

# Performance Effectiveness Report

New Mexico Universities



Council of  
University Presidents  
November 2003

# New Mexico Universities

## Research Universities:

New Mexico Institute of Mining & Technology	Socorro
New Mexico State University	Las Cruces
University of New Mexico	Albuquerque

## Comprehensive Universities:

Eastern New Mexico University	Portales
New Mexico Highlands University	Las Vegas
Western New Mexico University	Silver City

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(Dr. Lopez' Letter)

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# Performance Effectiveness Report

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# THE PERFORMANCE EFFECTIVENESS PLAN OF NEW MEXICO'S PUBLIC UNIVERSITIES

## Accountability and Performance Reporting Categories

As suggested in the Letter From the Presidents, public universities respond to regional and national accreditation and professional standards and a host of federal and state reporting requirements. In fact, being accountable has become a full-time and highly complex job of considerable consequence. This document represents a single significant component of each university's extensive reporting efforts.

The New Mexico Council of University Presidents directly responds to the expectations of policy makers and other concerned citizens by publishing an annual Performance Effectiveness Report designed, in part, to comply with the requirements of the Accountability in Government Act (AGA). This report describes each university's AGA performance goals and offers considerable additional accountability information deemed to be of particular interest to readers. The Council has identified a set of common indicators of university quality and effectiveness. These indicators are being used to measure the progress of New Mexico's universities in meeting statewide performance expectations. Focusing university and public attention on these indicators will promote the improvement of higher education and the achievement of our goals. Indicators of university quality are grouped into the following comprehensive categories:

- I. Accessible and affordable university education
- II. Student progress and student success in our universities
- III. Academic quality and a quality learning environment
- IV. Effective and efficient use of resources
- V. Mission specific institutional reporting highlights

For each of the first four quality indicator groups listed above, a common set of performance measures has been selected to provide a means by which each of our universities can demonstrate its performance level. Although we are using common performance measures, each institution's performance level reflects its unique institutional mission, students, and other constituencies, and the program and service mix it has developed in response to state and regional needs. Each institution is using these measures to set performance improvement goals.

Performance measures providing data on a cyclical basis are those measures dependent on broad-based surveys of our constituencies. These surveys provide valuable information for reviewing and enhancing our programs. Information includes measures on placement rates of graduates and alumni assessment of institutional quality, both of which are gathered from alumni surveys; students' satisfaction with their undergraduate experiences, which is collected through a survey of graduating seniors; and employers' satisfaction with our graduates, a statewide survey of New Mexico employers conducted by an outside party. Each of these surveys is a major undertaking, and the universities have agreed to a three-year rotation cycle.

## **I. Accessible and Affordable University Education**

- Table 1 - Is university tuition affordable relative to peers and per capita income?
- Table 2 - How much financial aid must be paid back by students?
- Table 3 - How much of the cost of attendance does financial aid cover and what percent of students received aid?
- Table 4 - Does enrollment reflect the diversity of the state?
- Table 5 - What proportion of our transfer students come from 2-year colleges?

## **II. Student Progress and Student Success**

- Table 6 - How many freshmen return for second year?
- Table 7 - What are our graduation rates?
- Table 8 - What degrees were awarded in 2001-02?
- Table 9 - What are our alumni doing?

## **III. Academic Quality and a Quality Learning Environment**

- Table 10 - How diverse are our faculty and staff?
- Table 11 - Do our faculty hold the highest degrees in their fields?
- Table 12 - Are we making progress on faculty pay commensurate with our peers?
- Table 13 - What percent of classroom instruction is delivered by tenured/tenure-track faculty?
- Table 14 - What are our student-to-faculty ratios?
- Table 15 - How large are our classes?
- Table 16 - How satisfied are our students with their educational experience?
- Table 17 - How satisfied are our alumni with their educational experience?

## **IV. Effective and Efficient Use of Resources**

- Table 18 - What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?
- Table 19 - What percent of fiscal resources are allocated to administrative costs?

## **V. Mission-Specific Institutional Reporting Highlights**

- Student Access and Success.
- Economic Development/Research.
- Community Outreach - Workforce Issues



# Institutional Profile of New Mexico Institute of Mining and Technology

**Mission:** New Mexico Tech is an institute of higher learning that serves the people of New Mexico by integrating education, research, public service, and economic development through emphasis on science, engineering, and natural resources. Its mission is threefold:

- Helping students learn creative approaches to complex issues
- Creating and communicating knowledge
- Solving technical and scientific problems

## Fall 2002 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1094	18	
Non-degree seeking undergraduate	321		
First Professional			
Graduates	310	24	
Branch students enrolled on Main			
<b>Total Headcount</b>	<b>1,725</b>	<b>42</b>	<b>1767</b>
<b>Total FTE</b>	<b>1375.7</b>	<b>14.9</b>	

## Number of program majors at the following degree levels for 2002-03:

Associate's	2	2002-2003 total current funds revenue for main campus: \$123, 378,948
Bachelor's	22	
Master's	15	2002-2003 total state appropriation for main campus as a percent of total main campus operating budget: 17%
Post-Master's		
Doctorate	6	
First Professional		

## Highlights: Student Access and Success

- Traditionally NMT's primary geographic recruitment areas are New Mexico and the Western states with significant minority populations, including Alaska and Hawaii. NMT seeks academically qualified students interested in a small school with a science and engineering curriculum.
- The individual student is most important in the educational experience at New Mexico Tech. With a student-to-faculty ratio of 13:1, the undergraduate experience consists mostly of small classes, fostering communication and interaction between professors and students. Hands-on research opportunities are available to both graduate and undergraduate students through the various academic departments, or through New Mexico Tech's associated research entities: the Research and Economic Development Division, the Energetic Materials Research and Testing Center, the Petroleum Recovery and Research Center, and the New Mexico Bureau of Mines and Mineral Resources.

- New Mexico Tech's 1999 Strategic Plan set goals to enroll 1800 students within five years and to increase minority enrollment. In Fall, 2003, New Mexico Tech achieved an enrollment of 1806 headcount, essentially achieving the strategic goal of 1800 students within four, not five years. New Mexico Tech retains 73% of the entering freshmen to return for sophomore year and the percentage of Hispanic and Native American students is increasing.

## **Highlights: Economic Development / Research**

- With slightly more than \$56 million in academic-earmark funds coming in for various cutting-edge research projects and training programs, New Mexico Tech tops The Chronicle's list of 30 national universities that received the most earmarked federal funds this fiscal year for scientific research and other projects in higher education. These earmarked funds will be used to build infrastructure in the state of New Mexico.
- New Mexico Tech is collaborating with New Mexico State University to purchase the town of Playas, New Mexico, on behalf of the U.S. Department of Homeland Security, which will use Playas to train first responders in Homeland Security.
- New Mexico Tech and the national seismology consortium, IRIS, which supports the university's PASSCAL Instrument Center, have been given the go-ahead to proceed with plans to develop EarthScope, a continent-spanning geophysics research observatory that will use thousands of ultra-sensitive seismometers to study the deep Earth. The EarthScope observatory is a cutting-edge science and research program of unprecedented scale that is designed to address fundamental questions about the Earth's interior. The National Science Board, the governing board of the National Science Foundation, has approved an operating proposal for EarthScope, which was co-written by IRIS, the UNAVCO geodetic consortium, and Stanford University.
- The Magdalena Ridge Observatory (MRO) project is an international scientific collaboration between New Mexico Tech, the University of Cambridge (UK), New Mexico State University, New Mexico Highlands University, the University of Puerto Rico, and Los Alamos National Laboratory. The project is overseen by the U.S. Naval Research Laboratory. The observatory is primarily intended for astronomical research and will be composed of two facilities, a single telescope and an array of optical/infrared telescopes called an interferometer. Located on the main ridge of the Magdalena mountains at an elevation of 10,600 ft. above sea level, it will be the fourth highest observatory in the world. The project is scheduled for completion in 2008. The 2.4-meter-diameter single telescope will be completed first, followed by the interferometer composed of ten telescopes, each approximately 1.4 meters in diameter. The telescopes making up the interferometer will be spaced by distances of up to 400 meters and will be optically linked in order to make images of astronomical objects with unprecedented detail. This setup will simulate the resolving power of a single telescope up to 400 meters in diameter. As a result of the large number of telescopes in the array, the interferometer will be able to make accurate images of complex astronomical objects many times faster than other existing and planned arrays.

## **Highlights: Community Outreach - Workforce Issues**

- New Mexico Tech supports a State-approved teacher training program leading to secondary teacher certification in science and mathematics. New Mexico Tech is approved for the State of New Mexico Alternative Licensure program. Every NMT student who has taken any part of the State of New Mexico Teacher Assessment test has passed.
- The Master of Science Teaching (MST) program currently enrolls over 40 teachers actively seeking degrees in science teaching. Since the MST program at New Mexico Tech began in 1969, its focus has been to provide science, mathematics, engineering, and technology (SMET) content to practicing New Mexico educators. The MST program fosters content-based, hands-on, experiential learning.
- In conjunction with the Energetic Materials Research and Testing Center (EMRTC), New Mexico Tech provides training programs in counter-terrorism and security to both domestic and foreign law enforcement personnel. The Anti-Terrorism Assistance Program trains foreign law enforcement personnel in Rural Border Operations and Hostage Negotiation. As part of the National Domestic Preparedness Consortium, NMT and EMRTC also train first responders (fire fighters, law enforcement, and emergency medical personnel) safely and effectively to manage emergency situations involving explosions or potential acts of terrorism, including biological, chemical, and nuclear threats.

**Accessible and Affordable University Education**

**Table 1**

***Is university tuition affordable relative to peers and per capita income?***

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,074	57.3	\$6,612	72.8
1998-99	\$2,182	57.5	\$6,942	73.1
1999-00	\$2,328	59.8	\$7,328	74.9
2000-01	\$2,499	60.4	\$7,825	76.1
2001-02	\$2,722	61.5	\$8,419	76.1
2002-03	\$2,911	60.2	\$9,122	78.9

**Context for 2002:**

NM Per-Capita Income: \$23,941      Relative to peer states average per capita income: 78.9%

\* List of peers in Appendix

**Table 2**

***How much financial aid must be paid back by students?***

<u>Type of Aid</u>		<u>1999-2000 Percent</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>
Gift Aid	(Not paid back)	45.0	51.3	67.6
Work Study	(Must work to earn)	10.6	9.4	6.4
Loans	(Must pay back)	44.4	39.3	26.0

**Table 3**

***How much of the cost of attendance does financial aid cover and what percent of students received aid?***

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,105	\$ 9,855	---
1999-00	\$6,163	\$ 9,166	74.4
2000-01	\$6,488	\$10,276	76.6
2001-02	\$7,034	\$10,884	63.6

**Accessible and Affordable University Education**

**Table 4**  
*Does enrollment reflect diversity of the state?*

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 % (See Note)	NM ACT Takers 2001-02 %
	Fall 1997 %	Fall 2001 %	Fall 2002 %	Fall 1997 %	Fall 2001 %	Fall 2002 %		
<u>Race/Ethnicity</u>								
American Indian	2.3	3.3	3.0	4.3	1.7	4.0	11.7	9.1
Asian	2.7	2.6	2.8	6.1	4.6	2.7	1.4	1.8
Black	0.6	0.8	0.8	0.0	0.0	0.9	2.2	1.7
Hispanic	15.8	16.7	18.2	26.1	23.6	25.0	41.9	31.0
White/Other	71.0	67.1	63.4	63.5	70.1	67.0	41.6	40.0
Nonresident Alien	7.5	8.8	9.2	0.0	0.0	0.4		
Unknown	0.1	0.6	2.6	0.0	0.0	0.0	1.2	16.4
<b>Total Number</b>	1,395	1,562	1,767	115	174	224	19,797	11,791

High school graduate information not available for 2001-02

**Table 5**  
*What proportion of our transfer students come from 2-year colleges?*

	Fall 1997		Fall 2001		Fall 2002	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches			17	23.3	27	23.5
Out-of-state 2-Yr Colleges					15	13.0
Subtotal 2-Yr Colleges			17	23.3	42	36.5
NM Public 4-Yr Universities			18	24.7	29	25.2
All Other Transfers			38	52.0	44	38.3
<b>Grand Total</b>	N A	N A	73	100.0	115	100.0

### Student Progress and Student Success

**Table 6**  
**How many freshmen return for second year?**

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2000</u>		<u>Entered in Fall 2001</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2001</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2002</u>
American Indian		66.7		55.6	4	75.0%
Asian		77.8		100.0	12	100.0
Black		0.0		100.0	0	0.0
Hispanic		82.1		73.7	47	74.5
White/Other		78.4		80.7	153	71.2
Nonresident Alien		100.0		75.0	5	100.0
Unknown		0.0		0.0	0	0.0
Men		79.0		78.3	163	76.1
Women		78.2		80.6	58	69.0
Overall		78.8		79.0	221	74.2

\* First-time, full-time, degree-seeking freshmen

**Table 7**  
**What are our graduation rates?**

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1995</u>		<u>Entered Fall 1996</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	0	0.0	5	20.0	9	11.1	11.1	22.2
Asian	3	100.0	7	85.7	8	12.5	0.0	12.5
Black	0	0.0	2	0.0	3	33.3	0.0	33.3
Hispanic	39	41.0	52	55.8	43	32.6	7.0	39.5
White/Other	130	50.8	182	47.8	165	44.8	9.1	55.8
Nonresident Alien	0	0.0	2	100.0	2	100.0	0.0	100.0
Unknown	0	0.0	0	0.0	3	33.3	0.0	33.3
Men	124	42.7	176	47.2	162	39.5	9.9	50.6
Women	48	66.7	74	56.8	71	42.3	4.2	47.9
Overall	172	49.4	250	50.0	233	40.3	8.2	49.8

**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

\* Includes Associate degree recipients.

**Student Progress and Student Success**

**Table 8**  
***What degrees were awarded in 2001-02?***

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-</u>	<u>Total</u>
Agriculture-related							
Architecture-related							
Business / Public Administration	3	1					4
Education			8				8
Engineering / Tech / Computer		98	54		4		156
Health Professions (w/o Nursing)							
Home Economics							
Humanities/Social Science	7	5					12
Law / Protective Services							
Nursing							
Science and Math		52	26		10		88
Social Work							
<b>Total</b>	<b>10</b>	<b>156</b>	<b>88</b>		<b>14</b>		<b>268</b>

**Table 9**  
***What are our alumni doing?***

Percent Employed (may also be in school): 96% Percent Continuing Their Education: 23%

***In what fields are they employed?***

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	48.0%	8.0%	4.0%	6.6%

***What percent of alumni are working in New Mexico?***

Percent of employed: 38.0%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

**Academic Quality and a Quality Learning Environment**

**Table 10**

***How diverse are our faculty and staff?***

	<u>Fall 1997</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	<b>Full-Time Faculty % (N = 109)</b>	<b>Full-Time Staff % (N =458 )</b>	<b>Full-Time Faculty % (N = 113)</b>	<b>Full-Time Staff % (N = 637)</b>	<b>Full-Time Faculty % (N =113 )</b>	<b>Full-Time Staff % (N =643 )</b>
<b>Race/Ethnicity &amp; Sex</b>						
<b>American Indian</b>	3.7	2.2	1.8	2.5	1.8	3.3
<b>Asian</b>	11.0	2.8	8.8	3.6	11.5	2.3
<b>Black</b>	1.8	0.7	2.6	0.5	2.7	0.5
<b>Hispanic</b>	1.8	44.8	1.8	39.4	2.7	44.2
<b>White/Other</b>	81.7	49.6	85.0	51.2	81.4	49.8
<b>Nonresident Alien</b>	0.0	0.0	0.0	0.0	0.0	0.0
<b>Unknown</b>	0.0	0.0	0.0	2.8	0.0	0.0
<b>Men</b>	88.1	63.9	88.5	62.8	83.2	61.6
<b>Women</b>	11.9	36.9	11.5	37.2	16.8	38.4

**Table 11**

***Do our faculty hold the highest degree in their fields?***

Percent of faculty holding highest degree

<b>Fall 1997</b>	98.0%
<b>Fall 2001</b>	98.0%
<b>Fall 2002</b>	98.0%

**Table 12**

***Are we making progress on faculty pay commensurate with our peers?***

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
<b>Fall 1997</b>	\$48,438	85.6	\$61,032	87.4
<b>Fall 2001</b>	\$55,157	83.7	\$70,602	86.7
<b>Fall 2002</b>	\$61,800	91.6	\$76,790	92.8



**Academic Quality and a Quality Learning Environment**

**Table 13**

*What percent of classroom instruction is delivered by tenured/tenure-track faculty?*

	Fall 1997	Fall 2001	Fall 2002
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<b>Course Level</b>			
<b>Lower Division</b>	70.3	57.6	46.8
<b>Upper Division</b>	87.7	87.3	89.4
<b>Graduate Division</b>	85.8	87.1	82.3
<b>Overall</b>	79.2	71.8	72.8

Classroom instruction excludes labs, theses, internships, independent studies, etc.

**Table 14**

*What are our student to faculty ratios?*

Fall 1999	12.4 to 1
Fall 2001	11.9 to 1
Fall 2002	13.1 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

*How large are our classes?*

	Fall 1999 Average	Fall 2001 Average	Fall 2002 Average
<b>Undergraduate, lower division</b>	21.2	22.1	24.3
<b>Undergraduate, upper division</b>	10.2	11.5	10.6
<b>Graduate</b>	3.8	4.5	3.9

## Academic Quality and a Quality Learning Environment

**Table 16**

***How satisfied are our students with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	86.5%
Satisfied or Very Satisfied with Student Support	82.5%
Satisfied or Very Satisfied Overall with Institution	86.8%

\* See Appendix III (Survey of Graduating Seniors in 2002-03)

**Table 17**

***How satisfied are our alumni with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	92.0%
Satisfied or Very Satisfied with Student Support	83.0%
Satisfied or Very Satisfied Overall with Institution	88.0%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

**Effective and Efficient Use of Resources**

***Table 18***

***What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?***

	<b>Percent for Institution</b>	<b>Percent for Peers</b>
<b>1996-97</b>	58.7	65.0
<b>1999-00</b>	69.8	65.5
<b>2000-01</b>	71.3	64.9

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

***Table 19***

***What percent of fiscal resources are allocated to administrative costs?***

	<b>Percent for Institution</b>	<b>Percent for Peers</b>
<b>1996-97</b>	7.0	8.4
<b>1999-00</b>	4.9	7.3
<b>2000-01</b>	5.4	7.1

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

## Listing of Accreditations

NMT	North Central Association of Colleges & Schools
NMT	Attorney General of the United States/ Non-immigrant students attendance
NMT	US Dept. For Exchange Visitor Program P-I-1282
NMT	Veteran's Approval Division of the Office of Military Affairs
NMT	American Society for Engineering Education
NMT Grad. School	Western Association of Graduate Schools
NMT Grad. School	Council for Graduate Schools in the US
Teacher Certification Program	NM State Board of Education
Chemistry Program	Committee on Professional Training of the American Chemical Society
Chemical Engineering Program	Engineering Accred. Comm. Of the Accred. Board for Engineering & Technology EAC/ABET)
Electrical Engineering Program	EAC/ABET
Environmental Engr. Program	EAC/ABET
Engr. Mechanics Program	EAC/ABET
Materials Engineering Program	EAC/ABET
Mineral Engineering Program	EAC/ABET
Petroleum & Natural Gas Engr. Prog.	EAC/ABET

**Reporting Data for Accountability in Government Act  
New Mexico Institute of Mining and Technology**

Trend Data					DFA Fiscal Years	
					FY 04	FY 05
<b>Common Measures</b>						
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target					35
	Actual	Not Available	Not Available	Not Available	36	
Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.		Fall 94 Thru Sum 00	Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04
	Target					40%
	Actual		40.4%	41.0%	42.0%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.						39.3%
Access Measure: Number of Hispanic and Native American freshmen in NMT's first-time freshman class		Fall 00 census	Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census
	Target					60
	Actual		49	72	64	
Benchmark: Percent of ACT test takers in New Mexico who are Hispanic or Native American						41.0%
Retention Measure: Percent of full-time, degree-seeking, first-time freshmen returning for their second fall.		Fall 99 to Fall 00	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04
	Target				73.0%	75.0%
	Actual	79.0%	73.5%	74.0%	73.0%	
Benchmark: CSRDE retention data for similar institutions						69.0%
<b>Institutional Specific Measures -- Main Campus</b>						
Enrollment in NMT's Master of Science Teaching Program		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				35	41
	Actual		21	31	34	
Enrollment in Distance Education		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				97	105
	Actual		46	77	164	
Research Expenditures		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY2003-04
	Target				\$55,000,000	\$58,000,000
	Actual		\$43,638,235	\$49,478,610	\$71,000,000	

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# Institutional Profile of New Mexico State University

**Mission:** New Mexico State University is the state’s land-grant university, serving the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education, and public service.

