainability, and cultural preservation
- **Academic Curiosity and Innovation:** Across disciplines, UNM students pursue knowledge with passion and purpose. They engage in research, creative expression, and experiential learning that reflect both academic rigor and a commitment to solving real-world challenges
- **Bilingualism and Global Competence:** Many students are bilingual or multilingual, particularly in Spanish and Indigenous languages, enhancing their ability to communicate across cultures and contribute meaningfully in global and multicultural contexts
- **Leadership and Collaboration:** UNM students are leaders in student organizations, research teams, and community partnerships. They excel at working collaboratively across disciplines and identities to create inclusive solutions and drive positive change

Student success in the College of Arts & Sciences is defined as students' holistic development and achievement through academic excellence, personal growth, civic engagement, and career readiness. It encompasses the following:

- **Academic Achievement:** Development of strong disciplinary knowledge, critical thinking, and effective communication across the humanities, social sciences, and natural sciences

- **Milestone Completion:** Timely achievement of key academic benchmarks such as successful transition to the third and fifth semesters, as well as participation in high-impact practices (e.g., research, internships, community-engaged learning, study abroad), and progression toward degree completion
- **Personal and Professional Development:** Growth in self-awareness, resilience, leadership, and ethical reasoning, as developed in inclusive and supportive learning environments
- **Cultural Awareness and Global Competence:** Development of intercultural understanding, empathy, and the ability to engage respectfully and effectively with diverse perspectives, identities, and global issues
- **Equity and Belonging:** Ensuring all students, regardless of background, have access to resources and opportunities that empower them to thrive
- **Post-Graduation Readiness:** Preparation for meaningful careers, graduate study, and lifelong learning, with the ability to adapt and contribute to a rapidly changing world

Four themed areas and corresponding goals were identified to ensure that students can meet their academic goals in an environment that challenges and engages them:

- **Theme One:** Improve Retention Rates
- **Theme Two:** Improve Graduation Rates
- **Theme Three:** Increase Use of High-Impact Practices for Student Success
- **Theme Four:** Prepare Students for Success Beyond Graduation

Student success is a shared responsibility among students, faculty, staff, and administrators. This strategic plan outlines actions to improve student success within the College and commits to fostering and expanding partnerships in the wider University to support this goal.



## THEME ONE: IMPROVE RETENTION RATES

At the end of the 2023–2024 academic year, the College’s third-semester retention rate for new first-year students was 77.3%.<sup>3</sup>

### Goal One: Increase third-semester student retention to 80% by 2030

The College of Arts & Sciences is already making notable progress toward achieving this target, set by the Board of Regents.

#### Strategies

- Expand support and faculty development opportunities for instructors teaching large-enrollment introductory courses that prove most challenging to students (as measured by the percentage of students obtaining a D, F, or W grade (DFW rate))
  - Establish a community of practice for instructors seeking to improve student success in their courses
  - Support instructors in exploring and implementing effective ways to engage students that address relevant issues to New Mexico and the world by leveraging local expertise
  - Promote professional development opportunities to promote effective teaching that employ evidence-based strategies for student success
  - Expand professional development or Graduate Teaching Assistants (GTAs) who teach high-DFW courses
  - Explore, promote, and expand additional academic support for students through the use of Peer-Learning Facilitators (PLFs) and/or Supplemental Instruction (SI) through the Center for Teaching & Learning (CTL)
  - Explore implications of class size and modality (online versus face-to-face) for high-DFW courses to develop recommendations for best practices for student success
- Explore and implementing relevant evidence-based student-success strategies such as corequisite courses and academic coaching in key gateway courses to a major



