Higher Learning Commission

Form

Open Pathway Quality Initiative Proposal
Institutional Template

Instructions

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. **Proposals should be no more than 4,500 words.**

The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Submit the proposal as a PDF file to hlcommission.org/upload. Select "Pathways/Quality Initiative" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member.

Submission file names should utilize the following format: QIProposal[InstitutionName][State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.

01/29/2025

Signature of Institution's President or Chancellor   *Date*

Dr. Valerio Ferme, President

Printed/Typed Name and Title

New Mexico State University

Name of Institution

Las Cruces, New Mexico

City and State

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 1

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Aggie Insights: Enhancing Student Success Through Data

New Mexico State University (NMSU) faces a common challenge among many institutions: while we have abundant data, we struggle with making effective use of that data to improve teaching and learning (HLC Criteria 3) and student outcomes. From a 2022 joint statement on analytics "...The use of analytics can help colleges and universities advance institutional goals, improve quality and efficiency, strengthen student outcomes, and enhance teaching, learning, and advising" (Association for Institutional Research, EDUCAUSE, and the National Association of College and University Business Officers).

NMSU's proposed Quality Initiative *Aggie Insights* will make data more accessible, understandable, and useful to academic leaders and student support staff. It represents a significant step forward in our goals to enhance student success, institutional effectiveness and diversity (NMSU LEADS Goals 1, 4, 5, and 6) and builds on current efforts to meet the needs of academic leaders for data that can be used to improve student outcomes.

As a result of this initiative, academic data users will be able to comfortably work with and interpret NMSU's data tools, feel confident in discussing the data, and make data-informed decisions that enhance student experiences and outcomes. This improved data literacy will facilitate engagement with student data that will drive improvements in student outcomes. The data summits, workshops, and self-teaching materials will be available for current and future users, facilitating just-in-time information access and self-paced professional development.

This quality initiative is a key part of a broader strategic, enterprise-level data effort initiated by NMSU to model, design, and implement a central data repository. The data repository is a multi-year effort, and its design will be heavily informed by an enterprise logical data model that will address multiple aspects of the institution's data needs. The new design will support business intelligence, self-service analytics, predictive modeling, and data science work that will support data driven understanding of university outcomes.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

Relevance, Scope and Significance: Impact on NMSU and our academic quality
Purpose and scope: The purpose of *Aggie Insights* is to answer the need that NMSU academic leaders, faculty, and student support staff have for data that can be used to improve student outcomes. The scope of the quality initiative will answer this need through:
- Dedicating existing professional development tools (Data Tools Workshops, Canvas Learning Management System) to improve access to, and training on, NMSU's data tools;
- Using NMSU's Department Head Academy and Goal 1 team to understand needs for additional data tools;
- Using the Department Head Academy to develop expectations regarding how that data will be used to promote teaching and learning (HLC Criteria 3). Department Heads will disseminate materials with other

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 2

departmental academic leaders such as program directors and curriculum chairs.
- Synthesizing learning from the first three items into recommendations for an NMSU data strategy.

NMSU has abundant data. In addition to our Student Information System (SIS) and Learning Management System (LMS), we have systems to manage recruiting, advising, academic life, student involvement, student conduct, degree progress, faculty portfolios, classroom usage, health records, and accessibility services. These tools are primarily subscription based, and most regularly roll out updates and improvements. It is a challenge for IT staff to support these systems and for users to maintain proficiency with constant upgrades.

As a result, academic leaders who influence student outcomes — department heads, academic program directors, curriculum chairs, faculty advisors, and student support staff — find a perplexing number of information systems, incomplete documentation, inadequate training, and unclear expectations about data use.

Since April 2023, the Division of Student Success (DSS) has hosted monthly Data Tools Workshops featuring enterprise-level data tools relevant to student academic progress and outcomes. Faculty and staff appreciate these workshops, but feedback also indicates that data access, literacy, documentation, and expectations for data use need improvement. Faculty and staff want more training, self-teaching materials, and a clearer understanding of which system answers which questions.

These findings are consistent with those from a June 2024 Data Summit by the Office of the Provost. The summit was convened to develop an understanding of how academic data is used throughout NMSU. Key recommendations from the summit included improving onboarding and data access processes, expanding training resources, establishing data definitions, and strengthening data governance. These recommendations apply to all campuses in the NMSU system, which includes 3 community colleges, a growing online presence, and the 4-year research university.