## Fall 2002 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	11,753	70	11,779
Non-degree seeking undergraduate	388	44	432
Graduates	2,440	202	2,598
Branch students enrolled on Main	662	62	722
<b>Total Headcount</b>	<b>15,243</b>	<b>378</b>	<b>15,531</b>
<b>Total FTE</b>			<b>12,457</b>

## Number of program majors at the following degree levels for 2002-03:

Associate’s	4
Bachelor’s	72
Master’s	50
Post-Master’s	3
Doctorate	22

2002-2003 total current funds revenue for main campus:  
**\$351,129,918**

2002-2003 total state appropriation for main campus as a percent  
of total main campus operating budget: **42%**

## Highlights: Student Access and Success

NMSU is committed to facilitating access to and success in higher education for our students. In order to accomplish these, the following activities and programs have been implemented.

Noel-Levitz professionals have been retained by the university to serve as consultants to student services staff members and to make recommendations about service improvements. Since 1996, NMSU has conducted the *Connections* Program developed by Noel-Levitz and The USA Group, consultants to colleges and universities in the areas of enrollment and retention.

NMSU received \$1.1 million from the William and Flora Hewlett Foundation to initiate the Hewlett Foundation Engineering Recruitment and Retention Program. The five-year grant will help the College of Engineering recruit, retain and graduate engineering students, including those who are historically under-represented in the engineering field and will target pre-college and undergraduate students. The project will also collaborate with the Las Cruces Pre-freshman

Engineering Program (PREP) to increase the number of students who participate in the pre-engineering summer bridge program.

The New Mexico Alliance for Minority Participation (New Mexico AMP) sponsored three summer programs. New Mexico AMP, a partnership of two-year colleges and four-year universities in the state, is sponsored by the National Science Foundation and receives significant support from the state of New Mexico and other private and federal programs. Its goal is to increase the number of minority students who complete their bachelor's degrees and who are currently underrepresented in science, technology, engineering and math disciplines. Fifteen Santa Fe Community College and high school pre-engineering students participated in the Minority Engineering Transfer and Articulation (META) Program. The META program is a joint effort between the university, Santa Fe Community College, the NMSU Highway and Transportation Department and five civil engineering firms. It is a technology-oriented, associate's to bachelor's degree transfer program that addresses the need for more comprehensively trained civil engineers who have technology-based classroom and work experience.

Thirty-six NMSU undergraduates participated in the Undergraduate Research Assistantships (URA) Program. This faculty-mentored research program allows students to be directly involved in technical research in their disciplines.

The College Assistance Migrant Program (CAMP) was established with a \$1.6 million federal grant through the Office of Migrant Education to provide free housing, meal plans and health exams to migrant students. This is the first grant the university has received that focuses on migrant education. In addition to offering CAMP students financial assistance with living expenses for their first year of college, CAMP provides continuing support such as tutoring and mentoring programs and assistance with financial aid forms. The U.S. Department of Education awarded \$300,000 a year for five years that assists more than 130 students.

Black Issues in Higher Education, a national magazine dedicated to higher education minority issues, ranked NMSU as one of the nation's top universities for Hispanic and American Indian students. NMSU ranked 18th overall in the number of bachelor's degrees awarded to American Indian students and 17th overall in the number of bachelor's degrees awarded to Hispanics. NMSU ranked 2nd overall in the number of bachelor's degrees awarded to American Indians in engineering, 7th in the number of bachelor's degrees awarded to Hispanics in education, and 8th in the number of bachelor's degrees awarded to Hispanics in engineering.

Hispanic Outlook in Higher Education, a national higher education journal, ranked NMSU as one of the nation's top colleges and universities for Hispanic students. NMSU ranked 12th overall in Hispanic enrollment among four-year colleges, 17th overall in the number of bachelor's degrees awarded to Hispanics and placed in the top 10 in bachelor's degrees awarded to Hispanics in six academic areas -- agriculture, computer science, education, engineering, home economics and protective services.

NMSU's Center for Learning Assistance (CLA) offers Project Success, a series of workshops for non-traditional and returning students. Approximately 30 percent of undergraduate students at NMSU are non-traditional students.

NASA's only Suborbital Center of Excellence (SCE) hosted its annual conference for middle school, high school, and college students at NMSU. The center, housed at PSL, was created to provide students and the public with an opportunity to learn more about suborbital space engineering and science.

Nineteen students from Dine College in Shiprock, the University of New Mexico - Gallup and the Dona Ana Branch Community College participated in the Bridge Program to American Indian Students in Community Colleges. The program is supported by the National Institutes of Health and is now in its 11th year. Its goal is to help American Indian students move from community colleges into baccalaureate degree programs in the basic biomedical sciences. In the program's first 10 years, 47 percent of participants completed their bachelor's degrees within 10 semesters of entering a degree program.

NMSU's Computer Science Department has been awarded \$1.5 million by the National Science Foundation (NSF) to continue attracting minorities to the computer science field and its cutting-edge research. In addition to purchasing a computer classroom and setting up a new wireless network, the computer science department will expand its "pathways"



system for minority students, especially Native Americans.

NMSU and the Ysleta del Sur Pueblo have agreed to combine their efforts to increase enrollment and the academic achievement of Native American students. Ysleta del Sur Pueblo is the fifth tribe to sign an agreement with the university.

The Trio program is federally funded and comprised of seven programs nationwide that help low-income and first-generation students attend and graduate from college. NMSU has three of these programs – Upward Bound, the McNair Program and Student Support Services. Upward Bound recently received \$1,312,956 from the U.S. Department of Education to continue its work in preparing high school students from the Las Cruces and Gadsden school districts for college for the next four years. The program works with 75 students each year.

The College of Business Administration and Economics is now offering a degree-completion program to help place-bound students receive a bachelor's degree. Students take their courses online and can major in general business and receive a bachelor's degree in business administration. The course work for the freshman and sophomore years may be completed at a junior or community college and then upper-division courses are finished during the last two years at NMSU.

New Mexico high school seniors in the Las Cruces, Gadsden, Santa Teresa, Alamogordo, Hatch, Deming and Truth or Consequences areas participated in Aggie Experience, a new program sponsored by the NMSU Admissions Office. Students learned more about NMSU's academic programs, student life, admissions procedures and financial aid.

The Theatre for Young Audiences Program and Writers-in-the-Schools project teams NMSU English Department faculty and graduate students in the Master of Fine Arts in creative writing program with public school students. Writing workshops introduce students in elementary and middle schools to techniques that improve creativity, communication skills, reading skills and writing skills by composing and reading original stories and poems.

Fifty-two NMSU students have been recognized for academic excellence, service to the university and community, leadership in extracurricular activities and potential for continued achievement by being selected to represent the university in the 2003 edition of "Who's Who Among Students in American Universities and Colleges."

Representatives from the National Science Foundation Alliances for Graduate Education and the Professoriate Programs (AGEP) had a panel discussion on preparing for graduate school and had an opportunity to meet with AGEP recruiters.

## **Highlights: Economic Development / Research**

Research is good business discovering and producing new ideas and concepts and creating intellectual property. Through economic development new technology moves into the private sector. As research activity expands, the capacity of the university to positively influence the private sector and stimulate economic development increases. Spending on research and other sponsored projects at NMSU grew by 9 percent in 2002-2003, to a record high of \$165.9 million. The university has research centers in each of its academic colleges, plus other research-oriented centers such as the Water Resources Research Institute and the Computing Research Laboratory. Typically, 80 to 85 percent of this spending is in federal dollars, dollars faculty and staff "import" to the state. Roughly half goes to local payrolls and another 25 percent to the purchase of goods and services, an enormous impact on the economy. The jobs that are created by research contracts tend to be high-quality, high-tech jobs. The nature of the funded research varies widely, from applied research on methods of generating renewable energy from waste materials to basic research on the behavior of subatomic particles, the smallest building blocks of matter. The university's Physical Science Laboratory (PSL) accounted for more than \$44 million of the 2002-2003 expenditures on research grants and contracts during the past year, up from about \$40 million the previous year. PSL's research activities range from applied research in information operations, a critical aspect of national defense, to scientific ballooning for NASA. The laboratory operates the National Scientific Balloon Facility, which just last month launched the world's largest balloon from a site in Canada. Expenditures on sponsored programs of the Agricultural Experiment Station and Cooperative Extension Service totaled more than \$22 million. The \$165.9 million includes expenditures of public service projects funded by grants and contracts, such as the RETA (Regional Educational

Technology Assistance) program that helps teachers across the state enhance their technology skills. It also includes \$34.6 million in student aid, grants and stipends.

New Mexico Works helps low-income families take positive steps toward employment and leads the state in placing participants in new jobs. Fifty-six percent of New Mexico Works participants here in southwestern New Mexico were in full- or part-time paid employment, according to the New Mexico Human Services Department's latest statistics. The regional program served 4,735 individuals and placed 2,639 in the paid work force. The overall emphasis of the program is the "work first" model. New Mexico Works is administered locally under a yearly contract between NMSU's Cooperative Extension Service and the state Human Services Department's Income Support Division and works very closely with employers throughout nine counties: Catron, Doña Ana, Grant, Hidalgo, Lincoln, Luna, Otero, Sierra and Socorro. Doña Ana County led in the number of clients with 2,839 new assessments. Socorro County was second at 482 clients and Otero County was third with 437 clients. NMSU Cooperative Extension has played a key role in helping New Mexicans make the transition from welfare to work since 1998. At that time NMSU was awarded contracts from New Mexico's Human Services Department to provide services to Temporary Assistance for Needy Families or TANF recipients. Since its inception more than 17,000 people have been assessed in the NMSU program, and 9,442 people in the region secured jobs. Statewide, the number of households receiving cash assistance has dropped from more than 34,000 in 1995 to fewer than 18,000 now.

The Cooperative Extension received a U.S. Department of Agriculture 2002 Secretary's Honor Award for the Money 2000 and Investing for Your Future project teams. As a result of the development of Money2000 at NMSU, American families have saved over \$20 million over the past five-years.

NMSU's Family and Consumer Sciences department conducted a webcast symposium on In-Home Water Conservation to help New Mexicans learn home water conservation strategies to save on their water bills. On line drought management through more efficient irrigation practices accessible statewide through computerized learning centers are now available at local county extension offices.

NMSU and the State Forestry Division are stepping up their efforts to teach homeowners about fire safety in communities threatened by forest fires. Offered through the NMSU's Cooperative Extension Service, three new publications offer simple how-to advice about managing property to reduce fire threats. NMSU's College of Agriculture and Home Economics is currently constructing a Web page dedicated to forest fires and defensible landscaping. Fire-Wise workshops were held in at-risk communities around NM.

A team of NMSU specialists are working with Native American and Hispanic farmers and ranchers in northern NM to increase participation in government aid programs and provide training and technical assistance in rangeland, forest and watershed management. A \$277,000 U.S. DA grant has allowed NMSU's Rural Agricultural Improvement and Public Affairs Project (RAIPAP) to increase its staff to 8 full-time agricultural and natural resource specialists. For the first time in 20 years, two agricultural agents are available to the 8 northern and 10 southern pueblos.

NMSU Southwest Technology Development Institute (SWTDI) is helping Jemez Pueblo leaders to prepare a feasibility study about how they can make use of the geothermal resources and compare the cost of various energy alternatives. SWTDI is part of NMSU College of Engineering, is non-profit, and concentrates its efforts on environmental services and renewable energy technology.

The Small Business Consulting Program (SBC) offers a Small Business Consulting Orientation through the Management Department of the College of Business Administration and Economics. This orientation is on the French consulting methodology called SEAM (Socio-Economic Approach to Management). SEAM is a method for diagnosing hidden costs and untapped revenue. SEAM allows intervention to improve working conditions, time management, training and other business-related aspects. The SBC also gives NMSU students an opportunity to examine a business in-depth over the course of several months. The students form small consulting teams to conduct interviews and perform analyses to find strengths and weaknesses in businesses. Businesses participating in the program are the Rio Grande Theater, National Onion Inc., Sunland Nursery Co., Hall Machine and Welding Inc., Geo-Test Inc., Superior Heating, Air Conditioning and

Refrigeration Inc. and Gold's Gym.

A project headed by Dona Ana County Head Start, locally administered by NMSU and Corridor Inc., addresses the 2002-2003 national Head Start Fatherhood Initiative. Dona Ana County Head Start is a comprehensive child development program that currently serves 258 families with children ages 3 to 5 years in Las Cruces, Mesilla, Vado and Anthony. Corridor is a Las Cruces-based company that has served schools, industry and the military since 1970, addressing literacy and other basic skills.

A unique optical material developed by NMSU scientists holds great promise for anti-terrorism efforts, medical diagnostics, telecommunications and other fields. LaSys Inc. has licensed the technology and is focusing on developing a remote-sensing system for the U.S. Air Force to use in detecting chemical and biological warfare agents. LaSys is receiving funds from research contracts provided by the U.S. Air Force Research Laboratory. The current four-year, \$3.2 million contract is focused on development of a remote chemical and biological detector system that exploits these capabilities. LaSys Inc. has an exclusive worldwide license to develop and commercialize the technology and future applications and NMSU has equity ownership in the company. With the equity relationship, if the company is successful, the university will directly benefit and the equity relationship can serve as a good model for other technology transfer ventures emanating from NMSU research activities

An environmentally sound brick kiln developed at NMSU was displayed in Washington, D.C. as part of the Smithsonian Institution Center for Folklife and Cultural Heritage traveling exhibit "El Rio." The "El Rio" exhibition refers to the Rio Grande/Rio Bravo Basin that extends from the mountains of Colorado through the rugged landscapes of New Mexico, Texas and into Northern Mexico and to the relationship between people who live there and their environment. The filter system reduces the air pollutants emanating from brick-making chimneys by a dual kiln design. One kiln is fired and the second traps the pollutants that are then efficiently combusted and eliminated, not merely trapped and concentrated to pose additional problems down the road. Environmental protection benefits are achieved at low-cost since materials are readily available to make the filtering system with this low-tech approach.

To aid NM ranchers in finding creative solutions to the extended period of drought, low cattle prices and soaring feed costs, NMSU's Cooperative Extension Service sponsored four drought management seminars in Grants, Sliver City, Tucumcari, Roswell and Los Lunas. Similar services were provided to NM farmers through scheduled "field" days in various locations around the state.

NMSU students helped build a home for a Las Cruces family by working two Saturdays each month with local members of the NMSU Habitat for Humanity. The students were directed by volunteer Care-A-Vanners, Habitat for Humanity people who travel around the country and the world working on Habitat houses, as well as other Mesilla Valley construction leaders.

The Border Epidemiology and Environmental Health Center (BEC), in cooperation with the New Mexico Border Health Office, will assist Sunland Park in assessment, evaluation and improvement of binational Emergency Medical Services, expansion of a binational mosquito surveillance program and planning for terrorism preparedness. BEC also works with Palomas, Columbus and Deming to address similar issues. Funds from the U.S./Mexico Border Health Commission will assist in program development, including \$60,000 for a promotional campaign aimed at decreasing mosquito-borne illnesses and \$35,000 to study the possibility of a binational EMS.

## Educators

The growing shortage of teachers in New Mexico observed in 2000 was the impetus for a retention and recruitment push at NMSU's College of Education. With the appointment of a College of Education coordinator for recruitment and retention, new efforts were initiated to increase advertising for the college, increase recruiting trips to New Mexico high schools and increase direct contacts with high school students who have high academic standing and who have shown an interest in teaching. Retention efforts have also been expanded in the past three years to include more directive assistance to those interested in teaching careers but who face financial challenges. Students who are at risk of dropping out of college either for financial or academic reasons receive direct support or are referred to sources of additional financial aid and/or academic support services.

The positive effects of the NMSU College of Education's investment in recruitment and retention are now being observed. The New Mexico Teacher Assessment Test measures prospective teachers in the areas of basic skills, general knowledge and professional competency relevant to teaching at the elementary and secondary school levels. Passing all three parts of the test is a requirement for teaching in New Mexico. Recently released test results show that NMSU's elementary education majors had a 100 percent pass rate on the professional competency test. NMSU students taking the secondary professional competency test also scored well with a 92 percent pass rate. NMSU students had a 98 percent pass rate on the basic skills tests given last year and a 99 percent pass rate on the general knowledge test. This demonstrates the quality of the candidates in and the graduates of the teacher education program at NMSU.

The percent of education students leaving NMSU's teacher education preparation program that are employed is 100 percent. Most NMSU education students are recruited before they have completed their student teaching.

More than 110 representatives from New Mexico and El Paso high schools attended the 47th Annual Principals/Counselors Conference in the Corbett Center Student Union. The conference serves as an open house for area high school counselors and principals to gather information on NMSU for their students. The U.S. Department of Education awarded \$397,925 to the Educational Management and Development Department to train school leaders on the border. Leadership in Border Rural Areas partners the university with the Las Cruces Public Schools and aims to provide a comprehensive, on-going training program for principals and principal candidates to become leaders in high-need schools that focus on the academic achievement of students for whom English is a second language.

There are critical shortages of teachers who are trained for bilingual classrooms and some of the teachers are teaching on a temporary waiver of certification requirements. The College of Education has been awarded \$700,000 by the U.S. Department of Education to train bilingual teachers. "Project Literacy: Academic Achievement Through Listening, Speaking, Reading and Writing" will utilize the Curriculum and Instruction Department's language acquisition and language enhancement endorsement program to address reading and writing development. The program goal is to train 40 teachers per year for the next four years, so that as many as 160 teachers will be prepared for bilingual classrooms in the Las Cruces, Deming, Gadsden and Hatch school districts.

More than 60,000 New Mexico K-12 students and teachers benefit from over 200 NMSU programs in 49 different NMSU departments and agencies that support public and private schools in the state in a typical year. More than 300 NMSU faculty and staff are involved in the programs contributing more than 8,000 volunteer hours.

MathStar is a U.S. Department of Education funded project aimed at redesigning middle school mathematics to be more culturally responsive to students as well as more meaningful and exciting through the use of technology. Teachers from four New Mexico schools have been provided with computers and assistance in improving mathematics learning opportunities for students.

The Regional Education Technology Assistance (RETA) Program focuses on training teachers and administrators in the use of technology to promote student learning. With six resource centers across New Mexico the RETA Program has connected several generations of New Mexicans to technology.

NMSU and the Chihuahuan Desert Nature Park works with area middle schools to encourage inquiry-based learning with

a \$1.2 million grant from the National Science Foundation. The program partners biology, chemistry, biochemistry and geology graduate students with middle school teachers in the Las Cruces, Hatch and Gadsden public schools.

## **Nursing**

Nationwide nursing and faculty shortages, equipment needs and impending retirements all contribute to the critical need for more nurses. While New Mexico currently educates about 500 new registered nurses each year, not all enter the nursing workforce and others are attracted to employment in other states. Based on national supply and demand projections New Mexico will need to more than double its annual output to keep pace with the demand. The Nursing Department has 15 full-time, tenure-track positions, but needs about 25 to accommodate enrollment. There were 57 qualified students seeking admission for the spring semester, but resources would only allow 40 to enroll.

MountainView Regional Medical Center has recognized the growing need for additional faculty to educate nurses and pledged \$125,000 for an additional faculty position in the Department of Nursing for the next five semesters. MountainView is also partnering with the university's nursing department and the Dona Ana Branch Community College (DABCC) nursing program to establish an on-site Learning Lab for students in the new hospital. MountainView also provided \$80,000 in student aid to support nursing students who are willing to commit to working at MountainView after graduation.

The Nursing Department received its first grant from the Health Resources and Services Administration (HRSA) to expand the Nursing Degree-Completion Program to satellite locations in Dona Ana, Eddy and Otero counties for \$1.24 million over the next three-years. The program allows registered nurses with associate degrees to receive credit for past academic and nursing course work toward a Bachelor of Science in Nursing. Now available in Deming, a compressed course schedule combined with interactive video and WebCT enhanced instruction allows a full-time student to complete the program in 18 months. Under the grant at least 112 registered nurse students will be admitted, retained and graduate and 56 of these will be minority students and at least 25 percent of the graduates will agree to work in "medically underserved" communities after graduation.

With a five-year, \$1.5 million National Institute of Nursing Research (NINR) grant, the Nursing Department and the University of Texas at Austin School of Nursing have formed the Southwest Partnership Center for nursing research. This partnership helps build the nursing research infrastructure by pairing more experienced researchers with junior and minority faculty. The project focuses on health disparities in rural, low-income, Mexican-American and American Indian populations. In addition to forming the partnership center and building the capacity for nursing research in these population areas, the grant will increase the number of minority nurse investigators and the number and quality of studies by nursing faculty.

The Fred Hutchinson Cancer Research Center (FHCRC) of Seattle awarded \$1.6 million from the U.S. Department of Health and Human Services to expand the capacity for cancer research at NMSU and increase the number of underrepresented minorities involved in cancer research. NMSU departments participating include agronomy and horticulture, family and consumer sciences, chemistry, biology and nursing. The Fred Hutchinson Cancer Research Center is an independent world leader in studying ways to understand, treat and prevent cancer and related diseases. This five-year planning grant will help improve the number of minority scientists in cancer-related research.

