

# Performance Effectiveness Report

New Mexico Universities



Council of  
University Presidents  
November 2005

# 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

## The Council of University Presidents

Daniel H. López	New Mexico Institute of Mining & Technology (Chair)
Michael Martin	New Mexico State University
Louis Caldera	University of New Mexico
Steven G. Gamble	Eastern New Mexico University
Manny Aragon	New Mexico Highlands University
John Counts	Western New Mexico University

David A. Lepre, Executive Director  
Two Woodward Center, Suite 100 / 700 Lomas NE  
Albuquerque, NM 87131  
Phone (505) 277-9692

## CUP Accountability Work Group

### **Council of University Presidents**

*David Lepre, Executive Director (Chair)*  
*Therese Graham*

### **New Mexico Institute of Mining & Technology**

*Carole Yee*

### **New Mexico State University**

*Miriam Meyer*  
*Judy Bosland*

### **University of New Mexico**

*Mark Chisholm*  
*Ryan Deller*

### **Eastern New Mexico University**

*Patrice Caldwell*  
*Amy Holt*

### **New Mexico Highlands University**

*Ivy Romero*

### **Western New Mexico University**

*Betsy Miller*  
*Eric Siegel*

### **Liaison Members**

*Paul Landrum, Higher Education Department*  
*Arley Williams, Legislative Finance Committee*  
*Anne Stauffer, Department of Finance and Administration*

### Letter from the Presidents

The New Mexico Council of University Presidents is pleased to present its seventh 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 seventh 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 2005 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1,191		
Non-degree seeking undergraduate	238		
First Professional			
Graduates	498		
Branch students enrolled on Main			
<b>Total Headcount</b>	<b>1,927</b>		
<b>Total FTE</b>	<b>1,505</b>		

## Number of program majors at the following degree levels for 2005-06:

Associate's	2
Bachelor's	22
Master's	17
Post-Master's	
Doctorate	7

2005-2006 total current funds revenue for main campus:  
\$126,056,476

2005-2006 total state appropriation for main campus as a percent of total main campus operating budget: 28%

**Accessible and Affordable University Education**

**Table 1**

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

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,074	57.3	\$6,612	72.8
1998-99	\$2,182	57.5	\$6,942	73.1
1999-00	\$2,328	59.8	\$7,328	74.9
2000-01	\$2,499	60.4	\$7,825	76.1
2001-02	\$2,722	61.5	\$8,419	76.1
2002-03	\$2,911	60.2	\$9,122	78.9
2003-04	\$3,080	56.9	\$9,601	70.5
2004-05	\$3,280	56.1	\$9,911	68.1
2005-06	\$3,644	Not available	\$10,463	Not available

Context for 2004:

NM Per-Capita Income: \$26,911

Relative to peer states average per capita income: 80.0%

\* List of peers in Appendix

**Table 2**

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

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2003-04 Percent</u>	<u>2004-05 Percent</u>
Gift Aid (not paid back)	45.0	66.0	68.2
Work Study (must work to earn)	10.6	5.4	3.7
Loans (must pay back)	44.4	28.6	28.1

**Table 3**

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

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,105	\$ 9,855	---
2003-04	\$7,350	\$11,256	48.1
2004-05	\$7,531	\$11,388	52.9

**Accessible and Affordable University Education**

**Table 4**

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

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2004-05 %	NM ACT Takers 2004-05 %
	Fall 1997 %	Fall 2004 %	Fall 2005 %	Fall 1997 %	Fall 2004 %	Fall 2005 %		
<b>Race/Ethnicity</b>								
American Indian	2.3	2.7	2.3	4.3	5.8	1.7	11.1	9.0
Asian	2.7	2.6	2.6	6.1	2.4	3.4	1.6	1.7
Black	0.6	1.1	0.7	0.0	1.0	0.0	2.1	1.6
Hispanic	15.8	17.9	17.4	26.1	29.0	26.0	44.9	33.3
White/Other	71.0	65.3	66.5	63.5	61.8	68.9	40.3	37.9
Nonresident Alien	7.5	8.5	8.7	0.0	0.0	0.0	0.0	0.0
Unknown	0.1	1.9	1.7	0.0	0.0	0.0	0.0	16.6
<b>Total Number</b>	<b>1,395</b>	<b>1,797</b>	<b>1,891</b>	<b>115</b>	<b>282</b>	<b>235</b>	<b>18,925</b>	<b>11,858</b>

**Table 5**

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

	Fall 1997		Fall 2004		Fall 2005	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches			32	36.8	24	40.0
Out-of-state 2-Yr Colleges			11	12.6	8	13.3
Subtotal 2-Yr Colleges			43	49.4	32	53.3
NM Public 4-Yr Universities			15	17.2	16	26.7
All Other Transfers			29	33.3	12	20.0
<b>Grand Total</b>	<b>N A</b>	<b>N A</b>	<b>87</b>	<b>99.9</b>	<b>60</b>	

**Student Progress and Student Success**

**Table 6**

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

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2003</u>		<u>Entered in Fall 2004</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2005</u>
American Indian		66.7	2	50.0	12	50.0
Asian		77.8	5	57.1	9	66.7
Black		0.0	4	75.0	5	80.0
Hispanic		82.1	58	69.4	69	63.8
White/Other		78.4	211	70.4	175	70.9
Nonresident Alien		100.0	2	100.0	3	66.7
Unknown		0.0	0	0.0	0	0.0
Men		79.0	235	66.2	213	65.7
Women		78.2	50	86.8	60	76.7
Overall		78.6	285	70.0	273	68.1

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

**Table 7**

***What are our graduation rates?***

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1998</u>				<u>Entered Fall 1999</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	0	0.0	24	8.3	8.3	16.7	14	28.6	14.3	42.9
Asian	3	100.0	7	28.6	0.0	28.6	10	90.0	10.0	100.0
Black	0	0.0	2	0.0	0.0	0.0	5	40.0	0	40.0
Hispanic	39	41.0	54	40.7	3.7	44.4	48	39.6	2.1	41.7
White/Other	130	50.8	167	43.7	6.0	49.7	220	50.0	2.7	52.7
Nonresident Alien	0	0.0	5	40.0	0.0	40.0	6	33.3	0	33.3
Unknown	0	0.0	0	0.0	0.0	0.0				
Men	124	42.7	169	39.1	5.9	45.0	210	48.6	3.3	51.9
Women	48	66.7	90	38.9	4.4	43.3	93	47.3	3.2	50.5
Overall	172	49.4	259	39.0	5.4	44.4	303	48.2	3.3	51.5

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

\* Includes Associate degree recipients.

**Student Progress and Student Success**

*Table 8*

*What degrees were awarded in 2004-05?*

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Professional</u>	<u>Total</u>
Agriculture-related							
Architecture-related							
Business / Public Administration	1	1					2
Education			5				5
Engineering / Tech / Computer		93	50		5		148
Health Professions (w/o Nursing)							
Home Economics							
Humanities/Social Science	12	8					20
Law / Protective Services							
Nursing							
Science and Math		73	27		7		107
Social Work							
<b>Total</b>	<b>13</b>	<b>174</b>	<b>82</b>		<b>12</b>		<b>281</b>

*Table 9*

*What are our alumni doing?*

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

*In what fields are they employed?*

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

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

Percent of employed: 38.0%

**Academic Quality and a Quality Learning Environment**

*Table 10*

*How diverse are our faculty and staff?*

	<u>Fall 1997</u>		<u>Fall 2003</u>		<u>Fall 2004</u>	
	Full-Time Faculty % (N = 109)	Full-Time Staff % (N = 458)	Full-Time Faculty % (N = 113)	Full-Time Staff % (N = 643)	Full-Time Faculty % (N = 127)	Full-Time Staff % (N = 712)
<b>Race/Ethnicity &amp; Sex</b>						
American Indian	3.7	2.2	0.0	3.2	1.0	3.6
Asian	11.0	2.8	11.8	2.9	12.0	3.5
Black	1.8	0.7	2.4	0.3	1.0	0.2
Hispanic	1.8	44.8	3.9	43.4	5.0	42.5
White/Other	81.7	49.6	80.3	50.1	81.0	50.0
Nonresident Alien	0.0	0.0	0.0	0.0		
Unknown	0.0	0.0	1.6	0.0		
Men	88.1	63.9	83.5	61.5	79.0	60.0
Women	11.9	36.9	16.5	38.5	21.0	40.0

*Table 11*

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

Percent of faculty holding highest degree

Fall 1997	98.0%
Fall 2003	98.0%
Fall 2004	98.0%

*Table 12*

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

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$48,438	85.6	\$61,032	87.4
Fall 2003	\$64,856	91.9	\$79,773	88.7
Fall 2004	\$62,462	89.1	\$77,765	87.0

**Academic Quality and a Quality Learning Environment**

**Table 13**

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

	Fall 1997	Fall 2003	Fall 2004
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	70.3	49.6	47.6
Upper Division	87.7	87.7	90.5
Graduate Division	85.8	84.0	80.2
Overall	79.2	65.7	66.0

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

**Table 14**

*What are our student to faculty ratios?*

Fall 1999	12.4 to 1
Fall 2003	11.0 to 1
Fall 2004	13.2 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

*How large are our classes?*

	Fall 1999 Average	Fall 2003 Average	Fall 2004 Average
Undergraduate, lower division	21.2	25.2	23.7
Undergraduate, upper division	10.2	11.0	12.8
Graduate	3.8	4.4	4.5

## Academic Quality and a Quality Learning Environment

*Table 16*

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	86.5%
Satisfied or Very Satisfied with Student Support	82.5%
Satisfied or Very Satisfied Overall with Institution	86.8%

\* See Appendix III (Survey of Graduating Seniors in 2003-04)

*Table 17*

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	92.0%
Satisfied or Very Satisfied with Student Support	83.0%
Satisfied or Very Satisfied Overall with Institution	88.0%

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



**Effective and Efficient Use of Resources**

*Table 18*

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

	Percent for Institution	Percent for Peers
1996-97	58.7	65.0
2000-01	71.3	64.9
2002-03	69.8	70.9
2003-04	77.2	71.9

*Table 19*

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

	Percent for Institution	Percent for Peers
1996-97	7.0	8.4
2000-01	5.4	7.1
2002-03	9.6	7.3
2003-04	6.8	7.1

## **Listing of Accreditations**

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

New Mexico Institute of Mining and Technology  
**Reporting Data for DFA Submittals**  
 New Mexico Institute of Mining and Technology

	<b>Trend Data</b>	<b>DFA Column Labels</b>		
		<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>

**Common Measures**

<b>Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges</b>		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	<b>Target</b>				35	40	40
	<b>Actual</b>	Not Avail.	Not Avail.	36	30	38	Due Oct 1, 2006

<b>Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years</b>		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	Fall 00 Thru Sum 06
	<b>Target</b>				40.0%	42.0%	50.0%
	<b>Actual</b>	40.4%	41.0%	42.0%	39.0%	48.0%	Due Oct 1, 2006
<b>Benchmark: CSRDE 6-year graduation rate data for similar institutions.</b>					39.3%	42.0%	42.0%

<b>Access Measure: Number of Hispanic and Native American Students in NMT's First-Time Freshmen Class.</b>		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	Fall 06 census
	<b>Target</b>				60	60	60
	<b>Actual</b>	49	72	64	88	105	Due Oct 1, 2006
<b>Benchmark: Percent of ACT test-takers in NM who are Hispanic or Native American compared to percent of NMT's 1st-Time Freshmen Class that is Hispanic of Native American</b>						41.0%	41.0%

<b>Retention Measure: Percent of Full-Time, First-Time Freshmen Returning for Their Second Fall</b>		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	Fall 05 to Fall 06
	<b>Target</b>			73.0%	75.0%	75.0%	75.0%
	<b>Actual</b>	73.5%	74.0%	73.0%	70.0%	67.0%	Due Oct 1, 2006
<b>Benchmark: CSRDE retention data for similar institutions.</b>				69.6%	69.0%	69.6%	69.6%

**Institutional Specific Measures**

<b>Enrollment in NMT's Master of Science Teaching Program</b>		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	<b>Target</b>			35	41	132	150
	<b>Actual</b>	21	31	34	130	146	Due Oct 1, 2006

<b>Enrollment in Distance Education</b>		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	<b>Target</b>			97	105	297	300
	<b>Actual</b>	46	77	164	276	255	Due Oct 1, 2006

<b>Research Expenditures</b>		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	<b>Target</b>			\$55,000,000	\$58,000,000	\$64,000,000	\$71,000,000
	<b>Actual</b>	\$43,638,235	\$49,478,610	\$71,000,000	\$62,000,000	\$70,000,000	Due Oct 1, 2006

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# Institutional Profile of New Mexico State University

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

## Fall 2005 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	11,561	1,321	11,929
Non-degree seeking undergraduate	110	19	119
First Professional			
Graduates	2,712	574	3,121
Non-degree seeking post-baccalaureate	225	70	283
Branch students enrolled on Main	560	79	620
<b>Total Headcount</b>	<b>15,168</b>	<b>2,063</b>	<b>16,072</b>
<b>Total FTE</b>	<b>11,884.7</b>	<b>707.0</b>	<b>12,596.1</b>

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

Associate's	3
Bachelor's	77
Master's	50
Post-Master's	2
Doctorate	22

2005-2006 total current funds revenue for main campus:  
\$411,365,871

2005-2006 total state appropriation for main campus as a  
percent of total main campus operating budget: 36%

**Accessible and Affordable University Education**

**Table 1**

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

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,196	77.0	\$ 7,152	83.7
1998-99	\$2,346	79.4	\$ 7,650	86.2
1999-00	\$2,502	82.7	\$ 8,166	88.1
2000-01	\$2,790	80.0	\$ 9,162	87.0
2001-02	\$3,006	77.5	\$10,014	89.0
2002-03	\$3,216	74.2	\$10,788	87.5
2003-04	\$3,372	73.6	\$11,250	88.1
2004-05	\$3,666	73.8	\$12,210	90.2
2005-06	\$3,918	Not available	\$13,206	Not available

Context for 2004:

NM Per-Capita Income: \$26,191      Relative to peer states average per capita income: 86.1%

\* List of peers in Appendix

**Table 2**

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

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2003-04 Percent</u>	<u>2004-05 Percent</u>
Gift Aid (not paid back)	46.9	47.7	46.8
Work Study (must work to earn)	4.2	2.4	2.3
Loans (must pay back)	48.8	49.9	50.9

**Table 3**

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

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,691	\$10,800	---
2003-04	\$6,947	\$13,882	64.3
2004-05	\$7,022	\$14,615	66.7

**Accessible and Affordable University Education**

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

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2004-05 %	NM ACT Takers 2004-05 %
	Fall 1997 %	Fall 2004 %	Fall 2005 %	Fall 1997 %	Fall 2004 %	Fall 2005 %		
<b>Race/Ethnicity</b>								
American Indian	2.5	2.9	2.9	3.5	3.9	4.4	11.1	9.0
Asian	1.3	1.3	1.3	2.0	1.0	1.0	1.6	1.7
Black	2.2	2.7	2.8	0.1	2.2	1.9	2.1	1.6
Hispanic	36.1	41.6	41.4	40.9	46.4	46.9	44.9	33.3
White/Other	53.8	47.8	47.6	51.5	46.6	45.9	40.3	37.9
Nonresident Alien	4.0	3.8	4.1	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.6
<b>Total Number</b>	<b>15,067</b>	<b>16,428</b>	<b>16,072</b>	<b>1,213</b>	<b>1,647</b>	<b>1,668</b>	<b>18,925</b>	<b>11,858</b>

High school graduate information not available for 2001-02

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

	Fall 1997		Fall 2004		Fall 2005	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	301	35.4	334	44.9	297	43.1
Out-of-state 2-Yr Colleges	261	30.6	179	24.1	163	23.7
Subtotal 2-Yr Colleges	562	66.0	513	69.0	460	66.8
NM Public 4-Yr Universities	81	9.5	77	10.3	78	11.3
All Other Transfers	209	24.5	154	20.7	151	21.9
<b>Grand Total</b>	<b>852</b>	<b>100.0</b>	<b>744</b>	<b>100.0</b>	<b>689</b>	<b>100.0</b>

**Student Progress and Student Success**

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

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2003</u>		<u>Entered in Fall 2004</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2005</u>
American Indian	45	60.0	75	57.3	68	63.2
Asian	34	85.3	31	80.6	21	52.4
Black	49	73.5	54	74.1	69	60.9
Hispanic	702	72.6	901	70.9	955	69.0
White/Other	843	72.6	946	76.4	940	73.1
Nonresident Alien	22	72.7	10	80.0	8	100.0
Unknown	--	--	0	0.0	0	0.0
Men	794	71.7	930	70.6	936	67.8
Women	901	73.4	1,087	75.5	1,125	72.4
Overall	1,695	72.6	2,017	73.3	2,061	70.4

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

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

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1998</u>				<u>Entered Fall 1999</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	81	19.7	59	18.6	20.3	38.9	68	29.4	5.9	35.3
Asian	16	43.8	58	51.7	6.9	58.6	36	38.9	5.6	44.5
Black	20	35.0	55	20.0	12.7	32.7	55	43.6	7.3	50.9
Hispanic	581	47.0	820	39.0	10.0	49.0	961	39.8	10.8	50.6
White/Other	944	51.3	1,075	48.2	6.5	54.7	1,077	44.7	7.5	51.5
Nonresident Alien	14	78.6	11	72.7	0.0	72.7	15	40.0	6.7	46.7
Unknown	0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Men	809	47.3	1,007	37.5	9.1	46.6	984	37.4	9.8	47.2
Women	847	49.1	1,071	48.6	7.7		1,228	45.5	8.1	53.6
Overall	1,656	48.2	2,078	43.2	8.4	51.6	2,212	41.9	8.9	50.8

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

\* Includes Associate degree recipients.



