

University of New Mexico
Office of the Associate Vice President of Student Services (AVPSS)
Five-Year Strategic Direction Plan (FY 2013 - FY 2018)

Introduction

The Office of the Associate Vice President of Student Services (AVPSS) is a collective of student-focused programs designed to provide holistic academic, professional and social support. Since its inception, Student Services has provided programs and a community of networks for student referrals, leveraging of resources, and university-wide internal support. As the 21st Century unfolds, AVPSS is expanding its vision to encompass the growing role of “educational support structures” and the innovations needed to provide a synergistic, comprehensive and cohesive system dedicated to every student’s success.

Components, Priorities and Goals:

- 1) **Economic Development/Real World/Experiential Learning:** A critical component of Student Services is oriented to provide students with experiential learning and research opportunities inside and outside the classroom to facilitate growth academically and professionally. In this regard, collaboration with business, industry, government, community and professional organizations, and educational institutions is integral to providing students experiential learning and research opportunities relevant to what the National Research Council of Education for Life and Work calls “Developing Transferable Knowledge and Skills in the 21st Century” (http://sites.nationalacademies.org/DBASSE/BOTA/Education_for_Life_and_Work/index.htm)

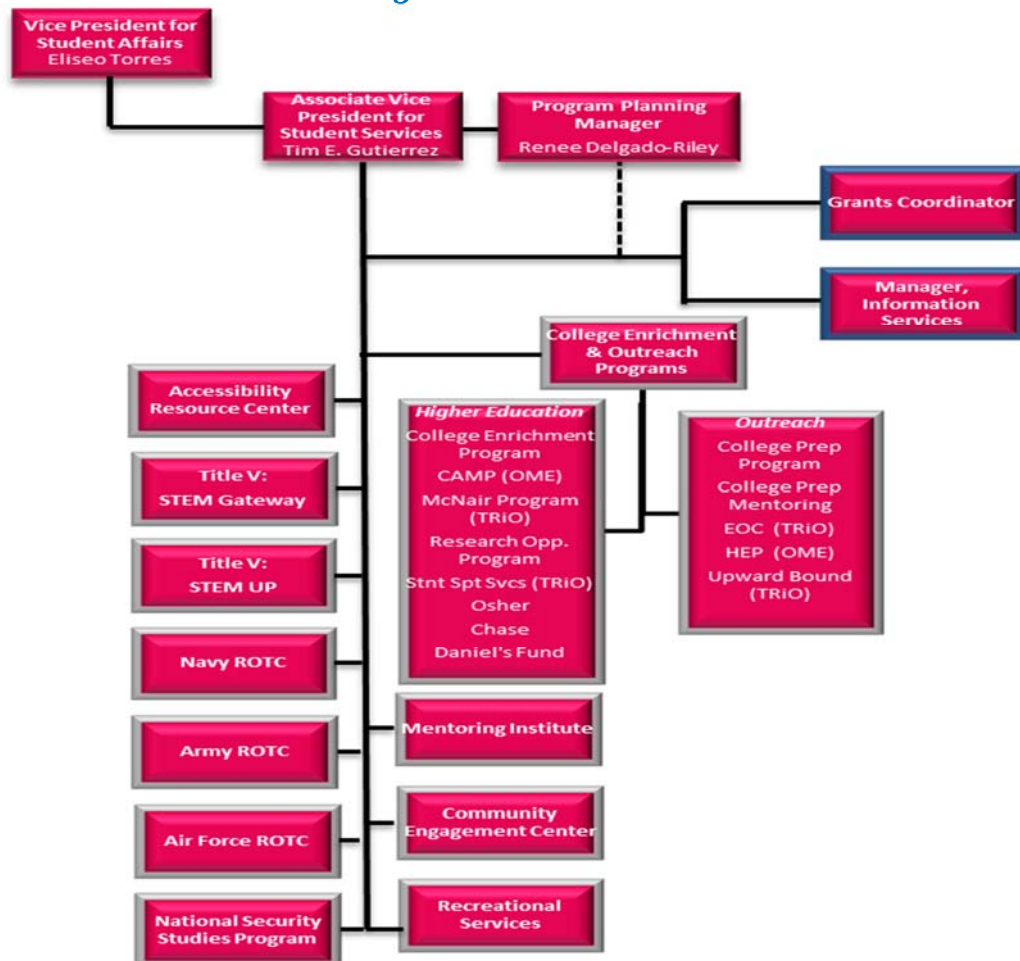
Reiterating the National Research Council report, the Institute for the Future (IFF) at the Apollo Research Institute in its Future Work Skills 2020 report (Executive Summary, 2011) stresses: *“Global connectivity, smart machines, and new media are just some of the drivers reshaping how we think about work, what constitutes work, and the skills we will need to be productive contributors in the future.”* This report analyzes key drivers that will reshape the landscape of work and identifies key work skills needed in the next **ten** years. It does not consider what will be the jobs of the future. Many studies have tried to predict specific job categories and labor requirements. Consistently over the years, however, it has been shown that such predictions are difficult and many of the past predictions have been proven wrong. Rather than focusing on future jobs, this report looks at future work skills—proficiencies and abilities required across different jobs and work settings (<http://apolloresearchinstitute.com/research-studies/workforce-preparedness/future-work-skills-2020>). IFF research highlights six key drivers that will reshape the landscape of work and proposes ten new work skills that will be critical for the next decade (http://apolloresearchinstitute.com/sites/default/files/future_work_skills_2020_executive_summary_final_0.pdf).