Aggie Insights will take on these challenges. Our current box of tools is capable of building a deep and nuanced understanding of barriers to student progress at every stage in the semester and throughout the academic journey. When fully utilized, these tools can help explain and address:
- **Foundational engagement:** Are students, especially freshmen, logging in to our learning management system? This leading measure of student engagement gives us an opportunity to reach out to students to help when they do not engage.
- **Early performance:** NMSU's early performance grades provide a touchpoint to refer students to tutoring, review sessions, and other academic interventions.
- **Academic performance for individual students:** Student profiles are contained in a system that includes analytics predictive of the likelihood that a student persists until the following fall. This system facilitates outreach to students based on academic performance and non-academic issues, like account holds and registration.
- **Academic trends:** All NMSU student data comes together in a series of robust dashboards and reports, filterable on characteristics that highlight equity gaps. These tools provide, among other information, retention and graduation rates, DFW rates, and course combinations associated with high DFW rates.

In addition to improving data access, use, and understanding of our data tools, *Aggie Insights* will enhance our structure for conversations about expectations for data use: What should a department head have access to and are they expected to do with that data? What do chairs of curriculum committees or advising need to know? What materials do faculty need to access and use these data to improve student outcomes?

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 3

Current state. To understand the needs of data users and to establish a baseline, we surveyed academic leaders, faculty, data users, and student support staff in August of 2024. The survey was informed by the above concerns and focused on data access and trust; literacy and usability; and data culture, asking about both strengths and areas for improvement (Survey Questions and Results). Insights from this survey supported previous feedback and informed the purpose, goals, timeline, and milestones of this proposal.

Survey Findings
- **Response rate:** 314 completed surveys for a response rate of 31%.
- **Data Accessibility and Structure:** 50% of respondents were neutral or disagreed that academic data is easily accessible; 54% found it insufficient for timely decision-making.
- **Data Trust and Usability:** 60% of respondents trust the data and are comfortable interpreting it.
- **Data Culture:** 78% of respondents value academic data and use it to influence decisions. Some believe that NMSU as an institution prioritizes academic data less than individuals within their departments or colleges.
- **Deans and Associate Deans:** 100% of respondents in this category use academic data but report challenges with access, trust, and structure. They feel data is more valued within their colleges than at NMSU overall.
- **Department Heads:** While data culture is strong, issues with data quality, access, and structure reduce confidence in using it for decision-making.
- **College Advisor or Faculty Advisor:** Concerns were raised about data access and structure, with 22% not using academic data for their work.

These findings highlight data concerns at NMSU. While data is valued, improvements in data governance, accessibility, and structure are necessary to ensure effective, data-driven decision-making that supports strategic goals.

We also need to ensure that all academic leaders are using data tools. In this survey, 56% of survey recipients that we identified as department heads did not respond and 6% of those identified as deans, associate deans, academic deans, or vice presidents did not respond. However, we also know from an inventory of data users that 99% of department heads are accessing NMSU's data platforms and all the deans are accessing a data platform.

Relevance, Scope and Significance: Alignment with the NMSU's mission and vision
Improving NMSU's data accessibility, literacy, and culture aligns with Goals 1, 4, 5, and 6 of our strategic plan NMSU LEADS. It also supports our mission to foster "learning, inquiry, diversity and inclusion, social mobility, and service to the broader community" as New Mexico's land grant, Hispanic and Minority Serving institution and our vision to "excel in student success and social mobility for our diverse student populations."
- **Goal 1: Enhance Student Success and Social Mobility.** This initiative builds on work by the Goal 1 team to develop data resources needed to improve student success and social mobility. Early in the work of Goal 1 team, they realized that a lack of access to data on student success was a barrier to improving student outcomes.
- **Goal 4: Build a Robust University System and Goal 5: Build an Online Global Campus.** Although this work will be led by the Las Cruces and Grants campuses, data resources are shared across with all campuses in the system.
- **Goal 6: Build, Elevate, and Strengthen Sustainable Systemwide Equity, Inclusion and Diversity Practices.** Our dashboards include filters that disaggregate data by demographic factors such as Pell eligibility, race, gender identity, and residency status. This initiative will allow us to better understand barriers to success for groups that currently demonstrate an equity gap in retention and graduation rates.

