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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Letter from the Presidents

The New Mexico Council of University Presidents is pleased to present its sixth annual accountability and performance report on behalf of our State’s six public universities. The Performance Effectiveness Report is offered as partial compliance with the Accountability in Government Act (AGA). This writing culminates a year-long process that began with careful attention to feedback from numerous constituencies including Governor Richardson, the Legislature, the Commission on Higher Education, university personnel and students, private sector business leaders, analysts and others interested in university efforts. The AGA performance measures enumerated in this submission are a focused subset of each university’s ongoing efforts to respond to the policies and needs of New Mexico in concert with meeting the extensive accreditation and professional standards demands placed on public universities.

The contents of this report are compiled and formatted by a highly skilled inter-institutional research work group. Great care is taken to assure the accuracy of data derived from consistently applied data definitions. Yet, the Council’s commitment continues to extend beyond simply reporting data. This report responds to a public imperative for accountability and continuous improvement. Consistent with the provisions for governance prescribed by the New Mexico Constitution, this report is demonstrative of the resolve of New Mexico’s public universities to improve the educational environment in our state, as well as the quality of life for all New Mexicans.

On behalf of the University of New Mexico, New Mexico State University, New Mexico Tech, Eastern New Mexico University, Western New Mexico University and New Mexico Highlands University, the Council of University Presidents presents the sixth annual accountability report.

Sincerely,

COUNCIL OF UNIVERSITY PRESIDENTS

Daniel H. Lopez
Chair
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# Performance Effectiveness Report

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THE PERFORMANCE EFFECTIVENESS PLAN
OF NEW MEXICO’S PUBLIC UNIVERSITIES

Accountability and Performance Reporting Categories

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

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

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

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

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

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

II. Student Progress and Student Success

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

III. Academic Quality and a Quality Learning Environment

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

IV. Effective and Efficient Use of Resources

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

V. Mission-Specific Institutional Reporting Highlights

- Student Access and Success.
- Economic Development/Research.
- Community Outreach - Workforce Issues
Institutional Profile of
New Mexico Institute of Mining and Technology

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

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

Fall 2004 Overall Main Campus Enrollment by Level

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Unduplicated Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking undergraduate</td>
<td>1,173</td>
<td>1</td>
<td>1,173</td>
</tr>
<tr>
<td>Non-degree seeking undergraduate</td>
<td>171</td>
<td></td>
<td>171</td>
</tr>
<tr>
<td>First Professional Graduates</td>
<td>439</td>
<td>35</td>
<td>453</td>
</tr>
<tr>
<td>Branch students enrolled on Main</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>1,783</td>
<td>36</td>
<td>1,797</td>
</tr>
<tr>
<td>Total FTE</td>
<td>1,459.6</td>
<td>16.95</td>
<td>1,476.5</td>
</tr>
</tbody>
</table>

Number of program majors at the following degree levels for 2004-05:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>22</td>
</tr>
<tr>
<td>Master’s</td>
<td>17</td>
</tr>
<tr>
<td>Post-Master’s</td>
<td>7</td>
</tr>
</tbody>
</table>

2004-2005 total current funds revenue for main campus: $142,567,103

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 25%
Accessible and Affordable University Education

Table 1
Is university tuition affordable relative to peers and per capita income?

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident Undergraduate</th>
<th>Percent of Peers*</th>
<th>Non-Resident Undergraduate</th>
<th>Percent of Peers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$2,074</td>
<td>57.3</td>
<td>$6,612</td>
<td>72.8</td>
</tr>
<tr>
<td>1998-99</td>
<td>$2,182</td>
<td>57.5</td>
<td>$6,942</td>
<td>73.1</td>
</tr>
<tr>
<td>1999-00</td>
<td>$2,328</td>
<td>59.8</td>
<td>$7,328</td>
<td>74.9</td>
</tr>
<tr>
<td>2000-01</td>
<td>$2,499</td>
<td>60.4</td>
<td>$7,825</td>
<td>76.1</td>
</tr>
<tr>
<td>2001-02</td>
<td>$2,722</td>
<td>61.5</td>
<td>$8,419</td>
<td>76.1</td>
</tr>
<tr>
<td>2002-03</td>
<td>$2,911</td>
<td>60.2</td>
<td>$9,122</td>
<td>78.9</td>
</tr>
<tr>
<td>2003-04</td>
<td>$3,080</td>
<td>56.9</td>
<td>$9,601</td>
<td>70.5</td>
</tr>
<tr>
<td>2004-05</td>
<td>$3,280</td>
<td>Not available</td>
<td>$9,911</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Context for 2003:
NM Per-Capita Income: $25,541  Relative to peer states average per capita income:  81.5%
* List of peers in Appendix

Table 2
How much financial aid must be paid back by students?

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>1999-00 Percent</th>
<th>2002-03 Percent</th>
<th>2003-04 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (not paid back)</td>
<td>45.0</td>
<td>66.2</td>
<td>66.0</td>
</tr>
<tr>
<td>Work Study (must work to earn)</td>
<td>10.6</td>
<td>7.1</td>
<td>5.4</td>
</tr>
<tr>
<td>Loans (must pay back)</td>
<td>44.4</td>
<td>26.7</td>
<td>28.6</td>
</tr>
</tbody>
</table>

Table 3
How much of the cost of attendance does financial aid cover and what percent of students received aid?

<table>
<thead>
<tr>
<th></th>
<th>Average Award Paid Per Recipient</th>
<th>Average Total Cost of Attendance Per Recipient</th>
<th>Percent of Students who Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$6,105</td>
<td>$9,855</td>
<td>---</td>
</tr>
<tr>
<td>2002-03</td>
<td>$7,655</td>
<td>$11,254</td>
<td>47.8</td>
</tr>
<tr>
<td>2003-04</td>
<td>$7,350</td>
<td>$11,256</td>
<td>48.1</td>
</tr>
</tbody>
</table>
### Table 4

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrollment</th>
<th>First-Time Freshmen from New Mexico</th>
<th>NM HS Graduates 2003-04</th>
<th>NM ACT Takers 2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2.3</td>
<td>2.5</td>
<td>2.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Asian</td>
<td>2.7</td>
<td>2.6</td>
<td>2.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Black</td>
<td>0.6</td>
<td>0.8</td>
<td>1.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.8</td>
<td>16.2</td>
<td>17.9</td>
<td>26.1</td>
</tr>
<tr>
<td>White/Other</td>
<td>71.0</td>
<td>67.1</td>
<td>65.3</td>
<td>63.5</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>7.5</td>
<td>8.9</td>
<td>8.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.1</td>
<td>2.0</td>
<td>1.9</td>
<td>0.0</td>
</tr>
</tbody>
</table>

|                     |                  | Fall 2004 %                       |                       |                       |
|                     |                  | Total Number                       |                         |                       |
| Race/Ethnicity      |                  | Fall 2004                          |                         |                       |
| American Indian     | 2.7              | 0.7                                | 5.8                     | 11.6                  |
| Asian               | 2.6              | 1.8                                | 2.4                     | 1.6                   |
| Black               | 1.1              | 0.0                                | 1.0                     | 2.3                   |
| Hispanic            | 17.9             | 20.6                               | 29.0                    | 43.8                  |
| White/Other         | 65.3             | 74.8                               | 61.8                    | 40.8                  |
| Nonresident Alien   | 8.5              | 0.7                                | 0.0                     | 0.0                   |
| Unknown             | 1.9              | 0.0                                | 0.0                     | 0.0                   |

### Table 5

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th></th>
<th>Fall 2003</th>
<th></th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>NM 2-Yr Colleges and Branches</td>
<td>17</td>
<td>20.5</td>
<td>32</td>
<td>36.8</td>
<td></td>
</tr>
<tr>
<td>Out-of-state 2-Yr Colleges</td>
<td>13</td>
<td>15.7</td>
<td>11</td>
<td>12.6</td>
<td></td>
</tr>
<tr>
<td>Subtotal 2-Yr Colleges</td>
<td></td>
<td></td>
<td>30</td>
<td>36.2</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49.4</td>
</tr>
<tr>
<td>NM Public 4-Yr Universities</td>
<td>14</td>
<td>16.9</td>
<td>15</td>
<td>17.2</td>
<td></td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>39</td>
<td>46.9</td>
<td>29</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>N A</td>
<td>N A</td>
<td>83</td>
<td>100.0</td>
<td>87</td>
</tr>
</tbody>
</table>

|                      |            |                          |           |                          | 99.9      |
**Table 6**

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

<table>
<thead>
<tr>
<th>Entered in Fall 1997</th>
<th>Entered in Fall 2002</th>
<th>Entered in Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity &amp; Sex</strong></td>
<td><strong>Cohort N</strong></td>
<td><strong>Percent Enrolled in Fall 1998</strong></td>
</tr>
<tr>
<td>American Indian</td>
<td>66.7</td>
<td>10</td>
</tr>
<tr>
<td>Asian</td>
<td>77.8</td>
<td>7</td>
</tr>
<tr>
<td>Black</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>82.1</td>
<td>61</td>
</tr>
<tr>
<td>White/Other</td>
<td>78.4</td>
<td>201</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Men</td>
<td>79.0</td>
<td>235</td>
</tr>
<tr>
<td>Women</td>
<td>78.2</td>
<td>50</td>
</tr>
<tr>
<td>Overall</td>
<td>78.6</td>
<td>282</td>
</tr>
</tbody>
</table>

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

**Table 7**

**What are our graduation rates?**

<table>
<thead>
<tr>
<th>Entered Fall 1991</th>
<th>Entered Fall 1997</th>
<th>Entered Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity and Sex</strong></td>
<td><strong>Cohort N</strong></td>
<td><strong>% Grad or Still Enrolled After 6 Years</strong>*</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39</td>
<td>41.0</td>
</tr>
<tr>
<td>White/Other</td>
<td>130</td>
<td>50.8</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Men</td>
<td>124</td>
<td>42.7</td>
</tr>
<tr>
<td>Women</td>
<td>48</td>
<td>66.7</td>
</tr>
<tr>
<td>Overall</td>
<td>172</td>
<td>49.4</td>
</tr>
</tbody>
</table>

* Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years
* Includes Associate degree recipients.
# Table 8

**What degrees were awarded in 2003-04?**

<table>
<thead>
<tr>
<th>Associate</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Post-Masters</th>
<th>Doctors</th>
<th>First-Professional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business / Public Administration</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Engineering / Tech / Computer</td>
<td>104</td>
<td>68</td>
<td>5</td>
<td></td>
<td></td>
<td>177</td>
</tr>
<tr>
<td>Health Professions (w/o Nursing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Science</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Law / Protective Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Math</td>
<td>67</td>
<td>30</td>
<td>5</td>
<td></td>
<td></td>
<td>102</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>108</td>
<td>10</td>
<td>295</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Table 9

**What are our alumni doing?**

- Percent Employed (may also be in school): 96.0
- Percent Continuing Their Education: 23.0

### In what fields are they employed?

<table>
<thead>
<tr>
<th>Employment Fields</th>
<th>Private or Self</th>
<th>Education</th>
<th>Government or Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.0%</td>
<td>8.0%</td>
<td>4.0%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

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

- Percent of employed: 38.0
### Table 10

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Fall 1997</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997</td>
<td>Fall 2002</td>
<td>Fall 2003</td>
<td>Fall 1997</td>
<td>Fall 2002</td>
<td>Fall 2003</td>
<td>Fall 1997</td>
<td>Fall 2002</td>
</tr>
<tr>
<td></td>
<td>Full-Time</td>
<td>Full-Time</td>
<td>Full-Time</td>
<td>Full-Time</td>
<td>Full-Time</td>
<td>Full-Time</td>
<td>Full-Time</td>
<td>Full-Time</td>
</tr>
<tr>
<td></td>
<td>Faculty %</td>
<td>Staff %</td>
<td>Faculty %</td>
<td>Staff %</td>
<td>Faculty %</td>
<td>Staff %</td>
<td>Faculty %</td>
<td>Staff %</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.7</td>
<td>2.2</td>
<td>1.8</td>
<td>3.3</td>
<td>0.0</td>
<td>3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>11.0</td>
<td>2.8</td>
<td>11.5</td>
<td>2.3</td>
<td>11.8</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>1.8</td>
<td>0.7</td>
<td>2.7</td>
<td>0.5</td>
<td>2.4</td>
<td>0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.8</td>
<td>44.8</td>
<td>2.7</td>
<td>44.2</td>
<td>3.9</td>
<td>43.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Other</td>
<td>81.7</td>
<td>49.6</td>
<td>81.4</td>
<td>49.8</td>
<td>80.3</td>
<td>50.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1.6</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>88.1</td>
<td>63.9</td>
<td>83.2</td>
<td>61.6</td>
<td>83.5</td>
<td>61.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>11.9</td>
<td>36.9</td>
<td>16.8</td>
<td>38.4</td>
<td>16.5</td>
<td>38.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 11

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

<table>
<thead>
<tr>
<th>Percent of faculty holding highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
</tr>
<tr>
<td>Fall 2002</td>
</tr>
<tr>
<td>Fall 2003</td>
</tr>
</tbody>
</table>

### Table 12

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

<table>
<thead>
<tr>
<th>Average Salary</th>
<th>% of Peer Average</th>
<th>Average Compensation</th>
<th>% of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>$48,438</td>
<td>85.6</td>
<td>$61,032</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$61,800</td>
<td>91.6</td>
<td>$76,790</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$64,856</td>
<td>91.9</td>
<td>$79,773</td>
</tr>
</tbody>
</table>
Table 13
What percent of classroom instruction is delivered by tenured/tenure-track faculty?

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>70.3</td>
<td>46.8</td>
<td>49.6</td>
</tr>
<tr>
<td>Upper Division</td>
<td>87.7</td>
<td>89.4</td>
<td>87.7</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>85.8</td>
<td>82.3</td>
<td>84.0</td>
</tr>
<tr>
<td>Overall</td>
<td>79.2</td>
<td>65.4</td>
<td>65.7</td>
</tr>
</tbody>
</table>

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

Table 14
What are our student to faculty ratios?

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>21.2</td>
<td>24.3</td>
<td>25.2</td>
</tr>
<tr>
<td>Undergraduate, upper division</td>
<td>10.2</td>
<td>10.6</td>
<td>11.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.8</td>
<td>3.9</td>
<td>4.4</td>
</tr>
</tbody>
</table>

* FTE Students/FTE Instructional Faculty

Table 15
How large are our classes?
### Table 16

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

<table>
<thead>
<tr>
<th></th>
<th>2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>86.5%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>82.5%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>86.8%</td>
</tr>
</tbody>
</table>

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

### Table 17

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

<table>
<thead>
<tr>
<th></th>
<th>2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>92.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>83.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
Effective and Efficient Use of Resources

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>58.7</td>
<td>65.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>71.3</td>
<td>64.9</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>69.8</td>
<td>70.9</td>
</tr>
</tbody>
</table>

Table 19
What percent of fiscal resources are allocated to administrative costs?

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>7.0</td>
<td>8.4</td>
</tr>
<tr>
<td>2000-01</td>
<td>5.4</td>
<td>7.1</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>9.6</td>
<td>7.3</td>
</tr>
</tbody>
</table>

* National data collection was in transition and comparable data were not available.
### Listing of Accreditations

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMT</td>
<td>North Central Association of Colleges &amp; Schools</td>
</tr>
<tr>
<td>NMT</td>
<td>Attorney General of the United States/ Non-immigrant students</td>
</tr>
<tr>
<td>NMT</td>
<td>attendance</td>
</tr>
<tr>
<td>NMT</td>
<td>US Dept. For Exchange Visitor Program P-I-1282</td>
</tr>
<tr>
<td>NMT</td>
<td>Veteran’s Approval Division of the Office of Military Affairs</td>
</tr>
<tr>
<td>NMT</td>
<td>American Society for Engineering Education</td>
</tr>
<tr>
<td>NMT Grad. School</td>
<td>Western Association of Graduate Schools</td>
</tr>
<tr>
<td>NMT Grad. School</td>
<td>Council for Graduate Schools in the US</td>
</tr>
<tr>
<td>Teacher Certification Program</td>
<td>NM State Board of Education</td>
</tr>
<tr>
<td>Chemistry Program</td>
<td>Committee on Professional Training of the American Chemical Society</td>
</tr>
<tr>
<td>Chemical Engineering Program</td>
<td>Engineering Accred. Comm. Of the Accred. Board for Engineering &amp;</td>
</tr>
<tr>
<td></td>
<td>Technology EAC/ABET</td>
</tr>
<tr>
<td>Electrical Engineering Program</td>
<td>EAC/ABET</td>
</tr>
<tr>
<td>Environmental Engr. Program</td>
<td>EAC/ABET</td>
</tr>
<tr>
<td>Engr. Mechanics Program</td>
<td>EAC/ABET</td>
</tr>
<tr>
<td>Materials Engineering Program</td>
<td>EAC/ABET</td>
</tr>
<tr>
<td>Mineral Engineering Program</td>
<td>EAC/ABET</td>
</tr>
<tr>
<td>Petroleum &amp; Natural Gas Engr. Prog.</td>
<td>EAC/ABET</td>
</tr>
</tbody>
</table>
# Reporting Data for DFA Submittals

**New Mexico Institute of Mining and Technology**

## Common Measures

### Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges. No Benchmarks Available.

