

# Performance Effectiveness Report

New Mexico Universities



Council of  
University Presidents  
September 2002

# 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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# Performance Effectiveness Report

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# THE PERFORMANCE EFFECTIVENESS MEASURES OF NEW MEXICO'S UNIVERSITIES

The Council of University Presidents is pleased to present to the Commission on Higher Education (CHE), the Governor, the Legislature, and the citizens of New Mexico its fifth annual Performance Effectiveness Report. Higher education is the key to the economic development of New Mexico and the future progress and well-being of all New Mexicans. By focusing both university and public attention on key indicators of how well our universities are meeting statewide expectations, we are convinced we can help build a better future for New Mexico and all of its people.

The Council of University Presidents has identified a set of commonly agreed-upon 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. The indicators of university quality are grouped into the following categories:

- I. Accessible and affordable university education
- II. Student progress and success in our universities
- III. Academic quality and a quality learning environment
- IV. Effective and efficient use of resources
- V. Discovery and sharing of knowledge, research and innovation throughout New Mexico

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 also using these measures to set performance improvement goals.

There are several performance measures dependent on a cyclical collection of new data. One of these is the statewide degree program review conducted periodically by the CHE in conjunction with the Academic Council for Higher Education (ACHE) and the institutions. The last graduate degree program review was conducted in 1999-2000. The timing of the next study will be determined by the CHE. The six universities have agreed on a collective goal of supporting and encouraging the CHE and the ACHE to design and conduct a baccalaureate degree flagging study.

The other performance measures providing data on a cyclical basis are those measures dependent on broad-based surveys of our constituencies which can provide valuable information in reviewing and enhancing our programs. These include 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 New Mexico universities' 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 they should be repeated every three years. The employer survey was conducted this past year and the results are presented in this report. The next alumni and graduating-senior surveys will be conducted by each university during Academic Year 2002-03. The data included in this report for the alumni and graduating seniors survey are from previous years' surveys.

The common measures included for this year's report, and the table numbers in each institution's profile, are listed below:

## I. Accessible and Affordable University Education

- Tuition/required fee rates; comparative data on peers and per capita income (*Table 1*)
- Financial aid awarded and average student costs (*Table 2 & Table 3*)
- Enrollment by race/ethnicity; comparative data on HS graduates, ACT takers (*Table 4*)
- Transfer students from NM 2-yr and 4-yr institutions (*Table 5*)

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

- Freshman persistence rates – Fall to Fall terms (*Table 6*)
- Graduation rates at 6 years, together with those still enrolled (*Table 7*)
- Degrees conferred by level and discipline (*Table 8*)
- Placement rates of graduates -- employment and continuation of education (*Table 9*)

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

- Faculty/staff profile -- race/ethnicity, percent faculty with terminal degrees, comparative data on faculty salaries (*Table 10, Table 11, & Table 12*)
- Percent student credit hours taught by tenured/tenure-track faculty (*Table 13 & Table 14*)
- Student/Faculty ratios and average class size (*Table 15 & Table 16*)
- Student satisfaction with undergraduate experience (*Table 17*)
- Alumni assessment of institutional quality (*Table 18*)
- Faculty role/contributions (*discussed within text of each institution's profile*)
- Employers' satisfaction with NM university graduates (*in Appendix IV.*)
- External accreditations (*Listed at end of the table section in each institution's profile.*)

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

- Primary mission (instruction, research, public service) as percent of Educational and General expenditures; comparative data on peers (*Table 19*)
- Institutional support (administrative costs) as percent of Educational and General expenditures; comparative data on peers (*Table 20*)
- Flagging of low enrollment/low degree programs -- in cooperation with Commission on Higher Education (CHE) and Academic Council for Higher Education (ACHE)  
(*Not included in the 2002 report since the study has not been updated since 1999-2000.*)

### **Mission-Specific Institutional Reporting:**

For three of the indicators of university quality and effectiveness, university priorities and performance are dependent on the mission of each institution, the populations it serves, and the resulting undergraduate and graduate programs and services it provides. The performance measures for these indicators will be unique to each institution. The mission-specific quality indicators are:

#### V. **Quality of Research and Creative Activity**

Research collaboration in areas such as the environment; natural resources; high-technology materials; teaching excellence; cultural, performing, and studio arts.

#### VI. **Service to New Mexicans**

Mission-specific programs and special projects in areas such as cooperative extension, distance education, extractive industries, health care, K-16 partnerships, and business development.

#### VII. **Workforce Issues**

Universities' responses to current New Mexico workforce issues.



In addition, each university has developed an institutional “profile” on its mission, students, and other constituencies. The institutional profile sections of the report provide contextual information specific to each university. Activities, accomplishments, and collaborative efforts that pertain to mission-specific measures are described in this section. Faculty/staff involvement in instruction, research, creative scholarship, and public service is addressed. In addition, institutional responses to statewide workforce issues are described.

Last year’s report contained institution-specific goals developed by each university for the New Mexico Accountability in Government Act (AGA). Although the universities have many goals for meeting their respective missions, only the four goals requested for the AGA and focused on the instructional missions are presented in this report. The first two goals relate to student access and progress, while the last two represent specific areas of focus for each institution. The Accountability Work Group has worked closely with staff from the Department of Finance Administration, the Legislative Finance Committee, and the New Mexico Commission on Higher Education to coordinate all of our efforts in the accountability arena. We appreciate the ready willingness of these agencies to work with us.

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# 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 2001 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	1,011	1
Non-degree seeking undergraduate	207	1
First Professional	–	–
Graduates	293	49
Branch students enrolled on Main	–	–
<b>Total Headcount</b>	<b>1,511</b>	<b>51</b>
<b>Total FTE</b>	<b>1,246</b>	<b>53</b>

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

Associate's	2
Bachelor's	22
Master's	15
Post-Master's Doctorate	6

2002-2003 total current funds revenue for main campus: **\$129,180,573**

2002-2003 total state appropriation for main campus as a percent of total main campus operating budget: **19%**

### Enrollment Focus:

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. New Mexico Tech offers Bachelor of Science degrees in seven Accreditation Board for Engineering and Technology (ABET) accredited engineering fields (chemical, electrical, environmental, materials, mechanical, mineral, and petroleum) and in fourteen other science and technology fields.

The educational experience at New Mexico Tech stresses the importance of the individual student. With a student-to-faculty ratio of approximately 12:1, 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 and 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 Geology and Mineral Resources.

### Faculty/Staff Instruction, Research, Creative Scholarship and Public Service Highlights

New Mexico Tech, generally recognized for the quality and good value of its educational programs, has been cited in several leading publications this year.

- NMT is listed among the 57 universities that make up the third tier grouping in the "Best National Universities--Doctoral" category by *U.S. News & World Report*.
- *The Wall Street Journal* named NMT to its list of "Fall's Hot Schools," on the basis of its peaceful location, research in counter-terrorism, and available scholarship money.
- Designated by the National Security Agency (NSA) as a Center of Academic Excellence in Information Assurance Education for academic years 2002 through 2005, joining an elite list of only 36 universities across the country, including Carnegie-Mellon, Georgia Tech, Purdue, and Stanford, ever awarded this distinction.

#### New Collaborative Efforts

- New Mexico Tech's Environmental Evaluation Group (EEG), an interdisciplinary group of scientists and engineers that provides independent technical evaluation of the WIPP facility, has signed a joint agreement with the U. S. Department of Energy, Westinghouse TRU Solutions, and the Carlsbad Environmental Monitoring and Research Center to coordinate all the participating agencies's various independent efforts to monitor effectively air released from the Waste Isolation Pilot Plant (WIPP) near Carlsbad.
- Gas Technology Institute (GTI) and New Mexico Tech (NMT) have entered into a collaboration for the creation of a detailed technology plan to guide the development of unconventional onshore gas resources needed to meet the projected future gas demand in the United States.
- The Air Force Research Laboratory has awarded a contract to a team that includes NMT at The University of Hawaii (UH) to operate and manage the Maui Supercomputing Center, located at the Maui Research and Technology Park.
- The Magdalena Ridge Observatory, managed by NMT, has signed an agreement with the University of Cambridge to work jointly on design of the world's leading optical interferometer.

#### Faculty at NMT Achieve Many Prestigious Honors

- New Mexico Tech President Daniel H. López has been selected by the University of New Mexico Alumni Association as the 2002 recipient of its Bernard S. Rodey Award, conferred on individuals "who have devoted an unusual amount of time in a leadership capacity and whose efforts have contributed significantly to the field of education."
- David J. Westpfahl, a professor of astrophysics at New Mexico Tech, and NMT's Magdalena Ridge Observatory (MRO), are prominently mentioned in one of the chapters included in the recently published book, Bruce Dorminey's *Distant Wanderers: The Search for Planets Beyond the Solar System*.
- New Mexico Tech professors Scott Zeman and Mark Samuels are co-authors of an article in the international journal, *Film & History*. The article, titled "The Truth of a Madman: Collective Memory and Representation of the Holocaust in The Partisans of Vilna and the Documentary Genre," examines the role that documentary films play in shaping collective memories of the Holocaust, specifically analyzing the award-winning 1986 film, "The Partisan of Vilna."
- Richard C. Aster, professor of geophysics and research geophysicist at New Mexico Tech, has been appointed chairman of the Incorporated Research Institutions for Seismology (IRIS) Education & Outreach Standing Committee, one of four standing committees within the IRIS consortium.
- Van D. Romero, NMT physics professor and Vice President for Research & Economic Development, has been appointed by President Bush to serve on the President's Advisory Commission on Education Excellence for Hispanic Americans.
- Charles B. Moore and William Rison, New Mexico Tech Irving Langmuir Laboratory for Atmospheric Research's lightning researchers, have been named winners of the National Lightning Safety Institute's (NLSI) annual lightning safety recognition award in the category of U.S. academia.
- Mark P. Cal, assistant professor of environmental engineering and an adjunct assistant professor of chemical engineering is the recipient of New Mexico Tech's Distinguished Teaching Award for 2002. He earned his bachelor's, master's, and Ph.D. degrees at the University of Illinois at Champaign-Urbana, where he was named by the University of Illinois at Urbana-Champaign (UIUC) as the recipient of its "Young Civil Engineer Achievement Award."
- Dr. Randall Seright, a chemical engineer who conducts research in advanced petroleum recovery at New Mexico Tech's Petroleum Recovery Research Center (PRRC), is the recipient of the NMT Distinguished Researcher Award for 2002. Seright heads the PRRC's Reservoir Sweep Improvement group. His research

interests focus on methods to prevent fluid channeling through reservoirs and to reduce excess water and gas production during oil recovery. He is considered one of the world's leading authorities in this field.

- A research paper by NMT William C. McIntosh, "Orbitally induced oscillations in the East Antarctic ice sheet at the Oligocene/Miocene boundary," has been published in the prestigious science journal, *Nature*. Geochronologist McIntosh played a major role in the study by accurately dating volcanic ash layers in the core samples, using an argon dating method employed at NMT's Geochronology Research Laboratory.
- In the December 2001 issue of *National Geographic*, Dr. Rick Aster, a geophysicist in the NMT Department of Earth and Environmental Science, is quoted in the lead article on Antarctica.
- In his 2001 book, *Mantle Plumes and Their Record in Earth History*, New Mexico Tech's Kent C. Condie examines the role of mantle plumes throughout the geologic record and describes the newest, exciting results of cutting-edge research on mantle plumes conducted by geologists, geophysicists, and geochemists at various locations around the world.
- Osman T. Inal, a professor of materials and metallurgical engineering at New Mexico Tech, has been chosen by ASM International, the Materials Information Society, as a 2001 Fellow Member of the technical and professional organization.
- William Dean Stone, associate professor of mathematics at New Mexico Tech, has been named the recipient of the Southwestern Section of the Mathematical Association of America's (MAA) annual distinguished teaching award.
- Fred M. Phillips, professor of hydrology at NMT, was named this year's recipient of the O. E. Meinzer Award at the Geological Society of America (GSA) annual convention in Boston, marking the fourth time a New Mexico Tech hydrology professor has received the prestigious prize. The Meinzer Award is the highest honor in the field of hydrogeology in the nation.
- John L. Wilson II, professor of hydrology at New Mexico Tech and chairman of NMT's Earth and Environmental Science Department, has been elected chairman of the Board of Directors of the Consortium of Universities for the Advancement of Hydrologic Science, Inc. (CUAHSI). The newly formed consortium currently includes a charter membership of 43 U.S. universities, all with graduate degree programs in hydrologic sciences and a major commitment to research in that field.
- Several NMT geoscientists and graduate students presented results of their ongoing research at "Earth System Processes," an international and interdisciplinary conference held June, 2001, in Edinburgh, Scotland. Co-sponsored by two of the oldest Earth science organizations, the Geological Society of America and the Geological Society of London, "Earth System Processes" brought together some of the world's most eminent scientists to take a new look at how the Earth has evolved and how the processes controlling the nature of the planet changed since the birth of our solar system some 4.5 billion years ago.

### NMT Students Rank Well in Many Competitions

- A team of New Mexico Tech environmental engineering students finished first and won \$2,500 in an environmental cleanup task at the 12th Annual Waste-Management Education and Research Consortium (WERC) International Environmental Design Contest, at New Mexico State University.
- A team of New Mexico Tech chemical engineering students placed second in the poster contest and sixth in the car performance event at the American Institute of Chemical Engineers (AIChE) Third Annual Chemical Car Competition, held in Reno, Nevada.
- An all-terrain-vehicle entry submitted by an engineering design team of New Mexico Tech seniors bested more than 90 other off-road racers and finished fourth overall at the annual Mini Baja West competition.
- Nick D. Pattengale, a December 2001 graduate of New Mexico Tech, is one of six U.S. university students who recently were named winners in the IBM Linux Scholar Challenge. Pattengale was among a select group of 25 students from 14 countries who were successful in developing and submitting the most innovative Linux applications.
- New Mexico Tech electrical engineering students José Guilberto and Steven Wasson took first and third place in the senior division among over 100 participants in the Second Annual Regional Fire-Fighting Home Robot Competition in Beijing, China.

## New Mexico Tech Students Win Awards for Academic Excellence

- A New Mexico Tech undergraduate, Stephanie C. Smith and a doctoral candidate, Mary Sandstrom, have been selected by the New Mexico Section of the American Ceramic Society (ACerS) as this year's recipients of the organization's Undergraduate Achievement Scholarship and Graduate Research Award.
- Summer Kamal Rhodes, B.S. materials engineering, has been awarded a National Science Foundation (NSF) Graduate Research Fellowship.
- Virginia Alison Starke, a native of Los Alamos and a 2002 B.S. in physics and mathematics at New Mexico Tech, was awarded the 2001-2002 SPS Leadership Scholarship, a national scholarship award given by the Society of Physics Students (SPS).
- Chad Cogburn, B.S., mechanical engineering, was named NMT's Engineering Student of the Year.
- Cynde Aaron, a graduate student pursuing a master of science teaching degree at New Mexico Tech, recently awarded a scholarship by the Socorro Branch of the American Association of University Women (AAUW).
- The Electrical Manufacturing and Coil Winding Association (EMCWA) awarded three New Mexico Tech students national merit-based scholarships: Michael Berg, 2002 B.S., EE and CS; Steve Wasson, 2002 B.S., EE; and Shannon Gady, a junior majoring in materials engineering. In addition to receiving a scholarship, Wasson also was invited to present a student research paper at the 25th annual conference of the EMCWA.
- Steven Ball, B.S., Mechanical Engineering, recently was singled out by the White Sands Missile Range Chapter of the International Test and Evaluation Association (ITEA) as having written the best technical paper among several undergraduate entries in the organization's annual student paper competition.
- Virginia Starke, B.S. mathematics and physics, received the top award at the 2002 Commencement for an undergraduate, the Brown Award.
- Tim Canty won the top award for a graduate student, the Founders' Award. He received a Ph.D. in atmospheric physics.
- The Cramer Award, presented to the graduates who rank highest in engineering, went to three students this year. Margit Jensen, materials engineering with highest honors; Michaelann Shortencarrier, chemical engineering with highest honors; and Samuel Hawkins, chemical engineering with highest honors.

## NMT Alumni are Leaders in their Fields

- Mark A. Stanley, a former atmospheric physics researcher at New Mexico Tech, is one of five co-authors of a cover article on "blue jets," featured in the prestigious British science journal *Nature*. Stanley earned his Ph.D. in atmospheric physics from New Mexico Tech and, until recently, was a post-doctoral research associate at NMT's Langmuir Laboratory for Atmospheric Research
- Van D. Romero, a New Mexico Tech alumnus and NMT vice president for research and economic development, recently was appointed national chairman of the National Domestic Preparedness Consortium (NDPC), a partnership of public and private organizations committed to serving emergency first-responders by training them to respond efficiently and safely to incidents involving weapons of mass destruction.
- New Mexico Tech alumnus Murat Bengisu, who is now a faculty member at Eastern Mediterranean University in Gazi Magusa, Cyprus, received his master of science degree in metallurgical engineering at New Mexico Tech in 1987, and earned his doctorate in materials engineering in 1992. He is the author of a recently published book, *Engineering Ceramics*.

## Faculty Institutional/Public Service Highlights

- Many NMT faculty through the Consulting Scientist program give lectures to high schools and middle schools throughout New Mexico. Faculty also participate as advisors and judges in the Science and Engineering Fair and the Science Olympiad, held annually on the New Mexico Tech campus.

## Research Highlights

- Faculty researchers at NM Tech have submitted 171 proposals (an average of 1.6 submissions per faculty member) to various grantors during the 2001-2002 Fiscal Year. To date, 24 proposals have received funding, for a total amount of \$1,589,444. Corporations provided a total of \$738,481 in grants to NMT researchers, making them the most significant source for research dollars this year. The federal government was the next

highest grantor, providing \$538,606. The state's national labs provided \$147,119, followed by the state government at \$61,409; out-of-state universities at \$51,200; consortia/societies at \$35,129; and other in-state universities provided \$17,500 in research grants to NM Tech. This faculty-led research accounts for about 3% of the research effort on campus.

- Biology Department researchers/professors Tom Kieft and Snezna Rogelj's project, "The Pathogen Detection Program, is developing ultra-sensitive technologies that will detect the presence of certain bacteria in the environment before the pathogenic microorganisms become abundant enough to cause outbreaks of infectious diseases. Some of the pathogens the device could detect include a variety of airborne, waterborne, and food borne microorganisms such as Legionella, which causes "Legionnaire's Disease," Streptococcus, E. coli, Campylobacter, and antibiotic-resistant strains of the common bacteria Staphylococcus.

#### Responses to Statewide Workforce Issues – Teacher Preparation Program Highlights

- New Mexico Tech supports a State-approved teacher training program leading to secondary teacher certification in science and mathematics. New Mexico Tech is now in the process of submitting a proposal to the State of New Mexico for approval of an Alternative Licensure program. New Mexico Tech does not require that students in the teacher training program take the State of New Mexico teacher licensure exam, because some students wish to seek licensure in other states. However, every NMT student who has taken any part of the State of New Mexico Teacher Assessment test has passed.

#### Other Highlights

- 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.
- Don Klingsmith, NMT physics professor, is working with K-12 teachers nationwide through the NMT MST Program to develop astronomy programs for their classrooms. This program develops curricula for teachers to deliver actual science problems to their classrooms and to increase interest among students in science and engineering. This year, teachers in the program were able to operate remotely a telescope in Australia, which enabled teachers to teach their students to observe the night time sky in Australia during class time.

## Accessible and Affordable University Education

**Table 1**

**Annual Undergraduate Tuition/Required Fee Rates Compared with CHE-selected Peers\***

	<u>Resident</u>	<u>Percent of Peers*</u>	<u>Non-Resident</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	61.1	\$7,825	76.2
2001-02	\$2,722	61.2	\$8,419	74.8

**Context for 2001:**

**Per-Capita Income:**  
\$23,162

**Relative to National Average:**  
76.5

**Relative to Peer States Average:**  
78.5

\* List of peers in Appendix

**Table 2**

**Percent Distribution of Financial Aid by Type**

<u>Type of Aid</u>	<u>1999-01</u>	<u>2000-02</u>
Gift Aid	45.0	51.3
Loans	44.4	39.3
Work Study	10.6	9.4

**Table 3**

**Financial Aid Awarded and Average Total Cost of Attendance Per Student Recipient**

	<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	---
1998-99	\$6,558	\$9,159	---
1999-00	\$6,163	\$9,166	74.4%
2000-01	\$6,488	\$10,276	76.6%



1.71.42.241.841.6-19,797 **Accessible and Affordable University Education**

**Table 4**

**Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers**

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 %	NM ACT Takers 2000-01 %
	Fall 1997 %	Fall 2000 %	Fall 2001 %	Fall 1997 %	Fall 2000 %	Fall 2001 %		
<b><u>Race/Ethnicity</u></b>								
American Indian	2.3	3.0	3.3	4.3	6.7	1.7	11.7	9.1
Asian	2.7	2.1	2.6	6.1	1.7	4.6	1.4	1.8
Black	0.6	0.8	0.8	0.0	1.1	0.0	2.2	1.6
Hispanic	15.8	16.7	16.7	26.1	24.0	23.6	41.8	30.6
White/Other	71.0	68.0	67.1	63.5	66.5	70.1	41.6	40.4
Nonresident Alien	7.5	8.6	8.8	0.0	0.0	0.0	—	—
Unknown	0.1	0.8	0.6	0.0	0.0	0.0	1.2	16.6
<b>Total Number</b>	1,395	1,541	1,562	115	179	174	19,797	12,119

**Table 5**

**Undergraduate Transfer Students by Sending Institution Grouping**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
NM 2-Yr Colleges and Branches	11	26	17
NM Public 4-Yr Universities	10	21	18
<u>All Other Transfers</u>	45	43	38
<b>Total</b>	66	90	73

## Student Progress and Student Success

<b>Table 6</b>			
<b><u>Freshman* Persistence Rates – Fall to Fall Terms</u></b>			
<b><u>Race/Ethnicity &amp; Sex</u></b>	<b>Percent of Fall 1997 Cohort Enrolled in <u>Fall 1998</u></b>	<b>Percent of Fall 1999 Cohort Enrolled in <u>Fall 2000</u></b>	<b>Percent of Fall 2000 Cohort Enrolled in <u>Fall 2001</u></b>
American Indian	66.7	55.6	75.0
Asian	77.8	100.0	66.7
Black	0.0	100.0	33.3
Hispanic	82.1	73.7	80.0
White/Other	78.4	80.7	71.9
Nonresident Alien	100.0	75.0	83.3
Unknown	—	—	—
Men	79.0	78.3	69.1
Women	78.2	80.6	88.5
<b>Overall</b>	<b>78.8</b>	<b>79.0</b>	<b>73.5</b>

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

<b>Table 7</b>								
<b><u>Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years</u></b>								
<b>Race, Ethnicity and Sex</b>	<b>Entered Fall 1991</b>		<b>Entered Fall 1994</b>		<b>Entered Fall 1995</b>			
	<b>Cohort N</b>	<b>% Grad &amp; Still Enrolled*</b>	<b>Cohort N</b>	<b>% Grad &amp; Still Enrolled</b>	<b>Cohort N</b>	<b>% Bach. Deg. 6 Yrs</b>	<b>% Still Enrolled After 6 Yrs</b>	<b>% Grad &amp; Still Enrolled*</b>
American Indian	0	0.0	13	46.2	5	0	20.0	20.0
Asian	3	100.0	3	100.0	7	57.1	28.6	85.7
Black	0	0.0	0	0.0	2	0	0.0	0.0
Hispanic	39	41.0	46	37.0	52	42.3	13.5	55.8
White/Other	130	50.8	145	57.2	182	40.7	7.1	47.8
Nonresident Alien	0	—	7	42.9	2	50.0	50.0	100.0
Unknown	0	—						
Men	124	42.7	149	50.3	176	37.5	9.7	47.2
Women	48	66.7	65	56.9	74	47.3	9.5	56.8
<b>Overall</b>	<b>172</b>	<b>49.4</b>	<b>214</b>	<b>52.3</b>	<b>250</b>	<b>40.4</b>	<b>9.6</b>	<b>50.0</b>

\* Includes Associate degree recipients.

