

**PCA Meeting Minutes**  
**University of New Mexico**  
October 1, 2019  
1-2 A&S Conference Room

Beth Elkin, Pam Agoyo, Daniel Begay, Jennifer Lucero, Corrine Gonzalez, Marlene Sanchez, Angela Pacheco, Krystal Ward, Brandi Wells, Smith Frederick, Shannon Saavedra, Stephanie Hands, Laura Valdez, Zoom: Nissane Capps, Rosa Cervantes, Tracy Owen, Christy Baca, Florencio Olguin, Jenna Crabb

**Agenda Item 1: Transfer Taskforce**

Daniel Begay - updates for transfer task force: 12 people in the group. Transfer FAQ's has been completed. In progress: Implementing some focus groups as part of the new learning workshops (seeking feedback from transfer students in general). Will be looking to create information on the students.unm.edu (converting text heavy to more visual). Lastly, looking at expanding content to youtube and other social media.

Angela: Structure of the transfer taskforce has a lot of interest (12-14 people). There are a lot of items to tackle, so they are looking at breaking this into two groups. One group to look at processes and procedures and the other group look at outreach. Process: Looking at how things are done. How do students get information (from students researching & recruitment to admission). Second group: from the point of admission on.

**Agenda Item #2: Developing the Peer Reviews – Corine Gonzales and Marlene Sanchez**

Have gone through the CAS standards and align their rubrics. Rubric in development now, looking at if we are being student driven. Smith: train those who will be the peer reviewers will all be on the same calibration so they know what they are looking for. Picking the CAS standards that are applicable to UNM. Academic and integrated advisors.

**Provost's Committee for Academic Success Update:**

Discussing referrals, how do they work and are they effective. Suggestion is to have navigators across campus. Questions: How will faculty members know where to send students to? Is it awkward for a faculty member to continue helping a student while they are working through the resources needed? How do faculty find us (advisors/other faculty)? Pam: If faculty are unsure then we are not doing a good job training them. Jen: Do not want faculty to skirt their own responsibilities. Steph: Most A&S faculty would go to her or her advisors. Rosa: Navigator is used in healthcare and can be confusing. Angela: More than willing to work with a student at risk. Many faculty will be seeking support on how to be a faculty member. Smith: Graduate and Undergraduate much different. Teach our faculty how to do this, many of his faculty would like to know how to do a better job, but haven't been given the resources to be successful. Laura: Look at / direct faculty to the students.unm.edu to "what the heck". Beth: having an official process could create false/unnecessary barriers. Pam: Create another level of awareness for faculty of awareness. Create personal connections with faculty. Creating by standard apathy (do not want to create an atmosphere of it is not my problem). LoboRespect is being used a catch all. Jen: What training do faculty have to do? What about those who have been here for a while

too? Krystal: This is the faculty members job. Even knowing something personal they still need to do their job as a faculty member. If faculty do not want to be involved then they need to be research faculty. Shannon: there needs to be two tracks, regular faculty and faculty advisors. Laura: Do they know what they do? Get a testimonial from Eva to see what she gained from attending the institute. Rosa: We need to get the chairs and deans on board.

**Agenda Item 4: Announcement & other topics to consider**

Tribal Scholarship – Degree plan checklists' process. Daniel: Will take the students requirements and insert it into his letter head to make it UNM official. Isleta has seen the most changes with requirements.

Retention: Went up to 77% (both African American students and American Indian students retention increased). Pam: Couldn't have this impact without connections to all of you. We have become much more intrusive. Increasing their scholarship and financial aid package advisement. Expanded academic support with tutoring and peer support. Brandi: calling her students every month. Corrine sent out lists with students who are not in 15 hours.