<table>
<thead>
<tr>
<th></th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>NA</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>not available</td>
<td>not available</td>
<td>36</td>
</tr>
</tbody>
</table>

### Completion Measure: Percent of Full-Time, First-Time Freshmen Completing Their Program Within Six Years.

<table>
<thead>
<tr>
<th></th>
<th>Fall 95 Thru 96 Thru 97 Thru 98 Thru 99 Thru</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>Sum 01 Sum 02 Sum 03 Sum 04 Sum 05</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>40.4% 41.0% 42.0% 39.0%</td>
</tr>
</tbody>
</table>

Benchmark: CSRDE 6-yr graduation rate data for similar institutions.

### Access Measure: Number of Hispanic and Native American Freshmen in NMT's First-Time Freshman Class.

<table>
<thead>
<tr>
<th></th>
<th>Fall 01 census</th>
<th>Fall 02 census</th>
<th>Fall 03 census</th>
<th>Fall 04 census</th>
<th>Fall 05 census</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>49</td>
<td>72</td>
<td>64</td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark: Percent ACT test takers in New Mexico who are Hispanic or Native American compared to percent of NMT's 1st-Time Freshman Class that is Hispanic or Native American.

### Retention Measure: Percent of Full-Time, First-Time Freshmen Returning for Their Second Fall.

<table>
<thead>
<tr>
<th></th>
<th>Fall 00 to Fall 01</th>
<th>Fall 01 to Fall 02</th>
<th>Fall 02 to Fall 03</th>
<th>Fall 03 to Fall 04</th>
<th>Fall 04 to Fall 05</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>73.0%</td>
<td>74.0%</td>
<td>73.0%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>73.5%</td>
<td>74.0%</td>
<td>73.0%</td>
<td>69.6%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Benchmark: CSRDE retention data for similar institutions.

## Institutional Specific Measures –

### Enrollment in NMT’s Master of Science Teaching Program

<table>
<thead>
<tr>
<th></th>
<th>Sum/Fall/Spr 2000-01</th>
<th>Sum/Fall/Spr 2001-02</th>
<th>Sum/Fall/Spr 2002-03</th>
<th>Sum/Fall/Spr 2003-04</th>
<th>Sum/Fall/Spr 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>21</td>
<td>31</td>
<td>35</td>
<td>41</td>
<td>132</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>46</td>
<td>77</td>
<td>97</td>
<td>105</td>
<td>297</td>
</tr>
</tbody>
</table>

### Enrollment in Distance Education

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td></td>
<td>$55,000,000</td>
<td>$58,000,000</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>$43,638,235</td>
<td>$49,478,610</td>
<td>$71,000,000</td>
<td>$62,000,000</td>
<td></td>
</tr>
</tbody>
</table>

### Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>$43,638,235</td>
<td>$49,478,610</td>
<td>$71,000,000</td>
<td>$62,000,000</td>
<td></td>
</tr>
</tbody>
</table>
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 2004 Overall Main Campus Enrollment by Level

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Unduplicated Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking undergraduate</td>
<td>11,922</td>
<td>749</td>
</tr>
<tr>
<td>Non-degree seeking undergraduate</td>
<td>106</td>
<td>12</td>
</tr>
<tr>
<td>First Professional Graduates</td>
<td>2,737</td>
<td>538</td>
</tr>
<tr>
<td>Non-degree seeking post-baccalaureate</td>
<td>241</td>
<td>64</td>
</tr>
<tr>
<td>Branch students enrolled on Main</td>
<td>663</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td><strong>15,669</strong></td>
<td><strong>1,423</strong></td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td><strong>12,410.9</strong></td>
<td><strong>498.8</strong></td>
</tr>
</tbody>
</table>

Number of program majors at the following degree levels for 2004-05:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>76</td>
</tr>
<tr>
<td>Master’s</td>
<td>51</td>
</tr>
<tr>
<td>Post-Master’s</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>22</td>
</tr>
</tbody>
</table>

2004-2005 total current funds revenue for main campus: $394,008,713

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 40%
Accessible and Affordable University Education

Table 1

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

<table>
<thead>
<tr>
<th></th>
<th>Resident Undergraduate</th>
<th>Percent of Peers*</th>
<th>Non-Resident Undergraduate</th>
<th>Percent of Peers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$2,196</td>
<td>77.0</td>
<td>$7,152</td>
<td>83.7</td>
</tr>
<tr>
<td>1998-99</td>
<td>$2,346</td>
<td>79.4</td>
<td>$7,650</td>
<td>86.2</td>
</tr>
<tr>
<td>1999-00</td>
<td>$2,502</td>
<td>82.7</td>
<td>$8,166</td>
<td>88.1</td>
</tr>
<tr>
<td>2000-01</td>
<td>$2,790</td>
<td>80.0</td>
<td>$9,162</td>
<td>87.0</td>
</tr>
<tr>
<td>2001-02</td>
<td>$3,006</td>
<td>77.5</td>
<td>$10,014</td>
<td>89.0</td>
</tr>
<tr>
<td>2002-03</td>
<td>$3,216</td>
<td>74.2</td>
<td>$10,788</td>
<td>87.5</td>
</tr>
<tr>
<td>2003-04</td>
<td>$3,372</td>
<td>73.6</td>
<td>$11,250</td>
<td>88.1</td>
</tr>
<tr>
<td>2004-05</td>
<td>$3,666</td>
<td>Not available</td>
<td>$12,210</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Context for 2003:

NM Per-Capita Income: $25,541  Relative to peer states average per capita income: 88%

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>1999-00 Percent</th>
<th>2002-03 Percent</th>
<th>2003-04 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (not paid back)</td>
<td>46.9</td>
<td>50.5</td>
<td>47.7</td>
</tr>
<tr>
<td>Work Study (must work to earn)</td>
<td>4.2</td>
<td>2.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Loans (must pay back)</td>
<td>48.8</td>
<td>46.6</td>
<td>49.9</td>
</tr>
</tbody>
</table>

Table 3

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

<table>
<thead>
<tr>
<th></th>
<th>Average Award Paid Per Recipient</th>
<th>Average Total Cost of Attendance Per Recipient</th>
<th>Percent of Students who Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$6,691</td>
<td>$10,800</td>
<td>---</td>
</tr>
<tr>
<td>2002-03</td>
<td>$6,386</td>
<td>$13,337</td>
<td>63.8</td>
</tr>
<tr>
<td>2004-05</td>
<td>$6,947</td>
<td>$13,882</td>
<td>64.3</td>
</tr>
</tbody>
</table>
## Table 4

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrollment</th>
<th>First-Time Freshmen from New Mexico</th>
<th>NM HS Graduates 2003-04 %</th>
<th>NM ACT Takers 2003-04 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td>Fall 1997 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.5</td>
<td>2.9</td>
<td>2.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Black</td>
<td>2.2</td>
<td>2.7</td>
<td>2.7</td>
<td>0.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36.1</td>
<td>41.7</td>
<td>41.6</td>
<td>40.9</td>
</tr>
<tr>
<td>White/Other</td>
<td>53.8</td>
<td>47.3</td>
<td>47.8</td>
<td>51.5</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>4.0</td>
<td>4.0</td>
<td>3.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Number</td>
<td>15,067</td>
<td>16,174</td>
<td>16,428</td>
<td>1,213</td>
</tr>
</tbody>
</table>

High school graduate information not available for 2001-02

## Table 5

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>NM 2-Yr Colleges</td>
<td>301</td>
<td>35.4</td>
<td>348</td>
</tr>
<tr>
<td>Out-of-state 2-Yr Colleges</td>
<td>261</td>
<td>30.6</td>
<td>187</td>
</tr>
<tr>
<td>Subtotal 2-Yr Colleges</td>
<td>562</td>
<td>66.0</td>
<td>535</td>
</tr>
<tr>
<td>NM Public 4-Yr Universities</td>
<td>81</td>
<td>9.5</td>
<td>80</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>209</td>
<td>24.5</td>
<td>134</td>
</tr>
<tr>
<td>Grand Total</td>
<td>852</td>
<td>100.0</td>
<td>749</td>
</tr>
</tbody>
</table>
### Table 6

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Entered in Fall 1997</th>
<th>Entered in Fall 2002</th>
<th>Entered in Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Percent Enrolled in Fall 1998</td>
<td>Cohort</td>
</tr>
<tr>
<td>American Indian</td>
<td>45</td>
<td>60.0</td>
<td>70</td>
</tr>
<tr>
<td>Asian</td>
<td>34</td>
<td>85.3</td>
<td>35</td>
</tr>
<tr>
<td>Black</td>
<td>49</td>
<td>73.5</td>
<td>62</td>
</tr>
<tr>
<td>Hispanic</td>
<td>702</td>
<td>72.6</td>
<td>852</td>
</tr>
<tr>
<td>White/Other</td>
<td>843</td>
<td>72.6</td>
<td>943</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>22</td>
<td>72.7</td>
<td>15</td>
</tr>
<tr>
<td>Unknown</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

### Table 7

**What are our graduation rates?**

<table>
<thead>
<tr>
<th>Race/Ethnicity and Sex</th>
<th>Entered Fall 1991</th>
<th>Entered Fall 1997</th>
<th>Entered Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>% Grad or Still Enrolled After 6 Years*</td>
<td>Cohort N</td>
</tr>
<tr>
<td>American Indian</td>
<td>81</td>
<td>19.7</td>
<td>45</td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>43.8</td>
<td>34</td>
</tr>
<tr>
<td>Black</td>
<td>20</td>
<td>35.0</td>
<td>49</td>
</tr>
<tr>
<td>Hispanic</td>
<td>581</td>
<td>47.0</td>
<td>701</td>
</tr>
<tr>
<td>White/Other</td>
<td>944</td>
<td>51.3</td>
<td>843</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>14</td>
<td>78.6</td>
<td>22</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Men</td>
<td>809</td>
<td>47.3</td>
<td>793</td>
</tr>
<tr>
<td>Women</td>
<td>847</td>
<td>49.1</td>
<td>901</td>
</tr>
<tr>
<td>Overall</td>
<td>1,656</td>
<td>48.2</td>
<td>1,694</td>
</tr>
</tbody>
</table>

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

* Includes Associate degree recipients.
Table 8
What degrees were awarded in 2003-04?

<table>
<thead>
<tr>
<th>Category</th>
<th>Associate</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Post-Masters</th>
<th>Doctors</th>
<th>First-Professional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture-related</td>
<td>119</td>
<td>40</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>164</td>
</tr>
<tr>
<td>Architecture-related</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Business / Public Administration</td>
<td>18</td>
<td>410</td>
<td>79</td>
<td>3</td>
<td></td>
<td></td>
<td>510</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>255</td>
<td>246</td>
<td>3</td>
<td>27</td>
<td></td>
<td>537</td>
</tr>
<tr>
<td>Engineering / Tech / Computer</td>
<td>2</td>
<td>337</td>
<td>119</td>
<td>9</td>
<td></td>
<td></td>
<td>467</td>
</tr>
<tr>
<td>Health Professions (w/o Nursing)</td>
<td>42</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Home Economics</td>
<td>84</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>Humanities/Social Science</td>
<td>23</td>
<td>426</td>
<td>106</td>
<td>12</td>
<td></td>
<td></td>
<td>567</td>
</tr>
<tr>
<td>Law / Protective Services</td>
<td>8</td>
<td>98</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>Nursing</td>
<td>70</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Science and Math</td>
<td>118</td>
<td>48</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td>188</td>
</tr>
<tr>
<td>Social Work</td>
<td>49</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>111</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>2,012</td>
<td>750</td>
<td>3</td>
<td>78</td>
<td></td>
<td>2,900</td>
</tr>
</tbody>
</table>

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 92.7
Percent Continuing Their Education: 17.3

In what fields are they employed?

<table>
<thead>
<tr>
<th>Employment Fields</th>
<th>Private or Self</th>
<th>Education</th>
<th>Government or Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46.1%</td>
<td>22.7%</td>
<td>24.6%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

What percent of alumni are working in New Mexico?

Percent of employed: 39.9%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
Table 10

*How diverse are our faculty and staff?*

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Full-Time Faculty % (N = 664)</th>
<th>Full-Time Staff % (N = 2,289)</th>
<th>Full-Time Faculty % (N = 669)</th>
<th>Full-Time Staff % (N = 2,320)</th>
<th>Full-Time Faculty % (N = 696)</th>
<th>Full-Time Staff % (N = 2,556)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.6</td>
<td>1.2</td>
<td>0.5</td>
<td>1.2</td>
<td>0.7</td>
<td>1.6</td>
</tr>
<tr>
<td>Asian</td>
<td>5.0</td>
<td>1.2</td>
<td>6.6</td>
<td>1.3</td>
<td>5.8</td>
<td>1.4</td>
</tr>
<tr>
<td>Black</td>
<td>0.0</td>
<td>1.0</td>
<td>0.8</td>
<td>1.3</td>
<td>0.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.9</td>
<td>42.4</td>
<td>10.0</td>
<td>43.4</td>
<td>11.1</td>
<td>43.5</td>
</tr>
<tr>
<td>White/Other</td>
<td>85.4</td>
<td>54.0</td>
<td>77.1</td>
<td>51.4</td>
<td>80.8</td>
<td>51.4</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.1</td>
<td>0.3</td>
<td>5.1</td>
<td>1.4</td>
<td>1.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Men</td>
<td>67.5</td>
<td>51.7</td>
<td>63.2</td>
<td>48.6</td>
<td>62.8</td>
<td>46.2</td>
</tr>
<tr>
<td>Women</td>
<td>32.5</td>
<td>48.3</td>
<td>36.8</td>
<td>51.4</td>
<td>37.2</td>
<td>53.8</td>
</tr>
</tbody>
</table>

Table 11

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

<table>
<thead>
<tr>
<th>Percent of faculty holding highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
</tr>
<tr>
<td>Fall 2002</td>
</tr>
<tr>
<td>Fall 2003</td>
</tr>
<tr>
<td>83.0</td>
</tr>
<tr>
<td>84.0</td>
</tr>
<tr>
<td>84.0</td>
</tr>
</tbody>
</table>

Table 12

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

<table>
<thead>
<tr>
<th>Average Salary</th>
<th>% of Peer Average</th>
<th>Average Compensation</th>
<th>% of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>$47,472</td>
<td>87.8</td>
<td>$57,810</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$56,528</td>
<td>86.2</td>
<td>$70,899</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$57,898</td>
<td>86.6</td>
<td>$73,437</td>
</tr>
</tbody>
</table>
## Table 13

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

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>45.0</td>
<td>41.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Upper Division</td>
<td>74.6</td>
<td>66.5</td>
<td>67.8</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>86.5</td>
<td>81.5</td>
<td>82.8</td>
</tr>
<tr>
<td>Overall</td>
<td>58.7</td>
<td>53.1</td>
<td>53.6</td>
</tr>
</tbody>
</table>

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

## Table 14

What are our student to faculty ratios?

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>18.9 to 1</td>
<td>17.3 to 1</td>
<td>16.7 to 1</td>
</tr>
</tbody>
</table>

*FTE Students/FTE Instructional Faculty

## Table 15

How large are our classes?

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999 Average</th>
<th>Fall 2002 Average</th>
<th>Fall 2003 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>24</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Undergraduate, upper division</td>
<td>16</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Graduate</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Academic Quality and a Quality Learning Environment

**Table 16**

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

<table>
<thead>
<tr>
<th></th>
<th>2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied</td>
<td>82.9%</td>
</tr>
<tr>
<td>with Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Satisfied or Very Satisfied</td>
<td>83.1%</td>
</tr>
<tr>
<td>with Student Support</td>
<td></td>
</tr>
<tr>
<td>Satisfied or Very Satisfied</td>
<td>87.8%</td>
</tr>
<tr>
<td>Overall with Institution</td>
<td></td>
</tr>
</tbody>
</table>

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

**Table 17**

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

<table>
<thead>
<tr>
<th></th>
<th>2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied</td>
<td>93.0%</td>
</tr>
<tr>
<td>with Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Satisfied or Very Satisfied</td>
<td>84.2%</td>
</tr>
<tr>
<td>with Student Support</td>
<td></td>
</tr>
<tr>
<td>Satisfied or Very Satisfied</td>
<td>94.3%</td>
</tr>
<tr>
<td>Overall with Institution</td>
<td></td>
</tr>
</tbody>
</table>

*See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)*
Effective and Efficient Use of Resources

**Table 18**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>70.6</td>
<td>65.7</td>
</tr>
<tr>
<td>2000-01</td>
<td>68.1</td>
<td>65.6</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>76.3</td>
<td>71.0</td>
</tr>
</tbody>
</table>

* National data collection was in transition and comparable data were not available.