**Student Progress and Student Success**

**Table 8**

***What degrees were awarded in 2004-05?***

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Professional</u>	<u>Total</u>
Agriculture-related		120	43		5		168
Architecture-related		1					1
Business / Public Administration	15	450	83		8		556
Education	4	278	256		50		588
Engineering / Tech / Computer	1	346	135		13		495
Health Professions (w/o Nursing)		34	13				47
Home Economics		70	15				85
Humanities/Social Science		449	95	6	5		555
Law / Protective Services	6	108	28				142
Nursing		78	15				93
Science and Math		121	46		15		182
Social Work		67	70				137
<b>Total</b>	<b>26</b>	<b>2,122</b>	<b>799</b>	<b>6</b>	<b>96</b>		<b>3,049</b>

**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?***

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

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

Percent of employed: 39.9%

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

**Academic Quality and a Quality Learning Environment**

**Table 10**

*How diverse are our faculty and staff?*

	<u>Fall 1997</u>		<u>Fall 2003</u>		<u>Fall 2004</u>	
	Full-Time Faculty % (N = 664)	Full-Time Staff % (N = 2,289)	Full-Time Faculty % (N = 669)	Full-Time Staff % (N = 2,320)	Full-Time Faculty % (N = 699)	Full-Time Staff % (N = 2,643)
<b>Race/Ethnicity &amp; Sex</b>						
American Indian	0.6	1.2	0.7	1.6	0.9	1.5
Asian	5.0	1.2	5.8	1.4	5.7	1.3
Black	0.0	1.0	0.7	1.4	0.7	1.5
Hispanic	8.9	42.4	11.1	43.5	10.5	43.2
White/Other	85.4	54.0	80.8	51.4	79.9	50.5
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.1	0.3	1.0	0.7	2.3	2.0
Men	67.5	51.7	62.8	46.2	62.5	46.2
Women	32.5	48.3	37.2	53.8	37.5	53.8

**Table 11**

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

Percent of faculty holding highest degree

Fall 1997	83.0
Fall 2003	84.0
Fall 2004	83.0

**Table 12**

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

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$47,472	87.8	\$57,810	87.1
Fall 2003	\$57,898	86.6	\$73,437	87.5
Fall 2004	\$60,614	87.1	\$76,891	87.7

**Academic Quality and a Quality Learning Environment**

**Table 13**

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

	Fall 1997	Fall 2003	Fall 2004
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	45.0	37.5	38.4
Upper Division	74.6	67.8	67.1
Graduate Division	86.5	82.8	84.0
Overall	58.7	53.6	53.1

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

**Table 14**

*What are our student to faculty ratios?*

Fall 1999	18.9 to 1
Fall 2003	16.7 to 1
Fall 2004	17.2 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

*How large are our classes?*

	Fall 1999 Average	Fall 2003 Average	Fall 2004 Average
Undergraduate, lower division	24	37	38
Undergraduate, upper division	16	22	21
Graduate	8	10	10

## Academic Quality and a Quality Learning Environment

**Table 16**

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	82.9%
Satisfied or Very Satisfied with Student Support	83.1%
Satisfied or Very Satisfied Overall with Institution	87.8%

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

**Table 17**

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	93.0%
Satisfied or Very Satisfied with Student Support	84.2%
Satisfied or Very Satisfied Overall with Institution	94.3%

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

**Effective and Efficient Use of Resources**

*Table 18*

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

	Percent for Institution	Percent for Peers
1996-97	70.6	65.7
2000-01	68.1	65.6
2002-03	76.3	71.0
2003-04	74.8	71.2

*Table 19*

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

	Percent for Institution	Percent for Peers
1996-97	5.6	6.3
2000-01	5.3	6.2
2002-03	5.5	6.4
2003-04	5.6	6.1

**Listing of Accreditations**

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

New Mexico State University

<b>Educational Administration (M.A. Program)</b>	<b>NM Public Education Department National Council for the Accreditation of Teacher Education</b>
<b>Physical Education (Undergraduate)</b>	<b>NM Public Education Department National Association for Sports and Physical Education National Council for the Accreditation of Teacher Education</b>
<b>Special Education (Undergraduate &amp; Graduate)</b>	<b>NM Public Education Department National Council for the Accreditation of Teacher Education</b>
<b>Teacher Education Program (Undergraduate &amp; Graduate)</b>	<b>NM Public Education Department National Council for the Accreditation of Teacher Education</b>
<b>Teaching English as a Second Language</b>	<b>NM Public Education Department</b>
<b>Chemical Engineering (Undergraduate)</b>	<b>ABET – Engineering Accreditation Commission (EAC)</b>
<b>Civil Engineering (Undergraduate)</b>	<b>ABET – EAC</b>
<b>Electrical Engineering (Undergraduate)</b>	<b>ABET – EAC</b>
<b>Industrial Engineering (Undergraduate)</b>	<b>ABET – EAC</b>
<b>Mechanical Engineering (Undergraduate)</b>	<b>ABET – EAC</b>
<b>Geological Engineering (Undergraduate)</b>	<b>ABET – EAC</b>
<b>Civil Engineering Technology (Undergraduate &amp; Associate)</b>	<b>ABET – Technology Accreditation Commission (TAC)</b>
<b>Mechanical Engineering Technology (Undergraduate &amp; Associate)</b>	<b>ABET – TAC</b>
<b>Electronic Engineering Technology (Undergraduate &amp; Associate)</b>	<b>ABET – TAC</b>
<b>Surveying Engineering</b>	<b>ABET – Related Accreditation Commission</b>
<b>Health Science (Undergraduate)</b>	<b>Society of Public Health Education/American Association of Health Education, Baccalaureate Program Approval Committee</b>
<b>Health Science (Masters)</b>	<b>Council for Education in Public Health</b>
<b>Nursing Program (Undergraduate &amp; Masters)</b>	<b>National League for Nursing</b>
<b>Social Work Program (Undergraduate &amp; Masters)</b>	<b>Council on Social Work Education</b>

New Mexico State University  
**Reporting Data for DFA Submittals**  
 New Mexico State University - Main Campus

	Trend Data	DFA Column Labels		
		FY 05	FY 06	FY 07

Common Measures							
Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				974	1,028	1,028
	Actual	858	929	872	926	884	Due Oct 1, 2006

Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	Fall 00 Thru Sum 06
	Target			48.0%	50.0%	50.0%	50.0%
	Actual	43.1%	45.9%	42.7%	43.2%	41.9%	Due Oct 1, 2006
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.				41.2%	42.1%		

Access Measure: Number of First-Year, Native American Students Enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	Fall 06 census
	Target		84	100	116	116	116
	Actual	75	86	85	75	79	Due Oct 1, 2006
Benchmark: Percent ACT test-takers in NM who are Native American compared to percent of NMSU's 1st-Time Freshman Class that is Native American.				9.1% (NMSU = 3.6%)	9.3% (NMSU = 3.6%)		

Retention Measure: Percent of Full-time, Degree-seeking, First-time Freshmen Who Re-enroll the Following Fall Semester		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	Fall 05 to Fall 06
	Target			73.0%	75.0%	75.0%	75.0%
	Actual	72.0%	70.6%	71.7%	73.3%	70.4%	Due Oct 1, 2006
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.				71.5%	71.8%		

**Institutional Specific Measures -- Main Campus**

Number of Degrees Programs Offered Via Distance Education		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target		9	17	21	27
	Actual	6	13	16	23	Due Oct 1, 2006

Departments/Programs using the results of direct outcomes assessments of student learning.		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target	75.0%	75.0%	75.0%	85.0%	91.0%
	Actual	90.0%	92.0%	84.0%	89.0%	Due Oct 1, 2006

Number of NMSU teacher preparation programs available at NM community college sites		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target		2	3	5	5
	Actual	1	3	4	5	Due Oct 1, 2006

Total Restricted Research, Public Services Expenditures, and Student Aid Expenditures for all NMSU campuses.		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target		\$167.4	\$175.8	\$175.8	\$185.0
	Actual	\$152.2	\$165.9	\$160.7	\$181.1	Due Oct 1, 2006



# Institutional Profile of University of New Mexico

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

## Fall 2005 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	17,849	275	18,387
Non-degree seeking undergraduate	1,861	100	1,971
First Professional - Medicine	292		292
First Professional - Law	361		361
First Professional - PharmD	365	2	365
Graduates	4,766	189	4,904
Branch students enrolled on Main	184	209	
<b>Total Headcount</b>	<b>25,678</b>	<b>775</b>	<b>26,280</b>
<b>Total FTE</b>			<b>20,561</b>

## Number of program majors at the following degree levels for 2005-06:

Associate's	2
Bachelor's	94
Master's	71
Post-Master's	5
Graduate Certificates	5
Doctorate	37
First Professional	3

2005-2006 total current funds revenue for main campus: \$558,677,983

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 24.2%

**Accessible and Affordable University Education**

**Table 1**

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

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,165	71.8	\$ 8,174	86.3
1998-99	\$2,242	71.2	\$ 8,461	85.2
1999-00	\$2,430	75.0	\$ 9,172	87.7
2000-01	\$2,795	81.5	\$10,548	96.0
2001-02	\$3,026	82.9	\$11,424	97.5
2002-03	\$3,169	78.6	\$11,436	89.3
2003-04	\$3,313	70.7	\$11,954	84.9
2004-05	\$3,738	71.4	\$12,500	81.7
2005-06	\$4,109	Not available	\$13,438	Not Available

Context for 2004:

NM Per-Capita Income: \$26,191      Relative to peer states average per capita income: 86.6%

\* List of peers in Appendix

**Table 2**

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

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2003-04 Percent</u>	<u>2004-05 Percent</u>
Gift Aid (not paid back)	38.0	42.3	40.9
Work Study (must work to earn)	4.1	3.4	2.9
Loans (must pay back)	57.9	54.3	56.2

**Table 3**

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

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$7,858	\$12,242	53.5
2003-04	\$8,130	\$14,097	63.3
2004-05	\$8,623	\$14,812	64.2

**Accessible and Affordable University Education**

**Table 4**

*Does enrollment reflect diversity of the state?*

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2004-05 %	NM ACT Takers 2004-05 %
	Fall 1997 %	Fall 2004 %	Fall 2005 %	Fall 1997 %	Fall 2004 %	Fall 2005 %		
<u>Race/Ethnicity</u>								
American Indian	4.7	5.8	5.8	5.9	5.9	4.7	11.1	9.0
Asian	3.0	3.3	3.4	3.7	3.3	3.6	1.6	1.7
Black	2.4	2.5	2.6	1.2	2.8	2.2	2.1	1.6
Hispanic	24.4	29.8	30.0	36.3	40.2	41.2	44.9	33.3
White/Other	60.2	48.8	48.1	52.2	42.3	44.3	40.3	37.9
Nonresident Alien	2.6	3.4	3.3	0.0	0.1	0.1	0.0	0.0
Unknown	2.8	6.3	6.8	0.8	5.4	3.8	0.0	16.6
<b>Total Number</b>	<b>24,063</b>	<b>26,339</b>	<b>26,280</b>	<b>1,695</b>	<b>2,707</b>	<b>2,725</b>	<b>18,925</b>	<b>11,858</b>

**Table 5**

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

	Fall 1997		Fall 2004		Fall 2005	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	583	39.0	760	53.5	744	54.3
Out-of-state 2-Yr Colleges	191	12.8	162	11.4	132	9.6
Subtotal 2-Yr Colleges	774	51.8	922	64.9	876	64.0
NM Public 4-Yr Universities	154	10.3	122	8.6	141	10.3
All Other Transfers	566	37.9	377	26.5	352	25.7
<b>Grand Total</b>	<b>1,494</b>	<b>100.0</b>	<b>1,421</b>	<b>100.0</b>	<b>1,369</b>	<b>100.0</b>

**Student Progress and Student Success**

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

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2003</u>		<u>Entered in Fall 2004</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian	118	56.8	142	62.7	180	65.6
Asian	74	83.8	102	83.3	95	81.1
Black	43	67.4	91	78.0	108	80.6
Hispanic	691	71.3	1,101	74.0	1,134	75.7
White/Other	1,158	72.3	1,353	76.3	1,328	76.5
Nonresident Alien	8	87.5	15	60.0	10	70.0
Unknown	21	66.7	140	80.0	168	78.6
Men	959	69.4	1,281	71.4	1,304	72.3
Women	1,154	73.1	1,663	78.1	1,719	78.7
Overall	2,113	71.4	2,944	75.2	3,023	76.0

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

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

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1998</u>				<u>Entered Fall 1999</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	79	27.8	127	20.5	14.2	34.6	91	28.6	15.4	44.0
Asian	39	64.1	101	42.6	10.9	53.5	94	47.9	8.5	56.4
Black	34	44.1	82	31.7	14.6	46.3	85	25.9	15.3	41.2
Hispanic	573	48.2	937	39.3	12.9	52.2	934	39.7	10.3	50.0
White/Other	954	53.2	1,299	42.5	8.8	51.3	1,421	43.5	8.5	52.0
Nonresident Alien	19	68.4	21	47.6	4.8	52.4	22	45.5	4.5	50.0
Unknown	3	66.7	43	46.5	7.0	53.5	53	32.1	7.5	39.6
Men	795	44.75	1,142	35.5	12.1	47.5	1,198	36.4	9.7	46.1
Women	906	56.0	1,468	43.6	9.7	53.3	1,502	44.8	9.4	54.2
Overall	1,701	50.6	2,610	40.0	10.7	50.8	2,700	41.1	9.5	50.6

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

\* Includes Associate degree recipients.

