

2014-2015 Student Fee Review Board  
Funding Request Application

American Indian Student Services

Name of Department

Pamela Agoyo

Director & Special Assistant to the President

Dean/Director

Title

MSC06 3800 1119 Mesa Vista Hall 1 University of New Mexico 87131-0001

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\$ 4.38

Amount requested per Full Time Enrollment (FTE)

(As a guideline, this year's FTE is 23,620. Amount above x FTE = Total estimated allocation.)

**CERTIFICATION**

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board.

Pamela Agoyo

Submitted By (Print Name)



12/12/2013

Department Head Signature

Date

Please submit an electronic version of this form via email to [sfrb@unm.edu](mailto:sfrb@unm.edu) and a hard copy original of this form plus 15 copies to the GPSA Office, SUB # 1021.

**By Monday December 16, 2013, 5:00 PM.**

**\*Late applications will not be accepted.**



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MEMORANDUM

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**TO:** PRISCILA POLIANA, STUDENT FEE REVIEW BOARD CHAIR

**FROM:** PAMELA AGOYO, DIRECTOR, AMERICAN INDIAN STUDENT SERVICES  
SPECIAL ASSISTANT TO THE PRESIDENT FOR AMERICAN INDIAN AFFAIRS

**SUBJECT:** SFRB HEARING DATE PREFERENCE

**DATE:** DECEMBER 12, 2013

**CC:** ISAAC ROMERO, SFRB VICE CHAIR

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American Indian Student Services respectfully requests to have its SFRB Hearing scheduled in the **early afternoon of Thursday, January 16, 2014** as a 1<sup>st</sup> choice. Alternately, the morning of Friday, January 17, 2014 is a 2<sup>nd</sup> choice.

Please do not hesitate to contact me directly at 505.277.3930 or via email at [pagofo@unm.edu](mailto:pagofo@unm.edu) if you have questions regarding this request. **Thank you**, in advance, for your consideration.

# American Indian Student Services

## 2014-2015 Student Fee Review Board Funding Request Questions

### INTRODUCTION

- 1) Provide a description of the services provided by your department/program, and how they support the mission of the University.

*“Providing opportunities that enhance the ability of American Indian students to be successful.”*

American Indian Student Services (AISS) supports the empowerment of tribal citizens and strives to enhance the quality of life in Indigenous communities by producing quality academic and student support services, meaningful cultural programming, and distinctive constituent relationships. AISS provides student support services for American Indian students attending the University of New Mexico-Main Campus in an effort to ensure academic achievement and assist in the development of personal, cultural, and social success. AISS's primary focus is on directly impacting the recruitment and retention of American Indian students attending the University of New Mexico-Main Campus and providing a suite of general operating functions including, but not limited to:

- Academic Advisement
- Community & Service-Learning Opportunities
- Computer & Printing Pod
- Crisis Intervention
- Cultural Programming
- Financial Aid & Scholarship Advisement and Assistance
- Leadership Development
- Listserv & Social Media Announcements
- Mentorship
- Recruitment & Outreach Programs
- Social Events
- Student Advocacy
- Tutoring
- UNM Chartered Native Student Organization Support/Assistance
- Volunteerism

American Indian Student Services coordinates and leads numerous constituent initiatives through:

- Serving as a liaison for American Indian students attending local high schools and schools located on or near tribal reservations as well as prospective transfer students attending New Mexico tribal and community colleges.
- Coordinating and implementing information updates and professional development seminars for and with New Mexico Tribal Higher Education Commission Directors.
- Providing regular and meaningful consultation and collaboration with New Mexico Tribal Leaders.
- Management oversight of the awarding of the UNM-MOU Tuition Scholarship initially created in 1994 by the establishment of a Memorandum of Understanding between New Mexico Tribes and the University of New Mexico. New Mexico Tribal Higher Education Directors and Tribal Leaders nominate the recipients – AISS confirms eligibility and academic progress for award recipients.

AISS manages and oversees the selection and awarding of UNM General Scholarships funded by twenty (20) endowments earmarked and established to support Native students. The 2013-14 academic year reflects sixty-four (64) awards totaling approximately \$100,000 from an applicant pool of 90 students. The 2013-14 awards also reflect a continued commitment to maintain increases in award amounts for graduate students as compared to the undergraduate award amounts levels.

AISS's commitment to incorporating UNM's Four Strands of Priority (*Student Success, Systemic Excellence, Healthy Communities, and Economic & Community Development*) that connect, align, and activate the University's mission, vision, values, and strategies is deliberate and intentional. AISS places particular priority in the area of *Student Success*. The *Sidekicks Mentoring Program, Freshmen Frenzy Program, Student Success Leader Program, AISS Transfer Student Orientation Program, High School Junior & Senior Visitation Recruitment/Outreach programming, the Walatowa Early College Program, American Indian Heritage Month activities, and Nizhoni Week* activities sustain and demonstrate the department's commitment to enhancing our student's ability and opportunity to experience success. Most every programming effort is connected to areas directly related to improving the access, retention, and graduation rates of the UNM American Indian student community. With regard to *Systemic Excellence*, the *American Indian Summer Bridge (AISB) Program* is the primary example of the department's focus on establishing academic and research opportunities for students. Additionally, the student staff (Residential Advisors) engaged with implementing the *AISB Program* is exposed to a variety of leadership, networking, and professional development opportunities that contribute to their retention and degree attainment. In terms of contributing to the institution's overall diversity, it should be noted that American Indian students at UNM represent significant range with respect to tribal affiliation, abilities, perspectives, and aspirations. Finally, while the prominent student and constituent base that AISS serves is American Indian, approximately 36% of the students that consistently engaged and participated in the department's programming and services during the 2012-13 academic year are non-native.

**2) Provide a brief description of the history and future plans of your department/ program. Please briefly describe services offered that are unique to the University.**

Since its establishment approximately 32 years ago; the creation and implementation of numerous support services and programmatic initiatives to achieve the overall goal of providing academic and cultural support to ensure success for UNM Native students is constantly evolving. Critical and positive impact from increases in both professional and student staff members and the revision of associated job duties and responsibilities have resulted in tremendous results on the development, initiation, and implementation of student programs and support systems that remain the cornerstone of steady expansion and enhancement for American Indian Student Services. Primary partnerships between American Indian Student Services (AISS), UNM Office of the President, the UNM Student Affairs Division, Enrollment Management, Native American Studies (NAS), Office of the Provost and Academic Affairs, University Advisement Center, the Multicultural Engineering Program, the Center for Native American Health, the School of Law, the Office of Equity & Inclusion, and UNM Athletics are critical in the department's ability to extend the best possible service, support, and resource base to Native students attending UNM as well as strengthening partnerships with the New Mexico tribal constituencies.

American Indian Student Services is the primary student support service contact program/department for prospective and currently enrolled Native students at the University of New

Mexico-Main Campus. While operating in the predominant role has proven to be challenging given minimal increases in University financial resources to support established programmatic initiatives; it has also been extremely successful and rewarding and continues to result in many accomplishments attributed to various collaborative endeavors. This includes, but is not limited to:

- the ongoing development of specific recruitment efforts in conjunction with UNM Enrollment Management targeting high schools, two-year colleges, tribal colleges, and graduate programs – it should be noted that this effort increased significantly in 2012-13, with American Indian Student Services serving as the primary contact for recruitment and outreach events in tribal communities in New Mexico, Arizona, and Colorado on behalf of UNM.
- continued partnerships with the Dean of Students Office and LOBOrientation for freshman and transfer student populations and the *American Indian Summer Bridge Program*
- coordination with the University Advisement Center, Office of Graduate Studies, the Graduate Resource Center, and various colleges and academic advisement components across the UNM campus and community
- direct liaison with other student support programs within the Office of Student Affairs as well as the city of Albuquerque and the greater metropolitan area(s)
- strengthened and expanded joint ventures with the New Mexico Tribal Higher Education Commission and New Mexico's twenty-two (22) tribes
- management oversight of accountability measures outlined in the current Memorandum of Understanding between New Mexico Tribes and the University of New Mexico - American Indian Student Services is charged with producing status reports for all twenty-two (22) New Mexico tribes at the conclusion of the Fall & Spring semesters of each academic year

Individualized academic advisement by formally trained professional staff; increased outreach to current UNM Native students through cultural activities and programs; expansion and enhancement of tutoring and mentoring services; mid-semester grade reporting to monitor academic performance and providing academic intervention when necessary; and presenting Honoring Ceremonies to recognize the academic achievements of all American Indian students at UNM-Main Campus are vital efforts warranting continued promotion and progress.

