



UNM | WEST

A Campus of the University of New Mexico

New Mexico's Flagship University

**Academic Master Plan for Ensuring Student Success, Innovative Learning
and Local Economic Development
(2013-2020)**

Report Prepared by Carol Parker, ACE Fellow (2012-2013)¹



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Executive Summary

- UNM West and Rio Rancho will become synonymous with innovation in education and the campus will become a magnet for students seeking a high tech, experiential learning experience.

- Academic programming at UNM West will establish a unique identity for the campus, position the campus to serve as an anchor institution for economic development, and ensure student success and financial sustainability by:

1. **Creating new learning opportunities and enrollment growth--**

- **Expand course and degree offerings**
- **Offer new, unique degrees available only at UNM West to create a distinct mission and identity for the campus and make the Rio Rancho campus an attractive destination in its own right**

2. **Deploying innovative instruction methods, business models, and partnerships**

3. **Supporting local economic development**

- UNM West will grow enrollment by creating unique new *health professions* programs to serve burgeoning area workforce needs and by creating unique new programs that emphasize *innovation* to meet the workforce needs of local high-tech employers
- UNM West will become a center for new programs, learning techniques, and business models for immediate application at UNM West and for potential use on other UNM campuses
- UNM West will support local and regional economic development by educating Rio Rancho's future workforce and partnering with local and regional businesses

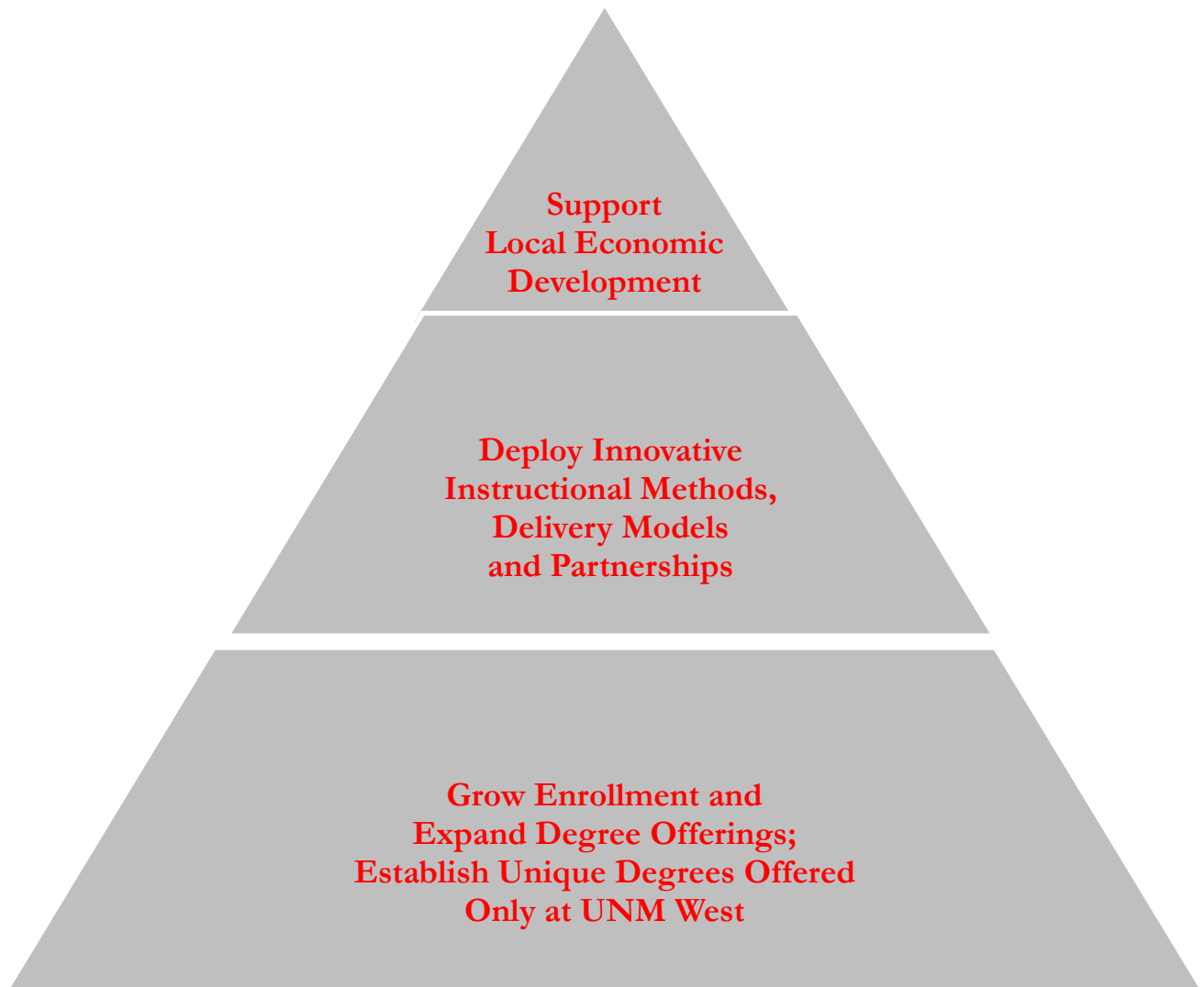
“UNM West” and “Rio Rancho” will become synonymous with innovation in education and the campus will become a magnet for students seeking a different kind of educational experience

Guiding Principles for Future Expansion of UNM West

As New Mexico's Flagship University, the University of New Mexico is deeply involved in the **creation of knowledge**. By establishing UNM West as a separate, comprehensive teaching campus with a mission dedicated to the **application of knowledge**, UNM creates new opportunities to educate New Mexico's future workforce and expand its community engagement and economic development opportunities in Rio Rancho and surrounding communities.