**Table 19**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>5.6</td>
<td>6.3</td>
</tr>
<tr>
<td>2000-01</td>
<td>5.3</td>
<td>6.2</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>5.5</td>
<td>6.4</td>
</tr>
</tbody>
</table>
# Listing of Accreditations

<table>
<thead>
<tr>
<th>Department / Program</th>
<th>Accreditation Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMSU</td>
<td>North Central Association of Colleges &amp; Secondary Schools</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>International Association of Counseling Services</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>Accreditation Association for Ambulatory Health Care</td>
</tr>
<tr>
<td>Department of Family &amp; Consumer Sciences</td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Department of Agricultural &amp; Extension Education</td>
<td>Commission on Accreditation for Dietetics Education</td>
</tr>
<tr>
<td>Department of Animal &amp; Range Sciences</td>
<td>National Council for the Accreditation Teacher Education</td>
</tr>
<tr>
<td>Department of Chemistry &amp; Biochemistry (B.S. in Chemistry Program)</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>Department of Journalism &amp; Mass Communications</td>
<td>Accrediting Council on Education for Journalism &amp; Mass Communications</td>
</tr>
<tr>
<td>Department of Music</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>Department of Psychology (Graduate Programs in Engineering Psychology)</td>
<td>Human Factors and Ergonomics Society</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>National Association of Schools of Public Affairs &amp; Administration</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>American Assembly of Collegiate Schools of Business (AACSB) – The International Association for Management Education</td>
</tr>
<tr>
<td>Undergraduate Business Program</td>
<td>AACSB – The International Association for Management Education</td>
</tr>
<tr>
<td>Bachelor &amp; Master of Accountancy</td>
<td>AACSB – The International Association for Management Education</td>
</tr>
<tr>
<td>Doctorate in Business Administration</td>
<td>AACSB – The International Association for Management Education</td>
</tr>
<tr>
<td>Athletic Training Education</td>
<td>Committee on Allied Health Education &amp; Accreditation</td>
</tr>
<tr>
<td>Communications Disorders (Masters)</td>
<td>American Speech &amp; Hearing Association</td>
</tr>
<tr>
<td>Counseling &amp; Guidance (School Counseling Track)</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td></td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td></td>
<td>American Psychological Association</td>
</tr>
<tr>
<td></td>
<td>Council for Accreditation of Counseling &amp; Related Educational Programs</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction (Educ. Specialist &amp; Doctoral Programs)</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td></td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Educational Administration (Educ. Specialist &amp; Doctoral Programs)</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td></td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td></td>
<td>University Council for Educational Administration</td>
</tr>
<tr>
<td>Program</td>
<td>Accreditation Body</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td>(M.A. Program)</td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td>National Association for Sports and Physical Education</td>
</tr>
<tr>
<td>Special Education</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td>(Undergraduate &amp; Graduate)</td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Teacher Education Program</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td>(Undergraduate &amp; Graduate)</td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Teaching English as a Second Language</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>ABET – Engineering Accreditation Commission (EAC)</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>ABET – EAC</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>ABET – EAC</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>ABET – EAC</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>ABET – EAC</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Geological Engineering</td>
<td>ABET – EAC</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>ABET – Technology Accreditation Commission (TAC)</td>
</tr>
<tr>
<td>(Undergraduate &amp; Associate)</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>ABET – TAC</td>
</tr>
<tr>
<td>(Undergraduate &amp; Associate)</td>
<td></td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>ABET – TAC</td>
</tr>
<tr>
<td>(Undergraduate &amp; Associate)</td>
<td></td>
</tr>
<tr>
<td>Surveying Engineering</td>
<td>ABET – Related Accreditation Commission</td>
</tr>
<tr>
<td>Health Science</td>
<td>Society of Public Health Education/American Association of Health Education, Baccalaureate Program Approval Committee</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Health Science</td>
<td>Council for Education in Public Health</td>
</tr>
<tr>
<td>(Masters)</td>
<td></td>
</tr>
<tr>
<td>Nursing Program</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td>(Undergraduate &amp; Masters)</td>
<td></td>
</tr>
<tr>
<td>Social Work Program</td>
<td>Council on Social Work Education</td>
</tr>
<tr>
<td>(Undergraduate &amp; Masters)</td>
<td></td>
</tr>
</tbody>
</table>
## New Mexico State University - Main Campus

<table>
<thead>
<tr>
<th>DFA Column Labels</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transfer Measure:</strong> Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.</td>
<td>Sum/Fall/Spr 2000-01</td>
<td>Sum/Fall/Spr 2001-02</td>
<td>Sum/Fall/Spr 2002-03</td>
</tr>
<tr>
<td>Target</td>
<td>NA</td>
<td>974</td>
<td>1,028</td>
</tr>
<tr>
<td>Actual</td>
<td>858</td>
<td>929</td>
<td>872</td>
</tr>
<tr>
<td><strong>Completion Measure:</strong> Percent of full-time, degree-seeking, first-time freshmen completing programs within six years. Benchmark: CSRDE 6-yr graduation rate data for similar institutions.</td>
<td>Fall 95 Thru Sum 01</td>
<td>Fall 96 Thru Sum 02</td>
<td>Fall 97 Thru Sum 03</td>
</tr>
<tr>
<td>Target</td>
<td>43.1%</td>
<td>45.9%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Actual</td>
<td>41.2%</td>
<td>42.10%</td>
<td></td>
</tr>
<tr>
<td><strong>Access Measure:</strong> Number of Native American first-year students enrolled</td>
<td>Fall 01 census</td>
<td>Fall 02 census</td>
<td>Fall 03 census</td>
</tr>
<tr>
<td>Target</td>
<td>75</td>
<td>84</td>
<td>100</td>
</tr>
<tr>
<td>Actual</td>
<td>9.1%</td>
<td>9.3</td>
<td>(NMSU = 6.3%)</td>
</tr>
<tr>
<td><strong>Retention Measure:</strong> Percent of full-time, degree-seeking, first-time freshmen persisting to second year. Benchmark: CSRDE retention data for similar institutions.</td>
<td>Fall 00 to Fall 01</td>
<td>Fall 01 to Fall 02</td>
<td>Fall 02 to Fall 03</td>
</tr>
<tr>
<td>Target</td>
<td>72.0%</td>
<td>70.6%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Actual</td>
<td>71.5%</td>
<td>71.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Specific Measures -- Main Campus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of degree programs offered via distance education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>FY 2001-02</td>
<td>FY 2002-03</td>
<td>FY2003-04</td>
</tr>
<tr>
<td>Actual</td>
<td>6</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Number of NMSU teacher preparation programs available at NM community college sites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>FY 2000-01</td>
<td>FY 2001-02</td>
<td>FY 2002-03</td>
</tr>
<tr>
<td>Actual</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total restricted research, public service expenditures, and student aid expenditures for all NMSU campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>FY 2000-01</td>
<td>FY 2001-02</td>
<td>FY 2002-03</td>
</tr>
<tr>
<td>Actual</td>
<td>$152.2</td>
<td>$165.9</td>
<td>$160.7</td>
</tr>
</tbody>
</table>
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; the 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 2004 Overall Main Campus Enrollment by Level

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Unduplicated Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking undergraduate</td>
<td>17,474</td>
<td>350</td>
<td>18,027</td>
</tr>
<tr>
<td>Non-degree seeking undergraduate</td>
<td>2,132</td>
<td>121</td>
<td>2,247</td>
</tr>
<tr>
<td>First Professional - Medicine</td>
<td>298</td>
<td></td>
<td>298</td>
</tr>
<tr>
<td>First Professional - Law</td>
<td>344</td>
<td></td>
<td>344</td>
</tr>
<tr>
<td>First Professional - PharmD</td>
<td>339</td>
<td></td>
<td>339</td>
</tr>
<tr>
<td>Graduates</td>
<td>4,933</td>
<td>196</td>
<td>5,084</td>
</tr>
<tr>
<td>Branch students enrolled on Main</td>
<td>171</td>
<td>199</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>25,691</td>
<td>866</td>
<td>26,339</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>20,425.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of program majors at the following degree levels for 2004-05:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>92</td>
</tr>
<tr>
<td>Master’s</td>
<td>69</td>
</tr>
<tr>
<td>Post-Master’s</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Certificates</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>38</td>
</tr>
<tr>
<td>First Professional</td>
<td>3</td>
</tr>
</tbody>
</table>

2004-2005 total current funds revenue for main campus: $509,146,431

2003-2004 total state appropriation for main campus as a percent of total main campus operating budget: 25.5%
# Accessible and Affordable University Education

**Table 1**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident Undergraduate</th>
<th>Percent of Peers</th>
<th>Non-Resident Undergraduate</th>
<th>Percent of Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$2,165</td>
<td>71.8</td>
<td>$8,174</td>
<td>86.3</td>
</tr>
<tr>
<td>1998-99</td>
<td>$2,242</td>
<td>71.2</td>
<td>$8,461</td>
<td>85.2</td>
</tr>
<tr>
<td>1999-00</td>
<td>$2,430</td>
<td>75.0</td>
<td>$9,172</td>
<td>87.7</td>
</tr>
<tr>
<td>2000-01</td>
<td>$2,795</td>
<td>81.5</td>
<td>$10,548</td>
<td>96.0</td>
</tr>
<tr>
<td>2001-02</td>
<td>$3,026</td>
<td>82.9</td>
<td>$11,424</td>
<td>97.5</td>
</tr>
<tr>
<td>2002-03</td>
<td>$3,169</td>
<td>78.6</td>
<td>$11,436</td>
<td>89.3</td>
</tr>
<tr>
<td>2003-04</td>
<td>$3,313</td>
<td>70.7</td>
<td>$11,954</td>
<td>84.9</td>
</tr>
<tr>
<td>2004-05</td>
<td>$3,738</td>
<td>Not available</td>
<td>$12,500</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Context for 2003:
- NM Per-Capita Income: $25,541
- Relative to peer states average per capita income: 88.3%

* List of peers in Appendix

**Table 2**

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

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>1999-00 Percent</th>
<th>2002-03 Percent</th>
<th>2003-04 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (not paid back)</td>
<td>38.0</td>
<td>46.8</td>
<td>42.3</td>
</tr>
<tr>
<td>Work Study (must work to earn)</td>
<td>4.1</td>
<td>3.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Loans (must pay back)</td>
<td>57.9</td>
<td>49.7</td>
<td>54.3</td>
</tr>
</tbody>
</table>

**Table 3**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Award Paid Per Recipient</th>
<th>Average Total Cost of Attendance Per Recipient</th>
<th>Percent of Students who Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$7,858</td>
<td>$12,242</td>
<td>53.5</td>
</tr>
<tr>
<td>2002-03</td>
<td>$8,432</td>
<td>$13,766</td>
<td>64.8</td>
</tr>
<tr>
<td>2003-04</td>
<td>$8,130</td>
<td>$14,097</td>
<td>63.3</td>
</tr>
</tbody>
</table>
### Table 4

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrollment</th>
<th>First-Time Freshmen from New Mexico</th>
<th>NM HS Graduates 2003-04</th>
<th>NM ACT Takers 2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td>Fall 1997 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>4.7</td>
<td>5.6</td>
<td>5.8</td>
<td>5.9</td>
</tr>
<tr>
<td>Asian</td>
<td>3.0</td>
<td>3.4</td>
<td>3.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Black</td>
<td>2.4</td>
<td>2.4</td>
<td>2.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24.4</td>
<td>29.5</td>
<td>29.8</td>
<td>36.3</td>
</tr>
<tr>
<td>White/Other</td>
<td>60.2</td>
<td>50.0</td>
<td>48.8</td>
<td>52.2</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>2.6</td>
<td>3.6</td>
<td>3.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.8</td>
<td>5.5</td>
<td>6.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Total Number</td>
<td>24,063</td>
<td>25,793</td>
<td>26,339</td>
<td>1,695</td>
</tr>
</tbody>
</table>

### Table 5

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>NM 2-Yr Colleges and Branches</td>
<td>583</td>
<td>39.0</td>
<td>714</td>
</tr>
<tr>
<td>Out-of-state 2-Yr Colleges</td>
<td>191</td>
<td>12.8</td>
<td>141</td>
</tr>
<tr>
<td>Subtotal 2-Yr Colleges</td>
<td>774</td>
<td>51.8</td>
<td>855</td>
</tr>
<tr>
<td>NM Public 4-Yr Universities</td>
<td>154</td>
<td>10.3</td>
<td>137</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>566</td>
<td>37.9</td>
<td>374</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,494</td>
<td>100.0</td>
<td>1,366</td>
</tr>
</tbody>
</table>
### Table 6

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Entered in Fall 1997</th>
<th>Entered in Fall 2002</th>
<th>Entered in Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>Percent Enrolled in Fall 1998</td>
<td>Cohort N</td>
</tr>
<tr>
<td>American Indian</td>
<td>118</td>
<td>56.8</td>
<td>135</td>
</tr>
<tr>
<td>Asian</td>
<td>74</td>
<td>83.8</td>
<td>96</td>
</tr>
<tr>
<td>Black</td>
<td>43</td>
<td>67.4</td>
<td>76</td>
</tr>
<tr>
<td>Hispanic</td>
<td>691</td>
<td>71.3</td>
<td>955</td>
</tr>
<tr>
<td>White/Other</td>
<td>1,158</td>
<td>72.3</td>
<td>1,351</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>8</td>
<td>87.5</td>
<td>22</td>
</tr>
<tr>
<td>Unknown</td>
<td>21</td>
<td>66.7</td>
<td>125</td>
</tr>
<tr>
<td>Men</td>
<td>959</td>
<td>69.4</td>
<td>1,192</td>
</tr>
<tr>
<td>Women</td>
<td>1,154</td>
<td>73.1</td>
<td>1,568</td>
</tr>
<tr>
<td>Overall</td>
<td>2,113</td>
<td>71.4</td>
<td>2,760</td>
</tr>
</tbody>
</table>

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

### Table 7

**What are our graduation rates?**

<table>
<thead>
<tr>
<th>Race/Ethnicity and Sex</th>
<th>Entered Fall 1991</th>
<th>Entered Fall 1997</th>
<th>Entered Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>% Grad or Still Enrolled After 6 Years*</td>
<td>Cohort N</td>
</tr>
<tr>
<td>American Indian</td>
<td>79</td>
<td>27.8</td>
<td>118</td>
</tr>
<tr>
<td>Asian</td>
<td>39</td>
<td>64.1</td>
<td>74</td>
</tr>
<tr>
<td>Black</td>
<td>34</td>
<td>44.1</td>
<td>43</td>
</tr>
<tr>
<td>Hispanic</td>
<td>573</td>
<td>48.2</td>
<td>691</td>
</tr>
<tr>
<td>White/Other</td>
<td>954</td>
<td>53.2</td>
<td>1,158</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>19</td>
<td>68.4</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>66.7</td>
<td>21</td>
</tr>
<tr>
<td>Men</td>
<td>795</td>
<td>44.7</td>
<td>959</td>
</tr>
<tr>
<td>Women</td>
<td>906</td>
<td>56.0</td>
<td>1,154</td>
</tr>
<tr>
<td>Overall</td>
<td>1,701</td>
<td>50.6</td>
<td>2,113</td>
</tr>
</tbody>
</table>

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

* Includes Associate degree recipients.
### Table 8

**What degrees were awarded in 2003-04?**

<table>
<thead>
<tr>
<th>Field</th>
<th>Associate</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Post-Masters</th>
<th>Doctors</th>
<th>First-Professional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture-related</td>
<td>31</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Business / Public Administration</td>
<td>524</td>
<td>255</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>781</td>
</tr>
<tr>
<td>Education</td>
<td>383</td>
<td>343</td>
<td>14</td>
<td>45</td>
<td></td>
<td></td>
<td>785</td>
</tr>
<tr>
<td>Engineering / Tech / Computer</td>
<td>211</td>
<td>136</td>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td>379</td>
</tr>
<tr>
<td>Health Professions (w/o Nursing)</td>
<td>10</td>
<td>86</td>
<td>76</td>
<td>11</td>
<td>152</td>
<td></td>
<td>335</td>
</tr>
<tr>
<td>Home Economics</td>
<td>52</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>Humanities/Social Science</td>
<td>1,290</td>
<td>146</td>
<td></td>
<td>72</td>
<td></td>
<td></td>
<td>1,508</td>
</tr>
<tr>
<td>Law / Protective Services</td>
<td>89</td>
<td></td>
<td></td>
<td>91</td>
<td></td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>Nursing</td>
<td>112</td>
<td>29</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>143</td>
</tr>
<tr>
<td>Science and Math</td>
<td>251</td>
<td>50</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
<td>336</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>3,029</td>
<td>1,090</td>
<td>18</td>
<td>195</td>
<td>243</td>
<td>4,585</td>
</tr>
</tbody>
</table>

### Table 9

**What are our alumni doing?**

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

Percent Continuing Their Education: 19.3%

#### In what fields are they employed?

<table>
<thead>
<tr>
<th>Employment Fields</th>
<th>Private or Self</th>
<th>Education</th>
<th>Government or Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45.0%</td>
<td>31.4%</td>
<td>16.5%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

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

Percent of employed: 66.1%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
### Academic Quality and a Quality Learning Environment

#### Table 10

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Fall 1997</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Fall 2002</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Fall 2003</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Faculty % (N = 1,375)</td>
<td>Full-Time Staff % (N = 4,544)</td>
<td>Full-Time Faculty % (N = 1,462)</td>
<td>Full-Time Staff % (N = 4,315)</td>
<td>Full-Time Faculty % (N = 1,488)</td>
<td>Full-Time Staff % (N = 4,442)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1.6</td>
<td>3.5</td>
<td>2.1</td>
<td>4.6</td>
<td>2.3</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>4.1</td>
<td>1.5</td>
<td>5.7</td>
<td>1.8</td>
<td>6.0</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0.8</td>
<td>2.4</td>
<td>1.4</td>
<td>2.3</td>
<td>1.5</td>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.8</td>
<td>31.9</td>
<td>8.8</td>
<td>33.2</td>
<td>8.9</td>
<td>33.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Other</td>
<td>81.0</td>
<td>58.8</td>
<td>78.2</td>
<td>56.2</td>
<td>77.5</td>
<td>55.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>2.6</td>
<td>0.7</td>
<td>2.9</td>
<td>0.5</td>
<td>2.8</td>
<td>0.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1.1</td>
<td>1.1</td>
<td>0.9</td>
<td>1.5</td>
<td>1.1</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>63.9</td>
<td>39.2</td>
<td>60.3</td>
<td>37.2</td>
<td>59.7</td>
<td>37.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>36.1</td>
<td>60.8</td>
<td>39.7</td>
<td>62.8</td>
<td>40.3</td>
<td>63.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 11