**Accessible and Affordable University Education**

**Table 1**

***Is university tuition affordable relative to peers and per capita income?***

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,196	77.0	\$ 7,152	83.7
1998-99	\$2,346	79.4	\$ 7,650	86.2
1999-00	\$2,502	82.7	\$ 8,166	88.1
2000-01	\$2,790	80.0	\$ 9,162	87.0
2001-02	\$3,006	77.5	\$10,014	89.0
2002-03	\$3,216	74.2	\$10,788	87.5

Context for 2002:

NM Per-Capita Income: \$23,941      Relative to peer states average per capita income: 84.9%

\* List of peers in Appendix

**Table 2**

***How much financial aid must be paid back by students?***

<u>Type of Aid</u>		<u>1999-2000 Percent</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>
Gift Aid	(Not paid back)	46.9	48.9	50.4
Work Study	(Must work to earn)	4.2	3.8	3.6
Loans	(Must pay back)	48.8	47.3	46.0

**Table 3**

***How much of the cost of attendance does financial aid cover and what percent of students received aid?***

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,691	\$10,800	---
1999-00	\$5,831	\$11,799	68.0
2000-01	\$5,911	\$12,258	61.0
2001-02	\$6,346	\$13,030	63.0

**Accessible and Affordable University Education**

**Table 4**  
*Does enrollment reflect diversity of the state?*

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 % (See Note)	NM ACT Takers 2001-02 %
	Fall 1997 %	Fall 2001 %	Fall 2002 %	Fall 1997 %	Fall 2001 %	Fall 2002 %		
<b>Race/Ethnicity</b>								
American Indian	2.5	2.7	2.7	3.5	3.8	4.3	11.7	9.1
Asian	1.3	1.5	1.6	2.0	0.9	1.3	1.4	1.8
Black	2.2	2.8	2.9	0.1	1.8	1.5	2.2	1.7
Hispanic	36.1	40.3	41.3	40.9	44.5	43.5	41.9	31.0
White/Other	53.8	48.6	47.5	51.5	49.0	49.4	41.6	40.0
Nonresident Alien	4.0	4.1	4.0	0.0	0.0	0.0		
Unknown	--	--	--	--	--	--	1.2	16.4
<b>Total Number</b>	15,067	15,224	15,243	1,213	1,676	1,642	19,797	11,791

High school graduate information not available for 2001-02

**Table 5**  
*What proportion of our transfer students come from 2-year colleges?*

	Fall 1997		Fall 2001		Fall 2002	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	445	52.3	485	59.2	408	55.1
Out-of-state 2-Yr Colleges	117	13.8	94	11.5	116	15.7
Subtotal 2-Yr Colleges	562	66.1	579	70.7	524	70.8
NM Public 4-Yr Universities	124	14.6	121	14.8	107	14.5
All Other Transfers	164	19.3	119	14.5	109	14.7
<b>Grand Total</b>	850	100.0	819	100.0	740	100.0

**Student Progress and Student Success**

**Table 6**

**How many freshmen return for second year?**

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2000</u>		<u>Entered in Fall 2001</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2001</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2002</u>
American Indian	45	60.0	67	65.7	66	56.1
Asian	34	85.3	29	86.2	17	76.5
Black	49	73.5	52	71.2	57	78.9
Hispanic	702	72.6	826	72.8	912	72.3
White/Other	843	72.6	959	71.4	982	69.7
Nonresident Alien	22	72.7	28	67.9	17	58.8
Unknown	--	--	--	--	--	--
<b>Men</b>	794	71.7	879	71.4	976	66.4
<b>Women</b>	901	73.4	1,082	72.4	1,075	74.4
<b>Overall</b>	1,695	72.6	1,961	72.0	2,051	70.6

\* First-time, full-time, degree-seeking freshmen

**Table 7**

**What are our graduation rates?**

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1995</u>		<u>Entered Fall 1996</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Yrs</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	81	19.7	38	39.4	50	34.0	10.0	44.0
Asian	16	43.8	17	47.1	24	41.7	4.2	45.9
Black	20	35.0	25	36.0	24	33.3	8.3	41.6
Hispanic	581	47.0	587	51.9	601	39.9	12.0	51.9
White/Other	944	51.3	744	55.7	804	51.1	6.4	57.6
Nonresident Alien	14	78.6	11	81.8	8	87.5	0.0	87.5
Unknown	--	--	--	--	--	--	--	--
<b>Men</b>	809	47.3	694	53.4	703	40.3	11.0	51.3
<b>Women</b>	847	49.1	728	53.5	808	50.7	6.8	57.5
<b>Overall</b>	1,656	48.2	1,422	53.5	1,511	45.9	8.7	54.6

**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

\* Includes Associate degree recipients.



New Mexico State University  
**Student Progress and Student Success**

**Table 8**  
**What degrees were awarded in 2001-02?**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related		146	28		9		183
Architecture-related		7					7
Business / Public Administration	33	382	50		6		471
Education	5	263	214	2	21		505
Engineering / Tech / Computer Science	2	301	95		15		413
Health Professions (w/o Nursing)		28	3				31
Home Economics		90	17				107
Humanities/Social Science	13	398	81		3		495
Law / Protective Services	16	87	18				121
Nursing		62	5				67
Science and Math		81	32		23		136
Social Work		52	52				104
<b>Total</b>	<b>69</b>	<b>1,897</b>	<b>595</b>	<b>2</b>	<b>77</b>		<b>2,640</b>

**Table 9**  
**What are our alumni doing?**

**Percent Employed (may also be in school):** 92.7%

**Percent Continuing Their Education:** 3.4%

***In what fields are they employed?***

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	46.1%	22.7%	24.6%	6.6%

***What percent of alumni are working in New Mexico?***

**Percent of employed:** 39.9%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

New Mexico State University  
**Academic Quality and a Quality Learning Environment**

**Table 10**

***How diverse are our faculty and staff?***

	<u>Fall 1997</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	<b>Full-Time Faculty % (N = 664)</b>	<b>Full-Time Staff % (N = 2,289)</b>	<b>Full-Time Faculty % (N = 660)</b>	<b>Full-Time Staff % (N = 2,376)</b>	<b>Full-Time Faculty % (N = 669)</b>	<b>Full-Time Staff % (N = 2,320)</b>
<b>Race/Ethnicity &amp; Sex</b>						
<b>American Indian</b>	0.6	1.2	0.6	1.4	0.5	1.2
<b>Asian</b>	5.0	1.2	5.6	0.8	6.6	1.3
<b>Black</b>	0.0	1.0	0.5	1.1	0.8	1.3
<b>Hispanic</b>	8.9	42.4	9.7	42.6	10.0	43.4
<b>White/Other</b>	85.4	54.0	83.5	54.0	77.1	51.4
<b>Nonresident Alien</b>	0.0	0.0	0.0	0.0	0.0	0.0
<b>Unknown</b>	0.1	0.3	0.1	0.0	5.1	1.4
<b>Men</b>	67.5	51.7	66.1	48.9	63.2	48.6
<b>Women</b>	32.5	48.3	33.9	51.1	36.8	51.4

**Table 11**

***Do our faculty hold the highest degree in their fields?***

Percent of faculty holding highest degree

<b>Fall 1997</b>	83.0
<b>Fall 2001</b>	83.0
<b>Fall 2002</b>	84.0

**Table 12**

***Are we making progress on faculty pay commensurate with our peers?***

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
<b>Fall 1997</b>	\$47,472	87.8	\$57,810	87.1
<b>Fall 2001</b>	\$56,239	87.1	\$70,203	88.3
<b>Fall 2002</b>	\$56,528	86.2	\$70,899	86.6

New Mexico State University  
**Academic Quality and a Quality Learning Environment**

**Table 13**

***What percent of classroom instruction is delivered by tenured/tenure-track faculty?***

	Fall 1997	Fall 2001	Fall 2002
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<b><u>Course Level</u></b>			
<b>Lower Division</b>	45.0	39.8	41.0
<b>Upper Division</b>	74.6	73.8	66.5
<b>Graduate Division</b>	86.5	85.5	81.5
<b>Overall</b>	58.7	54.9	53.1

Classroom instruction excludes labs, theses, internships, independent studies, etc.

**Table 14**

***What are our student to faculty ratios?***

<b>Fall 1999</b>	18.9 to 1
<b>Fall 2001</b>	17.3 to 1
<b>Fall 2002</b>	17.3 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

***How large are our classes?***

	Fall 1999 Average	Fall 2001 Average	Fall 2002 Average
<b>Undergraduate, lower division</b>	24	25	37
<b>Undergraduate, upper division</b>	16	15	32
<b>Graduate</b>	8	8	9

## Academic Quality and a Quality Learning Environment

***Table 16***

***How satisfied are our students with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	82.9%
Satisfied or Very Satisfied with Student Support	83.1%
Satisfied or Very Satisfied Overall with Institution	87.8%

\* See Appendix III (Survey of Graduating Seniors in 2002-03)

***Table 17***

***How satisfied are our alumni with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	93.0%
Satisfied or Very Satisfied with Student Support	84.2%
Satisfied or Very Satisfied Overall with Institution	94.3%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

**Effective and Efficient Use of Resources**

***Table 18***

***What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?***

	Percent for Institution	Percent for Peers
1996-97	70.6	65.7
1999-00	68.2	65.4
2000-01	68.1	65.6

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

***Table 19***

***What percent of fiscal resources are allocated to administrative costs?***

	Percent for Institution	Percent for Peers
1996-97	5.6	6.3
1999-00	5.6	6.3
2000-01	5.3	6.2

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

## Listing of Accreditations

NMSU	North Central Association of Colleges & Secondary Schools
Counseling Center	International Association of Counseling Services
Student Health Center	Accreditation Association for Ambulatory Health Care
Department. of Family & Consumer Sciences	National Council for the Accreditation of Teacher Education American Dietetics Association
Department of Agricultural & Extension Education	National Council for the Accreditation Teacher Education
Department of Animal & Range Sciences	Society for Range Management
Department of Chemistry & Biochemistry (B.S. in Chemistry Program)	American Chemical Society
Department of Journalism & Mass Communications	Accrediting Council on Education for Journalism & Mass Communications
Department of Music	National Association of Schools of Music
Master of Public Administration	National Association of Schools of Public Affairs & Administration
Master of Business Administration	American Assembly of Collegiate Schools of Business (AACSB) – The International Association for Management Education
Undergraduate Business Program	AACSB – The International Association for Management Education
Bachelor & Master of Accountancy	AACSB – The International Association for Management Education
Doctorate in Business Administration	AACSB – The International Association for Management Education
Athletic Training Education	Committee on Allied Health Education & Accreditation
Communications Disorders (Masters)	American Speech & Hearing Association
Counseling & Guidance (School Counseling Track)	NM State Department of Education National Council for the Accreditation of Teacher Education American Psychological Association Council for Accreditation of Counseling & Related Educational Programs
Curriculum & Instruction (Educ. Specialist & Doctoral Programs)	NM State Department of Education National Council for the Accreditation of Teacher Education
Educational Administration (Educ. Specialist & Doctoral Programs)	NM State Department of Education National Council for the Accreditation of Teacher Education University Council for Educational Administration
Educational Administration (M.A. Program)	NM State Department of Education National Council for the Accreditation of Teacher Education

New Mexico State University

Physical Education (Undergraduate)	NM State Department of Education National Association for Sports and Physical Education National Council for the Accreditation of Teacher Education
Special Education (Undergraduate & Graduate)	NM State Department of Education National Council for the Accreditation of Teacher Education
Teacher Education Program (Undergraduate & Graduate)	NM State Department of Education National Council for the Accreditation of Teacher Education
Teaching English as a Second Language	NM State Department of Education
Chemical Engineering (Undergraduate)	ABET – Engineering Accreditation Commission (EAC)
Civil Engineering (Undergraduate)	ABET – EAC
Electrical Engineering (Undergraduate)	ABET – EAC
Industrial Engineering (Undergraduate)	ABET – EAC
Mechanical Engineering (Undergraduate)	ABET – EAC
Geological Engineering (Undergraduate)	ABET – EAC
Civil Engineering Technology (Undergraduate & Associate)	ABET – Technology Accreditation Commission (TAC)
Mechanical Engineering Technology (Undergraduate & Associate)	ABET – TAC
Electronic Engineering Technology (Undergraduate & Associate)	ABET – TAC
Surveying Engineering	ABET – Related Accreditation Commission
Health Science (Undergraduate)	Society of Public Health Education/Association for Advancement of Health Education, Baccalaureate Program Approval Committee
Health Science (Masters)	Council for Education in Public Health
Nursing Program (Undergraduate & Masters)	Commission on Collegiate Nursing Education
Social Work Program (Undergraduate & Masters)	Council on Social Work Education

Reporting Data for Accountability in Government Act New Mexico State University - Main Campus						
Trend Data					DFA Fiscal Years	
					FY 04	FY 05
Common Measures						
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				NA	1,099
	Actual	974	858	929	879	
Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.		Fall 94 Thru Sum 00	Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04
	Target				48%	50%
	Actual	45.0%	43.1%	45.9%		
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.						41.2%
Access Measure: Number of Native American first-year students enrolled		Fall 00 census	Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census
	Target			84	100	116
	Actual	76	75	86	85	
Benchmark: Percent ACT test takers in New Mexico who are Native American compared to percent of NMSU's 1st-Time Freshman Class that is Native American.					(NMSU = 3.9%)	9.1%
Retention Measure: Percent of full-time, degree-seeking, first-time freshmen persisting to second year.		Fall 99 to Fall 00	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04
	Target				73.0%	75%
	Actual	69.6%	72.0%	70.6%	71.7%	
Benchmark: CSRDE retention data for similar institutions						71.5%
Institutional Specific Measures -- Main Campus						
Number of degree programs offered via distance education		FY 2000-01	FY 2001-02	FY 2002-03	FY2003-04	FY 2004-05
	Target			9	13	17
	Actual		6	13		
Percent of academic departments/programs using the results of direct outcomes assessments of student learning		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target			75%	75%	75%
	Actual		90.0%	92.0%		
Number of NMSU teacher preparation programs available at NM community college sites		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target			2	3	4
	Actual		1	4		
Total restricted research, public service expenditures, and student aid expenditures for all NMSU campuses		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target			\$167.4M	\$175.8M	\$186.3M
	Actual		\$152.2M	\$165.9M		



# Institutional Profile of University of New Mexico

**Mission:** The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

## Fall 2002 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	16,101	287	
Non-degree seeking undergraduate	2,357	190	
First Professional - Medicine	304		
First Professional - Law	333		
First Professional - PharmD	351		
Graduates	4,499	123	
Branch students enrolled on Main	166		
<b>Total Headcount</b>	<b>24,111</b>	<b>600</b>	<b>24,705</b>
<b>Total FTE</b>			

## Number of program majors at the following degree levels for 2002-03:

Associate's	1
Bachelor's	93
Master's	66
Post-Master's	5
Doctorate	36
First Professional	3

2002-2003 total current funds revenue for main campus:  
**\$460,226,724**

2002-2003 total state appropriation for main campus  
as a percent of total main campus operating budget:  
**26.8%**

## Highlights: Student Access and Success

UNM's Freshman Academic Choices provides several options for students in their first semester, ranging from Introductory Studies to the Honors Program. There are also Freshman Learning Communities, Freshman Interest Groups, Freshman Living and Learning Communities, and Engineering Freshman Programs. All of these programs are designed to give students a good start on their college programs and to help them achieve their academic goals. These programs are

consistent with the university's strategic plan, which includes goals for increased student success, a campus community that supports the success of students by engaging them in an active and diverse intellectual life, and a campus environment that provides support for students.

UNM is also experimenting with a variety of approaches to bring students into a lifestyle that embraces lifelong learning, another goal of the strategic plan. To that end, UNM is reaching out to students with the understanding they may not want or be able to go to Albuquerque to classes on the main campus. Much of this outreach is done via the Branches Campuses, each with a unique approach. In Gallup, recruiters offer tuition discounts to high school students who apply during outreach events. In Taos, (and Questa, Raton and Cimarron) UNM hires teachers who teach college level courses in the high school as a means of pushing students toward higher education. In Zuni, there is a new building next door to the high school, which allows students from the high schools to take college classes, and is convenient for adult students living in the community. In Los Alamos, special programs allow students to go to school and work at the Los Alamos National Laboratory simultaneously.

After finishing their first two years, many branch campus students come to the main campus to finish a four-year degree, but others are able to complete their degrees by taking upper division course work delivered via UNM's Extended University. The Extended University delivers course material to Farmington, Gallup, Los Alamos, Rio Rancho, Santa Fe, and Taos. Extended University has classes that can be taken via web access, at Distance Learning Centers, and via site-based television at special locations, such as company learning centers.

In addition, UNM's Continuing Education serves more than 20-thousand non-credit students each year in Albuquerque. The conference center at the Continuing Education Building served more than 200-thousand people last year. Continuing Education also provides customized computer skills courses and certificate programs, and customized training programs targeted to meet specific needs in organizations.

## **Highlights: Economic Development / Research**

In FY 2003, UNM generated 46 new invention disclosures and 23 newly issued patents. The Science and Technology Corporation (STC) entered into 9 new agreements with companies for the commercialization of its technologies. One new start-up company was formed this past year based on UNM technology. STC now holds equity in 8 companies which have been licensed with UNM technology.

This commercialization activity helps reward and retain faculty, promotes closer ties with industry, and generates income for research and education. STC has plans to substantially expand support services to inventors through the current academic year.

One UNM associate instructor in multimedia/instructional technologies in the College of Education, Mark Salisbury, also served as CEO of Vitel Corporation, a knowledge management company in Albuquerque that allow members of an organization to share data such as expert knowledge, training materials, and documents. The company employs 16 people, including several UNM graduates.

U.S. News & World Report ranked the UNM school of Medicine in the top 15 primary care-oriented medical schools in the country. The Health Sciences Center's curriculum are ranked 2nd in Rural Medicine, 3rd in Nursing Midwifery, 5th in Family Medicine, 6th in Primary Care, 15th in Community Health, and 23rd in Occupational Therapy.

The UNM Health Sciences Center Outpatient Surgery and Imaging Building has opened. The Building contains six operating rooms, 23 recovery bays, a pain clinic, two mammography rooms, a CT scan room, and two ultrasound rooms. The building allows easier access to facilities at UNM for outpatient surgery and imaging scans. It also allows reduced traffic in the University operating rooms.

## Faculty Research Grants

- UNM will be the lead institution on a large Information Technology Research Grant of \$11.6 million, a 13-institution effort to develop computational tools to explore evolutionary relationships among all species of living organisms forming "The Tree of Life". Constructing the "Tree of Life" is considered a complex scientific research challenge more complex than sequencing the human genome.
- An assistant professor in the Electrical Engineering Department, Scott Tyo, has received a National Science Foundation Faculty Early Career Development Award. The five-year grant is for \$400,000 to establish an experimental research program in optical polarimetry, to integrate leading-edge polarimetry research into undergraduate curricula, and to build a strong group of undergraduate, graduate, postgraduate, and faculty researchers in one of New Mexico's key Industry clusters.
- The UNM Health Sciences Center and Lovelace Respiratory Research Institute have received a \$4 million grant from the National Institute for Environmental Health Sciences to study asthma, cancer, and other environmental health issues that impact the Southwest.
- The Center for Development and Disability in the Department of Pediatrics at the UNM school of Medicine has received a \$2.88 million grant over the next four years to development of comprehensive system of personnel training on the Navajo Nation.
- UNM's School of Medicine has been awarded a four year, \$2 million grant from the Donald W. Reynolds Foundation to strengthen geriatric medical training throughout the state.
- The Center for Disaster Medicine in the Department of Emergency Medicine received a \$1.14 million continuing education grant from the U.S. Department of Health and Human Services to train front line health officials throughout the state to recognize, treat, and alert the public health system about a bio-terrorism event in New Mexico.
- The UNM School of Medicine and Cancer Center has received a three-year \$1.12 million planning grant to become one of five major National Centers of Excellence in Complex Biomedical Systems Research. The goal of the National Centers is to encourage computational approaches that will deepen understanding of biological processes.
- An assistant professor in computer science, Darko Stefanovic, received a grant of \$300,365 from the National Science Foundation to work with a Columbia University professor on a project in molecular computing. This long-term project will eventually allow the public to benefit from enhanced diagnostic techniques.
- Chris Moore, assistant professor in computer science and physics and astronomy, received a \$195-thousand dollar grant from the National Science Foundation to work with a research at the University of Connecticut on a project to better understand quantum computation.
- Dr. William Miller, program director and distinguished professor of psychology and psychiatry, will direct a \$1.7 million start-up grant from the National Institute on Drug Abuse. The five year grant may eventually total \$10 million to improve community based treatment of drug abuse and dependence.
- Howard Waitzkin, M.D., Ph.D., professor School of Medicine Department of Family and Community Medicine, received a grant of \$298,508 from the Robert Wood Johnson Foundation to assess the effectiveness of community health workers in treating depression at community centers.
- Steven Adelsheim, M.D., associate professor, School of Medicine Department of Psychiatry, and Jane McGrath, M.D., associate professor School of Medicine, Department of Pediatrics, have received a \$300,000 grant from the Robert Wood Johnson Foundation for a 24-month program that will provide depression screening and treatment for adolescents in rural New Mexico schools.
- Professor of psychology, Harold Delaney, has received a \$150,000 research grant to study the topic of spiritual well-being. Delaney will do a prospective study of dramatic, lasting "quantum changes" in individual's lives as well as an investigation of gradual spiritual change.
- The Co-director of the UNM Cancer Research & Treatment Center's program in Signal Transduction, Cell Adhesion, and Trafficking has received \$50-thousand from the Oxnard Foundation to study how infection with the Epstein Barr virus might lead to leukemia.
- The UNM Cancer Research and Treatment Center and Sandia National Laboratories have received a two-year, \$50-thousand grant from Wells Fargo to allow a team of 10 research scientists to focus on finding new scientific discoveries and turn them into therapies or drugs that can be used in a clinical setting on cancer patients for prevention, diagnosis, or treatment.