## Student Progress and Student Success

**Table 8**

**Degrees Awarded by Level and Discipline Grouping in 2000-01**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Education			10				10
Humanities/Social Science	6	20					26
Bus/Pub Ad/Social Work	2	10					12
Science and Math		59	38		9		106
Engineer/Tech/Comp Sci		92	37		3		132
Health Professions							
Law/Protective Services							
Agriculture Related		1					
Home Economics							
Architecture Related							
<b>Total</b>	<b>8</b>	<b>182</b>	<b>85</b>		<b>12</b>		<b>287</b>

**Table 9**

**Placement Rates of Graduates Employed and Continuing Their Education**

**1999-2000 Alumni Survey of 1995-96 Bachelors Degree Recipients\***

**Percent Employed (may also be in school)**

98.0%

**Percent Continuing Their Education**

9.8%

	<b>Private or Self</b>	<b>Education</b>	<b>Government or Military</b>	<b>Other</b>
<b>Employment Fields</b>	50.0	10.0	30.0	10.0

**Of those employed, percent working in New Mexico**

50.0%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Academic Quality and a Quality Learning Environment

**Table 10**

**Faculty and Staff Profile by Ethnicity and Sex**

Race/Ethnicity & Sex	Fall 1997		Fall 2000		Fall 2001	
	<b>Full-Time Faculty % (N = 109)</b>	<b>Full-Time Staff % (N =458)</b>	<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>
American Indian	3.7	2.2	3.7	2.2	1.8	2.5
Asian	11.0	2.8	11.0	2.8	8.8	3.6
Black	1.8	0.7	1.8	0.7	2.6	0.5
Hispanic	1.8	44.8	1.8	44.8	1.8	39.4
White/Other	81.7	49.6	81.7	49.6	85.0	51.2
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.0	0.0	2.8
Men	88.1	63.9	88.1	63.1	88.5	62.8
Women	11.9	36.9	11.9	36.9	11.5	37.2

**Table 11**

**Percent of Full-Time Faculty with Terminal Degrees**

Fall 1997	98%
Fall 2000	99%
Fall 2001	98%

**Table 12**

**Comparison of Average Faculty Salaries/Compensation with Peer Institution**

	<u>Average Salary</u>	<u>Peer Average %</u>	<u>Average Compensation</u>	<u>Peer Average %</u>
Fall 1997	\$48,438	85.6	\$61,032	87.4
Fall 2000	\$55,070	88.4	\$70,831	92.0
Fall 2001	\$55,157	83.7	\$70,602	86.7

## Academic Quality and a Quality Learning Environment

**Table 13**

**Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty**

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 2000</u>		<u>Fall 2001</u>	
	<u>Regular</u>	<u>Non-</u>	<u>Regular</u>	<u>Non-</u>	<u>Regular</u>	<u>Non-</u>
	<u>Instruction</u>	<u>regular*</u>	<u>Instruction</u>	<u>regular*</u>	<u>Instruction</u>	<u>regular*</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lower Division	70.3	16.0	59.2	10.6	57.6	21.6
Upper Division	87.8	98.6	76.2	81.7	87.3	75.4
Graduate Division	85.8	91.0	96.1	97.0	87.1	94.4
<b>Overall</b>	79.2	40.1	70.5	67.0	71.8	58.4

\* Non-regular instruction includes labs, theses, internships, independent studies, etc.

**Table 14**

**Tenured/Tenure-track Faculty Participation in Non-regular Instruction**

In addition to regularly-scheduled classes, tenured/tenure-track faculty teach **13.0** student credit hours per semester on average in laboratory or non-scheduled courses which usually provide one-on-one instruction through independent-study, practica, applied music, and the supervision of internships and dissertations.

**Table 15**

**Student Faculty Ratios\***

<b>Fall 1999</b>	12.4
<b>Fall 2000</b>	12.1
<b>Fall 2001</b>	11.9

\* FTE Students/FTE Instructional Faculty

## Academic Quality and a Quality Learning Environment

**Table 16**

**Average Class Size by Division**  
**(for regularly scheduled classes)**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
Undergraduate, lower division	21.2	23.7	22.1
Undergraduate, upper division	10.2	12.2	11.5
Graduate	3.8	3.7	4.5

**Table 17**

**Student Satisfaction**

**Student Survey of 1999-2000 Graduating Seniors\***

Satisfied of Very Satisfied with Curriculum and Instruction	86.1%
Satisfied or Very Satisfied with Student Support	67.4%
Satisfied or Very Satisfied Overall with Institution	88.7%

\* See Appendix III (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

**Table 18**

**Alumni Satisfaction**

**1999-2000 Alumni Survey of 1995-96 Bachelors Recipients\***

Satisfied of Very Satisfied with Curriculum and Instruction	88.6%
Satisfied or Very Satisfied with Student Support	73.0%
Satisfied or Very Satisfied Overall with Institution	84.3%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Effective and Efficient Use of Resources

**Table 19**

**Primary Mission Expenditures: Instruction, Research, and Public Service**  
**As a Percent of Total Education and General Expenditures**

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

**Table 20**

**Instructional Support Expenditures: Administrative Costs**  
**As a Percent of Total Education and General Expenditures**

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

## 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

## Goals for Performance Improvement Response to Accountability in Government Act

### Goal 1: Accessible and Affordable Education

New Mexico Tech seeks to increase its enrollment of its entering students to become within five years an Hispanic serving institution (25% Hispanic) and to reflect more closely the ethnic make-up of the state high school ACT test takers who plan undergraduate majors in science and engineering.

**Context:** New Mexico Tech’s recruiting plan focuses on academically outstanding students interested in studying science and engineering. Recruitment efforts in New Mexico and other states with high minority populations resulted in 80% of the 2001 entering class being from New Mexico. Other states with high percentages were Texas, Colorado, and New York.

**Benchmark:** In 2000-2001, 39.7% of New Mexico ACT test takers were Native American and Hispanic, which is 4,811 students out of a total of 12,119 ACT New Mexico test takers.

**Measure:** Percent enrollment of Hispanic and Native American first-time freshmen students

Enrollment Semester	Fall 2000 (Actual)	Fall 2001 (Actual)	Fall 2002 (Actual)	Fall 2003 (Target)
Percent or Number	23.3%	49	72	75
Associated State Budget Fiscal Year	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** The entering classes of 2000 and 2001 demonstrate New Mexico Tech’s enrollment of Hispanic and Native American students, on average, reflects the proportion of ethnic make-up of the state ACT test takers.

### Goal 2: Student Progress and Student Success

New Mexico Tech seeks to increase its entering student persistence rate to 75% for fall to fall terms.

**Context:** New Mexico Tech seeks to increase the number of entering students who return to New Mexico Tech for the second year. With this increase, NMT can increase retention overall and increase graduation rates. Efforts to improve retention include offering a First-Year Experience program for all entering freshmen, which clusters freshmen students together in first-year classes and in study groups.

**Measure:** Percent of first-time freshmen retained to second year

First-time Freshman Cohort	Fall 1999 Retained to Fall 2000 (Actual)	Fall 2000 Retained to Fall 2001 (Actual)	Fall 2001 Retained to Fall 2002 (Actual)	Fall 2002 Retained to Fall 2003 (Target)
Percent	79	73.5	75	75
Associated State Budget Fiscal Year	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** The academic year 2001-2002 was the first year for the NMT First-Year Experience. As the program becomes fully established, the persistence rates should increase.



### Goal 3: Mission-Specific Goal

**Context:** New Mexico Tech has enhanced its technologies and services to deliver new distance education courses by interactive internet methods. All of NMT’s Distance Education classes have a web-based component and many require a mix of videoconferencing, peer study groups, and supplemental media. NMT strives to create community and interaction among students and professors and monitor this interaction on a regular basis. Furthermore, NMT’s unique ability to serve the academic needs of many specialized industries located in New Mexico make the improved services and new technologies the basis for NMT’s growing enrollment in Distance Education.

**Measure: Increase Enrollment in Distance Education**

	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target)</b>
<b>Number</b>	21 Graduate 25 Undergrad	55 Graduate 22 Undergrad	113 Graduate 21 Undergrad	115 Graduate 25 Undergrad
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** NMT can deliver interactive courses anytime, anywhere to working professionals, increasing access to higher education and graduate education for a widening population.

### Goal 4: Mission-Specific Goal – Maintain or Increase Enrollment in New Mexico Tech’s Master of Science Teaching (MST) Program

**Context:** Increased participation in the MST program produces more qualified science and math teachers in New Mexico.

**Measure: Unduplicated registered students in MST courses beginning in Fall 2000.**

	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target)</b>
<b>Number</b>	21	31	34	35
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** The Master of Science Teaching Program is introducing interactive distance delivery of some features of the MST Program for teachers enrolled in the New Mexico Tech Program, increasing the program’s accessibility for New Mexico teachers.

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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 2001 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	11,712	45
Non-degree seeking	459	0
First Professional	-	-
Graduates	2,348	124
Branch students enrolled on Main	705	-
<b>Total Headcount</b>	<b>15,224</b>	<b>169</b>
<b>Total FTE</b>	<b>12,297</b>	<b>58</b>

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

Associate's	4
Bachelor's	72
Master's	51
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%**

Strategic Planning and Performance Assessment: New Mexico State University engages the entire university community in a strategic planning process to define teaching, research, and service goals and to identify the strategic directions necessary to successfully accomplish NMSU's mission. The instructional goals and performance measures presented in this report are integral to this strategic plan, but only selected performance accomplishments are included here to comply with the consistent format adopted for all New Mexico higher education institutions.

The *New Mexico State University Strategic Directions: Benchmarks and Performance Indicators Activities/Targets 2001-2002* (<http://www.nmsu.edu/Research/iresearch/ind306.pdf>) presents the broader array of teaching, research, and service goals. During the past year, President Gogue reported the progress made toward all aspects of the university's strategic plan to the Board of Regents, the New Mexico Commission on Higher Education, and the Legislative Finance Committee. To assure that the needs of the university community and state are met, the strategic directions and related goals are reviewed and updated each year.

### Enrollment Focus:

NMSU hosts a rich diversity of students on the physical and virtual campuses. NMSU students are drawn from all of New Mexico's 33 counties, every state in the nation and an increasing array of countries of origin to take advantage of the superior teaching and extensive research and public service activities that distinguish the campus.

The appointment of a new Vice-President for Student Services and reorganization of this division will foster collaboration and enhance overall student service delivery. A newly established position of Associate Vice President of Enrollment Management will provide executive leadership and strategic oversight to the most critical departments serving prospective and newly admitted students and will coordinate campus wide outreach and recruitment efforts.

## Undergraduate

- The Freshman Year Experience (FYE), a program providing additional support to develop academic and personal skills that enable freshmen to become successful learners, was shown to achieve higher overall retention rates for participating students. Retention studies also showed that higher risk students particularly benefit from participation in FYE. FYE course offerings have been expanded from 19 to 24 sections in response to these results.
- Two early registration programs drew 812 early registrants, a 300% increase over the previous year.
- The American Indian Program had 787 contacts with prospective students and generated 537 applications.
- Hispanic student enrollment rose to 6,139, a 4% increase over the previous year.

## Graduate

- A newly appointed Graduate School Dean will bolster national recruitment of diverse and able graduate students.
- A full-time position now supports expanded graduate student recruitment activities in all academic colleges.
- A distance education doctoral program is now offered in community college administration.
- A distance education master's is now offered in criminal justice.
- The on-line graduate student admission process continues to be developed to promote access, streamline procedures, quicken processing time lines and increase the number of graduate student applicants.
- The inaugural conference of the New Mexico Alliance for Graduate Education and the Professoriate (NM-AGEP), an effort aimed at increasing the number of under-represented minorities who pursue doctoral degrees and who plan to become professors, was hosted on main campus.

## Faculty/Staff Instruction

- Freshman Interest Groups, an academic excellence and support technique for freshman students, have been implemented in four of the six academic colleges.
- Presently, 85% of departments with undergraduate programs and 95% of departments with graduate programs have implemented internal student learning outcomes assessment plans. For the past two years, the performance of NMSU's academic departments has exceeded the university's goal of having 75% of the academic departments using internal student learning assessments to inform academic program improvements in any given year.
- Continuous internal assessment led to the formation of a general education task force to re-envision the general education program and help NMSU become a national exemplar of how to develop graduates who contribute positively and fully in their personal and civic lives.
- Significant progress has been made in the implementation of STAR, an on-line academic planning tool for students and their academic advisors that will foster timely degree completion.
- Research Initiative for Scientific Enhancement (RISE) received \$7.9 million from the National Institutes of Health to combine quality traditional instruction with opportunities for minority students to work as research assistants to professors doing significant life sciences research. With support from RISE and earlier related efforts, 404 minority students earned science degrees, including 60 doctoral degrees, between 1974 and 2000.
- The Regional Alliance for Science, Engineering and Mathematics for Students with Disabilities-Squared (RASEM-Squared) received \$4 million from the National Science Foundation to bring more students with disabilities into mathematics, science, engineering and technology.
- An increased number of College of Engineering professors participated in GRASP and SETE, programs that help professors improve and vary their teaching methods to help student retention.
- More than 900 courses are now offered or are in development using WebCT, an innovative approach to using new technologies in teaching and learning to support quality instruction for both on-campus and distant learners. The recent appointment of a Vice-Provost for Distance Education will support offering additional educational opportunities using varied distance education strategies.
- The first six NMSU Regents Professors were recognized for outstanding contributions to the university with \$12,000 salary supplements.
- NMSU received a \$750,000 endowment from the Public Service Company of New Mexico (PNM) to endow the PNM Professor of Utility Management.

- A \$500,000 donation from the Klipsch family endowed two faculty positions.

#### Research Activity At NMSU

- NMSU reached a new level in fiscal year 2000-2001 with expenditures from restricted appropriations, grants and contracts totaling \$135.6 million, an increase of 4.5 percent over the 1999-2000 total of \$129.8 million;
  - positively influenced the state's economy with over 85 percent of the expenditures from restricted appropriations, grants and contracts supported by federal agencies, corporations and foundations outside of New Mexico;
  - ranked in the top of 597 universities nationwide according to a National Science Foundation survey of research spending in science and engineering.
- NMSU ranked
  - 11th nationally in federally funded engineering research and 19th in engineering research funded by both federal and other sources, with expenditures totaling \$47.6 million;
  - 35th in total research in computer science, with expenditures of approximately \$5.1 million;
  - 43rd in total research in agricultural science, with expenditures of \$15.6 million;
  - 85th in federally funded research in environmental science, with expenditures of \$2.7 million and 96th in total research in environmental science, with expenditures of \$3.4 million;
  - 100th in federally funded physical sciences research, with expenditures of \$3.8 million; and
  - 138th in total expenditures in life sciences research with expenditures of \$17.6 million and 149th in federally funded life sciences research, with expenditures of \$6.9 million.
- NMSU also
  - supported more than 40 percent of the university's total operating budget;
  - supported New Mexicans through employment on research projects;
  - supported NMSU students through student stipends, student aid, and student employment;
  - supported New Mexico's private sector through substantial purchases of equipment and materials; and
  - created new knowledge and provided cutting-edge technology to university instructional purposes.

#### Significant new research resources this year include

- The Biomedical Research Infrastructure Network received \$5.5 million from the National Institutes of Health's National Center for Research Resources to
  - enhance statewide biomedical research collaboration;
  - increase understanding of cancer growth, neuromuscular disease, immune regulation, Alzheimer's disease and drug delivery;
  - establish core laboratories equipped with specialized scientific instrumentation and broadly disseminate new knowledge.
- The New Mexico Institute for Natural Resource Analysis and Management (INRAM) received \$3 million from the National Science Foundation to
  - generate new understanding of New Mexico natural resources;
  - create a Laboratory of Environmental Spatial Analysis (LESA);
  - create a Laboratory for Environmental Chemistry (LEC); and
  - provide equipment and training to pursue studies of genetic variation in plants and animals at NMSU's existing Laboratory of Ecological and Evolutionary Genetics.

#### Creative Scholarship

- Joseph Wang, NMSU Regent's Professor and Manasse Chair of chemistry and biochemistry and internationally recognized expert in micro-instrumentation, was identified by the Institute for Scientific Information as the most cited scientist in the world of engineering. Wang's SensoChip Lab at NMSU supports approximately 15 post-doctoral researchers, graduate students and undergraduates each year.
- Charles Creusere, NMSU assistant professor of electrical and computer engineering and associate editor of IEEE Transactions on Image Processing, received \$350,000 from the National Science Foundation's Faculty Early Career Development Program, NSF's most prestigious honor for junior faculty members.

- Yuwen Zhang, NMSU assistant professor of mechanical engineering, earned a \$300,000 Young Investigator Award from the U.S. Office of Naval Research, one of only 26 researchers nationwide and the only researcher in New Mexico who received a Young Investigator Award this year.
- Robert Buckingham, NMSU professor of epidemiology in the College of Health and Social Sciences, published the No. 1 book in 2001 on global health titled “A Primer on International Health.”
- Kenneth L. Hacker, NMSU professor of communication studies, provided an article titled “Digital Divide Facts and Fictions” as consulting advisor for a Washington D.C. town hall meeting that is part of an upcoming PBS special, “VillageAmerica and the Digital Divide.”

#### Public Service

- NMSU’s Water Task Force received \$800,000 from the U.S. Department of Agriculture to improve irrigation efficiency in agriculture and urban landscaping in the Rio Grande Basin.
- NMSU’s College of Health and Social Services and the Southern Area Health Education Center (SoAHEC) received
  - \$400,000 from Paso del Norte Health Foundation to form Youth Health Clubs in Santa Teresa, Gadsden and Chaparral middle schools;
  - \$300,000 from Hidalgo Medical Services to provide diabetes education in Hidalgo and Luna counties;
  - \$75,000 from Paso del Norte Health Foundation to reduce asthma triggers in border-area homes; and
  - \$82,000 from Paso del Norte Health Foundation to provide early childhood education to a network of fathers’ groups in the border region.
- New Mexico State University Library received \$204,000 from the National Library of Medicine to expand information access for its Border Health Information and Education Network (BIEN!).
- Supporting Innovative Leaders in Today’s Schools (SILTS) received \$770,000 from the U.S. Department of Education’s Office of Bilingual Education and Minority Languages Affairs to improve education for students who are English language learners or who have limited English proficiency (ELL/LEP).
- Larry Olsen, NMSU associate dean for academics and research in the College of Health and Social Services, was appointed to the Board of the Center for Border Health Research, an initiative of the Paso del Norte Health Foundation that distributes \$1.2 million for health research to benefit the border-region.

#### Responses to Statewide Workforce Issues – Teacher Shortage

- The College of Education has
  - achieved a 1.2% undergraduate enrollment increase in Fall 2001 and has hired a full-time retention and recruitment specialist to attract and retain to graduation and/or licensure quality teacher preparation candidates;
  - implemented alternative licensure programs to allow teacher preparation candidates with bachelor’s degrees in another field to obtain teacher certification in secondary and special education within one year;
  - implemented elementary education degree completion programs with NMSU community colleges in Alamogordo, Carlsbad, and Grants to facilitate the certification of additional teachers and provide teacher preparation at off-campus sites around the state;
  - improved access for teachers to earn master’s degrees and technology coordinator endorsements by using distance education strategies;
  - developed an outreach program for professionals in early childhood education in cooperation with local school districts and private sector early childcare facilities;
  - continued efforts to increase the number of elementary teachers with bilingual endorsements through its Borderlands Center for Education Studies (BOCES) with support from the U.S. Department of Education;
  - continued efforts through COLAB, a joint project with the U.S. Department of Education, to increase the number of special education teachers with post-baccalaureate training who work with high incidence disabilities;
  - provided \$100,000 in scholarships through Math Science Educator of the Future (MASEF) supported by NASA to help teachers now working in hard-to-staff schools obtain math/science certification; and
  - provided \$60,000 in scholarships through the Collaborative for Excellence in Teacher Education Preparation (CETEP) supported by the National Science Foundation to improve the quantity and quality of math/science teachers statewide.

## Health Care Professionals Shortage

- The College of Health and Social Sciences has
  - received approval to implement a distance-education delivered bachelor of Human and Community Services degree completion program to provide access to candidates from around the state on an accelerated time frame;
  - received a \$200,000 award from the New Mexico Children, Youth and Families Department (CYFD) to implement the Multi-cultural Family-Centered Training Project that provides training for CYFD personnel across the state and at other service agencies such as Families Youth Inc. (Las Cruces), the Border Area Mental Health Center (Silver City), the University of New Mexico Health Sciences Center's Program for Young Children, and the Ramah Navajo School Board;
  - implemented an off-site master's of Social Work degree completion program for social work professionals in Albuquerque at facilities provided by the UNM Health Sciences Center; and
  - received \$419,000 in state appropriations to assist in improving salaries in the nursing program and to develop a BSN degree completion effort delivered at least at NMSU-Alamogordo and NMSU-Carlsbad. The net effect would be to graduate additional BSN students over the next one to two years within New Mexico.

## Other Efforts to address workforce needs

- NMSU's Physical Science laboratory received \$700,000 from NASA to provide science and engineering education and outreach programs at the nation's only Suborbital Center of Excellence to increase the number of college graduates interested in careers in suborbital aerospace programs. The program will sponsor student research at NMSU, support student co-op positions at Wallops Flight Facility, provide grants to faculty who involve students in related research, and promote projects in secondary and elementary schools in partnership with the Science Education Alliance, a nonprofit organization.
- NMSU's Career Expo 2001 was the largest career fair in New Mexico and west Texas with over 2,300 candidates and more than 150 employers participating.