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

<table>
<thead>
<tr>
<th></th>
<th>Percent of faculty holding highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>87.1</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>86.7</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>85.6</td>
</tr>
</tbody>
</table>

#### Table 12

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

<table>
<thead>
<tr>
<th></th>
<th>Average Salary</th>
<th>% of Peer Average</th>
<th>Average Compensation</th>
<th>% of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>$53,736</td>
<td>90.2</td>
<td>$64,421</td>
<td>88.0</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$65,313</td>
<td>90.9</td>
<td>$78,491</td>
<td>87.9</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$68,090</td>
<td>92.1</td>
<td>$82,351</td>
<td>89.1</td>
</tr>
</tbody>
</table>
### Academic Quality and a Quality Learning Environment

**Table 13**
*What percent of classroom instruction is delivered by tenured/tenure-track faculty?*

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>33.4</td>
<td>28.3</td>
<td>27.1</td>
</tr>
<tr>
<td>Upper Division</td>
<td>65.4</td>
<td>56.6</td>
<td>54.8</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>82.7</td>
<td>74.3</td>
<td>73.1</td>
</tr>
<tr>
<td>Overall</td>
<td>52.6</td>
<td>43.3</td>
<td>41.9</td>
</tr>
</tbody>
</table>

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

**Table 14**
*What are our student to faculty ratios?*

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>18.8 to 1</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>18.8 to 1</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>19.1 to 1</td>
</tr>
</tbody>
</table>

* FTE Students/FTE Instructional Faculty

**Table 15**
*How large are our classes?*

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 1999 Average</th>
<th>Fall 2002 Average</th>
<th>Fall 2003 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>39</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Undergraduate, upper division</td>
<td>22</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Graduate</td>
<td>11</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>
## Academic Quality and a Quality Learning Environment

### Table 16

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

<table>
<thead>
<tr>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>77.6%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>70.2%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

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

### Table 17

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

<table>
<thead>
<tr>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>80.2%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>67.1%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>82.5%</td>
</tr>
</tbody>
</table>

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
Effective and Efficient Use of Resources

**Table 18**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>76.1</td>
<td>64.5</td>
</tr>
<tr>
<td>2000-01</td>
<td>79.5</td>
<td>64.3</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>76.7</td>
<td>70.6</td>
</tr>
</tbody>
</table>

* National data collection was in transition and comparable data were not available.

**Table 19**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>5.1</td>
<td>6.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>4.9</td>
<td>6.4</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>4.5</td>
<td>6.6</td>
</tr>
</tbody>
</table>
## Listing of Accreditations

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Accrediting Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, undergraduate &amp; graduate programs</td>
<td>American Assembly of Collegiate Schools of Business</td>
</tr>
<tr>
<td>Masters in Public Administration</td>
<td>National Association of Schools of Public Affairs &amp; Admin.</td>
</tr>
<tr>
<td>Master of Architecture</td>
<td>National Architectural Accrediting Board</td>
</tr>
<tr>
<td>Master of Community &amp; Regional Planning</td>
<td>Planning Accreditation Board</td>
</tr>
<tr>
<td>Master of Landscape Architecture</td>
<td>Landscape Architectural Accreditation Board</td>
</tr>
<tr>
<td>Undergraduate Program</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>Ph.D. Clinical Psychology</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>Speech/Language Pathology, M.S. &amp; Audiology, M.S.</td>
<td>American Speech Language Hearing Association</td>
</tr>
<tr>
<td>M.A. and Ph.D. Counselor Education</td>
<td>Council for the Accreditation of Counseling &amp; Related Education Programs</td>
</tr>
<tr>
<td>B.A., M.A., &amp; Ph.D. All programs for preparation of teachers, school administrators, and guidance counselors</td>
<td>National Council for Accreditation of Teacher Education and the New Mexico State Board of Education</td>
</tr>
<tr>
<td>B.S. Athletic Training Program</td>
<td>Commission on Acc. Of Allied Health Educ. Programs</td>
</tr>
<tr>
<td>B.S. in Nutrition, Nutrition/Dietetics Program. Post B.S. in Dietetics</td>
<td>Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association</td>
</tr>
<tr>
<td>M.A., Ed.S. and Ed.D. All programs in Educational Administration and Leadership</td>
<td>University Council for Educational Administration</td>
</tr>
<tr>
<td>B.S. Chemical Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Nuclear Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Civil Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Construction Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Electrical Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Computer Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Mechanical Engineering</td>
<td>EAC / ABET</td>
</tr>
<tr>
<td>B.S. Computer Science</td>
<td>Computer Science Accreditation Comm. Of the Computing Sciences Accreditation Board</td>
</tr>
<tr>
<td>B.S. Construction Management</td>
<td>American Council for Construction Education</td>
</tr>
<tr>
<td>B.M., B.A., B.M.E. &amp; M.M. Music</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>B.A., B.F.A. &amp; M.A. Theatre</td>
<td>National Association of Schools of Theatre</td>
</tr>
<tr>
<td>B.A. and M.A. Dance</td>
<td>National Association of Schools of Dance</td>
</tr>
<tr>
<td>Nursing</td>
<td>National League of Nursing</td>
</tr>
<tr>
<td></td>
<td>Approval by the NM Board of Nursing.</td>
</tr>
<tr>
<td>Degree</td>
<td>Accreditation Body</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>M.S.N. with a certificate in Nurse Midwifery</td>
<td>American College of Nurse-Midwives, Division of Accreditation</td>
</tr>
<tr>
<td>B.S. &amp; Pharm.D., Pharmacy</td>
<td>American Council on Pharmaceutical Education</td>
</tr>
<tr>
<td>M.D. Medicine Undergraduate Medical Education Curriculum</td>
<td>Liaison Committee on Medical Education Representing the Association of American Medical Colleges &amp; the American Medical Association</td>
</tr>
<tr>
<td>&quot;Part of a B.S. degree program &amp; also a cert. Program.” Paramedic Course.</td>
<td>Comm. For Accreditation Of Health Education Programs, Joint Review Committee</td>
</tr>
<tr>
<td>Masters in Public Health in Community Health &amp; Preventive Medicine, through Biomedical Sciences Graduate Program</td>
<td>Council on Education for Public Health</td>
</tr>
<tr>
<td>B.S. Occupational Therapy Program</td>
<td>Accreditation Council for Occupational Therapy Education</td>
</tr>
<tr>
<td>B.S. Physical Therapy Program</td>
<td>Commission on Accreditation. In Physical Therapy Education</td>
</tr>
<tr>
<td>B.S. or cert. For those with a B.S. Degree, Med. Laboratory Sciences</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>B.S. Dental Hygiene</td>
<td>Commission on Dental Accreditation</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Commission on Dental Accreditation</td>
</tr>
<tr>
<td>Law</td>
<td>American Bar Assoc. and Association of American Law Schools</td>
</tr>
</tbody>
</table>
# Reporting Data for DFA Submittals

**University of New Mexico - Main Campus**

<table>
<thead>
<tr>
<th>Common Measures</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer Measure: Number of Undergraduate Transfer Students From Two-Year Colleges</strong></td>
<td>Sum/Fall/Spr 2000-01</td>
<td>Sum/Fall/Spr 2001-02</td>
<td>Sum/Fall/Spr 2002-03</td>
</tr>
<tr>
<td>Target</td>
<td>1,358</td>
<td>1,416</td>
<td>1,516</td>
</tr>
<tr>
<td>Actual</td>
<td>1,560</td>
<td>1,590</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years</strong></th>
<th>Fall 95 Thru Sum 01</th>
<th>Fall 96 Thru Sum 02</th>
<th>Fall 97 Thru Sum 03</th>
<th>Fall 98 Thru Sum 04</th>
<th>Fall 99 Thru Sum 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>41.0%</td>
<td>42.5%</td>
<td>40.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>45.2%</td>
<td>45.8%</td>
<td>42.5%</td>
<td>40.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Access Measure: Increase Number of First-Year, Native American Students from New Mexico Enrolled</strong></th>
<th>Fall 01 census</th>
<th>Fall 02 census</th>
<th>Fall 03 census</th>
<th>Fall 04 census</th>
<th>Fall 05 census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>85</td>
<td>101</td>
<td>135</td>
<td>162</td>
<td>184</td>
</tr>
<tr>
<td>Actual</td>
<td>249</td>
<td>249</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Retention Measure: Percent of Full-Time, First-Time Freshmen Who Re-enroll the Following Fall Semester</strong></th>
<th>Fall 00 to Fall 01</th>
<th>Fall 01 to Fall 02</th>
<th>Fall 02 to Fall 03</th>
<th>Fall 03 to Fall 04</th>
<th>Fall 04 to Fall 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>73.3%</td>
<td>76.3%</td>
<td>76.2%</td>
<td>75.2%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Actual</td>
<td>74.8%</td>
<td>74.8%</td>
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<td></td>
<td></td>
</tr>
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</table>

### Institutional Specific Measures -- Main Campus

<table>
<thead>
<tr>
<th>Number of Degrees Awarded Utilizing Extended University Courses</th>
<th>Sum/Fall/Spr 2000-01</th>
<th>Sum/Fall/Spr 2001-02</th>
<th>Sum/Fall/Spr 2002-03</th>
<th>Sum/Fall/Spr 2003-04</th>
<th>Sum/Fall/Spr 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>119</td>
<td>125</td>
<td>150</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>145</td>
<td>145</td>
<td>212</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Post-baccalaureate Degrees Awarded: Main Campus</th>
<th>Sum/Fall/Spr 2000-01</th>
<th>Sum/Fall/Spr 2001-02</th>
<th>Sum/Fall/Spr 2002-03</th>
<th>Sum/Fall/Spr 2003-04</th>
<th>Sum/Fall/Spr 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>1,276</td>
<td>1,250</td>
<td>1,296</td>
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<td></td>
</tr>
<tr>
<td>Actual</td>
<td>1,256</td>
<td>1,250</td>
<td>1,296</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>$110.0</td>
<td>$112.2</td>
<td>$114.4</td>
<td></td>
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<tr>
<td>Actual</td>
<td>$118.8</td>
<td>$100.8</td>
<td>$96.6</td>
<td>$103.3</td>
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</tbody>
</table>
Institutional Profile of University of New Mexico - Health Sciences Center

Mission: The mission of the University of New Mexico’s Health Sciences Center is to provide added value to health care through leadership in: providing innovative, collaborative education; advancing frontiers of science through research critical to the future of health care; delivering health care services that are at the forefront of science; and facilitating partnerships with public and private biomedical and health enterprises.

Number of Degrees Awarded Utilizing Extended University Courses

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</thead>
<tbody>
<tr>
<td>UNM-HSC</td>
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<tr>
<td>Actual</td>
<td>7</td>
<td>16</td>
<td>9</td>
<td>23</td>
<td>45</td>
<td>26</td>
<td>20</td>
<td>24</td>
<td>18</td>
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</tbody>
</table>

Providing access to courses has been important to UNM for many years. With the advent of the Extended University (EU) four years ago, this became a priority, with the emphasis now on providing the necessary course work for students to be able to complete the last two years for an undergraduate degree of most of the necessary course work for a masters degree. The UNM definition of “degrees granted utilizing Extended University Courses” covers some graduates of the College of Nursing. Based on the UNM definition, EU graduates are not expected to increase significantly in the coming years.
Number of Post-baccalaureate Degrees Awarded

Academic Years Include Summer, Fall, and Spring Semesters

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<tr>
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<td>275</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
</tr>
<tr>
<td>UNM-HSC Actual</td>
<td>232</td>
<td>270</td>
<td>238</td>
<td>249</td>
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</tbody>
</table>

Providing a highly trained workforce for New Mexico is one of the primary missions of the University. In particular, the Health Sciences Center (HSC) is the only provider of many unique professional programs in New Mexico (e.g., Medicine and Pharmacy). Note that both Main Campus and HSC programs depend on units across the university. Because of class size limits in most HSC post-baccalaureate programs, increasing the number of degrees depends on additional funding for the programs.
Increase External Research and Public Service Expenditures

Academic Years Include Summer, Fall, and Spring Semesters (values are in Millions)

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<td></td>
<td></td>
<td>$212.0</td>
<td>$236.0</td>
<td>$240.7</td>
<td>$245.5</td>
<td>$250.4</td>
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<td>$ 87.1</td>
<td>$ 94.4</td>
<td>$101.5</td>
<td>$110.8</td>
<td>$133.1</td>
<td>$143.5</td>
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<td>$209.7</td>
<td>$225.9</td>
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</table>

Bringing external dollars into New Mexico is one way that UNM contributes to economic development and to help support the research and public service mission of the University. Expenditures are tracked separately for Main Campus and the Health Sciences Center (HSC), even though many research and public service projects are joint, interdisciplinary projects across both divisions of the university. The graph above shows the HSC expenditures. The University’s goal (Main Campus and HSC) is to increase our target by 2% per year for the next five years.
Pass Rates on National USMLE Step 3 Board Exam - First Attempt

<table>
<thead>
<tr>
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<tr>
<td>Target</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Actual</td>
<td>98</td>
<td>94</td>
<td>94</td>
<td>97</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.

The graph above shows that the HSC SOM’s high quality medical education has produced students that have surpassed the national average on its national exam test for the past several years. The target is the average SOM pass rate over previous four class years.
Percent Medical Students Who Secured One of Their Top Three Choices in the Residency Program

The graph above shows that a high percentage of HSC School of Medicine medical students secured one of their top three choices in a residency program, but an important aspect is that 100% of the SOM’s graduates make it into a residency program - illustrating the SOM’s high quality medical education. The target is the average of the last four years of actual data, rolling the average forward. Note that the actual data is influenced by the students’ agreement to self-report because it is not mandatory.
Medical Student Satisfaction Rates on National Standardized Survey

<table>
<thead>
<tr>
<th>Calendar Years</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM-HSC Target</td>
<td>87.1</td>
<td>87.1</td>
<td>87.1</td>
<td>87.1</td>
<td>87.1</td>
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<td>87.1</td>
<td>87.1</td>
<td>87.1</td>
<td>87.1</td>
</tr>
<tr>
<td>Actual</td>
<td>78.3</td>
<td>82.5</td>
<td>86.4</td>
<td>83.7</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
</tr>
</tbody>
</table>

* Benchmark is overall satisfaction ratings of all AAMC schools participating in graduation questionnaire.

The graph above shows that the SOM’s medical students’ overall satisfaction with the quality of their medical education at the HSC SOM is close to what is experienced nationally. The target is the benchmark level of the latest available reported year. Note that the actual data is influenced by the students’ agreement to self-report because it is not mandatory.
Total Number of UNM Hospital Clinic Visits

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM-HSC</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>332,606</td>
<td>335,805</td>
<td>334,195</td>
<td>334,843</td>
<td>344,999</td>
<td></td>
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</tbody>
</table>

The graph above shows a steady increase in the Hospital’s patient base to its clinics with an upturn expected in the near future. The Hospital’s target represents budgeted clinic visits.
The graph above shows an overall downturn in the number of Hospital patient discharges over recent history. The trend is expected to turn around after the Hospital expands its capacity in its pediatrics and women’s inpatient services from its West Wing Expansion project.
Percent Human Poisoning Exposures Treated Safely at Home After Poison & Drug Information Center (PDIC) Contact

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM-HSC Target</td>
<td>67%</td>
<td>67%</td>
<td>70%</td>
<td>73%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>UNM-HSC Actual</td>
<td>66%</td>
<td>63%</td>
<td>64%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
</tr>
</tbody>
</table>

The graph above shows that the COP PDIC has made progress relative to the successful treatment of poisoning exposures at home after patients have called. The target is to reach the national benchmark in five years. The measure is calculated by dividing the number of human exposures calls. The number of human exposures treated at home was 15,177 in FY 2004, and 13,771 in FY 2000. In FY 2003, the total number of calls received by the center was 40,510, up 2,733 from FY 2001.

* Benchmark is the aggregate value for all national poison centers.
UNM Hospital Inpatient Readmission Rate

<table>
<thead>
<tr>
<th>Calendar Years</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
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<td>12.0</td>
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<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
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<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Actual</td>
<td>12.7</td>
<td>10.5</td>
<td>11.4</td>
<td>10.7</td>
<td>10.5</td>
<td>10.0</td>
<td></td>
<td></td>
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</tbody>
</table>

* Benchmark is the 50th Percentile of all UHC hospital readmission rates and is weighted average of the two most recent quarters of data.