The future productivity, advancement, and success of American Indian Student Services and its constituents are dependent on active enhancement of all specialized programming components, but especially those focused on recruitment and retention efforts. UNM-Main Campus Fall 2012 Native freshman enrollment increased nearly 6% from the previous academic year, and overall American Indian enrollment increased 9% in the same time period. Enrollment Management Associate Vice-President Dr. Terry Babbitt continues to state in Regent's Academic/Student Affairs & Research Sub-Committee and other public meetings that AISS continues to directly contribute to the institution's ability to both meet and exceed the state's accountability measures for enrollment management standards with respect to American Indian students. An effective partnership between AISS and Enrollment Management has been of tremendous benefit and value to both entities. The ongoing development of the *National American Indian Scholars Program*, continues to highlight UNM as the only minority-majority flagship university in the United States to have such a program in existence. In addition, consistent collaboration with the University Advisement Center and University College respective to direct involvement in Freshman Academic Choices (Freshman Interest Groups, Freshman Learning Communities, Living and Learning Communities, and Freshman Introductory Studies Communities) is of paramount importance for AISS since the department serves as the primary entity impacting the enrollment and registration of Native students in Freshman Academic Choices (FAC). Much of this is accomplished by transitioning all *American Indian Summer Bridge Program* participants into FAC's and serving as an additional

advisement center during all LOBOrientation sessions when freshman students receiving advisement at AISS receive additional reinforcement and review of the value of enrolling in FAC's.

Additionally the development and expansion of AISS's *Freshmen Frenzy* program has provided an additional opportunity for one-on-one advisement and specialized academic and social programming for American Indian freshman students. Increased formal interaction with all American Indian freshmen began in July 2012 beginning with direct outreach to the 354 newly-admitted students. Because the UNM-Tribal Memorandums of Understanding clearly outline the institution's commitment to increasing success rates of American Indian students and have placed the primary responsibility of coordinating efforts to ensure meeting this goal with American Indian Student Services; advancement of enhances freshman-specific initiatives will continue in future years.

Effective association and affiliation with tribal communities at local and national level(s) as well as the New Mexico Tribal Higher Education Commission and their respective programs; and strengthening partnerships with Tribes, foundations, and organizations like the National Indian Education Association (NIEA) and The College Board Native American Student Advocacy Institute are important focus areas of both current and future AISS work-plans to designate and secure additional financial resources to support campus-wide programmatic initiatives on behalf of Native students at UNM.

### SFRB BUDGET OVERVIEW

3) **Specifically state which line items will be covered and to what extent by SFRB funds. What is the anticipated impact on the student population?**

- Professional Salary and Fringe Benefits: approximately \$21,000 is earmarked for the Student Program Specialist position and represents 20% of the total amount requested for 2014-15. (*Note: SFRB funds support .25 FTE respective to this position – the AISS I&G resources finance the remaining .75 FTE*)
- Student and Temporary Staff Salary: approximately \$41,213 will cover employment costs for the entire AISS Student Success Leader staff (5-10 individuals) and 2 members of the *American Indian Summer Bridge Program* Resident Advisor staff. This reflects approximately 40% of the total amount requested for 2014-15.
- General Office Supplies: it is anticipated that \$20,212.00 (20% of 2014-15 total amount request) will sufficiently cover supplies and materials to support all recruitment, outreach and campus visit initiatives, *Sidekicks* programming, *Freshman Frenzy* efforts, Graduate Student Initiative/Research programming & supplies; cultural programming; and partial support of student organization activities and events.
- Computer Software/Supplies: budget line-item 3140 was initially incorporated into the AISS-SFRB budget during the 2010-11 cycle, per specific recommendation that \$3000 be incorporated as a recurring portion of the overall SFRB budget. A replacement network printer for the current budget cycle is scheduled for purchase in February 2014. This recurring line item represents 2% of the total 2014-15 request.
- Conference Fees: the development of a Fall 2014 state-wide American Indian student leadership conference in collaboration with various New Mexico community colleges, tribal colleges, and universities is intended to become an annual event. As of October 2013, New Mexico institutions including, but not limited to: CNM, Eastern NM University, Institute of American Indian Arts, Mesalands Community College, Navajo Technical College, New Mexico Highlands University, New Mexico Institute of Mining & Technology, New Mexico Military Institute, NMSU-Alamogordo, NMSU-Main, Northern New Mexico College, and Southwestern

Indian Polytechnic Institute pledged their participation and varying levels of co-sponsorship from their respective institutions. their respective institutions to co-sponsor the effort. \$5000 is requested for line-item 63A0 (Conference & Event Fees) to cover UNM student registration costs, conference materials, and plenary speakers and reflects approximately 4% of the total amount requested.

- **Operating Costs:** these costs, inclusive of line items 31K0 (Postage), 37Z0 (Other Supply/Operating Costs), and 80K0 (Banner Tax), are anticipated at \$11,879 and represent 11% of the total amount requested for 2014-15.

**4) What outside sources of funding (i.e. not SFRB funding) has your department or program sought out in the last fiscal year? Please distinguish individual departments within UNM in which funds were requested.**

American Indian Student Services experienced continuous incremental decreases in its Research & Public Service Project (RPSP) over the course of the past decade; resulting in an overall loss of funds exceeding \$100,000. Beginning in 2007 (and every year since), AISS respectfully requested the assistance of UNM's Government & Community Relations Office to develop a strategic plan designed to restore the much-needed Legislative Appropriation to its original funding level. Each year, AISS experience little to no action or support to move forward with such a plan. As a result, the AISS Director made the decision to advance the effort by developing the plan on her own, despite discouragement and opposition from UNM Government & Community Relations Office. After creating the plan and providing testimony on three occasions at the New Mexico Legislature Indian Affairs Committee and Senate Finance Committee during the 2013 Legislative Session; AISS was successful in not only having its appropriation restored to the original establishment level, but also secured an additional \$75,000 for FY14. Currently, AISS RPSP resources for FY15 appear to be relatively secure; with the New Mexico Higher Education Department recently (as of December 9, 2013) supporting continued/flat funding. AISS is still awaiting the Legislative Finance Committee's recommendation.

With respect to seeking outside/additional resources from individual departments within the University of New Mexico; AISS has neither requested nor received additional funds.

**5) What budgetary increases or decreases from other funding sources (i.e not SFRB funding) do you anticipate compared to your budget from last year? Please explain.**

- **Budgetary Forecast:**
  - a) As noted in the answer to Question #4; the American Indian Student Services RPSP FY14 budget process resulted in a restoration of its original Legislative Appropriation. The department is hopeful that RPSP funding for FY15 will remain flat, as an increase would be highly unlikely given the decision for the FY14 restoration/increase. Additionally, AISS does not anticipate an increase in I&G funding levels; except for salary and/or cost of living increases for professional staff that would be dependent on New Mexico Legislative action and approval.

**6) Describe in specific detail any increase in SFRB funding being requested and how that increase in your department/program will directly impact the UNM student population.**

American Indian Student Services received approximately half of the increase requested during the 2013-14 SFRB process and is extremely grateful for the support and partnership. Experiences during the 2012-13 academic year & current Fall 2013 semester indicate key areas of importance,

evolution, and expectation for advancing specialized efforts on behalf of American Indian students at the University, as well as throughout the state of New Mexico; resulting in the need to request an increase in SFRB funding for the 2014-15 cycle.

First, the following must be noted: the AISS mentoring and tutoring component; Student Success Leader administrative/technology and professional development operations; two (2) *American Indian Summer Bridge Program* Resident Advisor positions; and the Student Program Specialist position **would not exist** without SFRB funding. A \$2000 increase for the Student Success Leader component is being sought for 2014-15 – funding levels requests for the two (2) *American Indian Summer Bridge Program* Resident Advisor positions and the Student Program Specialist will remain flat.

Second, the creation of the *Sidekicks Mentoring Program* and the *Freshman Frenzy Program* is a direct result of the SFRB's investment in AISS and UNM Native students. AISS is conscious of the fact that these programming components will cease to exist altogether if the department does not continue to receive its SFRB appropriation. SFRB support has provided for the expansion of the *Sidekicks Mentoring Program* component to support the implementation of a comprehensive phase directly related to developing work projects within tribal communities as well as increased academic & skills seminars workshops each semester. The *Sidekicks* experience has become more effective, valuable, and expansive as a result of the continued SFRB allocation; as the current Fall 2013 cohort reflects a consistent level of participation, with an estimated 15% participant increase anticipated for Spring 2014.