## Accessible and Affordable University Education

**Table 1**

**Annual Undergraduate Tuition/Required Fee Rates Compared with CHE-selected Peers\***

	<u>Resident</u>	<u>Percent of Peers*</u>	<u>Non-Resident</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

**Context for 2001:**

<b>Per-Capita Income:</b>	<b>Relative to National Average:</b>	<b>Relative to Peer States</b>
\$23,162	76.5%	84.5%

\* List of peers in Appendix

**Table 2**

**Percent Distribution of Financial Aid by Type**

<u>Type of Aid</u>	<u>1999-00</u>	<u>2000-01</u>
Gift Aid	46.9	48.9
Loans	48.8	47.3
Workstudy	4.2	3.8

**Table 3**

**Financial Aid Awarded and Average Total Cost of Attendance Per Student Recipient**

	<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	---
1998-99	\$6,360	\$11,503	---
1999-00	\$5,831	\$11,799	68%
2000-01	\$5,911	\$12,258	61%



## Accessible and Affordable University Education

**Table 4**

**Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers**

<b>Race/Ethnicity</b>	<b>Total Enrollment</b>			<b>First-Time Freshmen from New Mexico</b>			<b>NM HS Graduates</b>	<b>NM ACT Takers</b>
	<b>Fall 1997</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 1997</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>2000-01</b>	<b>2000-01</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
American Indian	2.5	2.7	2.7	3.5	3.9	3.8	11.7	9.1
Asian	1.3	1.5	1.5	2.0	1.7	0.9	1.4	1.8
Black	2.2	2.6	2.8	0.1	1.2	1.8	2.2	1.6
Hispanic	36.1	39.4	40.3	40.9	42.1	44.5	41.9	30.6
White/Other	53.8	49.8	48.6	51.5	51.1	49.0	41.6	40.4
Nonresident Alien	4.0	4.0	4.1	0.0	0.0	0.0	—	—
Unknown	—	—	—	—	—	—	1.2	16.6
<b>Total Number</b>	15,067	14,958	15,224	1,213	1,551	1,676	19,797	12,119

**Table 5**

**Undergraduate Transfer Students by Sending Institution Grouping**

	<b><u>Fall 1999</u></b>	<b><u>Fall 2000</u></b>	<b><u>Fall 2001</u></b>
NM 2-Yr Colleges and Branches	347	480	429
NM Public 4-Yr Universities	102	128	124
<u>All Other Transfers</u>	396	276	209
<b>Total</b>	845	884	762

## Student Progress and Student Success

<b>Table 6</b>			
<b>Freshman* Persistence Rates – Fall to Fall Terms</b>			
<b><u>Race/Ethnicity &amp; Sex</u></b>	<b><u>Percent of Fall 1997 Cohort Enrolled in Fall 1998</u></b>	<b><u>Percent of Fall 1999 Cohort Enrolled in Fall 2000</u></b>	<b><u>Percent of Fall 2000 Cohort Enrolled in Fall 2001</u></b>
American Indian	60.0	64.7	65.7
Asian	85.3	47.2	86.2
Black	73.5	70.9	71.2
Hispanic	72.6	69.9	72.8
White/Other	72.6	70.5	71.4
Nonresident Alien	72.7	53.3	67.9
Unknown	—	—	—
Men	71.7	67.3	71.4
Women	73.4	71.4	72.4
<b>Overall</b>	<b>72.6</b>	<b>69.6</b>	<b>72.0</b>

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

<b>Table 7</b>								
<b>Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years</b>								
<b><u>Race/Ethnicity and Sex</u></b>	<b><u>Entered Fall 1991</u></b>		<b><u>Entered Fall 1994</u></b>		<b><u>Entered Fall 1995</u></b>			
	<b><u>Cohort N</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>	<b><u>Cohort N</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>	<b><u>Cohort N</u></b>	<b><u>% Bach. Deg. 6 Yrs</u></b>	<b><u>% Still Enrolled After 6 Yrs</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>
American Indian	81	19.7	67	19.4	38	28.9	10.6	39.5
Asian	16	43.8	17	47.1	17	41.2	5.9	47.1
Black	20	35.0	32	43.8	25	32.0	4.0	36.0
Hispanic	581	46.8	529	49.3	585	39.0	12.1	51.1
White/Other	945	49.6	855	57.2	743	47.6	8.0	55.6
Nonresident Alien	13	69.2	19	42.1	11	54.5	27.3	81.8
Unknown	—	—	—	—	—	—	—	—
Men	810	45.8	748	49.2	693	43.6	9.4	53.0
Women	846	48.3	771	55.1	726	43.0	10.2	53.2
<b>Overall</b>	<b>1,656</b>	<b>47.1</b>	<b>1,519</b>	<b>52.2</b>	<b>1,419</b>	<b>43.3</b>	<b>9.8</b>	<b>53.1</b>

\* Includes Associate degree recipients.

## Student Progress and Student Success

**Table 8**

**Degrees Awarded by Level and Discipline Grouping in 2000-01**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Masters</u>	<u>Doctors</u>	<u>First- Prof</u>	<u>Total</u>
Education	3	244	162	3	24		436
Humanities/Social Science	19	340	76		8		443
Business/Pub Ad/Social Work	21	428	101		7		557
Science and Math		106	32		14		152
Engineering/Tech/Comp Sci	1	351	115		15		482
Health Professions		100	17				117
Law/Protective Services	11	95	15				121
Agriculture Related		104	19		11		140
Home Economics		58	14				66
Architecture Related		1					1
<b>Total</b>	<b>55</b>	<b>1,827</b>	<b>551</b>	<b>3</b>	<b>79</b>		<b>2,515</b>

**Table 9**

**Placement Rates of Graduates Employed and Continuing Their Education**

**1999-2000 Alumni Survey of 1995-96 Bachelors Degree Recipients\***

**Percent Employed (may also be in school)**

91.1%

**Percent Continuing Their Education**

18.4%

	<b>Private or Self</b>	<b>Education</b>	<b>Government or Military</b>	<b>Other</b>
<b>Employment Fields</b>	53.4%	23.3%	22.1%	1.2%

**Of those employed, percent working in New Mexico**

48.5%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Academic Quality and a Quality Learning Environment

**Table 10**  
**Faculty and Staff Profile by Ethnicity and Sex**

Race/Ethnicity & Sex	Fall 1997		Fall 2000		Fall 2001	
	Full-Time Faculty % (N = 664)	Full-Time Staff % (N = 2,289)	Full-Time Faculty % (N = 656)	Full-Time Staff % (N = 2,225)	Full-Time Faculty % (N = 660)	Full-Time Staff % (N = 2,376)
American Indian	0.6	1.2	0.6	1.3	0.6	1.4
Asian	5.0	1.2	5.0	1.3	5.6	0.8
Black	0.0	1.0	0.6	1.2	0.5	1.1
Hispanic	8.9	42.4	9.3	44.3	9.7	42.6
White/Other	85.4	54.0	84.5	51.9	83.5	54.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.1	0.3	0.0	0.1	0.1	0.0
Men	67.5	51.7	65.9	49.0	66.1	48.9
Women	32.5	48.3	34.1	51.0	33.9	51.1

**Table 11**  
**Percent of Full-Time Faculty with Terminal Degrees**

<b>Fall 1997</b>	<b>83%</b>
<b>Fall 2000</b>	<b>82%</b>
<b>Fall 2001</b>	<b>83%</b>

**Table 12**  
**Comparison of Average Faculty Salaries/Compensation with Peers Institution**

	<u>Average Salary</u>	<u>Peer Average %</u>	<u>Average Compensation</u>	<u>Peer Average %</u>
Fall 1997	\$47,472	87.8	\$57,810	87.1
Fall 2000	\$52,435	84.9	\$65,369	85.5
Fall 2001	\$56,239	87.1	\$70,203	88.3

## Academic Quality and a Quality Learning Environment

**Table 13**

**Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty**

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 2000</u>		<u>Fall 2001</u>	
	<u>Regular Instruction</u>	<u>Non-regular*</u>	<u>Regular Instruction</u>	<u>Non-regular*</u>	<u>Regular Instruction</u>	<u>Non-regular*</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lower Division	45.0	34.2	41.1	30.7	39.6	28.9
Upper Division	74.6	72.7	70.7	66.2	73.5	67.5
Graduate Division	86.5	93.9	83.5	84.1	85.0	90.7
<b>Overall</b>	58.7	72.2	53.9	64.9	54.6	67.7

\* Non-regular instruction includes labs, theses, internships, independent studies, etc.

**Table 14**

**Tenured/Tenure-track Faculty Participation in Non-regular Instruction**

In addition to regularly-scheduled classes, tenured/tenure-track faculty teach **31.2** student credit hours per semester on average in laboratory or non-scheduled courses which usually provide one-on-one instruction through independent-study, practica, applied music, and the supervision of internships and dissertations.

**Table 15**

**Student Faculty Ratios\***

<b>Fall 1999</b>	19.1
<b>Fall 2000</b>	19.3
<b>Fall 2001</b>	19.8

\* FTE Students/FTE Instructional Faculty

## Academic Quality and a Quality Learning Environment

**Table 16**

**Average Class Size by Division**  
**(for regularly scheduled classes)**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
Undergraduate, lower division	40	39	38
Undergraduate, upper division	23	22	23
Graduate	9	8	9

**Table 17**

**Student Satisfaction**

**Student Survey of 1999-2000 Graduating Seniors\***

Satisfied of Very Satisfied with Curriculum and Instruction	83.6%
Satisfied or Very Satisfied with Student Support	73.9%
Satisfied or Very Satisfied Overall with Institution	88.0%

\* See Appendix III (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

**Table 18**

**Alumni Satisfaction**

**1999-2000 Alumni Survey of 1995-96 Bachelors Recipients\***

Satisfied of Very Satisfied with Curriculum and Instruction	84.5%
Satisfied or Very Satisfied with Student Support	85.8%
Satisfied or Very Satisfied Overall with Institution	86.2%

\* See Appendix II (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Effective and Efficient Use of Resources

Table 19

**Primary Mission Expenditures: Instruction, Research, and Public Service  
As a Percent of Total Education and General Expenditures**

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

Table 20

**Instructional Support Expenditures: Administrative Costs  
As a Percent of Total Education and General Expenditures**

	<u>Percent for Institution</u>	<u>Percent for Peers</u>
1996-97	5.6	6.3
1999-00	5.6	6.3
2000-01	5.3	6.2

## 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 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



Physical Education (Undergraduate)	NM State Department of 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)	National League for Nursing Commission on Collegiate Nursing Education
Social Work Program (Undergraduate & Masters)	Council on Social Work Education

## **Discussion**

### **Accessible and Affordable University Education**

NMSU has raised its tuition and required fees over the past five years in order to accommodate institutional funding requirements while covering increases in tuition credit set by the state. However, our charges remain 15% below the average for our group of 16 peer institutions.

Our financial aid data show that the average cost of attending college, which includes personal expenses, books, supplies, room and board, has continued to increase and the average award only covers approximately 48% of the cost. Of continuing concern is that student loans comprise 47% of the awards. The data also show that a large number of students, more than 60%, receive some financial assistance.

NMSU's goal is to have our freshman class reflect the racial/ethnic profile of New Mexico's high school graduates. We exceed the percent distribution for Hispanic students but have remained low, although stable, in American Indian students. Our focus continues to be on enrolling a greater number of American Indian students and significantly increasing their retention rate.

### **Student Progress and Student Success**

The first-year persistence rate for the Fall 2000 freshman cohort increased by 2% from the prior cohort. Continuing this increase is a primary goal at NMSU.

The percent of students who graduated within 6 years or were still enrolled at that time has increased from 47% for the Fall 1991 cohort, to 53% for the 1995 cohort. A significant number of students take longer than six years to graduate.

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

NMSU's percent of minority faculty has increased from 14.5% in 1997 to 16.4% in 2001. Although our goal is to match more closely the racial/ethnic profile of our students, we are challenged to compete with other institutions who can offer higher compensation packages. Although faculty received an average salary increase of 7% for 2001-02, the average salary was still 13% below that of our peers. The fact that no funds for salary increases were appropriated for the 2002-03 academic year, may erase the little progress that was made.

An increase in student enrollments without an increase in faculty positions over the past several years has resulted in an increasing student to faculty ratio.

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

NMSU has consistently spent more funds to support its primary mission than its peers. In addition, the percent allocated for administrative costs has remained lower than for the peers.

## Goals for Performance Improvement Response to Accountability in Government Act

### Goal 1: Accessible and Affordable Education

**Context:** NMSU’s goal is to achieve a freshman class reflecting the ethnic profile of New Mexico’s high school graduates. NMSU’s priority is to increase the representation of Native American students. Presently 3.6% of our freshman cohort are Native American (73 students). *Benchmark = 9.1% of NM ACT Test takers in 2000-01.*

**Measure:** Change in enrollment of first-time, Native American freshmen

<b>Enrollment Semester</b>	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target) Percent increase</b>
<b>Number</b>	68	67	73	84
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

### Goal 2: Student Progress and Student Success

**Context:** NMSU’s goal is to improve persistence rates for all of its students. Our current focus is on increasing students’ persistence from their first to their second year of college, the time period during which students are at greatest risk of dropping out.

**Measure:** Percent of full-time, degree-seeking, first-time freshmen retained to second year

<b>First-time Freshman Cohort</b>	<b>Fall 1999 Retained to Fall 2000 (Actual)</b>	<b>Fall 2000 Retained to Fall 2001 (Actual)</b>	<b>Fall 2001 Retained to Fall 2002 (Actual)</b>	<b>Fall 2002 Retained to Fall 2003 (Target)</b>
<b>Percent</b>	69.6%	72.0%	71.5%	73.0%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

### Goal 3: Mission-Specific Goal

**Context:** As New Mexico’s land-grant university, we have a commitment to deliver the latest information and research through high-quality education. This can be achieved through a variety of delivery systems.

**Measure:** Change in number of degree programs offered via distance education

	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Target)</b>	<b>Fall 2003 (Target)</b>
<b>Number</b>	6 programs	6 programs	9 programs	12 programs
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

### Goal 4: Mission-Specific Goal

**Context:** NMSU has had an ongoing program of student learning outcomes assessment in the major since the early 1990's. Learning outcomes assessment activities are reviewed on an annual basis by a faculty committee and categorized into three stages: Stage 1 = Planning for assessment of learning; Stage 2 = Implementing assessment of learning; and Stage 3 = Using the results of assessment to make changes in curriculum.. As assessment programs mature and their results are used for program changes and improvement, departments will revise their assessment plans to meet additional departmental needs for outcomes measurement. Therefore, NMSU anticipates a few departments will be in planning and implementation mode in any given review cycle. Such a constant renewal is a sign of a mature and effective institutional assessment program

**Measure:** Percent of academic departments/programs measuring student learning outcomes and using the results for improvement.

	<b>AY 1998-99 (Actual)</b>	<b>AY 1999-00 (Actual)</b>	<b>AY 2000-01 (Target)</b>	<b>AY 2001-02 (Target)</b>
<b>Number or Percent</b>	50%	79%	90%	75%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

# 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 2001 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	15,604	161
Non-degree seeking	2,206	207
First Professional	1,027	–
Graduates	4,297	55
Branch students enrolled on Main	108	194
Total Headcount	23,242	617
Total FTE	18,063	242

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

Associate's	1
Bachelor's	91
Master's	65
Post-Master's	5
Graduate Certificate	3
First-Professional	3
Doctorate	36

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%**

### Enrollment Focus:

#### Institutional Profile:

- UNM is a Carnegie Research/Doctoral-Extensive University, a distinction that recognizes an exceptional level of funded research activity, an extensive array of graduate and professional programs, and a complete complement of high quality undergraduate programs.
- UNM is also designated as a Minority-serving institution and is one of only three Research-Doctoral Extensive institutions in the country to also be designated as Hispanic-serving.
- UNM offers more than 200 separate degrees and degree programs and has New Mexico's only schools of Law, Medicine, Architecture, and Pharmacy.
- Several UNM graduate programs are nationally ranked, among them, family medicine and rural medicine, primary care, clinical law, printmaking, photography, engineering, and art and art history.
- UNM is also ranked among the top universities in the country in terms of the overall quality of its undergraduate programs, and for six straight years has been named as one of America's Best 100 College Buys, recognizing academic quality at an exceptional value.

- Since 1998, UNM students have been awarded two Rhodes, two Marshall, four Truman, and five Goldwater scholarships – the nation’s most competitive and prestigious academic awards.

### Contributions to New Mexico

- In 2001 – 2002, UNM awarded 2,513 bachelors’ degrees, 1,030 masters’ degrees, 189 doctoral degrees, as well as 286 professional degrees in medicine, law, and pharmacy. A Census Bureau study shows people with bachelors’ degrees are likely to earn 74% more in a lifetime than high school graduates, while those with professional degrees more than double the earnings of those with bachelors’ degrees.
- By conservative estimates, in recent years UNM has directly supported the salaries and benefits of nearly 5,600 full-time equivalent employees in New Mexico solely from its out-of-state revenues.
- The spending power of these nearly 5,600 FTEs, as well as the state and local taxes they pay, provides support for still more jobs, as does UNM’s expenditure of more than \$137,000,000 of its external funding annually to purchase New Mexico goods and services. Through these indirect means, UNM’s external funds have led to the creation of an additional 5,200 jobs.
- More than 300 UNM research discoveries are in the patenting process, while more than two dozen licensing agreements have been executed, bringing in \$1 million in licensing revenue.
- 19 companies in-state and another five outside of the state have been “spun-off” as the result of technology developed at UNM.
- A new business incubator in the UNM Science and Technology Park supports the development of both UNM and non-UNM start-up businesses.
- Several Anderson Schools of Management programs educate professionals in technology transfer and help spin-offs and start-ups with business and marketing plans as well as financial analyses.
- A number of UNM institutes and centers, such as the Bureau of Business and Economic Research and the UNM Statistics Clinic, provide business and government with economic data and analyses, state-of-the-art public opinion survey results, and information and technology expertise.
- University Hospital provides the only Trauma I-level services in the state. The UNM Health Sciences Center also provides a highly regarded neonatal intensive care center, a state-of-the-art cancer research and treatment center, and the state’s most comprehensive group of tertiary care specialists.
- University Hospital is also the state’s largest single provider of care to indigent patients.
- UNM Health Sciences Center, 2000-2001, recorded 641,880 outpatient visits and 123,025 inpatient days.
- Intercollegiate sports and cultural activities at UNM entertain more than 750,000 people each year. During FY 2001, Popejoy Hall events alone attracted 259,069 patrons.

### Faculty Research and Public Service Highlights

- Contract and grant awards for FY 2001 tallied \$235.7 million, with \$147.2 million attributed to main campus contract and grant awards and \$88.5 million attributed to the UNM Health Sciences Center.
- Research by UNM biologists that led to the rapid detection of the hantavirus outbreak has been chosen by the National Science Foundation as one of the 50 discoveries made with NSF funding that have had the greatest impact on the lives of Americans.
- University Science Indicators’ list of high impact universities with the most cited research in Materials Science (1996–2000) has UNM at #5 in the company of USC, Harvard, UC-Santa Barbara, and Princeton.
- The Technology Management Center, with the addition of the PNM Chair in Microsystems and Technology Commercialization, will expand its ongoing efforts to enhance technology commercialization through graduate student project teams completing marketing plans and business plans for startups in the marketplace. More than 80 planning documents have been prepared for technology startups through this faculty-directed effort.
- The Institute for Environmental Education is a nationally recognized provider of innovative curriculum and instructional materials. The Institute offers the opportunity for architecture students to teach architecture and design to children in public and private schools as service learners.
- Planning and Landscape Architecture faculty were invited to participate and provide urban design services for community design workshop held in Silver City, NM in October 2001. The workshop was designed to help community leaders develop strategies for directing their town’s future growth while preserving its past.

- The Department of Linguistics is involved in serving the various language communities of New Mexico according to their needs. The work done in Native American communities is, out of necessity, a combination of service and research. Work includes consultation, text collection, lexicography, and grammar writing, which contribute both to the communities in which they are conducted and to the body of scholarly research on languages and linguistics.
- LodeStar's Portable Planetarium is a teaching tool that can be brought right into the classroom or community event. Children view realistic constellation simulations, the planet positions at night, and the sky as it changes through the seasons during a star show in the planetarium.
- The Mathematics and Science Summer Academies for Teachers are held in four 3-week sessions during the summer months. Each Academy is designed to increase K-12 teachers' knowledge of mathematics or science; familiarize and support teachers in implementing new teaching strategies that excite children's interest in science or mathematics; enhance teachers' instruction to reflect state and national standards in mathematics or science; and develop teachers' ability to design and deliver professional development for colleagues in their schools and community.
- The College of Education and the Division of Student Affairs are recipients of part-time AmeriCorps direct education award slots. Through these positions, the UNM Service Corps served ten neighborhoods in Albuquerque's Pocket of Poverty and seven tribal community sites in western NM through a partnership with UNM-Gallup.
- The Center for Health Law and Ethics develops and administers health policy law and bio-ethics projects. It provides training, research, materials development, and other services to health and legal professionals, legislators and their staff members, and others with an interest in current developments and research in the areas of health law and ethics.

#### Response to Statewide Workforce Needs - Workforce Training and Development

- UNM's Continuing Education Division helped train 3,673 clients through the Career Works Program and then helped them find jobs through its network of more than 300 New Mexico companies.
- Over the past year, more than 11,000 employees from approximately 100 companies and organization in New Mexico received computer skills training, customized job training, or professional development training from Continuing Education or the Anderson Schools of Management.
- Programs like the Construction Advancement Institute and manufacturing engineering in the School of Engineering produce highly skilled workers to meet specific workforce needs in New Mexico.

#### Alternative Delivery Systems of Education

- UNM's Extended University creates enriching education experiences for students throughout the state, delivering instruction in traditional face-to-face teaching, as well as through a variety of technologies, including televised programming via satellite, ITFS, video conferencing, correspondence, and on-line instruction via the Internet.
- The Extended University offers courses at several Education Centers throughout the state, including Albuquerque, Gallup, Kirtland AFB, Los Alamos, Santa Fe, Taos, and Rio Rancho.
- Courses are offered in many areas and disciplines, including Engineering, Education, Nursing, and Public Administration. Additionally, a host of courses, many of which meet Bachelor of University Studies requirements, are offered from the College of Arts and Sciences, from fields as diverse as English, psychology, anthropology, chemistry, economics, and mathematics.