- Promote the UNM Framework for Teaching and Learning Success developed by the Teaching Enhancement Committee of the Faculty Senate to strengthen and expand educational experiences at UNM, fostering active participation and continuous improvement in teaching and learning
- In partnership with CTL, the Office for Academic Affairs, and the Faculty Senate, advocate for emphasis of effective teaching in regular faculty evaluations and the Retention, Promotion, and Tenure (RPT) review system. Support and facilitate holistic and multiple approaches to documenting effective teaching that reduce bias
- Develop and promote effective messaging using psychologically attuned language that instructors/instructional team members can deploy at critical times of the semester, enabling students to evaluate their own academic progress and make informed adjustments to their schedules in consultation with academic advisors
  - Increase instructor awareness and dissemination of important UNM deadlines such as withdrawal dates
  - Develop early-action processes for students who are below a C, show low engagement with course content, and/or who have infrequent attendance
  - Foster collaborations between instructors and advisement around early-action processes, including support for both instructors and advisement to implement best practices
  - Support use of and develop “nudging” messages before exams, papers, and projects are due, also at periods in the semester when students may be more likely to choose to drop classes
- Explore and expand First-Year Experiences for incoming students (for example, A&S First-Year Success Seminar, ARSC 198, which provides an introduction to advisement processes, supports community building and transition to UNM, and Elevate Gen. Ed, an initiative to embed essential college-transition skills into existing General Education courses)

## Champion and Essential Partners

- A&S Associate Dean for Student Success (Champion)
- A&S Education and Development Manager
- A&S Academic Advisors
- Vice Provost for Student Success
- Faculty Senate
- Division of Equity & Inclusion
- Student Experience Project
- IT Academic Technologies
- CTL
- College Enrichment & Outreach Programs
- UNM Online Analytics team
- Institute of Design & Innovation (IDI)

## Resources

- Support for instructors to engage in course redesign (e.g. stipends, course buy-outs), attending pedagogy conferences/workshops on high-impact practices and evidence-based student-success strategies, etc.
- Canvas support for grade estimates and messaging
- Funding to support instructors teaching high-DFW courses, for example to provide Peer-Learning Facilitators or undergraduate teaching assistants

## Success Indicators and Timeline

- Increase retention by 0.7 percentage points for the 2025–2026 cohort (up to 78%)
- Additional one percent retention for the 2026–2027 cohort (up to 79%)
- Additional one percent retention for the 2027–2028 cohort (up to 80%)

## **Goal Two: Improve fifth-semester retention rates from 60% to 70% by 2030**

### **Strategies**

All strategies that support Goal One (improve third-semester retention rates) will also support this goal. Additional strategies include:

- Expand proactive advisement outreach
  - Contact all pre-major sophomore students who have not officially moved into major status, taking into account the different pathways of transfer students
  - Contact all students who have not registered for their fifth semester to determine the barriers and provide support where possible
  - Ensure students with at least 61 credit hours have completed their A&S Pre-Admission Requirements
- Support Departments/Programs in engaging with pre-majors
  - Host open houses/orientations for pre-major students, ideally in their sophomore year, which will facilitate students entering their majors earlier
  - Explore efficient ways to engage faculty in connecting with pre-major and transfer students that is respectful of their time
  - Contact majors/pre-majors to facilitate coaching and faculty advising in preparation for degree paths
- Support students in connecting degree to career path (see more detail in Theme 4)

### **Champion and Essential Partners**

- Director of the A&S Center for Academic Success (Champion)
- Advisors
- Office of Advising Strategies Interns
- Chairs/Program Directors in A&S (and/or Undergraduate Directors in each unit)
- Career Services

- Student Affairs

## Resources

- A&S Student Success Advisors and Interns' time
- Chair/Program Director/Undergraduate Directors' time to develop orientation and outreach plans

## Success Indicators and Timeline

The current fifth-semester retention rate (Fall 2023) is 60.42%.<sup>3</sup>

- Improve fifth-semester retention for the 2025–2026 cohort to 65% (typical of pre-pandemic levels)
- Improve fifth-semester retention for the 2026–2027 cohort to 68%
- Improve fifth-semester retention for the 2026–2027 cohort to 70%

## Goal Three: Increase state scholarship retention by 15 percentage points by 2030

One of the major reasons students drop out of college is the loss of state scholarship eligibility due to either not completing the required credit hours per semester or by earning a GPA that is below 2.5.