- Extension campuses serve an important role in New Mexico—and that role will continue at UNM West—but with an identity and purpose distinct from the Albuquerque and Health Sciences campuses, UNM West will serve as an anchor institution in its own right
- Requirements for the Rio Rancho Campus:
 - Successful comprehensive teaching campuses have a distinct mission and purpose; it is not enough to simply serve as an extension campus if a geographically separate campus is to thrive and realize its full potential
 - Successful comprehensive teaching campuses compliment the mission of and enhance the reputation of their flagship, rather than duplicate or compete with it
 - Successful comprehensive teaching campuses respond to community and student needs and enhance student success
 - Successful comprehensive teaching campuses meet the educational as well as economic development needs of their local communities
- Data-driven decision-making and comprehensive performance reviews will underpin all future expansion and will ensure that UNM West will be financially sustainable

Three-Pronged Approach for Creating Maximum Regional Impact at UNM West



Creating Maximum Regional Impact

Grow Enrollment and Expand Course Offerings in Existing Programs

- Aggressively market UNM West as a modern campus offering state-of-the-art facilities and a student-friendly small town environment
- Expand the number of degrees available under the UNM-Central New Mexico Community College (CNM) 2 + 2 transfer agreement (see UNM West Today section for agreement details)
- Offer selected sections of UNM Core Curriculum to assist with student success and degree completion rates in all UNM programs
- Expand the number of UNM courses and degrees offered in Rio Rancho; ***degrees and programs currently under discussion include:***
 - Dual licensure in Elem. Ed./Spec. Ed.
 - BBA from the Anderson School
 - BSN as the Statewide Nursing curriculum is phased in
 - Emergency Medical Technician
 - Masters in Special Education and Education Administration
 - Entrepreneurship concentration in the BBA
 - Southwest Studies degree
 - Sustainability Studies degree (also discussing expanding Sustainability Studies to include Environmental Studies)
 - Expansion of Community Development to include Community Health and Wellness (programs needed in the Pueblo communities)
- Anticipate that unique new degrees and programs will be coming online within 1-3 years and begin to immediately offer prerequisite courses to build cohorts for them

e.g., offer a pre-health-professions track in anticipation of potential new health professions degrees

**UNM West
leaders are
actively
developing new
degree and course
offerings to be
offered in Rio
Rancho**

Creating Maximum Regional Impact

Establish Unique Degree Programs for UNM West

As a ‘very high’ research institution with the state’s only schools of architecture, law, pharmacy and medicine, UNM serves state, national and global interests. UNM West will complement UNM’s Flagship mission by responding to increased demand for baccalaureate and post-baccalaureate education for knowledge-economy workers and working adults, and continually monitoring workforce development data to identify potential programs not otherwise offered in the Middle Rio Grande area.

- The New Mexico Department of Workforce Solutions identifies jobs in two employment sectors that are key to growth in Rio Rancho and the region in the next decade (see Appendix).
 - Increased demand is projected for virtually every job category in the health professions sector including nursing, pharmacy, EMT, physical therapy, radiology and sonography
 - Increased demand is projected for virtually every job category in the computer science sector including computer support specialists, computer systems analysts, database administrators, information security analysts, software application developers and systems software developers
- Current programs at UNM can meet some – but not all – of this workforce development demand.

UNM West will be a key player in the work of educating and training the workers needed to meet the growing demand for an educated workforce in New Mexico

Therefore UNM West will:

- ***Create new health professions programs to meet this occupational demand and to capitalize on Sandoval Regional Medical Center availability for clinical training*** (past surveys and market analysis have already demonstrated need and local support for this sector at UNMW)

e.g., University of Minnesota Rochester offers a Bachelor of Science in Health Professions—a junior-admitting program “to meet the need for deeper academic preparation in health professions.” Students majoring in the health professions can be admitted into several different tracks²

- *Create new degrees that emphasize innovation to meet the occupational and workforce demands of local high-tech employers*
- UNM West will continually solicit projections from local employers of their employment needs
 - Support for industry could range from customized continuing education, to certificate programs, to applied Bachelor's and professional Master's degrees for specific sectors, e.g., management, custom corporate training programs
- UNM West will seek to produce highly skilled workers capable of creating, as well as filling the jobs of the future – or in some cases as it is said, for the jobs that do not yet exist³
 - create unique interdisciplinary degree programs drawn from courses across UNM to meet other emerging trends in workforce development

UNM West offers the flexibility needed to act quickly by offering degrees and programs in response to emerging trends in workforce development and emerging sectors of the economy

Creating Maximum Regional Impact

Deploy Innovative Instructional Methods, Delivery Models, and Business Models at UNM West⁴