#### Nursing Program Expansion

The New Mexico Legislature approved \$950,000 in new funds for the College of Nursing beginning in July 2001. With those funds, the following has occurred:

- Enrollments for 2001-2002 increased by 40 undergraduate students, with the first graduates scheduled for May 2003. Thereafter, the College will have approximately 96 to 104 graduates per year, instead of the 64 prior to funding.

- For RNs who want to increase their educational preparation, the College has an option called the RN/BSN concentration, which increased enrollment from 87 to 112 students, despite the recent economic downturn. Economics force nurses to work more hours and often delay their education.
- At the graduate level, the College increased enrollment by 13 students.
- Part of the funding was used to increase faculty productivity by moving them to 12-month contracts. With this move and new hires, the College effectively gained 11.5 FTEs.
- The funds allowed the College to start the first groups of RN/BSN students on the internet BSN degree, the goal being to insure that undergraduate and graduate education is available to students around the state and in a format they can use while remaining in their community and in their jobs.

### Teacher Preparation Program

- UNM prepares approximately 25% to 30% of the new teachers prepared at New Mexico's institutions of higher education.
- In 2001 – 2002 , there were 1,046 total students enrolled in the teacher preparation programs, including over 300 in the various post-baccalaureate programs. There were a total of 89 supervising faculty for these students.
- Over 92% of UNM's graduates pass the National Teacher's Examination. In the 1999-2000 New Mexico Teacher Assessments, 95% of all UNM program completers passed the Professional Knowledge/Pedagogy Section of the licensure exam.
- UNM's College of Education offers baccalaureate and post-baccalaureate teacher licensure programs in 8 areas: Early childhood and Multi-cultural Education, Elementary Education, Health Education, Physical Education, Secondary Education, Special Education, Art Education, and Music Education. Some programs are also offered at UNM-Gallup, providing access to a large number of Native American communities, including the Navajo and Zuni reservations.
- 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.

### Other Institutional Accomplishments - UNM Strategic Plan

In the Fall of 2001, the University of New Mexico approved a strategic plan that is the result of 18 months of extensive discussion involving the entire University community and many interested constituents. The plan consists of three parts: Part 1 includes UNM's Vision Statement, Mission Statements and Statement of Strategic Advantages; Part 2 consists of Strategic Directions and Objectives; and Part Three elaborates the objectives with series of tactics. Following are the University's Strategic Directions:

*Vital Academic Climate:* Foster a vital climate of academic excellence that actively engages all elements of our community in an exciting intellectual, social, and cultural life.

*Public Responsibility:* Apply the University's education, research, and service capabilities to advancing the interests and aspirations of New Mexico and its people.

*Diversity:* Value and benefit from the creativity, innovation, insight, and excitement generated by the many dimensions of diversity that are the essence of the University and the State.

*Areas of Marked Distinction:* Provide an environment that cultivates and supports activities of national and global distinction and impact.

*Planning:* Draw strategically on UNM's resources, building integrated, coherent, disciplined activities to pursue our collective vision as an educational institution.

*Resources:* Foster the responsible, effective, strategic, accountable cultivation of human, financial, intellectual, and physical resources.

*Management Systems and Support Functions:* Develop and sustain effective management systems and academic and student support functions.

### Service Learning

- Early steps in UNM's renewed commitment to service learning initiatives include the training of faculty in best practices of service learning, with incentives to incorporate it through their disciplines.



- A grant from the Daniels Fund and seminars provided by the Pew Institute have enabled the creation of the Center for the Advancement of Teaching and Learning, under director Susan Deese-Roberts. This Center's mission focuses on the fact that best practices in service learning are always first driven by the need to enhance the learning experience in a particular course and then to engage the community.
- Future plans for service learning at UNM include the incorporation of all of its elements into the central academic core of the University.

## Accessible and Affordable University Education

**Table 1**

**Annual Undergraduate Tuition/Required Fee Rates Compared with CHE-selected Peers\***

	<u>Resident</u>	<u>Percent of Peers*</u>	<u>Non-Resident</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	81.4	\$10,548	95.8
2001-02	\$3,026	82.8	\$11,424	97.7

**Context for 2001:**

**Per-Capita Income:**  
\$23,162

**Relative to National Average:**  
76.5

**Relative to Peer States Average:**  
84.3

\* List of peers in Appendix

**Table 2**

**Percent Distribution of Financial Aid by Type**

<u>Type of Aid</u>	<u>1999-00</u>	<u>2000-01</u>
Gift Aid	38.0	43.8
Loans	57.9	51.7
Work Study	4.1	4.5

**Table 3**

**Financial Aid Awarded and Average Total Cost of Attendance Per Student Recipient**

	<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	\$7,245	\$12,112	---
1998-99	\$7,755	\$12,299	---
1999-00	\$7,380	\$12,698	65.8%
2000-01	\$7,918	\$13,847	65.3%

## Accessible and Affordable University Education

**Table 4**

**Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers**

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2000-01 %	NM ACT Takers 2000-01 %
	Fall 1997 %	Fall 2000 %	Fall 2001 %	Fall 1997 %	Fall 2000 %	Fall 2001 %		
<b><u>Race/Ethnicity</u></b>								
American Indian	4.7	5.1	5.2	5.9	4.1	4.1	11.7	9.1
Asian	3.0	3.5	3.6	3.7	3.5	4.0	1.4	1.8
Black	2.4	2.3	2.3	1.2	2.5	2.0	2.2	1.6
Hispanic	24.4	28.1	28.4	36.3	39.5	38.0	41.8	30.6
White/Other	60.2	54.6	53.4	52.2	47.9	49.8	41.6	40.4
Nonresident Alien	2.6	3.2	3.4	0.0	0.0	0.0	—	—
Unknown	2.8	3.3	3.7	0.8	2.5	2.1	1.2	16.6
<b>Total Number</b>	24,063	23,768	23,859	1,695	2,316	2,075	19,797	12,119

**Table 5**

**Undergraduate Transfer Students by Sending Institution Grouping**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
NM 2-Yr Colleges and Branches	589	561	577
NM Public 4-Yr Universities	147	91	139
<u>All Other Transfers</u>	446	339	355
<b>Total</b>	1,182	981	1,071

## Student Progress and Student Success

<b>Race/Ethnicity &amp; Sex</b>	<b>Percent of Fall 1997 Cohort Enrolled in Fall 1998</b>	<b>Percent of Fall 1999 Cohort Enrolled in Fall 2000</b>	<b>Percent of Fall 2000 Cohort Enrolled in Fall 2001</b>
American Indian	57.8	67.0	69.2
Asian	83.8	74.5	81.4
Black	67.4	64.7	63.0
Hispanic	72.0	72.9	74.3
White/Other	72.0	71.2	72.8
Nonresident Alien	—	—	—
Unknown	72.0	69.7	77.9
Men	69.5	68.1	72.6
Women	73.2	74.3	73.9
<b>Overall</b>	71.5	71.6	73.4

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

<b>Race, Ethnicity and Sex</b>	<b>Entered Fall 1991</b>		<b>Entered Fall 1994</b>		<b>Entered Fall 1995</b>			
	<b>Cohort N</b>	<b>% Grad &amp; Still Enrolled*</b>	<b>Cohort N</b>	<b>% Grad &amp; Still Enrolled</b>	<b>Cohort N</b>	<b>% Bach. Deg. 6 Yrs</b>	<b>% Still Enrolled After 6 Yrs</b>	<b>% Grad &amp; Still Enrolled*</b>
American Indian	79	26.6	92	33.7	69	29.0	7.2	36.2
Asian	40	62.5	71	64.8	84	50.0	10.7	60.7
Black	34	44.1	53	28.3	62	35.5	6.5	41.9
Hispanic	576	48.1	572	49.7	592	41.4	11.7	53.0
White/Other	969	53.5	918	50.7	913	47.1	7.3	54.4
Nonresident Alien	—	—	—	—	—	—	—	—
Unknown	3	66.7	23	34.8	28	46.4	17.9	64.3
Men	795	44.7	760	44.7	767	39.8	9.5	49.3
Women	906	55.5	969	52.5	969	47.6	8.8	56.4
<b>Overall</b>	1,701	50.4	1,729	49.1	1,748	44.2	9.1	53.3

\* Includes Associate degree recipients.

## Student Progress and Student Success

**Table 8**

**Degrees Awarded by Level and Discipline Grouping in 2000-01**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Masters</u>	<u>Doctors</u>	<u>First- Prof</u>	<u>Total</u>
Education		359	334	20	49		762
Humanities/Social Science		1,144	181		66		1,391
Bus/Pub Ad/Social Work		447	222	2			671
Science and Math		263	41		31		335
Engineer/Tech/Comp Sci		174	106		19		299
Health Professions	8	303	99	8	7	155	580
Law/Protective Services		62				94	156
Agriculture Related							
Home Economics		37	11		2		50
Architecture Related		29	52				81
<b>Total</b>	<b>8</b>	<b>2,819</b>	<b>1,046</b>	<b>30</b>	<b>174</b>	<b>249</b>	<b>4,326</b>

**Table 9**

**Placement Rates of Graduates Employed and Continuing Their Education**

**1999-2000 Alumni Survey of 1995-96 Bachelors Degree Recipients\***

**Percent Employed (may also be in school)**

88.8%

**Percent Continuing Their Education**

22.1%

	<b>Private or Self</b>	<b>Education</b>	<b>Government or Military</b>	<b>Other</b>
<b>Employment Fields</b>	54.1%	22.6%	18.1%	5.1%

**Of those employed, percent working in New Mexico**

62.5%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Academic Quality and a Quality Learning Environment

**Table 10**  
**Faculty and Staff Profile by Ethnicity and Sex**

<b>Race/Ethnicity &amp; Sex</b>	<b>Fall 1997</b>		<b>Fall 2000</b>		<b>Fall 2001</b>	
	<b>Full-Time Faculty % (N = 1,508)</b>	<b>Full-Time Staff % (N = 4,873)</b>	<b>Full-Time Faculty % (N = 1,624)</b>	<b>Full-Time Staff % (N = 4,904)</b>	<b>Full-Time Faculty % (N = 1,638)</b>	<b>Full-Time Staff % (N = 5,030)</b>
American Indian	1.5	4.0	1.4	5.0	1.3	5.1
Asian	3.8	1.5	5.5	2.0	5.5	1.7
Black	0.9	2.5	0.7	2.6	1.2	2.9
Hispanic	8.7	32.1	9.1	35.0	8.8	36.3
White/Other	80.3	57.9	77.3	52.8	76.5	51.5
Nonresident Alien	3.8	0.7	5.3	0.6	6.1	0.5
Unknown	1.0	1.3	0.6	2.1	0.6	1.9
Men	64.4	38.2	62.7	37.8	62.0	37.6
Women	35.6	61.8	37.3	62.2	38.0	62.4

**Table 11**  
**Percent of Full-Time Faculty with Terminal Degrees**

Fall 1997	88%
Fall 2000	87%
Fall 2001	87%

**Table 12**  
**Comparison of Average Faculty Salaries/Compensation with Peer Institution**

	<b><u>Average Salary</u></b>	<b><u>Peer Average %</u></b>	<b><u>Average Compensation</u></b>	<b><u>Peer Average %</u></b>
Fall 1997	\$53,736	90.2	\$64,421	88.0
Fall 2000	\$60,419	89.3	\$72,583	86.9
Fall 2001	\$64,433	92.0	\$77,394	89.4

## Academic Quality and a Quality Learning Environment

**Table 13**

**Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty**

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 2000</u>		<u>Fall 2001</u>	
	<u>Regular</u>	<u>Non-</u>	<u>Regular</u>	<u>Non-</u>	<u>Regular</u>	<u>Non-</u>
	<u>Instruction</u>	<u>regular*</u>	<u>Instruction</u>	<u>regular*</u>	<u>Instruction</u>	<u>regular*</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lower Division	33.4	38.5	33.5	30.6	29.1	16.0
Upper Division	65.4	51.2	55.6	63.3	57.6	55.5
Graduate Division	82.7	82.1	76.7	90.8	74.9	87.6
<b>Overall</b>	52.6	52.7	46.3	71.3	44.5	65.3

\* Non-regular instruction includes labs, theses, internships, independent studies, etc.

**Table 14**

**Tenured/Tenure-track Faculty Participation in Non-regular Instruction**

In addition to regularly-scheduled classes, tenured/tenure-track faculty teach **20** student credit hours per semester on average in laboratory or non-scheduled courses which usually provide one-on-one instruction through independent-study, practica, applied music, and the supervision of internships and dissertations.

**Table 15**

**Student Faculty Ratios\***

<b>Fall 1999</b>	15.2
<b>Fall 2000</b>	14.9
<b>Fall 2001</b>	15.5

\* FTE Students/FTE Instructional Faculty

## Academic Quality and a Quality Learning Environment

**Table 16**

**Average Class Size by Division**  
**(for regularly scheduled classes)**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
Undergraduate, lower division	39	37	37
Undergraduate, upper division	22	21	21
Graduate	11	10	11

**Table 17**

**Student Satisfaction**

**Student Survey of 1999-2000 Graduating Seniors\***

Satisfied of Very Satisfied with Curriculum and Instruction	79.6%
Satisfied or Very Satisfied with Student Support	75.5%
Satisfied or Very Satisfied Overall with Institution	78.0%

\* See Appendix III (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

**Table 18**

**Alumni Satisfaction**

**1999-2000 Alumni Survey of 1995-96 Bachelors Recipients\***

Satisfied of Very Satisfied with Curriculum and Instruction	82.7%
Satisfied or Very Satisfied with Student Support	71.7%
Satisfied or Very Satisfied Overall with Institution	89.2%

\* See Appendix II (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)



## Effective and Efficient Use of Resources

Table 19

**Primary Mission Expenditures: Instruction, Research, and Public Service  
As a Percent of Total Education and General Expenditures**

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

Table 20

**Instructional Support Expenditures: Administrative Costs  
As a Percent of Total Education and General Expenditures**

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

## 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
Undergraduate Program	American Chemical Society
Journalism, undergraduate program	Accrediting Council on Educ. In Journalism & Mass Comm.
Ph.D. Clinical Psychology	American Psychological Association
Speech/Language Pathology, M.S. & Audiology, M.S.	American Speech Language Hearing Association
M.A. in Art Education, Art Therapy Program	American Art Therapy Association Educational Board
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. Commission on Collegiate Nursing Education
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
A.S. (Assoc. of Science) Radiography	Joint Review Committee on Education In Radiologic Tech.
B.S. Dental Hygiene	Commission on Dental Accreditation
Law	American Bar Assoc. and Association of American Law Schools

## **Discussion**

### **Accessible and Affordable University Education**

UNM raised its tuition rates by about 40% since 1997-98 in order to meet institutional funding requirements and to respond to state-mandated increases in the tuition credit. Compared to our 16 CHE peer institutions, our in-state tuition rates are still about 17% below the peer average. Our out-of-state rates, however, are nearly at the peer average. As a result, the Regents did not increase out-of-state tuition for 2002-03.

Over 65% of UNM students receive financial aid, but the average total annual award falls almost \$6,000 short of the total cost of attendance, which includes living expenses and books in addition to tuition. The largest source of financial aid is loans, but the total amount of gift aid is increasing, mostly because of the lottery scholarship program.

The ethnic distribution of UNM's first-time freshmen closely matches that of New Mexico students who take the ACT test. The area where UNM is the most under-represented is for American Indians, which is why UNM picked increasing the number of Native American students as one of its accountability goals.

Over half of UNM's transfer students each year come from a New Mexico two-year college or one of UNM's branch campuses.

### **Student Progress and Student Success**

Increasing student retention has been a major priority at UNM for the past several years, and retention has been increasing. Student retention is also one of UNM's accountability goals. One reason that first-year retention is important is that students who return for their second year are much more likely to graduate. UNM's six-year graduation rate has been increasing, but at an urban school such as UNM many students take more than six years to complete their degree. For example, almost 1 out of 10 freshmen who started in fall 1995 were still enrolled in fall 2001, and most of these students will eventually complete their degree.

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

UNM's faculty and staff workforce continues to become more diverse each year, which is reflective of a strong commitment towards diversity at UNM. But salaries continue to fall below the average salaries of our peers. In fall 2001 average faculty salaries were 92% of our CHE peers, but this is likely to drop again in 2002 due to no compensation increases for 2002-03.

As is typical for research universities, graduate students and adjuncts teach many freshman and sophomore classes, and lower division class sizes tend to be larger. But the tenured and tenure-track faculty teach an average of 20 student credit hours per semester in individual instruction and the overall student faculty ratio at UNM is fairly low, at about 15.5 to 1. And surveys of our graduating students and alumni show a high overall level of satisfaction with UNM.

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

UNM continues to spend a higher percentage of its total education and general expenditures on instruction, research, and public service than its CHE peers. Correspondingly, UNM spends a lower percentage on administration than its peers. These are two ways to measuring how efficient UNM is in expending its limited resources on the primary missions of the institution.

## Goals for Performance Improvement Response to Accountability in Government Act

### Goal 1: Accessible and Affordable Education

**Context:** UNM is committed to having its freshman class mirror that of students graduating from high school in New Mexico and who take the ACT test. UNM currently meets that goal for all but Native American students. Our goal is to increase the number of Native American students enrolling each year until the percent of the total class approaches that of Native American high school graduates in New Mexico taking the ACT test.

**Measure:** Number of first-time freshmen from New Mexico who are Native American

Enrollment Semester	Fall 2000 (Actual)	Fall 2001 (Actual)	Fall 2002 (Actual)	Fall 2003 (Target)
Number	96	85	128	135
Associated State Budget Fiscal Year	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** Approximately 19% of all the high school graduates in New Mexico who take the ACT test attended UNM in fall 2002. However, only about 11% of the Native American high school graduates who took the ACT attended UNM. This is up significantly from about 8% in fall 2001, but still short of our goal. The targeted number for fall 2003 is based on UNM estimates of the number of Native American students who will graduate from high school and take the ACT in 2003, and an increased attendance percentage increase up to about 12%.

### Goal 2: Student Progress and Student Success

**Context:** UNM is committed to increasing the success of its students. A good indicator that students will complete their degree is the percent returning for their second year. UNM has been focusing on the freshman year experience and programs to improve retention.

**Measure:** Percent of full-time, degree-seeking, first-time freshmen retained to second year

First-time Freshman Cohort	Fall 1999 Retained to Fall 2000 (Actual)	Fall 2000 Retained to Fall 2001 (Actual)	Fall 2001 Retained to Fall 2002 (Actual)	Fall 2002 Retained to Fall 2003 (Target)
Percent	71.6	73.4	76.3	75.0
Associated State Budget Fiscal Year	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** Over the past several years UNM has focused attention on the success of freshman students, and the recent increases in retention rates illustrate the progress that has been made. We want to be cautious, however, and not assume that retention rates will continue to increase by 2% per year. Our goal for retention of the fall 2001 class was 75.0%. With over 400 more freshmen this fall, we hope to maintain our previous target and work toward greater retention increases in later years.

### Goal 3: Mission-Specific Goal

**Context:** UNM is committed to providing a highly trained workforce for New Mexico. One way to measure this contribution is the graduates from UNM ready to go directly into the workforce. In particular, the graduates at the post-baccalaureate level (including the professional degrees in Law, Medicine, and Pharmacy) are likely to contribute directly to improving New Mexico’s economy. Many of these post-baccalaureate programs are unique to UNM.

**Measure:** Number of Post-Baccalaureate Degrees Awarded

	<b>FY 1999-00 (Actual)</b>	<b>FY 2000-01 (Actual)</b>	<b>FY 2001-02 (Actual)</b>	<b>FY 2002-03 (Target)</b>
<b>Number</b>	1,418	1,499	1,418	1,460
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** Graduate enrollment at UNM had dropped slightly in recent years, and this is reflected in the slight drop in the number of graduates from FY 01 to FY 02. However, graduate enrollment has started increasing again, and with the recent hiring of a new Dean for the Office of Graduate Studies, there will be an emphasis on further increasing UNM’s graduate enrollment in the next few years. We, therefore, expect to see an increase in the number of graduate students completing their degrees in the next few years, but the increase will be gradual since it takes several years for new graduate students to complete their programs.

### Goal 4: Mission-Specific Goal

**Context:** UNM is committed to improving access to baccalaureate and masters degrees throughout New Mexico through its Extended University. By offering upper division and graduate courses for baccalaureate and masters degree completion through distance education, UNM is enabling New Mexicans to further their advanced education without having to leave their home community.

**Measure:** Number of Degrees Awarded Utilizing Extended Services

	<b>FY 1999-00 (Actual)</b>	<b>FY 2000-01 (Actual)</b>	<b>FY 2001-02 (Actual)</b>	<b>FY 2002-03 (Target)</b>
<b>Number</b>	116	132	108	125
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** To compute this measure, we counted baccalaureate and masters degrees whose recipients took at least one Extended Services course in the semester they completed their degree, and who had a total of at least 12 total credit from Extended Services courses during their total enrollment at UNM. The decline from FY 2000-01 to FY 2001-02 reflected decreased Extended Services enrollment as the program was refocused. New plans to deliver the Bachelors in University Studies (BUS) at UNM branch campuses, and other community colleges around the state, should lead to an increase in these numbers over the next few years. But it takes times for new students to complete all the course work necessary for a degree, so this growth will be gradual.

# 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's Focus: To prepare students for careers and advanced study, impart citizen and leadership skills and values; support and expand the role of education and excellent teaching at all levels, and enable citizens to response to a rapidly changing world.

## Fall 2001 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	2,758	171
Non-degree seeking undergraduate	46	5
First Professional	-	-
Graduates	447	156
Branch students enrolled on Main	-	-
<b>Total Headcount</b>	<b>3,251</b>	<b>332</b>

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

Associate's	5
Bachelor's	45
Master's	15

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%**

## Enrollment Focus

In Fall 2001, 83% of enrolled undergraduate students were New Mexico residents, 59% of those coming from Roosevelt, Curry, Chaves, Lea, and Bernalillo counties. Our smaller size and rural setting tends to attract first-generation college students or those who seek a safer, more sheltered learning environment, more hands-on opportunities, and a close faculty-student ratio. Graduate students are drawn from across New Mexico and the region, with growth in the number of Hispanic students seeking master's degrees (18.4% in Fall 2001, compared to 16.6% in Fall 2000).

## Institutional Accountability Initiatives

Addressing the University's strategic priorities of efficient and effective management, the creation of a student-centered learning environment that values quality teaching and learning, and a commitment to improving and enhancing the work environment of its employees, ENMU has undertaken the following initiatives in the past year:

*Right-Sizing Review of Campus Workforce:* Through a review of available positions (excluding faculty), unit needs, and realignments of work assignments, twenty-three staff positions were identified for non-continuation. An estimated \$650,000 was realized in the right-sizing, with savings being used to balance the 2002-2003 budget.