- 2) **Twenty-first Century Skills:** UNM Student Services understands and assimilates into its programs 21st century education and skills needed in a student’s overall success at UNM and in the world beyond the classroom. Over the past decade, many organizations have advocated the need for core academic knowledge infused with the complex thinking, life and work skills that are required for success in college, life and career in the 21st Century. For example, The Partnership for 21st Century Skills (P21), a national coalition bringing together the business community, education leaders, and policymakers that advocates for 21st century readiness for every student, has developed a vision for student success in the new global economy. Fusing the 3 R’s (i.e. core subjects which include English, reading or language arts, world languages, arts,

mathematics, economics, science, geography, history, government and civics) and 4 C's (Critical Thinking & Problem Solving, Communication, Collaboration, and Creativity & Innovation) with globally significant themes (e.g. global awareness; the environment; health; and financial, economic, business and entrepreneurial literacy), P21 provides a 21st Century education framework that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century (www.p21.org). This focus is on K-12 education and the “educational pipeline” needed from P – 20+ in developing the lifelong learning and skills necessary to thrive in the 21st Century.

- 3) **Student-Centric, Data-Driven Decision Making:** Student Services is continually assessing the metrics that provide the direction in ensuring continuous program improvement. Student Services’ professional and student staff are dedicated to each individual student’s success. Thus, all services and programming are student-centric, data-driven, and designed to provide an optimal learning and support environment. Student Services’ focus is on accountability, i.e. determining what works, what doesn’t and using this information and data for continuous program improvement. As indicated in the Foundation of Excellence All Students Dimension report, assessment of student needs is vital to this process as well as continual assessment of programs and services to determine learning outcomes, alignment with student success, retention & graduation, and engagement of every student in pursuit of their educational, professional and personal aspirations.

AVPSS Organizational Structure:



Vision: Creating a culture within Students Services promoting education, research, wellness & economic development in the 21st Century and beyond by providing leadership, services and programs designed to strengthen communities, serve society, and encourage the pursuit of life-long learning *to ensure every student will be prepared to be a productive citizen of our local and global community in the 21st Century.*

Mission: Provide students a seamless support structure focused on development of skills, aptitudes & behaviors necessary to succeed in pursuit of postsecondary education, lifelong learning & viable career pathways. Student Services nurtures learning, engagement and retention through supportive programs, active endorsement of graduate studies, and promotion of the health and well-being of every student.

Goals:

- Serve UNM as an integral component in student academic and career success.
- Foster leadership in the UNM Community.
- Develop role models for future generations.
- Partner with UNM stakeholders in efforts aimed at improving the well-being of New Mexico.