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 4

Relevance, Scope and Significance: Connection with the institution's planning processes

This initiative enjoys ties to NMSU's planning processes through the Provost and the Vice President for Student Success and Enrollment Management. This initiative is run out of the Office of the Provost and enjoys his full support. The Provost is a member of NMSU's Executive Team and is a key voice in operational and strategic planning.

Our Vice President for Student Success and Enrollment Management leads Goal 1, which was established to influence and report on progress regarding the NMSU LEADS Goal 1. The goal team, with faculty from all academic colleges, the Provost's Office, Information Technology (IT), and the DSS, has data as its focus and is influential in shaping the data assets we develop to improve institutional outcomes. With additions from Grants Campus and our accreditation officer, the Goal 1 team will serve as an advisory board for this initiative and will give formative advice at quarterly progress briefings.

The links among strategic planning, data use, data strategy, and data governance are well recognized. An October 2024 QuickPoll survey by EDUCAUSE showed that while technology growth in higher education has led to more data collection, many institutions struggle with data integration, outdated systems, and limited resources. These challenges make it difficult to use analytics for strategic decision-making. Additionally, addressing issues like institutional priorities, strategy, governance, and ethical concerns is crucial to realizing analytics' full potential. The survey suggests that institutions are likely to enhance their use of analytics by investing in technology and also focusing on essential non-technological elements, such as strategy, governance, and stakeholder engagement. Promoting a data-driven culture emerged as the most common approach (58%), followed by efforts in training (55%), developing data governance frameworks (53%), and investing in advanced analytics tools (51%). This initiative emphasizes all four of these approaches.

Relevance, Scope and Significance: Evidence of significance and relevance

NMSU has made excellent improvements to institutional-level metrics (Figure 1). For example, only 13.6% of our 2009 entering freshmen graduated in four years, but that rate more than doubled to 32.6% for students in the 2019 cohort. Our six-year graduation rates topped 50% for the freshman cohort that began in 2017, compared to 43.3% for the cohort that began in 2007. Prior to the pandemic, first-year retention rates were increasing; they have been recovering since 2021, but the recovery has been slower that what we would like to see.

However, we have equity gaps (Table 1). Certain demographic groups consistently outperform others in retention and graduation. Regarding four-year graduation rates, men graduate at lower rates than women; Hispanic and other Minority students graduate at lower rates than White students, and students eligible for federal Pell Grants graduate at lower rates than students who are not Pell eligible.

These equity gaps have persisted too long for a Hispanic and Minority Serving land grant university with a mission to excel in student success and social mobility. To address these gaps, we need data to identify socioeconomic determinates such as demographics and educational history as well as when and where (which classes, which terms, which assignments) students encounter barriers.

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 5

Full-time First-time Degree-seeking Entering Student Cohorts
Reported for Fall 2024 for up through the Fall 2023 Cohort
New Mexico State University, Main Campus

All Students

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
					4 Year		5 Year		6 Year		10 Year	
		1 Year	2 Year	3 Year	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2008	2,174	73.6%	62.8%	57.9%	15.5%	40.8%	37.3%	17.2%	45.7%	7.9%	53.0%	1.4%
Fall 2009	2,454	72.6%	60.5%	54.0%	13.4%	37.9%	34.4%	15.2%	42.6%	7.0%	49.0%	1.1%
Fall 2010	2,258	70.2%	59.1%	52.8%	16.9%	34.1%	37.0%	13.3%	44.7%	5.3%	49.5%	1.1%
Fall 2011	2,179	72.0%	61.5%	55.3%	17.8%	35.6%	38.1%	14.3%	45.9%	6.4%	51.9%	1.2%
Fall 2012**	2,034	74.0%	61.1%	55.6%	18.7%	36.0%	39.8%	13.7%	46.7%	6.1%	52.5%	1.2%
Fall 2013	1,900	73.7%	61.7%	54.3%	22.1%	31.5%	41.7%	11.0%	48.2%	5.6%	53.5%	1.1%
Fall 2014	1,848	73.5%	62.4%	57.0%	26.4%	30.9%	45.6%	11.2%	51.5%	4.9%	55.7%	1.2%
Fall 2015	1,978	71.6%	60.7%	55.6%	26.0%	29.2%	44.8%	9.9%	50.4%	3.8%		
Fall 2016	1,825	73.9%	63.0%	55.1%	29.4%	26.3%	46.5%	8.2%	50.9%	3.9%		
Fall 2017	2,032	73.8%	62.4%	55.9%	32.2%	25.0%	48.1%	9.1%	52.2%	4.9%		
Fall 2018	2,257	74.8%	65.9%	57.0%	33.9%	26.0%	49.7%	9.4%	55.2%	4.0%		
Fall 2019	2,158	75.5%	63.9%	55.2%	32.5%	25.1%	48.7%	8.6%				
Fall 2020	2,146	71.6%	62.0%	53.6%	32.9%	24.1%						
Fall 2021	1,990	72.6%	62.3%	52.6%								
Fall 2022	2,292	74.8%	64.2%									
Fall 2023	2,365	73.4%										