With regard to programming specific to freshman students, the *American Indian Summer Bridge (AISB) Program* continues to be UNM's example of positively affecting retention rates for Native students. The proven academic success of *AISB* participants is attributed to the deliberate intervention and assistance the AISS tutoring and mentoring program provides; in addition to the skill-building workshops that are in place to provide additional support. In its twelve-year existence, the *American Indian Summer Bridge Program* is now a thriving and accomplished initiative whose accomplishments continue to be referenced, applauded, and replicated by many constituents nationwide. Vast differences exist in the retention rates between American Indian participants and non-participants (81% vs. 62.87%) as well as 1st-semester GPA between *AISB* participants as compared to the all UNM-Main Campus 1<sup>st</sup>-semester students. Cohort average GPA's during the *AISB Program* reflect as continued upward trend: 2011 Cohort = 3.39 GPA; 2012 Cohort = 3.25 GPA; and 2013 Cohort = 3.51 GPA. AISS consistently examines trends and experiences in *AISB's* history; with thoughtful consideration and discussion respective to strategic planning of future cohorts in an effort to advance the most beneficial student support efforts specific to Native freshman students. SFRB resources play a vital role in supporting retention programming by providing the resources to support two (2) of the Resident Advisor positions – as mentioned previously, the 2014-15 funding request for this item will remain flat/not increase.

The *AISB Program* resources (RPSF-funded) have previously only been able to accommodate a 30-student cohort annually; and resulted in the department's move to create specialized programming focused on the remaining American Indian Freshman students through the development of *Freshman Frenzy* programming (SFRB-funded) for the 2012-13 academic year. With additional resources from the 2013-14 SFRB process and the creation of a Professional Intern position (I&G-funded) solely responsible for freshman initiatives; direct outreach to the Fall 2013 freshman class beginning in Summer 2013 to 354 admitted freshman students resulted in AISS establishing connection and engagement with Native freshman students much earlier in the academic year as compared to 2012. Hosting freshman-only socials, team-building activities, and

specialized advisement events the 1<sup>st</sup> week of the Fall 2013 semester set the foundation for more formal interaction and allowed for the development of peer-mentor opportunities for the AISS Student Success Leaders. The development of a specialized webpage for American Indian freshman serves to supplement information provided by the AISS website that outlines a range of information including, but not limited to: available course options, academic advisement, campus involvement, academic calendars, student support workshops, scholarship deadlines, and social activities. Thus far, the Spring 2014 programmatic calendar specific to Native freshmen include distinct workshops that focusing on financial aid & scholarship planning for 2014-15; personal budget & finance; mid-semester academic options; and career services workshops regarding effective resume development and applications for Summer 2014 employment/internships. The continued expansion of the *Freshman Frenzy* programming for 2014-15 includes the development of a Leadership Experience that would take place over the course of the entire academic year. It is projected that a \$4000 increase will sufficiently cover supplies and materials to support all recruitment, outreach and campus visit initiatives, Sidekick and Freshmen Frenzy programming, cultural programming; and partial co-sponsorship support of student organization activities and events..

Expanded recruitment and outreach efforts have been sustained and expanded with additional SFRB funds previously. In particular, the continuation of *American Indian Junior Day (AIJD)* has yielded increases in Native student admission and enrollment rates. Enrollment Management has not played a financial partnership role in supporting the program for the past four (4) years, leaving AISS to solely fund the initiative. Simultaneously, expanded collaboration with Albuquerque Public Schools Indian Education Program and the New Mexico Tribal Higher Education Commission has resulted in increases in student attendees annually; with another significant increase expected for 2014. An increase of \$1000 is being requested to cover costs of student participant & high school public relations materials, promotional items and presentation materials and supplies.

AISS is intent on developing a state-wide American Indian student leadership conference for Fall 2014 in collaboration with various New Mexico community colleges, tribal colleges, and universities that would become an annual event. AISS hosted a meeting in October 2013 with 14 institutions (CNM, Eastern NM University, Institute of American Indian Arts, Mesalands Community College, Navajo Technical College, New Mexico Highlands University, New Mexico Institute of Mining & Technology, New Mexico Military Institute, NMSU-Alamogordo, NMSU-Main, Northern New Mexico College, and Southwestern Indian Polytechnic Institute) to discuss the possibilities, parameters, and structure. The outcome was extremely favorable; with all institutions declaring their participation and commitment to securing funds from their respective institutions to co-sponsor the effort. AISS is requesting \$5000 for the initiative to cover UNM student registration costs, conference materials, and plenary speakers.

During the 2012-13, the AISS facilities were renovated (abatement, paint, carpet, common space furniture) utilizing resources provided by the office of the Executive Vice President of Administration. AISS invested in new and badly needed furniture, filing cabinets, and supply cabinets for all individual office areas; as they had not been replaced in over 15 years. At the same time, AISS made the decision to hold off on purchasing new computer systems for the Student Computer Pod based on the budget and the age of the existing systems. Since that time, the AISS Computer Pod has experienced a significant increase in student usage, with more than double the usage rates for students from the Global Education Office – the same is true for the department's network printer. AISS is requesting a one-time allocation of \$10,000 to replace the eight (8) existing computer systems. A new network printer is scheduled for purchase in January 2014 utilizing the

\$3000 Computer Software/Supplies allocation (budget line-item 3140) secured in the 2013-14 SFRB process.

SFRB resources are critical for continuation and progression of the AISS *Sidekicks Mentoring Program*, *Freshmen Frenzy* programming, the AISS Student Success Leaders and associated professional development, the two (2) *American Indian Summer Bridge Program* Resident Advisors, and the .25 FTE salary line for the Student Program Specialist position. The department is extremely grateful for the existing support and, if nothing else, requests that it remain at the current level in order to insure that established programs can continue without substantial negative impact and/or threat of elimination.

**7) If last year's SFRB budget items were spent on other expenses please provide a brief explanation.**

Funds requested through the 2013-14 SFRB process have been expended on the initiatives outlined and requested in the funding proposal, with the exception of the Student Salaries – it was initially projected that Student Salary costs for 2013-14 would be approximately \$32,000; however, when calculating mid-year projections in January 2013, re-calculating final expenditures from 2012-13, and projecting f2013-14 expenses (inclusive of revised minimum wage levels) it was determined that approximately \$39,000 would be necessary for student salary expenditures.

**RELATIONSHIP TO AND COOPERATION WITH THE UNM COMMUNITY**

**8) UNM is a Hispanic/Minority serving institution. How has your department or program contributed to or engaged in this mission?**

The establishment of American Indian Student Services more than 30 years ago resulted from a University climate that, at that time, appeared to have both a lack of genuine understanding and commitment to advancing the educational experiences and student support services for Native students. As stated elsewhere in this proposal, American Indian Student Services is the primary student support center serving the needs of Native students at the UNM-Main Campus.

New Mexico is home to twenty-two tribal nations (19 Pueblos, Jicarilla Apache Tribe, Mescalero Apache Nation, and Navajo Nation), with American Indians comprising approximately 10% of the state's total population. While the UNM-Main Campus American Indian enrollment (approximately 6% of the entire student body) has not yet reached parity with the state's demographic, it enjoys the largest American Indian student enrollment in comparison to other Flagship Research I institutions. On a national scope, American Indian students comprise only 1% of enrollees at all colleges and universities collectively.

Through its numerous academic, student support service, financial, social, cultural, recruitment, and outreach programming referenced previously in this proposal; American Indian Student Services contributes significantly to UNM's mission and distinction as a Hispanic/Minority serving institution. Additionally, AISS is a significant partner with El Centro de la Raza, African American Student Services, LGBTQ Resource Center, and the Women's Resources and regularly engages in collaborative efforts for each center's primary constituency.

## 9) How does your department/program collaborate with other departments/programs?

The range of service and support to American Indian students provided at AISS would not be as efficient or effective without deliberate partnership and collaboration with other UNM programs/departments, particularly within the Division of Student Affairs. Generally speaking, AISS's service components could be viewed as similar to the services provided by, African American Student Services, El Centro de la Raza, LGBTQ Resource Center, Women's Resource Center, and College Enrichment and Outreach Programs, but are distinct in the following ways:

- AISS focuses many of its efforts on educating the University of New Mexico about the changing needs of Native students and their roles as members of the University community and as members of distinct tribal communities. During the 2013-13 academic year, AISS provided support and service to UNM students and visitors representing 119 tribal affiliations.
- AISS provides an environment that seeks to meet the needs of Native students in a culturally sensitive, relevant, and professional manner.
- AISS hosts and provides numerous individual and group activities that are opportunities for social interaction with special emphasis on cultural issues and history relative to Indigenous groups and communities.
- AISS provides guidance, advisement, and assistance for the acquisition of tribal, institutional, and/or private forms of financial assistance and scholarship that are uniquely available to American Indian students. AISS now has systems and staff in place to complete Tribal Financial Needs Analysis processes that were previously only available at the Student Financial Aid Office. Additionally AISS created the *FAFSA Friday* initiative to further support students' quest to investigate and access additional financial resources to cover their respective costs of attendance.
- AISS is a strong partner with Native American Studies (an Academic Affairs unit) in the continued expansion of the Native Studies (NAS) Bachelor Degree program and the upcoming development of a NAS Graduate Degree program.
- AISS serves as the primary contact for the New Mexico Tribal Higher Education Commission Directors for mid-term and end-of-semester grade reporting for students receiving tribal funding.
- AISS is responsible for management and oversight of contact and updates with 22 Sovereign Nations: the 19 Pueblos of New Mexico, the Navajo Nation, the Jicarilla Apache Nation, and the Mescalero Apache Nation, as well as their respective Tribal Higher Education Programs, with regard to the Memorandum of Understanding between the University of New Mexico and New Mexico tribes.
- AISS serves as a liaison for Native students attending local high schools and schools located on or near tribal reservations; tribal governments; and tribal higher education programs and/or organizations that directly impact the recruitment and retention of American Indian students at the University of New Mexico. AISS' partnership with the Pueblo of Jemez and Walatowa High Charter School to develop an Early College Program at the UNM-Main Campus primarily comprised of a Dual Enrollment experience for participating students is an example of a successful joint venture that reflects the 3 overarching goals outlined in the UNM-Tribal Memorandum of Understanding.
- AISS has primary responsibility for the continued development and implementation of the *American Indian Summer Bridge Program*. AISS is also responsible for assisting and supporting other summer bridge programs specific to American Indian students held on the UNM campus.