SWOT Analysis:

<p>Strengths</p> <p><i>Internal</i></p> <ul style="list-style-type: none"> • Strong internal collaborations/partnerships • Assessment of student learning outcomes • Building “Student Pathways” for success • Staff Expertise: Experienced, diverse staff with knowledge of NM and its students has the capability to adjust to changing landscapes and to meet performance measures to effectively address needs of NM and its students <p><i>External</i></p> <ul style="list-style-type: none"> • Strong external collaborations/partnerships • Impact reaches beyond UNM into community • Foundation for accountability/assessment • Utilizing existing and long term established partnerships with community and UNM departments to meet new challenges 	<p>Weaknesses</p> <ul style="list-style-type: none"> • 75% of programming externally funded, thus sustainability is an issue • Grown exponentially over last 10 years and physical space for programming poses an issue • Marketing & programming is large and may not appear as a cohesive collective to external perspectives. • IT and data access within institution are rudimentary and pose a threat to obtaining full data-driven decision making functionality. • Student Awareness of programs; Assessment of initial (entering student) and continuing students’ need(s) • Mid and high-school students awareness of UNM programs; preparation – college & career readiness
<p>Opportunities</p> <p><i>Internal</i></p> <ul style="list-style-type: none"> • Potential for model of “Best Practice” of Student Services for diverse student body • Diverse institution and can serve as an impetus for student success in New Mexico and nationally <p><i>External Opportunities</i></p> <ul style="list-style-type: none"> • Grant development through a focus on STEM, 21st Century Skills, Internships and Research • Focused preparation for mid – high school students – Next Step requirement for all NM students (governor and NMPED-mandated). Opportunity for UNM Student Services to ensure students’ knowledge of postsecondary processes through student portfolios beginning in middle school. 	<p>Threats</p> <ul style="list-style-type: none"> • Space is limited • National Federal cuts to TRIO programs, which are a part of Student Services • Data access and tracking are an issue • Institutional Advisement has control over many aspects of a student’s logistics for registration, etc. and thus our program advisors can only help to a certain extent • Budget cuts threaten facilities, programs, and services that can be provided, enhanced, and address current challenges; e.g. Facilities: access, condition, below national standards for type and quantity; Unable to create contingency funds for equipment replacement and building maintenance/repair.

Strategic Planning: FY 2013 – 2018 Goals, Objectives, Timeline:

Year-one:

- 1) Strengthen the cohesiveness and focus of Student Services by refocusing our goals and communications, from top to bottom in alignment with UNM 2020 (*The Future Picture of UNM in 2020* <http://unm2020.unm.edu/index.html>); The Foundation of Excellence Dimension Committee Reports (e.g. report on *The First College Year*) and AVPSS Five-Year Strategic Plan.**
 - a. Accountability:** Includes fiscal management, performance, assessment, continuous program improvement based on current knowledge/research, ongoing innovation, and data (data-driven decision making) in program areas focused on all students' achievement and success.
 - b. Vision/Action Plan:** Each department/program responsible for developing written Strategic Plan to be revisited and updated regularly (at least once/semester) to ensure accountability.
 - c. Communication:** Internal and External: Work with one another, UNM community and external community to strengthen student success in New Mexico and nationwide. Focus on technology and electronic media to communicate (websites, social media, I-POD U, KNME) as well as more traditional formats (reports, publications, print, face-to-face) and UNM, local, state, national and international conferences and presentations. Establish a “one-stop” Student Success Office (a central advising location) to include a Freshman Success center (See attached Foundation of Excellence All Students Dimension Report for further information on this recommendation – particularly page 7. May be patterned after CNM Connect or research conducted to find best practices for such offices in other universities).

***Rationale:** With accountability toward achieving the department’s vision/action plan providing a strategic roadmap and improved communication with one another, UNM & the broader community, programs under the auspices of the Office of the AVPSS will be able to continue to pursue the core values of this office, including a positive work ethic and professional integrity.

- 2) Establish, develop and maintain an ongoing, comprehensive assessment and reporting structure integrated into the University’s infrastructure.**
 - a. Dashboard:** <http://avpss.unm.edu/>
 - b. Individual reports and websites**

***Rationale:** As 75% of UNM’s Student Services programs are grant funded, more and more funders are requiring data to show that programs are actually working and to foster innovation and continuous improvement in educational programs in order that all students have the opportunity to succeed. The AVPSS Dashboard provides a venue for showcasing the results of student services programming (data) as well as lends itself to providing UNM and the larger community with information on student services programs and continual efforts toward innovation and improvement. In this way, it is hoped not only that Student Services can make timely, strategic and data-driven decisions, but that the larger University and community may discover ways to enhance, collaborate and partner with Student Services to achieve even greater success.