**Student Progress and Student Success**

*Table 8*

*What degrees were awarded in 2004-05?*

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Professional</u>	<u>Total</u>
Agriculture-related							0
Architecture-related		40	45	5			90
Business / Public Administration		482	270	2			754
Education		368	371	5	55		799
Engineering / Tech / Computer		226	136	2	38		402
Health Professions (w/o Nursing)	10	99	80		13	153	355
Home Economics		34	10				44
Humanities/Social Science	1	1,311	214		59		1,585
Law / Protective Services		96				97	193
Nursing		152	43				195
Science and Math		274	49		42		365
Social Work							0
<b>Total</b>	<b>11</b>	<b>3,082</b>	<b>1,218</b>	<b>14</b>	<b>207</b>	<b>250</b>	<b>4,782</b>

*Table 9*

*What are our alumni doing?*

Percent Employed (may also be in school): 88.6

Percent Continuing Their Education: 19.3

*In what fields are they employed?*

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

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

Percent of employed: 66.1

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

**Academic Quality and a Quality Learning Environment**

**Table 10**

*How diverse are our faculty and staff?*

Race/Ethnicity & Sex	<u>Fall 1997</u>		<u>Fall 2003</u>		<u>Fall 2004</u>	
	Full-Time Faculty % (N = 1,375)	Full-Time Staff % (N = 4,544)	Full-Time Faculty % (N = 1,488)	Full-Time Staff % (N = 4,442)	Full-Time Faculty % (N = 1,501)	Full-Time Staff % (N = 4,580)
American Indian	1.6	3.5	2.3	4.5	2.2	4.7
Asian	4.1	1.5	6.0	1.7	5.9	1.8
Black	0.8	2.4	1.5	2.3	1.4	2.1
Hispanic	8.8	31.9	8.9	33.5	8.9	33.9
White/Other	81.0	58.8	77.5	55.9	77.1	55.2
Nonresident Alien	2.6	0.7	2.8	0.8	3.7	0.9
Unknown	1.1	1.1	1.1	1.4	0.9	1.5
Men	63.9	39.2	59.7	37.0	58.9	37.3
Women	36.1	60.8	40.3	63.0	41.1	62.7

**Table 11**

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

Percent of faculty holding highest degree

Fall 1997	87.1
Fall 2003	85.6
Fall 2004	85.7

**Table 12**

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

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$53,736	90.2	\$64,421	88.0
Fall 2003	\$68,090	92.1	\$82,351	89.1
Fall 2004	\$71,755	92.9	\$86,711	89.2

**Academic Quality and a Quality Learning Environment**

*Table 13*

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

<u>Course Level</u>	Fall 1997	Fall 2003	Fall 2004
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Lower Division	33.4	27.1	20.1
Upper Division	65.4	54.8	55.0
Graduate Division	82.7	73.1	72.4
Overall	52.6	41.9	37.9

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

*Table 14*

*What are our student to faculty ratios?*

Fall 1999	18.8 to 1
Fall 2003	19.1 to 1
Fall 2004	20.0 to 1

\* FTE Students/FTE Instructional Faculty

*Table 15*

*How large are our classes?*

	Fall 1999 Average	Fall 2003 Average	Fall 2004 Average
Undergraduate, lower division	39	37	37
Undergraduate, upper division	22	21	20
Graduate	11	11	11

**Academic Quality and a Quality Learning Environment**

***Table 16***

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	77.6%
Satisfied or Very Satisfied with Student Support	70.2%
Satisfied or Very Satisfied Overall with Institution	76.0%

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

***Table 17***

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	80.2%
Satisfied or Very Satisfied with Student Support	67.1%
Satisfied or Very Satisfied Overall with Institution	82.5%

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



**Effective and Efficient Use of Resources**

***Table 18***

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

	<b>Percent for Institution</b>	<b>Percent for Peers</b>
<b>1996-97</b>	<b>76.1</b>	<b>64.5</b>
<b>2000-01</b>	<b>79.5</b>	<b>64.3</b>
<b>2002-03</b>	<b>76.7</b>	<b>70.6</b>
<b>2003-04</b>	<b>77.2</b>	<b>70.3</b>

***Table 19***

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

	<b>Percent for Institution</b>	<b>Percent for Peers</b>
<b>1996-97</b>	<b>5.1</b>	<b>6.0</b>
<b>2000-01</b>	<b>4.9</b>	<b>6.4</b>
<b>2002-03</b>	<b>4.5</b>	<b>6.6</b>
<b>2003-04</b>	<b>4.3</b>	<b>6.4</b>

**Listing of Accreditations**

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

University of New Mexico

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

**Reporting Data for DFA Submittals  
University of New Mexico - Main Campus**

		Trend Data			DFA Column Labels		
					FY 05	FY 06	FY 07
<b>Common Measures</b>							
Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				1,560	1,590	1,610
	Actual	1,358	1,416	1,516	1,611	1,621	Due Oct 1, 2006
Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	Fall 00 Thru Sum 06
	Target				41.0%	42.5%	44.0%
	Actual	45.2%	45.8%	42.5%	40.0%	41.1%	Due Oct 1, 2006
	Benchmark				45.2%	45.9%	45.9%
Access Measure: Increase Number of First-Year, Native American Students from New Mexico Enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	Fall 06 census
	Target		101	135	162	184	206
	Actual	85	117	122	161	129	Due Oct 1, 2006
	Benchmark				249	249	249
Retention Measure: Percent of Full-Time, First-Time Freshmen Who Re-enroll the Following Fall Semester		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	Fall 05 to Fall 06
	Target		73.5%	75.0%	75.5%	76.0%	76.5%
	Actual	73.3%	76.3%	76.2%	75.2%	76.0%	Due Oct 1, 2006
	Benchmark				74.8%	74.8%	74.8%
<b>Institutional Specific Measures -- Main Campus</b>							
Number of Degrees Awarded Utilizing Extended University Courses		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target			125	150	170	190
	Actual	119	155	145	212	171	Due Oct 1, 2006
Number of Post-baccalaureate Degrees Awarded: Main Campus		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target			1,210	1,275	1,300	1,325
	Actual	1,276	1,256	1,250	1,296	1,395	Due Oct 1, 2006
Increase External Research and Public Service Expenditures: Main Campus		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target			\$110.0	\$112.2	\$114.4	\$116.7
	Actual	\$118.8	\$100.8	\$96.6	\$103.3	\$111.1	Due Oct 1, 2006

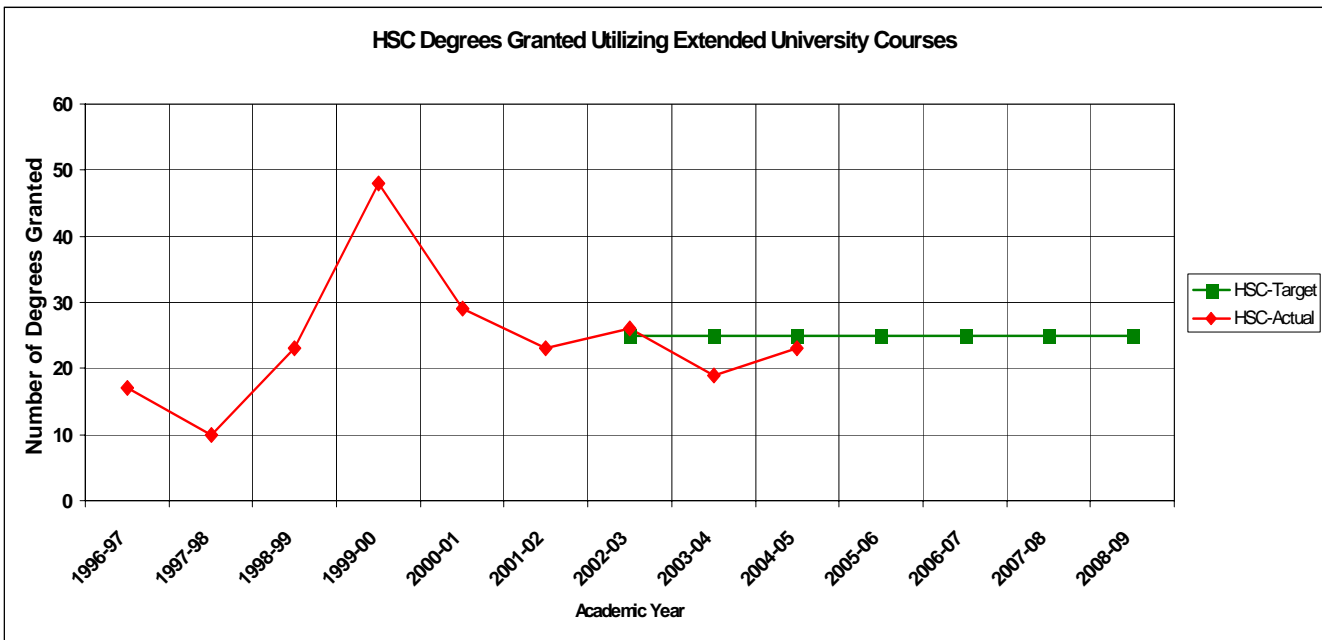
# Institutional Profile of University of New Mexico - Health Sciences Center

**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

**Academic Years Include Summer, Fall, and Spring Semesters**

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
<b>UNM-HSC</b>													
Target							25	25	25	25	25	25	25
Actual	17	10	23	48	29	23	26	19	23				

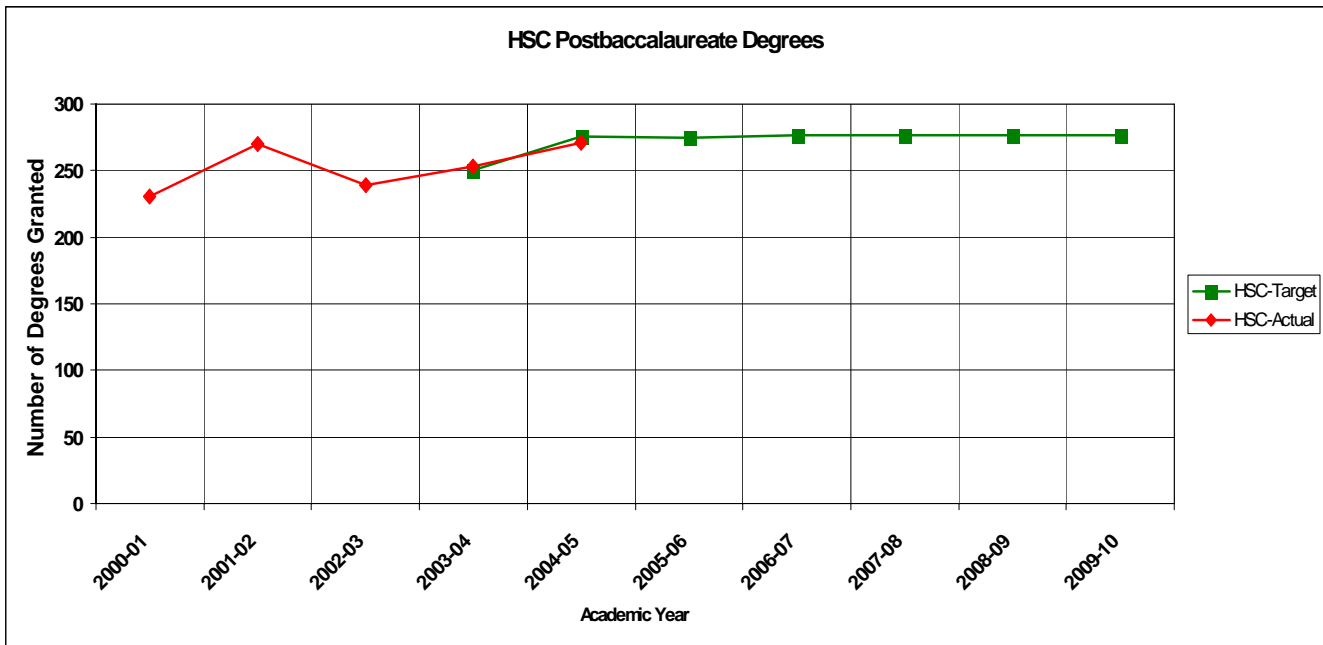


Providing access to courses has been important to UNM for many years. With the advent of the Extended University (EU) four years ago, this became a priority, with the emphasis now on providing the necessary course work for students to be able to complete the last two years for an undergraduate degree 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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
<b>UNM-HSC</b>										
Target				250	276	275	277	277	277	277
Actual	231	270	239	253	271					

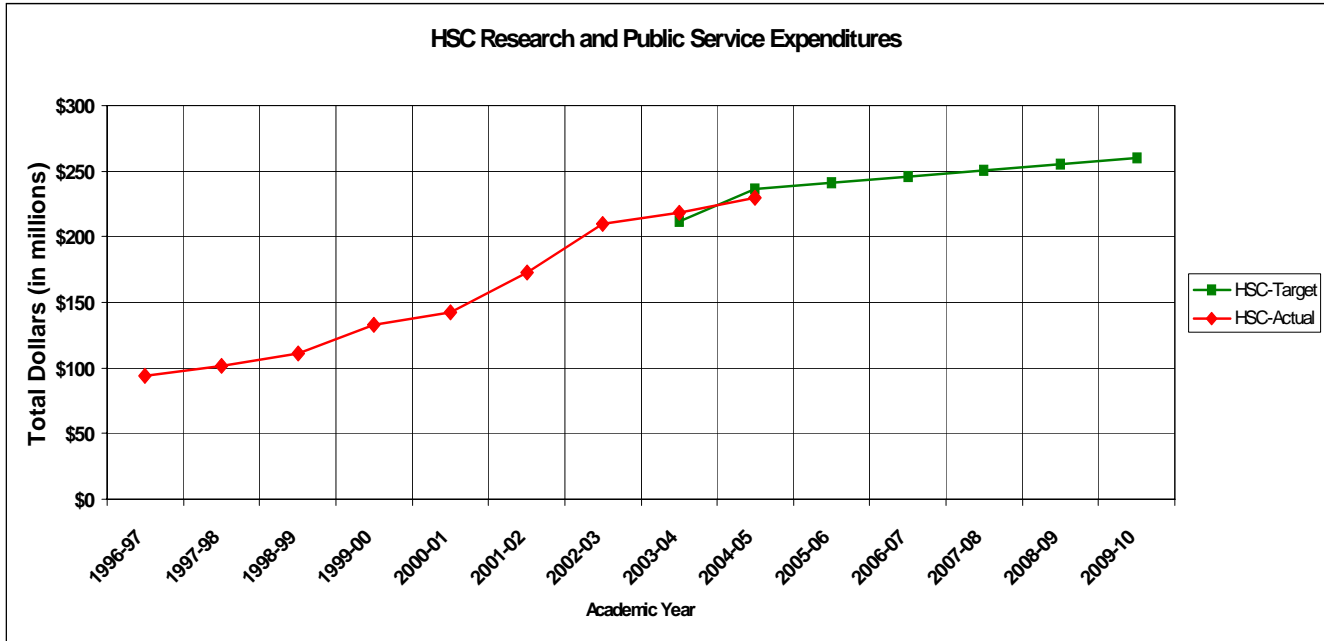


Providing a highly trained workforce for New Mexico is one of the primary missions of the University. In particular, the Health Sciences Center (HSC) is the only provider of many unique professional programs in New Mexico (e.g., Medicine and Pharmacy). Note that both Main Campus and HSC programs depend 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)

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
<b>UNM-HSC</b>														
Target								\$ 212.0	\$ 236.0	\$ 240.7	\$ 245.5	\$ 250.4	\$ 255.5	\$ 260.6
Actual	\$ 94.4	\$ 101.5	\$ 110.8	\$ 133.1	\$ 142.4	\$ 172.5	\$ 209.7	\$ 218.4	\$ 229.4					

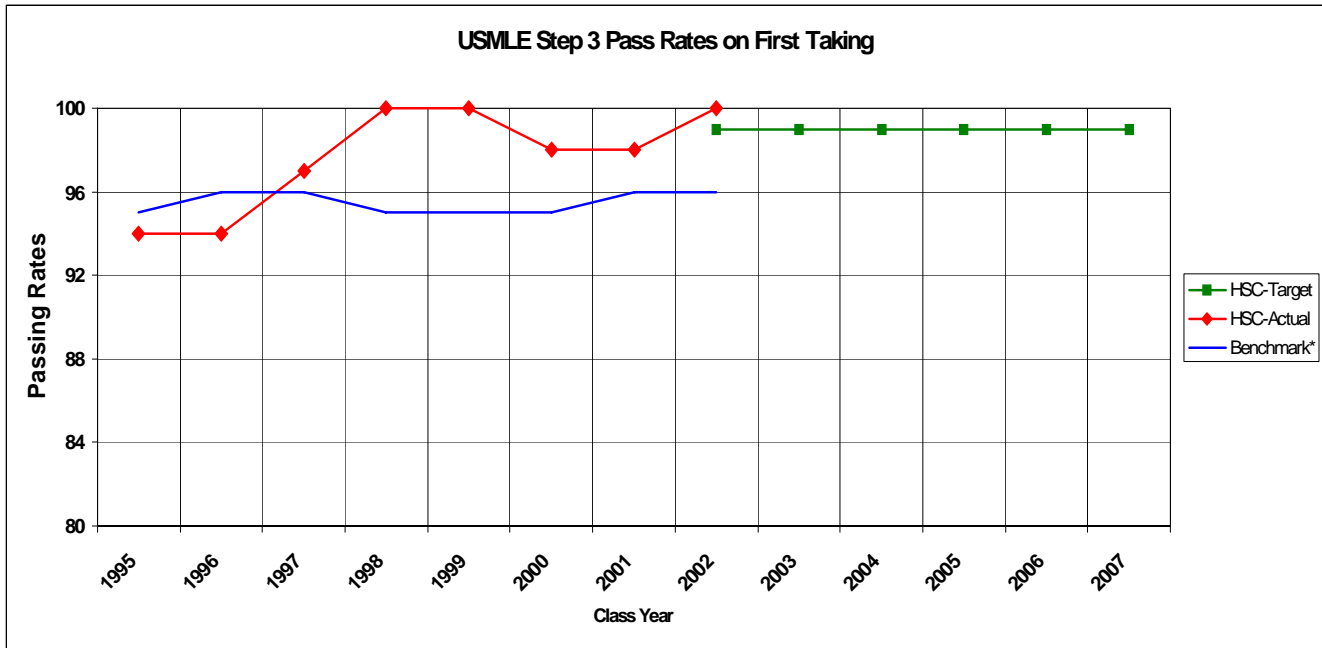


Bringing external dollars into New Mexico is one way that UNM contributes to economic development and to help support the research and public service mission of the University. Expenditures are tracked separately for Main Campus and the Health Sciences Center (HSC), even though many research and public service projects are joint, interdisciplinary projects across both divisions of the university. The graph above shows the HSC expenditures. The HSC's goal is to increase our target by 2% per year beginning in AY 2006.