- AISS is responsible for building a stronger Native community at UNM to affect meaningful change in policy and practice at the University of New Mexico.

In terms of coordinating efforts with departments that offer services similar to AISS, several established working committees and projects support the collaboration and relationships. Because students can often be connected to several departments that contribute to their support network, AISS takes an active role in collaborating and communicating with other departments and programs on a regular basis. AISS is often present at support programming coordinated by other departments and visa versa. When establishing planning committees that develop and organize recruitment and outreach programs for the department; AISS always extends invitations to other departments requesting representatives that are able to commit to enhancing such programs. Conversely, AISS representatives sit on a number of standing committees and planning groups campus-wide.

Primary partnerships with the UNM Office of the President, Enrollment Management, Academic Affairs, the UNM Student Affairs Division, and UNM Athletics are critical in AISS' ability to extend the best possible service, support, and resource base to Native students attending UNM as well as strengthening partnerships with New Mexico tribal constituencies.

Office of the President: With the AISS Director's role as Special Assistant to the President for American Indian Affairs, the liaison role between the University Administration and Tribal Leaders has been important in securing more favorable attitudes and perspectives from tribal constituents. In particular, the UNM-Tribal Memorandums of Understanding (MOU) have been beneficial to demonstrating ongoing and genuine commitment to American Indian students. American Indian Student Services is charged with coordinating programming, campus visits, tribal community outreach engagements and reporting processes specific to the established goals and accountability measures outlined in the MOU's.

Enrollment Management: Partnership with Admissions, Recruitment, and Financial Aid continue to be strong and produce positive results. Many AISS student programming involve engaging and supporting students in all three areas and are most notable in the *American Indian Summer Bridge Program*, *Sidekicks Mentorship Program*, *National American Indian Scholars*, *Freshman Frenzy*, *UNM Senior Day*, *American Indian Junior Day*, and *AISS FAFSA Friday* programming. Specifically, collaborative targeted recruitment efforts and cross-training that supports AISS's ability to complete the Student Financial Aid Needs Analysis process for tribal students and the selection and awarding of General Scholarships is of significant value as AISS completes these processes independently of Enrollment Management.

Academic Affairs: Faculty and/or courses representing the College of Arts & Sciences (Math & English Departments), College of Education (LLSS), and Native American Studies are reflected in the *American Indian Summer Bridge (AISB) Program*. While AISS finances all associated faculty salaries and course fees, the success of the *AISB Program* would not be possible without the participation of each of these academic units. With nearly 90% of *AISB* participants also actively engaged in the *Sidekicks Mentorship Program*, faculty also play an important role in many of the mentorship programming events throughout the academic year.

Student Affairs: AISS collaborates with most every unit within Student Affairs in all of its student support programming. Strongest partnerships exist with the Dean of Student Office (LOBOrientation), Career Services, College Enrichment & Outreach Programs, Recreational Services, Student Activities, Residence Life, and the Student Health Center.

UNM Athletics: The implementation of *American Indian Night* events for Lobo Football and Basketball are the result of former Regent Sandra Begay-Campbell's desire to provide programming to engage and highlight Tribal Leaders. AISS coordinates and promotes the effort on behalf of the Office of the President and utilizes the support of UNM American Indian chartered student organizations, *American Indian Summer Bridge Program* participants, and *Sidekicks Mentorship* teams to host the events. UNM Athletics provides event tickets.

**10) Describe improvements your department/program has implemented in the last year to improve services and accessibility of the service you provide.**

Student traffic flow at American Indian Student Services continues to increase each year as a result of continuous improvement/modification to programming and service; the expansion of the mentoring and tutoring component; extended hours and access to the Computer Lab(s); and consistent security and systems maintenance of the student computers as the primary factors. The professional and student staffs make significant contributions to the daily operations of the center by implementing many useful and proactive customer service strategies and improving the hospitality offered to students and visitors. Expanding contact and connection to include all Native students attending the University of New Mexico remains a priority at American Indian Student Services.

Student User Data Tracking

While July 1, 2011 marked a complete conversion to the *AdvisorTrac* system and mid-July 2012 marked an internal assessment/evaluation of the effectiveness and accuracy of the department's categorization codes and consistency of student check-in processes; AISS is currently preparing for a complete transition to the *LoboAchieve (Starfish)* system. AISS made a significant investment throughout 2013 in establishing parameters specific to the department's services that capture student and/or visitor names, tribal affiliation and or/ethnicity, the reason for visit {i.e.: Advisement; Computer Use; Tutoring, Mentoring, Other Support Programs, Tribal Consultation, etc}; an emphasis on accurately documenting specialized group visits and targeted recruitment initiatives has more recently been implemented. Extensive and continuous training continues to be completed by all staff with specific professional development modules created on an on-going basis for the Student Success Leader staff, who are charged with ensuring that all visitor check-ins are recorded appropriately and accurately.

Communication

Applications and all associated information and updates specific to the *American Indian Summer Bridge Program (AISB)*, the *Sidekicks Mentoring Program*, *Freshman Frenzy* activities & information; source listings of Institutional, Tribal and Private Scholarships, *AISS FAFSA Friday Program*, *American Indian Junior Day*, and the *AISS Graduation Program* are made available on-line to offer students continuous access year-round. This has streamlined recruitment and outreach efforts considerably and allows for instantaneous follow-up and tracking. On-line access specific to the *AISB Program*, the *Sidekicks Mentoring Program*, and *Freshman Frenzy* programming has also strengthened partnerships with high school personnel and tribal higher education offices that also serve in an advisory capacity to prospective students. The on-line registration process for the *American Indian Junior Day* programming effort continues to result in participant increases, as well as increases in the number and diversity of high schools represented. The incorporation of an internal on-line campus visit scheduling process for prospective students & families, tribal education organizations & departments, and elementary and middle schools continues to serve as a means to report on newly established processes and programs respective to the increased visibility component outlined in the UNM-Tribal Memorandum of Understanding.

The AISS list-serv, department website, Facebook page, Twitter account, and Instagram site are the primary electronic and on-line communication methods utilized by AISS, students/visitors, and tribal constituents. Consistent use has positively impacted student, staff, and faculty attendance at social gatherings and academic programs and seminars scheduled throughout the academic year, as well as serving as a method for Native student organizations to exchange important information. All on-line avenues are used for announcements and reminders regarding university deadline dates; tribal scholarship and funding agency deadlines and updates; employment and internship opportunities; community service activities and opportunities in the Albuquerque area for both Native and non-Native causes; AISS academic workshops; and AISS social functions. Hyperlinks from the AISS website to NM Tribal Higher Education Programs continue to receive positive reviews from students and the tribal community along with other important information pieces students have requested be included in the site (for example: academic calendar of events and deadlines, current campus events listing, Native student organization standard meeting calendars and activities, tutoring options and schedules, etc). Maintenance of all web-based mechanisms requires daily attention and modification to ensure information is current and up-to-date. The newest additions to the AISS website include special pages for Freshman students. The department's Electronic Resources Specialist spearheads on-going and additional professional development training modules specific to web-based operations.

#### Service & Professional Development

Customer service and cultural sensitivity remains a priority at AISS. Tailoring training specific to daily operations and experiences within AISS has provided the entire staff the opportunity to take immediate and proactive measures to ensure that a student's/visitor's needs are being met. Extensive training in Banner, LoboWeb, AdvisorTrac, and *LoboAchieve* systems allows staff to assist students **immediately** in addressing questions and/or needs regarding academic advisement and student financial aid and scholarships.