- James Nawarskas, Pharm.D., and Marcia M. Worley-Louis, Ph.D., assistant professors, have received funding from the New Investigators Program of the American Association of Colleges of Pharmacy. Nawarskas, an assistant professor of clinical pharmacy, will study aspirin/ibuprofen interactions. Worley-Louis, an assistant professor of pharmacy administration, will study how the professional relationships diabetics have with their pharmacists impact their perceptions of their medication knowledge and their confidence to successfully manage their medications.

## **Highlights: Community Outreach - Workforce Issues**

UNM's main campus and Extended University enrolled 24,705 students in fall 2002 and granted 4,292 degrees in 2001-02. Many graduates from UNM support the New Mexico economy by entering the workforce. For example, two-thirds of UNM's baccalaureate recipients from three years ago report that they are employed in New Mexico.

The New Mexico Department of Labor identified shortage areas in engineering, medicine, and nursing. In 2001-02 UNM graduated 309 students in Engineering, 365 in medicine and pharmacy, and 192 in nursing. UNM has made a special effort to address the nursing shortage, and in fall 2003 there are 474 students enrolled in all phases of the nursing program. UNM also has 10 students enrolled in the Physician Assistant program and is working to raise that total number.

New Mexico is also facing a shortage of teachers and UNM prepares up to 30% of all the new teachers each year graduating from New Mexico colleges. In 2001-02 UNM graduated 744 students from all its education programs. The College of Education also has several significant partnerships at the local, state, and national levels, which has a powerful and positive impact on the student teaching experience and opportunity.

Continuing Education is also a major part of the Career Works Program. The program, funded by the New Mexico Human Services Department, provides orientation, assessment, training, job-placement and follow-up services needed to transition unemployed citizens into productive employees. Within the past year, more than 10-thousand clients have been served through the Career Works program.

**Accessible and Affordable University Education**

**Table 1**

***Is university tuition affordable relative to peers and per capita income?***

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,165	71.8	\$ 8,174	86.3
1998-99	\$2,242	71.2	\$ 8,461	85.2
1999-00	\$2,430	75.0	\$ 9,172	87.7
2000-01	\$2,795	81.5	\$10,548	96.0
2001-02	\$3,026	82.9	\$11,424	97.5
2002-03	\$3,169	78.6	\$11,436	89.3

Context for 2002:

NM Per-Capita Income: \$23,941      Relative to peer states average per capita income: 85.0%

\* List of peers in Appendix

**Table 2**

***How much financial aid must be paid back by students?***

<u>Type of Aid</u>		<u>1999-2000 Percent</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>
Gift Aid	(Not paid back)	38.3	43.8	45.8
Work Study	(Must work to earn)	4.1	4.5	4.0
Loans	(Must pay back)	57.9	51.7	50.2

**Table 3**

***How much of the cost of attendance does financial aid cover and what percent of students received aid?***

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$7,858	\$12,242	53.5
1999-00	\$8,325	\$13,188	60.1
2000-01	\$8,842	\$14,333	62.7
2001-02	\$8,835	\$13,858	62.2

**Accessible and Affordable University Education**

**Table 4**  
*Does enrollment reflect diversity of the state?*

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 % (See Note)	NM ACT Takers 2001-02 %
	Fall 1997 %	Fall 2001 %	Fall 2002 %	Fall 1997 %	Fall 2001 %	Fall 2002 %		
<b>Race/Ethnicity</b>								
American Indian	4.7	5.2	5.6	5.9	4.1	5.3	11.7	9.1
Asian	3.0	3.6	3.5	3.7	4.0	3.4	1.4	1.8
Black	2.4	2.3	2.4	1.2	2.0	2.2	2.2	1.7
Hispanic	24.4	28.4	28.6	36.3	38.0	36.9	41.9	31.0
White/Other	60.2	53.4	52.6	52.2	49.8	50.8	41.6	40.0
Nonresident Alien	2.6	3.4	3.7					
Unknown	2.8	3.7	3.6	0.8	2.1	1.4	1.2	16.4
<b>Total Number</b>	24,063	23,859	24,705	1,695	2,075	2,404	19,797	11,791

High school graduate information not available for 2001-02

**Table 5**  
*What proportion of our transfer students come from 2-year colleges?*

	Fall 1997		Fall 2001		Fall 2002	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	583	39.0	616	48.7	641	49.2
Out-of-state 2-Yr Colleges	191	12.8	162	12.8	164	12.6
Subtotal 2-Yr Colleges	774	51.8	778	61.5	805	61.8
NM Public 4-Yr Universities	154	10.3	176	13.9	144	11.1
All Other Transfers	566	37.9	311	24.6	354	27.2
<b>Grand Total</b>	1,494	100.0	1,265	100.0	1,303	100.0

**Student Progress and Student Success**

**Table 6**  
**How many freshmen return for second year?**

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2000</u>		<u>Entered in Fall 2001</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2001</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2002</u>
American Indian	116	57.8	107	69.2	99	69.7
Asian	74	83.8	86	81.4	89	83.1
Black	43	67.4	73	63.0	73	74.0
Hispanic	696	72.0	954	74.3	848	76.9
White/Other	1,164	72.0	1,299	72.8	1,204	75.8
Nonresident Alien						
Unknown	25	72.0	68	77.9	55	80.0
Men	958	69.5	1,111	72.6	1,045	74.3
Women	1,160	73.2	1,476	73.9	1,323	77.9
Overall	2,118	71.5	2,587	73.4	2,368	76.3

\* First-time, full-time, degree-seeking freshmen

**Table 7**  
**What are our graduation rates?**

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1995</u>		<u>Entered Fall 1996</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	79	26.6	69	37.7	79	16.5	17.7	34.2
Asian	40	62.5	84	64.3	74	54.1	10.8	64.9
Black	34	44.1	62	41.9	46	43.5	6.5	50.0
Hispanic	576	48.1	592	53.0	567	44.3	12.5	56.8
White/Other	969	53.5	913	54.8	827	45.8	9.6	55.4
Nonresident Alien								
Unknown	3	66.7	28	64.3	19	36.8	5.3	42.1
Men	795	44.7	767	49.8	734	39.2	11.3	50.5
Women	906	55.5	981	56.7	878	48.1	10.6	58.7
Overall	1,701	50.4	1,748	53.7	1,612	44.0	10.9	55.0

**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

\* Includes Associate degree recipients.

**Student Progress and Student Success**

**Table 8**

***What degrees were awarded in 2001-02?***

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related							
Architecture-related		41	44				85
Business / Public Administration		468	235	4			707
Education		347	345	7	45		744
Engineering / Tech / Computer		188	101		20	175	309
Health Professions (w/o Nursing)	3	133	51		3		365
Home Economics		30	9		4		43
Humanities/Social Science		1,084	151		75		1,310
Law / Protective Services		81				111	192
Nursing		120	68	4			192
Science and Math		269	34		42		345
Social Work							
<b>Total</b>	<b>3</b>	<b>2,761</b>	<b>1,038</b>	<b>15</b>	<b>189</b>	<b>286</b>	<b>4,292</b>

**Table 9**

***What are our alumni doing?***

Percent Employed (may also be in school): 88.6%

Percent Continuing Their Education: 19.3%

***In what fields are they employed?***

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	45.0%	31.4%	16.5%	5.5%

***What percent of alumni are working in New Mexico?***

Percent of employed: 66.1%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)



**Academic Quality and a Quality Learning Environment**

**Table 10**

*How diverse are our faculty and staff?*

Race/Ethnicity & Sex	<u>Fall 1997</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	Full-Time Faculty % (N = 1,375)	Full-Time Staff % (N = 4,544)	Full-Time Faculty % (N = 1,436)	Full-Time Staff % (N = 4,185)	Full-Time Faculty % (N = 1,462)	Full-Time Staff % (N = 4,315)
American Indian	1.6	3.5	1.6	4.4	2.1	4.6
Asian	4.1	1.5	5.8	1.7	5.7	1.8
Black	0.8	2.4	1.2	2.3	1.4	2.3
Hispanic	8.8	31.9	8.8	33.5	8.8	33.2
White/Other	81.0	58.8	79.2	56.1	78.2	56.2
Nonresident Alien	2.6	0.7	2.8	0.5	2.9	0.5
Unknown	1.1	1.1	0.7	1.6	0.9	1.5
Men	63.9	39.2	60.5	37.7	60.3	37.2
Women	36.1	60.8	39.5	62.3	39.7	62.8

**Table 11**

*Do our faculty hold the highest degree in their fields?*

Percent of faculty holding highest degree

Fall 1997	87.1
Fall 2001	86.4
Fall 2002	86.7

**Table 12**

*Are we making progress on faculty pay commensurate with our peers?*

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$53,736	90.2	\$64,421	88.0
Fall 2001	\$64,434	92.0	\$77,405	89.4
Fall 2002	\$65,313	90.9	\$78,491	87.9

**Academic Quality and a Quality Learning Environment**

**Table 13**

***What percent of classroom instruction is delivered by tenured/tenure-track faculty?***

	Fall 1997	Fall 2001	Fall 2002
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<b><u>Course Level</u></b>			
<b>Lower Division</b>	33.4	29.1	28.3
<b>Upper Division</b>	65.4	57.6	56.6
<b>Graduate Division</b>	82.7	74.9	74.3
<b>Overall</b>	52.6	44.5	43.3

Classroom instruction excludes labs, theses, internships, independent studies, etc.

**Table 14**

***What are our student to faculty ratios?***

<b>Fall 1999</b>	18.8 to 1
<b>Fall 2001</b>	18.4 to 1
<b>Fall 2002</b>	18.8 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

***How large are our classes?***

	Fall 1999 Average	Fall 2001 Average	Fall 2002 Average
<b>Undergraduate, lower division</b>	39	37	36
<b>Undergraduate, upper division</b>	22	21	22
<b>Graduate</b>	11	12	12

## Academic Quality and a Quality Learning Environment

**Table 16**

***How satisfied are our students with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	77.6%
Satisfied or Very Satisfied with Student Support	70.2%
Satisfied or Very Satisfied Overall with Institution	76.0%

\* See Appendix III (Survey of Graduating Seniors in 2002-03)

**Table 17**

***How satisfied are our alumni with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	80.2%
Satisfied or Very Satisfied with Student Support	67.1%
Satisfied or Very Satisfied Overall with Institution	82.5%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

**Effective and Efficient Use of Resources**

***Table 18***

***What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?***

	Percent for Institution	Percent for Peers
1996-97	76.1	64.5
1999-00	75.8	64.7
2000-01	79.5	64.3

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

***Table 19***

***What percent of fiscal resources are allocated to administrative costs?***

	Percent for Institution	Percent for Peers
1996-97	5.1	6.0
1999-00	4.4	5.9
2000-01	4.9	6.4

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

## Listing of Accreditations

UNM	North Central Association
B.B.A., M.B.A., E.M.B.A., & Masters of Accountancy	American Assembly of Collegiate Schools of Business
Accounting, undergraduate & graduate programs	American Assembly of Collegiate Schools of Business
Masters in Public Administration	National Association of Schools of Public Affairs & Admin.
Master of Architecture	National Architectural Accrediting Board
Master of Community & Regional Planning	Planning Accreditation Board
Master of Landscape Architecture	Landscape Architectural Accreditation Board
Undergraduate Program	American Chemical Society
Ph.D. Clinical Psychology	American Psychological Association
Speech/Language Pathology, M.S. & Audiology, M.S.	American Speech Language Hearing Association
M.A. and Ph.D. Counselor Education	Council for the Accreditation of Counseling & Related Education Programs
B.A., M.A., & Ph.D. All programs for preparation of teachers, school administrators, and guidance counselors	National Council for Accreditation of Teacher Education and the New Mexico State Board of Education
B.S. Athletic Training Program	Commission on Acc. Of Allied Health Educ. Programs
B.S. in Nutrition, Nutrition/Dietetics Program. Post B.S. in Dietetics	Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association
M.A., Ed.S. and Ed.D. All programs in Educational Administration and Leadership	University Council for Educational Administration
B.S. Chemical Engineering	EAC / ABET
B.S. Nuclear Engineering	EAC / ABET
B.S. Civil Engineering	EAC / ABET
B.S. Construction Engineering	EAC / ABET
B.S. Electrical Engineering	EAC / ABET
B.S. Computer Engineering	EAC / ABET
B.S. Mechanical Engineering	EAC / ABET
B.S. Computer Science	Computer Science Accreditation Comm. Of the Computing Sciences Accreditation Board
B.S. Construction Management	American Council for Construction Education
B.M., B.A., B.M.E. & M.M. Music	National Association of Schools of Music
B.A., B.F.A. & M.A. Theatre	National Association of Schools of Theatre
B.A. and M.A. Dance	National Association of Schools of Dance
Nursing	National League of Nursing Approval by the NM Board of Nursing.

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M.S.N. with a certificate in Nurse Midwifery	American College of Nurse-Midwives, Division of Accreditation
B.S. & Pharm.D., Pharmacy	American Council on Pharmaceutical Education
M.D. Medicine Undergraduate Medical Education Curriculum	Liaison Committee on Medical Education Representing the Association of American Medical Colleges & the American Medical Association
"Part of a B.S. degree program & also a cert. Program." Paramedic Course.	Comm. For Accreditation Of Health Education Programs, Joint Review Committee
B.S. and cert. Of completion Physician Asst. Educ.	Comm. On Accreditation Of Allied Health Education Programs
Masters in Public Health in Community Health & Preventive Medicine, through Biomedical Sciences Graduate Program	Council on Education for Public Health
B.S. Occupational Therapy Program	Accreditation Council for Occupational Therapy Education
B.S. Physical Therapy Program	Commission on Accreditation. In Physical Therapy Education
B.S. or cert. For those with a B.S. Degree, Med. Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
B.S. Dental Hygiene	Commission on Dental Accreditation
Dental Assisting	Commission on Dental Accreditation
Law	American Bar Assoc. and Association of American Law Schools

**Reporting Data for Accountability in Government Act  
University of New Mexico - Main Campus**

Trend Data					DFA Fiscal Years	
					FY 04	FY 05
<b>Common Measures</b>						
Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target					1,560
	Actual	1,408	1,358	1,416	1,516	
Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 94 Thru Sum 00	Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04
	Target					41.0%
	Actual	39.5%	44.8%	44.0%	40.7%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.						45.2%
Access Measure: Increase Number of First-Year, Native American Students from New Mexico Enrolled		Fall 00 census	Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census
	Target			101	135	162
	Actual	96	85	128	178	
Benchmark: Percent ACT test takers in New Mexico who are Native American compared to percent of UNM's 1st-Time Freshman Class						9.1 Percent would = 235 students
Retention Measure: Percent of Full-Time, First-Time Freshmen Who Re-enroll the Following Fall Semester		Fall 99 to Fall 00	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04
	Target			73.5%	75.0%	75.5%
	Actual	71.6%	73.4%	76.3%	76.2%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.						74.4%
<b>Institutional Specific Measures -- Main Campus</b>						
Number of Degrees Awarded Utilizing Extended University Courses		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				125	150
	Actual	73	119	155	146	
Number of Post-baccalaureate Degrees Awarded: Main Campus		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				1,210	1,275
	Actual	1,235	1,271	1,256	1,236	
Increase External Research and Public Service Expenditures: Main Campus		FY 1999-00	FY 2000-01	FY 2001-02	FY 2003-03	FY 2003-04
	Target				\$110.0M	\$112.2M
	Actual	\$109.2M	\$118.8M	\$100.8M	\$96.6M	

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# Institutional Profile of Eastern New Mexico University

## Mission:

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

Eastern, a state institution offering bachelor's and master's degrees, serves students from New Mexico, other states and other nations. Educational programs are offered at the Portales campus and also by interactive distance education, public broadcast television, a branch community college in Roswell, New Mexico, and a university center in Ruidoso, New Mexico.

## Eastern's Focus

- Prepare students for careers and advanced study,
- Impart citizenship and leadership skills and values,
- Support and expand the role of education and excellent teaching at all levels, and
- Enable citizens to respond to a rapidly changing world.

## Fall 2002 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	2,813	164	2,977
Non-degree seeking undergraduate	36	4	40
Graduates	410	211	621
<b>Total Headcount</b>	<b>3,259</b>	<b>379</b>	<b>3,638</b>
<b>Total FTE</b>	<b>2,791</b>	<b>178</b>	<b>2,968</b>

## Number of program majors at the following degree levels for 2002-03:

Associate's	5
Bachelor's	47
Master's	14

2002-2003 total current funds revenue for main campus:  
\$54,110,000

2002-2003 total state appropriation for main  
campus as a percent of total main campus operating budget:  
45.87%

## Highlights: Student Access and Success

- **Student Services** – ENMU students now have a “one-stop” location for tutoring assistance, the College Success Program, and the offices of Multicultural Affairs, with offices for African-American Affairs, Hispanic Affairs, Native American Affairs, and Non-traditional Students. “The Alley” (located in the former remodeled bowling alley of the Campus Union) is located next door to Ground Zero, the campus coffee house.
- **Ruidoso Graduation Rates** - ENMU’s instructional Center at Ruidoso has the highest completion rate for minority students of any of its CHE-identified peer group. For a three year period, 33% of Ruidoso’s program completers were minority students, or 26 of 79 students. The next highest percent among the peer group was 23%.
- **Student Life and Student Success** - New Student Orientation program created in the Fall of 2002; initiated the Campus and Community Involvement Record, a co-curricular transcript program in the Fall of 2002; Community Service opportunities for students, i.e.-Community Action Days and Big Brothers Big Sisters (first successful site based program in the State of New Mexico) coordinated in 2002-03; revitalized the Associated Students’ Activities Board responsible for 100+ programs annually and programs and services for student organizations in 2002-03; and a Late Night Weekend Program Series and Eastern’s Leadership Certificate Program established in the Fall of 2003.
- **Dual Admission** - A collaborative effort between Clovis Community College and ENMU resulted in a dual enrollment agreement between the two campuses. Through well-articulated programs and strong advising, students can transition easily from CCC to ENMU to complete bachelor’s degrees. ENMU already has agreements in place with Mesalands Community College, New Mexico Junior College, South Plains College, and ENMU-Roswell. Course articulation matrices between ENMU and these partner colleges are published on the ENMU web.
- **“Strong Foundations, Smooth Transitions”** - In late August, 2003, ENMU and CCC were awarded a Title V collaborative grant (\$2.6M over five years) to enhance student completion and transfer rates, to improve distance education delivery through new technology, and to build faculty and staff expertise in areas of cultural fluency and distance education technologies.
- **Outcomes Assessment** – During ENMU’s Assessment Day last spring, rising juniors completed either a writing assessment or the Academic Profile (a nationally-normed exam of general knowledge). Results were shared with the students and their academic advisors.
- **Learning Communities** – Last fall and spring, ENMU launched 18 freshmen learning communities (students co-enrolled in two or more classes). Retention rates for these students approached 90% from one semester to the next, compared to 78% for non-learning community participants.

## Highlights: Economic Development / Research

- **School Partnerships** – ENMU conducts two professional development school sites in Portales and Roswell. Classes meet on site at these schools and complete their student teaching, allowing college faculty, pre-service teachers, and school professionals to collaborate daily.
- **Community Partnerships** – As the largest employer in Roosevelt County, ENMU collaborates with the city and county officials on many economic development issues, including a technology initiative to enhance high-speed connectivity for area businesses and residents, and community celebrations such as Cinco de Mayo and community-wide pep rallies for area schools and the University.
- **Computer Literacy Partners** – ENMU partnered with Roswell teachers in the INTEL “Teach to the Future” program to integrate technology with curriculum standards leading to greater student success.