For the cohorts of new, first-time, full-time New Mexico resident students (non-transfer) entering UNM in Fall 2022 and Fall 2023 who received the Opportunity Scholarship, 32% and 30% respectively lost their Opportunity Scholarship by the end of their first year. Only about a third of students in each cohort who lost their Opportunity Scholarships re-enrolled at UNM for their second year. The result for these New Mexico residents entering college for the first time was a 73% one-year persistence rate for the Fall 2022 cohort and a 74% persistence rate for the Fall 2023 cohort.<sup>4</sup> New state scholarship requirements implemented in the 2024–2025 academic year allow students a full year to earn the required 30 hours, instead of having to complete 15 credit hours for each semester. Supporting students to maintain scholarship eligibility is of critical importance for retention and graduation.

### Strategies

- Increase instructor awareness and provide training opportunities on the implications of grading practices for scholarship retention (e.g. different impacts of a D, F, and W grades on financial aid)
- Promote collaboration between instructors and advisors using early alerts for students at risk for failing a course
- Participate in University-led advocacy for appropriate policies that support scholarship retention
- Offer appropriate intersession courses for credit recovery and a robust summer academic recovery program for first-year students who received a C- or lower in key gateway courses
  - Identify students who withdrew or did not receive a C or higher in courses that are required for degree progress

- Encourage these students to sign up for designated summer courses with enhanced student support (e.g., Peer-Learning Facilitators, supplemental instruction leaders, academic coaches, and mentoring)
- Incentivize student participation in out-of-class student support
- Ensure that there are sufficient sections of courses most likely to be needed by students to make up credits

## **Champion and Key Partners**

- A&S Associate Dean for Student Success (Champion)
- A&S Area Associate Deans
- CTL Director
- Student Financial Aid Office
- College Enrichment Program
- Undergraduate Research, Arts & Design Network
- Office of Academic Affairs
- Assistant Provost for Faculty Affairs
- IT Academic Technologies

## **Resources**

- Supplemental instruction funds (CTL)
- Peer-Learning Facilitators (CEOP)
- Funds for new course offerings during the academic year and in the summer to meet student demand, especially for credit recovery and scholarship retention
- Funds for summer academic recovery coaches and student participation stipends

## **Success Indicators and Timelines**

- An increase in retention of scholarships through the third semester by three percentage points each year from 2026–2030

## **Goal Four: Identify and eliminate systemic barriers and foster an inclusive, empowering academic environment to allow all students, regardless of background, to meet academic and milestone goals.**

A&S students represent a broad diversity of backgrounds and perspectives, which enrich academic environments. Due to structural and historic inequities, as well as economic disparities, some groups of students (first-generation, low-income, military-affiliated, persons excluded because of their ethnicity or race, age, sexual or gender identity, or disability) experience more challenges at UNM,<sup>5</sup> which may disproportionately impact their academic achievement and persistence. We aspire for all students to meet the targets outlined in Theme One and Two. The strategies already proposed above are designed to support all students. Additional strategies are proposed below to ensure equitable access to academic opportunities and support for historically excluded students.

### **Strategies**

- Provide instructor-development opportunities that supply information about UNM students using an asset framing/funds of knowledge approach
- Ensure that student success data at the College and Department level are disaggregated and analyzed with an intersectional lens to provide information about groups whose educational needs are not being met
- Support faculty to explore and adopt curricula and innovative teaching practices to support students from different backgrounds and life experiences and that address issues from New Mexico to international areas
- Promote hiring and retention of faculty and staff who are committed to understanding the rich and varied cultures of New Mexico and to the success of the University's mission to serve local and global communities