- UNM West will confront a changing economy that is increasingly technology intensive, requiring workers who are flexible, adaptable and able to respond effectively to changing economic and technological circumstances
- UNM West will incorporate increasingly sophisticated learning technologies that are changing the delivery of educational programs from being highly site-specific to being more market sensitive and oriented toward problem-based, experiential and life-long learning
- Student success at UNM West will be measured by outcomes (competencies acquired) and not by inputs (credit hours earned)
- The learning process at UNM West will be highly personalized, employing self-paced learning tools; experiential learning will be common place
- UNM West will employ technology to create cost-saving opportunities by allowing more expensive instructional design processes to be separated from less expensive instructional delivery
- An important part of UNM West’s mission will be to serve as a laboratory for expanding existing programs and deploying new programs, learning techniques, and business models for application at UNM West and for potential application on other campuses:
 - Implement proven student engagement and learning techniques such *service learning* and/or *problem-based learning* opportunities drawn from real world projects in the local community
 - *Service learning* is defined as learning about civic engagement and community issues through academic coursework and approved

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service activities; students select a service placement from preapproved community partners⁵

- **Problem-based learning** is defined as both a curriculum and a process; real world problems are selected and students are challenged to solve them using knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills to replicate facing problems in life and career—unlike the approach taken in traditional classroom settings where teachers guide students to easy solutions of contrived problems.⁶

- Models include the Stanford D School, and Arizona State’s College of Technology and Innovation’s *iProjects*:

“The College of Technology and Innovation iProjects program brings students and industry together to find solutions to real-world problems. Through the iProjects program, industry partners have the opportunity to engage with the College and its students in a mutually beneficial relationship; challenges defined by industry partners are solved through the diligence of student teams working under the expertise of faculty members. College faculty are an integral part of the iProject program, assigning students to teams and mentoring them throughout the project development process. Project results are presented at the College’s Innovation Showcase, held at the end of each semester, where student teams display project outcomes for industry partners and the public.”⁷

Piloting innovation within large institutions on a real-world scale requires a place where educators can pursue alternatives to the status quo without interfering with existing programs and networks. UNM West can be such a place.

- Explore use of ePortfolios in lieu of or in addition to grading students

e.g., Evergreen State College students create portfolios to demonstrate achievement and competencies:

An Evergreen portfolio is a collection of materials that represent a student's academic planning process and education experiences while at The Evergreen State College. This portfolio is a tool for documenting progress, displaying expertise, tracking accomplishments and self-assessment. Faculty may ask students to maintain a portfolio of their work as a record of achievement and for use in evaluation.⁸

- Explore combining online and in-person delivery techniques in the classroom (blended courses)

e.g., use of *adaptive learning software* in the classroom allows students to learn at their own pace rather than moving students through the material at the same pace, i.e., some students need less time, some students need more to attain mastery; these technologies help the instructors coach students through material when needed and helps ensure that no student advances until mastery of the material is attained

- Credential knowledge obtained through life experience, military service, MOOCs, etc., rather than awarding degrees solely on the basis of student credit hours obtained on site⁹ (*competency-based education*)
- Extend the reach of UNM West degree programs through online delivery to reach post-traditional students who have difficulty completing their degrees due to the pressures of work, raising families, and inflexible academic calendars¹⁰ and to incorporate more Main Campus courses into UNM West programs
- New revenue streams will be needed to fund faculty development programs and for supporting innovation in instructional design and delivery

e.g., businesses could provide financial support to have their projects worked on by students and faculty in problem-based learning settings, and businesses could provide financial support for development of customized degree or pipeline programs for specific industries

- Universities will increasingly be challenged to reduce delivery cost and increase service;¹¹ UNM's new Results Oriented Management (ROM) budgeting process will permit UNM West to explore innovative cost structures¹²
- Its separate administrative structure will allow UNM West to introduce service delivery models such as student-centric "service blueprinting"¹³
- Experiment with academic calendar adjustments to take advantage of resources year round, weekdays, evenings, and weekends, to extend capacity to reach more students while at the same time allowing students graduate faster (3-yr degrees; 12-month academic year, starting programs in January as well as August, etc.)
- Use data and metrics throughout to assess learning gains, reductions in delivery costs and scalability of pilot projects for possible application throughout UNM

Creating Maximum Regional Impact

Anchor Local Economic Development

- The Urban Land Institute calls universities and hospitals *Anchor Institutions* because of their role as drivers of local economic development; by some accounts, half of all economic growth in the U.S. in the last sixty years can be attributed to discoveries and knowledge created at research universities
- People like to live and work in communities with colleges and universities; access to educational amenities and opportunities can attract and help retain higher-skilled, higher-earning residents; access to a better educated workforce attracts businesses and employers
- UNM West will partner with local economic development initiatives
 - e.g., offering unique health professions degree program in Rio Rancho will draw students to the area from around the State of New Mexico and beyond, leveraging ongoing local economic development initiatives focused on making Rio Rancho a destination for delivery of health care services
- UNM West will provide a location for local and regional businesses to connect with faculty and student expertise and innovation
 - Promote programs that emphasize student internships with local businesses
 - Promote problem-based learning opportunities drawn from the local community (problem based learning is an instructional strategy that employs self-directed learning, effective use of collaboration, and self-motivation to help develop problem solving skills)
 - UNM West could incubate students to become entrepreneurs by working with the local business community; e.g., see ASU's Edson Student Entrepreneur competition¹⁴
- UNM West will emphasize Public-Private partnerships in future campus capital and auxiliary services development

UNM West will be a partner in the creation of an 'economic ecosystem' that supports local and regional economic development

Partnerships

Partnerships are key to UNM's vision for UNM West; the faculty and leaders of Main Campus and Health Sciences academic units, leaders of local schools and community colleges, and local government officials and employers are all critical partners in planning and implementing future growth and expansion strategies for UNM West