- **ESL Alternative Endorsement** – ENMU continues to serve teachers in the state of New Mexico with a innovative four-course sequence of videotapes, site-based teams, and traveling college faculty to work with teachers. Over one hundred and thirty teachers were enrolled in classes leading to ESL alternative endorsement in 2002-2003.
- **Faculty External Grants** – Biomedical Research Infrastructure Network (BRIN) grant funded by National Institutes of Health through New Mexico State University has enabled ENMU faculty and students to purchase scientific and videoconferencing equipment, conduct research, establish faculty mentorships with other institutions, and share results across the state, enhancing the quality of ENMU's science programs and the level of research in New Mexico.
- **Faculty Researchers in the Classroom** – ENMU faculty incorporate their research into their classrooms. In the past year, Dr. John Humphreys (Business) published a case study on workforce diversity in Harvard Business Review. Dr. Don Elder (History) published a monograph of Civil War letters between a husband and wife with University of Iowa Press. Dr. Regina Aragón (Mathematics) presented a paper to the Mathematics Association of America and the American Mathematical Society on a new rubric for teaching math, utilizing classroom-based assessment techniques. Dr. Paul Lockman (Sociology) published a paper in The Chesopiean on the Berdache as medicine person/shaman. Dr. Darren Pollock (Biology) published two papers—one for the *Journal of Zoological Systematics* on *Micromalthus debilis* and another for the *Journal of Economic Entomology* on biopesticides' affect on native biodiversity. Dr. Zhiming Liu (Biology) published on chimaeroid fishes in the *New Mexico Journal of Science*. Several business faculty presented papers at the Business and Economics Research Conference: Dr. Janet Buzzard and Ms. Trish Maguire on assessing web-based courses, Dr. John Stockmeyer on corporate crisis management, and Dr. John Humphreys on predicting organizational commitment.
- **ADA Awareness** – The Eastern Academic and Curriculum Excellence (Eastern ACE) project trains faculty in teaching strategies for working with students with disabilities. (Total of \$465,812 for two years)
- **Faculty/Student Research Partnerships** – ENMU faculty regularly partner with students for research, paper presentations, and publication. Last year Dr. Manuel Varela and student Jonathan Burgos co-authored a paper on bacteria from dairy farm topsoil. The research was highlighted in the American Society for Microbiology program. Dr. Varela also published an article in the *Journal of Membrane Biology* with student Steve Shinnick and presented a paper with Stephanie Perez on *Kiebsiella pneumoniae* at SACNAS.
- Three students in Dr. Patricia Whitney's education course submitted their course term papers to scholarly journals. Two were accepted for publication, and another is under consideration, pending revisions.
- **Community Service** – Several service learning and internship programs at ENMU provide students with work-related experience and area businesses with the benefits of student employees. Examples of these community projects include a highway clean-up and football campus for third through eighth graders, activities coordinated by the ENMU Football team.
- **Community Employer** – ENMU employs over 650 persons (full- and part-time), most of whom reside in Roosevelt or Curry counties and contribute to those communities and their economies.

## Highlights: Community Outreach - Workforce Issues

- **Ruidoso Summer Camp** – Thanks to a NASA Johnson Space Center grant, the ENMU Ruidoso Center again sponsored a summer camp for minority middle school students in Lincoln and Otero counties.
- **ENMU - Mescalero Connections** – ENMU, John Shindo (ENMU '89) and the Mescalero Tribe partnered with Gateway computers to outfit a computer lab for the tribal schools.
- **Community Wellness** – To benefit members of the community, ENMU inaugurated a lifelong wellness program

Eastern New Mexico University

for senior citizens (65 and over) last spring 2003. Participants enroll in a wellness course of their own design at ENMU for \$5 and receive an orientation about how to exercise and use university facilities and equipment.

- **Professional Development for Teachers** – The Fulbright-Hays Group Projects Abroad Program took 18 public school teachers for a variety of schools in New Mexico to Ghana for 26 days to study agricultural practices and concepts of rural housing in a developing country. (\$25,000)
- ENMU regularly hosts the eastern regional science fair, the regional Speech Tournament, and the university's Festival Romanico, annual high school competition in modern languages. ENMU also hosted Boys State (for the seventh consecutive summer) and regularly hosts voting locations and provides many venues for community and area school functions.

**Accessible and Affordable University Education**

**Table 1**

***Is university tuition affordable relative to peers and per capita income?***

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,716	68.3	\$6,378	97.7
1998-99	\$1,786	67.8	\$6,682	97.7
1999-00	\$1,830	66.1	\$6,714	94.0
2000-01	\$1,944	68.9	\$7,128	96.5
2001-02	\$2,088	69.0	\$7,644	96.7
2002-03	\$2,292	69.0	\$7,848	91.1

Context for 2002:

NM Per-Capita Income: \$23,941      Relative to peer states average per capita income: 84.2%

\* List of peers in Appendix

**Table 2**

***How much financial aid must be paid back by students?***

<u>Type of Aid</u>		<u>1999-2000 Percent</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>
Gift Aid	(Not paid back)	43.2	44.8	48.6
Work Study	(Must work to earn)	8.6	6.7	7.1
Loans	(Must pay back)	48.2	48.5	44.3

**Table 3**

***How much of the cost of attendance does financial aid cover and what percent of students received aid?***

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,143	\$10,755	---
1999-00	\$6,379	\$12,593	68.3
2000-01	\$6,627	\$13,568	68.5
2001-02	\$6,844	\$12,506	67.1

**Accessible and Affordable University Education**

**Table 4**  
**Does enrollment reflect diversity of the state?**

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 % (See Note)	NM ACT Takers 2001-02 %
	Fall 1997 %	Fall 2001 %	Fall 2002 %	Fall 1997 %	Fall 2001 %	Fall 2002 %		
<b>Race/Ethnicity</b>								
American Indian	2.5	2.4	2.5	5.3	4.6	3.5	11.7	9.1
Asian	1.0	1.0	1.0	0.5	1.9	0.7	1.4	1.8
Black	3.4	4.7	5.4	2.7	2.1	3.5	2.2	1.7
Hispanic	21.5	27.3	27.1	28.2	35.0	34.2	41.9	31.0
White/Other	70.1	60.8	59.6	63.1	49.0	51.8	41.6	40.0
Nonresident Alien	0.9	0.8	1.3	0.0	0.0	0.0		
Unknown	0.6	2.8	3.2	0.2	7.4	6.3	1.2	16.4
<b>Total Number</b>	3,495	3,583	3,638	434	432	427	19,797	11,791

High school graduate information not available for 2001-02

**Table 5**

**What proportion of our transfer students come from 2-year colleges?**

	Fall 1997		Fall 2001		Fall 2002	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	186	60.2	169	54.2	159	57.0
Out-of-state 2-Yr Colleges			64	20.5	47	16.8
Subtotal 2-Yr Colleges	186	60.2	233	74.7	206	73.8
NM Public 4-Yr Universities	28	9.1	28	9.0	24	8.6
All Other Transfers	95	30.7	51	16.3	49	17.6
<b>Grand Total</b>	309	100.0	312	100.0	279	100.0

**Student Progress and Student Success**

**Table 6**  
**How many freshmen return for second year?**

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2000</u>		<u>Entered in Fall 2001</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2001</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2002</u>
American Indian	23	61.0	15	53.3	20	60.0
Asian	2	50.0	4	100.0	9	44.0
Black	15	27.0	38	68.4	34	67.6
Hispanic	123	52.0	177	56.5	188	56.4
White/Other	328	61.0	290	65.5	261	59.0
Nonresident Alien	3	100.0	2	0.0	2	50.0
Unknown	--	--	--	--	--	--
Men	235	48.9	253	62.8	252	56.7
Women	261	62.1	289	61.2	299	57.9
Overall	496	57.3	542	62.0	551	57.4

\* First-time, full-time, degree-seeking freshmen

**Table 7**  
**What are our graduation rates?**

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1995</u>		<u>Entered Fall 1996</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	13	16.0	11	18.2	14	21.4	7.1	28.5
Asian	8	38.0	4	0.0	6	50.0	0.0	50.0
Black	34	21.0	17	17.7	17	23.5	0.0	23.5
Hispanic	147	26.0	106	28.3	115	30.4	7.8	38.2
White/Other	370	36.0	325	36.3	298	29.9	5.0	34.9
Nonresident Alien	1	0.0	0	0.0	2	0.0	0.0	0.0
Unknown	--	--	--	--	--	--	--	--
Men	255	24.0	236	30.5	205	22.0	4.4	26.4
Women	318	38.0	227	35.6	252	35.3	6.3	41.6
Overall	573	32.0	463	33.0	457	29.3	5.5	34.8

**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

\* Includes Associate degree recipients.

**Student Progress and Student Success**

**Table 8**  
***What degrees were awarded in 2001-02?***

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related	1	2					3
Architecture-related							
Business / Public Administration		60	6				66
Education		95	26				121
Engineering / Tech / Computer		13					13
Health Professions (w/o Nursing)		9	10				19
Home Economics		2					2
Humanities/Social Science	11	193	25				229
Law / Protective Services		19					19
Nursing		4					4
Science and Math		19	5				24
Social Work							
<b>Total</b>	<b>12</b>	<b>416</b>	<b>72</b>				<b>500</b>

**Table 9**  
***What are our alumni doing?***

Percent Employed (may also be in school): 79.6%

Percent Continuing Their Education: 24.0%

***In what fields are they employed?***

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	30.1%	30.1%	19.3%	6.6%

***What percent of alumni are working in New Mexico?***

Percent of employed: 54.2%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)



**Academic Quality and a Quality Learning Environment**

**Table 10**

***How diverse are our faculty and staff?***

	<u>Fall 1997</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	<b>Full-Time Faculty % (N = 139)</b>	<b>Full-Time Staff % (N =364 )</b>	<b>Full-Time Faculty % (N = 127)</b>	<b>Full-Time Staff % (N = 363)</b>	<b>Full-Time Faculty % (N =134 )</b>	<b>Full-Time Staff % (N = 363 )</b>
<b>Race/Ethnicity &amp; Sex</b>						
<b>American Indian</b>	1.4	0.6	0.8	0.5	0.8	1.1
<b>Asian</b>	3.6	0.6	2.4	0.5	3.7	0.5
<b>Black</b>	1.4	3.3	1.5	1.9	2.2	1.7
<b>Hispanic</b>	8.6	21.9	7.1	24.2	6.7	23.1
<b>White/Other</b>	85.0	73.6	87.4	72.4	85.1	73.3
<b>Nonresident Alien</b>	--	--	--	--		
<b>Unknown</b>	--	--	--	--	1.5	0.3
<b>Men</b>	61.2	42.3	59.0	41.0	55.2	40.2
<b>Women</b>	38.8	57.7	40.9	58.9	44.8	59.8

**Table 11**

***Do our faculty hold the highest degree in their fields?***

Percent of faculty holding highest degree

<b>Fall 1997</b>	85.0
<b>Fall 2001</b>	83.5
<b>Fall 2002</b>	82.2

**Table 12**

***Are we making progress on faculty pay commensurate with our peers?***

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
<b>Fall 1997</b>	\$39,328	92.7	\$48,432	92.3
<b>Fall 2001</b>	\$45,962	91.1	\$56,558	90.3
<b>Fall 2002</b>	\$46,518	90.9	\$57,591	90.0

**Academic Quality and a Quality Learning Environment**

**Table 13**

*What percent of classroom instruction is delivered by tenured/tenure-track faculty?*

	Fall 1997 <u>Percent</u>	Fall 2001 <u>Percent</u>	Fall 2002 <u>Percent</u>
<u>Course Level</u>			
Lower Division	54.1	50.2	48.9
Upper Division	73.6	68.8	76.4
Graduate Division	88.1	76.2	81.6
Overall	62.2	57.5	59.5

Classroom instruction excludes labs, theses, internships, independent studies, etc.

**Table 14**

*What are our student to faculty ratios?*

Fall 1999	17 to 1
Fall 2001	17 to 1
Fall 2002	18 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

*How large are our classes?*

	Fall 1999 Average	Fall 2001 Average	Fall 2002 Average
Undergraduate, lower division	24	25	23
Undergraduate, upper division	16	15	11
Graduate	8	8	7

**Academic Quality and a Quality Learning Environment**

***Table 16***

***How satisfied are our students with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	91.0%
Satisfied or Very Satisfied with Student Support	84.0%
Satisfied or Very Satisfied Overall with Institution	93.4%

\* See Appendix III (Survey of Graduating Seniors in 2002-03)

***Table 17***

***How satisfied are our alumni with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	87.0%
Satisfied or Very Satisfied with Student Support	78.3%
Satisfied or Very Satisfied Overall with Institution	88.0%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

**Effective and Efficient Use of Resources**

***Table 18***

***What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?***

	Percent for Institution	Percent for Peers
1996-97	48.4	48.3
1999-00	45.5	47.7
2000-01	44.7	48.4

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

***Table 19***

***What percent of fiscal resources are allocated to administrative costs?***

	Percent for Institution	Percent for Peers
1996-97	8.3	11.6
1999-00	9.0	11.4
2000-01	8.9	11.2

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

**Listing of Accreditations**

- Higher Learning Commission of the North Central Association of Colleges and Schools
- National Association of Schools of Music
- Association of Collegiate Business Schools and Programs
- American Speech-Language-Hearing Association
- National League for Nursing
- National Council for Accreditation of Teacher Education
- American Chemical Societies

Reporting Data for Accountability in Government Act Eastern New Mexico University - Main Campus						
Trend Data					DFA Fiscal Years	
					FY 04	FY 05
<b>Common Measures</b>						
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target					350
	Actual	Not Available	Not Available	415	331	
Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.		Fall 94 Thru Sum 00	Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04
	Target					31.5%
	Actual	26.4%	28.7%	29.3%	31.2%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.						36.1%
Access Measure: Number of Hispanic first-time freshmen		Fall 00 census	Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census
	Target				185	200
	Actual	165	183	168	193	
Benchmark: ENMU's service area is 38% Hispanic; percent of Hispanic First-time freshmen should reflect that percentage		30.9% of first-time freshmen are Hispanic	33.8% of first-time freshmen are Hispanic	32.4% of first-time freshmen are Hispanic	35.5% of first-time freshmen are Hispanic	
Retention Measure: Percent of full-time, degree-seeking, first-time freshmen returning for their second fall.		Fall 99 to Fall 00	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04
	Target				60.0%	61.0%
	Actual	63.9%	62.9%	57.4%	60.0%	
Benchmark: CSRDE retention data for similar institutions						67.0%
<b>Institutional Specific Measures -- Main Campus</b>						
Number of Internet-based courses offered		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				45	55
	Actual	8	10	37	44	
ENMU student/staff ratio, staff defined as FTE faculty and staff paid from unrestricted I&G		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				6.1 : 1	6.2 : 1
	Actual		5.7 : 1	6.0 : 1	6.1 : 1	
External funding support: Main Campus (excludes restricted accounts) *Prior reporting did not include all grants		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY2003-04
	Target				\$5.25M	\$8.5M
	Actual		\$5.21M*	\$7.58M	\$8.29M	

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# Institutional Profile of New Mexico Highlands University

## Mission:

- New Mexico Highlands University is committed to excellence in teaching, discovering, preserving and applying knowledge. NMHU is responsive to any new opportunities for teaching, learning, research, and public service that are created by a changing environment.
- NMHU provides personal attention to students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds. NMHU offers a sensitive admissions program and challenging academic programs that provide all students with the opportunity to achieve their full potential.
- NMHU is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures, and clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identifies.

## Fall 2002 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	1,288	354
Non-degree seeking undergraduate	100	48
Graduates	733	824
<b>Total Headcount</b>	<b>2,121</b>	<b>1,226</b>
<b>Total FTE</b>	<b>1,561</b>	<b>575</b>

## Number of program majors at the following degree levels for 2002-03:

Associate's	1
Bachelor's	33
Master's	11

2002-2003 total current funds revenue for main campus: \$59,869,540.

2002-2003 total state appropriation for main campus as a percent of total main campus operating budget: 37%

## Highlights: Student Access and Success

- Location - NMHU was the first institution of higher education serving northern New Mexico and remains one of only a few four-year Hispanic institutions in the country. Currently, about 65% of NMHU new freshmen come from the northeastern and north-central sections of NM, with San Miguel and Mora counties providing the largest proportions.
- Freshman Reading Program - This program is structured to include computer-generated tutorials combined with the use of newspapers in the classroom.

- **NMHU Bilingual Education Program** - This program is the only program in NM that offers all course work in Spanish. Students completing this program also qualify for the Teaching English as a Second Language Endorsement (TESOL).
- **Spanish Language Immersion Program** - This program provides preparation for teachers to pass La Prueba, the NM state examination for bilingual teachers, and also provides teachers with the opportunity to practice Spanish all day, every day, in an academic setting.
- **Teaching in Mexico** - The School of Education provides teaching internship opportunities at Escuela El Farallon, Veracruz, Mexico.
- **Bachelor of Fine Arts Degree (BFA)** - This is the only professional BFA degree offered in NM.
- **Information Technology Program** - The program, which involves web-based instruction targeted to people who need more technical knowledge, is offered by the School of Business.
- **California Cohort Accelerated Master's Program** - This program is offered by the Exercise and Sports Science Department and is structured such that the bulk of the course work is offered during the summer months. This makes it more convenient for coaches and teachers to obtain their master's degree.
- **CYFD/Social Work Funding** - Under the Child Welfare Act the School of Social Work receives funding support for all aspects of the School's academic and administrative activities. Stipends of \$6,000 for undergraduates and \$10,000 for graduates are awarded each academic year. There is an average payback of 18 months employment with CYFD.
- **Educational Outreach Services** - NMHU offers educational outreach services to outlying areas and place-bound individuals through Off-Campus Instruction, External Academic Programs or Centers, Distance Education, and the Internet.

## Highlights: Economic Development / Research

- **NASA Student Researchers Grant** - NMHU has received \$150K funding from the NASA Ames Research Center to be used to develop research opportunities for high school students and undergraduate students. The students receive a stipend as well as a tuition waiver. The high school portion of the award is handled by the GEAR UP Program. The students are matched with research mentors and work in the their mentor's laboratory. Throughout their research internship, the students are required to keep a log of research activity and, at the end of each semester, they present their research at a special symposium. The intended outcome is to establish a cadre of students who have developed research skills pertinent to NASA's mission.
- **New Forestry Program** - This program is the first 4-year Forestry Program in the state of New Mexico to provide training that meets federal hiring standards.
- **Community Collaboration** - Faculty members from the Natural Resources Management discipline have been collaborating with the Las Vegas-San Miguel Economic Development Corporation and the La Jicarita Economic Enterprise Community in the exploration of alternative uses of small diameter woody materials.
- **Federally Funded Research** - Faculty members in Chemistry, Life Science, and Natural Resources Management have been funded by NIH to investigate a variety of biomedical research topics. These research projects involve a significant number of graduate students. A faculty member in Natural Resources Management is coordinating the Land Management portion of a NSF EPSCOR grant to build environmental and natural resources research infrastructure in New Mexico.
- **BRIN** - The departments of biology, chemistry, and psychology are participants in the NIH-sponsored NM Biomedical Research Infrastructure Network (BRIN), which is designed to improve the biomedical research capabilities of junior faculty at NM universities.
- **The Center for Research on Northern New Mexico and the Greater Southwest** - The center was established in August 2003 and is sponsored by the Southwest Studies Program. The Southwest Studies Program is a multi disciplinary master's level program that includes the disciplines of Anthropology, History, and Languages & Literature (Spanish). The Center will serve as a repository for archival documents relevant to northern New Mexico and the Southwest. It is also intended that it become a thriving research center where scholars from all over the world can come to conduct research on the Southwest.



## Highlights: Community Outreach - Workforce Issues

- **Forestry and Watershed Management** - The Natural Resources Management discipline has initiated academic programs in Forestry and Watershed Management to meet statewide needs for these programs as expressed by USDA, USDA Forest Service, NM Energy, Mineral, and Natural Resources Forestry Division, USDA Natural Resources Conservation Service, PNM, and private businesses.
- **The Center for Education and Study of Diverse Populations (CESDP)** - The center assists communities in improving the quality of education for all citizens in NM by providing resources, guidance, and technical assistance directly to NM schools and educational agencies in order to address the unique and diverse educational needs of the state and surrounding region.
- **GEAR UP** - The US Department of Education had awarded NMHU this grant to develop a partnership with the Las Vegas City and West Las Vegas School Districts to provide at-risk students and their families early college awareness activities, improved academic support, information regarding college costs, and scholarship assistance.
- **NM Work Program/Goal Program** - These programs place TANF and/or food stamp participants in transitional community employment, transitional subsidized employment, or unsubsidized employment, which assists the participants in becoming self-sufficient.
- **College Assistance Migrant Program (CAMP)** - This program assists migrant seasonal farm workers who are high school graduates to succeed in post secondary education programs by providing them with tutors, counselors, housing, tuition, and books.
- **New Mexico Academy of Science Visiting Scientist Program** - The Visiting Scientist Program is managed by NMHU. Scientists from across the state are available to make presentations to any NM K-12 school that requests a visit.
- **Lecture Series** - Over the course of academic year 2003-2004, NMHU (the Southwest Studies Program) will conduct a series of panel/lectures that focus on the question "What does it mean to be an Hispanic-serving institution?". Participants will be faculty members, community leaders, students, politicians, and members of the NMHU Board of Regents.