- Promote faculty and staff completion of Green Zone, Safe Zone, and Dream Zone trainings
- Collaborate with the Dean of Students and the Accessibility Resource Center to provide faculty with access to resources to support disabled students, including those who are neurodivergent
- Expand discretionary funding through A&S Center for Academic Success (ASCAS) Student Success grants to support students who are unable to register due to Bursar's holds
- Support team and interdisciplinary teaching, especially to address emergent issues, such as climate change, cultural, social, and technological challenges
- Promote community-engagement and experiential opportunities in courses (see Theme Three)
- Expand and promote on-campus paid research and tutoring opportunities for students that provide comparable wages to off-campus jobs (see Theme Three)

### **Champion and Essential Partners**

- A&S Associate Dean for Student Success (Champion)
- ASCAS Education and Development Manager (Champion)
- Division of Equity & Inclusion
- A&S DEIA Committee
- Office of Advising Strategies
- Director of A&S Center for Academic Success
- A&S Advisors
- Office of Enrollment Management
- Department Chairs
- A&S Associate Dean of Research
- URAD Director
- LoboGrow
- Director of El Centro de la Raza
- Director of African American Student Services

- Director of American Indian Student Services
- CTL
- CEOP
- CEEQ
- Accessibility Resource Center
- LGBTQ Resource Center
- Veteran & Military Resource Center

## **Resources**

- Stipends or course buyouts to support instructors in incorporating inclusive teaching practices and revising course content and structure through communities of practice to better serve a diverse student population
- Funds to support more paid student research positions, e.g., through Arts & Sciences Support for Undergraduate Research Experience (ASSURE)
- Funds to increase A&S Student Success grants
- Funds to support community engagement/experiential experiences in courses

## **Success Indicators and Timeline**

- All groups of students should meet the milestone goals defined in each of the themes in each time period.

## **THEME TWO: IMPROVE GRADUATION RATES**

**Goal One: Increase five- and six-year graduation rates from 52% to 60% by 2030**

### **Strategies**

All Theme One strategies will contribute to this goal. Additional strategies are the following:

- Prepare students for career readiness, professional adaptation, and success, including contributing to university initiatives to expand the healthcare workforce across a changing work landscape
- Improve and develop structures that minimize student barriers to registration (such as sufficiency of course offerings, catalog consistency, etc.) involving Departments, Advisement, the Bursar's Office, the Registrar's Office, and other relevant entities
- Identify students with 100+ credits over a six-year period and work with them to develop a degree-completion plan
- Contact students with 100+ credits who have not registered due to a Bursar's hold and support them in moving forward using A&S student-success scholarship funds

### **Champion and Essential Partners**

- A&S Associate Dean for Student Success
- A&S Area Associate Deans
- Director of the A&S Center for Academic Success
- Career Services
- Office for Pre-Health Professions Director
- A&S Student Success Specialist Advising staff
- A&S Academic Advisors

## Resources

- Funds to increase A&S Student Success grants
- Expand advisement staff to enable more focus on student outreach and success

## Success Indicators and Timelines

- Increase graduation rates for the class of 2027 to 53%
- Increase graduation rates for the class of 2028 to 54%
- Increase graduation rates for the class of 2029 to 57%
- Increase graduation rates for the class of 2030 to 60%

## Goal Two: Increase transfer graduation rates by 15% by 2030

28% of UNM students in AY 2024–2025 were transfer students. Over half (51.2%) of UNM transfer students receive Pell Grants (compared with 39.5% of first-time students who enroll at UNM). 74% of transfer students were retained to the third semester (compared with 76% of first-time students in the same time period), and over 14% drop out in their first semester. When transfer students make it to their second semester, they become much less likely to drop out than first-time students. Historically, 55% of transfer students earn a degree from UNM, regardless of time to degree.<sup>6</sup>

## Strategies

- Connect transfer students with their major Departments
- Promote research opportunities (through ASSURE and Undergraduate Research and Design Network URAD) and internships
- Connect students to career information and mentoring
- Explore options for a First-Year at UNM course focused on academic success skills for upper-division courses for transfer students

## **Champion and Essential Partners**

- A&S Center for Academic Success Education and Development Manager (Champion)
- A&S Associate Dean for Research
- URAD Director
- Office of Advising Strategies Transfer & Transition Center
- Career Services

## **THEME THREE: INCREASE HIGH-IMPACT PRACTICES**

### **Goal One: Expand First-Year Experience opportunities**

An aspirational goal of 100% of first-year students with significant First-Year Experiences would enhance student success at UNM. Currently, one third of first-year students take a First-Year Learning Experience course.