**until Fall 2012, full-time status was based on main campus hours plus remedial hours; from Fall 2012 forward, full-time status is based on all NMSU hours

Figure 1. Institutional retention and graduation rates, from 2008 cohorts to 2023 (see https://oia.nmsu.edu/nmsudata/docs/FALL%202023%20Ret-Grad%20Multi%20Categories.pdf).

Table 1: Recent equity gaps in 4- and 6-year graduation rates at NMSU.		
Group	4-year graduation rate (2019 cohort)	6-year graduation rate (2017 cohort)
Women	36.3%	55.9%
Men	27.8%	47.2%
White	38.7%	58.1%
Hispanic	26.0%	50.3%
Other Minority*	26.5%	49.1%
Not Pell Eligible	38.4%	58.9%
Pell Eligible	26.3%	45.1%
* Other minority includes students who identify as American Indian, Asian, Black, Hawaiian/Pacific Islander, and Multiracial. Data is aggregated here because of volatility associated with the small numbers of these students.		

3. Explain the intended impact of the initiative on the institution and its academic quality.

Timely access to actionable data and dashboards will give academic decision makers the ability to understand when and where students, and which students, encounter barriers to academic success. This has the potential to significantly enhance academic quality and student success. *Aggie Insights* will focus on:

- **Informed decision-making at all levels:** With accurate, up-to-date, longitudinal data, decision makers will be enabled and expected to make informed transparent decisions about program design and teaching resources, and to be nimble in altering plans. This allows for tailored approaches that address specific needs of students.

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 6

- **Personalized learning**: Dashboards track individual student performance and engagement, in addition to financial, housing, and other social characteristics enabling decision makers to identify underused strengths and hidden weaknesses. This allows for personalized intervention, helping students to succeed and thrive.
- **Collaboration and accountability**: Regular engagement with data at all levels encourages collaboration and facilitates accountability. Shared governance demands that we act together to address shared challenges and perform continuous assessment of overall academic standards openly.

The two-year timeline allows us to: a) clean up our data analytics; b) ensure that we simplify, reduce, and connect our data enterprise, so the data can provide clean outputs that speak with each other across units; c) prioritize and begin addressing low-hanging fruit-type of challenges for students. This will ensure that academic leaders have the tools to understand barriers to student success and understand NMSU expectations about using that data.

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

Purpose and goals. The purpose of *Aggie Insights* is to answer the need that NMSU academic leaders, faculty, and student support staff have for data that can be used to improve student outcomes. At the end of the initiative, academic leaders will have better access to data and training materials that will allow them to meet expectations regarding continually improving student outcomes. The goals for this initiative are to:

1. Develop comprehensive materials to improve access to, comprehension of, and trust in data used by faculty and staff who make decisions that affect student outcomes.

2. Refine a process to identify, leverage, develop, and implement data tools that meet the needs of faculty and staff working to improve student outcomes, prioritizing tools that can provide actionable data.

3. Develop a common understanding for academic leaders regarding expectations around the use of data to improve student outcomes.

4. Develop recommendations regarding a data strategy for NMSU that allows for tight alignment between our actions and institutional KPIs, building on knowledge and experience gained from this initiative (see *Data Strategy in Colleges and Universities* by K. Powers, editor).