The graph above shows that the Hospital has consistently made improvements in its inpatient readmission rates over time. The Hospital’s target is the 25th percentile of the UHC Clinical Data Base. The target is to be at least below 12%, while peers are around 14%.
The graph above shows that while the Hospital is under its desired level of patient satisfaction, it is still early in the tracking process since converting to working with a national survey company with a national database. Since subscribing to Press-Ganey, the reporting periods for the survey have changed periodically prior to a standardized survey period that began with the March 1, 2004 to June 30, 2004 survey period. The target represents a previous satisfaction high point (78.1) for the Hospital with a 1.0 percentage point annual increase for the years 2006-2009. This target is an internal working number that can change at any time. The hospital’s overall inpatient satisfaction mean score of 76.1 (n=365) places it in the 5th percentile ranking among the UHC Comparison Group hospitals (n=20). The benchmark represents the 50th percentile of the UHC Comparison Group hospitals.

* Benchmark is the 20-member UHC Comparison Group mean score.
### Number of UNM Patients Participating in Cancer Research & Treatment Center (CRTC) Cancer Clinical Trials

#### Years

<table>
<thead>
<tr>
<th></th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>CY03</th>
<th>CY04</th>
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<th>CY06</th>
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<th>CY08</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>210</td>
<td>215</td>
<td>220</td>
<td>220</td>
<td>220</td>
<td>210</td>
<td>215</td>
<td>220</td>
<td>220</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>Actual</td>
<td>79</td>
<td>98</td>
<td>116</td>
<td>125</td>
<td>155</td>
<td>171</td>
<td></td>
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</table>

In the graph above, the UNM CRTC has experienced steady growth in cancer clinical trials and expects the trend to continue through its completion of the National Cancer Institute designation within the next year or so. Note that the data reporting time frames changed to calendar years beginning with CY 2003 as required by National Cancer Institute (NCI). The data for CRTC’s CY 2003 represents totals through May 2004. In FY 2002, the CRTC reported all trials of 210 instead of only therapeutic trials and normalized the data at 155 therapeutic trials as a best estimate for the year. In 2003, the CRTC changed back to reporting only therapeutic trials as required by the NCI.
Pass Rates on NCLEX Test by College of Nursing BSN Students

<table>
<thead>
<tr>
<th>Calendar Years</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tr>
<td>Target</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Actual</td>
<td>89.0</td>
<td>93.0</td>
<td>94.0</td>
<td>90.3</td>
<td>90.6</td>
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</table>

* Benchmark is the national rate for the BSN students taking the NCLEX test.

The graph above shows that the HSC College of Nursing’s students have consistently scored above the national average for all BSN students taking the standardized NCLEX test showing high quality graduates and teaching in the CON.
Total Number of HSC Technology Commercialization Activities

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Actual</td>
<td>33</td>
<td>38</td>
<td>33</td>
<td>38</td>
<td>93</td>
<td>102</td>
<td>106</td>
<td>110</td>
<td>112</td>
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</tbody>
</table>

The graph above shows that the HSC’s increased emphasis on licensing and related activities caused a large jump in 2004 with the enhanced partnership with the Science & Technology Corporation (STC) at UNM. Levels of awareness among the faculty and administration will help to support the HSC technology commercialization activities over the near future. The targets have been developed in consultation with STC.

* Benchmark is the average (67) of the total commercialization activity levels among the 4-member group of UNM peer institutions (1) with health sciences components separately reporting in the Association of University Technology Managers FY 2002 Licensing Survey and (2) research expenditures under $120 million.
### Reporting Data for Accountability in Government Act
#### University of New Mexico - HSC Only

<table>
<thead>
<tr>
<th>Measures</th>
<th>Trend Data</th>
<th>DFA Column Labels</th>
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<tr>
<td></td>
<td>FY 05</td>
<td>FY 06</td>
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<tr>
<td><strong>Institutional Specific Measures -- HSC Only (Main Campus reports same measures)</strong></td>
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<td></td>
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<tr>
<td>(HSC Measure A-1) Number of Degrees Awarded Utilizing Extended University Courses</td>
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<tr>
<td></td>
<td>Sum/Fall/Spr</td>
<td>Sum/Fall/Spr</td>
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<td>Target</td>
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<tr>
<td>Actual</td>
<td>26</td>
<td>20</td>
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<tr>
<td>(HSC Measure A-2) Number of Post-baccalaureate Degrees Awarded: HSC</td>
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<tr>
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<td>Sum/Fall/Spr</td>
<td>Sum/Fall/Spr</td>
</tr>
<tr>
<td>Target</td>
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<tr>
<td>Actual</td>
<td>232</td>
<td>270</td>
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<td>(HSC Measure A-3) Increase External Research and Public Service Expenditures: HSC</td>
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</tr>
<tr>
<td>Target</td>
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<tr>
<td>Actual</td>
<td>$143.5M</td>
<td>$172.5M</td>
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<td><strong>Institutional SOM Specific Measures -- HSC Only (Specific to HSC and not Main Campus)</strong></td>
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<td></td>
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<tr>
<td>(SOM Measure B-1) Pass Rates on National USMLE Step 3 Board Exam – First Attempt</td>
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<tr>
<td></td>
<td>Class Year</td>
<td>Class Year</td>
</tr>
<tr>
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<td>1999</td>
<td>2000</td>
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<td>Target</td>
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<tr>
<td>Actual</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.</td>
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<tr>
<td></td>
<td>95</td>
<td>95</td>
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<tr>
<td>(SOM Measure B-2) Percent Medical Students Who Secured One of Their Top Three Choices in the Residency Program</td>
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<td>Target</td>
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<tr>
<td>Actual</td>
<td>83</td>
<td>85</td>
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<tr>
<td>(SOM Measure B-3) Medical Student Satisfaction Rates on National Standardized Survey</td>
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<td>Target</td>
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<tr>
<td>Actual</td>
<td>86.4</td>
<td>83.7</td>
</tr>
<tr>
<td>Benchmark: Overall satisfaction ratings of all AAMC schools participating in graduation questionnaire.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87.3</td>
<td>87.2</td>
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</table>
# Reporting Data for Accountability in Government Act
## University of New Mexico - HSC Only

<table>
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<th>Trend Data</th>
<th>DFA Column Labels</th>
</tr>
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<tr>
<td></td>
<td>FY 05</td>
<td>FY 06</td>
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<tr>
<td><strong>Institutional HSC Specific Measures -- HSC Only (Specific to HSC and not Main Campus)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(HSC Measure C-1)</td>
<td>Total Number of UNM Hospital Clinic Visits</td>
<td>FY 2000-01</td>
</tr>
<tr>
<td>Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>335,805</td>
<td>334,195</td>
</tr>
<tr>
<td>(HSC Measure C-2)</td>
<td>Total Number of UNM Hospital Inpatient Discharges</td>
<td>FY 2000-01</td>
</tr>
<tr>
<td>Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>22,238</td>
<td>22,666</td>
</tr>
<tr>
<td>(HSC Measure C-3)</td>
<td>Percent Human Poisoning Exposures Treated Safely at Home After PDIC Contact</td>
<td>FY 2000-01</td>
</tr>
<tr>
<td>Target</td>
<td>67.0%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Actual</td>
<td>63.0%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Benchmark: Aggregate value for all national poison centers.</td>
<td>74.5%</td>
<td>74.2%</td>
</tr>
<tr>
<td>(HSC Measure C-4)</td>
<td>UNM Hospital Inpatient Readmission Rate</td>
<td>CY 2001</td>
</tr>
<tr>
<td>Target</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Actual</td>
<td>11.4</td>
<td>10.7</td>
</tr>
<tr>
<td>Benchmark: 50th Percentile of all UHC hospital readmission rates and is a weighted average of the two most recent quarters of data.</td>
<td>14.7</td>
<td>14.5</td>
</tr>
<tr>
<td>(HSC Measure C-5)</td>
<td>UNM Hospital Inpatient Satisfaction Rate</td>
<td>3-1-03 to 5-31-03</td>
</tr>
<tr>
<td>Target</td>
<td>n/a</td>
<td>78.1</td>
</tr>
<tr>
<td>Actual</td>
<td>76.8</td>
<td>76.1</td>
</tr>
<tr>
<td>Benchmark: 20-member UHC Comparison Group mean score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(HSC Measure C-6)</td>
<td>Number of UNM Patients Participating in CRTC Cancer Clinical Trials</td>
<td>FY 2000-01</td>
</tr>
<tr>
<td>Target</td>
<td>210</td>
<td>215</td>
</tr>
<tr>
<td>Actual</td>
<td>125</td>
<td>155</td>
</tr>
<tr>
<td>Target</td>
<td>90.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Actual</td>
<td>85.9</td>
<td>86.7</td>
</tr>
<tr>
<td>Benchmark: National rate for the BSN students taking the NCLEX test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>n/a</td>
<td>95</td>
</tr>
<tr>
<td>Actual</td>
<td>38</td>
<td>33</td>
</tr>
</tbody>
</table>

**Benchmark:** Average (67) of the total commercialization activity levels among the 4-member group of UNM peer institutions (1) with health sciences components separately reporting in the Association of University Technology Managers FY 2002 Licensing Survey and (2) research expenditures under $120 million.
Institutional Profile of 
Eastern New Mexico University

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

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

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

Fall 2004 Overall Main Campus Enrollment by Level

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Unduplicated Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking undergraduate</td>
<td>2,873</td>
<td>272</td>
<td>3,012</td>
</tr>
<tr>
<td>Non-degree seeking undergraduate</td>
<td>219</td>
<td>7</td>
<td>226</td>
</tr>
<tr>
<td>First Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>541</td>
<td>242</td>
<td>721</td>
</tr>
<tr>
<td>Branch students enrolled on Main</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>3,633</td>
<td>521</td>
<td>3,959</td>
</tr>
<tr>
<td>Total FTE</td>
<td>2,910.0</td>
<td>188.0</td>
<td>3,098.8</td>
</tr>
</tbody>
</table>

Number of program majors at the following degree levels for 2004-05:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>48</td>
</tr>
<tr>
<td>Master’s</td>
<td>14</td>
</tr>
</tbody>
</table>

2004-2005 total current funds revenue for main campus: $56,2317,998

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 44.7%
## Accessible and Affordable University Education

### Table 1

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident Undergraduate</th>
<th>Percent of Peers</th>
<th>Non-Resident Undergraduate</th>
<th>Percent of Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$1,716</td>
<td>68.3</td>
<td>$6,378</td>
<td>97.7</td>
</tr>
<tr>
<td>1998-99</td>
<td>$1,786</td>
<td>67.8</td>
<td>$6,682</td>
<td>97.7</td>
</tr>
<tr>
<td>1999-00</td>
<td>$1,830</td>
<td>66.1</td>
<td>$6,714</td>
<td>94.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>$1,944</td>
<td>68.9</td>
<td>$7,128</td>
<td>96.5</td>
</tr>
<tr>
<td>2001-02</td>
<td>$2,088</td>
<td>69.0</td>
<td>$7,644</td>
<td>96.7</td>
</tr>
<tr>
<td>2002-03</td>
<td>$2,292</td>
<td>69.0</td>
<td>$7,848</td>
<td>91.1</td>
</tr>
<tr>
<td>2003-04</td>
<td>$2,472</td>
<td>65.5</td>
<td>$8,028</td>
<td>84.4</td>
</tr>
<tr>
<td>2004-05</td>
<td>$2,616</td>
<td>Not Available</td>
<td>$8,172</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

Context for 2003:
- NM Per-Capita Income: $25,541
- Relative to peer states average per capita income: 87.4%

* List of peers in Appendix

### Table 2

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

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>1999-00 Percent</th>
<th>2002-03 Percent</th>
<th>2003-04 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (Not paid back)</td>
<td>43.2</td>
<td>45.0</td>
<td>44.6</td>
</tr>
<tr>
<td>Work Study (Must work to earn)</td>
<td>8.6</td>
<td>7.0</td>
<td>5.9</td>
</tr>
<tr>
<td>Loans (Must pay back)</td>
<td>48.2</td>
<td>48.0</td>
<td>49.4</td>
</tr>
</tbody>
</table>

### Table 3

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Award Paid Per Recipient</th>
<th>Average Total Cost of Attendance Per Recipient</th>
<th>Percent of Students who Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$6,143</td>
<td>$10,755</td>
<td>---</td>
</tr>
<tr>
<td>2002-03</td>
<td>$6,831</td>
<td>$13,489</td>
<td>71.7</td>
</tr>
<tr>
<td>2003-04</td>
<td>$7,326</td>
<td>$13,755</td>
<td>72.9</td>
</tr>
</tbody>
</table>
### Table 4
**Does enrollment reflect diversity of the state?**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrollment</th>
<th>First-Time Freshmen from New Mexico</th>
<th>NM HS Graduates 2003-04</th>
<th>NM ACT Takers 2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2.5</td>
<td>2.5</td>
<td>2.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Asian</td>
<td>1.0</td>
<td>0.9</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Black</td>
<td>3.4</td>
<td>5.8</td>
<td>5.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21.5</td>
<td>26.8</td>
<td>26.9</td>
<td>28.2</td>
</tr>
<tr>
<td>White/Other</td>
<td>70.1</td>
<td>59.1</td>
<td>58.9</td>
<td>63.1</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0.9</td>
<td>1.1</td>
<td>1.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.6</td>
<td>3.9</td>
<td>3.7</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Number</td>
<td>3,495</td>
<td>3,725</td>
<td>3,959</td>
<td>434</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Fall 1997</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td><strong>NM 2-Yr Colleges and Branches</strong></td>
<td>186</td>
<td>60.2</td>
<td>157</td>
</tr>
<tr>
<td>Out-of-state 2-Yr Colleges</td>
<td>63</td>
<td>21.6</td>
<td>75</td>
</tr>
<tr>
<td><strong>Subtotal 2-Yr Colleges</strong></td>
<td>186</td>
<td>60.2</td>
<td>220</td>
</tr>
<tr>
<td>NM Public 4-Yr Universities</td>
<td>28</td>
<td>9.1</td>
<td>21</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>95</td>
<td>30.7</td>
<td>53</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>309</td>
<td>100.0</td>
<td>294</td>
</tr>
</tbody>
</table>
### Table 6

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Entered in Fall 1997</th>
<th>Entered in Fall 2002</th>
<th>Entered in Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>Percent Enrolled in Fall 1998</td>
<td>Cohort N</td>
</tr>
<tr>
<td>American Indian</td>
<td>23</td>
<td>61.0</td>
<td>16</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>15</td>
<td>27.0</td>
<td>41</td>
</tr>
<tr>
<td>Hispanic</td>
<td>123</td>
<td>52.0</td>
<td>170</td>
</tr>
<tr>
<td>White/Other</td>
<td>328</td>
<td>61.0</td>
<td>266</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>3</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Men</td>
<td>235</td>
<td>48.9</td>
<td>272</td>
</tr>
<tr>
<td>Women</td>
<td>261</td>
<td>62.1</td>
<td>256</td>
</tr>
<tr>
<td>Overall</td>
<td>496</td>
<td>57.3</td>
<td>528</td>
</tr>
</tbody>
</table>

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

### Table 7

**What are our graduation rates?**

<table>
<thead>
<tr>
<th>Race/Ethnicity and Sex</th>
<th>Entered Fall 1991</th>
<th>Entered Fall 1997</th>
<th>Entered Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>% Grad or Still Enrolled After 6 Years*</td>
<td>Cohort N</td>
</tr>
<tr>
<td>American Indian</td>
<td>13</td>
<td>16.0</td>
<td>23</td>
</tr>
<tr>
<td>Asian</td>
<td>8</td>
<td>38.0</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>34</td>
<td>21.0</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic</td>
<td>147</td>
<td>26.0</td>
<td>121</td>
</tr>
<tr>
<td>White/Other</td>
<td>370</td>
<td>36.0</td>
<td>327</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Men</td>
<td>255</td>
<td>24.0</td>
<td>234</td>
</tr>
<tr>
<td>Women</td>
<td>318</td>
<td>38.0</td>
<td>259</td>
</tr>
<tr>
<td>Overall</td>
<td>573</td>
<td>32.0</td>
<td>493</td>
</tr>
</tbody>
</table>

* Includes Associate degree recipients.

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years
Student Progress and Student Success

Table 8
What degrees were awarded in 2003-04?

<table>
<thead>
<tr>
<th>Area</th>
<th>Associate</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Post-Masters</th>
<th>Doctors</th>
<th>First-Prof</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture-related</td>
<td>2</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Architecture-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business / Public Administration</td>
<td>138</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>145</td>
</tr>
<tr>
<td>Education</td>
<td>102</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>142</td>
</tr>
<tr>
<td>Engineering / Tech / Computer Science</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Health Professions (w/o Nursing)</td>
<td>7</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Humanities/Social Science</td>
<td>12</td>
<td>218</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>243</td>
</tr>
<tr>
<td>Law / Protective Services</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Nursing</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Science and Math</td>
<td>43</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>591</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td>676</td>
</tr>
</tbody>
</table>

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 79.6%
Percent Continuing Their Education: 24.0%

In what fields are they employed?

<table>
<thead>
<tr>
<th>Employment Fields</th>
<th>Private or Self</th>
<th>Education</th>
<th>Government or Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30.1%</td>
<td>30.1%</td>
<td>19.3%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

What percent of alumni are working in New Mexico?