The plan below assumes no substantial increase in resources, but, if such funding were possible, plans could be expanded to reach the aspirational goal.

#### **Strategies**

- Establish First-Year Learning Communities that enroll students in paired lower division General Education courses, especially those with high-failure rates, forming cohorts that can provide peer support
- Strategically deploy student-success skills, such as time management, growth mindset, financial literacy, study skills, test-taking strategies, and campus resources
  - Incorporate these skills into General Education courses
  - Incorporate these skills directly into First-Year Learning Community courses
  - Link some first-year learning community courses with ARSC 198: First-Year Seminar, which focuses entirely on college-success skill development

#### **Resources**

- Stipends/course buyouts for faculty time to develop, integrate, and coordinate paired courses
- Staff time and support to coordinate paired classes for First-Year Learning communities

## Success Indicators and Timeline

- 43% of first-year students will have significant first-year experiences by 2030
- 53% of first-year students will have significant first-year experiences by 2035
- 63% of first-year students will have significant first-year experiences by 2040

## Goal Two: Promote community-engagement, experiential learning, and research experiences

### Strategies

- Inventory existing opportunities and expand experiential and community-engaged learning opportunities (e.g., internships, research, field study, field schools, study abroad, conversation groups, community outreach, and engagement). Explore factors affecting participation in these programs by student characteristics and whether internships are paid or unpaid
- Develop and/or connect faculty to existing training resources for best practices in incorporating community engagement into the classroom
- Support faculty communities of practice to explore community-engaged learning
- Develop new internship programs and expand existing ones to provide students with more 'applied' learning opportunities. Where possible, these should be paid opportunities and/or integrated into degree plans
- Design courses that incorporate community-engagement practices
- Expand awareness and equitable access to research opportunities for students and encourage their early involvement in research
- Promote study abroad, international exchange and study-away programs, and advocate for scholarships to support these experiences to ensure that they are broadly accessible
- Create a College-wide central experiential-learning committee



## **Champion and Essential Partners**

- A&S Associate Dean for Student Success (Champion)
- Director of Center for Community Engagement
- A&S Departments
- CTL
- URAD Director

## **Resources**

- Develop a leadership position in the College to oversee Community Engagement
- Support for faculty to integrate community engagement into their courses and participate in communities of practice (e.g., stipends and/or course releases)
- Expand and promote ASSURE research fellowship funding
- Expand and promote scholarships to support internships, study abroad, international exchange, and study-away programs

## **Success Indicators**

- Metrics will be developed for future goals after an initial inventory of what opportunities already exist in the College for community engagement, experiential learning, and research experiences

## **THEME FOUR: PREPARE STUDENTS FOR SUCCESS BEYOND GRADUATION**

**Goal One: Equip students with the skills, knowledge, and experiences necessary for success in future careers**

### **Strategies**

Theme Three, Goal Two (promote community-engagement, experiential learning, and research experiences) is also supportive of this goal by providing bridges to the world outside the University. In addition to the strategies outlined in that section, the following additional strategies are proposed:

- Prioritize pedagogy that develops critical-thinking skills across the curriculum, from General Education Courses through the upper division
- Explore the impact of Artificial Intelligence (AI) on future employment opportunities and implement recommendations for AI literacy in General Education classes
- Connect instructors to faculty-development opportunities involving teaching in the age of AI
- Design and offer curriculum pathways that integrate multiple disciplines, enabling students to develop and apply a broad range of skills relevant to future careers
- Connect course content with skill development via the UNM5