3) Professional Development

- a. Develop ongoing professional development and leadership groups/classes for directors, professional and student staff – tapping in to internal and external expertise in varied venues.**
- b. Research, promotion and documentation of empirically proven ‘Best Practices.’**
- c. Provide internships for students interested in pursuing careers in Student Service areas.**

*Rationale: In a rapidly changing world and in a climate of technological advancements, it is imperative for New Mexico’s flagship research university (UNM), its personnel, and its community to keep up with innovation and trends in the educational arena leading to student success and contributing to our local and global communities. Information on cutting-edge education and empirically based best practices can be found and shared from numerous sources – from UNM’s president to its students; from the internet to local, national and international workshops and conferences; from business, community and educational leaders state and nationwide to teachers working in today’s classrooms. The Office of the AVPSS is dedicated to researching such resources and providing opportunities for UNM - faculty, staff, students, administrators and community members - to meet and share in professional development opportunities to ensure UNM can provide the leadership inherent in being NM’s flagship university and to provide the best educational experience based on empirical evidence and cutting-edge, research-based innovations and initiatives. With this in mind, UNM AVPSS will provide personnel – directors, professional and student staff – with ongoing opportunities for professional development.

4) Strengthen working relationships with Academic Affairs to promote Student Success.

*Rationale: A current theme for many funding agencies is the “breaking down of silos” that exist in large educational institutions. For example, NSF is looking for programs that integrate “student services” with “academics.” The AVPSS Office will actively look for opportunities to forge partnerships & collaborations and develop proposals that involve student service personnel working with faculty, staff and administrators in UNM’s various colleges, departments, institutes and the Office of Academic Affairs.

- a)** A resource list of those interested in collaboration and their area(s) of interest will be developed, continuously updated, and shared in order to encourage and increase funding for these ventures.
- b)** Build on already established partnerships to strengthen student support services and address current challenges, needs and issues facing students in the 21st Century.

5) Develop/Prepare 2 - 3 proposals, which are funded & strategically align with AVPSS Strategic Plan.

*Rationale: With the decline in the economy and corresponding decline in funding opportunities and rise in competitiveness for grant funding, AVPSS will focus its efforts on 2 – 3 main funding proposals aligned with its strategic direction planning. These opportunities are as follows (subject to change based on current need(s) of the community, NM, UNM, and AVPSS programs and available opportunities):

- a)** Funding for an *Undergraduate Research Opportunity Center (U-ROC)*. An initial draft of this proposal was developed and submitted for Title V funding (2012). Although not funded, reviewer’s comments were generally favorable. The main comment was that the proposal needed more documented support from UNM’s Academic Affairs Office. The proposal will be redesigned with these reviewers’ comment/suggestions taken into consideration. An Undergraduate Research Opportunity Center can assist UNM with engaging student earlier in their postsecondary careers – and even at the secondary

level – in order to inspire students and teach them the process of conducting research in their area of interests – leading to innovation, entrepreneurship and careers focused on transformation through research. Also focus on STEM, a current priority for funding.

- b) *Bridges to the Baccalaureate Program (R25):*** This federally funded program through the National Institute of Health provides support to institutions to help students make transitions at a critical stage in their development as scientists. The program is aimed at helping students make the transition from 2-year junior or community colleges to full 4-year baccalaureate programs. The purpose of the program is to increase the pool of community college students from underrepresented backgrounds who go on to research careers in the biomedical and behavioral sciences and will be available to participate in NIH-funded research. Perhaps in conjunction with UNM AVPSS HSI Grants – STEM UP and/or STEM GATEWAY currently funded projects.
- c) *Funding for P-21+ Pipeline*** to help ensure P-12 students obtain skills/learning necessary for college/career readiness. Focus on UNM Student Services' College Enrichment and Outreach Program (CEOP) and initially a program such as "Portfolios of Promise" (PoP) in which mid-high school students create portfolios that include information, documentation, course selection, advisement needed to succeed in college applications, admission, entrance, retention, graduation and/or career preparation and readiness. With the assistance of technology, student portfolios can also be developed online with use of such systems as Naviance, a comprehensive solution educators are using to empower their students to create multi-year success plans, increase academic expectations, and transform data into action (<http://www.naviance.com/>).