**Accessible and Affordable University Education**

**Table 1**

***Is university tuition affordable relative to peers and per capita income?***

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,602	67.6	\$6,786	101.1
1998-99	\$1,742	69.8	\$7,082	99.9
1999-00	\$1,866	71.5	\$7,578	102.6
2000-01	\$2,017	74.2	\$8,300	107.4
2001-02	\$2,114	73.5	\$8,834	108.2
2002-03	\$2,184	70.5	\$9,096	103.0

Context for 2002:

NM Per-Capita Income: \$23,941      Relative to peer states average per capita income: 84.4%

\* List of peers in Appendix

**Table 2**

***How much financial aid must be paid back by students?***

<u>Type of Aid</u>		<u>1999-2000 Percent</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>
Gift Aid	(Not paid back)	51.1	50.6	51.1
Work Study	(Must work to earn)	5.9	6.8	3.3
Loans	(Must pay back)	43.0	42.6	48.2

**Table 3**

***How much of the cost of attendance does financial aid cover and what percent of students received aid?***

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$5,242	\$11,005	---
1999-00	\$6,516	\$11,651	52.0
2000-01	\$7,106	\$13,130	58.2
2001-02			

**Accessible and Affordable University Education**

**Table 4**  
*Does enrollment reflect diversity of the state?*

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 % (See Note)	NM ACT Takers 2001-02 %
	Fall 1997 %	Fall 2001 %	Fall 2002 %	Fall 1997 %	Fall 2001 %	Fall 2002 %		
<b>Race/Ethnicity</b>								
American Indian	4.9	6.9	7.1	10.2	8.1	12.3	11.7	9.1
Asian	0.9	1.3	1.2	1.1	0.0	0.0	1.4	1.8
Black	3.5	2.2	2.6	3.2	2.0	1.4	2.2	1.7
Hispanic	59.9	52.6	48.0	69.6	75.2	70.7	41.9	31.0
White/Other	28.0	32.5	36.1	12.4	9.8	12.8	41.6	40.0
Nonresident Alien	1.1	1.3	1.2	0.0	0.0	0.0	--	
Unknown	1.7	3.2	2.9	3.5	4.9	2.4	1.2	16.4
<b>Total Number</b>	2,534	3,119	3,556	283	246	202	19,797	11,791

High school graduate information not available for 2001-02

**Table 5**  
*What proportion of our transfer students come from 2-year colleges?*

	Fall 1997		Fall 2001		Fall 2002	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	145	28.8	136	44.9	115	32.9
Out-of-state 2-Yr Colleges	26	5.2	23	7.6	57	16.2
Subtotal 2-Yr Colleges	171	34.0	159	52.5	172	49.1
NM Public 4-Yr Universities	184	36.5	84	27.7	106	30.3
All Other Transfers	149	29.5	60	19.8	72	20.6
<b>Grand Total</b>	504	100.0	303	100.0	350	100.0

**Student Progress and Student Success**

**Table 6**

**How many freshmen return for second year?**

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2000</u>		<u>Entered in Fall 2001</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2001</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2002</u>
American Indian		66.7		66.7	22	31.8
Asian		100.0		--	2	50.0
Black		60.0		50.0	6	50.0
Hispanic		65.3		63.6	195	48.7
White/Other		52.2		38.5	31	61.2
Nonresident Alien		--		--	2	100.0
Unknown		75.0		100.0	10	50.0
Men		55.1		57.7	146	35.6
Women		73.5		65.2	122	48.3
Overall		63.7		61.2	268	41.9

\* First-time, full-time, degree-seeking freshmen

**Table 7**

**What are our graduation rates?**

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1995</u>		<u>Entered Fall 1996</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	22	27.2	25	28.0	26	23		
Asian	0	--	1	0.0	5	2		
Black	8	25.0	15	26.7	14	14.2		
Hispanic	278	33.8	233	36.1	230	20.8		
White/Other	40	32.5	43	34.0	69	13		
Nonresident Alien	0	--	1	0.0	4	0		
Unknown	1	0.0	0	--	0	0		
Men	163	26.4	148	25.0	196	7.5		
Women	186	38.7	168	41.7	152	26.3		
Overall	349	33.0	316	33.9	348	16.9		

**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

\* Includes Associate degree recipients.

**Student Progress and Student Success**

**Table 8**

***What degrees were awarded in 2001-02?***

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related		2					2
Architecture-related							
Business / Public Administration		44	16				60
Education		70	23				93
Engineering / Tech / Computer		10	1				11
Health Professions (w/o Nursing)							
Home Economics							
Humanities/Social Science		38	5				43
Law / Protective Services							
Nursing							
Science and Math		12	9				21
Social Work		41	105				146
<b>Total</b>		<b>217</b>	<b>159</b>				<b>376</b>

**Table 9**

***What are our alumni doing?***

Percent Employed (may also be in school): 90.0% Percent Continuing Their Education: 32.5%

***In what fields are they employed?***

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	21.0%	34.0%	35.0%	10.0%

***What percent of alumni are working in New Mexico?***

Percent of employed: 86.0%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

**Academic Quality and a Quality Learning Environment**

**Table 10**

*How diverse are our faculty and staff?*

	<u>Fall 1997</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	Full-Time Faculty % (N = 142)	Full-Time Staff % (N =247 )	Full-Time Faculty % (N = 134)	Full-Time Staff % (N = 347)	Full-Time Faculty % (N = 125 )	Full-Time Staff % (N = 293 )
<b>Race/Ethnicity &amp; Sex</b>						
<b>American Indian</b>	0.0	0.8	0.0	1.7	0.0	0.8
<b>Asian</b>	0.7	9.3	0.0	0.0	0.0	0.0
<b>Black</b>	0.7	2.0	0.0	1.4	0.7	0.6
<b>Hispanic</b>	29.6	67.2	24.6	75.5	25.6	72.0
<b>White/Other</b>	69.0	20.7	69.4	19.9	74.4	27.0
<b>Nonresident Alien</b>	0.0	0.0	0.7	0.0	0.0	0.0
<b>Unknown</b>	0.0	0.0	5.2	1.4	0.0	0.0
<b>Men</b>	63.4	36.0	61.2	41.8	63.2	50.0
<b>Women</b>	36.6	64.0	38.8	58.2	36.8	50.0

**Table 11**

*Do our faculty hold the highest degree in their fields?*

Percent of faculty holding highest degree

Fall 1997	83.0%
Fall 2001	82.0%
Fall 2002	83.6%

**Table 12**

*Are we making progress on faculty pay commensurate with our peers?*

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$39,151	89.2	\$49,722	91.6
Fall 2001	\$45,875	90.0	\$59,637	93.4
Fall 2002	\$46,846		\$59,982	

**Academic Quality and a Quality Learning Environment**

**Table 13**

***What percent of classroom instruction is delivered by tenured/tenure-track faculty?***

	Fall 1997	Fall 2001	Fall 2002
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<b><u>Course Level</u></b>			
Lower Division	51.3	49.5	41.5
Upper Division	69.3	60.6	50.7
Graduate Division	57.2	43.9	49.4
<b>Overall</b>	59.2	51.3	47.2

Classroom instruction excludes labs, theses, internships, independent studies, etc.

**Table 14**

***What are our student to faculty ratios?***

Fall 1999	13 to 1
Fall 2001	17 to 1
Fall 2002	19 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

***How large are our classes?***

	Fall 1999 Average	Fall 2001 Average	Fall 2002 Average
Undergraduate, lower division	21.2	19.4	19.1
Undergraduate, upper division	8.1	10.1	11.2
Graduate	6.6	6.7	6.9

## Academic Quality and a Quality Learning Environment

***Table 16***

***How satisfied are our students with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	88.0%
Satisfied or Very Satisfied with Student Support	66.3%
Satisfied or Very Satisfied Overall with Institution	89.5%

\* See Appendix III (Survey of Graduating Seniors in 2002-03)

***Table 17***

***How satisfied are our alumni with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	78.0%
Satisfied or Very Satisfied with Student Support	66.2%
Satisfied or Very Satisfied Overall with Institution	85.9%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)



**Effective and Efficient Use of Resources**

**Table 18**

*What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?*

	Percent for Institution	Percent for Peers
1996-97	58.4	45.8
1999-00	64.1	45.2
2000-01	60.8	46.0

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

**Table 19**

*What percent of fiscal resources are allocated to administrative costs?*

	Percent for Institution	Percent for Peers
1996-97	8.5	11.0
1999-00	6.8	11.6
2000-01	7.9	11.1

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

**Listing of Accreditations**

- |                       |   |
|-----------------------|---|
| NMHU                  | North Central Association of Colleges and Schools       |
| School of Business    | Association of Collegiate Business Schools and Programs |
| School of Education   | NM State Department of Education                        |
| School of Education   | National Council for Accreditation of Teacher Education |
| School of Social Work | Council on Social Work Education                        |
| Chemistry Program     | American Chemical Society                               |

Reporting Data for Accountability in Government Act New Mexico Highlands University						
Trend Data					DFA Fiscal Years	
					FY 04	FY 05
<b>Common Measures</b>						
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04
	Target				NA	145
	Actual	152	133	142	131	
Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.		Fall 94 Thru Sum 00	Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04
	Target				NA	24%
	Actual	27.8%	26.5%	18.3%	Not Available	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.						36.1%
Access Measure: Number of Native American first-year students enrolled		Fall 00 census	Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census
	Target					8%
	Actual	3.6%	7.8%	9.5%	7.6%	
Benchmark: The percent Native American population in Mora county is approximately 1% and in San Miguel county, 2%. NMHU Native American enrollment exceeds the expected proportional representation		2%	2%	2%	2%	2%
Retention Measure: Percent of full-time, degree-seeking, first-time freshmen persisting to second year.		Fall 99 to Fall 00	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04
	Target				63.0%	64%
	Actual	48.1%	61.2%	41.5%	57.3%	
Benchmark: CSRDE retention data for similar institutions						67.0%
<b>Institutional Specific Measures</b>						
Number of students enrolled in Extended Services courses		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
	Target					1,090
	Actual	Not Available	829	840	991	
Percent of graduating seniors indicating "Satisfied" or "Very Satisfied" with NMHU in all categories of the Student Satisfaction Survey		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
	Target				86.70%	91%
	Actual	87%	88%	85%	89.5%	
Increase external dollars for research and student learning initiatives		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
	Target					36.0%
	Actual	33.0%	35.0%	33.0%	29.0%	

# Institutional Profile of Western New Mexico University

**Vision:**

Western New Mexico University’s vision is to be a leader in higher education known throughout the southwest as the university of choice for our students, faculty, and staff because of the following:

- We provide relevant education that is affordable, accessible and of the highest quality.
- We encourage innovation and scholarly work.
- We are committed to enhancing the quality of life for all WNMU students, faculty, and staff.
- We promote responsive and responsible community and public service, and
- We are guardians of the public’s trust and champions of diversity.

**Fall 2002 Overall Main Campus Enrollment by Level**

	On-Campus	Off-Campus
Degree-seeking undergraduate	1,709	279
Non-degree seeking undergraduate	152	27
Graduates	270	266
<b>Total Headcount</b>	<b>2,131</b>	<b>572</b>
<b>Total FTE</b>	<b>1,635</b>	<b>272</b>

**Number of program majors at the following degree levels:**

Certificate’s	6
Associate’s	15
Bachelor’s	38
Master’s	8

2002-03 total current funds revenue for main campus: \$25,777,828

2002-03 total state appropriation for main campus as a percent of total main campus operating budget: 51.4%

**HIGHLIGHTS: STUDENTS ACCESS AND SUCCESS**

WNMU is proud of its open admissions policy and opportunities it affords to students who otherwise might not have access to quality higher education. Any student with a high school diploma or General Education Degree may be granted admission to WNMU. About 75% of WNMU undergraduate students live in Grant, Catron, Luna, Sierra and Hidalgo counties; a proportion are from other counties with its geographical service area-the western third of the state-and a growing percentage hail from eastern Arizona and El Paso. WNMU’s admissions strategy is to recruit, admit, enroll and retain freshman and transfer students who reflect the ethnic, social, and economic diversity that characterize the region it serves.

A large proportion of WNMU students can be characterized as academically under-prepared. Placement testing is required for students whose college admissions scores and/or community college academic history indicate possible deficiencies. WNMU’s remedial program includes course work in two levels in math, reading, and writing. Students progress in remedial and introductory level course work is closely monitored to insure that students are adequately prepared for college level work. Academic support is provided through a coordinated system of academic advising and placement, an early alert system, tutoring, supplemental instruction, an academic skills course, and a learning resource center. The seed money for initiating these efforts come from a Title III/V grant for Hispanic-serving Institutions.

Student performance results must be interpreted within the context of WNMU’s student body. During the last three years, WNMU strengthened efforts to increase student readiness; as a result average ACT scores are rising. Nearly 75 percent of incoming students placed in at least one remedial class. The good news is that starting with the class of 2000, pass rates

in developmental classes are on the rise. Such success enables students to enroll in college level courses such as College Algebra and English 101.

Student success efforts focused extensively on several areas during the past few years including freshman seminars linked to learning communities centralized advising for all entering freshmen, training of faculty and staff in best practices in advising, multiple points of service in one location, upgraded advisor materials, and advisors interacting with freshman seminars.

Analysis comparing freshman seminar (FS) students with non-Freshman Seminar (NSF) students indicates the success of efforts. The study, based on research, assumed the importance of student interaction with an advisor. FS mandates interaction with an advisor allowing it to serve as a proxy for enhanced advising. FS students were just as likely to be enrolled in developmental studies as NFS students. Results show retention of FS students at a rate of 6.8% higher than NFS students. FS students were less likely to be on probation by 4.8%, a greater percentage of FS students completed a higher number of student credit hours (SCHs), GPA comparisons show 85% of FS students made a C or better average compared to 67% of NFS students, 16% more FS students pre-registered for the next semester, and they were 10.5% more likely to complete the semester than those not enrolled in FS.

The state average nursing pass rate for NM in 2002, the last year for which complete data is available, was 86.8 and to date in 2003 is 85.1 percent; since its inception the WNMU OTA program has had a 97 percent pass rate; nationally, average pass rates run around 80 percent.

To be licensed to teach in NM, School of Education students must pass the NM Teacher Assessments (NMTA) which assess basic skills and professional knowledge/pedagogy. Since introduction of the NMTA in 1999, WNMU program completers hold an unequalled 100 percent pass rate.

Performance results provide powerful evidence that teaching is the institution's core competency. A primary measure of that competency is student evaluations of faculty and courses. Evaluations are conducted independently with student or staff administering the evaluation.

Not only are the scores high but the standard deviations are very low, ranging from 1.0 to 1.3. WNMU is known for the "personal touch" it provides its students. The scores show the students' overall respect for WNMU faculty and their work. Collectively the results provide evidence of student satisfaction with the most important aspect of their college experience. Retention has improved from 37% in 1995 to almost 60% in 2003 - a remarkable result that is a testimony to student success efforts.

Another important measure of student satisfaction comes from NL student satisfaction surveys administered each spring. In reviewing the year-to-year comparisons of these surveys, excluding local items that were not comparable from year to year, statistically significant improvement in virtually all areas is apparent.

WNMU's 2002 headcount and full time equivalent (FTE) students increased more than any comprehensive university in NM. Better recruiting, academic support, retention, and expansion of Educational Centers in Deming, Gallup, and T or C are keys to enrollment success.

In addition to the Educational Centers, considerable effort has been devoted to offering more courses via the Web or ITV. Five years ago, no courses were offered totally on the Web, and very few on ITV, largely because of lack of facilities. Now 42 courses are fully on-line, 102 are web enhanced and 29 are provided via ITV.

Academically, national and state level evaluations of WNMU academic programs are the most important Measures of Effectiveness. As critical votes of confidence they are heard throughout the entire higher education community. Such accreditations also provide a highly visible signal that our programs meet the highest standards of quality, and they influence student and potential student decisions. Accreditations also reflect positively on the many contributions made by WNMU faculty and staff. They signify that institutional processes are healthy, bolster confidence that WNMU is heading in the right direction, and build pride in the institution. Since 1997 over 20 national and state level accreditations, reaccreditations, and approval visits/evaluations occurred. The results were gratifying as they reflected the best possible

outcomes in each area.

WNMU has participated in the QNM Continuous Quality Improvement (CQI) Process for 10 years. WNMU self assessments have been conducted eight of those years results in recognition at the Pinon level two years and at the prestigious Roadrunner level 5 years in a row. We are awaiting results of the eighth assessment. WNMU is also a member of the NCA Higher Learning Continuing Academic Quality Improvement Project (AQIP) which is an alternative accreditation track for those institutions that practice CQI.

## **HIGHLIGHTS: ECONOMIC DEVELOPMENT/RESEARCH**

Direct Contributions to the Region's Economy: As a regional comprehensive university, WNMU plays an important role in the local and regional economics of southwest New Mexico. Total expenditures by the University for the last 10 years total over \$270 million which includes more than \$30 million spent on capital projects. For AY 2002-2003, WNMU expenditures totaled more than \$33 million, of which roughly \$14 million was salary and benefits for 403 FTE employees mostly in Grant County and including full and part-time faculty and staff and student workers. Growth in off-campus centers in Deming (Luna County), Truth or Consequences (Sierra County) and Gallup (Mc Kinley County) has resulted in more employees at those locations-a trend that will continue as education becomes more distributed. A study of the Economic Impact of WNMU completed in June 2000 found an income multiplier of 1.5 to be consistent with the leakages and injections associated with a community the size of Silver City and others in the Grant County area. The multiplier indicates that for every dollar spent locally by the University, faculty, staff, and students an additional benefit of 50 cents of economic benefit is generated by local businesses who re-spend a portion of the benefit within the local economy. Of equal interest, the study estimated the employment multiplier to be 1.5 as well. This multiplier indicates that for every position within the University an additional .5 jobs resulting from University spending patterns are created within the community. In addition, similar impacts are felt in Deming, Truth or Consequences, and Gallup, as a result of WNMU activities in those communities. Clearly, WNMU's direct economic impact in our region is substantial.

Supporting Business Development and Planning: Through a variety of means, WNMU directly promotes economic development by facilitating start-up and development of new businesses and planning. WNMU hosts the region's Small Business Development Center (SBDC) and the Silver City Grant County Economic Development Corporation (SIGRED). In the last four quarters alone, the SBDC has provided advice and assistance to more than 200 businesses and individuals covering a wide range of topics. In the fall of 2002, SIGRED and SBDC relocated to the new \$5.6 million Besse-Forward Global Resource Center which was funded in part by a \$1.5 million grant from the federal government provided specifically to support economic development, international trade, and education in the region.

WNMU, SIGRED, and the SBDC sponsor the nationally accredited basic Economic Development Course (EDC) each spring. More than 450 businessmen and businesswomen, community and state economic development leaders, and educators have completed the EDC. WNMU, SIGRED, and the SBDC also co-sponsor the NAFTA Institute, which is conducted twice annually: once at WNMU and once in Mexico. The institute is designed specifically to support business development and planning for businesses and individuals from the U.S. and Mexico. Since 1995, more than 1200 students have attended the Institute. WNMU's support and collaboration with SIGRED and SBDC is an important part of the University's mission. Because WNMU regards efforts to attract and support businesses in the region as a key to the future of the region, the University plays a leading role in supporting these initiatives.

WNMU plays a pivotal role in the economic future of Western New Mexico. WNMU's leadership is fully sensitive to and supportive of this role and proactively seeks to support all aspects of economic development. Although Silver City/Grant County are the focal point of much WNMU economic development activity, the impact is also felt in many other communities. An initiative, funded by a federal grant, to link the communities of Lordsburg, Quemado, Magdalena and Reserve for ITV with Silver City is well underway. In Deming, a new learning center, funded locally and federally, is now open and WNMU plays the principal role. Similarly, with local and federal help, a new WNMU learning center has recently opened in Truth or Consequences. The learning center serves the people of Sierra County, and soon they will break ground for a new federally funded child development facility adjacent to the center. At WNMU's Gallup Graduate Center, in the last 5 years, students have earned more than 200 masters degrees in education. Also, a new WNMU MBA

program in Gallup is enjoying considerable success, and a Social Work bachelors completion program, and articulation agreement with UNM Gallup have begun. Additionally, a Bureau of Indian Affairs contract to improve the quality and number of special education teachers in Gallup is underway. This Fall Deming enrollment is 74% higher than last year, T or C is up 24% and Gallup's enrollment has grown by 163%.