## Pass Rates on National USMLE Step 3 Board Exam - First Attempt

Class Years

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>UNM-HSC</b>													
Target								99	99	99	99	99	99
Actual	94	94	97	100	100	98	98	100					



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

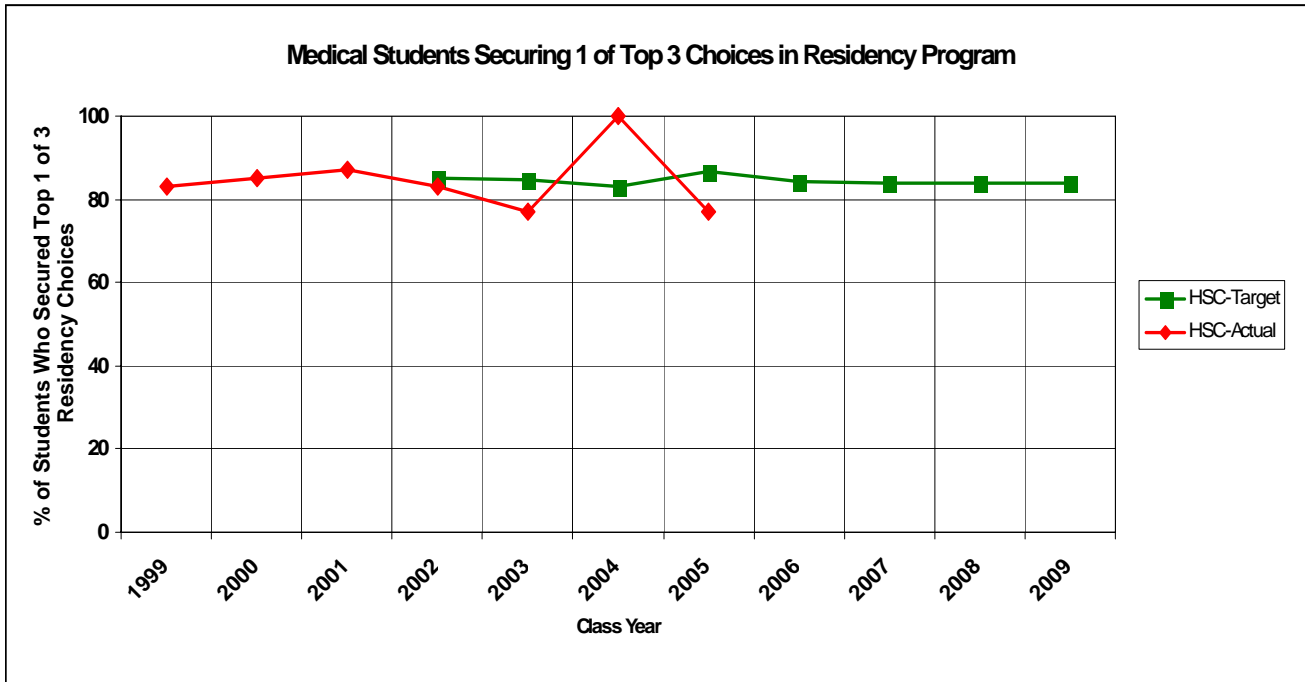
The graph above shows that the HSC SOM's high quality medical education has produced students that have surpassed the national average on its national exam test for the past several years. The target is the average SOM pass rate over previous four class years.



## Percent Medical Students Who Secured One of Their Top Three Choices in the Residency Program

Class Years

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
<b>UNM-HSC</b>											
Target				85	85	83	87	84	84	84	84
Actual	83	85	87	83	77	100	77				

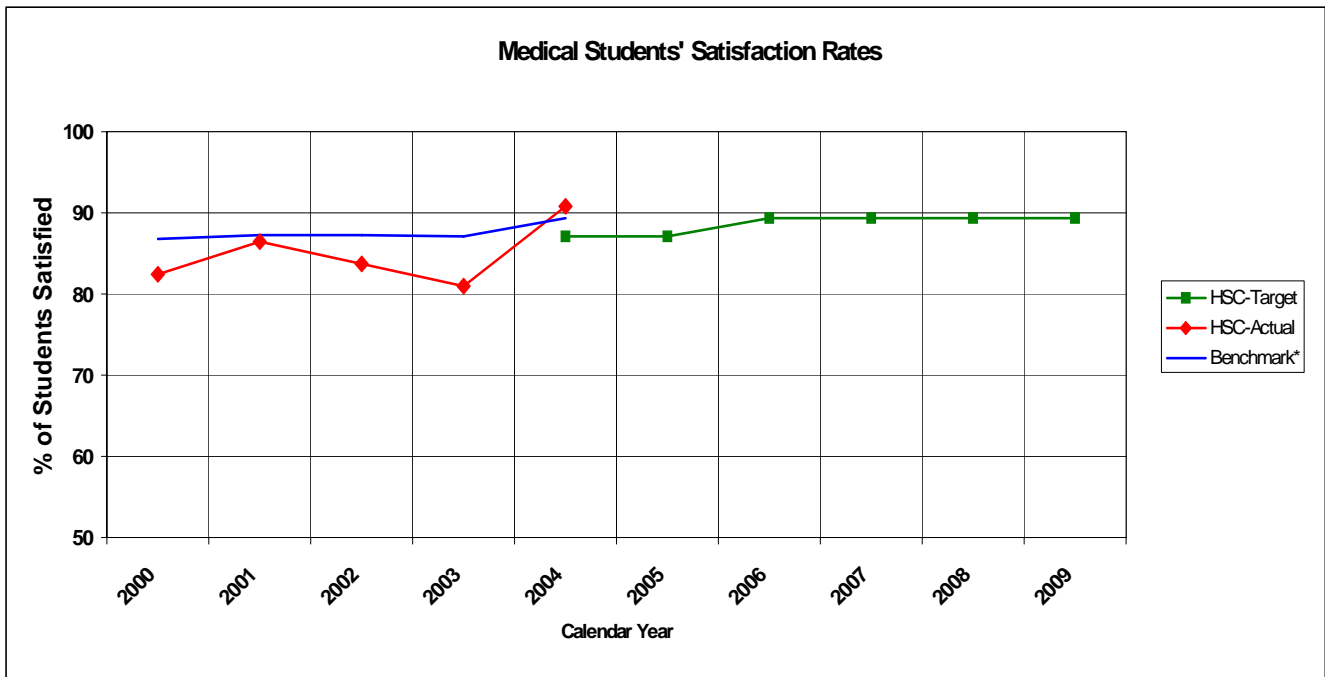


The graph above shows that a high percentage of HSC School of Medicine medical students secured one of their top three choices in a residency program, but an important aspect is that 100% of the SOM's graduates make it into a residency program - illustrating the SOM's high quality medical education. The target is the average of the last four years of actual data, rolling the average forward. The actual data is influenced by the students' agreement to self-report because it is not mandatory. (Note: The last four years of actual data were available this year, 2002-2005, necessitating new targets years 2007-2009.)

## Medical Student Satisfaction Rates on National Standardized Survey

### Calendar Years

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
<b>UNM-HSC</b>										
Target					87.1	87.1	89.3	89.3	89.3	89.3
Actual	82.5	86.4	83.7	81.0	90.8					



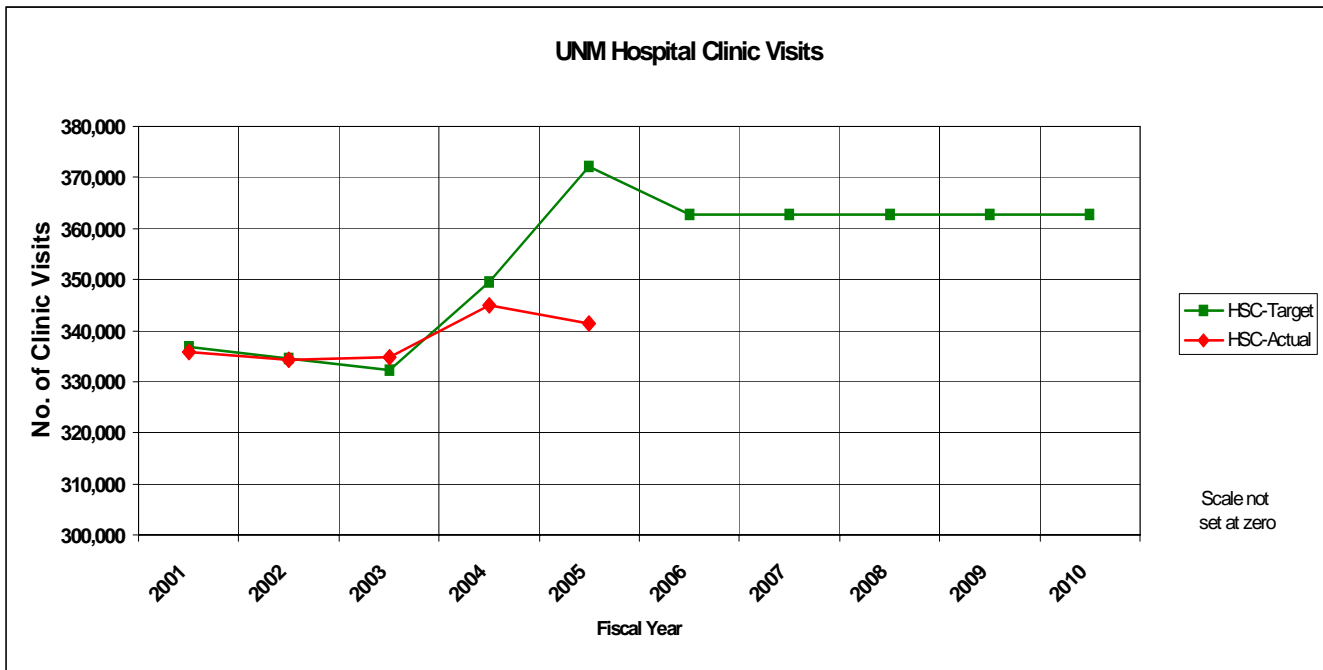
\* Benchmark is overall satisfaction ratings of all AAMC schools participating in graduation questionnaire.

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 CY 06 target is the benchmark level from two years prior. Note that the actual data is influenced by the students' agreement to self-report because its not mandatory.

## Total Number of UNM Hospital Clinic Visits

### Fiscal Years

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>UNM-HSC</b>										
Target	336,876	334,649	332,166	349,417	372,031	362,806	362,806	362,806	362,806	362,806
Actual	335,805	334,195	334,843	344,999	341,347					

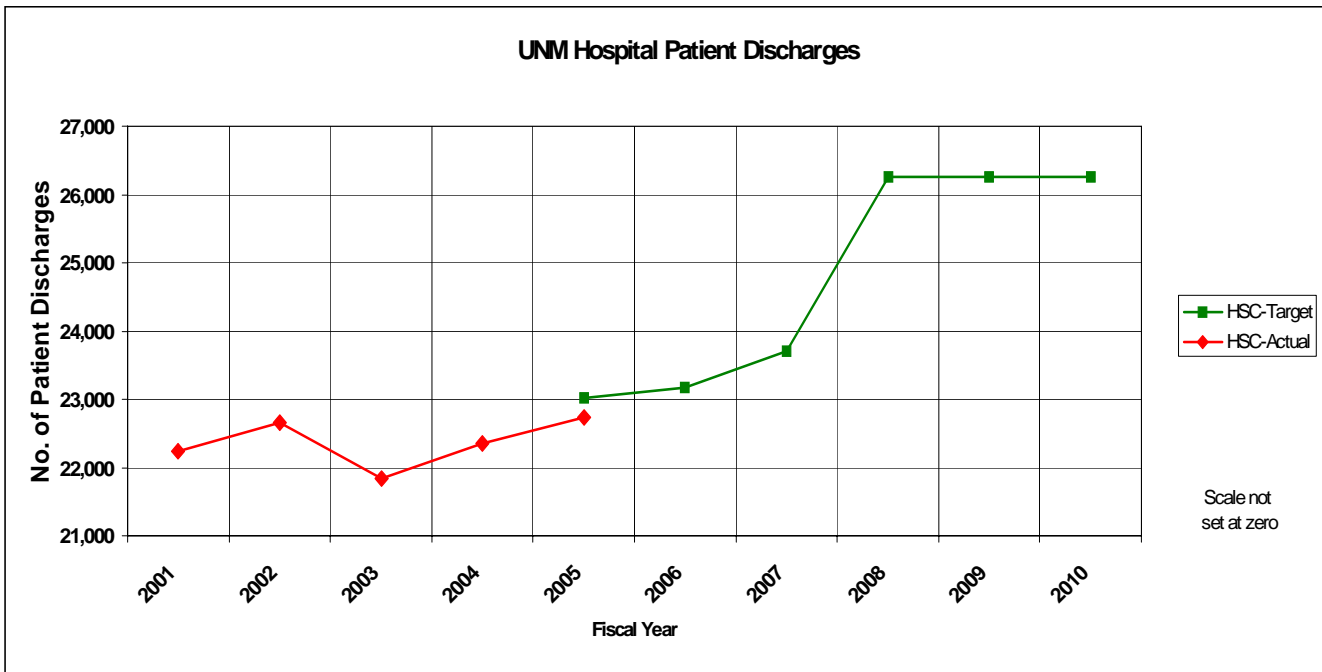


The graph above shows an increase in the Hospital's patient base to its clinics with an upturn expected in the near future, though the amount hasn't been as large as expected in the short-run. The Hospital's target represents budgeted clinic visits and was adjusted to reflect a more modest near-term growth rate.

### Total Number of UNM Hospital Inpatient Discharges

Fiscal Years

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>UNM-HSC</b>										
Target					23,022	23,166	23,708	26,253	26,253	26,253
Actual	22,238	22,666	21,844	22,349	22,724					

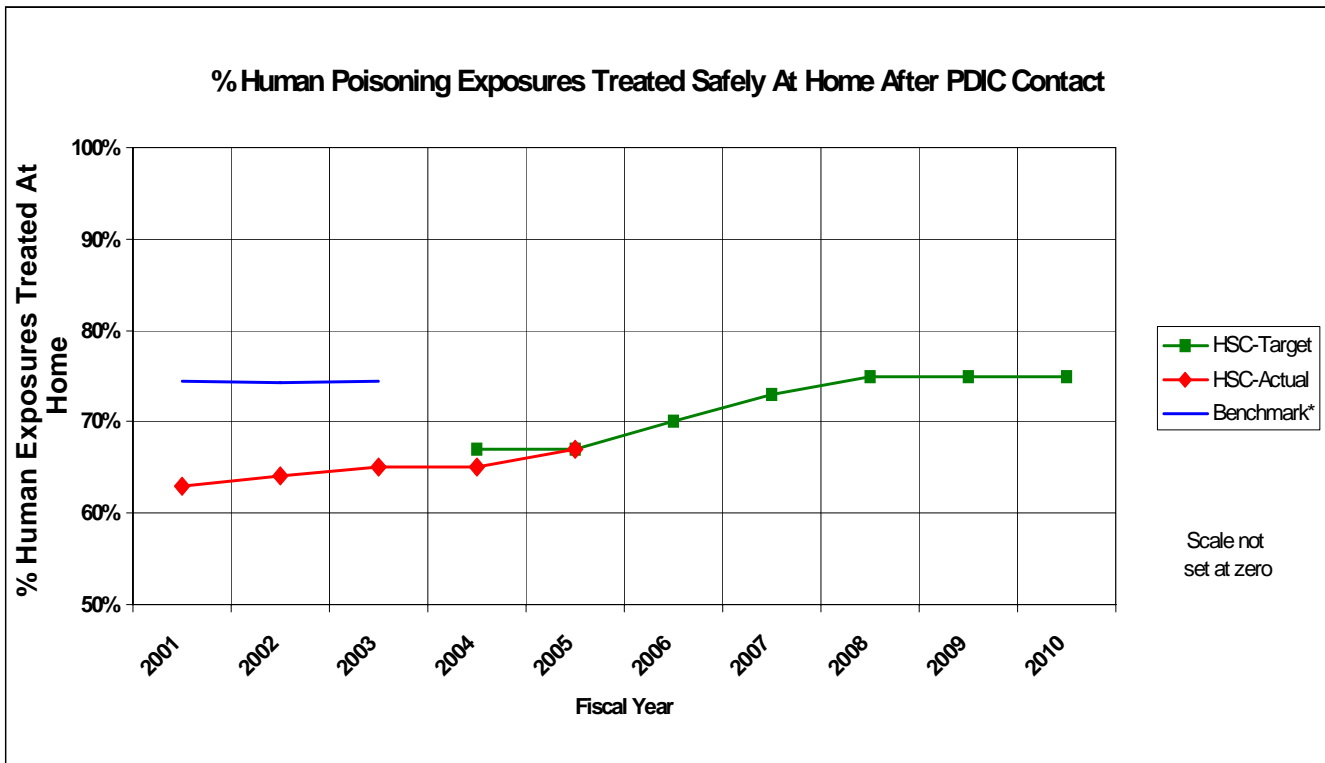


The graph above shows an overall downturn in the number of Hospital patient discharges over recent history. The trend is expected to turn around after the Hospital expands its capacity in its pediatrics and women’s inpatient services from its West Wing Expansion project.