Rio Rancho Community

- Community support for GRT revenue is vital for UNM West to maintain and adapt its facilities to support new courses and programs in the future
- UNM West has a well-established community advisory council of 15 members including two school superintendents, the Academic Vice Provost of CNM, representatives from Intel and HP, the City Mgr., a CPA, the RR Observer, Waste Management, Anderson School of Management faculty, an Education Director from an area Pueblo, and other business people

In partnership with Rio Rancho, UNM has invested \$187.5 Million in developing the UNM West campus and Sandoval Regional Medical Center

Main Campus and Health Sciences Academic Units

- Faculty in UNM main campus and health sciences academic units should regard UNM West as a laboratory where they can pursue innovation outside the boundaries of their own administrative limits
- Establishing a core faculty based at UNM West will help launch collaborative initiatives with faculty from other UNM academic units and partners at CNM, the local high schools, and the local business community
- UNM West facilities could host competitive Honors or capstone projects for other UNM students; supported by local businesses, such projects would provide multidisciplinary, real world context for projects and awards

Central New Mexico Community College

- CNM offers significant partnership opportunities for UNM West
- The 2007 Memorandum of Agreement between UNM and CNM provides a basis for not only implementing transfer agreements for more 2 + 2 programs, but to support collaboration in developing future facilities and new instructional techniques
- Through collaboration with CNM, expanding auxiliary services at the Rio Rancho campus becomes feasible more quickly than if the two institutions duplicate such services

e.g., Auraria Higher Education Center in Denver operates as a separate entity to provide shared classroom buildings, libraries, public safety, food service for three separate colleges and universities it supports in a shared community environment

- Consider sharing laboratory facilities with CNM; by working together new spaces to support upper division science course and applied technology courses will be more feasible, more quickly

UNM West will explore innovative new ways to partner with Health Sciences, Main Campus, CNM and local schools

Local Schools

- In collaboration with CNM and nearby high schools, advanced placement articulation agreements could be established to create pipelines into specific fields to permit student to potentially attain a baccalaureate degree within two years

e.g., juniors and seniors accepted into the Summit Tech high school program graduate with enough AP credits (provided by the local community college) to move directly into upper division courses at the University of Central Missouri's Innovation Campus and can attain a Baccalaureate degree within two years¹⁵

Implementation Timeline

Strategic planning is an organizational mapping exercise that enables “participants [to] describe quantitatively and qualitatively the University of New Mexico as they want it to be in 2020,” in the words of university planner Steve Sloate. Implementation, by contrast, involves both the mundane details of the trip itself – How will we get there? Where will we stop? How long will it take? – as well as the salient roles of governance and management. Academic departments develop and approve curricula; regents approve new programs. Academic leadership authorizes faculty appointments and administrative leadership negotiates the necessary resources.

The chart below summarizes the objectives proposed for UNM West with these constraints in mind.

| | July 2013 – June 2014 | July 2014 – June 2015 | July 2015 – June 2106 |
|---|--|---|---|
| Grow Enrollment / Expand Degrees | 10 new majors offered in standard core curricula | 10 additional new majors offered in standard core curricula; 250 students enrolled in core curriculum | 500 students enrolled in core curricula |
| | * (list new majors and classes on UNMW website as they are added) * * * * * * * | * (list new majors and classes on UNMW website as they are added) * * * * * * * * | |
| | Needs assessment and consensus on new degrees | New curricula completed and submitted for faculty approval | Regents approval for new degrees w/enrollments beginning in Fall 16 |
| | Fall 13 enrollment > 1,200 | Fall 14 enrollment > 1,500 | Fall 15 enrollment > 1,800 |
| Deploy Innovative Practices | Studio classroom(s) will be constructed and utilized in SP 14 * (course name) | 100 students will be enrolled in Learning Studio classes * (course names, enrollments) | 200 students enrolled in Learning Studio classes * (course names, enrollments) |
| | Internships will be negotiated and outline with area employers | | |
| | Service learning projects developed | | |

UNM West Today

- UNM West is governed by the UNM Board of Regents
- UNM West extends the reach of the Albuquerque campus and Health Sciences programs to surrounding communities; the courses and degrees it offers are approved by Main Campus and Health Sciences academic units
- Each year UNM West relies on \$2 Million of self-generated revenue for operations, plus another \$2 Million from Gross Receipts Tax proceeds to pay for facilities
- UNM West enrollments are growing; Fall 2012 saw 1029 and Spring 2013 saw 786 (a 7% increase over previous year)
- Much progress has been made and many partnerships developed with Health Sciences and Main Campus academic units; the Deans of Education, Nursing, Management, and Arts & Sciences support the goal of offering courses at UNM West that allow students to make progress toward degree completion
 - Currently students can complete the Bachelor of University Studies degree in Rio Rancho (with concentrations in Psychology, Sociology, Criminology and Communications)
 - Core MBA courses, various offerings in Psychology, Sociology, Criminology, Communications and Journalism, and other liberal arts courses are available
- In partnership with Central New Mexico Community College (CNM), students can take lower division courses at CNM for direct transfer to upper division UNM degree programs (2 + 2) (students benefit from lower cost CNM tuition rates); this option is also available at UNM West
- UNM West courses are offered in a variety of convenient, non-traditional formats—16 weeks, two 8-week sessions, Intersession, Friday and Saturday only—which have been favorably received by students and faculty