*Zero-based Budgeting:* A modified zero-based budgeting model was implemented for the spring budget preparation. University units submitted cost projections and rationales for their prepared budgets.

*Electronic (Paperless) Approvals for Campus:* ENMU's Business Office is instituting a system to make routine campus forms available online and to secure electronic approvals from the area administrator.

*National Survey of Student Engagement:* Among other assessment and survey tools to monitor student satisfaction, Eastern New Mexico University is a participant in the National Survey of Student Engagement (NSSE), measuring students' engagement with their educational experience. Results show that ENMU students compare closely to NSSE counterparts in the length and amount of required assignments but spend more time working and caring for dependents than their NSSE counterparts.

*Preliminary Strategic Planning Meetings:* As a preamble to strategic planning this fall, the University held focus group meetings were held with African-American, Hispanic, and Native American student interest groups to identify goals for student success. These meetings resulted in three action plans.

*Faculty Resource Center (FRC):* The FRC provides faculty assistance with classroom technology, including Blackboard, web-based class design and construction, and multi-media projects. Over seventy percent of ENMU faculty use technology in their classrooms and labs to enhance teaching and learning.

#### Staff/Student/Alumni Highlights – Faculty and Staff Recognition

- Dr. Mary Fanelli Ayala (Spanish) was named Carnegie Foundation CASE New Mexico Professor of the Year. Dr. Ayala is the third ENMU recipient of this award.
- Dr. Daniel Acheson-Brown (Political Science) has been awarded a year-long Fulbright Lectureship at University of the Free State in Bloemfontein, South Africa, beginning January 2003. Dr. Acheson-Brown's research areas include African politics and independence movements. His spouse, Dr. Elizabeth Self (Psychology), will hold a Visiting Professorship at University of the Free State for the same period.
- Ms. Jill Pribyl (Dance) has been awarded a Fulbright Fellowship to teach dance and conduct research at Macarere University in Kampala, Uganda. Ms. Pribyl performed two years ago at an international conference in Kampala and has incorporated African dance in her classes and performances at ENMU.
- Dr. John Humphreys (Business) has been awarded "best presented paper" at two recent conferences, the Southwestern Business Symposium and the International Business and Economics Research Conference. Both papers were co-authored with MBA students, Ivan Lapuka, Chenghan Liu, and Molly Zettel. Dr. Humphreys has co-authored a chapter in *The Human Side of Information Technology*; has published an article in the *Journal of Services Marketing*; and has been invited to join the journal's editorial board.
- Dr. Gerald Gies and Dr. Linda Gies (History) are Scholars-in-Residence at El Presidio de Santa Barbara State Historic Park, continuing their research on the Chumash Indians at the Presidio and the Mission.
- Faculty in the Department of Art have been recognized across the state. Greg Senn completed two installations at the Portales Public Library and for the Clovis Art Festival. Galina McGuire and ENMU art faculty mounted a group show at St. John's College in Santa Fe. Micki Muhlbauer's piece was selected for permanent display in the Las Cruces Fine Art Museum.
- At its annual recognition of those who demonstrate the "Spirit of Eastern," fifteen employees at Portales, Roswell, and Ruidoso were recognized for outstanding contributions to students and colleagues. One administrator, four support, five professional, and five faculty employees were recognized.
- This spring, Dr. Julia Rosa Lopez-Emslie (Education) received the New Mexico Association for Bilingual Education's award for "Significant Contributions to Bilingual Education in New Mexico." Also honored at this awards ceremony was ENMU alum, Dr. Paul Edward Martinez, for "Recognized Contributions to Bilingual Education on a National Level."
- Dr. Marv Lutnesky and Dr. Zhiming Liu (Biology) will be visiting research professors at Ningbo University, Shanghai Fisheries University, and Zhanjiang Ocean University in the People's Republic of China during June 2002.
- Dr. Dann Brown (Agriculture) was selected for a US Department of Agriculture Fellowship, Summer 2002. Earlier this year, Dr. Brown was selected Outstanding Alumni from Pittsburg State University.
- Dr. Antony Oldknow (English) and Dr. Cyndy Hendershot (ENMU Alumna) - presented a paper "Cold-War Propaganda Cartography in United States News Magazines" at the Newberry Research Library in Chicago where they both held NEH-funded summer fellowships.



- Several ENMU employees and students have earned recognition in news and broadcasting. Don Criss (Production Director, KENW) earned a first place award for Feature News at the 2001 NM Associated Press Broadcasters Awards for his coverage of the Albuquerque Balloon Fiesta. Wendel Sloan (Communication Services) earned an award from New Mexico Press Women for his radio spot, voiced by ENMU graduate, Janice Friend. Alisa Armijo (BS 1999) was named co-anchor/reporter at KMID (Midland, TX). Orlando Ortega, (Operations Director, KENW-TV), has won the Crystal Award of Excellence in the international Communicator Awards 2001 Video Competition. He was assisted by student Adam Williams, senior broadcast journalism major, recipient of the Dorothy B. Smith Advertising Scholarship.

#### Successful Alums

- ENMU alumna Mrs. Heidi Huckabee (BA, 1991; MA, 1998) was named the recipient of the 2002 Christa McAuliffe Fellow for New Mexico. The \$25,000 award will enable Heidi to pursue her doctorate.
- Dr. Stephen Lekson (MA 1990), an internationally-renowned anthropologist, lectured on “The New Ancient Southwest” at ENMU in Spring. Lekson, assistant professor of anthropology at the University of Colorado and curator of the Museum of Natural History, is the author of *Chaco Meridian: Centers of Political Power in the Ancient Southwest*.
- After eleven years, Yvonne Sanchez, one of ENMU-Ruidoso’s original students in August 1991, has completed her Bachelor’s degree in Education at ENMU. She was assisted by the ENMU Title VII grant-funded *Escalera al Exito* Program. Yvonne teaches for the Hondo Public Schools.

#### Special Accomplishments

- Graduating seniors in the College of Business scored at the 80<sup>th</sup> percentile in the Spring 2002 MFAT in Business, well above the national average.
- Forty-four students from five universities participated in this year’s ENMU’s 28<sup>th</sup> annual *Student Research Conference*. Of the 12 winners, nine were ENMU students.
- Ms. Laurie J. Johannsen, Special Education graduate student and New Mexico Minority Fellow, received a Graduate Award from the National Council for Exceptional Children. She served twice with as Chapter #142 twice as president and New Mexico Student Association president and governor.
- Faculty at the ENMU Ruidoso Instructional Center developed twenty (20) web courses with instructors based in Alamogordo, Cloudcroft, Ruidoso, Portales and Santa Domingo Pueblo.
- Results of over a decade of sponsored archeological research in New Mexico was published in the New Mexico Bureau of Land Management Cultural Resource’s Series (number 14) this Spring 2002. The volume, edited by Dr. Phil Shelley (Anthropology) and Kristen Wenzel (MA, 1999), contained synopses of the work of several ENMU faculty and graduate students.
- The ENMU Singers, conducted by Dr. David Gerig, have accepted an invitation to join other U.S. choirs to perform Mozart’s *Requiem* at Carnegie Hall in New York City, January 2003. The combined choirs of ENMU-Ruidoso and New Mexico Junior College presented a concert at the Spencer Theater in Alto, NM, conducted by ENMU graduates Chris Hughes and Danny Flores.
- Twenty-five students participated in ENMU’s Emerging Leaders Conference on Saturday, January 26, 2002. Keynote speaker Warren Jackson, president of Phi Theta Kappa, formally inaugurated a Phi Theta Kappa alumni branch on Eastern’s campus.
- Mu Alpha Bu Anthropology Club and the Department of Anthropology and Applied Archeology held their 2<sup>nd</sup> annual atlatl competition at Blackwater Draw (the Clovis Type Site).

#### Faculty/Staff Research and Creative Scholarship Highlights – Grant Activity

Faculty and staff on the Portales campus have secured grant funds from federal, state, and private groups during the past year in excess of \$5 million. Some of these are showcased below.

*In the Sciences:* A scientific research award totaling over \$900,000 has been awarded to four ENMU research professors. The grant, awarded from the National Institute of Health (NIH) and National Center for Research Resources (NCR) in Bethesda, Md., is part of the Biomedical Research Infrastructure Network (BRIN) collaboration with other academic institutions and industries throughout the state.

Dr. Newton Hilliard Jr. (Chemistry), and Biology faculty Dr. Zhiming Liu, Dr. Manuel Varela, and Dr. Nicholas Wright will conduct research with their students. Through an NSF EPSCoR grant, the chemistry faculty have secured an additional \$40,000 for collaborative research efforts with students.

*Strengthening the Institution:* During the first year of ENMU's \$1.9 million Title V Hispanic-Serving Institutions grant, nine learning communities have been designed for Fall and the developmental mathematics curriculum has been revised, with a new pedagogy piloted.

*Archeological Preservation:* Dr. David Batten has received a grant from NM Historic Preservation to conduct an archeological survey from Villanueva to White Lakes, NM, to investigate changes in prehistoric agricultural settlement.

*In the Humanities:* Project Director Dr. Janet Frost (Anthropology) and twelve faculty are participants in a National Endowment for the Humanities grant to create courses addressing globalization and diversity.

*At the Ruidoso Center:* ENMU-Ruidoso has secured grants from NASA (\$20,000 - Summer Science Camp); the Hubbard Foundation (\$14,000 - art equipment); various foundations (\$3,642 for adult literacy); and the Bancroft Foundation (\$36,000 – music equipment and furniture).

### Research that Enhances Teaching

Many faculty at ENMU present scholarly papers that grow out of their classroom teaching and form the content of their courses. In the academic year, faculty and staff made 20 presentations, published 8 articles and 4 book chapters, edited 2 anthologies and authored 2 book-length studies. A sample of publications and presentations are noted below.

- Nine faculty and staff made presentations on classroom-based assessments and retention strategies at the New Mexico Higher Education Assessment and Retention Conference in Albuquerque.
- Dr. Manuel Varela (Biology) and student Jonathan Burgos's article, "Multiple Antibiotic Resistant (MAR) Enteric Bacteria from Dairy Farm Topsoil" will be highlighted by the American Society for Microbiology.
- Dr. Stephen R. Durand and Dr. Kathy Roler Durand (Anthropology) presented papers on Cynthia Irwin-Williams's Puerco Legacy and Guadalupe Ruin Great House Community at the annual meeting of the Society for American Archeology. Dr. Cynthia Irwin-Williams was Research Professor at ENMU from 1962-82. ENMU student Luke Erickson also presented at this conference.
- Dr. Ollie O. Oviedo (English) has published an anthology, *TnT: Texts and Technology* on electronic textuality. Students assisted with the editing of this volume.

### Public Service Highlights

- Training and Technical Assistance Program (TTAP), AIM High program services, and TANF grants are funding several projects from ENMU's Department of Family and Consumer Sciences, including a resource lending library and programs to improve the quality of childcare services.
- Dr. Mary Drabbs (Health and Physical Education) and graduate student Floyd White are designing a fitness program for the Clovis Fire Department. Dr. Drabbs and Mr. White are teaching the firefighters to do self-assessments, designing initial programs, conducting training on proper workout techniques, and providing ongoing support for program changes.
- In the past academic year, sixteen Fine Arts faculty served as adjudicators or clinicians at the state and regional level, and three faculty adjudicated at the national level. Music faculty hold national offices and serve on the New Mexico Council on Arts Education
- ENMU students presented a "Science Night" at James Elementary, the professional development school. This collaborative effort between ENMU's Education program and the Portales Schools works to close the gap between research about teaching and best classroom practices.

### Responses to Statewide Workforce Issues Preparation and Enhancement of the Teaching Workforce

- ENMU sponsored the 4<sup>th</sup> annual "Walk the Talk" workshop, a technology immersion program for New Mexico teachers and administrators, in Portales and at Lake Arthur Schools.

- Education faculty have been instrumental in providing **ESL Alternative Endorsement** across New Mexico to meet critical needs for bilingual/ESL endorsed teachers. Dr. Julia Rosa Lopez-Emslie, coordinator of this program, works with school districts throughout New Mexico.
- The Education faculty will offer a professional development workshop to assist teachers preparing for *La Prueba*, the four-skills licensure test for bilingual teachers.

#### Preparation of Nursing Workforce

- Since the program's first graduating class in 1994, the BSN nursing program has placed 125 graduates in hospitals and healthcare facilities, most of them in New Mexico.

#### Of Special Note

*Williamson Endowed Chair in Science and Humanities:* Dr. Jonathan Smith held the Jack Williamson Endowed Chair in Science and Humanities in Spring 2002. Dr. Smith provided a series of public lectures on “*Darwin and Darwinism Today*” and taught a seminar for students and faculty. The Williamson Chair is a bequest of Science Fiction author and Emeritus Professor, Dr. Jack Williamson.

*New Degrees Serve Students:* Two new degrees have been implemented to better serve students. The degree of the Bachelor's of Applied Arts and Sciences (BAAS) is designed for students who have an AAS or AS, or AA with a technical or vocational major. ENMU is the first NM school to offer such a degree. The Bachelor's degree in Occupational Education prepares students for vocational or technical teaching in the public schools of industrial training.

## Accessible and Affordable University Education

**Table 1**

**Annual Undergraduate Tuition/Required Fee Rates Compared with CHE-selected Peers\***

	<u>Resident</u>	<u>Percent of Peers*</u>	<u>Non-</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	67.0	\$7,128	97.8
2001-02	\$2,088	67.5	\$7,644	95.1

**Context for 2001:**

<b>Per-Capita Income:</b>	<b>Relative to National Average:</b>	<b>Relative to Peer States Average:</b>
\$23,162	76.5%	83.7%

\* List of peers in Appendix

**Table 2**

**Percent Distribution of Financial Aid by Type**

<u>Type of Aid</u>	<u>1999-01</u>	<u>2000-02</u>
Gift Aid	43.2	44.8
Loans	48.2	48.5
Workstudy	8.6	6.7

**Table 3**

**Financial Aid Awarded and Average Total Cost of Attendance Per Student Recipient**

	<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	---
1998-99	\$6,164	\$11,296	---
1999-00	\$6,379	\$12,593	68.3
2000-01	\$6,627	\$13,568	68.5

## Accessible and Affordable University Education

**Table 4**

**Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers**

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduate s 2000-01 %	NM ACT Takers 2000-01 %
	Fall 1997 %	Fall 2000 %	Fall 2001 %	Fall 1997 %	Fall 2000 %	Fall 2001 %		
<b><u>Race/Ethnicity</u></b>								
American Indian	2.5	2.5	2.4	5.3	3.5	4.6	11.7	9.1
Asian	1.0	1.0	1.0	0.5	0.9	1.9	1.4	1.8
Black	3.4	4.0	4.7	2.7	5.5	2.1	2.2	1.6
Hispanic	21.5	26.1	27.3	28.2	32.9	35.0	41.9	30.6
White/Other	70.1	64.4	60.8	63.1	53.2	49.0	41.6	40.4
Nonresident Alien	0.9	0.6	0.8	0.0	0.0	0.0	—	—
Unknown	0.6	1.4	2.8	0.2	3.0	7.4	1.2	16.6
<b>Total Number</b>	3495	3581	3583	412	434	432	19,797	12,119

**Table 5**

**Undergraduate Transfer Students by Sending Institution Grouping**

	<u>Fall 1997</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
NM 2-Yr Colleges and Branches	184	149	159
NM Public 4-Yr Universities	26	27	26
<u>All Other Transfers</u>	86	78	97
<b>Total</b>	296	254	282

## Student Progress and Student Success

<b><u>Race/Ethnicity &amp; Sex</u></b>	<b><u>Percent of Fall 1997 Cohort Enrolled in Fall 1998</u></b>	<b><u>Percent of Fall 1999 Cohort Enrolled in Fall 2000</u></b>	<b><u>Percent of Fall 2000 Cohort Enrolled in Fall 2001</u></b>
American Indian	60.9	83.3	60
Asian	50.0	100.0	75
Black	26.7	68.8	71.1
Hispanic	51.6	64.1	55.9
White/Other	60.3	62.6	65.9
Nonresident Alien	100.0	33.3	—
Unknown	—	46.7	43.8
Men	49.2	58.1	63.2
Women	64.3	67.6	60.9
<b>Overall</b>	57.1	63.4	61.9

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

<b><u>Race/Ethnicity and Sex</u></b>	<b><u>Entered Fall 1991</u></b>		<b><u>Entered Fall 1994</u></b>		<b><u>Entered Fall 1995</u></b>			
	<b><u>Cohort N</u></b>	<b><u>% Grad &amp; Still Enrolled *</u></b>	<b><u>Cohort N</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>	<b><u>Cohort N</u></b>	<b><u>% Bach. Deg. 6 Yrs</u></b>	<b><u>% Still Enrolled After 6 Yrs</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>
American Indian	13	23.1	9	0.4	11	18.2		18.2
Asian	8	37.5	5	0.0	5	0.0		0.0
Black	33	21.2	20	35.0	19	10.5	5.3	15.8
Hispanic	151	36.3	123	21.1	120	27.5	4.2	31.8
White/Other	374	36.3	326	29.5	332	31.6	4.2	36.1
Nonresident Alien	1	0.0	0	—	3			33.3
Unknown	0	—	0	—	1			
Men	258	26.7	230	13.2	246	27.6	4.1	31.7
Women	322	37.5	363	19.5	245	30.6	4.1	34.7
<b>Overall</b>	580	32.7	493	32.7	491	29.1	4.1	33.2

\* Includes Associate degree recipients

## Student Progress and Student Success

**Table 8**

**Degrees Awarded by Level and Discipline Grouping in 2000-01**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Master</u>	<u>Doctors</u>	<u>First- Prof</u>	<u>Total</u>
Education		131	49				180
Humanities/Social Science	19	195	15				229
Business/Pub Ad/Social Work		132	8				140
Science and Math		35	6				41
Engineering/Tech/Comp Sci		9					9
Health Professions		18	6				24
Law/Protective Services		34					34
Agriculture Related	1	8					9
Home Economics	1	8					9
Architecture Related							
<b>Total</b>	21	570	84				675

**Table 9**

**Placement Rates of Graduates Employed and Continuing Their Education**

**1999-2000 Alumni Survey of 1995-96 Bachelors Degree Recipients\***

**Percent Employed (may also be in school)**

96.8%

**Percent Continuing Their Education**

50.5%

	<b>Private or Self</b>	<b>Education</b>	<b>Government or Military</b>	<b>Other</b>
<b>Employment Fields</b>	38.0%	34.8%	20.7%	6.5%

**Of those employed, percent working in New Mexico**

41.3%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Academic Quality and a Quality Learning Environment

**Table 10**  
**Faculty and Staff Profile by Ethnicity and Sex**

Race/Ethnicity & Sex	Fall 1997		Fall 2000		Fall 2001	
	Full-Time Faculty % (N = 139)	Full-Time Staff % (N = 364)	Full-Time Faculty % (N = 130)	Full-Time Staff % (N = 384)	Full-Time Faculty % (N = 127)	Full-Time Staff % (N = 363)
American Indian	1.4	.6	.8	1.0	.78	.5
Asian	3.6	.6	1.5	1.0	2.36	.5
Black	1.4	3.3	2.3	.8	1.50	1.9
Hispanic	8.6	21.9	9.2	24.5	7.08	24.2
White/Other	85.0	73.6	86.2	72.7	87.4	72.4
Nonresident Alien					.78	
Unknown						
Men	61.2	42.3	56.9	40.9	59	41
Women	38.8	57.7	43.1	59.1	40.9	58.9

**Table 11**  
**Percent of Full-Time Faculty with Terminal Degrees**

Fall 1997	85%
Fall 2000	78%
Fall 2001	83.5%

**Table 12**  
**Comparison of Average Faculty Salaries/Compensation with Peer Institutions**

	<u>Average Salary</u>	<u>Peer Average %</u>	<u>Average Compensation</u>	<u>Peer Average %</u>
Fall 1997	\$39,328	92.7	\$48,432	92.3
Fall 2000	\$43,715	91.9	\$53,960	89.5
Fall 2001	\$45,962	91.1	\$56,558	90.3



## Academic Quality and a Quality Learning Environment

**Table 13**

**Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty**

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 2000</u>		<u>Fall 2001</u>	
	<u>Regular Instruction</u> %	<u>Non-regular* Instruction</u> %	<u>Regular Instruction</u> %	<u>Non-regular* Instruction</u> %	<u>Regular Instruction</u> %	<u>Non-regular* Instruction</u> %
Lower Division	54.1	66.5	51.9	51.0	50.2	65.9
Upper Division	73.6	24.1	65.3	37.2	68.6	36.6
Graduate Division	88.1	100	91.5	89.9	76.2	90.9
<b>Overall</b>	62.2	45.1	58.1	46.5	57.5	52.8

\* Non-regular instruction includes labs, theses, internships, independent studies, etc.

**Table 14**

**Tenured/Tenure-track Faculty Participation in Non-regular Instruction**

In addition to regularly-scheduled classes, tenured/tenure-track faculty teach **21.0** student credit hours per semester on average in laboratory or non-scheduled courses which usually provide one-on-one instruction through independent-study, practica, applied music, and the supervision of internships and dissertations. Out of 108 tenured/tenure-track faculty, 54 taught classes falling in the category of non-regular instruction.

**Table 15**

**Student Faculty Ratios\***

<b>Fall 1999</b>	17
<b>Fall 2000</b>	16
<b>Fall 2001</b>	17

\* FTE Students/FTE Instructional Faculty

## Academic Quality and a Quality Learning Environment

**Table 16**

**Average Class Size by Division**  
**(for regularly scheduled classes)**

	<u>Fall</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
Undergraduate, lower division	24	25	25
Undergraduate, upper division	16	17	15
Graduate	8	10	8

**Table 17**

**Student Satisfaction**

**Student Survey of 1999-2000 Graduating Seniors\***

Satisfied or Very Satisfied with Curriculum and Instruction	90.4%
Satisfied or Very Satisfied with Student Support	88.9%
Satisfied or Very Satisfied Overall with Institution	95.8%

\* See Appendix III (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

**Table 18**

**Alumni Satisfaction**

**1999-2000 Alumni Survey of 1995-96 Bachelors Recipients\***

Satisfied or Very Satisfied with Curriculum and Instruction	87.6%
Satisfied or Very Satisfied with Student Support	81.1%
Satisfied or Very Satisfied Overall with Institution	91.5%

\* See Appendix II (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Effective and Efficient Use of Resources

Table 19

**Primary Mission Expenditures: Instruction, Research, and Public Service  
As a Percent of Total Education and General Expenditures**

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

Table 20

**Instructional Support Expenditures: Administrative Costs  
As a Percent of Total Education and General Expenditures**

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

## Listing of Accreditations

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 Society

## **Discussion**

### **Accessible and Affordable University Education**

As demonstrated by the data presented, Eastern New Mexico University's in-state tuition has grown only modestly since 1997 and remains a good bargain for New Mexico students. Out-of-state tuition has been increased, though it is still lower than our CHE-defined peer institutions. Despite efforts to control tuition and fees, aid lags behind the financial need of college attendees at ENMU, as the diversity of the student body continues to increase.