## Percent Human Poisoning Exposures Treated Safely at Home After Poison & Drug Information Center (PDIC) Contact

Fiscal Years

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>UNM-HSC</b>										
Target				67%	67%	70%	73%	75%	75%	75%
Actual	63%	64%	65%	65%	67%					



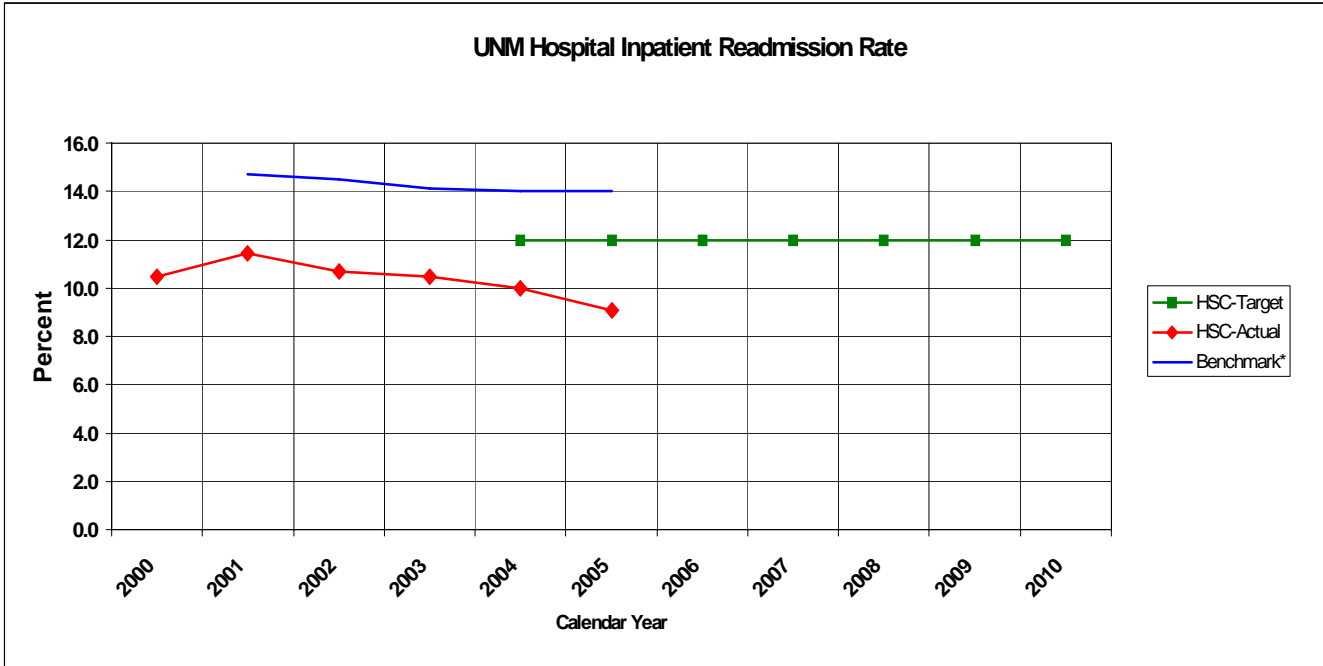
\* Benchmark is the aggregate value for all national poison centers.

The graph above shows that the COP Poison & Drug Information Center (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 treated at home by the total human exposures calls. The number of human exposures treated at home was 15,669 in FY 2005, and 12,444 in FY 2001. In FY 2005, the total number of calls received by the center was 42,838, up 5,061 from FY 2001.

## UNM Hospital Inpatient Readmission Rate

Calendar Years

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>UNM-HSC</b>											
Target					12.0	12.0	12.0	12.0	12.0	12.0	12.0
Actual	10.5	11.4	10.7	10.5	10.0	9.1					



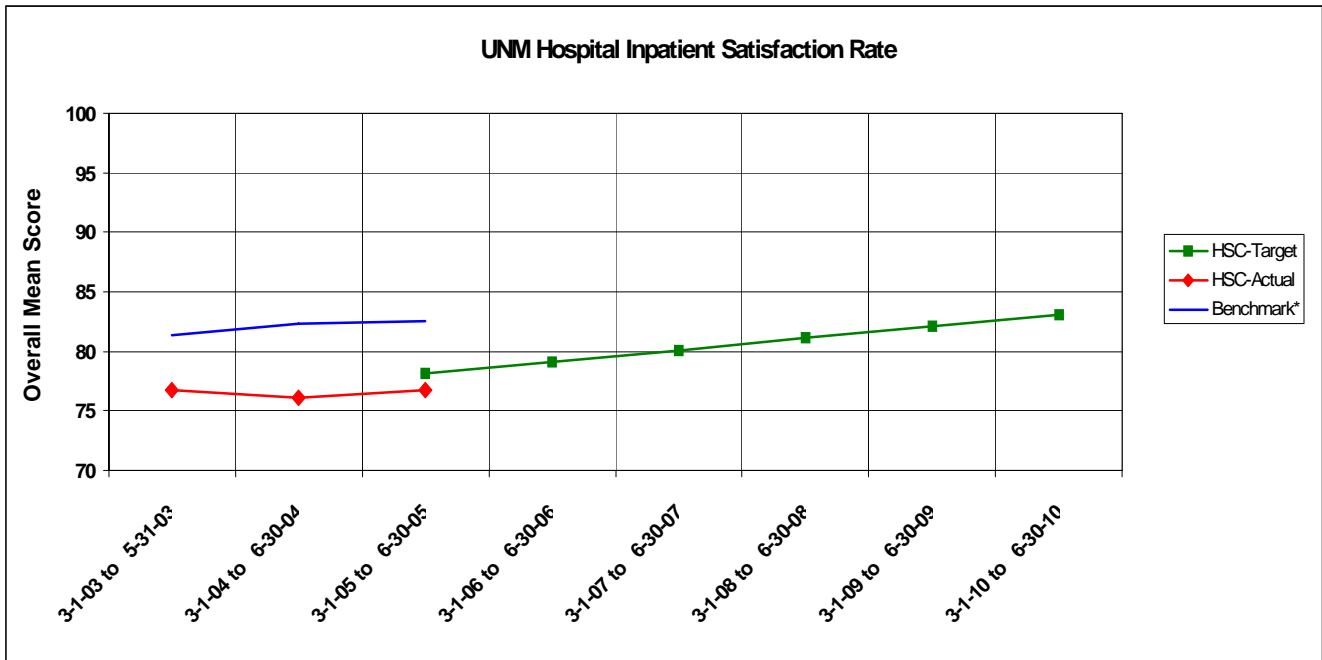
\* Benchmark is the 50<sup>th</sup> Percentile of all UHC hospital readmission rates and is weighted average of the two most recent quarters of data.

The graph above shows that the Hospital has consistently made improvements in its inpatient readmission rates over time. The Hospital's target is the 25<sup>th</sup> percentile of the UHC Clinical Data Base. The target is to be at least below 12%, while peers are around 14%.

## UNM Hospital Inpatient Satisfaction Rate

Survey Periods

	3-1-03 to 5-31-03	3-1-04 to 6-30-04	3-1-05 to 6-30-05	3-1-06 to 6-30-06	3-1-07 to 6-30-07	3-1-08 to 6-30-08	3-1-09 to 6-30-09	3-1-10 to 6-30-10
<b>UNM -HSC</b>								
Target			78.1	79.1	80.1	81.1	82.1	83.1
Actual	76.8	76.1	76.8					

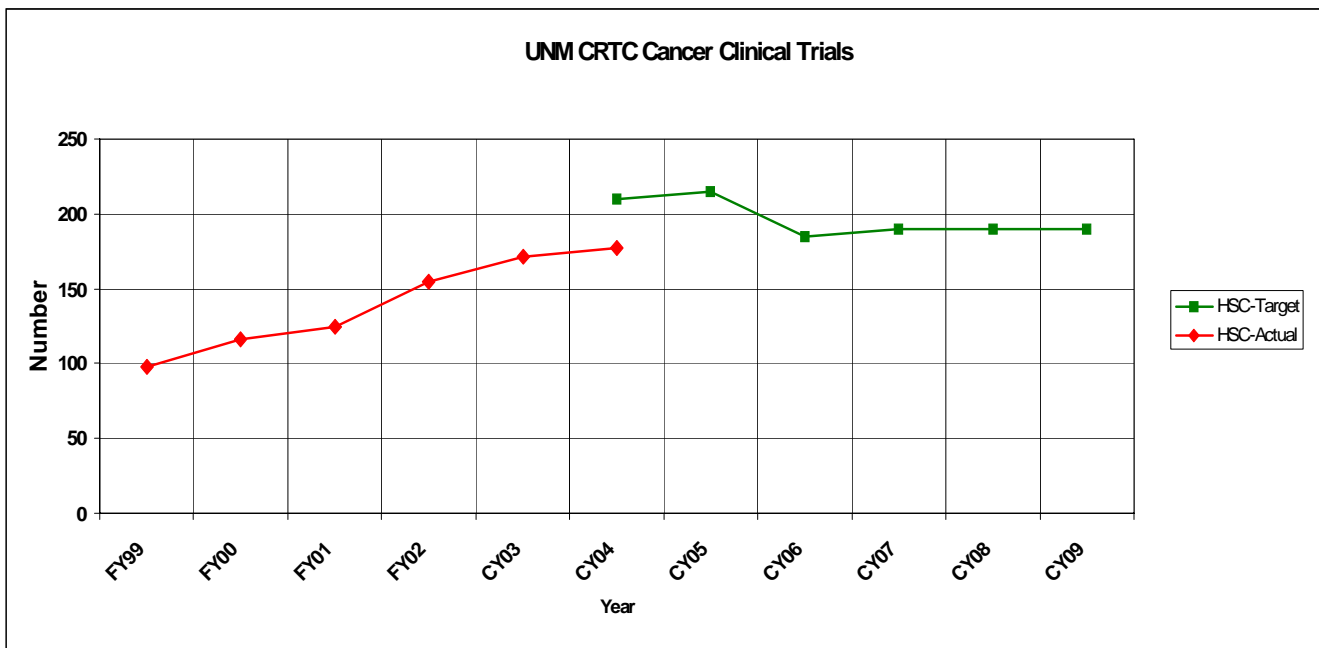


\* Benchmark is the 20-member UHC Comparison Group mean score.

The above graph shows that the Hospital had no significant change in overall mean score from 2004 to 2005. The target represents a previous satisfaction high point (78.1) for the Hospital with a 1.0 percentage point annual increase for the years 2006-2010. This target is an internal working number that can change at any time. The hospital's overall inpatient satisfaction mean score of 76.8 (n=390) 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.

## Number of Cancer Research & Treatment Center (CRTC) Cancer Clinical Trials

	Years										
	FY99	FY00	FY01	FY02	CY03	CY04	CY05	CY06	CY07	CY08	CY09
<b>UNM-HSC</b>											
Target						210	215	185	190	190	190
Actual	98	116	125	155	171	177					



In the graph above, the UNM Cancer Research & Treatment Center (CRTC) has experienced steady growth in cancer clinical trials and expects the trend to continue. The Clinical Protocol and Data Management Shared Resource (CRTC Clinical Trials Office) has reorganized the clinical trial menu, closing several non-accruing trials, and does not currently anticipate having in excess of 180 -190 clinical trials open during any calendar year period. A robust clinical trial menu, containing trials that are applicable to the New Mexico population, will encourage additional accruals without having an excess of non-accruing trials.

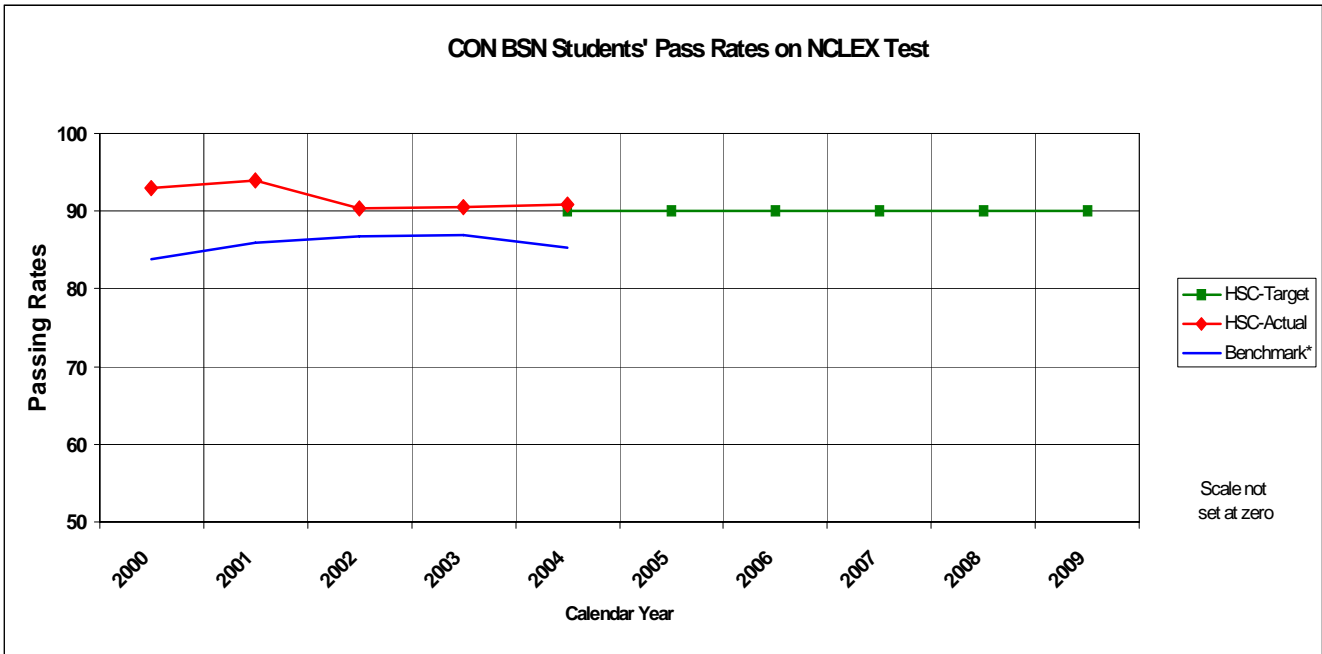
Note that the data reporting time frames changed to calendar years beginning with CY 2003 as required by National Cancer Institute (NCI). The data for CRTC's CY 2003 represents totals through May 2004. In FY 2002, the CRTC reported all trials of 210 instead of only therapeutic trials and normalized the 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

Calendar Years

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
<b>UNM-HSC</b>										
Target					90	90	90	90	90	90
Actual	93.0	94.0	90.3	90.6	90.8					



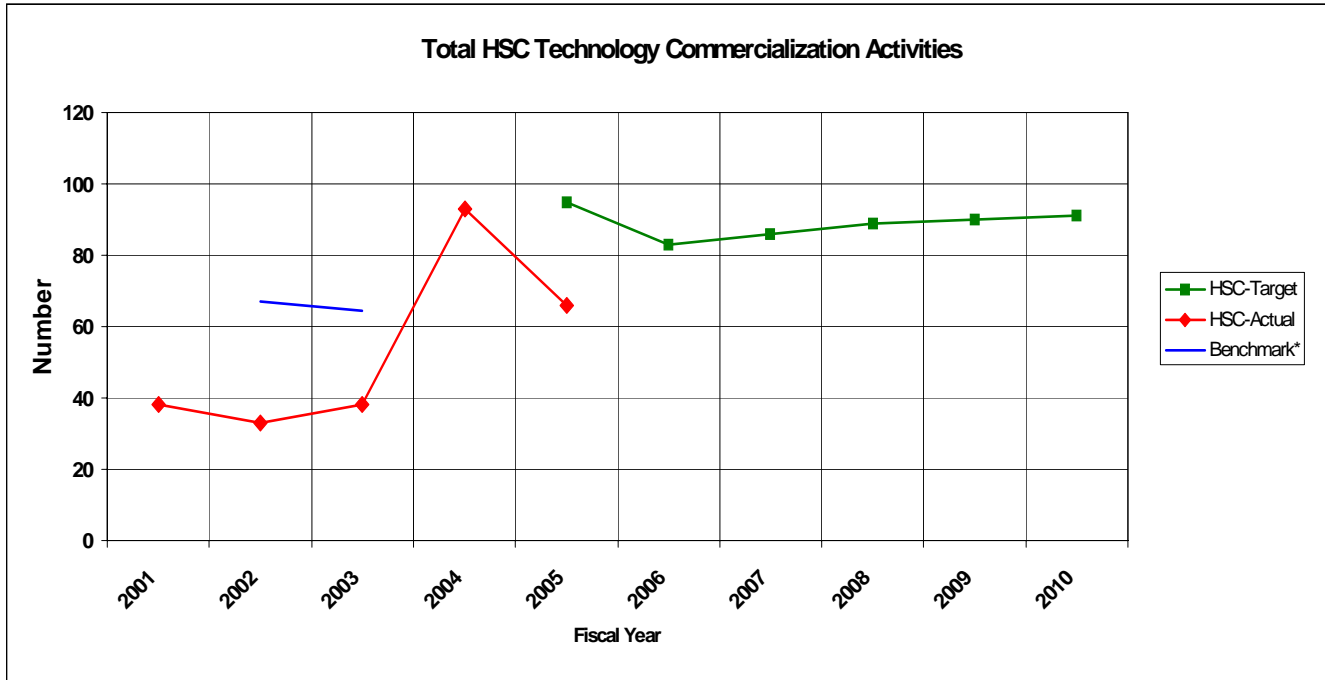
\* Benchmark is the national rate for the BSN students taking the NCLEX test.