Senior staff members continue to develop training modules specific to the established roles and responsibilities of the AISS student staff as an on-going operational practice pursuant to the department's development of an incremental structure specific to student positions (Student Success Leaders I, II, & III) that allow for professional growth; increased levels of responsibility and scope of duties; and numerous opportunities for leadership development and service learning projects. Continued and refresher customer training sessions for all AISS staff are an on-going collaborative effort with Employee and Organizational Development, University Advisement Center, College of Arts & Sciences, the Dean of Students Office, CAPS, Student Financial Aid, Bursar's Office, and the Office of Admissions & Recruitment Services. Expanded professional development opportunities exist thru memberships with professional organizations including, but not limited to: National Association of Student Personnel Administrators (NASPA), National Academic Advising Association (NACADA), College Board's Native American Student Advocacy Institute (NASAI), College Board Forum, and the National Indian Education Association (NIEA).

#### Scholarships/Funding Opportunities

American Indian Student Services continues primary oversight for rating and awarding all UNM General Scholarships designated for American Indian students. As mentioned in the response to Question #1, AISS manages and oversees the selection and awarding of UNM General Scholarships funded by twenty (20) endowments earmarked and established to support Native undergraduate, graduate, and professional students. The UNM American Indian General Scholarship process is the sole responsibility of AISS, as the Student Financial Aid Office no longer serves any role with respect to advertising, processing, or evaluation of applications.

The AISS Professional Staff is responsible for presenting both group and individual workshops for students opting to participate in the UNM General Scholarship process in an effort to demonstrate the most effective way to formulate a competitive scholarship package. Additionally, specialized *FAFSA Friday* Workshops to support expanding financial resource opportunities were conducted weekly from January to March 2013 and available to all UNM students. Follow-up instructions were made available on-line throughout the remainder of the academic year, with calling campaigns occurring from April to July 2013 to students whose financial aid files remained incomplete and/or required additional documentation. This initiative is being further expanded beginning January 2014; with additional outreach to tribal communities, local high schools, and tribal colleges, and prospective 2014 *American Indian Summer Bridge Program* participants. \*\*\* (Note: this is another example of programming being implemented as part of the visibility and outreach agreements and reporting processes specific to the established goals and accountability measures outlined in the UNM-Tribal MOU's.)

### Access

Extended operating hours (8am to 8pm) with additional/occasional weekend hours available upon student request is critical. Per overwhelming student request, extended hours are offered every day during Closed and Finals Week to accommodate students preparing for final exams. Outside of Closed and Finals Week, AISS has extended operating hours three days per week during the course of a given semester. Students continue to express the need and appreciation for additional access to the AISS Computer Lab and study areas during evening hours.

### Events

Community-building within the University outside of academics remains a priority for AISS throughout the year. AISS social and cultural activities include, but are not limited to: Fall Welcome Back Days Open House; Fall Welcome Back Social; Holiday Socials; Sidekicks Recognition Banquet; American Indian Heritage Month activities; Spring Welcome Back Social; Outstanding Faculty & Staff Recognition; Miss Indian UNM Pageant; Nizhoni Week events; and the Graduation Recognition and Honoring Reception. Anticipated social and cultural programming for the 2013-2014 academic year and beyond includes events similar to those held in previous years, with the inclusion of the *Freshman Frenzy* and the *New Mexico American Indian Student Leadership Conference*. With increasing expansion and student participation; consistent funding levels are necessary to both continue these efforts and develop new initiatives.

## 11) What role does your department/program play in student recruitment, retention, and graduation?

The 2012-13 academic year marked increased participation in the New Mexico College Days Program throughout the state of New Mexico as well as the College Recruitment Programs in central and northern Arizona during the annual Fall recruitment cycle, and remain the primary outlets for the active recruitment of American Indian students by the professional staff at AISS in partnership with UNM Enrollment Management. AISS professional and student staff members are present at UNM On-Site Admissions & Transfer Programs at various high schools, two-year community colleges, tribal colleges, and UNM branch campuses. In June 2013, AISS hired a Professional Intern to conduct all recruitment/outreach events in tribal communities and New Mexico high schools and middle schools. AISS was the sole UNM representative at more than twenty (27) targeted American Indian student recruitment events in New Mexico & Arizona, resulting in approximately 1600 individual student contacts and over 3000 parents/family members, school guidance counselors, tribal representatives, and community members collectively throughout the 2012-13.

The *American Indian Junior Day Program*, a critical recruitment initiative – originally a partnership between AISS and Enrollment Management – is now exclusively coordinated, implemented, and funded by AISS. This program has experienced marked gains in student participation and an increase in the number of New Mexico and Arizona high schools represented and continues to yield positive feedback and evaluation results from attendees. This program is another example of American Indian Student Services' direct effort to advance UNM's accountability with respect to demonstrating marked effort in recruitment and enrollment of Native students outlined in the UNM-Tribal MOU's.

AISS continues to honor invitations from individual elementary, middle, and high schools; tribal colleges; and communities for participation in college and career fair programming at those sites. There are no real options for AISS to remedy the current reality of Enrollment Management decreasing and eliminating its presence and participation at such events – and truthfully, AISS is eager to support UNM's responsibility to honor Tribal MOU's. Finally, AISS participates in regional and national conferences with the National Association of Student Personnel Administrators, National Indian Education Association, American Indian Higher Education Consortium, American Indian Science & Engineering Society, New Mexico Association of Student Affairs Professionals, and The College Board that present opportunities for additional recruitment efforts.

Collaborative efforts between American Indian Student Services and UNM departments (specifically University Advisement Center and University College with direct participation in Freshman Academic Choices and partnership with the Ethnic Center Pre-Major Advisor) are an important component that has positively impacted the retention rates of Native students. Also, the department's consistent interaction and monthly meetings with the fourteen (14) UNM chartered Native student organizations are also considered an important facet of improving retention and success rates.

The *American Indian Summer Bridge (AISB) Program*, *Sidekicks Mentoring Program* and *Freshmen Frenzy* programming are vital programming components that positively affect the retention of American Indian students at UNM. The *AISB Program* is an elite American Indian scholars experience for incoming freshman students that prepares participants academically and socially for the 1<sup>st</sup>-year university experience. The extensive four-week residential program provides courses and activities designed to immerse students to the rigors of academic life as well as support in various student experience areas relevant to persistence and success. *AISB* participants become members of a peer support group and are extended numerous opportunities to foster positive and useful networking relationships with numerous UNM programs and departments outside AISS. To date, 300 students representing 48 distinct tribal communities and 13 states have completed the program since its inception. The *AISB Program* experiences significant positive impact on student retention in comparison to the overall retention for American Indian students at UNM-Main Campus. For example, the Fall 2012 UNM Official Enrollment Report indicates a retention rate of 62.87% for American Indian students - this is a marked difference from the 81% retention rate of *AISB* students.

Recruitment of participants for the 2013 *American Indian Summer Bridge Program* began in December 2012; with a follow-up mass-mail initiative to high school counselors in February and March 2013. Additionally, AISS continued its mass-mail component to parents of prospective participants in March and April 2013. Recruitment efforts for the 2014 American Indian Summer Bridge Program began in August 2013, with additional recruitment efforts during Fall 2013 NM & Arizona College Day Programs, the 2013 UNM Senior Day Program, 2013 Albuquerque Public Schools Indian Education College Connection Day, 2013 UNM Family Day, and collaboration with

the American Indian Graduate Center/Gates Millennium Scholarship Program and the National Indian Education Association.

The *Sidekicks Mentorship Program* provides peer support for students in an effort to enhance their academic success and promote service and volunteerism within UNM and local tribal communities. Participants either serve as a mentor for incoming freshman or sophomore students or as a mentee under the guidance of a student of junior, senior or graduate status. Academic enrichment activities, events and seminars; UNM and community service events; leadership development initiatives; health and wellness events; socials; and cultural programming comprise the programmatic strands *Sidekicks* engage in on a consistent basis. Since the inception of the program, 409 students representing 29 tribes and 36 academic majors have completed over 1000 total hours of service including:

- 180+ hours: leadership development seminars
- 80+ hours: academic/scholarship & financial aid advisement
- 280+ hours: community service
- 175 hours: study group/tutoring sessions
- 160+ hours: chartered student organization meetings & service
- 200+ hours: networking/community building

The establishment of the *National American Indian Scholars Program*, with UNM welcoming the 5<sup>th</sup> cohort of scholars in Fall 2013, is another important example of an effective recruitment and retention tool. AISS is charged with collaborating on the development of the on-going recruitment plan, specialized outreach and public relations efforts, and the design of the student support mechanisms that will support the retention component. Recruitment efforts for the 2014-15 cohort began in October 2013 and will continue through April 2014.

While AISS has developed specialized initiatives focused in the area of recruitment and retention; other core functions of the department's daily operations encompass academic, financial aid and scholarship advisement, academic and student development skills workshops, and programming designed to enhance the ability of American Indian students to be successful.