### **Student Progress and Student Success**

Eastern New Mexico University takes seriously its obligation to retain students in college and to support them to the completion of their degree. Persistence rates declined slightly from Fall 2000 to Fall 2001, following the decrease in overall ACT scores of the group. Persistence for African American and Anglo students improved slightly from the previous cohort's retention. The decline in Hispanic student persistence is being addressed in a number of strategies to support and retain these students through programs, advising, and student organizations. Graduation and "still enrolled" rates show some improvement since the Fall 1991 cohort. Over 40% of ENMU's graduates report they are working in New Mexico, the largest percentage self-employed or employed in the private sector, with education the second most popular sector of employment.

### **Academic Quality and A Quality Learning Environment**

While the staff of Eastern New Mexico University do not reflect the diversity of its student body, the University strives to attract and retain excellent instructors and employees who take seriously their role of fostering student success. Numbers of faculty with terminal degrees have risen since 1997; faculty salaries lag behind their CHE-defined peer group. The ratio of faculty to students remains very favorable, at 17:1; class size have remained fairly constant over the past three years, affording students ample opportunity to work closely with faculty in their discipline, whether in lower-, upper-division, or graduate-level courses. The last survey of graduating seniors reflected their satisfaction with their instruction (90.4%), with campus services (88.9%), and with the University overall (95.8%). The 1999-2000 Alumni survey echoed this satisfaction.

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

Eastern New Mexico University has a reputation for careful monitoring of funds. Expenditures for administrative costs are below the percent of our CHE-defined peers. Several initiatives in the past year have addressed the need to control rising energy costs, address increases in health insurance premiums, to streamline staffing without compromising our instructional mission, and to assure that student needs are met.

## Goals for Performance Improvement Response to Accountability in Government Act

### Goal 1: Accessible and Affordable Education

**Context:** ENMU has chosen as a long-term goal to match the ethnic mix of the region that we serve. Based on available census data for our seven county region, our Hispanic representation should approach 38%. (ENMU’s home county and six surrounding counties have a Hispanic representation of 38.2%). Of ENMU’s first-time, full-time 2002 freshmen, 32.3% identified as “Hispanic” (166 students); 5% of the freshmen listed their ethnicity as “Unknown.”

**Measure:** Number of Hispanic first-year students enrolled

<b>Enrollment Semester</b>	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target)</b>
<b>Number</b>	164	182	166	175
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** ENMU’s recruiting practices, student orientation and pre-registration events deliberately incorporate Spanish language materials designed to welcome Spanish-speaking family members and to improve retention and graduation rates of Hispanic students. Assuming stable enrollment, a fall 2003 cohort of 175 freshmen would mean that 34% of the ENMU’s first-time freshman cohort is Hispanic.

### Goal 2: Student Progress and Student Success

**Context:** ENMU freshmen students’ averaged 19.08 on the ACT, 2 points below the national average. Given this statistic, ENMU’s retention rates are commendable, though improvable.

**Measure:** Percent of first-time freshmen retained to second year

<b>First-time Freshman Cohort</b>	<b>Fall 1999 Returned Fall 2000</b>	<b>Fall 2000 Returned Fall 2001</b>	<b>Fall 2001 Returned Fall 2002</b>	<b>Fall 2002 Returned Fall 2003 (Target)</b>
<b>Percent</b>	63.6%	61.9%	58.7%	60%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

### Goal 3: Mission-Specific Goal

**Context:** Increasingly, students who are place-bound or constrained by jobs and other family responsibilities find the asynchronous learning environment a dynamic and effective instructional medium. While many instructors at ENMU use the Internet to support classroom instruction, the University wishes to enhance its ability to deliver more classes in this powerful and convenient medium for our on-campus and distance learners.

**Measure:** Number of Internet-based courses offered

	<b>2000-01 (Actual)</b>	<b>2001-02 (Actual)</b>	<b>2002-03 (Target)</b>	<b>2003-04 (Target)</b>
<b>Number</b>	6	37	45	55
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** Increasing the number of Internet courses is a direct response to the requests of current students and prospective students. The convenience of technology can extend the reach of higher education without compromising quality or diminishing services to students.

### Goal 4: Mission-Specific Goal

**Context:** One measure of institutional efficiency is student/staff ratio. Such ratios for New Mexico institutions of higher education are published annually in the CHE “Overview of Institutional Operating Budgets.” Through an on-going review and adjustment of resource allocations, ENMU is endeavoring to improve its already strong record of efficiency as measured by this ration.

**Measure:** ENMU student/staff ratio includes all faculty and staff employees supported by unrestricted I&G budget. Student FTE is calculated by the CHE based on entire year enrollments as reported for formula funding purposes.

	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003 (Budgeted)</b>	<b>2003-2004 (Target)</b>
<b>Ratio</b>	5.4	5.7	6.0	6.1	6.2
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005	FY2006

**Comments:** The University has reduced the number of budgeted staff positions by approximately 5% during the period reflected above, while enrollment has increased modestly.

# Institutional Profile of New Mexico Highlands University

## Mission Statement's Key Highlights:

- New Mexico Highlands University is committed to excellence in teaching, discovering, preserving and applying knowledge and responsive to new opportunities for teaching, learning, research and public service 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 which encourage all students to reach 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 identities.

## Fall 2001 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	1,456	286
Non-degree seeking undergraduate	74	78
Graduates	715	731
<b>Total Headcount</b>	<b>2,245</b>	<b>1,095</b>
<b>Total FTE</b>	<b>2,081</b>	<b>638</b>

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

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

2002-2003 total current funds revenue for main campus: **\$60,615,070**  
 2002-2003 total state appropriation for main campus as a percent of total main campus operating budget: **35.6%**

## Enrollment Focus:

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. Today, NMHU draws 65% of its new freshmen from the northeastern and north-central sections of NM, with San Miguel and Mora Counties providing the largest proportions. An additional 10 % of new freshmen come from northwestern NM. NMHU is proud to offer all interested students the opportunity to pursue post-secondary education through its sensitive admissions process.

Faculty/Staff Instruction, Research, Creative Scholarship and Public Service Highlights:

The University's location in northern New Mexico, where the majority of the population is Hispanic, offers a richly varied setting for studies in local, regional, and international culture, languages, literature, history, political climate, ecology, and geology. For example:

- Las Vegas is one of the outstanding historical communities in the Southwest, making it a "living laboratory" for studies in regional history and historical preservation. Research in local history and politics is based in the area's old Hispanic villages, 19th-century towns, Fort Union and Pecos National Monuments, local churches, and schools.
- Programs capitalize on the University's closeness to Santa Fe, the state capital, in offering contacts with state policymakers and research opportunities to both faculty and students. The proximity of the state psychiatric facility is an added benefit for students in Psychology and Social Work undergraduate and graduate programs.

- NMHU's main campus in Las Vegas is at the transition zone between the Great Plains and the Rocky Mountains. This provides a rich natural laboratory for ecology and geology, with many easily accessed local natural features.
- Access to this rich environment gives graduates a competitive edge in the global market. The following sections describe some of the unique research, creative scholarship, and public aspects of programs offered at NMHU.

#### College of Arts and Sciences

- Communication and Fine Arts offers the only professional Bachelor of Fine Arts (BFA) degree in NM.
- The Master of Arts or Science in Media Arts and Computer Science, offered jointly through Communication and Fine Arts and Computer Science, was one of only two such programs nationally during its first year.
- The English program, in conjunction with the NM Endowment for the Humanities, recently sponsored a national literature conference, "Redefining the American West", which it hopes to establish as a national and/or international event in the future.
- The departments of biology, chemistry, and psychology are participating in the National Institutes of Health (NIH) sponsored NM Biomedical Research Infrastructure Network (BRIN) to improve the biomedical research capabilities of junior faculty at NM universities.
- Life Sciences participates in the NM Coalition to Graduate Degrees, a NIH program designed to support and encourage Master's students to pursue careers in biomedical research.
- NMHU's Natural Resource Management program is the only one of its type in New Mexico that has a forestry component.
- The Natural Resources Department at NMHU is studying re-vegetation of species in the areas of the Cerro Grande and Vivash fires with funding from the NSF and NASA. A long-term goal stemming from this research is future employment of farmers and ranchers in cultivation of seed and preservation of forest areas.
- The Physics program provides excellent facilities for students interested in participating in research in high-pressure physics/nonlinear optics, astrophysics, and astrobiology.
- The Hydrazine Abatement Project led to environmentally-safe, patent-pending chemical removing compound hailed by NASA as a breakthrough for cleaning up hydrazine spills emitted from space and air craft.

#### School of Business

- The Center for Economic Innovation and Improvement will build service learning opportunities connecting students to local businesses and provide to the counties of northern NM a data warehouse for economic information, technical assistance for small business, the possibility of micro-lending opportunities for very small businesses, and marketing research.
- During Summer 2002, the School will sponsor the first study abroad program, offering three business courses in both Las Vegas and Trujillo, Spain. The School plans to look for partnership opportunities in Spain that may eventually lead to a more formalized study abroad program.
- The School has implemented an MBA in Information Technology program involving web-based instruction targeted to people who need more technical knowledge.

#### School of Education

- The NMHU Bilingual Education program is the only program in NM which offers all course work in Spanish. Students completing this program also qualify for the Teaching English as a Second Language Endorsement (TESOL).
- The Spanish Language Immersion program provides preparation for teachers to pass La Prueba, the NM state exam for bilingual teachers, and provides teachers with the opportunity to practice Spanish 24 hours a day in an academic setting.
- Most of the teachers in the northeastern portion of the state have been trained in the NMHU Reading program.
- The School offers the only program in NM that provides teaching internship opportunities abroad (at Escuela El Farallon, Veracruz, Mexico).



- The California Cohort Accelerated Master's Program is the only program in NM which provides opportunities for students from California to complete an MA in Educational Leadership or Human Performance and Sport.
- Faculty from the School collaborate with public schools to provide tailor-made workshops, distance education, and preparation of student services.
- The Family Institute provides training for parents of children in the preschool through 12<sup>th</sup> grade educational system.
- The School supports the only program in Northeastern NM which trains developmentally disabled adults.
- In collaboration with the University of Nebraska-Lincoln, the school supports the only NM Master's level program in rehabilitation counseling.
- The School's Symposium on Hispanic Issues is the first program in the US supporting research and dissemination of ideas regarding the education of Hispanic students.
- The NMHU Curriculum Library is the only facility north of Santa Fe which provides local teachers with the opportunity to examine and evaluate a variety of teaching materials.

### School of Social Work

- The School has a Joint Powers Agreement with the NM Children Youth and Families Department (CYFD) to provide educational training for social work students interested in pursuing a career in child protective services.
- Under the Child Welfare Act, the School receives funding support for all aspects of the School's academic and administrative activities. During the 2001-02 academic year, 65 students were awarded stipends of \$6,000 (Bachelor's students) or \$10,000 (Master's students) with an average payback of 18 months employment with CYFD.
- The School is working with CYFD in offering the MSW program to CYFD employees, fifteen of whom attended the graduate program at Rio Rancho during 2001-02.

A variety of programs at NMHU continue to serve the rural and minority populations of the region, including:

- The Center for Education and Study of Diverse Populations (CESDP) assists communities in improving the quality of education for all citizens in NM by providing resources, guidance and technical assistance directly to NM schools, districts, educational agencies and organizations in order to address the unique and diverse educational needs of the state and surrounding region.
- NMHU/San Miguel GEAR UP has received a 5-year US Department of Education 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 on paying for college, and scholarship assistance.
- The Experimental Program to Stimulate Competitive Research (EPSCoR) is funded by NSF to improve academic research infrastructure and increase national research and development competitiveness across universities in NM.
- The NM WORK program and the GOAL program place TANF and/or food stamp participants in transitional community employment, transitional subsidized employment, or unsubsidized employment, assisting participants in becoming self-sufficient. Participants in these programs recently filled over 35 percent (145) of the positions available at the Las Vegas Call Center site, which has positively added to the economic base of the city and local communities.
- As part of its effort in working with the unemployed in northern New Mexico, the University has recently been funded by the United States Forest Service to perform forest thinning and healthy forest management and training to area citizens to care for their forests.
- Educational Outreach Services offers educational services to outlying areas and place-bound individuals through Off-Campus Instruction, External Academic Programs or Centers, Distance Education, and the Internet. NMHU has developed a Center at Rio Rancho and articulation agreements provide for NMHU Centers at Luna Community College, Mesa College in Tucumcari, Northern New Mexico Community College, San Juan College, Santa Fe Community College, Southwestern Indian Polytechnic Institute, and UNM@Taos. Bachelor's and/or Master's degrees in Business, Education, or Environmental Science are offered at some sites.

NMHU offers the following community state, and/or national programs:

- The College Assistance Migrant Program (CAMP) assists migrant seasonal farm workers who completed high school to succeed in post secondary education programs by providing tutors, counselors, housing, tuition, and books.
- The New Mexico Academy of Science Visiting Scientist Program offers classroom visits by some of the most distinguished scientists and mathematicians in New Mexico.
- Advanced Placement – New Mexico (AP-NM) provides leadership for the administration and continued development of the Advanced Placement program in New Mexico.
- NMHU Rural Educational Technology Assistance (RETA) provides consultation and assistance on the use of technology in the schools.
- The AHEC/Microsoft partnership provided continuation of training and software development for eleven Native American colleges and universities.
- NMHU is one of 12 universities nationally with teacher preparation programs for rural schools. The NMHU Collaborative for Excellence in Teacher Preparation (CETP) fosters collaboration among faculty in the sciences, education, and Master Teacher fellows from regional schools NMHU participates in US Counts and US Reads, placing work-study students in K-9 classrooms as tutors in mathematics and reading.
- Sponsored programs include the Performing Arts Series (jointly with Las Vegas Arts Council); the Celebrity Lecture Series; the President’s Lecture Series; and the Faculty Lecture Series.
- University Departments provide “The Fiesta de la Hispanidad”; a Christmas Arts and Crafts Fair; History and Political Science Symposia; Design Studies exhibitions; a summer foundry program; Poetry Bash and Word-jam open-mike sessions for creative writers; theater productions; and programs by the Concert Choir, Madrigal Singers, HU Singers, HU Mariachi Band, and the Pep Band. The NMHU Donnelly Library includes an art gallery featuring local artists and an outstanding collection of Southwest materials.

Responses to Statewide Workforce Issues:

For this year’s report, NMHU is focusing on the provision of prospective teachers through School of Education programs. More information on education initiatives can be found in the sections above. Numbers of graduates from other programs can be found in Table 11.

Undergraduate Programs			Graduate Programs		
Program	Graduates		Program	Graduates	
	1999-00	2000-01		1999-00	2000-01
Early Childhood Education	3	1	Curriculum and Instruction	2	1
Elementary Education	31	36	Educational Leadership	14	14
Special Education	9	10	Special Education	5	1
General Science or Technology Education	3	3	Guidance and Counseling	26	12

## Accessible and Affordable University Education

**Table 1**

**Annual Undergraduate Tuition/Required Fee Rates Compared with CHE-selected Peers\***

	<u>Resident</u>	<u>Percent of Peers*</u>	<u>Non-Resident</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

**Context for 2001:**

<b>Per-Capita Income:</b>	<b>Relative to National Average:</b>	<b>Relative to Peer States Average:</b>
\$23,162	76.5%	83.9%

\* List of peers in Appendix

**Table 2**

**Percent Distribution of Financial Aid by Type**

<u>Type of Aid</u>	<u>1999-00</u>	<u>2000-01</u>
Gift Aid	51.1	50.6
Loans	43.0	42.6
Workstudy	5.9	6.8

**Table 3**

**Financial Aid Awarded and Average Total Cost of Attendance Per Student Recipient**

	<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	---
1998-99	\$6,805	\$11,259	---
1999-00	\$6,516	\$11,651	52.0
2000-01	\$7,106	\$13,130	58.2

## Accessible and Affordable University Education

**Table 4**

**Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers**

<b>Race/Ethnicity</b>	<b>Total Enrollment</b>			<b>First-Time Freshmen from New Mexico</b>			<b>NM HS Graduates 2000-01 %</b>	<b>NM ACT Takers 2000-01 %</b>
	<b>Fall 1997 %</b>	<b>Fall 2000 %</b>	<b>Fall 2001 %</b>	<b>Fall 1997 %</b>	<b>Fall 2000 %</b>	<b>Fall 2001 %</b>		
	American Indian	4.9	6.6	6.9	10.2	3.4		
Asian	0.9	1.6	1.3	1.1	0.0	0.0	1.4	1.8
Black	3.5	2.6	2.2	3.2	3.8	2.0	2.2	1.6
Hispanic	59.9	53.6	52.6	69.6	75.2	75.2	41.9	30.6
White/Other	28.0	31.7	32.5	12.4	14.4	9.8	41.6	40.4
Nonresident Alien	1.1	1.4	1.3	0.0	0.4	0.0	—	—
Unknown	1.7	2.5	3.2	3.5	3.1	4.9	1.2	16.6
<b>Total Number</b>	2,534	3,095	3,119	283	262	246	19,797	12,119

**Table 5**

**Undergraduate Transfer Students by Sending Institution Grouping**

	<b><u>Fall 1999</u></b>	<b><u>Fall 2000</u></b>	<b><u>Fall 2001</u></b>
NM 2-Yr Colleges and Branches	152	133	142
NM Public 4-Yr Universities	51	66	53
<u>All Other Transfers</u>	104	97	61
<b>Total</b>	307	296	256

## Student Progress and Student Success

<b><u>Race/Ethnicity &amp; Sex</u></b>	<b><u>Percent of Fall 1997 Cohort Enrolled in Fall 1998</u></b>	<b><u>Percent of Fall 1999 Cohort Enrolled in Fall 2000</u></b>	<b><u>Percent of Fall 2000 Cohort Enrolled in Fall 2001</u></b>
American Indian	66.7	41.7	66.7
Asian	100.0	—	—
Black	60.0	33.3	50.0
Hispanic	65.3	64.7	63.6
White/Other	52.2	58.1	38.5
Nonresident Alien	—	50.0	—
Unknown	75.0	33.3	100.0
Men	55.1	50.0	57.7
Women	73.5	67.7	65.2
<b>Overall</b>	<b>63.7</b>	<b>60.1</b>	<b>61.2</b>

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

<b><u>Race/Ethnicity and Sex</u></b>	<b><u>Entered Fall 1991</u></b>		<b><u>Entered Fall 1994</u></b>		<b><u>Entered Fall 1995</u></b>			
	<b><u>Cohort N</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>	<b><u>Cohort N</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>	<b><u>Cohort N</u></b>	<b><u>% Bach. Deg. 6 Yrs</u></b>	<b><u>% Still Enrolled After 6 Yrs</u></b>	<b><u>% Grad &amp; Still Enrolled*</u></b>
American Indian	22	27.2	25	36.0	25	28.0	0.0	28.0
Asian	0	—	1	0.0	2	0.0	0.0	0.0
Black	8	25.0	15	26.7	12	8.3	0.0	8.3
Hispanic	278	33.8	260	35.0	233	27.0	9.0	36.1
White/Other	40	32.5	51	37.3	43	30.2	4.7	34.9
Nonresident Alien	0	—	0	—	1	0.0	0.0	0.0
Unknown	1	0.0	0	—	0	—	—	—
Men	163	26.4	178	23.6	148	17.6	7.4	25.0
Women	186	38.7	174	46.6	168	34.5	7.1	41.7
<b>Overall</b>	<b>349</b>	<b>33.0</b>	<b>352</b>	<b>34.9</b>	<b>316</b>	<b>26.6</b>	<b>7.3</b>	<b>33.9</b>

\* Includes Associate degree recipients.

## Student Progress and Student Success

**Table 8**

**Degrees Awarded by Level and Discipline Grouping in 2000-01**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Masters</u>	<u>Doctors</u>	<u>First- Prof</u>	<u>Total</u>
Education		68	28				96
Humanities/Social Science		52	9				61
Business/Pub Ad/Social Work		65	17				82
Science and Math		5	6				11
Engineering/Tech/Comp Sci		7					7
Health Professions		43	61				104
Law/Protective Services		1					1
Agriculture Related		4					4
Home Economics							
Architecture Related							
<b>Total</b>		<b>245</b>	<b>123</b>				<b>368</b>

**Table 9**

**Placement Rates of Graduates Employed and Continuing Their Education**

**1999-2000 Alumni Survey of 1995-96 Bachelors Degree Recipients\***

**Percent Employed (may also be in school)**

94.1%

**Percent Continuing Their Education**

28.4%

	<b>Private or Self</b>	<b>Education</b>	<b>Government or Military</b>	<b>Other</b>
<b>Employment Fields</b>	27.1%	28.1%	36.5%	8.3%

**Of those employed, percent working in New Mexico**

85.4%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Academic Quality and a Quality Learning Environment

**Table 10**

**Faculty and Staff Profile by Ethnicity and Sex**

Race/Ethnicity & Sex	Fall 1997		Fall 2000		Fall 2001	
	Full-Time Faculty % (N = 142)	Full-Time Staff % (N = 247)	Full-Time Faculty % (N = 130)	Full-Time Staff % (N = 381)	Full-Time Faculty % (N = 134)	Full-Time Staff % (N = 347)
American Indian	0.0	0.8	2.3	1.0	0.0	1.7
Asian	0.7	9.3	0.0	1.3	0.0	0.0
Black	0.7	2.0	2.3	1.8	0.0	1.4
Hispanic	29.6	67.2	22.3	75.6	24.6	75.5
White/Other	69.0	20.7	67.7	18.6	69.4	19.9
Nonresident Alien	0.0	0.0	0.0	0.0	0.7	0.0
Unknown	0.0	0.0	5.4	1.6	5.2	1.4
Men	63.4	36.0	61.5	42.3	61.2	41.8
Women	36.6	64.0	38.5	57.7	38.8	58.2

**Table 11**

**Percent of Full-Time Faculty with Terminal Degrees**

Fall 1997	83%
Fall 2000	85%
Fall 2001	82%

**Table 12**

**Comparison of Average Faculty Salaries/Compensation with Peer Institution**

	<u>Average Salary</u>	<u>Peer Average %</u>	<u>Average Compensation</u>	<u>Peer Average %</u>
Fall 1997	\$39,151	89.2	\$49,722	91.6
Fall 2000	\$46,348	94.6	\$58,885	95.5
Fall 2001	\$45,875	90.0	\$59,637	93.4

## Academic Quality and a Quality Learning Environment

**Table 13**

**Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty**

<b>Course Level</b>	<b>Fall 1997</b>		<b>Fall 2000</b>		<b>Fall 2001</b>	
	<b><u>Regular Instruction</u></b> <b><u>%</u></b>	<b><u>Non-regular*</u></b> <b><u>Instruction</u></b> <b><u>%</u></b>	<b><u>Regular Instruction</u></b> <b><u>%</u></b>	<b><u>Non-regular*</u></b> <b><u>Instruction</u></b> <b><u>%</u></b>	<b><u>Regular Instruction</u></b> <b><u>%</u></b>	<b><u>Non-regular*</u></b> <b><u>Instruction</u></b> <b><u>%</u></b>
Lower Division	70.1	32.5	49.7	38.1	53.2	45.7
Upper Division	73.7	65.0	72.0	74.4	61.0	60.2
Graduate Division	77.9	36.5	73.2	64.8	49.0	38.9
<b>Overall</b>	72.2	52.4	59.4	56.2	55.1	48.3

\* Non-regular instruction includes labs, theses, internships, independent studies, etc.