Percent of employed: 54.2

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
# Academic Quality and a Quality Learning Environment

## Table 10

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Faculty % (N = 139)</td>
<td>Full-Time Staff % (N = 364)</td>
<td>Full-Time Faculty % (N = 134)</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.4</td>
<td>0.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Asian</td>
<td>3.6</td>
<td>0.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Black</td>
<td>1.4</td>
<td>3.3</td>
<td>2.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.6</td>
<td>21.9</td>
<td>6.7</td>
</tr>
<tr>
<td>White/Other</td>
<td>85.0</td>
<td>73.6</td>
<td>85.1</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>--</td>
<td>--</td>
<td>1.5</td>
</tr>
<tr>
<td>Unknown</td>
<td>--</td>
<td>--</td>
<td>1.5</td>
</tr>
<tr>
<td>Men</td>
<td>61.2</td>
<td>42.3</td>
<td>55.2</td>
</tr>
<tr>
<td>Women</td>
<td>38.8</td>
<td>57.7</td>
<td>44.8</td>
</tr>
</tbody>
</table>

## Table 11

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

<table>
<thead>
<tr>
<th></th>
<th>Percent of faculty holding highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>85.0</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>82.2</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>81.2</td>
</tr>
</tbody>
</table>

## Table 12

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

<table>
<thead>
<tr>
<th></th>
<th>Average Salary</th>
<th>% of Peer Average</th>
<th>Average Compensation</th>
<th>% of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>$39,328</td>
<td>92.7</td>
<td>$48,432</td>
<td>92.3</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$46,518</td>
<td>90.9</td>
<td>$57,591</td>
<td>90.0</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$48,519</td>
<td>92.5</td>
<td>$60,637</td>
<td>92.4</td>
</tr>
</tbody>
</table>
### Table 13

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

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>54.1</td>
<td>48.9</td>
<td>52.9</td>
</tr>
<tr>
<td>Upper Division</td>
<td>73.6</td>
<td>76.4</td>
<td>75.3</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>88.1</td>
<td>81.6</td>
<td>87.7</td>
</tr>
<tr>
<td>Overall</td>
<td>62.2</td>
<td>59.5</td>
<td>62.4</td>
</tr>
</tbody>
</table>

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

### Table 14

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17 to 1</td>
<td>18 to 1</td>
<td>17 to 1</td>
</tr>
</tbody>
</table>

* FTE Students/FTE Instructional Faculty

### Table 15

**How large are our classes?**

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999 Average</th>
<th>Fall 2002 Average</th>
<th>Fall 2003 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>24</td>
<td>23</td>
<td>23.1</td>
</tr>
<tr>
<td>Undergraduate, upper division</td>
<td>16</td>
<td>11</td>
<td>10.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>8</td>
<td>7</td>
<td>6.1</td>
</tr>
</tbody>
</table>
### Table 16
How satisfied are our students with their educational experience?

<table>
<thead>
<tr>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>91.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>84.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

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

### Table 17
How satisfied are our alumni with their educational experience?

<table>
<thead>
<tr>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>87.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>78.3%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
Effective and Efficient Use of Resources

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

<table>
<thead>
<tr>
<th></th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>48.4</td>
<td>48.3</td>
</tr>
<tr>
<td>2000-01</td>
<td>44.7</td>
<td>48.4</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>46.0</td>
<td>52.6</td>
</tr>
</tbody>
</table>

Table 19
What percent of fiscal resources are allocated to administrative costs?

<table>
<thead>
<tr>
<th></th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>8.3</td>
<td>11.6</td>
</tr>
<tr>
<td>2000-01</td>
<td>8.9</td>
<td>11.2</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>15.1</td>
<td>11.6</td>
</tr>
</tbody>
</table>

* National data collection was in transition and comparable data were not available.
Eastern New Mexico University

Listing of Accreditations

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

### Common Measures

#### Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td>360</td>
<td></td>
</tr>
</tbody>
</table>

No Benchmarks available.

### Completion Measure: Percent of Full-Time, First-Time Freshmen Completing Their Program Within Six Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 95</td>
<td>31.5%</td>
<td></td>
</tr>
<tr>
<td>Thru Fall 96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thru Fall 97</td>
<td>31.2%</td>
<td></td>
</tr>
<tr>
<td>Thru Fall 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thru Fall 99</td>
<td>32.1%</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark: CSRDE 6-yr graduation rate data for similar institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 01</td>
<td>34.60%</td>
<td></td>
</tr>
<tr>
<td>Fall 02</td>
<td>35.20%</td>
<td></td>
</tr>
<tr>
<td>Fall 03</td>
<td>36.50%</td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>36.10%</td>
<td></td>
</tr>
<tr>
<td>Fall 05</td>
<td>34.9%</td>
<td></td>
</tr>
</tbody>
</table>

### Access Measure: Number of Hispanic First-time Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 00</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>to Fall 01</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>to Fall 02</td>
<td>210</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark: ENMU's service area is 38% Hispanic; percent of Hispanic First-time Freshmen should reflect that percentage.

### Retention Measure: Percent of Full-time, first-time freshmen returning for their second fall.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 01</td>
<td>62.9%</td>
<td></td>
</tr>
<tr>
<td>Fall 02</td>
<td>57.4%</td>
<td></td>
</tr>
<tr>
<td>Fall 03</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>59.2%</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark: CSRDE retention data for similar institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 00 to</td>
<td>70.2%</td>
<td></td>
</tr>
<tr>
<td>Fall 01 to</td>
<td>69.8%</td>
<td></td>
</tr>
<tr>
<td>Fall 02 to</td>
<td>69.8%</td>
<td></td>
</tr>
<tr>
<td>Fall 03 to</td>
<td>67.0%</td>
<td></td>
</tr>
<tr>
<td>Fall 04 to</td>
<td>67.1%</td>
<td></td>
</tr>
</tbody>
</table>

### Institutional Specific Measures - Main Campus

#### Number of Internet-based courses offered

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>2001-02</td>
<td>55</td>
<td>37</td>
</tr>
<tr>
<td>2002-03</td>
<td>65</td>
<td>44</td>
</tr>
</tbody>
</table>

#### ENMU student/staff ratio, staff defined as FTE faculty and staff paid from unrestricted I&G

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>6.1:1</td>
<td>5.7:1</td>
</tr>
<tr>
<td>2001-02</td>
<td>6.2:1</td>
<td>6.0:1</td>
</tr>
<tr>
<td>2002-03</td>
<td>6.2:1</td>
<td>6.1:1</td>
</tr>
<tr>
<td>2003-04</td>
<td>5.7:1</td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### External funding support: Main Campus (excludes restricted accounts)

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2000-01</td>
<td>$5.25M</td>
<td>$5.21M</td>
</tr>
<tr>
<td>FY 2001-02</td>
<td>$8.5M</td>
<td>$7.58M</td>
</tr>
<tr>
<td>FY 2002-03</td>
<td>$8.25M</td>
<td>$8.29M</td>
</tr>
<tr>
<td>FY 2003-04</td>
<td>$8.6M</td>
<td>$8.3M</td>
</tr>
</tbody>
</table>

*Excluded some grant monies.*
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Institutional Profile of New Mexico Highlands University

Mission:

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

Fall 2004 Overall Main Campus Enrollment by Level

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Unduplicated Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking undergraduate</td>
<td>1,369</td>
<td>425</td>
<td>1,700</td>
</tr>
<tr>
<td>Non-degree seeking undergraduate</td>
<td>105</td>
<td>40</td>
<td>145</td>
</tr>
<tr>
<td>First Professional Graduate</td>
<td>830</td>
<td>864</td>
<td>1,686</td>
</tr>
<tr>
<td>Branch students enrolled on Main</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>2,304</td>
<td>1,329</td>
<td>3,531</td>
</tr>
<tr>
<td>Total FTE</td>
<td>1,639.3</td>
<td>687.2</td>
<td>2,326.5</td>
</tr>
</tbody>
</table>

Number of program majors at the following degree levels for 2004-05:

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>33</td>
</tr>
<tr>
<td>Master’s</td>
<td>11</td>
</tr>
</tbody>
</table>

2004-2005 total current funds revenue for main campus: 61,104,095

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 43.8%
Accessible and Affordable University Education

Table 1
Is university tuition affordable relative to peers and per capita income?

<table>
<thead>
<tr>
<th>Residen Undergraduate</th>
<th>Percent of Peers*</th>
<th>Non-Resident Undergraduate</th>
<th>Percent of Peers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$1,602</td>
<td>67.6</td>
<td>$6,786</td>
</tr>
<tr>
<td>1998-99</td>
<td>$1,742</td>
<td>69.8</td>
<td>$7,082</td>
</tr>
<tr>
<td>1999-00</td>
<td>$1,866</td>
<td>71.5</td>
<td>$7,578</td>
</tr>
<tr>
<td>2000-01</td>
<td>$2,017</td>
<td>74.2</td>
<td>$8,300</td>
</tr>
<tr>
<td>2001-02</td>
<td>$2,114</td>
<td>73.5</td>
<td>$8,834</td>
</tr>
<tr>
<td>2002-03</td>
<td>$2,184</td>
<td>70.5</td>
<td>$9,096</td>
</tr>
<tr>
<td>2003-04</td>
<td>$2,184</td>
<td>63.2</td>
<td>$9,096</td>
</tr>
</tbody>
</table>

Context for 2003:
NM Per-Capita Income: $25,541  Relative to peer states average per capita income: 87.5%

* List of peers in Appendix

Table 2
How much financial aid must be paid back by students?

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>1999-00 Percent</th>
<th>2002-03 Percent</th>
<th>2003-04 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (Not paid back)</td>
<td>60.0</td>
<td>46.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Work Study (Must work to earn)</td>
<td>6.8</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Loans (Must pay back)</td>
<td>33.2</td>
<td>49.0</td>
<td>49.0</td>
</tr>
</tbody>
</table>

Table 3
How much of the cost of attendance does financial aid cover and what percent of students received aid?

<table>
<thead>
<tr>
<th>Average Award Paid Per Recipient</th>
<th>Average Total Cost of Attendance Per Recipient</th>
<th>Percent of Students who Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$5,242</td>
<td>$11,005</td>
</tr>
<tr>
<td>2002-03</td>
<td>$5,235</td>
<td>$14,087</td>
</tr>
<tr>
<td>2003-04</td>
<td>$5,576</td>
<td>$13,948</td>
</tr>
</tbody>
</table>
# Accessible and Affordable University Education

## Table 4

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrollment</th>
<th></th>
<th>First-Time Freshmen from NM</th>
<th></th>
<th>NM HS Graduates 2003-04</th>
<th></th>
<th>NM ACT Takers 2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td>%</td>
</tr>
<tr>
<td>American Indian</td>
<td>4.9</td>
<td>7.2</td>
<td>7.0</td>
<td>10.2</td>
<td>7.6</td>
<td>15.0</td>
<td>11.6</td>
</tr>
<tr>
<td>Asian</td>
<td>0.9</td>
<td>1.0</td>
<td>1.0</td>
<td>1.1</td>
<td>2.0</td>
<td>0.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Black</td>
<td>3.5</td>
<td>3.0</td>
<td>3.0</td>
<td>3.2</td>
<td>4.0</td>
<td>3.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59.9</td>
<td>49.1</td>
<td>49.0</td>
<td>69.6</td>
<td>65.0</td>
<td>66.0</td>
<td>43.8</td>
</tr>
<tr>
<td>White/Other</td>
<td>28.0</td>
<td>35.0</td>
<td>35.0</td>
<td>12.4</td>
<td>17.2</td>
<td>12.0</td>
<td>40.8</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1.1</td>
<td>1.3</td>
<td>1.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.7</td>
<td>3.4</td>
<td>4.0</td>
<td>3.5</td>
<td>4.2</td>
<td>4.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Number</td>
<td>2,534</td>
<td>3,447</td>
<td>3,633</td>
<td>283</td>
<td>208</td>
<td>234</td>
<td>19,435</td>
</tr>
</tbody>
</table>

## Table 5

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>NM 2-Yr Colleges and Branches</td>
<td>145</td>
<td>28.8</td>
<td>162</td>
</tr>
<tr>
<td>Out-of-state 2-Yr Colleges</td>
<td>26</td>
<td>5.2</td>
<td>50</td>
</tr>
<tr>
<td>Subtotal 2-Yr Colleges</td>
<td>171</td>
<td>34.0</td>
<td>212</td>
</tr>
<tr>
<td>NM Public 4-Yr Universities</td>
<td>184</td>
<td>36.5</td>
<td>42</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>149</td>
<td>29.5</td>
<td>22</td>
</tr>
<tr>
<td>Grand Total</td>
<td>504</td>
<td>100.0</td>
<td>276</td>
</tr>
</tbody>
</table>
### Table 6

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Entered in Fall 1997</th>
<th>Entered in Fall 2002</th>
<th>Entered in Fall 2003</th>
<th>Entered in Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>Percent Enrolled in Fall 1998</td>
<td>Cohort N</td>
<td>Percent Enrolled in Fall 2003</td>
</tr>
<tr>
<td>American Indian</td>
<td>30</td>
<td>53.0</td>
<td>26</td>
<td>61.5</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>50.0</td>
<td>2</td>
<td>50.0</td>
</tr>
<tr>
<td>Black</td>
<td>10</td>
<td>50.0</td>
<td>11</td>
<td>54.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>170</td>
<td>53.0</td>
<td>152</td>
<td>60.5</td>
</tr>
<tr>
<td>White/Other</td>
<td>38</td>
<td>47.0</td>
<td>39</td>
<td>58.9</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>5</td>
<td>80.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.0</td>
<td>7</td>
<td>28.5</td>
</tr>
<tr>
<td>Men</td>
<td>136</td>
<td>46.0</td>
<td>124</td>
<td>56.6</td>
</tr>
<tr>
<td>Women</td>
<td>120</td>
<td>59.0</td>
<td>237</td>
<td>57.3</td>
</tr>
<tr>
<td>Overall</td>
<td>256</td>
<td>52.0</td>
<td>361</td>
<td>57.0</td>
</tr>
</tbody>
</table>

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

### Table 7

**What are our graduation rates?**

<table>
<thead>
<tr>
<th>Race/Ethnicity and Sex</th>
<th>Entered Fall 1991</th>
<th>Entered Fall 1997</th>
<th>Entered Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>% Grad or Still Enrolled After 6 Years*</td>
<td>Cohort N</td>
</tr>
<tr>
<td>American Indian</td>
<td>22</td>
<td>27.2</td>
<td>37</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>8</td>
<td>25.0</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic</td>
<td>278</td>
<td>33.8</td>
<td>179</td>
</tr>
<tr>
<td>White/Other</td>
<td>40</td>
<td>32.5</td>
<td>46</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0.0</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>Men</td>
<td>163</td>
<td>26.4</td>
<td>152</td>
</tr>
<tr>
<td>Women</td>
<td>186</td>
<td>38.7</td>
<td>133</td>
</tr>
<tr>
<td>Overall</td>
<td>349</td>
<td>33.0</td>
<td>285</td>
</tr>
</tbody>
</table>

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

* Includes Associate degree recipients.
### Table 8
*What degrees were awarded in 2003-04?*

<table>
<thead>
<tr>
<th>Field</th>
<th>Associate</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Post-Masters</th>
<th>Doctors</th>
<th>First-Prof</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture-related</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Architecture-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business / Public Administration</td>
<td>79</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99</td>
</tr>
<tr>
<td>Education</td>
<td>110</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>157</td>
</tr>
<tr>
<td>Engineering / Tech / Computer</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Health Professions (w/o Nursing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Science</td>
<td>72</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>Law / Protective Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Math</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Social Work</td>
<td>60</td>
<td>117</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>177</td>
</tr>
<tr>
<td>Total</td>
<td>335</td>
<td>204</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>539</td>
</tr>
</tbody>
</table>

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

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

*In what fields are they employed?*

<table>
<thead>
<tr>
<th>Employment Fields</th>
<th>Private or Self</th>
<th>Education</th>
<th>Government or Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.0%</td>
<td>34.0%</td>
<td>35.0%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

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

- **Percent of employed:** 86.0

*See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)*
### Table 10

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Faculty % (N = 142)</td>
<td>Full-Time Staff % (N = 247)</td>
<td>Full-Time Faculty % (N = 125)</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>0.7</td>
<td>9.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Black</td>
<td>0.7</td>
<td>2.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.6</td>
<td>67.2</td>
<td>25.6</td>
</tr>
<tr>
<td>White/Other</td>
<td>69.0</td>
<td>20.7</td>
<td>74.4</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Men</td>
<td>63.4</td>
<td>36.0</td>
<td>63.2</td>
</tr>
<tr>
<td>Women</td>
<td>36.6</td>
<td>64.0</td>
<td>36.8</td>
</tr>
</tbody>
</table>

### Table 11

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>percent of faculty holding highest degree</td>
<td>83.0%</td>
<td>83.6%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

### Table 12

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

<table>
<thead>
<tr>
<th></th>
<th>Average Salary</th>
<th>% of Peer Average</th>
<th>Average Compensation</th>
<th>% of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>$39,151</td>
<td>89.2</td>
<td>$49,722</td>
<td>91.6</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$46,846</td>
<td>86.5</td>
<td>$59,982</td>
<td>88.8</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$45,735</td>
<td>86.5</td>
<td>$59,456</td>
<td>88.8</td>
</tr>
</tbody>
</table>
## Academic Quality and a Quality Learning Environment

### Table 13

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

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 1997 Percent</th>
<th>Fall 2002 Percent</th>
<th>Fall 2003 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>51.3</td>
<td>41.5</td>
<td>41.0</td>
</tr>
<tr>
<td>Upper Division</td>
<td>69.3</td>
<td>50.7</td>
<td>43.0</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>57.2</td>
<td>49.4</td>
<td>51.0</td>
</tr>
<tr>
<td>Overall</td>
<td>59.2</td>
<td>47.2</td>
<td>45.0</td>
</tr>
</tbody>
</table>

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

### Table 14

*What are our student to faculty ratios?*

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>13 to 1</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>19 to 1</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>18 to 1</td>
</tr>
</tbody>
</table>

* FTE Students/FTE Instructional Faculty

### Table 15

*How large are our classes?*

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999 Average</th>
<th>Fall 2002 Average</th>
<th>Fall 2003 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>21.2</td>
<td>19.1</td>
<td>18.4</td>
</tr>
<tr>
<td>Undergraduate, upper division</td>
<td>8.1</td>
<td>11.2</td>
<td>8.5</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.6</td>
<td>6.9</td>
<td>7.9</td>
</tr>
</tbody>
</table>
# Academic Quality and a Quality Learning Environment

**Table 16**

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

<table>
<thead>
<tr>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>88.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>66.3%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>89.5%</td>
</tr>
</tbody>
</table>

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

**Table 17**

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

<table>
<thead>
<tr>
<th>2002-2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>78.0%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>66.2%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>85.9%</td>
</tr>
</tbody>
</table>

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
Effective and Efficient Use of Resources

**Table 18**

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

<table>
<thead>
<tr>
<th></th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>58.4</td>
<td>45.8</td>
</tr>
<tr>
<td>2000-01</td>
<td>60.8</td>
<td>46.0</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>62.1</td>
<td>51.7</td>
</tr>
</tbody>
</table>

* National data collection was in transition and comparable data were not available.