The Rio Rancho campus is supported by the community by a 1/4% increase to the local gross receipts tax for UNM West facilities, which is key to the development of the new learning environment

History of UNM in Rio Rancho

UNM first established a presence in Rio Rancho in the early 1990's, initially offering non-credit courses and then lower division courses. In the mid 2000's, serious discussions about development of a new UNM Campus in Rio Rancho began, culminating in the acquisition of 216 acres in the City Center area. The historical documentation repeatedly demonstrates the commitment of Rio Rancho citizens to supporting the presence of higher education institutions in their community with their approval of property taxes and gross receipts taxes targeted for CNM and UNM. Significant dates include:

- 2007 passage of HB 374 authorizes a municipal higher education facilities gross receipts tax for Rio Rancho
- August 2007, Memorandum of Agreement between University of New Mexico and Central New Mexico Community College was executed “for the purpose of working jointly to create student success for the citizens of New Mexico.”
- March 2008 Rio Rancho voters approve a ¼ cent gross receipts tax to partially fund UNM educational facilities at UNM West campus
- Passage of HB 354 during the 2009 legislative session authorized the establishment of UNM West
- 2009 UNM West Campus Facilities Master Plan was completed and approved by the UNM Board of Regents (link provided on the UNM West web site—unmwest.unm.edu—About UNM West—History of UNM West—Reports)
- January 2010, UNM West's first classroom facility is opened; upper division courses now available in Rio Rancho
- July 2012, UNM opened Sandoval Regional Medical Center (SRMC) hospital near UNM West and Rio Rancho City Hall; designed as a teaching hospital the facility will support clinical education programs for UNM's Health Sciences programs offered at UNM West

About This Report

Robert G. Frank assumed the Presidency of the University of New Mexico on June 1, 2012. He immediately launched an ambitious strategic planning effort for the University known as UNM 2020.¹⁶ The work of strategic planning included several concurrent initiatives to identify a future course of action for UNM West:

1. A broad-based, inclusive process to craft an Academic Master Plan involving all UNM West stakeholders. This initiative also identified core values for the campus and undertook strategic planning work, including an assessment of current Strengths, Weaknesses, Opportunities and Threats.¹⁷
2. An independent, objective analysis, including multiple campus visits, to ascertain how other public research institutions use geographically separate, comprehensive teaching campuses to deliver academic programs with an emphasis on local economic development to identify possible future models for the UNM West campus.¹⁸
3. An assessment of potential online degree programs that would compliment current and future degree programs offered to students in all of UNM's degree programs and campuses, including UNM West [report not yet available due to leadership transition in UNM's Extended University].

This report synthesizes the work of these initiatives with additional from numerous campus leaders and consultants who contributed to the effort. Input was sought from the UNM Dean's Council, UNM Faculty Senate, Health Sciences leadership, and Rio Rancho community members.

Strategic planning is an iterative process and UNM West leaders will continue to work with all stakeholders during the implementation process to refine the shared vision for UNM West in 2020.

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Leslie McFadden, Professor, University of New Mexico

Mitzi Montoya, Dean of the College of Innovation and Technology, Arizona State University

Mark Lautman, Consultant, Lautman Economic Architecture, LLC

References and Notes

¹ Report author, Carol Parker, is a Professor of Law and Associate Dean for Finance and Administration at the University of New Mexico School of Law. She is also a Fellow of the American Council on Education in Washington, D.C. (2012-2013). As an ACE Fellow she worked on special projects for the UNM Office of the President, which included leading the effort to develop a UNM West academic master plan. As a Fellow, she spent several months working in the Office of the Executive Vice President and Provost at Arizona State University. She also visited the campuses of more than 20 higher education institutions, foundations, and non-profits. Her Fellowship studies covered a wide range of topics including leadership development; strategic planning; institutional research and predictive analytics; educational innovations such as competency-based education, online programs and adaptive learning technology; enrollment management strategies; e-advising systems; the research mission; technology transfer and economic development. As Associate Dean Parker provides direction and oversight for numerous law school services and operations including budgeting, accounting and financial analysis, faculty hiring and contracts, human resources, facilities, law journal business operations, information technology and the law library. She also serves as chair of the law library faculty. As a member of the law dean's management team, she is actively involved in law school strategic planning, policy setting and problem solving. She serves on various university committees, on Faculty Senate committees, and has served as the Law School's faculty senator. Parker teaches Wills and Trusts, Advanced Legal Research and International Legal Research at UNM Law. She also taught Legal Writing, Research and Advocacy, and Advanced Legal Research as an adjunct professor at Michigan State University College of Law. She serves as an accreditation site inspector for the American Bar Association's Section on Legal Education Section of Legal Education and Admissions to the Bar. Parker holds a Juris Doctor degree from Wayne State University; a Master's Degree in Information Science from The University of Michigan; and a Bachelor of Arts Degree in Humanities from the Michigan State University Honors College. She is licensed to practice law in Michigan and worked as a staff attorney at the Michigan Court of Appeals.

² <http://r.umn.edu/academics-research/programs/undergraduate/bshp/>

³Central Missouri's "Innovation Campus" <http://focus.luminafoundation.org/pdf/summer2012/> (pp.20-25).