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 7

5. Select up to three main topics that will be addressed by the initiative.

- ☐ Advising
- ☐ Assessment
- ☐ Civic Engagement
- ☐ Curriculum
- ☐ Diversity
- ☐ Engagement
- ☐ Faculty Development
- ☐ First-Year Programs
- ☐ General Education

- ☐ Leadership
- ☐ Learning Environment
- ☐ Online Learning
- ☐ Persistence and Completion
- ☒ Professional Development
- ☐ Program Development
- ☐ Program Evaluation
- ☐ Quality Improvement

- ☐ Retention
- ☒ Strategic Planning
- ☐ Student Learning
- ☐ Student Success
- ☐ Teaching/Pedagogy
- ☐ Underserved Populations
- ☐ Workforce
- ☒ Other: Data quality

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

Formative assessment of this work relies on constant, ongoing feedback from constituents. We request feedback on all activities and materials associated with the initiative and will include a feedback form on the associated website. Annually, we will re-run the baseline survey from August 2024 on data access, trust, literacy, usability, and culture. We will also examine usage for reports and dashboards to establish if additional training correlates with increased usage.

The timeline in Section 10 details how each step will be assessed. This ensures that we are progressing toward our goals and that the progress we are making is effective and relevant to our land-grant mission.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

Aggie Insights is championed by the Provost's Office and has broad support from senior leadership. The initiative was developed with the input and support of the following key stakeholders:
- The Office of the Vice President for Student Success and Enrollment Management
- IT
- NMSU LEADS Goal 1 team
- NMSU's Academic Affairs Council
- NMSU's Associate Dean's Academic Affairs Council.

As representatives of academic and operational stakeholders, their strong support for this proposal will be useful should we encounter unanticipated obstacles.

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 8

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

Staff from the Office of the Associate Provost for Institutional Effectiveness will work in collaboration with the Office of the Provost, IT, and the Office of the Vice President for Student Success to lead this initiative. These offices already partner on the institutional team that supports NMSU LEADS Goal 1: Enhance Student Success and Social Mobility, and they are committed to the goals of this initiative. This work will be made sustainable through collaboration with the Office of the Provost, IT, and the Office of the Vice President for Student Success; these offices already partner on the institutional team that supports NMSU LEADS Goal 1: Enhance Student Success and Social Mobility, and they are committed to the goals of this initiative.

Staff from IT Analytics and Decision Support will be the technical leads for this initiative. In this role, they will advise on tools that can be adapted quickly to provide actionable data to academic units. They will be the technical lead on dashboard development and a key voice in conversations about data strategy and data governance.

The Office of the Vice President of Student Success has committed staff to this initiative. In addition, The Vice President leads the Goal 1 team, which will serve as the advisory board to the initiative.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

The strong commitment of NMSU's Provost Lakshmi Reddi and the Provost's Office is evidenced by the Provost's promotion of the data summits and workshops, use of the Provost's Department Head Academy for dissemination of materials, and support for the initiative with staff and funds. Staff from the Provost's Office (Associate Provost for Institutional Effectiveness) will lead this initiative.

NMSU has committed $1,000,000 over two years to fund a senior data coordinator in the Provost Office, 2 new staff positions in the Office of Institutional Analysis (which is part of the Office of the Provost), and 2 graduate students (including tuition). The data coordinator will be the single source of data requests for academic units and will thus develop insight into data needs of academic units and how to meet them. Collectively, these staff will support the Quality Initiative. The prime function of these five positions will be in the acquisition and development of datasets, including longitudinal data, for decision makers. This includes helping with accreditation and assessment plus collecting and organizing data that contributes to quality improvement. They will also develop dashboards and reports for stakeholders of historic trends on topics such as enrollment, retention, graduation, and completion. They will also prepare data and reports required for the quality initiative and other quality assurance processes and ensure data accuracy and compliance with state and federal reporting agencies.