**Table 14**

**Tenured/Tenure-track Faculty Participation in Non-regular Instruction**

In addition to regularly-scheduled classes, tenured/tenure-track faculty at all NMHU locations teach **18.2** student credit hours per semester on average in laboratory or non-scheduled courses which usually provide one-on-one instruction through independent-study, practica, applied music, and the supervision of internships and dissertations.

**Table 15**

**Student Faculty Ratios\***

<b>Fall 1999</b>	13.1
<b>Fall 2000</b>	10.7
<b>Fall 2001</b>	17.0

\* FTE Students/FTE Instructional Faculty at all locations



## Academic Quality and a Quality Learning Environment

**Table 16**

**Average Class Size by Division**  
**(for regularly scheduled classes at all locations)**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
Undergraduate, lower division	21.2	19.0	19.4
Undergraduate, upper division	8.1	9.0	10.1
Graduate	6.6	6.5	6.7

**Table 17**

**Student Satisfaction**

**Student Survey of 1999-2000 Graduating Seniors\***

Satisfied of Very Satisfied with Curriculum and Instruction	91.2%
Satisfied or Very Satisfied with Student Support	80.6%
Satisfied or Very Satisfied Overall with Institution	89.7%

\* See Appendix III (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

**Table 18**

**Alumni Satisfaction**

**1999-2000 Alumni Survey of 1995-96 Bachelors Recipients\***

Satisfied of Very Satisfied with Curriculum and Instruction	87.5%
Satisfied or Very Satisfied with Student Support	79.6%
Satisfied or Very Satisfied Overall with Institution	82.4%

\* See Appendix II (Results previously reported in September 2000.)  
 (Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Effective and Efficient Use of Resources

Table 19

**Primary Mission Expenditures: Instruction, Research, and Public Service  
As a Percent of Total Education and General Expenditures**

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

Table 20

**Instructional Support Expenditures: Administrative Costs  
As a Percent of Total Education and General Expenditures**

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

### Listing of Accreditations

NMHU  
 School of Business  
 School of Education  
 School of Education  
 School of Social Work  
 Chemistry Program

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

## **Discussion**

### **Accessible and Affordable University Education**

NMHU has maintained reasonable tuition costs for students relative to peer institutions and are consistent with the ratios of New Mexico's per-capita income to the per-capita income of peer states and the national average. NMHU offers financial aid for over half of the total cost of attending the University to eligible recipients. Student enrollment consists of a high percentage of minority students for both total enrollments and first-time freshmen. In addition, transfer students comprise nearly 10% of the student population.

### **Student Progress and Student Success**

The NMHU first-time, full-time freshman cohort persistence rates (for students returning the following fall semester) have decreased since 1997, but a slight increase can be seen for the Fall 1999 cohort returning in Fall 2000. Graduation rates for the freshman cohorts have fluctuated for the five cohorts of the study and are currently higher than the rates for the first three years of the study. Students completed bachelor's and/or master's degrees during 2000-01 in the following schools/areas: Social Work (104), Education (96), Business (82), Humanities/Social Sciences (64), and Sciences/Technology (22). In terms of employment, 94.1% of NMHU alumni are employed and 85% of them are employed in NM. About 28% of NMHU's alumni are continuing their education.

### **Academic Quality and Quality Learning Environment**

Whites/Other and Hispanics consistently comprise a high portion of faculty and staff positions at NMHU with some representation from the other ethnic/race groups. Of note, a higher percentage of men are employed as full-time faculty, while more women are employed as staff. In terms of degrees, 82% of the full-time faculty report terminal degrees. A comparison of faculty salaries with peer institutions shows that NMHU faculty continue to lag behind their peer institutions (as designated by the NM Commission on Higher Education) in both salaries and benefits.

From 1997 to 2001, tenured and tenure-track faculty have shifted from primarily teaching regular courses to balancing their loads with regular and irregular instruction. In Fall 2001, tenured and tenure-track faculty taught an average of 31.4 student credit hours. The full-time equivalent student to full-time equivalent faculty ratio rose to 16.5 students for each full-time faculty member in Fall 2001. Average size of regularly scheduled classes ranges from 19 for freshman and sophomore level classes to 7 for graduate level classes.

Lastly, graduating seniors and former alumni both report high percentages of satisfaction with NMHU overall as well as "curriculum and instruction" and "institutional support".

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

From 1996-1997 to 1999-2000, NMHU expended a larger portion of Total Expenditures to instruction, research, and public service and a lower portion of Total Expenditures to administrative costs when compared to peer institutions. As part of its goal towards excellence, the University; the professional schools of Education, Business, and Social Work; and the Chemistry Program have each attained national certification for their programs.

## Goals for Performance Improvement Response to Accountability in Government Act

### Goal 1: Accessible and Affordable Education (revised 2002)

**Context:** With the implementation of the strategic plan for enrollment management, NMHU is determining methods for improving overall numbers and diversity of new enrollees with a focus on increasing the number of American Indians. NMHU’s Goal for 2005 is to increase the number and percentage of first-time New Mexico freshman American Indians to 11.7% of the first-time NM freshmen, representing their proportion of the NM 2001 High School graduating class.

**Measure:** Number or percent enrollment of American Indian students

<b>Enrollment Semester</b>	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target)</b>
<b>Percent (Number)</b>	3.8% (10)	7.9% (22)	10.22% (23)	10.4%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

### Goal 2: Student Progress and Student Success

**Context:** NMHU will continue to promote persistence efforts for entering freshmen and all students and has set a goal to increase the first-time full-time freshman persistence rate to 64% by 2005.

**Measure:** Percent of first-time full-time freshmen retained to second year

<b>First-time Full -time Freshman Cohort</b>	<b>Fall 1999 Retained to Fall 2000 (Actual)</b>	<b>Fall 2000 Retained to Fall 2001 (Actual)</b>	<b>Fall 2001 Retained to Fall 2002 (Actual)</b>	<b>Fall 2002 Retained to Fall 2003 (Target)</b>
<b>Percent</b>	60.1%	61.2%	62%	63%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** NMHU is in the midst of significant change. Lower enrollments and persistence rates may be due to several factors related to these developments.

### Goal 3: Accessible and Affordable University Education

**Context:** NMHU has experienced growth in Extended Services (centers and distance education programs) and expects that growth to continue. The Enrollment Management Task Force adopted five-year enrollment goals based on a 10% increase at each site, each year.

**Measure:** Number of students enrolled in Extended Services.

	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target)</b>
<b>Number of Students (Increase)</b>	829	840	991 (151)	1,090 (99)
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

### Goal 4: Academic Quality and a Quality Learning Environment

**Context:** NMHU has administered the Student Satisfaction Survey (Table 17 and Appendix II) each of the past three years. When the results from each category are combined, between 85% and 88% of NMHU’s graduating seniors indicate “Satisfied” or “Very Satisfied” with all issues in the survey. NMHU expects to see at least 90% of its graduating seniors “Satisfied” or “Very Satisfied” with these issues by 2005.

**Measure:** Percent of graduating seniors indicating “Satisfied” or “Very Satisfied” with NMHU in all categories of the Student Satisfaction Survey.

	<b>1999-2000 (Actual)</b>	<b>2000-2001 (Actual)</b>	<b>2001-2002 (Actual)</b>	<b>2002-2003 (Target)</b>
<b>Percent</b>	87.0%	88.1%	84.9%	86.7%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

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# Institutional Profile of Western New Mexico University

Mission: Western New Mexico University provides affordable, accessible, quality educational opportunities for citizens of New Mexico; emphasizes teaching excellence; offers certificate, associate, baccalaureate and graduate programs; focuses on strong teacher preparation, other professional programs, and vocational education; incorporates a strong comprehensive general education program based on defined outcomes; creates opportunities through advanced technology and telecommunications for communities it serves; promotes access to information and outreach to the global community; seeks to preserve and enhance the rich cultural heritage of the region; proudly supports unique opportunities afforded by its diversity; commits to professional growth for faculty, staff and students; seeks continuous improvement in its academic, fiscal, and community activities; builds collaborative relationships within communities to support educational, cultural, community, and economic development needs of the region and state.

## Fall 2001 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>
Degree-seeking undergraduate	1,539	246
Non-degree seeking undergraduate	174	25
First Professional	–	–
Graduates	296	236
Branch students enrolled on Main	–	–
<b>Total Headcount</b>	<b>2,009</b>	<b>507</b>
<b>Total FTE</b>	<b>1,423</b>	<b>229</b>

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

Associate's	12
Bachelor's	40
Master's	8
Post-Master's	na
Doctorate	na

2000-2001 total current funds revenue for main campus: **\$25,777,828**

2000-2001 total state appropriation for main campus as a percent of total main campus operating budget: **51.4%**

### Enrollment Focus:

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, southern Colorado 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 courseware in two levels of math, reading, and writing. Student progress in remedial and introductory level courseware 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 came from a Title III/V grant for Hispanic-serving

Institutions. A new Title V grant of \$1.9 million over five years will support continuation of these efforts and the introduction of new programs.

WNMU awards over 350 degrees each year. In a typical year about 20 percent are associates, 50 percent baccalaureate, and 30 percent are master's degrees. About one-third of new undergraduate students who enter the university each fall are transfer students, and many WNMU undergraduate students, decidedly "non traditional," may take up to ten years to graduate. About 44 percent of the WNMU cohort used in a recent CHE graduation rates study had completed a degree within ten years.

#### Faculty/Staff Instruction, Research, Creative Scholarship and Public Service Highlights:

- Access requires that a high quality education be affordable. About 92% of WNMU students qualify for financial aid. WNMU is cognizant of students' severely limited ability to afford the cost of higher education and practices fiscal conservatism in an effort to moderate tuition and fees increases.
- WNMU is committed to excellence in teaching. 90% of the faculty holds the appropriate terminal degree, and 75 percent of undergraduate student credit hours are taught by tenured and tenure track faculty. Students' evaluation of instructors indicate overall the instructors are consistently rated "very good to excellent."
- WNMU is unique in offering a broad array of two-year programs for undergraduate students. The university serves as the community college for students in Grant, Hidalgo, and Catron counties. A new two-year program in Computer and Network Technology was introduced in Fall 1998, and an associate's degree program in graphic design begins in Fall 2001.
- The National Council for Teacher Accreditation (NCATE)-accredited School of Education (SOE) is known for its innovative teacher education curriculum and its cooperative programs with local P-12 schools. SOE initiatives include course reform, sponsored by the Collaborative for Excellence in Teacher Preparation (CETP), to include math, science and technology in the teacher preparation curriculum; sharing faculty member with a local school district; school-based sites; and incorporating classroom-based research projects into the teacher preparation program.
- Gallup Graduate Studies Center (GGSC), where one-third of students are Native American, offers master's level programs in counseling, special education, and educational leadership. Over 100 masters' degrees were awarded to students from Gallup in the past three years. Western responded to needs of region by offering MBA program at the GGSC in Fall 1999, and occupational therapy assistant program in Fall 2000.

#### Partnerships and Collaborations:

- WNMU enjoys a unique partnership with pre-college teachers and students through its Adult Educational Services division. Students completing a GED through the program are encouraged to continue with their college education at Western. The Adult Education Services program was cited as a model state program. Its mission is to provide literacy training, citizenship, computer skills, and GED preparation for hundreds of citizens in the region.
- WNMU partners with two higher education institutions in Chihuahua, Mexico. This partnership promotes student and faculty exchanges, guest lectures, intensive language and culture courses, and economic development activities for citizens of both nations. Students from Universidad Regional del Norte (URN) have enrolled at WNMU for intensive courseware in English as a Second Language. Upper division student majors in international business at URN have spent a semester at Western as full-time students in the business program.
- The WNMU Museum, the Mimbres Region Arts Council and the Expressive Arts Department at Western collaborate in presenting pottery workshops featuring recognized potters from Mata Ortiz, Chihuahua, Mexico. World-renowned potter Juan Quezada heads a group of fellow artists from Mata Ortiz in presenting a three-day workshop that attracts participants from throughout the United States to the WNMU campus.
- WNMU is a member of the Renaissance Group, a consortium of 23 universities across the United States with outstanding teacher preparation programs.
- WNMU sponsors a Small Business Development Center (SBDC). The university, in collaboration with the Silver City-Grant County Economic Development organization conducts a twice-yearly NAFTA Institute conference. The institute alternates between Mexico and the US and brings together people from both sides of the border to discuss critical NAFTA issues.



- WNMU has successfully completed eight national accreditation and five state approval visits in the past three years. In addition to ten-year NCA and OTA (occupational therapy assistant) accreditations, WNMU's programs in teacher education, early childhood education, social work, nursing, business (through the MBA) and basic economic development programs have achieved outstanding results.
- WNMU's School of Education received NCATE approval for both its initial and advanced teacher preparation programs. Highlights of the report include the attention to multi-cultural and global perspectives incorporated into the program, the high quality of instruction in a caring environment, and collaboration with area school districts.
- The University participates in the Quality New Mexico Award Program. WNMU received Piñon Awards in 1994 and 1995 and moved up to Roadrunner Awards in the past five years. The University is recognized as a leader in using continuous quality improvement as a management tool in higher education. Recently WNMU was selected by the North Central Association as one of the first universities to participate in the pioneer Academic Quality Improvement Program (AQIP).
- WNMU practices fiscal conservatism – The Office of Financial Aid is among 147 schools that participate in the US Department of Education's Quality Assurance Program. This program sets performance goals, establishes benchmarks, and identifies relevant accountability standards. The WNMU Foundation has quadrupled its assets over the past two years.
- A successful application for \$1.9 million in funds under the Title V, Developing Hispanic-Serving Institutions Program, will enable WNMU to establish a new five-year program entitled "Learning Communities in a Learning Organization." Starting in Fall 2001, new freshman students will benefit from freshman seminars and learning communities, minority students will have the opportunity to become peer leaders within the communities, and faculty and staff will be trained in effective teaching practices and technologically enhanced academic delivery of course material.

#### Special Contributions to New Mexico

- The WNMU School of Education (SOE) is recognized as one of the finest in the southwest. About 50% of WNMU graduates are from the SOE, and most enter school systems in New Mexico as teachers, counselors or administrators.
- WNMU administers a Welfare to Work grant for the region through centers in Deming, Lordsburg, Silver City and Truth or Consequences. The university, in partnership with the NM Department of Labor, provides education and training for workers displaced due to worldwide economic conditions affecting the mining industry.
- WNMU's efforts to boost and diversify the economy include its Small Business Development Center, which provides entrepreneurship and financial consulting, educational opportunities, and planning assistance; its Economic Development Course, one of only twenty nationally accredited American Economic Development Council courses in the nation; the NAFTA Institute; and technology training carried out in collaboration with regional public school districts to enhance essential skills for teachers and students.
- WNMU serves teachers, counselors, social workers, nurses, and occupational therapy assistants in the southwestern New Mexico region through professional development courseware.
- The WNMU Museum holdings include a nationally recognized collection of Mimbres pottery and regional artifacts of interest to students and researchers, as well as community members and tourists.

#### Representative examples of ways in which faculty at WNMU serve the people of New Mexico

- Gwen Cassel, director of the Occupational Therapy Assistant program, is the current President of the New Mexico Board of Examiners for OT; Professor Katherine Woodard, Director of the Social Work program, chairs the Board of Social Work Examiners in New Mexico.
- Women faculty organize and present the annual Expanding Your Horizons Conference for Girls, a conference to encourage girls in math and science.
- Professor June Decker of the Wellness and Movement Sciences Department is Chairman of the Board for New Mexico Senior Olympics, by volunteering countless hours organizing local Senior Olympic events, coaching participants, and chairing the board, Professor Decker contributes to the health and well-being of New Mexico senior athletes. Professor Richard Rodríguez is president of the New Mexico Division of

Diverse Exceptional Learners. His services were recognized by the Borderwalking Conference with an award for contributions to at-risk children and families in New Mexico.

- English Professor Bill Toth represents New Mexico in a major five-state effort sponsored by the New Mexico Endowment for the Humanities to celebrate the Colorado River. Professor Toth organized the New Mexico session, which was held at WNMU.
- Professor Sharman Russell, known internationally for her writings on topics related to the southwestern region, recently published two books, and is sought-after as both a reader of her own work, and as panelist at regional book festivals.
- Jerry Harmon, Professor of Education and Dean of the School of Education, earned the 2001 “Excellence in Education” award for his work on building partnerships with local P–12 school districts by the New Mexico Association for Supervision and Curriculum Development.

### Expected Distribution of Faculty Effort

Faculty evaluations are performed annually through the Management by Objectives (MBO) process. Results are used in promotion and tenure decisions. MBOs focus on areas of faculty responsibility: teaching effectiveness; student advising; scholarship, research or other creative activity; professional contributions; and personal relationships. Measuring Effectiveness: Student evaluation of instruction with standard survey instrument is used each semester in every department and on all campuses to measure teaching effectiveness. Each academic department also completes an assessment process based on learning outcomes and tailored to its own curriculum. Student evaluation results are used in tenure and promotion decisions; outcomes assessment results are used in curriculum and program review.

### Faculty Contributions – Advising

WNMU faculty plays an important role in advising student majors and minors, formulating and monitoring degree plans, and assisting new, continuing and transfer students in course selection and schedule planning.

Outcomes assessment: Students at WNMU participate in the learning outcomes assessment program for the university’s general education program and individual major programs. Multiple assessment tools are used at WNMU, including standardized testing, writing samples, survey instruments, performances, exhibitions, recitals, and portfolios. Assessment provides evidence to guide decisions about changing and enhancing the curriculum. Instructor-course evaluation is carried out each semester for all courses taught by non-tenured faculty, and three courses per year taught by tenured faculty. A standardized assessment instrument is used to collect information on instructor performance and . The information is used as one factor in reviewing performance and is incorporated into the hiring, promotion and tenure process.

Course reform and curriculum development: Faculty members in five departments–Expressive Arts, Social Sciences, Computer Science, Business, and Occupational Therapy–developed new programs and courses in the past academic year. About two-thirds of the faculty report that they revise or reform courses in a given academic year. About one-half the faculty have incorporated technology into existing courses. Over one hundred courses incorporate Web-based course tools as an instructional method.

Directed Study: The faculty provides an important service to students by offering directed study, independent study and tutorial courses to students whose degree attainment process may be hampered by unusual circumstances. About one hundred independent study courses generating over 400 credit hours are delivered in a typical academic year.

### Faculty Institutional/Public Service Highlights

- Faculty members in the Expressive Arts Department act as curators for exhibitions and serve as jurors and exhibit their own work. Music faculty, in addition to educating future musicians and music educators, regularly organize clinics for high school students, conduct and perform with ensembles, bands, choruses and orchestras. Professor Ben Tucker is music director and conductor for the Grant County Community Orchestra, and plays lead trumpet with the Big Band on the Rio Grande.

- Faculty are consultants to the Rocky Mountain Research Station, and the US Forest Service. Faculty in the sciences assist in organizing and judging the Science Olympiad for students in the secondary schools. A professor in Humanities volunteers to teach writing classes at a local alternative middle school.
- Mary Dowse, geology professor, is co-editor of the newsletter of the International Geoscience Organization and sits on its Council. She coordinates the Alliance for Minority Participation grant at WNMU.
- Faculty made presentations on topics of special interest to the region, including diversity in decision making, culturally and linguistically different children and multi-cultural special education needs. Business department faculty members analyzed the need for day care in the Village of Columbus, Mexico.
- Faculty and upper division student majors from the accounting program offer income tax preparation services each year through the Volunteer Individual Tax Assistance (VITA) program.

#### Faculty Research Highlights

- Sixteen proposals, or 75 percent of those submitted, were funded last year, for a total of \$1,600,000. Faculty in the School of Education collaborated with the CHE and other higher education institutions on a successful proposal for \$984,000 for a three-year Teacher Quality Enhancement project. Funds will be used to improve K–12 teaching statewide by focusing on teacher recruitment and retention, pre-service preparation and professional development.
- Faculty presentations include: Spanish Professor Lou Ollivier addressed Mexico City employees of a multinational corporation on cultural differences in the industrial workplace; Professor of Communications Ed Hall, with Jean Q. Hall, presented “Rizal’s Quest for the Phillipine Pre-Colonial National Identity” to the Association for Asian Studies.
- Professor Linda Lopez and two colleagues published results of their research on Mexican-American parental involvement in public schools in the journal *Psychological Reports*
- Mathematics department professor Leon Arriola delivered an invited lecture to the World Congress of Nonlinear Analysts entitled, “A Mathematical Model of Infectious Diseases.” Professor Arriola recently began a second summer as visiting scientist at Los Alamos National Labs, where his work is on mathematical modeling and analysis. Professor Tom Gruszka edits the newsletter of the Southwestern Section of the Mathematical Association of America.

#### Responses to Statewide Workforce Issues – Teacher Preparation Program Highlights

- WNMU teacher candidates are highly qualified. One hundred percent of the students to complete the program from the School of Education (SOE) in 1999–2000 passed all three sections of either the New Mexico Teacher Assessment or the National Teacher Education test.
- Teacher candidates reflect the diverse population that WNMU serves. Fifty percent of the over 200 undergraduate teaching majors in Fall 2000 were Hispanic/Latino.
- WNMU has conferred over 200 degrees in teaching over the past three years, significantly increasing the number of qualified classroom teachers in the southwest region of New Mexico. The SOE introduced a “fast-track” path to teacher licensure in Fall 2000. The program allows employed teaching degree candidates to complete licensure requirements in two to three years.
- The WNMU School of Education values its collaborative relationships with local school districts. Among a number of grant-supported activities are the following:
- RETA – WNMU houses and coordinates the Regional Educational Technology Assistance (RETA) grant, providing professional development for teachers on integration of technology into the P–12 curriculum.
- Bootheel – This Goals 2000 and Technology Literacy Challenge Fund grant was used to equip a computer lab on the WNMU campus where teachers from the New Mexico Bootheel region may take advantage of professional development in using computer software.
- Title II Teacher Quality – Teams of practice teachers, clinical faculty from local school districts and WNMU faculty receive training in the integration of technology into curriculum.
- NSF CETP – The Collaborative for Excellence in Teacher Preparation (CETP) targets innovative approaches to teaching math and science and education courses. Its goal is to increase the quality and supply of math and science P–12 teachers. Funds have been used to reform courses at WNMU, to provide scholarships to pre-service math and science teachers and to support workshops, field experiences, and special projects for math and science public school teachers and their students.