***Rationale:** Through the online Naviance system and/or through systems such as Portfolios of Promise (PoP), Individual Learning Plans (ILP's) for each student to ensure college and career readiness can be established to more efficiently and effectively prepare students to meet their college and career goals. Such systems enable students with the assistance of school counselors, teachers, parents and other educational personnel to build individualized college and career readiness plans that include attitude, skills, knowledge and behavior. Online Individual Learning Plans (ILPs) create opportunities for students, parents, and school staff to support an approach that deeply engages students in their learning and helps them understand the impact of middle school decisions on college and career preparation. School counselors can leverage data to help guide students and families through the college planning process and make decisions that meet their needs. Longitudinal, systemic compilation of student information with systems such as Naviance and/or PoP also serve to identify students at-risk of not graduating and/or those unprepared for college and/or careers and provides for early intervention for these students (early alert system).

The above initiatives (PoP; Naviance) also support NM Public Education Dept.'s state-mandated Individual Learning Plans (ILP's) for every student known as its "Next Step" program, which emphasize students graduate from high school ready for post-secondary education and careers (<http://ped.state.nm.us/ped/PEDNextStepPlan.html>). Each of the 50 states has an initiative that promotes college and career planning for every high school student in the state. Some states mandate a planning activity, while others recommend a framework that school may elect to use. NM is one of 25 states with a mandated program (Next Step) and a template to use in planning <http://ped.state.nm.us/ped/NexStepDocs/NSP%20Template%20manual%20v2%201final%205.7.12.pdf>.

***Rationale: Synopsis: Individual Learning Plans: Improving Student Performance April 2011** (Source: http://www.naviance.com/assets/whitepapers/Individual_Learning_Plans_Industry_Report_053012.pdf)

Growing concerns about economic competitiveness and about achievement and opportunity gaps have driven public demand that students graduate from high school ready for post-secondary education and careers. Many states have turned to P-20 councils to make policy recommendations on improving high school graduation rates and expanding access to college. To have informed discussions and debates, P-20 councils and other policymakers need rich data to understand the connection between school performance and predicted success in higher education. Comprehensive individual information, like students' goals, behaviors, learning styles and extracurricular activities are needed along with traditional performance data—to make informed decisions that assist students. Ideally, these needed data must be captured beginning in elementary school and follow the child through graduation and into college.

Each of the fifty states and the District of Columbia has an initiative that promotes college and career planning for every high school student in the state. Some states mandate a planning activity, while others recommend a framework that school may elect to use. NM is one of the 25 states with a mandated program (Next Step). Of 12 Common Key Characteristics of state Individualized learning plans:

1. Academic planner
2. Academic, career, and personal goals identified
3. Integrated career exploration including valid assessment
4. Résumé builder
5. Annual update;
6. ILP shared with student, parent, teacher, & counselor
7. Student reflection
8. Personality and learning style assessments
9. Student strengths & needs;
10. Action plan with deadlines
11. Community service learning
12. Referrals for learning support;

NM Next STEP Plan has three: 1. Academic planner; 2. Academic, career, and personal goals identified; and 5. Updated annually at a minimum. With the addition of every student enabled to participate in the ACT Educational Planning and Assessment System (EPAS), ACT's Common Core State Standards-based College and Career Readiness Program consisting of EXPLORE (8th & 9th); Plan (10th) and The ACT (11th or 12th), an integrated college and career exploration tool including valid assessment will be added to the NM Individual Learning Plan. Since 86% of NM students take the ACT as their college entrance exam, it may make sense to explore this longitudinal approach to college and career readiness and educational and career planning (www.act.org).