**Table 19**

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

<table>
<thead>
<tr>
<th></th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>8.5</td>
<td>11.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>7.9</td>
<td>11.1</td>
</tr>
<tr>
<td>2001-02*</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>10.9</td>
<td>11.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMHU</td>
<td>North Central Association of Colleges and Schools</td>
</tr>
<tr>
<td>School of Business</td>
<td>Association of Collegiate Business Schools and Programs</td>
</tr>
<tr>
<td>School of Education</td>
<td>NM State Department of Education</td>
</tr>
<tr>
<td>School of Education</td>
<td>National Council for Accreditation of Teacher Education</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>Council on Social Work Education</td>
</tr>
<tr>
<td>Chemistry Program</td>
<td>American Chemical Society</td>
</tr>
</tbody>
</table>
# Reporting Data for DFA Submittals

## New Mexico Highlands University

### Common Measures

<table>
<thead>
<tr>
<th>Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.</th>
<th>Sum/Fall/Spr 2000-01</th>
<th>Sum/Fall/Spr 2001-02</th>
<th>Sum/Fall/Spr 2002-03</th>
<th>Sum/Fall/Spr 2003-04</th>
<th>Sum/Fall/Spr 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>NA</td>
<td>145</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>133</td>
<td>142</td>
<td>131</td>
<td>242</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.</th>
<th>Fall 95 Thru Sum 01</th>
<th>Fall 96 Thru Sum 02</th>
<th>Fall 97 Thru Sum 03</th>
<th>Fall 98 Thru Sum 04</th>
<th>Fall 99 Thru Sum 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>NA</td>
<td>24.0%</td>
<td>24.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>26.5%</td>
<td>18.3%</td>
<td>NA</td>
<td>18.0%</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark: CSRDE 6-yr graduation rate data for similar institutions.  
36.1% 34.9%

### Access Measure: Number of Native American first-year students enrolled

<table>
<thead>
<tr>
<th>Fall 00 to Fall 01</th>
<th>Fall 01 to Fall 02</th>
<th>Fall 02 to Fall 03</th>
<th>Fall 03 to Fall 04</th>
<th>Fall 04 to Fall 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>7.8%</td>
<td>8.0%</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>6.5%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Benchmark: The percent Native American population in Mora county is approximately 1% and in San Miguel count, 2%. NMHU Native American enrollment exceeds the expected proportional representation.  
2.0% 2.0% 2.0% 2.0% 2.0%

### Retention Measure: Percent of full-time, degree-seeking, first-time freshmen persisting to second year.

<table>
<thead>
<tr>
<th>Fall 00 to Fall 01</th>
<th>Fall 01 to Fall 02</th>
<th>Fall 02 to Fall 03</th>
<th>Fall 03 to Fall 04</th>
<th>Fall 04 to Fall 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>61.2%</td>
<td>63.0%</td>
<td>64.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Actual</td>
<td>41.5%</td>
<td>57.3%</td>
<td>45.0%</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark: CSRDE retention data for similar institutions  
67.0% 67.1%

### Institutional Specific Measures -- Main Campus

<table>
<thead>
<tr>
<th>Number of students enrolled in Extended Services courses</th>
<th>FY2000-01</th>
<th>FY2001-02</th>
<th>FY2002-03</th>
<th>FY2003-04</th>
<th>FYr 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>829</td>
<td>840</td>
<td>991</td>
<td>1,090</td>
<td>1,300</td>
</tr>
<tr>
<td>Actual</td>
<td>1,329</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of graduating seniors indicating &quot;Satisfied&quot; or &quot;Very Satisfied&quot; with NMHU in all</th>
<th>FY 2000-01</th>
<th>FY 2001-02</th>
<th>FY 2002-03</th>
<th>FY 2003-04</th>
<th>FY2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>88.0%</td>
<td>85.0%</td>
<td>89.5%</td>
<td>89.5%</td>
<td>93.0%</td>
</tr>
<tr>
<td>Actual</td>
<td>53.0%</td>
<td>91.0%</td>
<td>93.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase external dollars for research and student learning initiatives</th>
<th>FY2000-01</th>
<th>FY2001-02</th>
<th>FY2002-03</th>
<th>FY2003-04</th>
<th>FY2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>$19,748,038.0</td>
<td>$19,836,327.0</td>
<td>$19,664,659.0</td>
<td>$20,000,000.0</td>
<td>$19,561,000.0</td>
</tr>
<tr>
<td>Actual</td>
<td>$19,748,038.0</td>
<td>$19,836,327.0</td>
<td>$19,664,659.0</td>
<td>$20,041,224.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of total funds generated by grants &amp; contracts</th>
<th>FY2000-01</th>
<th>FY2001-02</th>
<th>FY2002-03</th>
<th>FY2003-04</th>
<th>FY2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>30.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>30.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Performance Effectiveness Report - New Mexico’s Universities - November 2004  
Page 75
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Institutional Profile of Western New Mexico University

Vision:
Western New Mexico University’s vision is to be a leader in higher education known throughout the southwest as the university of choice for our students, faculty, and staff because of the following:
• We provide relevant education that is affordable, accessible and of the highest quality.
• We encourage innovation and scholarly work.
• We are committed to enhancing the quality of life for all WNMU students, faculty, and staff.
• We promote responsive and responsible community and public service, and
• We are guardians of the public’s trust and champions of diversity.

Fall 2004 Overall Main Campus Enrollment by Level

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Unduplicated Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking undergraduate</td>
<td>1,680</td>
<td>421</td>
<td>1,980</td>
</tr>
<tr>
<td>Non-degree seeking undergraduate</td>
<td>200</td>
<td>46</td>
<td>239</td>
</tr>
<tr>
<td>First Professional Graduates</td>
<td>294</td>
<td>276</td>
<td>535</td>
</tr>
<tr>
<td>Branch students enrolled on Main</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>2,174</td>
<td>743</td>
<td>2,754</td>
</tr>
<tr>
<td>Total FTE</td>
<td>1,602.0</td>
<td>392.9</td>
<td>1,996.9</td>
</tr>
</tbody>
</table>

Number of program majors at the following degree levels for 2004-05:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate’s</td>
<td>8</td>
</tr>
<tr>
<td>Associate’s</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>39</td>
</tr>
<tr>
<td>Master’s</td>
<td>8</td>
</tr>
</tbody>
</table>

2004-2005 total current funds revenue for main campus: $30,695,678

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 54%
### Table 1

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident Undergraduate</th>
<th>Percent of Peers*</th>
<th>Non-Resident Undergraduate</th>
<th>Percent of Peers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$1,564</td>
<td>69.7</td>
<td>$5,652</td>
<td>92.6</td>
</tr>
<tr>
<td>1998-99</td>
<td>$1,710</td>
<td>72.7</td>
<td>$6,206</td>
<td>97.1</td>
</tr>
<tr>
<td>1999-00</td>
<td>$1,768</td>
<td>72.1</td>
<td>$6,456</td>
<td>97.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>$1,984</td>
<td>78.2</td>
<td>$7,120</td>
<td>100.5</td>
</tr>
<tr>
<td>2001-02</td>
<td>$2,124</td>
<td>77.7</td>
<td>$7,788</td>
<td>102.1</td>
</tr>
<tr>
<td>2002-03</td>
<td>$2,262</td>
<td>76.4</td>
<td>$8,478</td>
<td>103.6</td>
</tr>
<tr>
<td>2003-04</td>
<td>$2,470</td>
<td>71.3</td>
<td>$9,022</td>
<td>99.9</td>
</tr>
<tr>
<td>2004-05</td>
<td>$2,687</td>
<td>Not Available</td>
<td>$9,695</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

**Context for 2003:**
- NM Per-Capita Income: $25,541
- Relative to peer states average per capita income:

* List of peers in Appendix

---

### Table 2

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

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>2000-01 Percent</th>
<th>2001-02 Percent</th>
<th>2002-03 Percent</th>
<th>2003-04 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (Not paid back)</td>
<td>54.9</td>
<td>57.0</td>
<td>61.3</td>
<td>57.9</td>
</tr>
<tr>
<td>Work Study (Must work to)</td>
<td>5.5</td>
<td>8.4</td>
<td>7.0</td>
<td>6.6</td>
</tr>
<tr>
<td>Loans (Must pay back)</td>
<td>39.5</td>
<td>29.8</td>
<td>26.3</td>
<td>34.7</td>
</tr>
</tbody>
</table>

### Table 3

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Award Paid Per Recipient</th>
<th>Average Total Cost of Attendance Per Recipient</th>
<th>Percent of Students who Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$4,868</td>
<td>$7,565</td>
<td>---</td>
</tr>
<tr>
<td>2002-03</td>
<td>$4,422</td>
<td>$9,228</td>
<td>75.9</td>
</tr>
<tr>
<td>2003-04</td>
<td>$4,730</td>
<td>$10,402</td>
<td>78.0</td>
</tr>
</tbody>
</table>
### Table 4

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrollment</th>
<th>First-Time Freshmen from New Mexico</th>
<th>NM HS Graduates 2003-04</th>
<th>NM ACT Takers 2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 1997 %</td>
<td>Fall 2003 %</td>
<td>Fall 2004 %</td>
<td>Fall 1997 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.0</td>
<td>4.2</td>
<td>3.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian</td>
<td>0.4</td>
<td>1.0</td>
<td>0.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Black</td>
<td>1.7</td>
<td>1.8</td>
<td>2.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38.4</td>
<td>43.7</td>
<td>40.6</td>
<td>44.8</td>
</tr>
<tr>
<td>White/Other</td>
<td>53.2</td>
<td>42.0</td>
<td>44.0</td>
<td>49.0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>2.1</td>
<td>0.4</td>
<td>0.5</td>
<td>1.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.1</td>
<td>7.0</td>
<td>7.9</td>
<td>4.0</td>
</tr>
<tr>
<td>Total Number</td>
<td>2,624</td>
<td>2,911</td>
<td>2,754</td>
<td>453</td>
</tr>
</tbody>
</table>

### Table 5

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>NM 2-Yr Colleges and Branches</td>
<td>6</td>
<td>4.8</td>
<td>11</td>
</tr>
<tr>
<td>Out-of-state 2-Yr Colleges</td>
<td>71</td>
<td>44.4</td>
<td>79</td>
</tr>
<tr>
<td>Subtotal 2-Yr Colleges</td>
<td>6</td>
<td>4.8</td>
<td>82</td>
</tr>
<tr>
<td>NM Public 4-Yr Universities</td>
<td>17</td>
<td>13.2</td>
<td>44</td>
</tr>
<tr>
<td>All Other Transfers</td>
<td>105</td>
<td>82.0</td>
<td>34</td>
</tr>
<tr>
<td>Grand Total</td>
<td>128</td>
<td>100.0</td>
<td>160</td>
</tr>
</tbody>
</table>
### Table 6

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

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Entered in Fall 1997</th>
<th>Entered in Fall 2002</th>
<th>Entered in Fall 2003</th>
<th>Entered in Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>Percent Enrolled</td>
<td>Cohort N</td>
<td>Percent Enrolled</td>
</tr>
<tr>
<td>American Indian</td>
<td>100.0</td>
<td>18</td>
<td>38.9</td>
<td>11</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
<td>5</td>
<td>20.0</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>25.0</td>
<td>8</td>
<td>50.0</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>53.6</td>
<td>186</td>
<td>48.4</td>
<td>222</td>
</tr>
<tr>
<td>White/Other</td>
<td>53.4</td>
<td>149</td>
<td>50.3</td>
<td>127</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>66.7</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>31.3</td>
<td>26</td>
<td>55.6</td>
<td>29</td>
</tr>
<tr>
<td>Men</td>
<td>46.5</td>
<td>156</td>
<td>41.7</td>
<td>169</td>
</tr>
<tr>
<td>Women</td>
<td>57.1</td>
<td>239</td>
<td>53.1</td>
<td>234</td>
</tr>
<tr>
<td>Overall</td>
<td>52.3</td>
<td>395</td>
<td>48.7</td>
<td>404</td>
</tr>
</tbody>
</table>

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

### Table 7

**What are our graduation rates?**

<table>
<thead>
<tr>
<th>Race/Ethnicity and Sex</th>
<th>Entered Fall 1991</th>
<th>Entered Fall 1997</th>
<th>Entered Fall 1998</th>
<th>Entered Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort N</td>
<td>% Grad or Still Enrolled After 6 Years*</td>
<td>Cohort N</td>
<td>% Grad or Still Enrolled After 6 Years*</td>
</tr>
<tr>
<td>American Indian</td>
<td>13</td>
<td>7.7</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Black</td>
<td>9</td>
<td>11.1</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>123</td>
<td>15.4</td>
<td>141</td>
<td>20.6</td>
</tr>
<tr>
<td>White/Other</td>
<td>119</td>
<td>28.5</td>
<td>109</td>
<td>23.9</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>6</td>
<td>16.7</td>
<td>3</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>50.0</td>
<td>14</td>
<td>21.4</td>
</tr>
<tr>
<td>Men</td>
<td>153</td>
<td>19.6</td>
<td>128</td>
<td>24.2</td>
</tr>
<tr>
<td>Women</td>
<td>120</td>
<td>22.5</td>
<td>144</td>
<td>19.4</td>
</tr>
<tr>
<td>Overall</td>
<td>273</td>
<td>20.9</td>
<td>272</td>
<td>21.7</td>
</tr>
</tbody>
</table>

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

* Includes Associate degree recipients.
Table 8
What degrees were awarded in 2003-04?

<table>
<thead>
<tr>
<th>Degree Area</th>
<th>Certificates</th>
<th>Assoc</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture-related</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Architecture-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business / Public Administration</td>
<td>8</td>
<td>30</td>
<td>13</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
<td>8</td>
<td>48</td>
<td>110</td>
<td>175</td>
</tr>
<tr>
<td>Engineering / Tech / Computer Science</td>
<td>1</td>
<td>57</td>
<td>1</td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>Health Professions (w/o Nursing)</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Humanities/Social Science</td>
<td>2</td>
<td>40</td>
<td>5</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Law / Protective Services</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Nursing</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Science and Math</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Social Work</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>103</td>
<td>141</td>
<td>128</td>
<td>394</td>
</tr>
</tbody>
</table>

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 95.8%
Percent Continuing Their Education: 25.0%

In what fields are they employed?

<table>
<thead>
<tr>
<th>Employment Fields</th>
<th>Private or Self</th>
<th>Education</th>
<th>Government or Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.7%</td>
<td>65.2%</td>
<td>21.7%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

What percent of alumni are working in New Mexico?