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

Fiscal Years

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>UNM-HSC</b>										
Target					95	83	86	89	90	91
Actual	38	33	38	93	66					



\* Benchmark is the average of the total commercialization activity levels among the 4-member group of UNM peer institutions in FY 2002 & the 3-member group in FY 2003 (1) with health sciences components separately reporting in the Association of University Technology Managers FY 2002 & FY 2003 Licensing Survey and (2) research expenditures under \$120 million in 2002 and \$130 million in 2003.

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. Some of the pent-up demand stabilized by 2005. The 2006-2010 targets were adjusted accordingly after the peak year in 2004, in consultation with STC.

Commercialization (Licensing) Measures	Detail for Actual Data					Detail for Target Data				
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Year:										
Disclosures	21	19	17	41	35	40	40	40	40	40
New Patent Applications Filed	2	8	10	37	18	25	25	25	25	25
Issued Patents	13	4	5	7	4	8	9	10	11	12
Options/License Agreements	2	2	5	6	6	8	10	12	12	12
Start-up based on HSC Tech.	0	0	1	2	3	2	2	2	2	2
<b>Total</b>	<b>38</b>	<b>33</b>	<b>38</b>	<b>93</b>	<b>66</b>	<b>83</b>	<b>86</b>	<b>89</b>	<b>90</b>	<b>91</b>

Reporting Data for Accountability in Government Act  
University of New Mexico - HSC Only

Measures	Trend Data			DFA Column Labels	
				FY 06	FY 07
<b>Institutional Specific Measures -- HSC Only (Main Campus reports same measures)</b>					
(HSC Measure A-1) Number of Degrees Awarded Utilizing Extended University Courses	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	<b>Target</b>		<b>25</b>	<b>25</b>	<b>25</b>
	<b>Actual</b>	<b>23</b>	<b>26</b>	<b>19</b>	<b>23</b>
(HSC Measure A-2) Number of Post-baccalaureate Degrees Awarded: HSC	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	<b>Target</b>		<b>250</b>	<b>276</b>	<b>275</b>
	<b>Actual</b>	<b>270</b>	<b>239</b>	<b>253</b>	<b>271</b>
(HSC Measure A-3) Increase External Research and Public Service Expenditures: HSC	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	<b>Target</b>		<b>\$212.0M</b>	<b>\$236.0M</b>	<b>\$240.7M</b>
	<b>Actual</b>	<b>\$172.5M</b>	<b>\$209.7M</b>	<b>\$218.4M</b>	<b>\$229.4M</b>
<b>Institutional SOM Specific Measures -- HSC Only (Specific to HSC and not Main Campus)</b>					
(SOM Measure B-1) Pass Rates on National USMLE Step 3 Board Exam – First Attempt	Class Year 1999	Class Year 2000	Class Year 2001	Class Year 2002	Class Year 2003
	<b>Target</b>			<b>99</b>	<b>99</b>
	<b>Actual</b>	<b>100</b>	<b>98</b>	<b>98</b>	<b>100</b>
<b>Benchmark:</b> U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.	<b>95</b>	<b>95</b>	<b>96</b>	<b>96</b>	
(SOM Measure B-2) Percent Medical Students Who Secured One of Their Top Three Choices in the Residency Program	Class Year 2002	Class Year 2003	Class Year 2004	Class Year 2005	Class Year 2006
	<b>Target</b>	<b>85</b>	<b>85</b>	<b>83</b>	<b>87</b>
	<b>Actual</b>	<b>83</b>	<b>77</b>	<b>100</b>	<b>77</b>
<b>Note:</b> This measure went through a transition from a paper-tracked process to a computerized one. This resulted in a backlog of actual data becoming available this year and the need to report targets for class years 2005 & 2006 instead of the expected class year 2004 (for FY 07 column).					
(SOM Measure B-3) Medical Student Satisfaction Rates on National Standardized Survey	CY 2002	CY 2003	CY 2004	CY 2005	CY 2006
	<b>Target</b>		<b>87.1</b>	<b>87.1</b>	<b>89.3</b>
	<b>Actual</b>	<b>83.7</b>	<b>81.0</b>	<b>90.8</b>	<b>n/a</b>
<b>Benchmark:</b> Overall satisfaction ratings of all AAMC schools participating in graduation questionnaire.	<b>87.2</b>	<b>87.1</b>	<b>89.3</b>		

<b>Institutional HSC Specific Measures -- HSC Only (Specific to HSC and not Main Campus)</b>						
<b>(HSC Measure C-1)</b>		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
<b>Total Number of UNM Hospital Clinic Visits</b>	<b>Target</b>			<b>349,417</b>	<b>372,031</b>	<b>362,806</b>
	<b>Actual</b>	<b>334,195</b>	<b>334,843</b>	<b>344,999</b>	<b>341,347</b>	
<b>(HSC Measure C-2)</b>		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
<b>Total Number of UNM Hospital Inpatient Discharges</b>	<b>Target</b>				<b>23,022</b>	<b>23,166</b>
	<b>Actual</b>	<b>22,666</b>	<b>21,844</b>	<b>22,349</b>	<b>22,724</b>	
<b>(HSC Measure C-3)</b>		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
<b>Percent Human Poisoning Exposures Treated Safely at Home After PDIC Contact</b>	<b>Target</b>			<b>67.0%</b>	<b>67.0%</b>	<b>70.0%</b>
	<b>Actual</b>	<b>64.0%</b>	<b>65.0%</b>	<b>65.0%</b>	<b>67.0%</b>	
<b>Benchmark: Aggregate value for all national poison centers.</b>		<b>74.2%</b>	<b>74.5%</b>			
<b>(HSC Measure C-4)</b>		CY 2002	CY 2003	CY 2004	CY 2005	CY 2006
<b>UNM Hospital Inpatient Readmission Rate</b>	<b>Target</b>			<b>12.0</b>	<b>12.0</b>	<b>12.0</b>
	<b>Actual</b>	<b>10.7</b>	<b>10.5</b>	<b>10.0</b>	<b>9.1</b>	
<b>Benchmark: 50th Percentile of all UHC hospital readmission rates and is a weighted average of the two most recent quarters of data.</b>		<b>14.5</b>	<b>14.1</b>	<b>14.0</b>	<b>14.0</b>	
<b>(HSC Measure C-5)</b>			3-1-03 to 5-31-03	3-1-04 to 6-30-04	3-1-05 to 6-30-05	3-1-06 to 6-30-06
<b>UNM Hospital Inpatient Satisfaction Rate</b>	<b>Target</b>				<b>78.1</b>	<b>79.1</b>
	<b>Actual</b>		<b>76.8</b>	<b>76.1</b>	<b>76.8</b>	
<b>Benchmark: 20-member UHC Comparison Group mean score.</b>			<b>81.4</b>	<b>82.3</b>	<b>82.5</b>	
<b>(HSC Measure C-6)</b>		FY 2001-02	CY 2003	CY 2004	CY 2005	CY 2006
<b>Number of UNM CRTCC Cancer Clinical Trials</b>	<b>Target</b>			<b>210</b>	<b>215</b>	<b>185</b>
	<b>Actual</b>	<b>155</b>	<b>171</b>	<b>177</b>	<b>n/a</b>	
<b>(HSC Measure C-7)</b>		CY 2002	CY 2003	CY 2004	CY 2005	CY 2006
<b>Pass Rates on NCLEX Test by College of Nursing BSN Students</b>	<b>Target</b>			<b>90.0</b>	<b>90.0</b>	<b>90.0</b>
	<b>Actual</b>	<b>90.3</b>	<b>90.6</b>	<b>90.8</b>	<b>n/a</b>	
<b>Benchmark: National rate for the BSN students taking the NCLEX test.</b>		<b>86.7</b>	<b>86.9</b>	<b>85.3</b>		
<b>(HSC Measure C-8)</b>		FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
<b>Total Number of HSC Technology Commercialization Activities</b>	<b>Target</b>				<b>95</b>	<b>83</b>
	<b>Actual</b>	<b>33</b>	<b>38</b>	<b>93</b>	<b>66</b>	
<b>Benchmark: Benchmark is the average of the total commercialization activity levels among the 4-member group of UNM peer institutions in FY 2002 &amp; the 3-member group in FY 2003 (1) with health sciences components separately reporting in the Association of University Technology Managers FY 2002 &amp; FY 2003 Licensing Survey and (2) research expenditures under \$120 million in 2002 and \$130 million in 2003.</b>		<b>67</b>	<b>64</b>			

# 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 2005 Overall Main Campus Enrollment by Level**

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	2,898	270	3,044
Non-degree seeking undergraduate	254	5	251
First Professional			
Graduates	537	268	757
Branch students enrolled on Main			
<b>Total Headcount</b>	<b>3,689</b>	<b>543</b>	<b>4,052</b>
<b>Total FTE</b>	<b>2,937</b>	<b>183</b>	<b>3,121</b>

**Number of program majors at the following degree levels for 2005-06:**

Associate’s	5
Bachelor’s	47
Master’s	14

**2005-2006 total current funds revenue for main campus:  
\$59,165,000**

**2005-2006 total state appropriation for main campus as a  
percent of total main campus operating budget: 38.11%**

**Accessible and Affordable University Education**

**Table 1**

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

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,716	68.3	\$6,378	97.7
1998-99	\$1,786	67.8	\$6,682	97.7
1999-00	\$1,830	66.1	\$6,714	94.0
2000-01	\$1,944	68.9	\$7,128	96.5
2001-02	\$2,088	69.0	\$7,644	96.7
2002-03	\$2,292	69.0	\$7,848	91.1
2003-04	\$2,472	65.5	\$8,028	84.4
2004-05	\$2,616	62.0	\$8,172	87.9
2005-06	\$2,784	Not Available	\$8,340	Not Available

Context for 2004:

NM Per-Capita Income: \$26,191      Relative to peer states average per capita income: 86.2

\* List of peers in Appendix

**Table 2**

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

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2003-04 Percent</u>	<u>2004-05 Percent</u>
Gift Aid (Not paid back)	43.2	44.6	42.2
Work Study (Must work to earn)	8.6	5.9	5.5
Loans (Must pay back)	48.2	49.4	52.2

**Table 3**

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

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,143	\$10,755	---
2003-04	\$7,326	\$13,755	72.9
2004-05	\$7,603	\$13,024	67.4

**Accessible and Affordable University Education**

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

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2004-05 %	NM ACT Takers 2004-05 %
	Fall 1997 %	Fall 2004 %	Fall 2005 %	Fall 1997 %	Fall 2004 %	Fall 2005 %		
<b>Race/Ethnicity</b>								
American Indian	2.5	2.6	2.7	5.3	4.5	2.6	11.1	9.0
Asian	1.0	1.0	1.0	0.5	1.3	.94	1.6	1.7
Black	3.4	5.7	6.3	2.7	4.7	3.5	2.1	1.6
Hispanic	21.5	26.9	26.8	28.2	29.9	32.3	44.9	33.3
White/Other	70.1	58.9	57.8	63.1	55.2	58.5	40.3	37.9
Nonresident Alien	0.9	1.2	1.4	0.0	0.0	0.0	0.0	0.0
Unknown	0.6	3.7	3.9	0.2	4.5	2.1	0.0	16.6
<b>Total Number</b>	<b>3,495</b>	<b>3,959</b>	<b>4,052</b>	<b>434</b>	<b>469</b>	<b>424</b>	<b>18,925</b>	<b>11,858</b>

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

	Fall 1997		Fall 2004		Fall 2005	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	186	60.2	176	54.7	181	58.0
Out-of-state 2-Yr Colleges			75	23.3	63	20.2
Subtotal 2-Yr Colleges	186	60.2	251	78.0	244	78.2
NM Public 4-Yr Universities	28	9.1	28	8.7	17	5.4
All Other Transfers	95	30.7	43	13.4	51	16.3
<b>Grand Total</b>	<b>309</b>	<b>100.0</b>	<b>322</b>	<b>100.0</b>	<b>312</b>	<b>100.0</b>

**Student Progress and Student Success**

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

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2003</u>		<u>Entered in Fall 2004</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2005</u>
American Indian	23	61.0	19	63.2	20	50.0
Asian	2	50.0	4	100.0	6	66.7
Black	15	27.0	44	59.1	46	52.0
Hispanic	123	52.0	199	56.3	169	61.5
White/Other	328	61.0	264	60.9	311	53.4
Nonresident Alien	3	100.0	1	0.0	5	100.0
Unknown	--	--	23	56.5	23	91.3
Men	235	48.9	273	64.4	294	54.1
Women	261	62.1	281	53.8	286	61.2
Overall	496	57.3	554	59.2	580	57.6

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

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

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1998</u>				<u>Entered Fall 1999</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	13	16.0	18	27.8	5.6	33.3	12	16.7	33.3	50.0
Asian	8	38.0	9	22.2	0.0	22.2	3	100	0.0	100
Black	34	21.0	27	22.2	0.0	22.2	16	31.3	0.0	31.3
Hispanic	147	26.0	163	30.7	6.7	37.4	151	35.1	6.6	41.7
White/Other	370	36.0	368	34.2	6.3	40.5	283	34.3	5.3	39.5
Nonresident Alien	1	0.0	1	0.0	0.0	0.0	3	0.0	0.0	0.0
Unknown	0	0.0	8	25.0	0.0	25.0	14	50.0	0.0	50.0
Men	255	24.0	253	26.1	5.9	32.0	214	27.1	5.6	32.7
Women	318	38.0	341	36.7	5.9	42.5	268	40.7	6.3	47.0
Overall	573	32.0	594	32.2	5.9	38.1	482	34.6	6.0	40.6

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

\* Includes Associate degree recipients.