## **STUDENT INVOLVEMENT**

### **12) How are students involved in the decision making process of your department/program?**

In Fall 2011, an electronic survey via *Student Voice* was distributed to all UNM-Main Campus students self-identifying as American Indian in an effort to gauge perspectives regarding the department's services and programming effectiveness and student perceptions of their value and importance resulted in five (5) immediate changes respective to: 1) the elimination fax service charges and the establishment of an increased minimum base cost-free printing limit, 2) an increase in the number of printing-capable computers, 3) the addition of Navajo Font, Navajo Diction Software, and Navajo Sentence Machine Software to the student computer lab, 4) general revision to the department website layout and maintenance, and 5) increasing the number of academic and skills workshops. Additional changes for the 2012-13 academic year included: 1) more deliberately distinguishing AISS as a student support service and Native American Studies as an academic department, 2) advertising AISS services more broadly across campus and increased use of social media, and 3) early connection with American Indian freshman students. Efforts in 2013-14 include: 1) advanced and increased utilization of marketing and outreach to students via

AISS social media (Facebook, Twitter, Instagram, AISS Website) with specialized pages & communities developed for the *American Indian Summer Bridge Program*, *Sidekicks Mentorship Program*, *Freshman Frenzy* and *FAFSA Friday* programming.

Students have decision-making input and involvement opportunities by responding to announcements, ideas, and/or requests made by AISS that are sent via the AISS list-serve, Facebook page, or through announcements posted on-site at American Indian Student Services. Evaluation processes incorporated in every programmatic initiative also present students the opportunity to submit feedback to the department. Students also participate in hiring selection committees for both professional and student staff positions. As a result of strong commitment to UNM Native student organizations, AISS also requests and receives student input when proposing new programming; as well as sponsoring efforts developed by each respective organization. As mentioned previously, AISS hosts and manages monthly meetings on an on-going basis with student organization leadership for the purpose of tailoring the department's services to meet the needs of the fourteen (14) UNM chartered Native student organizations. Additionally, the department's Student Success Leaders are involved in daily operations of the department and have significant decision-making input. For Fall 2013, Student Success Leaders developed a "Suggestion Box" process monitored and acted upon by the Student Staff. Minimally, approximately 50 students are actively involved annually in driving input and decision processes affecting program structure and organization.

**13) How do you plan to increase student participation in your department/program and improve service and accessibility to the students of UNM?**

Academic advisement, mentoring, tutoring, social, and cultural programming play a significant role in student participation at AISS; in addition to volunteer and community-service opportunities throughout campus and in conjunction with local Native and non-Native communities and/or organizations. Providing the best service possible with regard to the academic career of American Indian students at UNM via academic and financial aid advisement and support, skill-building workshops, computer use access, scholarship opportunities, social activities and interaction, and increased use of social media is the best means by which AISS has increased student participation.

The establishment of the *American Indian Summer Bridge (AISB) Program*, the *Sidekicks Mentorship Program*, and *Freshmen Frenzy* programming has been especially essential in positively affecting recruitment and retention rates for participants and building a service-learning component within the department. The *AISB Program* has demonstrated significant student success, and although the size of each cohort has previously been restricted by the limited (and consistently decreasing) legislative appropriation that supports its operation; that will likely see an upturn given the restoration of funds through the RPSP process in FY14. Expansion of the *Sidekicks Mentorship Program* and the expansion of *Freshmen Frenzy* programming have proven to be successful in terms of increasing student participation and, consequently, student retention and success rates without developing a completely new initiatives that likely would require far greater financial investment and support. Enrollment in the program is open throughout the academic year and is expected to grow for the Spring 2014 semester. The evolving *Freshman Frenzy* programming is the department's response to student feedback via the 2011 *Student Voice* survey as well as active participation in UNM's more recent Foundations of Excellence (FoE) effort. Expanded *Freshman Frenzy* activities for the 2013-14 academic year has resulted in increased student participation thus far.

Native chartered student organizations also present an opportunity to increase student participation at AISS. While the department currently experiences involvement from student organizations, there are opportunities to creatively construct initiatives that also support increasing their respective memberships and academic success; resulting in a win-win for both AISS and the organizations themselves. During the 2012-13 academic year, AISS provided over \$4000 in sponsorship support to requesting student organizations. Finally, providing opportunities for student input regarding the future development of programs for Native students is also key to increasing student participation in campus initiatives overall and AISS regards involvement in student governance as a primary means to accomplish this. As the University of New Mexico continues its strategic planning and partnerships with New Mexico tribes, student input regarding ways to secure successful initiatives already in existence and develop ideas for future programs serves as an additional avenue to involve and engage students with tribal communities.

**14) Describe your program’s level of participation.**

- a. How many students are actively involved in your department/program? Please provide a brief example.**

AISS defines and interprets *active* student involvement by virtue of the number of students that are officially registered (i.e. have a completed *Student Data Form* on file) with the department. For the 2012-13 academic year, 1269 students were officially registered with the average number of distinct individual student visits to AISS per month being approximately 1,100. The type(s) of service and total number of student visits for the period July 1, 2012- June 30, 2013 are as follows:

<b>Service Type/Use</b>	<b>Total Number of Visits</b>
Academic Advisement	862
Financial Aid/Scholarship Advisement	923
Tutoring/Studying	2038
Computer Use	6271
Fax/Copier/Phone Use	802
Socializing	1679
<b>TOTAL</b>	<b>12,575</b>

- b. How many students are impacted by your department/program? Please provide a brief example.**

General *impact* is typically defined by participation in programming that most often includes targeted prospective student outreach and recruitment efforts, informal social events, academic skills workshops, and cultural programs. It’s important to note that general programming is an opportunity to expose students to events, faculty, peers, and the overall campus environment in an effort to inspire commitment to becoming *actively* involved at AISS. Collecting accurate participant numbers can be challenging since registration or sign-in processes are generally voluntary. Highlights of 2012-13 academic year with voluntary sign-in included:

- 425+ attendees at the Fall 2012 AISS Welcome Back Social.
- 200+ visiting students participated in the 2012 American Indian Junior Day Program.
- 180+ attendees at the 2012 American Indian Lobo Football.
- 370+ students collectively attended 2012-13 AISS Holiday Socials.
- Campus visits conducted for San Juan College, Cochiti Pueblo Higher Education Program, Shiprock High School, UNM-Gallup, Window Rock High School, Santa Fe

Indian School, Bernalillo High School, Highland High School, West Mesa High School, Laguna/Acoma High School, Red Mesa Middle & High School, Del Norte High School, Grants High School, Tohajilee Community Schools, Ernie Pyle Middle School, Isleta Pueblo Higher Education Program, Zuni Tribal Higher Education, Laguna Education Foundation, Rough Rock Middle School, Torres-Martinez Tribal TANF Program (California), Tesuque Pueblo Higher Education Program, Native American Community Academy, and the APS Indian Education College Connection Day resulted in interaction with 1692 students.

**15) How many students do you employ, including graduate assistants, interns, etc?**

Currently, AISS employs five (5) individuals in Student Success Leader I, II and III positions who perform a range of customer service functions as part of front desk staff and serve as first point of contact for visitors and/or callers to the department. They are responsible for carrying out varied levels of peer advisement and occasionally serve as academic tutors. SSL's participate in the planning and coordination of social events under the supervision of professional staff members and serve as presenters and campus tour guides for individual prospective students, visiting families, and large school groups. One SSL's primary duties are focused on video and media projects specific to recruitment and retention efforts.

Student Success Leader III positions have primary duties and responsibilities that include, but are not limited to: plan, implement and evaluate programming events (i.e. orientation, training, workshops, student support services, professional development, and social events); managing program activity, databases, and listservs; maintaining daily social media updates; performing a variety of customer service functions when assigned to front desk duties; and serving as department representatives at various off-campus recruitment and outreach events.

Five (5) Residential Advisors (RA) are hired for the American Indian Summer Bridge Program. Because this is a residential program for program participants, the positions are full-time appointments for a 6-week period (including training and pre-coordination duties); however RA's are on call 24 hours a day/7 days a week since they also reside in the campus housing facilities. Job responsibilities and tasks include a wide range of administrative duties include, but are not limited to: developing and leading student activities, serving as subject assistants for each course/faculty member, peer evaluations, coordinating residence hall check-in/out processes, tutoring, directing and implementing awards recognition luncheon, and assessment/evaluation processes. Two (2) AISB Residential Advisor positions are financed utilizing SFRB funds.

**SELF-EVALUATION**

**16) Describe in detail the systems in place for tracking the UNM student population and non-UNM student populations served by your department/program. This includes how you track the students you serve on a repeat basis and the students that are served just once. Comment on the system's effectiveness, changes made this year, and plans needed for improvement.**

As previously mentioned in response to Question #10, *AdvisorTrac* was fully adopted and implemented in July 2011 (previously it's use was specific to LOBOrientation advisement sessions) and replaced the *Daily Sign-in Sheets* that had been the primary mode of tracking student use of department services and programming for the past decade. The department finalized the refining parameters specific to the department's services that more accurately capture student and/or

visitor names, tribal affiliation and or/ethnicity, the reason for visit {i.e.: Advisement; Computer Use; Tutoring, Mentoring, Other Support Programs, or Tribal Consultation} in mid-July 2102 and has spent the majority of the 2012-13 academic year preparing for a complete transition to the *LoboAchieve* (Starfish) system. More extensive training during Summer 2013 was completed and additional sessions have taken place on an on-going basis by all staff, with particular professional development modules created for the Student Success Leader staff, as AISS continues to experience numerous challenges and gaps with fully implementing the system that the Provost Committee on Advising (PCA) didn't anticipate and/or plan to address.