### Nurses' and health care professionals' training

Associates degree programs in nursing and occupational therapy assistant prepare for careers in the health care field and contribute to workforce in the state of New Mexico. Approximately 150 registered nurses have been trained at WNMU over the past ten years. Another 150 occupational therapy assistants have been awarded degrees at WNMU.

## Accessible and Affordable University Education

**Table 1**

**Annual Undergraduate Tuition/Required Fee Rates Compared with CHE-selected Peers\***

	<u>Resident</u>	<u>Percent of Peers*</u>	<u>Non-Resident</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	\$1,933	75.0	\$7,078	99.5
2001-02	\$2,124	76.8	\$7,788	101.7

**Context for 2001:**

<b>NM Per-Capita Income:</b>	<b>Relative to National Average:</b>	<b>Relative to Peer States</b>
\$23,162	76.5%	85.0%

\* List of peers in Appendix

**Table 2**

**Percent Distribution of Financial Aid by Type**

<u>Type of Aid</u>	<u>1999-00</u>	<u>2000-01</u>
Gift Aid	60.0	54.9
Loans	33.2	39.5
Workstudy	6.8	5.5

**Table 3**

**Financial Aid Awarded and Average Total Cost of Attendance Per Student Recipient**

	<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	---
1998-99	\$4,848	\$7,889	---
1999-00	\$5,145	\$8,212	58.0
2000-01	\$4,190	\$8,692	73.5

## Accessible and Affordable University Education

**Table 4**  
**Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers**

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduate s 2000-01 %	NM ACT Takers 2000-01 %
	Fall 1997 %	Fall 2000 %	Fall 2001 %	Fall 1997 %	Fall 2000 %	Fall 2001 %		
<b><u>Race/Ethnicity</u></b>								
American Indian	2.0	3.9	4.5	0.4	2.4	1.1	11.7	9.1
Asian	0.4	0.5	0.5	0.0	0.4	0.1	1.4	1.8
Black	1.7	1.5	1.5	0.7	2.0	1.1	2.2	1.6
Hispanic	38.4	39.4	37.4	44.8	52.2	54.6	41.9	30.6
White/Other	53.2	46.4	47.2	49.0	36.5	35.1	41.6	40.4
Nonresident Alien	2.1	1.1	1.2	1.1	0.0	0.0	—	—
Unknown	2.1	7.3	7.7	4.0	6.4	7.9	1.2	16.6
<b>Total Number</b>	2,624	3,074	2,671	453	249	280	100.0	100.0

**Table 5**  
**Undergraduate Transfer Students by Sending Institution Grouping**

	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
NM 2-Yr Colleges and Branches	6	26	18
NM Public 4-Yr Universities	17	25	30
<u>All Other Transfers</u>	105	129	74
<b>Total</b>	128	180	122

## Student Progress and Student Success

**Table 6**  
**Freshman\* Persistence Rates – Fall to Fall Terms**

<b><u>Race/Ethnicity &amp; Sex</u></b>	<b>Percent of Fall 1997 Cohort Enrolled in <u>Fall 1998</u></b>	<b>Percent of Fall 1999 Cohort Enrolled in <u>Fall 2000</u></b>	<b>Percent of Fall 2000 Cohort Enrolled in <u>Fall 2001</u></b>
American Indian	100.0	66.7	60.0
Asian	0.0	—	0.0
Black	25.0	20.0	40.0
Hispanic	53.6	64.4	40.0
White/Other	53.4	52.1	50.0
Nonresident Alien	66.7	100.0	0.0
Unknown	31.3	50.0	43.8
Men	46.5	52.8	48.4
Women	57.1	61.3	53.6
<b>Overall</b>	52.3	57.2	51.0

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

**Table 7**  
**Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years**

<b>Race/Ethnicity and Sex</b>	<b>Entered Fall 1991</b>		<b>Entered Fall 1994</b>		<b>Entered Fall 1995</b>			
	<b>Cohort N</b>	<b>% Grad &amp; Still Enrolled*</b>	<b>Cohort N</b>	<b>% Grad &amp; Still Enrolled*</b>	<b>Cohort N</b>	<b>% Bach. Deg. 6 Yrs</b>	<b>% Still Enrolled After 6 Yrs</b>	<b>% Grad &amp; Still Enrolled*</b>
American Indian	13	7.7	15	0.4	9	11.1	0.0	11.1
Asian	1	0.0	3	0.4	3	0.0	0.0	0.0
Black	9	11.1	1	0.0	10	20.0	0.0	20.0
Hispanic	123	15.4	141	10.9	136	23.5	2.9	26.5
White/Other	119	28.5	100	8.7	103	20.4	0.0	20.4
Nonresident Alien	6	16.7	5	1.1	0	0.0	0.0	0.0
Unknown	2	50.0	0	0.0	0	0.0	0.0	0.0
Men	153	19.6	97	19.6	127	14.2	0.8	15.0
Women	120	22.5	168	20.9	134	28.4	2.2	30.6
<b>Overall</b>	273	20.9	265	21.5	261	21.4	1.5	22.6

\* Includes Associate degree recipients.

## Student Progress and Student Success

**Table 8**

**Degrees Awarded by Level and Discipline Grouping in 2000-01**

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Masters</u>	<u>Doctors</u>	<u>First- Prof</u>	<u>Total</u>
Education	7	51	84				142
Humanities/Social Science		36	2				38
Business/Pub Ad/Social Work	6	29	10				45
Science and Math		9					9
Engineering/Tech/Comp Sci	26	1					27
Health Professions	27						27
Law/Protective Services	11	8					19
Agriculture Related		2					2
Home Economics	2						2
Architecture Related							
<b>Total</b>	<b>79</b>	<b>136</b>	<b>96</b>				<b>311</b>

**Table 9**

**Placement Rates of Graduates Employed and Continuing Their Education**

**1999-2000 Alumni Survey of 1995-96 Bachelors Degree Recipients\***

**Percent Employed (may also be in school)**

89.2%

**Percent Continuing Their Education**

10.8%

	<b>Private or Self</b>	<b>Education</b>	<b>Government or Military</b>	<b>Other</b>
<b>Employment Fields</b>	33.3%	36.4%	30.3%	0.0%

**Of those employed, percent working in New Mexico**

51.5%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)



## Academic Quality and a Quality Learning Environment

**Table 10**  
**Faculty and Staff Profile by Ethnicity and Sex**

Race/Ethnicity & Sex	Fall 1997		Fall 2000		Fall 2001	
	Full-Time Faculty % (N = 97)	Full-Time Staff % (N = 198)	Full-Time Faculty % (N = 92)	Full-Time Staff % (N = 194)	Full-Time Faculty % (N = 88)	Full-Time Staff % (N = 194)
American Indian	1.1	1.0	0.0	1.0	0.0	1.0
Asian	0.0	0.0	0.0	0.0	0.0	0.0
Black	0.0	1.0	0.0	1.0	0.0	1.0
Hispanic	14.3	57.1	15.2	46.4	16.0	48.5
White/Other	84.7	40.4	84.8	51.5	84.0	49.5
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
Men	50.5	36.4	54.3	30.4	54.3	33.5
Women	49.5	63.6	45.7	69.6	45.7	66.5

**Table 11**  
**Percent of Full-Time Faculty with Terminal Degrees**

Fall 1997	92%
Fall 2000	90%
Fall 2001	89%

**Table 12**  
**Comparison of Average Faculty Salaries/Compensation with Peer Institution**

	<u>Average Salary</u>	<u>Peer Average %</u>	<u>Average Compensation</u>	<u>Peer Average %</u>
Fall 1997	\$37,110	87.5	\$48,257	91.4
Fall 2000	\$41,158	82.6	\$54,135	86.3
Fall 2001	\$45,500	86.2	\$59,728	89.9

## Academic Quality and a Quality Learning Environment

**Table 13**

**Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty**

<b>Course Level</b>	<b>Fall 1997</b>		<b>Fall 2000</b>		<b>Fall 2001</b>	
	<b><u>Regular Instruction</u></b> <b>%</b>	<b><u>Non-regular*</u></b> <b>%</b>	<b><u>Regular Instruction</u></b> <b>%</b>	<b><u>Non-regular*</u></b> <b>%</b>	<b><u>Regular Instruction</u></b> <b>%</b>	<b><u>Non-regular*</u></b> <b>%</b>
Lower Division	77.2	56.0	51.9	51.0	73.6	79.1
Upper Division	74.8	96.1	65.3	37.2	75.8	69.1
Graduate Division	66.6	100.0	91.5	89.9	62.0	61.7
<b>Overall</b>	75.7	68.8	58.1	46.5	73.4	73.6

\* Non-regular instruction includes labs, theses, internships, independent studies, etc.

**Table 14**

**Tenured/Tenure-track Faculty Participation in Non-regular Instruction**

In addition to regularly-scheduled classes, tenured/tenure-track faculty teach **12.7** student credit hours per semester on average in laboratory or non-scheduled courses which usually provide one-on-one instruction through independent-study, practica, applied music, and the supervision of internships and dissertations.

**Table 15**

**Student Faculty Ratios\***

<b>Fall 1997</b>	15
<b>Fall 2000</b>	15
<b>Fall 2001</b>	15

\* FTE Students/FTE Instructional Faculty

## Academic Quality and a Quality Learning Environment

**Table 16**

**Average Class Size by Division**  
**(for regularly scheduled classes)**

	<u>Fall 1997</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
Undergraduate, lower division	17.5	16.0	17.0
Undergraduate, upper division	12.3	10.0	10.0
Graduate	7.0	8.0	7.3

**Table 17**

**Student Satisfaction**

**Student Survey of 1999-2000 Graduating Seniors\***

Satisfied of Very Satisfied with Curriculum and Instruction	79.3%
Satisfied or Very Satisfied with Student Support	77.0%
Satisfied or Very Satisfied Overall with Institution	79.2%

\* See Appendix III (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

**Table 18**

**Alumni Satisfaction**

**1999-2000 Alumni Survey of 1995-96 Bachelors Recipients\***

Satisfied of Very Satisfied with Curriculum and Instruction	90.9%
Satisfied or Very Satisfied with Student Support	85.5%
Satisfied or Very Satisfied Overall with Institution	94.6%

\* See Appendix II (Results previously reported in September 2000.)  
(Survey on 3-year cycle. Will be re-surveyed in 2002-03.)

## Effective and Efficient Use of Resources

**Table 19**

**Primary Mission Expenditures: Instruction, Research, and Public Service  
As a Percent of Total Education and General Expenditures**

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

**Table 20**

**Instructional Support Expenditures: Administrative Costs  
As a Percent of Total Education and General Expenditures**

	<u>Percent for Institution</u>	<u>Percent for Peers</u>
1996-97	11.1	11.9
1999-00	11.9	11.0
2000-01	11.0	10.8

## Listing of Accreditations

WNMU  
Business Administration and Criminal Justice

Child Development Center  
Economic Development Course  
Nursing (Associate degree program)  
Occupational Therapy (Associate degree program)  
School of Education (Bachelors and Masters programs)  
Social Work

North Central Association of Colleges and Schools  
Association of Collegiate Business Schools and Programs  
(Bachelors and Masters programs)  
National Academy of Early Childhood Programs  
International Economic Development Council  
National League for Nursing  
Accrediting Council for Occupational Therapy Education  
National Council for Accreditation of Teacher Education  
Council on Social Work Education

## Discussion

### Accessible and Affordable University Education

Full-time undergraduate students at WNMU are fortunate to have available to them a high quality higher education experience at a reasonable cost. WNMU has been vigilant in holding tuition and fee increases to a minimum in order to serve as many students as possible. In addition, the University is generous in providing financial aid that meets, on average, about 50 percent of the cost of attendance for those students who qualify.

The student population at WNMU is as diverse as the region it serves; more than one-half of new freshmen in fall 2001 who are New Mexico residents are Hispanic. The University also welcomed 122 transfer students in fall 2001.

### Student Progress and Student Success

Several factors impact the persistence rate for new freshmen at WNMU. Among these is the University's commitment to maintain an open admissions policy; any student with a high school diploma or GED has the opportunity to attend WNMU. Another factor is WNMU's unique role as both a community college and a comprehensive university. The student population, then, varies greatly in level of academic preparation, type of educational goal, and degree of responsibility to family members for financial and personal support. It is noteworthy that the persistence rates for first-time freshmen who entered in fall 2001 is close to 60 percent. The improved persistence rate will undoubtedly have a positive impact on the graduation rate.

The University is committed to providing the best educational experience possible for its students. With the help of a recently-acquired \$1.9 million grant for Hispanic-serving institutions, WNMU is introducing new programs designed to improve students' ability to succeed in college.

A significant measure of success is the number of degrees conferred at WNMU. Since 1993, more than 3,000 associate, baccalaureate and master's degrees have been awarded, about 1,400 in some field of education.

### Academic Quality and a Quality Learning Environment

It is noteworthy that 16 percent of faculty and 48 percent of staff at WNMU are of Hispanic heritage. Representation among women is high as well—46 percent of faculty and 70 percent of staff are women.

The credentials of the faculty at WNMU are a source of pride. A consistently high proportion—89 to 92 percent—of faculty hold a terminal degree in their field. Quality and effectiveness of classroom teaching are illustrated by data on type of instructor (Table 13). At WNMU in fall 2001, more than 73 percent of classroom instruction of all types was delivered by tenure track faculty members.

WNMU students have affirmed their satisfaction with the quality of the learning environment. In a recent survey, nearly 80 percent of graduating seniors and over 90 percent of alumni reported that they were "very satisfied" or "satisfied" with curriculum and instruction at WNMU.

### Effective and Efficient Use of Resources

WNMU uses fiscal resources efficiently, as displayed in Tables 19 and 20. Primary mission expenditures commanded about 45 percent of total Education and General (E & G) expenditures in the past fiscal year, while administrative costs were eleven percent of total E & G expenditures. Both efficiency ratios show that WNMU's fiscal record matches that of its CHE peer institutions.

It is also noteworthy that WNMU had no graduate degree programs flagged in academic year 2000–01.

## Goals for Performance Improvement Response to Accountability in Government Act

### Goal 1: Accessible and Affordable Education

**Context:** The freshman class profile for fall 2002 reflects the unique cultural mix of the region WNMU serves, and highlights the university's status as a Hispanic-serving institution. Nearly 52% of entering first time, full-time freshmen who specified ethnicity are Hispanic, and approximately 5% are Native American. WNMU is proud of its success in attracting an ethnically diverse freshman class where nearly 62% of students who specified ethnicity are members of under-represented groups; consequently, its goal is to nurture the healthy natural diversity that new freshmen represent. WNMU's long-term diversity goal is to continue to reflect the ethnic mix of the region. Census data show that 9.1 percent of New Mexico ACT takers are Native American. The goal is for the proportion of Native American students in the freshman class to more closely approach that figure. Accordingly, the target number of Native American students in the fall 2003 freshman class is 19.

**Measure:** Number of entering first time, full-time freshman who are Native American

Enrollment Semester	Fall 2000 (Actual)	Fall 2001 (Actual)	Fall 2002 (Actual)	Fall 2003 (Target)
Number	5	3	17	19
Associated State Budget Fiscal Year	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** Over the next three years, Western New Mexico University will continue efforts to attract new freshmen from under-represented groups, specifically Hispanic, Native American and African American students. The focus of recruitment, retention and financial support activities will be to meet the specific needs of the ethnically diverse freshman class. Efforts to improve access for new freshmen from rural areas include provision of student application, registration, and financial services via the university's website, an expanded range of offerings at learning centers in Deming, and Truth or Consequences, and increased use of technology-enhanced curricula.

### Goal 2: Student Progress and Student Success

**Context:** Western New Mexico University is among a relatively small group of institutions across the nation that are Hispanic-serving, open admissions, and rural. It has distinguished itself in New Mexico, as well, by providing at a comprehensive university, a full developmental studies program for students on the main campus and at its learning centers. The university's uniqueness is both a source of strength and a challenge to student persistence. WNMU's open admissions policy welcomes new students whose academic preparation ranges from substandard to excellent. Any student with a GED or high school diploma is given access to a wide variety of quality programs at WNMU. New students with an academic record that shows deficiencies, nearly 85 percent, are characterized as at-risk. These students enroll in developmental classes before progressing to college level mathematics or English. A high proportion of students balance the multiple responsibilities of work, family care and college course work. Many enter the university through affiliated programs in Adult Educational Services; others are preparing for career change triggered by cyclical events in the mining and affiliated industries.

The recent economic decline has had a direct impact on WNMU's service area, including layoffs totaling 2000 by one employer. Several hundred displaced workers have started or resumed their college education, and the university has initiated programs targeted toward their unique needs. It should be noted, however, that future persistence rates may be affected by the ability of displaced workers to remain in school rather than relocating to pursue jobs. The challenge of improving persistence is to expand existing programs and develop new ones that meet the ever-changing needs of the university's unique student body, that help students to identify reasonable goals, and that encourage student success.

**Measure:** Percent of first time, full-time freshmen retained to second year

<b>First-time Freshman Cohort</b>	<b>Fall 1999 Retained to Fall 2000 (Actual)</b>	<b>Fall 2000 Retained to Fall 2001 (Actual)</b>	<b>Fall 2001 Retained to Fall 2002 (Actual)</b>	<b>Fall 2002 Retained to Fall 2003 (Target)</b>
<b>Percent</b>	57.2	51.0	59.8	60.0
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** Freshman persistence rates at WNMU are expected to show steady improvement as the university continues to focus on its recent and already successful retention enhancement programs such as learning communities, freshman seminars and peer mentoring. WNMU’s goal is to attain over time a freshman fall-to-fall persistence rate that matches or exceeds the national average for comparable institutions.

### **Goal 3: Accessible and Affordable University Education**

**Context:** Western New Mexico University has expanded its technological capability to deliver instruction via the internet and instructional television. Both grant funds and internal resources have been used to support instructional development programs for faculty that focus on web course development and the use of instructional television. The university is committed to increased accessibility by expanding of the number of courses that meet the CHE criterion for distributed learning; i.e., no more than 25% face-to-face instruction.

**Measure:** Increase the number of courses available through instructional television and on-line via the world-wide web.

	<b>Fall 2000 (Actual)</b>	<b>Fall 2001 (Actual)</b>	<b>Fall 2002 (Actual)</b>	<b>Fall 2003 (Target)</b>
<b>Number or Percent</b>	13	14	25	28
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005

**Comments:** WNMU is committed to accessibility as a quality indicator and to improving service to rural New Mexicans by increasing the number and variety of distributed education courses and expanding enrollment in those courses.

**Goal 4: Effective and Efficient Use of Resources**

**Context:** One measure of fiscal responsibility is the university’s ability to maintain a year-end fund balance that meets or exceeds recommended guidelines. WNMU has a proven record of fiscal integrity and strength, with over three years of year-end fund balances reaching or exceeding 3% of Instructional and General (I & G) expenditures. WNMU is committed to maintaining fiscally sound practices and completing future years with a year-end balance of at least 3% of I & G expenditures.

**Measure:** Maintain a year-end I & G balance that is at least 3% of I & G Expenditures

	<b>Year 2000 (Actual)</b>	<b>Year 2001 (Actual)</b>	<b>Year 2002 (Target)</b>	<b>Year 2003 (Target)</b>
<b>Number or Percent</b>	3%	3%	3%	3%
<b>Associated State Budget Fiscal Year</b>	FY 2002	FY 2003	FY 2004	FY 2005



# APPENDICES: 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

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# APPENDIX II

## NEW MEXICO'S UNIVERSITIES 2000 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 1999-2000 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.

### 1999-2000 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 2000 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 1999-2000 academic year, New Mexico's six universities surveyed alumni who were in the graduating class of 1995-96. 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.

### 1999-2000 Alumni Survey of 1995-1996 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**

**May 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

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

	TOTAL SAMPLE
	APR. 2002 (N = 501)
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
Providing students with a well-rounded education	23%	46%	21%	3%	1%
Preparation of students for the workforce	18%	46%	24%	4%	2%
Preparing employees for your type of business	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					NOT AT ALL IMPORTANT		MEAN †
	5	4	3	2	1	DON'T KNOW/ WON'T SAY		
Integrity and honesty	90%	6%	2%	*	*	1%	4.9	
Positive work attitude	85%	11%	2%	-	*	1%	4.8	
Responsibility & accountability	85%	11%	3%	1%	*	1%	4.8	
Willingness to learn new things	83%	13%	3%	1%	-	1%	4.8	
Reading skills	72%	20%	4%	1%	2%	1%	4.6	
Problem solving skills	69%	21%	8%	1%	1%	1%	4.6	
Listening skills	68%	23%	6%	2%	1%	1%	4.6	
Willingness to work in teams	68%	20%	8%	1%	1%	1%	4.5	
Decision making skills	60%	26%	11%	2%	1%	-	4.4	
Writing skills	53%	26%	13%	4%	3%	1%	4.2	
Creative thinking skills	49%	31%	16%	2%	2%	1%	4.2	
Computer skills	48%	30%	15%	3%	4%	1%	4.2	
Leadership skills	45%	34%	16%	4%	2%	*	4.2	
Math skills	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')

APRIL 2002 TOTAL SAMPLE (N = 501)

	<u>IMPORTANCE</u>	<u>PREPAREDNESS</u>
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>
Average class size	CHE Course File
Student/Faculty ratio	Institutional files
Annual undergraduate tuition/required fee rates compared with regional peers	IPEDS <i>Institutional Characteristics</i> survey
State personal per capita income for New Mexico and regional peers	University of New Mexico – Bureau of Business and Economic Research
Financial aid – by Aid Type	<i>CHE Financial Aid File</i> and <i>Student Financial Aid File</i> – FY 99-00
Financial Aid – average award and average cost	<i>CHE Financial Aid File</i> and <i>Financial Aid File</i> , FY 99-00
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> – 1999-00 awards
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</i> (Academe)
Percent of student credit hours taught by tenure/tenure-track faculty	Institutional files
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/>