***Rationale:** Recently, through a collaborative venture with Educational Testing Services (ETS) and Its Center for Academic and Workforce Readiness Success (<http://www.ets.org>), incoming UNM freshmen students were assessed to measure non-cognitive (*i.e., motivation, personality, study skills, attitudes, perceptions, etc.*) with institutional cognitive data (*i.e., grades, GPA, etc.*) The *Student Skills Assessment (SSA)* now *SuccessNavigator* helps ensure students' readiness to succeed by measuring their ability to use critical thinking skills in a digital environment. The *SuccessNavigator* Assessment measures students' Information and Communication Technology (ICT) literacy skills, providing data needed to make enhancements to curriculum. This information will be used to target interventions for at-risk students and attempt to better understand the needs of the student population such as:

- Develop a stronger understanding of students' skills, attitudes, and characteristics
- Develop a stronger understanding of factors that impact student success
- Increase student success, retention, and graduation

***Rationale: Freshman Transition Courses for 8th or 9th grade students:** Another key to the P-20+ pipeline and student success may be the transition from middle school to high school. Research indicates that we are losing students at an alarming rate at this age. In its February 2011 Research Brief: *Challenges of the*

Ninth Grade Transition, the Breakthrough Collaborative states: “The importance of a smooth transition from 8th grade to 9th grade cannot be emphasized enough, as this transition will determine a student’s success in high school as well as decisions about their post-secondary school life” (Source: Cooper, R. & Markoe-Hayes, S., *Improving the Educational Possibilities of Urban High School Students as They Transition from 8th to 9th Grade*). The research brief continues: “How concerned should we be about students’ transition to ninth grade? The transition from eighth to ninth grade is one of the most pivotal moments in a student’s education, and one of the most treacherous. Research shows that ninth grade retention rates and failure rates are higher than any other grade. In fact, a ninth grade student is three to five times more likely to fail a class than students in any other grade. Students with inadequate academic preparation face the greatest risk of course failure, but even those students who we might think are immune to failure based on their prior achievement can face challenges during the during the ninth grade year.”

(Source: [www.breakthroughcollaborative.org](http://www.breakthroughcollaborative.org/sites/default/files/Feb%202011%20Research%20Brief-9th%20grade%20transition.pdf); <http://www.breakthroughcollaborative.org/sites/default/files/Feb%202011%20Research%20Brief-9th%20grade%20transition.pdf>).

George Washington University has developed a Freshman Transition Course designed to reduce dropout rates, increase postsecondary matriculation and completion, and assists former students to make the transition into productive, economically self-sufficient citizens. GWU developed comprehensive standards for its Freshman Transition Course (http://www.academicinnovations.com/fts_form.html) providing classroom-based, comprehensive guidance and career exploration course for 8th or 9th grade students. Based on these standards, researchers developed the *Career Choices* curriculum that can empower NM schools (and schools across the country) to integrate comprehensive guidance into the 8th or 9th grade without sacrificing student achievement, academic rigor, and content standards (<http://www.academicinnovations.com/docs/mbsession.pdf>). Following GWU Transition Course guidelines, students emerge with a 10 year plan, a “Personalized Plan for Life,” formulated through a system that helps every student leave high school with a diploma and plans for postsecondary education or training that lead to productive and self-sufficient adulthoods (http://www.freshmantransition.org/NASSP_Article_1105.pdf).

The Office of the AVPSS has begun to gather information to study how such curriculum may be incorporated into NM’s educational pipeline in order to increase student success. (Further resources on Freshman Transition Courses available at: <http://www.academicinnovations.com/usersoneday.html>).

With the data available from such services as the ACT Educational Planning and Assessment System (EPAS), Educational Testing Services (ETS), and George Washington University (GWU) and its research on Freshman Transition Courses, informed decision making and college and career readiness and success is an obtainable goal for every student. This goal is one which the Office of the AVPSS is making a priority and will continue its advocacy in the years to come for ensuring every student has the chance to succeed in college, career and life.

Five-year:

- 1) Support Student Services vision, mission, and goals by actively searching for diverse grant opportunities – including federal, state, foundation and corporate grants – to support the vision, mission, goals and priorities of the Office of Student Affairs – ensuring every student has the support and opportunities they need to be productive members of a 21st Century society.
- 2) Broaden funding areas for Student Services – to include NSF funding, Institute of Education Sciences (IES) funding, and more grant opportunities for Student Services aligned with the directors’ strategic direction for their divisions.
- 3) Work with Student Services personnel to strengthen Student Services “pipeline” (P – 20+) by assisting in developing partnerships with community and local education agencies to ensure every student in NM has the opportunities needed to be college and career ready.