***Student Data Forms*** are updated each semester by students and provide the department with additional in-depth information to support the on-going and consistent means of contact for a wide range of purposes and services. Student data information is also connected to the department's listserv, website, and Facebook page; and serves as a means of on-going communication throughout the academic year, particularly with regards to academic support programming, scholarship opportunities, and university events or academic deadlines.

Students seek assistance at AISS for numerous academic and non-academic services including, but not limited to: academic advisement, financial aid, scholarships (tribal, private, and/or institutional), career counseling, cooperative job opportunities and/or referrals, student housing, tutoring, computer lab use, mentoring, internship opportunities, physical and/or emotional abuse, grief counseling, health and wellness issues (i.e: depression, substance abuse and/or addiction, pregnancy, etc.), community service opportunities, and spiritual/traditional religious support.

***Task Manager Reports*** are an internally developed organizational mechanism that records and documents all department special events and programs. The tool is utilized to outline, coordinate, and assign specific tasks to individual staff member(s) and includes a timeline for completion at varying stages of the planning process. It includes a comprehensive overview of associated costs and budget guidelines; descriptions of the number and type of participants; a section dedicated to de-briefing and program evaluation/assessment after completion and implementation of any given event or program; and recommendations for repeat and/or future programming. The reports are also synchronized with the department's *AdvisorTrac* system. With the upcoming complete transition to the university-wide use of *Starfish*, accommodations will be made to ensure alignment as well.

17) What methods have been used in evaluating your department/program (for example: surveys, focus groups, interviews), and have these methods proved to be effective?

A comprehensive written evaluation process provides primary feedback from the program participants for the *American Indian Summer Bridge Program*, the *AISS Transfer Student Orientation Program*, the *Sidekicks Mentoring Program*, and *FAFSA Friday* programming. This will also be the case for the *Freshmen Frenzy* end-of-year assessment in Spring 2014 that is currently being developed. AISS utilizes ***Student Voice***, an assessment tool that enables the department to evaluate the academic and social outcomes of specialized programming by introducing an additional set of tools to make the assessment process more effective and non-intrusive. Additionally, focus groups held at varying intervals throughout - and at the conclusion of - each program has often resulted in programming altering, enhancement, and expansion. The newest addition to the department's evaluation process includes a short survey that is administered during every special programming effort as well as at the conclusion of individual appointments with AISS staff; whether they include interaction with students, parents, tribal leaders, or community

constituents. Individuals completing the evaluation have the option of completing the survey in paper/hard copy format or in an electronic version.

As noted in the response to *Question # 12*, a *Student Voice* survey conducted garnered feedback and input from students that resulted in immediate action/change as well as identifying other aspects that experienced revision at the start of the Fall 2012 semester. Feedback from the NM Tribal Higher Education Consortium during formal meetings continues to impact the department's evaluation of existing services and the avenues by which AISS connects students to their respective tribal higher education department. Thus far, the methods utilized have proven to be fairly effective and will continue to be modified, expanded or enhanced as necessary.

### USE AND EFFECTS OF FUNDS AND ACTIONS ON PRIOR RECOMMENDATIONS

18) State your objectives for the funding you received through the previous SFRB process. Describe how you met those objectives, and if you did not, please explain why.

SFRB funding provided American Indian Student Services the opportunity to continue to provide a successful academic component through the peer support services it renders to students. The establishment, and subsequent expansion, of the *Sidekicks Mentoring Program* and *Freshmen Frenzy* programming is a critical element of this success. Additionally, SFRB funding supports the employment of AISS Student Success Leaders and two (2) *American Indian Summer Bridge Program* Resident Advisors whose roles and responsibilities include, but are not limited to: peer support services; maintaining daily student visit databases; student data collection and surveys; conducting small/large group campus tours and visitation programs; numerous recruitment and outreach programs in tribal communities; developing academic workshops; and implementing social and cultural programming initiatives.

The expansion, enhancement, and improvement of services at AISS are developed via student feedback; student and staff evaluation of existing programming efforts; collaboration with various UNM department and programs; tribal leader and tribal higher education program request and input; and participation in national professional student affairs organizations. AISS programming initiatives directly related to student staff are solely provided by SFRB funding and, as such, the department is intentional and deliberate in meeting stated objectives annually.

Last, it is imperative that the number of professional staff and level of expertise specific to academic advisement continues to exist at levels that continue to significantly support student success. SFRB funds cover .25 FTE of the department's Student Program Specialist position – AISS I&G funds support the remaining .75 FTE of the position.

a. Provide a short outline of each program/project SFRB funds are used for. How long has each program/project been in operation? What are the outcomes of each program/project?

First, the American Indian Student Services mentoring and tutoring components continue to be the focal point of the academic components whose operation is solely funded by SFRB funds. Continuous focus on developing a more comprehensive and operational mentoring and tutoring component remains a priority. As indicated previously, the establishment of the *Sidekicks Mentoring Program* in 2006 brought a new level of formal mentorship and service learning to UNM Native students; and its significant expansion throughout 2008- 2012, is a strong indicator of both the need for the program and the success possible for student participants. Increased recruitment

and retention efforts for both prospective and continuing students during the past year have resulted in an increase in student participation in the mentoring and tutoring programs as well. To date, 409 students total have participated in *Sidekicks* as a formal member. The expansion of *Freshmen Frenzy* programming and the hiring of a Professional Intern in June 2013 to coordinate all outreach and advisement components of the initiative have netted a marked increase in communication, interaction, and participation of Native freshman students in AISS programming for the current academic year thus far. Plans for transitioning freshman students into other AISS efforts for the 2014-15 year are being developed simultaneously alongside preparation for engaging the 2014-15 American Indian freshman cohort.

Second, SFRB funding supports the Student Success Leader staff in their administrative and technology operations and duties including, but not limited to: update and maintenance of the AISS list-serve and website information; group tours and presentations for prospective students and their families; conference presentations; daily data input; general administrative processes (answering phones, greeting visitors, filing, faxing, copying, etc); developing all flyers, announcements, and pamphlets for special programs and activities; and presenting at regional and national conferences associated with Native education, student leadership, and student development. Costs associated with Student Success Leader responsibilities include, but are not limited to: printing of public relations materials, recruitment items (pens, pencils, notebooks, binders, t-shirts, book bags, etc.), and general office supplies specific to their respective assignments. While it is preferred that Student Success Leaders be work-study eligible to secure employment initially at AISS; the reality is that AISS must hire the most qualified individuals for the positions and often has no control over student financial aid packages. AISS works in partnership with the Student Financial Aid Office to negotiate increased work-study awards for its student staff, however many factors at the federal/national guideline parameters determine funding level outcomes locally. Consequently, SFRB funds also finance student employment salary costs as necessary. Similar circumstances exist for the American Indian Summer Bridge Program Resident Advisor positions funded by SFRB resources.

Finally, SFRB funding supports .25 FTE of the Student Programs Specialist position (the AISS I&G Budget covers the remaining .75 FTE) that is **critical** to implementing community outreach and recruitment initiatives and meeting student academic advisement needs for the *American Indian Summer Bridge Program* (established in 1999), the *American Indian Transfer Student Orientation Program* (established in 2002), and the *Walatowa Early College Program* (established in 2007), and the *Freshman Frenzy* programming (established in 2012).

- 19) Specifically address and comment on each recommendation made to your department/program by last year's SFRB.

**RECOMMENDATION** – *The SFRB is thankful for the work that AISS does in recruiting, training, and supporting American Indian students on campus and providing a diverse cultural community for the University. As the SFRB does not feel it necessary for students to pay for recruitment and travel costs, as it is a direct academic cost in obtaining a student to attend the University, we will therefore not be funding cost of recruitment travel.*

American Indian Student Services respects the opinion of the Student Fee Review Board with respect to providing resources specifically to cover travel costs related to targeted American Indian recruitment and outreach initiatives. As a result, AISS was deliberate in incorporating fairly aggressive efforts to seek alternative sources of funding through the New Mexico Legislature to

support the continued charge of the department to recruit and retain American Indian Student attending the UNM-Main Campus.