⁴ Education Advisory Board (2012). The Promise and Perils of Innovation: Competitive Challenges to the Traditional Higher Education Model. http://www.etsu.edu/125/taskforces/Programs_and_Opportunities/documents/U.L.C.B.Innovation.pdf

⁵ <http://aera-cr.asu.edu/>

⁶ <http://www.neiu.edu>

⁷ <https://technology.asu.edu/iprojects>

⁸ <http://www.evergreen.edu/advising/faculty/portfolio.htm>

⁹ Prof. Robert Kvavik, Provost Emeritus at the University of Minnesota, foresees the concept of 'syndication' entering the way degrees could be granted. The analogy is a syndicated newspaper, selecting, vetting and delivering information from wire services for consumption by its local audience in response to local needs and interests. No newspaper hires reporters to write and produce all of the news its local audience wants to read. But unlike newspapers, universities continue to operate as silos, locally producing virtually every aspect of the degree production and granting process. If universities adopt a syndication model for granting degrees, not all courses would need to be produced locally. The local university would still vet the content and confer the local brand (degree) upon the students after they demonstrate competency to warrant the degree. Instead of charging for tuition, universities could charge for assessing the knowledge and competencies of students regardless of how it was acquired, and confer its local degree (brand) upon the student as a credential of attainment and suitability for employment in the local work sector.

¹⁰ The largest demographic sector ages 25-64 in New Mexico consists of people with some college but no degree – 26% or 277,102 residents. Lumina Foundation. A Stronger Nation Through Higher Education, p. 87 (Mar. 2012). http://www.luminafoundation.org/publications/A_Stronger_Nation-2012.pdf

¹¹ Inside Higher Ed. On Notice, Again. Feb. 14, 2013, <http://tinyurl.com/axe3ykb>.

¹² <http://rom.unm.edu/>

¹³ Ostrom, et al. Leveraging Service Blueprinting to Rethink Higher Education When Students Become ‘Valued Customers,’ Everybody Wins (October 2011) www.americanprogress.org

¹⁴ <http://studentventures.asu.edu/about>

¹⁵ Central Missouri’s “Innovation Campus” <http://focus.luminafoundation.org/pdf/summer2012/> (pp.20-25).

¹⁶ UNM 2020 website: <http://unm2020.unm.edu/>.

¹⁷ Miller, Garcia, Moreno and Goering, UNM West Strategic Plan (December 2012).

¹⁸ Parker, Models for Possible Degree Programs for UNM-West: Preliminary Report (November 2012).

Occupational Employment Projections in New Mexico for Unknown Title(s) for a base year of 2010 and a projected year of 2020

| Occupation Code (SOC) | Occupational Title | 2010 Estimated Employment | 2020 Projected Employment | Total 2010-2020 Employment Change | Annual Avg. Percent Change | Total Percent Change | Annual Avg. Openings Due to Growth | Annual Avg. Openings Due to Replacement | Total Annual Avg. Openings | Growth Description |
|-----------------------|--|---------------------------|---------------------------|-----------------------------------|----------------------------|----------------------|------------------------------------|---|----------------------------|--------------------|
| 291061 | Anesthesiologists | 269 | 312 | 43 | 1.5% | 16.0% | 4 | 5 | 9 | Stable |
| 299091 | Athletic Trainers | 32 | 42 | 10 | 2.8% | 31.3% | 1 | 1 | 2 | Growing |
| 291181 | Audiologists | 82 | 102 | 20 | 2.2% | 24.4% | 2 | 0 | 2 | Growing |
| 292031 | Cardiovascular Technologists and Technicians | 314 | 403 | 89 | 2.5% | 28.3% | 9 | 5 | 14 | Growing |
| 291011 | Chiropractors | 306 | 349 | 43 | 1.3% | 14.1% | 4 | 6 | 10 | Stable |
| 319091 | Dental Assistants | 2,034 | 2,370 | 336 | 1.5% | 16.5% | 34 | 43 | 77 | Growing |
| 292021 | Dental Hygienists | 1,030 | 1,262 | 232 | 2.1% | 22.5% | 23 | 21 | 44 | Growing |
| 291029 | Dentists, All Other Specialists | 45 | 51 | 6 | 1.3% | 13.3% | 1 | 1 | 2 | Stable |
| 291021 | Dentists, General | 848 | 923 | 75 | 0.9% | 8.8% | 8 | 25 | 33 | Stable |
| 292032 | Diagnostic Medical Sonographers | 470 | 653 | 183 | 3.3% | 38.9% | 18 | 7 | 25 | Growing |
| 292051 | Dietetic Technicians | 71 | 86 | 15 | 1.9% | 21.1% | 2 | 1 | 3 | Growing |
| 291031 | Dietitians and Nutritionists | 229 | 275 | 46 | 1.8% | 20.1% | 5 | 8 | 13 | Growing |
| 292041 | Emergency Medical Technicians and Paramedics | 1,392 | 1,727 | 335 | 2.2% | 24.1% | 34 | 28 | 62 | Growing |
| 291062 | Family and General Practitioners | 1,747 | 2,038 | 291 | 1.6% | 16.7% | 29 | 35 | 64 | Growing |
| 291000 | Health Diagnosing and Treating Practitioners | 27,503 | 33,858 | 6,355 | 2.1% | 23.1% | 636 | 533 | 1,169 | Growing |
| 291199 | Health Diagnosing and Treating Practitioners, Other | 254 | 328 | 74 | 2.6% | 29.1% | 7 | 5 | 12 | Growing |
| 292000 | Health Technologists and Technicians | 17,010 | 20,330 | 3,320 | 1.8% | 19.5% | 332 | 351 | 683 | Growing |
| 292799 | Health Technologists and Technicians, All Other | 401 | 478 | 77 | 1.8% | 19.2% | 8 | 8 | 16 | Growing |
| 290000 | Healthcare Practitioners and Technical Occupations | 46,007 | 55,978 | 9,971 | 2.0% | 21.7% | 997 | 937 | 1,934 | Growing |
| 299799 | Healthcare Practitioners, Tech Workers, Other, inc genetic | 809 | 969 | 160 | 1.8% | 19.8% | 16 | 28 | 44 | Growing |
| 310000 | Healthcare Support Occupations | 27,022 | 35,599 | 8,577 | 2.8% | 31.7% | 858 | 388 | 1,246 | Growing |
| 319799 | Healthcare Support Workers, All Other | 1,254 | 1,450 | 196 | 1.5% | 15.6% | 20 | 19 | 39 | Stable |