- 4) Emphasis on Professional Development of directors, professional and student staff by encouraging ongoing learning and offering opportunities (e.g. workshops, discussion, leadership groups/activities, internships) supporting ongoing professional development and learning.
- 5) Develop and refine models of best practice in Student Services through publications, conferences, workshops and seminars with internal and external partnerships/collaborations.
- 6) Evaluate strategic direction plan on an ongoing basis (i.e. at least once/semester) to ensure that the plan is a “living document” to assess progress toward goals and re-assess adequacy of priorities. Use of data to drive decision making. Annual (January) outlining of goals/priorities for the year ahead (e.g. in January, 2014 develop Year 2 strategies/action plans/objectives for upcoming year).

Critical Components/Priorities/Goals/Action Plan(s) Aligned with SMARTERS Objectives:

(Note: SMARTERS objectives: Specific, Measurable, Attainable, Realistic, Timely, Evaluate, Reevaluate and Strategic, i.e.. consistently aligned and realigned with the living document which is the AVPSS Strategic Plan).

Goal A: Economic Development/Real World/Experiential Learning: A critical component of Student Services is oriented to provide students with experiential learning and research opportunities inside and outside the classroom to facilitate growth academically and professionally.

Objectives for Goal A:

Objective A.1: Associate Vice President of Student Services and/or representatives will read and summarize the book used at the economic development summit: Rainforest in the Desert on Feb. 5, 2013. The summit and book upon which it is based are aligned with UNM President Frank’s plan to ensure that UNM plays a leading role in the economic development of the state and nation. (For more information see: <http://president.unm.edu/blog/2012/08/rainforest-in-the-desert.html>). Following the summarization of the book, AVPSS will present the findings/information to AVPSS directors and staff. Staff will then brainstorm ideas to support UNM’s economic development initiatives. These plans will be published and updated on an ongoing basis. Funding will be sought in support of these plans/initiatives.

Objective A.2: AVPSS will redevelop the grant proposal for a UNM Undergraduate Research Opportunity Center (U-ROC). The proposal will reflect reviewers’ comments as well as information/direction from strategic development meetings with the Office of Academic Affairs and interested faculty, student and professional staff. Business, industry, community and LEA input will also be sought as the proposal is developed. The refined proposal will be submitted to Title V as well as to other funding sources that may have an interest in funding this plan.

Objective A.3: Focus on experiential learning will include AVPSS directors, professional and student staff developing ideas/plans to expand experiential learning opportunities both in and out of the classroom. Plans will include an expanded role for the Community Engagement Center (CEC) as well as for the College Enrichment and Outreach Program (CEOP) and the College Enrichment Program (CEP). An ongoing resource list of experiential learning opportunities will be developed in conjunction with business, education, and community agencies, leaders and advocates. Interested faculty and other UNM staff will also be invited to participate in the discussions/planning to foster experiential learning in their classrooms. The Mentoring Institute will also play a critical role in developing/fostering/communicating student, staff and community mentoring opportunities which of themselves constitute “experiential” learning. AVPSS also looks to strengthen collaboration with UNM’s Research Service Learning Program (<http://www.unm.edu/~rslp/about.html>). Student Services’ Recreational Services Department provides programming focused on students’ health and wellbeing and experiential learning opportunities for

students interested in the health, wellness, sports and recreational fields of study. Student Services' National Securities Study Program (NSSP) also offers significant opportunities for experiential learning.

Goal B: Twenty-first Century Skills: P-20+ Pipeline, College and Career Readiness and Twenty-first Century Learning, Thinking, Career and Life Skills: Focus is on P-12 education and the "educational pipeline" needed from P – 20+ in developing the lifelong learning and skills necessary to thrive in the 21st Century and beyond.