Workforce Investment Act funding for distance education projects, and Web CT training for faculty and staff to develop on-line courses and academic support will definitely increase access to education in Western New Mexico. WNMU is totally committed to successfully advancing the economic climate and opportunities for the people it serves, as its many initiatives and excellent reputation in support of economic development evidences.

## **HIGHLIGHTS: COMMUNITY OUTREACH: WORKFORCE ISSUES**

WNMU plays a major role in workforce training and development for the region by providing programs designed to help individuals on welfare gain employment, providing basic education opportunities, providing continuing education opportunities, providing job-specific training, providing training for select employers, and providing training/education for displaced workers.

Welfare-to-Work: WNMU is a leading service provider in the region for the important Western Works program. Since its implementation in November, 1998, some 4,366 clients have been served. In coordination with the Department of Labor 1,763 clients have been employed. Since July 2002, 788 clients from Grant, Luna, Sierra, Hidalgo, and Dona Ana Counties were served.

Basic Education Opportunities: WNMU's Adult Education Services (AES) program serves as a model for the State. In the past several years, on average 1,000 individuals per year availed themselves of education services provided by the AES program. For AY 2002-2003, 745 students were enrolled in the GED college prep program, 247 students received computer training, 22 internet training, 18 English as a Second Language (ESL), and 8 students received citizenship instruction. Over the years, several hundred students have earned their GED's. Many of these students, having tasted success, chose to pursue higher education goals. Customized services were provided for students in Microsoft Office XP.

Continuing Education Opportunities: In addition to education of student enrolled in formal degree programs, WNMU provides continuing education opportunities for individuals at the main campus and off-campus sites. Topics include but are not limited to economic development, NAFTA nuts and bolts, leadership development, instructional technology, computer training, business and entrepreneurship classes, wellness and movement sciences classes, a free summer academy for kids, and many other offerings in the humanities, arts and sciences. Over the years, various courses have been taken by several thousand individuals desiring to continue their education.

Job Specific Training and Education: WNMU offers considerable job-specific training and education opportunities. As indicated previously, WNMU also serves as the region's community college. In this capacity, several associate degree and certificate programs are provided in the Health Sciences, Applied Technology, Law Enforcement, and Criminal Justice, Information Technology, Economic Development and Early Childhood Development.

Training for Select Employers: Two very important examples of training for select employers are: (1) WNMU support of Phelps Dodge (PD) Mining Company, and (2) its work with the Stream International technical support call center.

Phelps Dodge Mining Company (PD): Low copper prices, high-energy costs and slow economy have been very problematic for Phelps Dodge. Within the last 4 years, WNMU, in conjunction with the New Mexico Department of Labor, has provided transition training for more than 1200 displaced workers. Programs for those workers included truck driver training, heavy equipment operator training, computer training, plumbing, electrician, nursing assistant and Microsoft certifications, in addition to degree-based opportunities. At the same time, as a result of a WNMU-PD partnership, several current PD employees have completed or are in the process of completing MBAs at WNMU.

Stream International: Dire economic times were also tough for Stream International. This incoming call center provided customer service to individuals who purchased various information technology products-such as Web-TV, computers, and software. The total workforce employed by the call center varied between 600 and 900 individuals.

Considerable training was required for new employees, and WNMU took the lead in supporting this requirement. More than 700 employees and prospective employees were trained in 2001 and 2002. Unfortunately in early 2003 the decision was reached to close the center resulting in the displacement of 800 workers. Once again WNMU took the lead in helping these individuals and many are currently receiving transition training/education provided by WNMU.

## Accessible and Affordable University Education

**Table 1**

***Is university tuition affordable relative to peers and per capita income?***

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,564	69.7	\$5,652	92.6
1998-99	\$1,710	72.7	\$6,206	97.1
1999-00	\$1,768	72.1	\$6,456	97.0
2000-01	\$1,984	78.2	\$7,120	100.5
2001-02	\$2,124	77.7	\$7,788	102.1
2002-03	\$2,262	76.4	\$8,478	103.6

Context for 2002:

NM Per-Capita Income: \$23,941      Relative to peer states average per capita income: 85.6%

\* List of peers in Appendix

**Table 2**

***How much financial aid must be paid back by students?***

<u>Type of Aid</u>		<u>1999-2000 Percent</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>
Gift Aid	(Not paid back)	60.0	54.9	50.0
Work Study	(Must work to earn)	6.8	5.5	19.0
Loans	(Must pay back)	33.2	39.5	31.0

**Table 3**

***How much of the cost of attendance does financial aid cover and what percent of students received aid?***

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$4,868	\$7,565	---
1999-00	\$5,145	\$8,212	58.0
2000-01	\$4,190	\$8,692	73.5
2001-02	\$4,500	\$9,092	78.0



## Accessible and Affordable University Education

**Table 4**

***Does enrollment reflect diversity of the state?***

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 % (See Note)	NM ACT Takers 2001-02 %
	Fall 1997 %	Fall 2001 %	Fall 2002 %	Fall 1997 %	Fall 2001 %	Fall 2002 %		
<b><u>Race/Ethnicity</u></b>								
American Indian	2.0	4.5	2.5	0.4	1.1	4.2	11.7	9.1
Asian	0.4	0.5	0.5	0.0	0.1	3.9	1.4	1.8
Black	1.7	1.5	1.8	0.7	1.1	1.2	2.2	1.7
Hispanic	38.4	37.4	44.1	44.8	54.6	52.0	41.9	31.0
White/Other	53.2	47.2	43.5	49.0	35.1	36.4	41.6	40.0
Nonresident Alien	2.1	1.2	0.5	1.1	0.0	0.0		
Unknown	2.1	7.7	7.0	4.0	7.9	6.3	1.2	16.4
<b>Total Number</b>	2,624	2,671	2,551	453	280	333	19,797	11,791

High school graduate information not available for 2001-02

**Table 5**

***What proportion of our transfer students come from 2-year colleges?***

	Fall 1997		Fall 2001		Fall 2002	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	6	4.8	18	14.7	14	10.8
Out-of-state 2-Yr Colleges					73	56.1
Subtotal 2-Yr Colleges	6	4.8	18	14.7	87	66.9
NM Public 4-Yr Universities	17	13.2	30	24.6	21	16.2
All Other Transfers	105	82.0	74	60.7	22	16.9
<b>Grand Total</b>	128	100.0	122	100.0	130	100.0

## Student Progress and Student Success

### Table 6

#### How many freshmen return for second year?

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2000</u>		<u>Entered in Fall 2001</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2001</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2002</u>
American Indian		100.0		66.7	3	0.0
Asian		0.0		--	3	33.3
Black		25.0		20.0	5	60.0
Hispanic		53.6		64.4	122	61.5
White/Other		53.4		52.1	92	60.9
Nonresident Alien		66.7		100.0	7	42.9
Unknown		31.3		50.0	23	60.9
<b>Men</b>		46.5		52.8	121	52.1
<b>Women</b>		57.1		61.3	134	66.4
<b>Overall</b>		52.3		57.2	255	59.6

\* First-time, full-time, degree-seeking freshmen

### Table 7

#### What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1995</u>		<u>Entered Fall 1996</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years</u>
American Indian	13	7.7	9	11.1	1	0.0	0.0	0.0
Asian	1	0.0	3	0.0	1	0.0	0.0	0.0
Black	9	11.1	10	20.0	8	12.5	0.0	12.5
Hispanic	123	15.4	136	26.5	129	29.5	7.0	36.4
White/Other	119	28.5	103	20.4	119	20.2	6.7	26.9
Nonresident Alien	6	16.7	0	0.0	9	33.3	0.0	33.3
Unknown	2	50.0	0	0.0	0	0.0	0.0	0.0
<b>Men</b>	153	19.6	127	15.0	124	20.2	4.0	24.2
<b>Women</b>	120	22.5	134	30.6	143	28.7	8.4	37.1
<b>Overall</b>	273	20.9	261	22.6	267	24.7	6.4	31.1

**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

\* Cohorts include certificate, associate and baccalaureate degree-seeking students

## Student Progress and Student Success

**Table 8**

***What degrees were awarded in 2001-02?***

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
<b>Agriculture-related</b>							
<b>Architecture-related</b>	1	15					16
<b>Business / Public Administration</b>		10	29	13			52
<b>Education</b>		6	56	78			140
<b>Engineering / Tech / Computer</b>		11	3				14
<b>Health Professions (w/o Nursing)</b>		11					11
<b>Home Economics</b>							
<b>Humanities/Social Science</b>		7	41	2			50
<b>Law / Protective Services</b>	10	9	1				20
<b>Nursing</b>		11					11
<b>Science and Math</b>			4				4
<b>Social Work</b>			10				10
<b>Total</b>	11	80	144	93			328

**Table 9**

***What are our alumni doing?***

**Percent Employed (may also be in school):** 95.8%

**Percent Continuing Their Education:** 25.0%

***In what fields are they employed?***

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
<b>Employment Fields</b>	8.7%	65.2%	21.7%	4.3%

***What percent of alumni are working in New Mexico?***

**Percent of employed:** 75.0%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

## Academic Quality and a Quality Learning Environment

**Table 10**

***How diverse are our faculty and staff?***

	<u>Fall 1997</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	<b>Full-Time Faculty % (N =97)</b>	<b>Full-Time Staff % (N =198 )</b>	<b>Full-Time Faculty % (N =88)</b>	<b>Full-Time Staff % (N =194)</b>	<b>Full-Time Faculty % (N =93 )</b>	<b>Full-Time Staff % (N = 189)</b>
<b>Race/Ethnicity &amp; Sex</b>						
American Indian	1.1	1.0	0.0	1.0	0.0	1.6
Asian	0.0	0.0	0.0	0.0	0.0	0.0
Black	0.0	1.0	0.0	1.0	0.0	1.1
Hispanic	14.3	57.1	16.0	48.5	14.0	38.1
White/Other	84.7	40.4	84.0	49.5	86.0	53.4
Nonresident Alien	0.0	0.5	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.0	0.0	0.0
<b>Men</b>	50.5	36.4	54.3	33.5	52.7	28.6
<b>Women</b>	49.5	63.6	45.7	66.5	47.3	71.4

**Table 11**

***Do our faculty hold the highest degree in their fields?***

Percent of faculty holding highest degree

Fall 1997	92.0
Fall 2001	89.0
Fall 2002	91.0

**Table 12**

***Are we making progress on faculty pay commensurate with our peers?***

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$37,100	87.5	\$48,257	91.4
Fall 2001	\$45,500	86.2	\$59,728	89.9
Fall 2002	\$45,303	84.1	\$57,701	84.5

## Academic Quality and a Quality Learning Environment

**Table 13**

***What percent of classroom instruction is delivered by tenured/tenure-track faculty?***

	Fall 1997	Fall 2001	Fall 2002
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	77.2	73.6	52.0
<b>Upper Division</b>	74.8	75.8	80.7
<b>Graduate Division</b>	66.6	62.0	60.3
<b>Overall</b>	75.7	73.4	64.3

Classroom instruction excludes labs, theses, internships, independent studies, etc.

**Table 14**

***What are our student to faculty ratios?***

Fall 1997	15 to 1
Fall 2001	15 to 1
Fall 2002	14 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

***How large are our classes?***

	Fall 1997 Average	Fall 2001 Average	Fall 2002 Average
Undergraduate, lower division	17.5	17.0	18.7
Undergraduate, upper division	12.3	10.0	10.9
Graduate	7.0	7.3	7.1

## Academic Quality and a Quality Learning Environment

**Table 16**

***How satisfied are our students with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	82.5%
Satisfied or Very Satisfied with Student Support	80.2%
Satisfied or Very Satisfied Overall with Institution	86.0%

\* See Appendix III (Survey of Graduating Seniors in 2002-03)

**Table 17**

***How satisfied are our alumni with their educational experience?***

Satisfied or Very Satisfied with Curriculum and Instruction	90.0%
Satisfied or Very Satisfied with Student Support	90.0%
Satisfied or Very Satisfied Overall with Institution	97.1%

\* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

## Effective and Efficient Use of Resources

**Table 18**

***What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?***

	Percent for Institution	Percent for Peers
1996-97	45.2	46.8
1999-00	59.5	46.0
2000-01	45.0	45.5

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

**Table 19**

***What percent of fiscal resources are allocated to administrative costs?***

	Percent for Institution	Percent for Peers
1996-97	11.1	11.9
1999-00	11.9	11.0
2000-01	11.0	10.8

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

## Listing of Accreditations

WNMU	North Central Association of Colleges and Schools
Business Administration and Criminal Justice (Bachelors and Masters programs)	Association of Collegiate Business Schools and Programs
Child Development Center	National Academy of Early Childhood Programs
Economic Development Course	International Economic Development Council
Nursing (Associate degree program)	National League for Nursing
Occupational Therapy (Associate degree program)	Accrediting Council for Occupational Therapy Education
School of Education (Bachelor and Masters programs)	National Council for Accreditation of Teacher Education
Social Work	Council on Social Work Education

**Reporting Data for Accountability in Government Act  
Western New Mexico University**

Trend Data						DFA Fiscal Years	
						FY 04	FY 05
<b>Common Measures</b>							
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No benchmarks available.		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	
	Target				NA	168	
	Actual	N/A	N/A	N/A	163 / 73%		
Completion Measure: Percent of full-time, first-time students completing programs within six years.		Fall 94 Thru Sum 00	Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	
	Target				NA	27%	
	Actual	24.6%	26.8%	25.7%	25%		
Benchmark: Drawn from previous academic year							36.1%
Access Measure: Number of Native American full-time, first-year students enrolled		Fall 00 census	Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	
	Target				19	18	
	Actual	5	4	18	14		
Benchmark: Percent ACT test takers in New Mexico who are Native American compared to percent of WNMU's 1st-Time Freshman Class that is Native American.							9.1%
Retention Measure: Percent of full-time, degree-seeking, first-time students persisting to second year.		Fall 99 to Fall 00	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	
	Target					60%	
	Actual	57.2%	53.0%	59.6%	58.0%		
Benchmark: CSRDE retention data for similar institutions							67.0%
<b>Institutional Specific Measures</b>							
Increase the number of School of Education graduates drawn from the previous academic year		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY2003-04	
	Target					145	
	Actual	144	135	133	143		
External dollars to be used for programs to facilitate WNMU's mission accomplishment		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	
	Target					\$3,100,000	
	Actual	\$2,505,815	\$2,531,459	\$2,370,463	\$3,030,650		
Benchmark: Grant expenditure for fiscal year 02-03 for grants focusing on mission accomplishment							
Number of courses available through instructional television and on-line via the World Wide Web		Sum/Fall/Spr 1999-00	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	
	Target					45	
	Actual		6	28	42		
Maintain a year end instruction general balance of at least 3% of instruction and general expenditures		FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	
	Target					3-5%	
	Actual		8%	10%	5%		

## APPENDIX I:



# PEER INSTITUTIONS

## New Mexico Institute of Mining & Technology

Colorado School of Mines  
Georgia Institute of Technology  
Michigan Technological University  
Montana Tech of the University of Montana  
New Jersey Institute of Technology  
North Dakota State University – Main Campus  
South Dakota School of Mines & Technology  
SUNY College of Environmental Science & Forestry  
Tennessee Technological University  
University of Missouri – Rolla

## New Mexico State University

Clemson University  
Colorado State University  
Iowa State University  
Kansas State University  
Louisiana State University  
Oklahoma State University  
Oregon State University  
Texas A & M University  
The University of Tennessee  
University of Arizona  
University of Arkansas  
University of Missouri-Columbia  
University of Wyoming  
Utah State University  
Virginia Polytechnic Institute & State University  
Washington State University

## University of New Mexico

University of Arizona  
University of Arkansas  
University of Colorado at Boulder  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Missouri-Columbia  
University of Nebraska at Lincoln  
University of Oklahoma – Norman  
University of Oregon  
University of South Carolina at Columbia  
The University of Tennessee  
The University of Texas at Austin  
University of Utah  
University of Virginia  
University of Washington

## Eastern New Mexico State University

Central Washington University  
Emporia State University  
Henderson State University  
Northeastern Illinois University  
Montana State University – Billings  
Northwest Missouri State University  
Pittsburg State University  
Southeastern Oklahoma State University  
Texas A & M University – Kingsville  
Truman State University  
University of Central Oklahoma  
University of Colorado at Colorado Springs  
University of Montevallo  
University of North Florida  
Western Oregon University  
Winthrop University

## New Mexico Highlands University

Adams State University  
Albany State University  
Central Washington University  
Fort Hays State University  
Henderson State University  
Lincoln University  
Montana State University – Billings  
Southeastern Oklahoma State University  
Texas A & M University – Corpus Christi  
Truman State University  
The University of Texas – Pan American  
University of Colorado at Colorado Springs  
University of Montevallo  
University of North Florida  
University of Wisconsin – Superior  
Western Oregon University

## Western New Mexico University

Adams State College  
Albany State University  
Chadron State College  
East Central University  
Fort Hays State University  
Henderson State University  
Indiana University – South Bend  
Montana State University – Billings  
Southeastern Oklahoma State University  
Sul Ross State University  
Texas A & M International University  
University of Colorado at Colorado Springs  
University of West Alabama  
University of Wisconsin – Superior  
Wayne State University  
Western Oregon University

## APPENDIX II

# NEW MEXICO'S UNIVERSITIES 2002-2003 SURVEY OF STUDENT SATISFACTION WITH UNDERGRADUATE EDUCATION

The Council of University Presidents is committed to seeking regular feedback from appropriate constituencies on the quality and effectiveness of our universities' academic programs and services. Students currently enrolled in our universities are a valuable source of information, which can be used to improve our programs. During the 2002-2003 academic year, New Mexico's six universities surveyed graduating seniors in their respective student bodies to elicit students' perceptions regarding their undergraduate educational experiences. The universities had developed a common set of questions, so all institutions would have comparable information on their students' satisfaction with their educational experiences.

In the body of this PEP report, each institution has reported summary information on its graduating seniors' satisfaction with a number of factors related to the university's undergraduate curriculum/instruction, support services and an overall assessment of their educational experiences at the university. The common set of questions asked of graduating seniors is provided below. Interested parties are encouraged to contact each university for further and more detailed data on the responses of its students. The survey results will be shared throughout each university community and will contribute to future program improvements.

## 2002-2003 Student Satisfaction Survey

Please rate your satisfaction with your university regarding the following issues:

*((1) Very Satisfied, (2) Satisfied, (3) Dissatisfied, (4) Very Dissatisfied, (5) Does Not Apply)*

### Curriculum/Instruction

Quality of instruction in your major	1	2	3	4	5
Quality of instruction outside your major	1	2	3	4	5
Quality of academic advising	1	2	3	4	5
Availability of courses in your major	1	2	3	4	5
Quality of intellectual challenge of your program	1	2	3	4	5

### Student Support

Adequacy of financial assistance (\$)	1	2	3	4	5
Quality of career counseling and advising	1	2	3	4	5
Contact with faculty outside of class	1	2	3	4	5
Adequacy of laboratories and equipment	1	2	3	4	5
Adequacy of library facilities	1	2	3	4	5
Adequacy of computer facilities	1	2	3	4	5

### Overall Assessment

Value of your education, relative to cost	1	2	3	4	5
Your sense of community on campus	1	2	3	4	5
Your preparation for work or graduate school	1	2	3	4	5
Your satisfaction with your college experience	1	2	3	4	5

Your major(s):

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If you had to do it over again, would you attend the institution?

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If you had to do it over again, would you choose the same major?

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What's next?

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Choose one or more: graduate school, seek job, already have job in my field, teacher (K-12), seek job in another field, military, or other.

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Will you be staying in New Mexico after graduation?

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Please comment on any aspect of your collegiate experience that you felt was a particular strength or a particular weakness in the areas of curriculum, instruction, academic support, or your overall college experience.

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If you were able to make one significant change in the programs, services or environment for students at this university, what would it be?

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# APPENDIX III

## NEW MEXICO'S UNIVERSITIES 2002-2003 SURVEY OF ALUMNI ASSESSMENT OF UNDERGRADUATE EDUCATIONAL PREPARATION

Alumni are a critical source of evaluative information on the quality of a university's academic programs and support services for students. Alumni can offer their perceptions of the quality of the programs and services in place while they were at the university. Alumni also have the advantage of knowing now what would have been useful university preparation for their current employment or educational pursuits. During the 2002-2003 academic year, New Mexico's six universities surveyed alumni who were in the graduating class of 1998-1999. At the time they received the survey, these alumni had been employed and/or enrolled in further education for three years. The universities developed a common set of questions to be asked of all alumni surveyed in order to have comparable information relating to their alumni's satisfaction with their undergraduate educational preparation.