| | | | | | | | | | | |
|--------|--|--------|--------|-------|-------|-------|-----|-----|-----|-----------|
| 311011 | Home Health Aides | 8,231 | 13,176 | 4,945 | 4.8% | 60.1% | 494 | 106 | 600 | Growing |
| 291063 | Internists, General | 489 | 565 | 76 | 1.5% | 15.5% | 8 | 10 | 18 | Stable |
| 292061 | Licensed Practical and Licensed Vocational Nurses | 4,471 | 5,242 | 771 | 1.6% | 17.2% | 77 | 119 | 196 | Growing |
| 319011 | Massage Therapists | 752 | 876 | 124 | 1.5% | 16.5% | 12 | 12 | 24 | Growing |
| 292012 | Medical and Clinical Laboratory Technicians | 941 | 1,039 | 98 | 1.0% | 10.4% | 10 | 18 | 28 | Stable |
| 292011 | Medical and Clinical Laboratory Technologists | 1,331 | 1,488 | 157 | 1.1% | 11.8% | 16 | 26 | 42 | Stable |
| 319092 | Medical Assistants | 4,403 | 5,346 | 943 | 2.0% | 21.4% | 94 | 68 | 162 | Growing |
| 319093 | Medical Equipment Preparers | 117 | 133 | 16 | 1.3% | 13.7% | 2 | 2 | 4 | Stable |
| 292071 | Medical Records and Health Information Technicians | 1,341 | 1,559 | 218 | 1.5% | 16.3% | 22 | 27 | 49 | Growing |
| 319094 | Medical Transcriptionists | 619 | 612 | -7 | -0.1% | -1.1% | 0 | 10 | 10 | Declining |
| 292033 | Nuclear Medicine Technologists | 71 | 83 | 12 | 1.6% | 16.9% | 1 | 1 | 2 | Growing |
| 311012 | Nursing Aides, Orderlies, and Attendants | 7,508 | 9,104 | 1,596 | 1.9% | 21.3% | 160 | 97 | 257 | Growing |
| 311000 | Nursing, Psychiatric, and Home Health Aides | 15,839 | 22,396 | 6,557 | 3.5% | 41.4% | 656 | 204 | 860 | Growing |
| 291064 | Obstetricians and Gynecologists | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| 312000 | Occupational and Physical Therapist Assistants and Aides | 955 | 1,282 | 327 | 3.0% | 34.2% | 33 | 15 | 48 | Growing |
| 299011 | Occupational Health and Safety Specialists | 551 | 657 | 106 | 1.8% | 19.2% | 11 | 19 | 30 | Growing |
| 299012 | Occupational Health and Safety Technicians | 102 | 122 | 20 | 1.8% | 19.6% | 2 | 4 | 6 | Growing |
| 312012 | Occupational Therapist Aides | 84 | 105 | 21 | 2.3% | 25.0% | 2 | 1 | 3 | Growing |
| 312011 | Occupational Therapist Assistants | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| 291122 | Occupational Therapists | 556 | 708 | 152 | 2.4% | 27.3% | 15 | 11 | 26 | Growing |
| 292081 | Opticians, Dispensing | 392 | 483 | 91 | 2.1% | 23.2% | 9 | 8 | 17 | Growing |
| 291041 | Optometrists | 193 | 234 | 41 | 1.9% | 21.2% | 4 | 7 | 11 | Growing |
| 291022 | Oral and Maxillofacial Surgeons | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| 291023 | Orthodontists | *** | *** | *** | *** | *** | *** | *** | *** | *** |