### **Champion and Essential Partners**

- A&S Associate Dean for Student Success (Champion)
- A&S Area Associate Deans
- A&S Departments and Programs
- AI at UNM Academic Technologies Advisory Board working group
- A&S AI Committee
- CTL

- Career Services
- Office of Assessment

## Resources

- Support for faculty engaged in high-level course redesign to incorporate critical thinking skills and/or develop creative multidisciplinary courses (e.g., stipends and/or course releases, expansion of Marshall Awards)
- Support for faculty to develop skills relating to AI in teaching

## Success Indicators

- An increase in General Education Assessment Area Two scores for A&S courses providing data
- Increase in the number of faculty who include AI literacy in their classes (after baseline survey conducted to determine what is already being done)
- Increase in the number of multidisciplinary academic pathways available to students

## Goal Two: Connect students with career information

### Strategies

- Encourage Departments to provide career information to majors and pre-majors including through Department open houses/orientations and/or 'Introduction to the Major' courses
- Explore and strengthen existing connections with pre-professional preparation support (pre-health, pre-law, etc.)
- Explore opportunities to connect with prospective transfer students about the connection between academic pathways and careers
- Develop and/or expand sharing of internship, careers, and graduate school opportunities and information
- Equip students to articulate the connection between academic and career skills

## Champion and Essential Partners

- A&S Associate Dean for Student Success (Champion)
- Career Services
- A&S Departments
- Office for Pre-Health Professions
- ASCAS advisors

## Resources

No new resources are expected to be required.

## Success Indicators

- An increase in the number of Departments providing career, internship, and graduate school information
- Increased coordination between Departments and UNM offices that support careers and preprofessional pathways

## References

1. UNM 2040: Opportunity Defined | The University of New Mexico
2. College of Arts & Sciences Strategic Plan 2024–2025
3. First-Year Cohort Tracking Report: Office of Institutional Analytics | The University of New Mexico
4. Opportunity Scholarship Retention Analysis by Valerie Martinez on behalf of UNM Enrollment Management, 2025.
5. “The Power of Social Justice Work on Campus: Results from UNM’s Racial and Intersectional Microaggressions (RIMA) Survey” by Assata Zerai, 2021.
6. UNM Transfer Data Sheet, prepared by Jessica Hickman, 8/1/24.

## Appendix: Links to further information and resources

A1. Student Success Survey Data Summaries: [faculty](#), [advisors](#), and [students](#).

A2. [Drop deadlines Fall 2018–Spring 2023](#)

A3. Institute of Design & Innovation (IDI) [course withdrawal and repeated course data](#)

## Legend/List of Abbreviations

**A&S**—Arts & Sciences

**ARSC**—Course prefix for Arts & Sciences Student Success Seminar Topics

**ASCAS**—Arts & Sciences Center for Academic Success

**ASSURE**—Arts & Sciences Support for Undergraduate Research Experience

**CEEEO**—Compliance, Ethics & Equal Opportunity

**CEOP**—College Enrichment & Outreach Programs

**CTL**—Center for Teaching & Learning

**DEIA**—Diversity, Equity, Inclusion & Accessibility

**DFW**—D, F, or W grade (Drop, Fail, or Withdraw)

**GTA**—Graduate Teaching Assistant

**HSI**—Hispanic-Serving Institution

**IDI**—Institute for Design & Innovation

**LGBTQ**—Lesbian, Gay, Bisexual, Transgender, Queer

**MSI**—Minority-Serving Institution

**PLF**—Peer-Learning Facilitator

**R1**—Research 1, a Carnegie Classification of Institutions of Higher Education to indicate a university with very high research activity

**RIMA**—Racial and Intersectional Microaggressions

**RPT**—Retention, Promotion & Tenure

**SI**—Supplemental Instruction

**UNM**—University of New Mexico

**UNM5**—[UNM's Five Essential Skills for Changing the World](#)

**URAD**—Undergraduate Research, Arts & Design Network