Percent of employed: 75.0

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
### Table 10

<table>
<thead>
<tr>
<th>Race/Ethnicity &amp; Sex</th>
<th>Full-Time Faculty % (N = 97)</th>
<th>Full-Time Staff % (N = 198)</th>
<th>Full-Time Faculty % (N = 93)</th>
<th>Full-Time Staff % (N = 189)</th>
<th>Full-Time Faculty % (N = 103)</th>
<th>Full-Time Staff % (N = 214)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.1</td>
<td>1.0</td>
<td>0.0</td>
<td>1.6</td>
<td>0.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Black</td>
<td>0.0</td>
<td>1.0</td>
<td>0.0</td>
<td>1.1</td>
<td>1.0</td>
<td>1.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.3</td>
<td>57.1</td>
<td>14.0</td>
<td>38.1</td>
<td>15.5</td>
<td>48.1</td>
</tr>
<tr>
<td>White/Other</td>
<td>87.7</td>
<td>40.4</td>
<td>86.0</td>
<td>53.4</td>
<td>83.5</td>
<td>46.7</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0.0</td>
<td>0.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Men</td>
<td>50.5</td>
<td>36.4</td>
<td>52.7</td>
<td>28.6</td>
<td>47.6</td>
<td>32.7</td>
</tr>
<tr>
<td>Women</td>
<td>49.5</td>
<td>63.6</td>
<td>47.3</td>
<td>71.4</td>
<td>52.4</td>
<td>67.3</td>
</tr>
</tbody>
</table>

### Table 11

<table>
<thead>
<tr>
<th>Percent of faculty holding highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997 92.0</td>
</tr>
<tr>
<td>Fall 2003 89.5</td>
</tr>
<tr>
<td>Fall 2004 91.0</td>
</tr>
</tbody>
</table>

### Table 12

<table>
<thead>
<tr>
<th>Average Salary</th>
<th>% of Peer Average</th>
<th>Average Compensation</th>
<th>% of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>$37,100</td>
<td>87.5</td>
<td>$48,257</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$44,559</td>
<td>84.1</td>
<td>$57,701</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$46,402</td>
<td>84.9</td>
<td>$62,179</td>
</tr>
</tbody>
</table>
### Table 13

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

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>77.2</td>
<td>52.0</td>
<td>54.1</td>
</tr>
<tr>
<td>Upper Division</td>
<td>74.8</td>
<td>80.7</td>
<td>70.6</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>66.6</td>
<td>60.3</td>
<td>52.9</td>
</tr>
<tr>
<td>Overall</td>
<td>75.7</td>
<td>64.3</td>
<td>56.9</td>
</tr>
</tbody>
</table>

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

### Table 14

*What are our student to faculty ratios?*

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>15 to 1</td>
<td>14 to 1</td>
<td>15 to 1</td>
</tr>
</tbody>
</table>

* FTE Students/FTE Instructional Faculty

### Table 15

*How large are our classes?*

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997 Average</th>
<th>Fall 2002 Average</th>
<th>Fall 2003 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, lower division</td>
<td>17.5</td>
<td>18.7</td>
<td>18.5</td>
</tr>
<tr>
<td>Undergraduate, upper division</td>
<td>12.3</td>
<td>10.9</td>
<td>11.2</td>
</tr>
<tr>
<td>Graduate</td>
<td>7.0</td>
<td>7.1</td>
<td>11.1</td>
</tr>
</tbody>
</table>
### Table 16

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

<table>
<thead>
<tr>
<th></th>
<th>2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>82.5%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>80.2%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

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

---

### Table 17

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

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied or Very Satisfied with Curriculum and Instruction</td>
<td>90.9%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied with Student Support</td>
<td>85.5%</td>
</tr>
<tr>
<td>Satisfied or Very Satisfied Overall with Institution</td>
<td>94.6%</td>
</tr>
</tbody>
</table>

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)
Effective and Efficient Use of Resources

Table 18

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>45.2</td>
<td>46.8</td>
</tr>
<tr>
<td>1999-00</td>
<td>59.5</td>
<td>46.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>45.0</td>
<td>45.5</td>
</tr>
<tr>
<td>2001-02</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>46.8</td>
<td>50.9</td>
</tr>
</tbody>
</table>

Table 19

What percent of fiscal resources are allocated to administrative costs?

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent for Institution</th>
<th>Percent for Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>11.1</td>
<td>11.9</td>
</tr>
<tr>
<td>1999-00</td>
<td>11.9</td>
<td>11.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>11.0</td>
<td>10.8</td>
</tr>
<tr>
<td>2001-02</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2002-03</td>
<td>13.3</td>
<td>12.4</td>
</tr>
</tbody>
</table>

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year’s report.
Retention Measure: Percent of full-time, first-time freshmen returning for their second semester

Retention to the Second Year for Full-Time, First-Year Freshmen Starting in Fall

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>52.3</td>
<td>45.9</td>
<td>57.2</td>
<td>51</td>
<td>56.8</td>
<td>48.7</td>
<td>60</td>
<td>54</td>
</tr>
<tr>
<td>Actual</td>
<td>45.9</td>
<td>57.2</td>
<td>51</td>
<td>56.8</td>
<td>48.7</td>
<td>53.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant impact from displaced workers.

* Benchmark: Western New Mexico University has chosen for its benchmark the CSRDE retention data for similar institutions.

Data includes not only 1st time baccalaureate students but also certificate and associate students.

Improving the success rates for students is a primary goal for WNMU. While the long-term goal is for students to complete their programs, retention to the second fall is an important indicator that they are on track for eventual success. New programs for student success were implemented at WNMU, starting in fall 2001, and retention has improved steadily. Many factors can increase students persistence in college, increasing the likelihood of meeting their academic goal. WNMU commits not only to giving students access to the college experience but to making that first experience a positive and successful one. WNMU is unique among New Mexico 4-year universities, in that a very significant portion of entering full-time, first-time students are seeking certificates or associates. Therefore certificates will be excluded in the cohort. Persistence will only include first-time, full-time associate and baccalaureate degree seeking students in its persistence rate.
Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years

| Graduation After Six Years For Full-Time, First-Time Freshmen Starting in the Fall |
|---------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target | 27.0% | 23.0% | 23.3% | 23.5% | 24.0% | 24.0% | 24.5% | 24.5% | 25.0% | 25.0% | 25.0% | 25.0% | 25.0% |
| Actual | 20.3% | 23.0% | 25.1% | 21.7% | 20.9% | 23.0% | 24.0% | 24.0% | 24.5% | 24.5% | 25.0% | 25.0% | 25.0% |

* Significant impact from displaced workers.
* Benchmark: Data drawn from previous academic year.

Data includes not only 1st time baccalaureate students but also certificate and associate students.

Given the economic impact and increased earning power of college graduates in the work force, New Mexico is well served when students can complete their degrees in a timely fashion. New Mexico’s 4-year institutions will report the six year completion rates for the full-time, first-time, freshman cohort. Western New Mexico University is unique among New Mexico 4-year universities, in that, a very significant portion of entering full-time students are not seeking baccalaureate degrees. A large number of students are pursuing certificate and associate degrees. Therefore, WNMU’s graduation rate will include first-time, full-time students who have achieved certificate, associate and baccalaureate degrees in the six year period.
Access Measure: Increase Number of Native American Full-Time, First-Year Students Enrolled

<table>
<thead>
<tr>
<th>Number of Native American Full-Time, First-Year Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Target</td>
</tr>
<tr>
<td>Actual</td>
</tr>
</tbody>
</table>

* Benchmark: Percent of Native Americans in Grant, Luna, Hidalgo, and Catron Counties is less than two percent.

To serve the citizens of New Mexico, Western New Mexico University believes its student body should reflect the demographics of New Mexico and the region. WNMU shows steady increases in recruiting Native American students to college through a series of outreach programs and orientations and improved student services.
<table>
<thead>
<tr>
<th>Listing of Accreditations</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNMU</td>
</tr>
<tr>
<td>Business Administration and Criminal Justice (Bachelors and Masters programs)</td>
</tr>
<tr>
<td>Child Development Center</td>
</tr>
<tr>
<td>Economic Development Course</td>
</tr>
<tr>
<td>Nursing (Associate degree program)</td>
</tr>
<tr>
<td>Occupational Therapy (Associate degree program)</td>
</tr>
<tr>
<td>School of Education (Bachelor and Masters programs)</td>
</tr>
<tr>
<td>Social Work</td>
</tr>
<tr>
<td>North Central Association of Colleges and Schools</td>
</tr>
<tr>
<td>Association of Collegiate Business Schools and Programs</td>
</tr>
<tr>
<td>National Academy of Early Childhood Programs</td>
</tr>
<tr>
<td>International Economic Development Council</td>
</tr>
<tr>
<td>National League for Nursing</td>
</tr>
<tr>
<td>Accrediting Council for Occupational Therapy Education</td>
</tr>
<tr>
<td>National Council for Accreditation of Teacher Education</td>
</tr>
<tr>
<td>Council on Social Work Education</td>
</tr>
</tbody>
</table>
## Reporting Data for DFA Submittals

### Western New Mexico University

<table>
<thead>
<tr>
<th>Common Measures</th>
<th>Trend Data</th>
<th>DFA Column Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY04</td>
<td>FY05</td>
</tr>
<tr>
<td><strong>Transfer Measure</strong>: Number of undergraduate transfer students from two-year colleges.</td>
<td>Sum/Fall/Spr 2000-01</td>
<td>Sum/Fall/Spr 2001-02</td>
</tr>
<tr>
<td>Target</td>
<td>NA</td>
<td>168</td>
</tr>
<tr>
<td>Actual</td>
<td>N/A</td>
<td>120</td>
</tr>
<tr>
<td><strong>Benchmark</strong>: Drawn from previous academic year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completion Measure</strong>: Percent of full-time, first-time students completing programs within six years.</td>
<td>Fall 95 Thru Sum 01</td>
<td>Fall 96 Thru Sum 02</td>
</tr>
<tr>
<td>Target</td>
<td>NA</td>
<td>27%</td>
</tr>
<tr>
<td>Actual</td>
<td>23%</td>
<td>25.1%</td>
</tr>
<tr>
<td><strong>Benchmark</strong>: CSRDE retention data for similar institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access Measure</strong>: Number of Native American full-time, first-year students enrolled</td>
<td>Fall 01 census</td>
<td>Fall 02 census</td>
</tr>
<tr>
<td>Target</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Actual</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td><strong>Percent of Native Americans in Grant, Luna, Hidalogo, and Catron Counties is less than two percent.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Retention Measure</strong>: Percent of full-time, degree-seeking, first-time students persisting to second year.</td>
<td>Fall 00 to Fall 01</td>
<td>Fall 01 to Fall 02</td>
</tr>
<tr>
<td>Target</td>
<td>51.0%</td>
<td>56.7%</td>
</tr>
<tr>
<td>Actual</td>
<td>significant impact from displaced workers</td>
<td></td>
</tr>
<tr>
<td><strong>Benchmark</strong>: CSRDE retention data for similar institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Data for DFA Submittals</td>
<td>Western New Mexico University</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Specific Measures</strong></td>
<td><strong>Trend Data</strong></td>
<td><strong>DFA Column Labels</strong></td>
</tr>
<tr>
<td></td>
<td><strong>FY04</strong></td>
<td><strong>FY05</strong></td>
</tr>
<tr>
<td><strong>Increase the number of School of Education graduates (CHE)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>135</td>
</tr>
<tr>
<td>Benchmark: Education graduates drawn from previous academic year</td>
<td>Future significant impact from displaced workers</td>
<td></td>
</tr>
<tr>
<td><strong>External dollars to be used for programs to facilitate WNMU’s mission accomplishment</strong></td>
<td>FY0200-01</td>
<td>FY2001-02</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>3,100,000</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>2,531,459</td>
</tr>
<tr>
<td>Benchmark: Grant expenditure for fiscal year 04-05 for grants focusing on mission accomplishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of courses available through instructional television and on-line via the World Wide Web</strong></td>
<td>Sum/Fall/Spr 2000-01</td>
<td>Sum/Fall/Spr 2001-02</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>13</td>
</tr>
<tr>
<td>updated since last report - system clean up</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maintain a year end instruction and general balance of at least 3% of instruction and general expenditures</strong></td>
<td>FY2000-01</td>
<td>FY2001-02</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>3-5%</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>8%</td>
</tr>
</tbody>
</table>

* Data includes not only 1st time baccalaureate students but also certificate and associate students.
<table>
<thead>
<tr>
<th>Reporting Data for DFA Submittals</th>
<th>DFA Column Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trend Data</td>
</tr>
<tr>
<td></td>
<td>FY04</td>
</tr>
<tr>
<td><strong>External dollars to be used for</strong></td>
<td>FY2000-01</td>
</tr>
<tr>
<td>programs to facilitate WNMs'</td>
<td>Target</td>
</tr>
<tr>
<td>mission accomplishment</td>
<td>Actual</td>
</tr>
<tr>
<td><strong>Benchmark: Grant expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>for fiscal year 04-05 for grants focusing on mission accomplishment</td>
<td></td>
</tr>
<tr>
<td><strong>Number of courses available</strong></td>
<td>Sum/Fall/Spr 2000-01</td>
</tr>
<tr>
<td>through instructional television and on-line via the World Wide Web</td>
<td>Target</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
</tr>
<tr>
<td>updated since last report - system clean up</td>
<td></td>
</tr>
<tr>
<td><strong>Maintain a year end instruction and general balance of at least 3% of instruction and general expenditures</strong></td>
<td>FY2000-01</td>
</tr>
<tr>
<td></td>
<td>Target</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
</tr>
</tbody>
</table>
APPENDIX I:
PEER INSTITUTIONS

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

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

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

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

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

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

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

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

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

2002-2003 Student Satisfaction Survey

Please rate your satisfaction with your university regarding the following issues:
((1) Very Satisfied, (2) Satisfied, (3) Dissatisfied, (4) Very Dissatisfied, (5) Does Not Apply)

<table>
<thead>
<tr>
<th>Curriculum/Instruction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction in your major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of instruction outside your major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of academic advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of courses in your major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of intellectual challenge of your program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Support</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of financial assistance ($)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of career counseling and advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact with faculty outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of laboratories and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of library facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of computer facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of your education, relative to cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your sense of community on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your preparation for work or graduate school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your satisfaction with your college experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your major(s):
If you had to do it over again, would you attend the institution?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

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

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

What’s next?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

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.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

Will you be staying in New Mexico after graduation?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

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.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________

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

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

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


#### Employment and Further Education

<table>
<thead>
<tr>
<th>Which of the following best describes what you are currently doing? (Choose only one.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
</tr>
<tr>
<td>Employed and continuing my education</td>
</tr>
<tr>
<td>Caring for home/family</td>
</tr>
<tr>
<td>Continuing my education</td>
</tr>
<tr>
<td>Unemployed</td>
</tr>
<tr>
<td>Military</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your occupation? ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If employed, which category best describes your employer? (Choose only one.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Education              Military                          Does Not Apply</td>
</tr>
<tr>
<td>Government Self-Employed Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your position? ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If employed, are you employed in New Mexico or outside the state? ________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If employed outside of New Mexico, please indicate the state/country where you are employed. ________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is your (individual) annual salary/income? ________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual and personal challenge</td>
</tr>
<tr>
<td>Advancement potential</td>
</tr>
<tr>
<td>Location</td>
</tr>
</tbody>
</table>

#### Have you continued your education since graduating from this university? ____________________________________________

---

---
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
  Quality of instruction outside your major
  Quality of academic advising
  Availability of courses in your major
  Appropriateness of courses in your major

Student Support
  Quality of career advisement
  Contact with faculty outside of class
  Adequacy of facilities (labs, library, computers, equipment)

Overall Assessment
  Your preparation to communicate effectively (oral and written)
  Your preparation to think analytically and logically
  Your preparation to define and solve problems
  Your preparation for your current job
  Your preparation for graduate study
  Your satisfaction with your college experience

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

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

Comments and Suggestions

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

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

Council of University Presidents
Employer Perceptions of New Mexico Universities Survey

Executive Summary

November 2002

Prepared for:
New Mexico Council of University Presidents
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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 ±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

<table>
<thead>
<tr>
<th>Total Sample</th>
<th>Apr. 2002</th>
<th>(N = 501)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very important</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>1 - Not at all important</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Don't know/refused</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Mean †</td>
<td>3.6</td>
<td></td>
</tr>
</tbody>
</table>

† 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

<table>
<thead>
<tr>
<th>Total Sample</th>
<th>Apr. 2002</th>
<th>(N = 501)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Mexico (UNM)</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>New Mexico State University (NMSU)</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Eastern New Mexico University (ENMU)</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>New Mexico Highlands University (Highlands)</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Western New Mexico University (WNMU)</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>NM Institute of Mining and Technology (Tech)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

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

Performance Effectiveness Report - New Mexico’s Universities - November 2004
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”*

<table>
<thead>
<tr>
<th>Employee Skills/Attributes</th>
<th>A (Very Important)</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing students with a well-rounded education</td>
<td>23%</td>
<td>46%</td>
<td>21%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Preparation of students for the workforce</td>
<td>18%</td>
<td>46%</td>
<td>24%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Preparing employees for your type of business</td>
<td>17%</td>
<td>37%</td>
<td>27%</td>
<td>9%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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”*

<table>
<thead>
<tr>
<th>PERCEIVED PREPAREDNESS OF EMPLOYEE SKILLS/ATTRIBUTES BY UNIVERSITIES</th>
<th>APRIL 2002 TOTAL SAMPLE (N = 501)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY WELL PREPARED</td>
<td>NOT AT ALL PREPARED</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Reading skills</strong></td>
<td>32%</td>
</tr>
<tr>
<td><strong>Willingness to work in teams</strong></td>
<td>31%</td>
</tr>
<tr>
<td><strong>Computer skills</strong></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Math skills</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Writing skills</strong></td>
<td>19%</td>
</tr>
<tr>
<td><strong>Listening skills</strong></td>
<td>18%</td>
</tr>
<tr>
<td><strong>Problem solving skills</strong></td>
<td>17%</td>
</tr>
<tr>
<td><strong>Decision making skills</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Creative thinking skills</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Leadership skills</strong></td>
<td>12%</td>
</tr>
</tbody>
</table>

† 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)

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

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.
# APPENDIX V

Data Sources (in order of appearance in report)

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