Objectives for Goal B:

Objective B.1: Get the word out: Contact 1 – 3 Schools/Districts/semester and arrange for meetings with UNM AVPSS personnel to present information on P-20+ pipeline and research-based strategies for successfully engaging students in education, life and career pathways/choices, e.g. ACT College and Career Readiness Assessment System; Naviance, Portfolios of Promise and NM PED Next Step Program; assistance available through UNM (and other NM IHE's) such as financial literacy/planning, College Enrichment Program; assistance with registration, etc. This initiative might be led by CEOP – but would also include UNM ROTC, CEP, Mentoring Program, CEC, Accessibility Resource Center (ARC) and other Student Services departments and UNM collaborators (such as interested faculty, administrators, the Veterans Resource Center, ARTS Lab, etc.) Follow-up meetings with schools /students /teachers/ districts/classes/career days, etc. can be collaboratively planned, developed & scheduled. A "P-20+ Resource Book" might be designed that outlines some of the options, so that schools/districts/UNM might see what others have done & what has proven effective. For example, transition planning is mandated by federal law for all students with disabilities beginning by age of 16. Student Services Accessibility Resource Center (ARC) can collaborate with local school districts on how to include Naviance and PoP as a part of the transition process for students with disabilities. On-going data can be collected on the impact of these P-20+ programs (e.g. evaluations, surveys, suggestions for improvement, and/or other meetings, sessions, field trips that might be incorporated) leading to continuous program improvement.

Objective B.2: As Common Core State Standards (CCSS) have been adopted by 44 states, including New Mexico, design/develop curriculum that addresses these standards and includes 21st Century Thinking, Life and Work Skills (see Partnership for 21st Century, p21.org for a possible framework for these). The Future Work Skills 2020 research through the Institute for the Future may also be useful in lesson/course/curriculum development. Although the Office of the AVPSS is not – per se - responsible for the development of such curriculum, it can be a resource to help UNM and LEA's in this effort. It may be a part of "Research-Based Best Practices" that UNM Student Services will be incorporating in its strategic plan. UNM can take a leadership role in researching educational best practices, in providing resources in development of these, and in providing a showcase for these through (for example) a Center for Teaching Excellence (modeled on ENMU's CTE in operation for 20 years in NM) or other appropriate avenues. Suggested starting point may be the P21 Toolkit, with examples of 21st Century Skills aligned with academia and the CCSS. (See P21 Toolkit: An online free resource designed to support efforts of all state & district education leaders who are implementing CCSS within P21's comprehensive 21st century skills framework and are committed to preparing young people to succeed in college and today's challenging workforce. P21 Common Core Toolkit:

http://www.p21.org/index.php?option=com_content&view=article&id=1005&Itemid=236; Access Toolkit at: <http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf>.

Objective B.3: Seek funding to support the P-20+ pipeline utilizing empirically based best practices (such as ACT Assessment System, ETS, Portfolios of Promise, Naviance, Next Step, Freshman Transition Courses and *Career Choices* curriculum) and collect, share and distribute data on the effect on student achievement/success in diverse populations by utilizing these measures. Funding will be sought through

such avenues as the Institute for Educational Sciences and National Science Foundation. Forge partnerships with Academic Affairs, P-12 educational agencies, Colleges within UNM, policy makers, community and state government in order to strengthen and assist in developing fundable proposals.

Goal C: Student-Centric, Data-Driven Decision Making: Continually assessing the metrics providing direction in ensuring continuous program improvement: Accountability – determining what works, what doesn't and using this information and data for continuous program improvement.

Objectives for Goal C:

Objective C.1: Continue to develop, maintain and utilize the data presented on the AVPSS Dashboard through annual and quarterly reporting systems that will become standardized among various programming (<http://avpss.unm.edu/>).

Objective C.2: Post AVPSS Strategic Direction Plan on AVPSS Dashboard and record/track data toward achievement of goals/objectives.

Objective C.3: Design, Initiate and Develop “Best Practices” and “Trends” segments on Dashboard to assist Student Services and UNM personnel in acquiring and utilizing current information both internal and external to the University in developing their areas of expertise. Work with and meet with UNM faculty, students and staff to discuss/garner information on best practices. Initiate and develop a resource list of “possible partners” – faculty, students, staff, business, education, community advocates – champions of educational reform/transformation at UNM, state and nationwide (e.g. Open Science; STEM education; Literacy, P-20 pipeline, etc.). Track impact/data/research on use of innovative, empirically based trends and best practices in education at UNM and statewide. Develop presentations for local and national conferences focusing on student success for all students as well as submit for publication on best practices.