| | | | | | | | | | | |
|--------|--|--------|--------|-------|------|-------|-----|-----|-----|---------|
| 292091 | Orthotists and Prosthetists | 18 | 20 | 2 | 1.1% | 11.1% | 0 | 0 | 0 | Stable |
| 299000 | Other Healthcare Practitioners and Technical Occupations | 1,494 | 1,790 | 296 | 1.8% | 19.8% | 30 | 53 | 83 | Growing |
| 319000 | Other Healthcare Support Occupations | 10,228 | 11,921 | 1,693 | 1.5% | 16.6% | 170 | 169 | 339 | Growing |
| 291065 | Pediatricians, General | 272 | 319 | 47 | 1.6% | 17.3% | 5 | 5 | 10 | Growing |
| 291051 | Pharmacists | 1,527 | 1,807 | 280 | 1.7% | 18.3% | 28 | 39 | 67 | Growing |
| 319095 | Pharmacy Aides | 363 | 413 | 50 | 1.3% | 13.8% | 5 | 6 | 11 | Stable |
| 292052 | Pharmacy Technicians | 2,012 | 2,442 | 430 | 2.0% | 21.4% | 43 | 35 | 78 | Growing |
| 312022 | Physical Therapist Aides | 323 | 434 | 111 | 3.0% | 34.4% | 11 | 5 | 16 | Growing |
| 312021 | Physical Therapist Assistants | 372 | 504 | 132 | 3.1% | 35.5% | 13 | 6 | 19 | Growing |
| 291123 | Physical Therapists | 1,081 | 1,428 | 347 | 2.8% | 32.1% | 35 | 13 | 48 | Growing |
| 291071 | Physician Assistants | 712 | 846 | 134 | 1.7% | 18.8% | 13 | 14 | 27 | Growing |
| 291069 | Physicians and Surgeons, All Other | 794 | 886 | 92 | 1.1% | 11.6% | 9 | 16 | 25 | Stable |
| 291081 | Podiatrists | 85 | 92 | 7 | 0.8% | 8.2% | 1 | 2 | 3 | Stable |
| 311013 | Psychiatric Aides | 100 | 116 | 16 | 1.5% | 16.0% | 2 | 1 | 3 | Growing |
| 292053 | Psychiatric Technicians | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| 291066 | Psychiatrists | 113 | 131 | 18 | 1.5% | 15.9% | 2 | 2 | 4 | Stable |
| 291124 | Radiation Therapists | 106 | 125 | 19 | 1.7% | 17.9% | 2 | 2 | 4 | Growing |
| 292037 | Radiologic Technologists and Technicians | 773 | 970 | 197 | 2.3% | 25.5% | 20 | 12 | 32 | Growing |
| 291125 | Recreational Therapists | 107 | 126 | 19 | 1.6% | 17.8% | 2 | 4 | 6 | Growing |
| 291111 | Registered Nurses | 15,146 | 19,065 | 3,919 | 2.3% | 25.9% | 392 | 274 | 666 | Growing |
| 291126 | Respiratory Therapists | 389 | 501 | 112 | 2.6% | 28.8% | 11 | 7 | 18 | Growing |
| 292054 | Respiratory Therapy Technicians | 185 | 195 | 10 | 0.5% | 5.4% | 1 | 3 | 4 | Stable |
| 291127 | Speech-Language Pathologists | 1,107 | 1,416 | 309 | 2.5% | 27.9% | 31 | 21 | 52 | Growing |
| 291067 | Surgeons | 282 | 327 | 45 | 1.5% | 16.0% | 4 | 6 | 10 | Stable |
| 292055 | Surgical Technologists | 537 | 629 | 92 | 1.6% | 17.1% | 9 | 9 | 18 | Growing |
| 291128 | Therapists, all other | 62 | 72 | 10 | 1.5% | 16.1% | 1 | 1 | 2 | Growing |
| 291131 | Veterinarians | 357 | 441 | 84 | 2.1% | 23.5% | 8 | 7 | 15 | Growing |
| 319096 | Veterinary Assistants and Laboratory Animal Caretakers | 686 | 721 | 35 | 0.5% | 5.1% | 4 | 10 | 14 | Stable |

To sort the records on a column, click on the column title.

| Occupation Code (SOC) | Occupational Title | 2010 Estimated Employment | Annual Avg. Openings Due to Growth | Annual Avg. Openings Due to Replacement | Total Annual Avg. Openings | Growth Description |
|------------------------------|---|----------------------------------|---|--|-----------------------------------|---------------------------|
| 152011 | Actuaries | *** | *** | *** | *** | *** |
| 151111 | Computer and Information Research Scientists | 188 | 3 | 4 | 7 | Growing |
| 150000 | Computer and Mathematical Occupations | 13,869 | 300 | 265 | 565 | Growing |
| 151799 | Computer Occupations, All Other | 1,060 | 10 | 20 | 30 | Stable |
| 151131 | Computer Programmers | 1,215 | 14 | 28 | 42 | Stable |
| 151000 | Computer Specialists | 13,440 | 292 | 248 | 540 | Growing |
| 151150 | Computer Support Specialists | 3,213 | 60 | 84 | 144 | Growing |
| 151121 | Computer Systems Analysts | 1,618 | 34 | 30 | 64 | Growing |
| 151141 | Database Administrators | 558 | 17 | 9 | 26 | Growing |
| 151179 | Information Security Analyst, Web Developer, Comp Network | 1,289 | 32 | 19 | 51 | Growing |
| 152099 | Mathematical Science Occupations, All Other | *** | *** | *** | *** | *** |
| 152000 | Mathematical Scientists | 429 | 8 | 18 | 26 | Growing |
| 152091 | Mathematical Technicians | *** | *** | *** | *** | *** |
| 152021 | Mathematicians | *** | *** | *** | *** | *** |
| 152031 | Operations Research Analysts | 293 | 5 | 9 | 14 | Stable |

| | | | | | | |
|--------|---------------------------------------|-------|----|----|----|---------|
| 151132 | Software Developers, Applications | 1,169 | 26 | 12 | 38 | Growing |
| 151133 | Software Developers, Systems Software | 1,881 | 62 | 20 | 82 | Growing |
| 152041 | Statisticians | 54 | 1 | 3 | 4 | Stable |

Note: Asterisks indicate confidential data

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Source: NMDWS, Economic Research and Analysis Bureau

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