## **SUMMARY**

### **20) Provide any other information or a narrative that will assist the SFRB in making a decision to grant your department/program funding.**

American Indian Student Services consistently assess the service(s) and programming it develops and implements for students, as well as evaluating the responsibility of meeting the needs of American Indian constituencies and communities outside the University of New Mexico. The current request to increase SFRB funding for 2014-15 results from increased responsibility & expectation that AISS continue to: 1) provide excellent student support services, 2) lead targeted American Indian recruitment for the university, and 3) develop advanced programming support and leadership opportunities for American Indian students. Strengthened relationships with tribes, advanced partnership and collaboration with New Mexico colleges, universities and tribal colleges; and increased direct interaction with UNM Native students and the campus community are priorities that will continue to be a focal point for 2014-15 as long as the department does not experience a decrease in its SFRB allocation.

Effective programming specifically for UNM Native Graduate students has presented challenges and opportunities to engage this important community on many levels with the ultimate goal of increasing recruitment and outreach efforts, retention, and graduation rates. American Indian student enrollment in graduate degree programs at UNM has the potential to be significantly stronger, given the number of Native undergraduate students as well as the state's American Indian population. Efforts to continue the partnership and collaboration with the UNM Graduate Resource Center will continue to advance.

In spite of the most recent global economic crisis and UNM's own financial picture and fiscal cycles; American Indian Student Services' ability to prioritize relatively limited resources to reflect its commitment to the institution's mission - and associated priority strands and values - has been a testament to both the ability to engage the University in advancing its commitment to providing the best educational experiences and opportunities for American Indian students, and to serving as an invaluable resources to students, families, New Mexico tribal leadership and tribal communities. While the additional responsibility of coordinating and implementing the accountability measures outlined in the current UNM-Tribal Memorandums of Understanding has been placed in American Indian Student services, the department takes it responsibility seriously and consistently demonstrates the ability to achieve and secure success.

American Indian Student Services is grateful for the SFRB's consideration of the 2014-15 Funding Request; and recognizes that it presents a significant and continued opportunity to partner and collaborate in the effort to support and provide the best collegiate experience possible for all students. American Indian Student Services appreciates the platform the Student Fee Review Board provides that has enabled the department to share successes, challenges, and plans to advance opportunities on behalf of UNM's American Indian student community. Thank you!

# Form A

## SFRB Funding Request Form

STUDENT FEE REVIEW BOARD  
FISCAL YEAR 2014-2015

DEPARTMENT American Indian Student Services

VICE PRESIDENT Dr. Eliseo Torres

INDEX # 442001

	A	B	C	D	E	F	G
DESCRIPTION	TOTAL 2013-2014 BUDGET	DEPARTMENT OPERATING BUDGET 2013-14	SFRB BUDGET 2013-2014	SFRB BUDGET REVISIONS 2013-2014	TOTAL 2014-2015 BUDGET	DEPARTMENT OPERATING BUDGET 2014-15	2014-2015 SFRB BUDGET REQUESTED
1 Faculty salaries							
2 Staff salaries (2040)	191,870	179,244	12,626	12,626	191,870	179,244	12,626
3 <b>SUBTOTAL NON-STUDENT SALARIES (Line 1+2)</b>		179,244	12,626	12,626	191,870	179,244	12,626
4 Student (student employment & workstudy)	41,574	2,361	39,213	39,213	43,574	2,361	41,213
5 GA, TA, RA - Pay and Benefits							
6 Fringe Benefits on Staff & Faculty salaries	10,124	1,804	8,320	8,320	10,124	1,804	8,320
7 <b>TOTAL COMPENSATION (Lines 3 - 6)</b>	<b>243,568</b>	<b>183,409</b>	<b>60,159</b>	<b>60,159</b>	<b>245,568</b>	<b>183,409</b>	<b>62,159</b>
<b>GENERAL EXPENSES</b>							
8 Office Supplies (3100)	27,431	14,587	12,844	12,844	30,431	14,587	15,844
9 Computer General (3180)	9,000	6,000	3,000	3,000	19,000	6,000	3,000
10 Business Food (31A0)	5,000	5,000			5,000	5,000	
11 Parking (31J0)	800	800			800	800	
12 Postage (31K0)	1,400	1,000	400	400	1,400	1,000	400
13 Other Supply Costs/OperatingCosts (37Z0)			2,000	2,000	2,000		2,000
14 Travel General (3800)	5,500	5,500			5,500	5,500	
15 Telecom Charges (6000)	2,400	2,400			2,400	2,400	
16 Promotional (6350)	5,368	2,000	3,368	3,368	6,368	2,000	4,368
17 Conference/Event Fees (63A0)	6,000	5,000	1,000	1,000	11,000	5,000	6,000
18 Rental Fees (63B0)	1,000	1,000			1,000	1,000	
19 Other Professional Services (69Z0)	6,479	2,000	4,479	4,479	6,479	2,000	4,479
20 Other Operating Costs Gen (8060)	4,500		4,500	4,500	4,500		4,500
21 Contingency Budget Gen (80E0)	500		500	500	500		500
22 Banner Tax (80K0)	500	500			500	500	
23 Foundation Surcharge (80K2)	1,160	1,160			1,160	1,160	
24 <b>TOTAL GENERAL EXPENSES (Line 8 - 23)</b>	<b>77,038</b>	<b>46,947</b>	<b>32,091</b>	<b>32,091</b>	<b>98,038</b>	<b>46,947</b>	<b>41,091</b>
25 <b>GRAND TOTAL EXPENSES (Line 7 + 24)</b>	<b>\$ 320,606.00</b>	<b>\$ 230,356.00</b>	<b>\$ 92,250.00</b>	<b>\$ 92,250.00</b>	<b>\$ 343,606.00</b>	<b>\$ 230,356.00</b>	<b>\$ 103,250.00</b>
<b>REVENUE</b>							
26 SFRB							
27 I & G Funding							
28 SALES							
29 OTHER (RPSP-Legislative Appropriation)	354,047				354,047		
30 <b>GRAND TOTAL REVENUE (Lines 26 - 29)</b>	<b>\$ 354,047.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 354,047.00</b>	<b>\$ -</b>	<b>\$ -</b>

# Form B

## SFRB Funding **Increase** and **One-Time** Funding Request Form

use this form only if you are requesting an **INCREASE** in funding (Column H) or **ONE-TIME** funding (Column J)

DEPARTMENT American Indian Student Services  
 VICE PRESIDENT Dr. Eliseo Torres  
 INDEX # 442001

STUDENT FEE REVIEW BOARD  
 FISCAL YEAR 2014-2015

### Budget for SFRB Funding **INCREASE** Request

DESCRIPTION	C (Form A)	G (Form A)	H
	2013-14 SFRB BUDGET	2014-2015 BUDGET REQUESTED FROM SFRB	Funding Increase Request for 2014-15
1 Faculty salaries			-
2 Staff salaries	12,626	12,626	-
3 <b>SUBTOTAL NON-STUDENT SALARIES (Line 1+2)</b>			-
4 Student (student employment & workstudy)	39,213	41,213	2,000
5 GA, TA, RA - Pay and Benefits			-
6 Fringe Benefits on Staff & Faculty salaries	8,320	8,320	-
7 <b>TOTAL COMPENSATION (Lines 3 thru 6)</b>	<b>47,533</b>	<b>49,533</b>	<b>2,000</b>
<b>GENERAL EXPENSES</b>			
8 Office Supplies (3100)	12,844	15,844	3,000
9 Computer General (3180)	3,000	3,000	-
10 Business Food (31A0)			-
11 Parking (31J0)			-
12 Postage (31K0)	400	400	-
13 Other Supply Costs/Operating Costs (37Z0)	2,000	2,000	-
14 Travel General (3800)			-
15 Telecom charges (6000)			-
16 Promotional (6350)	3,368	4,368	1,000
17 Conference/Event Fees (63A0)	1,000	6,000	5,000
18 Rental Fees (63B0)			-
19 Other Professional Services (69Z0)	4,479	4,479	-
20 Other Operating Costs Gen (80E0)	4,500	4,500	-
21 Banner Tax (80K0)	500	500	-
22 Foundation Surcharge (80K2)			-
23			-
24 <b>TOTAL GENERAL EXPENSES (Line 8 thru Line 23)</b>	<b>32,091</b>	<b>41,091</b>	<b>9,000</b>
25 <b>GRAND TOTAL EXPENSES (Line 7 + Line 24)</b>	<b>\$ 79,624.00</b>	<b>\$ 90,624.00</b>	<b>\$ 11,000.00</b>

\*The narrative response to question #6 must reflect this information

(H = G - C)

### Budget for SFRB Funding **ONE-TIME** Request

DESCRIPTION	I	J
	2013-14 One-Time	2014-15 One-Time Request
26 Computer Systems Replacement (8 Systems Total)	0	10,000
27		
28		
29		
30 <b>TOTAL One-Time funding (Line 26 thru Line 29)</b>	<b>\$ -</b>	<b>\$ 10,000</b>

\*The narrative response to question #3 must reflect this information