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 9

10. Describe the primary activities of the initiative and timeline for implementing them.

Academic Year 1: 2024–2025

Agent & Timing	Milestones	Assessment Metrics	QI Goal & NMSU Goal Alignment
Provost's Office June 2024	First data summit held to understand and collaborate on student success data	Summit held, feedback collected and used to inform future data efforts	*QI: 1, 2, and 4* *NMSU: 1, 4, 5, 6*
QI Team Summer 2024	Created a baseline survey for current data users, academic administrators, and student support staff to understand their access to, comprehension of, and value for NMSU's enterprise-level data tools.	Communication plan for survey created, including feedback form, and implemented. Survey administered; Results analyzed, posted to website. Target response rate: 30%.	*QI: 1, 2, and 4* *NMSU: 1, 4, 5, 6*
QI Team Fall 2024	Needs assessment from surveys, Department Head Academy (October 2024), Data Tools workshops, and other sources to define data needs regarding initiative.	Needs defined; quality initiative created to meet those needs.	*QI: 1, 2, and 4* *NMSU: 1, 4, 5, 6*
Provost's Office October 2024	Department Head Academy panel held to get input on data needs	Attendance; feedback collected and used to inform Fall Special Data Tools Workshop for Academic Leader.	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
QI Team October 2024	Name advisory board: academic administrators, student success staff, data staff, institutional research.	Advisory Board identified; first quarterly meeting happens	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
Provost's Office, DSS, IT October 2024	Hold Fall Special Data Tools Workshop for Academic Leaders to give Department Heads experience with highly requested data tools	Attendance; feedback. Data tools featured (Canvas Course, Academic Leadership landing page for analytics, Navigate360 Retention tools)	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
DSS Staff Fall 2024, Spring 2024	Continue coordinating monthly workshops on data tools based on requests from faculty.	Attendance, Number of workshops; feedback on tool use and workshop effectiveness.	*QI: 1, 2, 4* *NMSU: 1, 4, 5, 6*
Provost's Office Fall 2024, Spring 2024	Develop and implement Department Head academy training	Attendance, Number of workshops; feedback on tool use and workshop effectiveness.	*QI: 3* *NMSU: 1, 4, 5, 6*
QI Staff Fall 24–Spring 25	Develop training modules accessible to faculty	8–12 guides developed and published to central repository.	*QI: 1* *NMSU: 1, 4, 5, 6*
QI Team June 2025	Hold Annual Data Summit: Review progress and set future direction	Attendance, feedback	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
Provost's Office AY 24–25	Fund faculty and staff for professional development conferences based on data use (AIR, HLC, NASPA)	Number of conference attendees, feedback	*QI: 1, 2, 4* *NMSU: 1, 4, 5, 6*

Academic Year 2: 2025–2026

Agent & Timing	Milestone	Assessment & Metrics	QI Goal & NMSU Goal Alignment
August 2025	Re-administer Pre-QI survey	Response rate (35% target); comparison with baseline	*QI: 1, 2, 4* *NMSU: 1, 4, 5, 6*
Provost's Office October 2025	Department Head Academy panel to update input on data needs	Attendance; feedback collected, used to inform Fall Data Tools Workshop for Academic Leaders	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 10

Provost's Office, DSS, and IT Fall 2025	Hold Fall Special Data Tools Workshop for Academic Leaders to give Department Heads experience with highly requested data tools. Shift focus to user-created dashboards.	Attendance; feedback. Data tools featured	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
IT Fall 2025, Spring 2026	Create dashboards based on faculty needs, documented and piloted with faculty	Dashboards created, piloted, implemented. Documentation for each added to repository.	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
Provost's Office June 2026	Hold annual data summit to review progress, plan next steps. Discuss data strategy for NMSU. Answer questions: • What is vision for data at NMSU? • What are expectations about data use? • What are next steps to getting there? Report will focus on data governance, quality, access, usage, and literacy.	Summit held, materials tested. Administer pre and post survey of attendees Data strategy recommendations	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*
QI Team August 2026	Re-administer baseline survey	Comparison with previous survey administration. Target response rate: 40%.	*QI: 1, 2, 4* *NMSU: 1, 4, 5, 6*
QI Team January 2027	Final report on QI	Report written and posted on the QI page.	*QI: 1, 2, 3, 4* *NMSU: 1, 4, 5, 6*

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: Dr. Cecilia Hernandez, Associate Provost of Institutional Effectiveness

Phone: (575) 646-5095   Email: cecimh@nmsu.edu

Audience: Institutions
Form
Published: October 2023 © Higher Learning Commission

Process: Open Pathway Quality Initiative Proposal
Contact: pathways@hlcommission.org
Page 11