The alumni survey provided feedback to each university on what its alumni are doing three years after receiving their baccalaureate degrees. This information on alumni employment and further education contributes to a more complete picture of our students' progress and success. Each university has provided the placement data on its alumni. Also included with the data for each institution in this PEP report is a summary of alumni responses regarding their satisfaction with their undergraduate curriculum and instruction, academic support available to them, and their overall assessment of how well their undergraduate programs developed their skills and prepared them for work and further education. The specific set of questions asked in this alumni survey is provided below. Anyone seeking additional information related to the results of these alumni surveys is encouraged to contact the specific university for a complete report.

### 2002-2003 Alumni Survey of 1998-1999 Academic Year Graduates

#### Employment and Further Education

Which of the following best describes what you are currently doing? (Choose only one.)

- |                                      |                         |
|--------------------------------------|-------------------------|
| Employed                             | Continuing my education |
| Employed and continuing my education | Unemployed              |
| Caring for home/family               | Military                |

What is your occupation? \_\_\_\_\_

If employed, which category best describes your employer? (Choose only one.)

- |            |               |          |                |
|------------|---------------|----------|----------------|
| Private    | Education     | Military | Does Not Apply |
| Government | Self-Employed | Other    |                |

What is your position? \_\_\_\_\_

If employed, are you employed in New Mexico or outside the state? \_\_\_\_\_

If employed outside of New Mexico, please indicate the state/country where you are employed. \_\_\_\_\_

What is your (individual) annual salary/income? \_\_\_\_\_

If employed, how satisfied ((1) *Very Satisfied*, (2) *Satisfied*, (3) *Dissatisfied*, (4) *Very Dissatisfied*, (5) *Does Not Apply*) are you with the following aspects of your job?

Intellectual and personal challenge	1	2	3	4	5
Advancement potential	1	2	3	4	5
Location	1	2	3	4	5

Have you continued your education since graduating from this university?

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## Your Experience While at This University

Please rate your satisfaction ((1) *Very Satisfied*, (2) *Satisfied*, (3) *Dissatisfied*, (4) *Very Dissatisfied*, (5) *Does Not Apply*) with the quality of your undergraduate education in the following aspects:

### Curriculum

Quality of instruction in your major	1	2	3	4	5
Quality of instruction outside your major	1	2	3	4	5
Quality of academic advising	1	2	3	4	5
Availability of courses in your major	1	2	3	4	5
Appropriateness of courses in your major	1	2	3	4	5

### Student Support

Quality of career advisement	1	2	3	4	5
Contact with faculty outside of class	1	2	3	4	5
Adequacy of facilities (labs, library, computers, equipment)	1	2	3	4	5

### Overall Assessment

Your preparation to communicate effectively (oral and written)	1	2	3	4	5
Your preparation to think analytically and logically	1	2	3	4	5
Your preparation to define and solve problems	1	2	3	4	5
Your preparation for your current job	1	2	3	4	5
Your preparation for graduate study	1	2	3	4	5
Your satisfaction with your college experience	1	2	3	4	5

If you had to do it over again, would you attend this university?

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If you had to do it over again, would you choose the same major?

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### Comments and Suggestions

Please comment about your experience at this university or list suggestions for program and university improvement.

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If you were able to make one significant change in the programs, services or environment for students at this university, what would it be?

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# **APPENDIX IV**

## **Council of University Presidents Employer Perceptions of New Mexico Universities Survey**

### **Executive Summary**

**November 2002**

Prepared for:  
New Mexico Council of University Presidents  
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Prepared by:  
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## METHODOLOGY

### Research Objectives

This study was commissioned by the Council of University Presidents (CUP). The major objectives of the survey were to ascertain employer satisfaction with the educational preparation of students by the four-year public universities in New Mexico, identify employers' suggestions for how these universities may be improved from the perspective of the end-user, and identify employer hiring practices.

The survey focused strictly on the four-year public universities in New Mexico, which are comprised of: the University of New Mexico (UNM), New Mexico State University (NMSU), New Mexico Highlands University (Highlands), the New Mexico Institute of Mining and Technology (Tech), Eastern New Mexico University (ENMU), and Western New Mexico University (WNMU). The random sample of New Mexico businesses represented all types, sizes, and regions of employers.

### Questionnaire Design

Research & Polling worked closely with the Council of University Presidents (CUP) to identify specific research objectives to be used in the development and refinement of questionnaire survey drafts. The questionnaire was comprised of both closed-ended and open-ended items, the latter of which allowed CUP to identify issues from employers in an unaided format. Closed-ended questions were structured in such a way that would allow for comparisons among questionnaire items using quantitative statistical techniques. The questionnaire is presented in the Appendix of this report.

### Sampling Method

Research & Polling generated the random sample of New Mexico industries for the survey using its data bases, which include employers of all sizes, industrial sectors, and geographic areas throughout New Mexico. Only employers who reported having hired at least one employee over the past three years who attended one of the six New Mexico public four-year universities were interviewed since one of the primary research objectives of the survey was to ascertain the image of these higher education institutions.

### Statistical Confidence

Five hundred and one employers were interviewed, resulting in an overall margin of error of  $\pm 4.4\%$  at the 95% confidence interval. In theory, in 95 out of 100 cases, the results based on a sample of 501 will differ by no more than 4.4 percentage points in either direction from what would have been obtained by interviewing all New Mexico employers hiring those who have attended one of the four-year New Mexico public universities.

### Interviewing Method

Interviews were conducted over the telephone during business hours Monday through Friday in April 2002. Interviews were conducted by professional executive interviewers briefed on the particular specifications for the survey. Those unavailable at the time of the initial call were called back in an attempt to interview the relevant individual at the organization.

The questionnaire instrument was pre-tested prior to survey administration to ascertain that the survey items were understood by the respondents and to determine how to best procure an interview with the relevant person at each organization. It was found that it was appropriate to screen for the 'manager,' or 'head of personnel' to obtain the most accurate information for the survey.

### Data Processing & Analysis

All completed questionnaires were edited, coded, and entered into Research & Polling's custom survey research software. Responses to open-ended questions were coded for the purpose of allowing quantitative analysis of the results to open-ended questions. Chi-square analysis revealed whether statistically significant differences existed among employer subgroups such as employer geographic region, size, and hiring practice profiles. When such differences are noted, they are pointed out in the report.

## SUMMARY OF RESULTS

New Mexico's four-year public universities play an extremely important role not only in the lives of their students, but in the quality of life of New Mexico as a whole. The universities have an important responsibility to provide a quality education to students while contributing to the economic vitality of the state. Higher education is important to prospective employers. In fact, the majority (55%) of employers who within the last three years have hired at least one employee who attended one of New Mexico's four-year public universities say it is important for prospective employees to have a four-year college degree. Furthermore, 30% of employers say they have actively recruited employees at universities throughout the state.

Overall, employers give the universities relatively high marks for preparing students for life beyond college. In fact, just over two-thirds (69%) of employers give the universities an 'A' or 'B' grade for providing students with a well-rounded education and 64% give a grade of 'A' or 'B' for preparing students for the workforce. The majority (54%) also give the universities high grades for preparing employees for their specific type of business. Although the majority of employers give high marks for each of the attributes listed, there is room for improvement as indicated by the fact 14% of employers give grades of 'D' or 'F' for the job being done to prepare employees for *their* type of business and another 27% give the universities a 'C' grade.

In addition to asking employers to grade the universities on the attributes mentioned above, they were asked to rate the importance of various skills and attributes employees may possess and also asked to rate how well the universities are doing in preparing students for each skill or attribute. All of the skills listed were deemed to be important by the large majority of employers, though integrity/honesty, a positive work attitude, responsibility/accountability and a willingness to learn new things are rated as being the most important. Interestingly, the skills and attributes that are deemed to be the most important are perhaps the most difficult for the universities to instill into students for they are more personal in nature, unlike tangible skills such as reading, writing and arithmetic.

In addition to asking employers to rate the importance of various skills and attributes, they were asked to rate how well prepared students are when they come out of New Mexico's four-year public universities. Overall, employers feel students are best prepared in their reading skills, willingness to work in teams, computer skills and math skills. Conversely, students are perceived to be least prepared in leadership skills, creative thinking, decision making and problem solving. These are areas that may warrant further exploration as universities work to develop the skills employees will need to be successful in their careers.

It is also interesting to note there is often a large discrepancy in the perceived importance of various skills and attributes and how well students are being prepared. For instance, while 90% of employers feel problem solving skills are important, just 49% feel the universities are doing a good job preparing students in this area. Furthermore, 91% say listening skills are important, though 53% feel the students are well prepared. The disparity between perceived importance of employee skills and attributes to how well they are being prepared should be looked into more closely so that ways can be found to better prepare students for the workforce.

Finally, it is important to note that there are opportunities to promote the New Mexico four-year public universities. Media and promotional programs can emphasize the types of educational programs and skills employers desire that are offered at these universities. For example, promotion of the four-year public universities might emphasize curriculum that focus on work ethics and the partnership of such universities for on-the-job training programs. The promotion of the four-year public universities is particularly important in counteracting any negative perceptions regarding the funding of these institutions that may have resulted from media reports regarding funding challenges.



## Importance of a Four-Year College Degree to New Mexico Employers

### IMPORTANCE OF A COLLEGE DEGREE TO EMPLOYERS

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<i>TOTAL SAMPLE</i>	
<i>APR. 2002</i>	
<i>(N = 501)</i>	
5 - Very important	36%
4	19%
3	24%
2	9%
1 - Not at all important	12%
Don't know/refused	1%
<i>MEAN †</i>	3.6

† The mean score is derived by taking the average score based on the 5-point scale. The very important response is assigned a value of 5, the not at all important response is assigned a value of 1, etc. The “don't know/won't say” responses are excluded from the calculation of the mean.

As previously mentioned, the majority of employers (55%) say it is important for prospective employees of their company to have a four-year college degree. In fact, 36% say a four-year degree is *very important* for prospective employees. Employers in the field of education (90%), government (71%) and those with 101 or more employees (79%) are most apt to feel a four-year college degree is important.

### Hiring Practices & Employment Recruitment

#### PERCENT OF NEW MEXICO EMPLOYERS HIRING FROM EACH 4-YEAR NEW MEXICO PUBLIC UNIVERSITY

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<i>TOTAL SAMPLE</i>	
<i>APR. 2002</i>	
<i>(N = 501)</i>	
University of New Mexico (UNM)	65%
New Mexico State University (NMSU)	51%
Eastern New Mexico University (ENMU)	21%
New Mexico Highlands University (Highlands)	18%
Western New Mexico University (WNMU)	11%
NM Institute of Mining and Technology (Tech)	10%

The table above shows the percentage of employers who have hired at least one employee from New Mexico's public universities in the past three years. Approximately two-thirds (65%) of employers say they have hired at least one employee who attended UNM, while half (51%) have hired an employee who attended NMSU and approximately one-fifth have hired employees from ENMU (21%) or Highlands (18%).

## Evaluation of Student Preparedness & Work Skills Employers Desire

### GENERAL PREPARATION OF STUDENTS

*APRIL 2002 - TOTAL SAMPLE (N = 501)*

	A	B	C	D	F
<b>Providing students with a well-rounded education</b>	23%	46%	21%	3%	1%
<b>Preparation of students for the workforce</b>	18%	46%	24%	4%	2%
<b>Preparing employees for your type of business</b>	17%	37%	27%	9%	5%

Employers were asked to grade various aspects of New Mexico's four-year public universities as a group using an academic grading system of A, B, C, D, and F. As shown above, the universities receive the highest overall grades for providing a well-rounded education as 23% of employers assign a grade of 'A' and 46% give a 'B' grade. The majority (64%) of employers also give the universities grades of 'A' (18%) or 'B' (46%) for preparing students for the workforce, though it should be noted that 24% give a grade of 'C' and 6% give a lower grade. Finally, while the majority (54%) of employers give the universities a grade of 'A' or 'B' for preparing students for their type of business, 27% have a 'C' grade and 14% give grades of 'D' or 'F' for such specific training.

### PERCEIVED IMPORTANCE OF EMPLOYEE SKILLS/ATTRIBUTES

*Ranked By Highest Percentage "Very Important"*

*APRIL 2002 TOTAL SAMPLE (N = 501)*

	VERY IMPORTANT		3	2	NOT AT ALL IMPORTANT DON'T KNOW/ WON'T SAY MEAN †		
	5	4			1		
<b>Integrity and honesty</b>	90%	6%	2%	*	*	1%	4.9
<b>Positive work attitude</b>	85%	11%	2%	-	*	1%	4.8
<b>Responsibility &amp; accountability</b>	85%	11%	3%	1%	*	1%	4.8
<b>Willingness to learn new things</b>	83%	13%	3%	1%	-	1%	4.8
<b>Reading skills</b>	72%	20%	4%	1%	2%	1%	4.6
<b>Problem solving skills</b>	69%	21%	8%	1%	1%	1%	4.6
<b>Listening skills</b>	68%	23%	6%	2%	1%	1%	4.6
<b>Willingness to work in teams</b>	68%	20%	8%	1%	1%	1%	4.5
<b>Decision making skills</b>	60%	26%	11%	2%	1%	-	4.4
<b>Writing skills</b>	53%	26%	13%	4%	3%	1%	4.2
<b>Creative thinking skills</b>	49%	31%	16%	2%	2%	1%	4.2
<b>Computer skills</b>	48%	30%	15%	3%	4%	1%	4.2
<b>Leadership skills</b>	45%	34%	16%	4%	2%	*	4.2
<b>Math skills</b>	45%	29%	18%	5%	2%	1%	4.1

\* *Less than 1% reported.*

† The mean score is derived by taking the average score based on the 5-point scale. The very important response is assigned a value of 5, the not at all important response is assigned a value of 1, etc. The “don’t know/won’t say” responses are excluded from the calculation of the mean.

Employers were asked to rate the importance of various employee skills and attributes based on a 5-point scale where 5 is *very important* and 1 is *not at all important*. As shown above, over four-in-five employers feel each of the following attributes is *very important*: integrity and honesty (90%), positive work attitude (85%), responsibility and accountability (85%), and the willingness to learn new things (83%). Furthermore, two-thirds or more employers believe reading skills (72%), problem solving skills (69%), listening skills (68%), and willingness to work in teams (68%) is *very important*. It should also be noted that approximately one-fifth of the employers assign a rating of ‘4’ to each of these attributes indicating they are important to these employers.

The majority of employers feel decision making skills (60%) and writing skills (53%) are *very important* skills with another 26% giving a rating of ‘4’ to each. The large majority of employers also feel creative thinking skills, computer skills, leadership skills and math skills are important with approximately half of the employers saying these attributes are *very important*.

**PERCEIVED PREPAREDNESS OF EMPLOYEE SKILLS/ATTRIBUTES BY UNIVERSITIES  
Ranked By Highest Percentage “Very Well Prepared”**

*APRIL 2002 TOTAL SAMPLE (N = 501)*

	VERY WELL PREPARED		3	2	NOT AT ALL PREPARED DON'T KNOW/ WON'T SAY		MEAN†
	5	4			1		
Reading skills	32%	38%	19%	5%	2%	4%	4.0
Willingness to work in teams	31%	35%	22%	7%	3%	3%	3.9
Computer skills	25%	37%	25%	6%	1%	6%	3.8
Math skills	20%	35%	30%	9%	2%	4%	3.6
Writing skills	19%	31%	30%	13%	4%	3%	3.5
Listening skills	18%	35%	32%	8%	4%	4%	3.6
Problem solving skills	17%	32%	35%	8%	4%	4%	3.5
Decision making skills	15%	31%	39%	11%	3%	2%	3.5
Creative thinking skills	15%	31%	38%	9%	4%	3%	3.5
Leadership skills	12%	26%	42%	12%	3%	5%	3.3

† The mean score is derived by taking the average score based on the 5-point scale. The very well prepared response is assigned a value of 5, the not at all prepared response is assigned a value of 1, etc. The “don’t know/won’t say” responses are excluded from the calculation of the mean.

In addition to asking employers to rate the importance of various skills and attributes, they were asked to rate how well students are prepared in these areas at the state’s four-year public universities. Ratings are based on a 5-point scale where 5 is *very well prepared* and 1 is *not at all prepared*. As shown above, 70% of employers feel students are well prepared in reading skills as indicated by a score of 4 or 5, with 32% saying they are *very well prepared*. Two-thirds also believe students are well prepared in the willingness to work in teams as 31% say students are *very well prepared*. The majority of employers also believe students are well prepared in computer skills (62%), math skills (55%), and listening skills (53%).

Half of the employers believe students are well prepared in writing skills (50%), and problem solving skills

(49%). It should be noted that less than 20% of employers feel students are *very well prepared* in these skill areas. Less than half of employers feel the universities are doing a good job of preparing students in decision making skills (46%), creative thinking skills (46%) and leadership skills (38%). For many of these attributes the plurality of employers give neutral or mixed reviews as indicated by a score of '3' on a 5-point scale which suggests that while employers are not being overly critical of the universities, they do believe that more can be done to improve these skills.

**PERCEIVED IMPORTANCE & PREPAREDNESS OF EMPLOYEE SKILLS/ATTRIBUTES**  
**COMBINED 4 & 5 SCORES BASED ON A 5-POINT SCALE**  
**(‘5’ = ‘VERY IMPORTANT/VERY WELL PREPARED;’ ‘1’ = ‘NOT AT ALL IMPORTANT/NOT AT ALL PREPARED’)**

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*APRIL 2002 TOTAL SAMPLE (N = 501)*

COMBINED 4 & 5 SCORES  
 BASED ON A 5-POINT SCALE

	<i>IMPORTANCE</i>	<i>PREPAREDNESS</i>
Reading skills	92%	70%
Listening skills	91%	53%
Problem solving skills	90%	49%
Willingness to work in teams	88%	66%
Decision making skills	86%	46%
Creative thinking skills	80%	46%
Writing skills	79%	50%
Leadership skills	79%	38%
Computer skills	78%	62%
Math skills	74%	55%

The table above shows the percentage of employers who give combined ratings of 4 and 5 on a 5-point rating scale for the importance of employee attributes and how well students are being prepared by the state’s four-year public universities. The results show a disparity between perceived importance and overall preparedness of students. For example, while 91% of employers rate listening skills as being important, just 53% feel students are well prepared in this area. Furthermore, 90% of employers believe problem solving skills are important, yet just 49% feel students are well prepared by the universities. Similar results are observed for many of the attributes tested, though it should be noted the universities are doing relatively well when it comes to computer skills, math skills, reading skills, and willingness to work in teams as the gap between importance and preparedness is smaller in these areas.

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# APPENDIX V

## Data Sources (in order of appearance in report)

Enrollments	Institutional files
Program majors-counts	Institutional files
Current funds revenues	Exhibit 1 of “Santa Fe” budget document <i>CHE Overview of Institutional Operating Budgets</i>
State appropriation as percent of operating budgets	<i>CHE Overview of Institutional Operating Budgets</i>
Annual undergraduate tuition/required fee rates compared with peers	IPEDS <i>Institutional Characteristics</i> survey
State personal per capita income for New Mexico and peers	University of New Mexico – Bureau of Business and Economic Research
Financial Aid – average award and average cost	<i>CHE Financial Aid File and Financial Aid File,</i>
Financial aid – by Aid Type	<i>CHE Financial Aid File and Student Financial Aid File</i>
Enrollment by race/ethnicity	<i>CHE Student Files</i>
NM high school graduates	NM State Department of Education
NM ACT test takers	<i>ACT – The College Board</i>
Undergraduate Transfer Students	Institutional files
Freshman persistence rates	Institutional files
Graduation rates	IPEDS <i>Graduation Rate Survey</i>
Degrees Awarded	IPEDS <i>Completions Survey</i>
Faculty and staff profile by race/ethnicity and sex	Institutional files
Full-time faculty with terminal degrees	Institutional files
Comparison of average faculty salaries/compensation with peers	<i>AAUP Full-time Instructional Faculty Salary Survey (Academe)</i>
Percent of student credit hours taught by tenured/tenure-track faculty	Institutional files
Student/Faculty ratio	Institutional files
Average class size	CHE Course File
Primary mission (instruction, research & public service) as a percent of Education and General expenditures	IPEDS <i>Finance Survey</i>
Administrative cost (institutional support) as a percent of Education and General expenditures	IPEDS <i>Finance Survey</i>
External Accreditations	Institutional files

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*Please contact the following web pages for additional information  
about New Mexico's public universities:*

*New Mexico Institute of Mining & Technology*  
Socorro, New Mexico 87801  
<http://www.nmt.edu/>

*New Mexico State University*  
Las Cruces, New Mexico 88003-8001  
<http://www.nmsu.edu/>

*University of New Mexico*  
Albuquerque, New Mexico 87131  
<http://www.unm.edu/>

*Eastern New Mexico University*  
Portales, New Mexico 88130  
<http://www.enmu.edu/>

*New Mexico Highlands University*  
Las Vegas, New Mexico 87701  
<http://www.nmhu.edu/>

*Western New Mexico University*  
Silver City, New Mexico 88062  
<http://www.wnmu.edu/>