**Student Progress and Student Success**

*Table 8*

*What degrees were awarded in 2004-05?*

	<u>Associate</u>	<u>Bachelors</u>	<u>Master</u>	<u>Post-Masters</u>	<u>Doctor</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related		28					28
Architecture-related							
Business / Public Administration		75	9				84
Education		106	59				165
Engineering / Tech / Computer		9					9
Health Professions (w/o		8	9				17
Home Economics	1	11					12
Humanities/Social Science	4	160	18				182
Law / Protective Services		23					23
Nursing		6					6
Science and Math		23	6				29
Social Work							
<b>Total</b>	<b>5</b>	<b>449</b>	<b>101</b>				<b>555</b>

*Table 9*

*What are our alumni doing?*

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

Percent Continuing Their Education: 24.0%

*In what fields are they employed?*

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

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

Percent of employed: 54.2%

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

**Academic Quality and a Quality Learning Environment**

**Table 10**  
*How diverse are our faculty and staff?*

	<u>Fall 1997</u>		<u>Fall 2003</u>		<u>Fall 2004</u>	
	Full-Time Faculty % (N = 139)	Full-Time Staff % (N =364 )	Full-Time Faculty % (N = 134)	Full-Time Staff % (N = 363)	Full-Time Faculty % (N = 140)	Full-Time Staff % (N = 371 )
<b>Race/Ethnicity &amp;</b>						
American Indian	1.4	0.6	0.7	2.2	0.7	1.5
Asian	3.6	0.6	4.3	0.5	3.5	1.0
Black	1.4	3.3	2.1	1.1	2.1	1.0
Hispanic	8.6	21.9	5.0	21.8	4.9	24.5
White/Other	85.0	73.6	86.4	73.6	86.7	71.2
Nonresident Alien	--	--	1.4	0.0	1.4	
Unknown	--	--	0.0	0.8	.7	.8
Men	61.2	42.3	53.6	41.2	55.9	44.6
Women	38.8	57.7	46.4	58.8	44.1	55.4

**Table 11**  
*Do our faculty hold the highest degree in their fields?*

Percent of faculty holding highest degree

Fall 1997	85.0
Fall 2003	81.2
Fall 2004	81.3

**Table 12**  
*Are we making progress on faculty pay commensurate with our peers?*

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average</u>	<u>% of Peer Average</u>
Fall 1997	\$39,328	92.7	\$48,432	92.3
Fall 2003	\$48,519	92.5	\$60,637	92.4
Fall 2004	\$50,183	92.4	\$63,797	94.8

**Academic Quality and a Quality Learning Environment**

*Table 13*

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

	Fall 1997	Fall 2003	Fall 2004
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	54.1	52.9	49.2
Upper Division	73.6	75.3	79.0
Graduate Division	88.1	87.7	92.0
Overall	62.2	62.4	61.0

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

*Table 14*

*What are our student to faculty ratios?*

Fall 1999	17 to 1
Fall 2003	17 to 1
Fall 2004	18 to 1

\* FTE Students/FTE Instructional Faculty

*Table 15*

*How large are our classes?*

	Fall 1999 Average	Fall 2003 Average	Fall 2004 Average
Undergraduate, lower	24	23.1	22.8
Undergraduate, upper	16	10.0	10.0
Graduate	8	6.1	7.0

## Academic Quality and a Quality Learning Environment

*Table 16*

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	91.0%
Satisfied or Very Satisfied with Student Support	84.0%
Satisfied or Very Satisfied Overall with Institution	93.4%

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

*Table 17*

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	87.0%
Satisfied or Very Satisfied with Student Support	78.3%
Satisfied or Very Satisfied Overall with Institution	88.0%

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

**Effective and Efficient Use of Resources**

*Table 18*

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

	Percent for Institution	Percent for Peers
1996-97	48.4	48.3
2000-01	44.7	48.4
2002-03	46.0	52.6
2003-04	49.8	51.3

*Table 19*

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

	Percent for Institution	Percent for Peers
1996-97	8.3	11.6
2000-01	8.9	11.2
2002-03	15.1	11.6
2003-04	8.6	14.4

**Listing of Accreditations**

**Higher Learning Commission of the North Central Association of Colleges and Schools**

**National Association of Schools of Music**

**Association of Collegiate Business Schools and Programs**

**American Speech-Language-Hearing Association**

**National League for Nursing**

**National Council for Accreditation of Teacher Education**

**American Chemical Societies**

**Reporting Data for DFA Submittals**  
**Eastern New Mexico University - Main Campus**

		Trend Data			DFA Column Labels		
					FY 05	FY 06	FY 07

**Common Measures**

Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				350	360	370
	Actual		415	331	356	431	Due Oct 1, 2006

Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	Fall 00 Thru Sum 06
	Target				31.5%	32.0%	32.5%
	Actual	28.7%	29.3%	31.2%	32.1%	34.6%	Due Oct 1, 2006
Benchmark: CSRDE 6-year graduation rate data for similar institutions.		34.6%	35.2%	36.5%	36.1%	34.9%	

Access Measure: Number of Hispanic First-time Freshmen		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	Fall 06 census
	Target			185	200	210	220
	Actual	183	168	193	159	162	Due Oct 1, 2006
Benchmark: ENMU's service area is 38% Hispanic; percent of Hispanic First-time Freshmen should reflect that percentage.		33.8% of first time, freshmen are Hispanic	32.4% of first time, freshmen are Hispanic	35.5% of first time, freshmen are Hispanic	27.6% of first time, freshmen are Hispanic	29.08% of first-time freshman are Hispanic	

Retention Measure: Percent of Full-time, First-time Freshmen Returning for their Second Fall Semester		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	Fall 05 to Fall 06
	Target			60.0%	61.0%	62.0%	62.5%
	Actual	62.9%	57.4%	60.0%	59.2%	57.6%	Due Oct 1, 2006
Benchmark: CSRDE retention data for similar institutions.		70.2%	69.8%	69.8%	67.0%	67.7%	

**Institutional Specific Measures -- Main Campus**

Number of Internet-based courses offered		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target			45	55	65	75
	Actual	10	37	44	55	101	Due Oct 1, 2006

ENMU student/staff ratio (staff defined as FTE faculty and staff paid from unrestricted I&G).		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target			6.1:1	6.2:1	6.2:1	6.2:1
	Actual	5.7:1	6.0:1	6.1:1	5.7:1	6.0:1	Due Oct 1, 2006

External funding support: Main Campus (excludes restricted accounts)		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target			\$5.25M	\$8.5M	\$8.6M	
	Actual	\$5.21M*	\$7.58M	\$8.29M	\$8.3M	\$8.3M	Due Oct 1, 2006

\*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 2005 Overall Main Campus Enrollment by Level**

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1,275	525	1,684
Non-degree seeking undergraduate	124	62	184
<b>First Professional</b>			
Graduates	926	856	1,553
<b>Branch students enrolled on Main</b>			
<b>Total Headcount</b>	<b>2,325</b>	<b>1,443</b>	<b>3,421</b>
<b>Total FTE</b>	<b>1,471.85</b>	<b>761.59</b>	<b>2,233.3</b>

**Number of program majors at the following degree levels for 2005-06:**

Associate’s	1
Bachelor’s	27
Master’s	14

2005-2006 total current funds revenue for main campus: \$54,360,403

2005-2006 total state appropriation for main campus as a percent of total main campus operating budget: 51.1%

**Accessible and Affordable University Education**

*Table 1*

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

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,602	67.6	\$6,786	101.1
1998-99	\$1,742	69.8	\$7,082	99.9
1999-00	\$1,866	71.5	\$7,578	102.6
2000-01	\$2,017	74.2	\$8,300	107.4
2001-02	\$2,114	73.5	\$8,834	108.2
2002-03	\$2,184	70.5	\$9,096	103.0
2003-04	\$2,184	63.2	\$9,096	94.6
2004-05	\$2,280	60.3	\$9,624	93.1
2005-06	\$2,280	Not Available	\$3,420	Not Available

Context for 2004:

NM Per-Capita Income: \$26,191      Relative to peer states average per capita income: 86.2

\* List of peers in Appendix

*Table 2*

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

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2003-04 Percent</u>	<u>2004-05 Percent</u>
Gift Aid (Not paid back)	60.0	38.9	37.6
Work Study (Must work to earn)	6.8	10.1	9.3
Loans (Must pay back)	33.2	51.0	53.1

*Table 3*

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

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$5,242	\$11,005	---
2003-04	\$8,921	\$13,932	75.0
2004-05	\$9,264	\$14,632	77.0

**Accessible and Affordable University Education**

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

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2004-05 %	NM ACT Takers 2004-05 %
	Fall 1997 %	Fall 2004 %	Fall 2005 %	Fall 1997 %	Fall 2004 %	Fall 2005 %		
<u>Race/Ethnicity</u>								
American Indian	4.9	7.0	7.0	10.2	15.0	7.0	11.1	9.0
Asian	0.9	1.0	1.0	1.1	0.0	1.0	1.6	1.7
Black	3.5	3.0	3.0	3.2	3.0	2.0	2.1	1.6
Hispanic	59.9	49.0	52.0	69.6	66.0	73.0	44.9	33.3
White/Other	28.0	35.0	32.3	12.4	12.0	13.0	40.3	37.9
Nonresident Alien	1.1	1.0	1.0	0.0	0.0	0.0	0.0	0.0
Unknown	1.7	4.0	3.7	3.5	4.0	4.0	0.0	16.6
<b>Total Number</b>	<b>2,534</b>	<b>3,633</b>	<b>3,768</b>	<b>283</b>	<b>234</b>	<b>215</b>	<b>18,925</b>	<b>11,858</b>

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

	Fall 1997		Fall 2004		Fall 2005	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	145	28.8	193	56.0	196	57.0
Out-of-state 2-Yr Colleges	26	5.2	57	16.0	60	17.0
Subtotal 2-Yr Colleges	171	34.0	250	72.0	256	74.0
NM Public 4-Yr Universities	184	36.5	69	20.0	65	19.0
All Other Transfers	149	29.5	27	8.0	24	7.0
<b>Grand Total</b>	<b>504</b>	<b>100.0</b>	<b>346</b>	<b>100.0</b>	<b>345</b>	<b>100.0</b>

**Student Progress and Student Success**

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

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2003</u>		<u>Entered in Fall 2004</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2005</u>
American Indian	30	53.0	17	47.0	36	67.0
Asian	2	50.0	4	50.0	1	100.0
Black	10	50.0	10	70.0	12	66.0
Hispanic	170	53.0	146	47.0	151	53.0
White/Other	38	47.0	36	44.0	36	44.0
Nonresident Alien	5	80.0	0	0.0	0.0	0.0
Unknown	1	0.0	10	50.0	11	45.0
<b>Men</b>	<b>136</b>	<b>46.0</b>	<b>121</b>	<b>50.0</b>	<b>130</b>	<b>53.0</b>
<b>Women</b>	<b>120</b>	<b>59.0</b>	<b>102</b>	<b>44.0</b>	<b>117</b>	<b>47.0</b>
<b>Overall</b>	<b>256</b>	<b>52.0</b>	<b>223</b>	<b>47.0</b>	<b>247</b>	<b>54.0</b>

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

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

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1998</u>				<u>Entered Fall 1999</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	22	27.2	33	15.0	3.0	18.0	28	14	0.0	21
Asian	0	0.0	6	50.0	2.0	52.0	1	0.0	0.0	0.0
Black	8	25.0	5	0.0	0.0	0.0	10	0.0	1.0	10.0
Hispanic	278	33.8	243	26.0	14.0	40.0	218	25.0	15.0	40.0
White/Other	40	32.5	44	11.0	2.0	13.0	50	18.0	12.0	30.0
Nonresident Alien	0	0.0	12	17.0	0.0	17.0	10	30.0	10.0	40.0
Unknown	1	0.0	3	33.0	0.0	33.0	6	50.0	33.0	83.0
<b>Men</b>	<b>163</b>	<b>26.4</b>	<b>157</b>	<b>17.0</b>	<b>8.0</b>	<b>25.0</b>	<b>152</b>	<b>14.0</b>	<b>11.0</b>	<b>26.0</b>
<b>Women</b>	<b>186</b>	<b>38.7</b>	<b>189</b>	<b>27.0</b>	<b>13.0</b>	<b>40.0</b>	<b>171</b>	<b>30.0</b>	<b>16.0</b>	<b>46.0</b>
<b>Overall</b>	<b>349</b>	<b>33.0</b>	<b>346</b>	<b>23.0</b>	<b>11.0</b>	<b>34.0</b>	<b>323</b>	<b>23.0</b>	<b>14.0</b>	<b>37.0</b>

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

**Student Progress and Student Success**

*Table 8*

*What degrees were awarded in 2004-05?*

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related		1					1
Architecture-related							
Business / Public Administration		61	21				82
Education	1	92	50				143
Engineering / Tech / Computer		7	7				14
Health Professions (w/o Nursing)							
Home Economics							
Humanities/Social Science		60	21				81
Law / Protective Services							
Nursing							
Science and Math		7	1				8
Social Work		96	120				216
<b>Total</b>	<b>1</b>	<b>324</b>	<b>220</b>				<b>545</b>

*Table 9*

*What are our alumni doing?*

Percent Employed (may also be in school): 90%

Percent Continuing Their Education: 32.5%

*In what fields are they employed?*

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	21%	34%	35%	10%

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

Percent of employed: 86%

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

**Academic Quality and a Quality Learning Environment**

**Table 10**  
*How diverse are our faculty and staff?*

Race/Ethnicity & Sex	<u>Fall 1997</u>		<u>Fall 2003</u>		<u>Fall 2004</u>	
	Full-Time Faculty % (N = 142)	Full-Time Staff % (N = 247)	Full-Time Faculty % (N = 116)	Full-Time Staff % (N = 331)	Full-Time Faculty % (N = 114)	Full-Time Staff % (N = 374)
American Indian	0.0	0.8	0.0	2.1	1.0	2.0
Asian	0.7	9.3	0.0	0.3	0.0	2.0
Black	0.7	2.0	0.8	2.1	1.0	0.0
Hispanic	29.6	67.2	27.5	71.6	25.0	74.0
White/Other	69.0	20.7	71.5	20.0	71.0	18.0
Nonresident Alien	0.0	0.0	0.0	0.3	1.0	0.0
Unknown	0.0	0.0	0.0	3.6	1.0	4.0
Men	63.4	36.0	61.9	39.6	61.0	44.0
Women	36.6	64.0	37.9	60.4	39.0	56.0

**Table 11**  
*Do our faculty hold the highest degree in their fields?*

Percent of faculty holding highest degree

Fall 1997	83.0%
Fall 2003	89.4%
Fall 2004	88.0%

**Table 12**  
*Are we making progress on faculty pay commensurate with our peers?*

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$39,151	89.2	\$49,722	91.6
Fall 2003	\$45,735	86.5	\$59,456	88.8
Fall 2004	\$46,794	84.4	\$58,551	84.1

**Academic Quality and a Quality Learning Environment**

*Table 13*

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

	Fall 1997	Fall 2003	Fall 2004
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	51.3	41.0	42.0
Upper Division	69.3	43.0	52.0
Graduate Division	57.2	51.0	50.0
Overall	59.2	45.0	48.0

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

*Table 14*

*What are our student to faculty ratios?*

Fall 1999	13 to 1
Fall 2003	18 to 1
Fall 2004	20 to 1

\* FTE Students/FTE Instructional Faculty

*Table 15*

*How large are our classes?*

	Fall 1999 Average	Fall 2003 Average	Fall 2004 Average
Undergraduate, lower division	21.2	18.4	17.7
Undergraduate, upper division	8.1	8.5	9.5
Graduate	6.6	7.9	7.8

## Academic Quality and a Quality Learning Environment

**Table 16**

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	88.0%
Satisfied or Very Satisfied with Student Support	66.3%
Satisfied or Very Satisfied Overall with Institution	89.5%

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

**Table 17**

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	78.0%
Satisfied or Very Satisfied with Student Support	66.2%
Satisfied or Very Satisfied Overall with Institution	85.9%

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



**Effective and Efficient Use of Resources**

***Table 18***

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

	Percent for Institution	Percent for Peers
1996-97	58.4	45.8
2000-01	60.8	46.0
2002-03	62.1	51.7
2003-04	60.2	52.1

***Table 19***

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

	Percent for Institution	Percent for Peers
1996-97	8.5	11.0
2000-01	7.9	11.1
2002-03	10.9	11.3
2003-04	10.0	11.7

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**

<b>NMHU</b>	<b>North Central Association of Colleges and Schools</b>
<b>School of Business</b>	<b>Association of Collegiate Business Schools and Programs</b>
<b>School of Education</b>	<b>NM Public Education Department</b>
<b>School of Education</b>	<b>National Council for Accreditation of Teacher Education</b>
<b>School of Social Work</b>	<b>Council on Social Work Education</b>
<b>Chemistry Program</b>	<b>American Chemical Society</b>

**Reporting Data for DFA Submittals  
New Mexico Highlands University**

		Trend Data			DFA Column Labels		
					FY 05	FY 06	FY 07

**Common Measures**

Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				145	250	275
	Actual	133	142	131	242	256	Due Oct 1, 2006

Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	Fall 00 Thru Sum 06
	Target				24.0%	24.0%	28.0%
	Actual	26.5%	18.3%	18.0%	18.0%	23.0%	Due Oct 1, 2006

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

Access Measure: Percent of First-Year Native American Students Enrolled.		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	Fall 06 census
	Target				8.0%	8.0%	8.0%
	Actual	7.80%	9.50%	7.60%	6.50%	6.80%	Due Oct 1, 2006

Benchmark: The Percent Native American population in Mora county is approximately 1% and in San Miguel county, 2%. NMHU Native enrollment exceeds the expected proportional representation.		2.0%	2.0%	2.0%	2.0%	2.0%	
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Retention Measure: Percent of Full-time, First-time, Degree-seeking Freshmen Persisting to a Second Fall Semester		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	Fall 05 to Fall 06
	Target			63.0%	64.0%	53.0%	57.0%
	Actual	61.2%	41.5%	57.3%	45.0%	54.0%	Due Oct 1, 2006

Benchmark: CSRDE retention data for similar institutions.					67.0%	67.1%	
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**Institutional Specific Measures**

Number of students enrolled in Extended Services courses		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				1,090	1,300	1,300
	Actual	829	840	991	1,329	1,248	Due Oct 1, 2006

Percent of graduating seniors indicating "Satisfied" or "Very Satisfied" with NMHU Overall		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target			86.7%	91.0%	93.0%	93.0%
	Actual	88.0%	85.0%	89.5%	93.0%	80.0%	Due Oct 1, 2006

Increase external dollars for research and student learning initiatives		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target				\$20,000,000	\$19,561,000	\$14,659,039
	Actual	\$19,748,038	\$19,836,327	\$19,664,659	\$20,041,224	\$17,899,356	Due Oct 1, 2006

Percent of total funds generated by grants & contracts.		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target					31.0%	23.0%
	Actual				30.0%	26.0%	Due Oct 1, 2006

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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 2005 Overall Main Campus Enrollment by Level**

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1,516	339	1855
Non-degree seeking undergraduate	217	66	283
First Professional			
Graduates	215	274	489
Branch students enrolled on Main			
<b>Total Headcount</b>	<b>1,948</b>	<b>679</b>	<b>2,627</b>
<b>Total FTE</b>	<b>1445.6</b>	<b>356.6</b>	<b>1802.2</b>

**Number of program majors at the following degree levels for 2005-06:**

Certificate’s	10
Associate’s	16
Bachelor’s	40
Master’s	8

**2005-2006 total current funds revenue for main campus: \$ 33,660,955**

**2005-2006 total state appropriation for main campus as a percent of total main campus operating budget: 54%**

## Accessible and Affordable University Education

**Table 1**

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

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,564	69.7	\$5,652	92.6
1998-99	\$1,710	72.7	\$6,206	97.1
1999-00	\$1,768	72.1	\$6,456	97.0
2000-01	\$1,943	78.2	\$7,079	100.5
2001-02	\$2,042.5	77.7	\$7,786.5	102.1
2002-03	\$2,280	76.4	\$8,532	103.6
2003-04	\$2,470	71.3	\$9,022	99.9
2004-05	\$2,667	70.4	\$9,675	98.6
2005-06	\$2,863	Not Available	\$10,423	Not Available

Context for 2004:

NM Per-Capita Income: \$26,191      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?***

<u>Type of Aid</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>	<u>2003-04 Percent</u>	<u>2004-05 Percent</u>
Gift Aid (Not paid back)	54.9	57.0	57.9	53.8
Work Study (Must work to earn)	5.5	8.4	6.6	5.5
Loans (Must pay back)	39.5	29.8	34.7	40.7

**Table 3**

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

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$4,868	\$7,565	---
2003-04	\$4,730	\$10,402	78.0
2004-05	\$5,977	\$12,409	82.1

## Accessible and Affordable University Education

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

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2004-05 %	NM ACT Takers 2004-05 %
	Fall 1997 %	Fall 2004 %	Fall 2005 %	Fall 1997 %	Fall 2004 %	Fall 2005 %		
<b><u>Race/Ethnicity</u></b>								
American Indian	2.0	3.7	4.3	0.4	1.7	2.6	11.1	9.0
Asian	0.4	0.9	0.8	0.0	0.7	0.0	1.6	1.7
Black	1.7	2.3	2.4	0.7	1.3	1.4	2.1	1.6
Hispanic	38.4	40.6	40.8	44.8	53.5	50.2	44.9	33.3
White/Other	53.2	44.0	41.6	49.0	33.3	34.1	40.3	37.9
Nonresident Alien	2.1	0.5	1.1	1.1	0.3	1.5	0.0	0.0
Unknown	2.1	7.9	9.0	4.0	9.1	10.2	0.0	16.6
<b>Total Number</b>	<b>2,624</b>	<b>2,754</b>	<b>2,627</b>	<b>453</b>	<b>297</b>	<b>273</b>	<b>18,925</b>	<b>11,858</b>

**Table 5**

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

	Fall 1997		Fall 2004		Fall 2005	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	6	4.8	19	13.6	13	7.5
Out-of-state 2-Yr Colleges			79	56.4	68	39.1
Subtotal 2-Yr Colleges	6	4.8	98	70.0	81	46.6
NM Public 4-Yr Universities	17	13.2	22	15.7	42	24.1
All Other Transfers	105	82.0	20	14.3	51	29.3
<b>Grand Total</b>	<b>128</b>	<b>100.0</b>	<b>140</b>	<b>100.0</b>	<b>174</b>	<b>100.0</b>

## Student Progress and Student Success

**Table 6**

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

<u>Race/Ethnicity &amp; Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2003</u>		<u>Entered in Fall 2004</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian		100.0	11	0.7	6	33.3
Asian		0.0	4	50.0	2	0.0
Black		25.0	11	45.5	12	58.3
Hispanic		53.6	222	53.6	161	51.6
White/Other		53.4	127	50.4	112	58.9
Nonresident Alien		66.7	0	0.0	5	100.0
Unknown		31.3	29	55.2	23	43.5
Men		46.5	169	40.2	137	50.4
Women		57.1	234	62.8	184	56.5
Overall		52.3	404	53.2	321	53.9

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

**Table 7**

***What are our graduation rates?***

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1998</u>				<u>Entered Fall 1999</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	13	7.7	4	25.0	0.0	25.0	4	0.0	0.0	0.0
Asian	1	0.0	0	0.0	0.0	0.0	1	0.0	0.0	0.0
Black	9	11.1	3	0.0	0.0	0.0	5	20.0	20.0	40.0
Hispanic	123	15.4	139	20.1	11.5	31.6	129	20.2	11.6	31.8
White/Other	119	28.5	108	21.3	5.6	26.9	118	18.6	4.2	22.8
Nonresident Alien	6	16.7	1	0.0	0.0	0.0	2	100.0	0.0	100.0
Unknown	2	50.0	23	26.1	8.7	34.8	11	27.3	27.3	54.6
Men	153	19.6	138	18.1	5.8	23.9	131	20.6	8.4	29.0
Women	120	22.5	140	23.6	11.4	35.0	139	19.4	10.1	29.5
Overall	273	20.9	278	20.9	8.6	29.5	270	20.0	9.3	29.3

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

\* Includes Associate degree recipients.



## Student Progress and Student Success

**Table 8**

***What degrees were awarded in 2004-05?***

	<u>Certificates</u>	<u>Assoc</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Total</u>
Agriculture-related			2		2
Architecture-related					
Business / Public Administration		8	35	21	64
Education	3	21	27	109	160
Engineering / Tech / Computer Science		31	4		35
Health Professions (w/o Nursing)		10	2		12
Home Economics					
Humanities/Social Science		12	45	12	69
Law / Protective Services	16	5	12		33
Nursing		18			18
Science and Math			17		17
Social Work			3		3
<b>Total</b>	<b>19</b>	<b>105</b>	<b>147</b>	<b>142</b>	<b>413</b>

**Table 9**

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

Percent Employed (may also be in school): 100%

Percent Continuing Their Education: 23.0%

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

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	33.0%	17.0%	33.0%	17.0%

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

Percent of employed: 58.0%

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

## Academic Quality and a Quality Learning Environment

**Table 10**

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

	<u>Fall 1997</u>		<u>Fall 2004</u>		<u>Fall 2005</u>	
	Full-Time Faculty % (N =97)	Full-Time Staff % (N =198 )	Full-Time Faculty % (N = 93)	Full-Time Staff % (N = 189)	Full-Time Faculty % (N = 109)	Full-Time Staff % (N = 228)
<b>Race/Ethnicity &amp; Sex</b>						
American Indian	1.1	1.0	0.0	2.3	0.0	3.1
Asian	0.0	0.0	0.0	0.5	0.0	0.9
Black	0.0	1.0	1.0	1.9	0.9	1.7
Hispanic	14.3	57.1	15.5	48.1	11.0	47.4
White/Other	87.7	40.4	83.5	46.7	72.5	46.9
Nonresident Alien	0.0	0.5	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.5	15.6	0.0
Men	50.5	36.4	47.6	32.7	49.5	30.4
Women	49.5	63.6	52.4	67.3	50.5	69.6

**Table 11**

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

Percent of faculty holding highest degree

Fall 1997	92.0
Fall 2004	91.0
Fall 2005	90.8

**Table 12**

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

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$37,100	87.5	\$48,257	91.4
Fall 2003	\$46,402	84.9	\$62,179	89.5
Fall 2004	\$45,987	85.1	\$69,769	102.0

## Academic Quality and a Quality Learning Environment

**Table 13**

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

	Fall 1997	Fall 2003	Fall 2004
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	77.2	54.1	48.85
Upper Division	74.8	70.6	74.11
Graduate Division	66.6	52.9	67.03
Overall	75.7	56.9	59.33

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

**Table 14**

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

Fall 1997	15 to 1
Fall 2003	15 to 1
Fall 2004	14 to 1

\* FTE Students/FTE Instructional Faculty

**Table 15**

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

	Fall 1997 Average	Fall 2003 Average	Fall 2004 Average
Undergraduate, lower division	17.5	18.5	18.5
Undergraduate, upper division	12.3	11.2	10.6
Graduate	7.0	11.1	9.2

## Academic Quality and a Quality Learning Environment

**Table 16**

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

	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	87.9
Satisfied or Very Satisfied with Student Support	85.4
Satisfied or Very Satisfied Overall with Institution	85.7

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

**Table 17**

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

	1999-2000	2003-2004
Satisfied or Very Satisfied with Curriculum and Instruction	90.9%	90.8%
Satisfied or Very Satisfied with Student Support	85.5%	91.7%
Satisfied or Very Satisfied Overall with Institution	94.6%	90.1%

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

## Effective and Efficient Use of Resources

*Table 18*

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

	Percent for Institution	Percent for Peers
1996-97	45.2	46.8
1999-00	59.5	46.0
2000-01	45.0	45.5
2002-03	46.8	50.9
2003-04	49.9	52.3

*Table 19*

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

	Percent for Institution	Percent for Peers
1996-97	11.1	11.9
1999-00	11.9	11.0
2000-01	11.0	10.8
2002-03	13.3	12.4
2003-04	11.7	12.9

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

**Listing of Accreditations**

**WNMU**

**North Central Association of Colleges and Schools**

**Business Administration  
and Criminal Justice  
(Bachelors and Masters programs)**

**Association of Collegiate Business Schools and Programs**

**Child Development Center**

**National Academy of Early Childhood Programs**

**Economic Development Course**

**International Economic Development Council**

**Nursing (Associate degree program)**

**National League for Nursing**

**Occupational Therapy  
(Associate degree program)**

**Accrediting Council for Occupational Therapy Education**

**School of Education  
(Bachelor and Masters programs)**

**National Council for Accreditation of Teacher Education**

**Social Work**

**Council on Social Work Education**

## Reporting Data for DFA Submittals Western New Mexico University

		Trend Data			DFA Column Labels		
					FY 05	FY 06	FY 07
<b>Common Measures</b>							
Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				168	150	160
	Actual	Not Avail.	Not Avail.	120	144	153	Due Oct 1, 2006
Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	Fall 00 Thru Sum 06
	Target				27.0%	23.0%	23.0%
	Actual	23.0%	25.1%	21.7%	20.9%	20.0%	Due Oct 1, 2006
Benchmark: CSRDE 6-year graduation rate data for similar institutions.					36.1%	34.9%	
Access Measure: Number of Native American Full-time, First-year Freshmen Enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	Fall 06 census
	Target			19	18	9	10
	Actual	4	18	14	6	8	Due Oct 1, 2006
Percent of Native Americans in Grant, Luna, Hidalgo, and Catron Counties is less than two percent.						1.273%	1.3%
Retention Measure: Percent of Full-time, First-time Freshmen Persisting to a Second Fall Semester		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	Fall 05 to Fall 06
	Target				60.0%	54.0%	54.0%
	Actual	51.0%	56.7%	48.7%	53.2%	53.9%	Due Oct 1, 2006
Benchmark: CSRDE retention data for similar institutions.				67.0%			
<b>Institutional Specific Measures</b>							
Increase the number of School Education graduates (CHE)		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target				145	150	155
	Actual	135	135	142	171	160	Due Oct 1, 2006
External Dollars to be used for programs to facilitate WNMU's mission accomplishment.		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target				\$3,100,000	\$3,700,000	\$4,000,000
	Actual	\$2,531,459	\$2,370,463	\$3,030,650	\$3,619,500	\$6,949,727	Due Oct 1, 2006
Number of courses available through instructional television and on-line via the World Wide Web.		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	Sum/Fall/Spr 2005-06
	Target		20	28	45	115	150
	Actual	13	41	68	107	146	Due Oct 1, 2006
Maintain a year-end instruction and general balance of at least 3% of instruction and general expenditures.		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
	Target				3-5%	3-5%	3-5%
	Actual	8.0%	10.0%	5.0%	5.0%	3.8%	Due Oct 1, 2006

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# APPENDIX I

## PEER INSTITUTIONS

### New Mexico Institute of Mining & Technology

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

### New Mexico State University

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

### University of New Mexico

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

### Eastern New Mexico State University

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

### New Mexico Highlands University

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

### Western New Mexico University

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

# APPENDIX II

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

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

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

### 2002-2003 Student Satisfaction Survey

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

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

#### Curriculum/Instruction

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

#### Student Support

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

#### Overall Assessment

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

Your major(s):

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

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

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**What's next?**

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

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**Will you be staying in New Mexico after graduation?**

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

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

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# APPENDIX III

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

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

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

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

#### Employment and Further Education

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

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

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

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

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

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

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

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

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

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

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

Have you continued your education since graduating from this university?

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**Your Experience While at This University**

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

**Curriculum**

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

**Student Support**

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

**Overall Assessment**

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

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

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

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**Comments and Suggestions**

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

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

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# **APPENDIX IV**

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

### **Executive Summary**

**November 2002**

**Prepared for:  
New Mexico Council of University Presidents  
Two Woodward Center  
700 Lomas Blvd., NE Suite 203  
Albuquerque, NM 87131  
(505) 277-9692**

**Prepared by:  
Research & Polling, Inc.  
5140 San Francisco Rd., NE  
Albuquerque, New Mexico 87109-4640  
(505) 821-5454 Fax: (505) 821-5474**

## METHODOLOGY

### Research Objectives

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

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

### Questionnaire Design

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

### Sampling Method

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

### Statistical Confidence

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

### Interviewing Method

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

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

### Data Processing & Analysis

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

## SUMMARY OF RESULTS

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

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

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

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

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

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



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

### IMPORTANCE OF A COLLEGE DEGREE TO EMPLOYERS

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

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

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

#### Hiring Practices & Employment Recruitment

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

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

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

**Evaluation of Student Preparedness & Work Skills Employers Desire**

**GENERAL PREPARATION OF STUDENTS**

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

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

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

**PERCEIVED IMPORTANCE OF EMPLOYEE SKILLS/ATTRIBUTES  
Ranked By Highest Percentage “Very Important”**

*APRIL 2002 TOTAL SAMPLE (N = 501)*

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

\* *Less than 1% reported.*

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

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

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

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

APRIL 2002 TOTAL SAMPLE (N = 501)

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

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

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

Half of the employers believe students are well prepared in writing skills (50%), and problem solving skills (49%). It should be noted that less than 20% of employers feel students are *very well prepared* in these skill areas. Less than half of employers feel the universities are doing a good job of preparing students in decision making skills (46%), creative thinking skills (46%) and leadership skills (38%). For many of these attributes the plurality of employers give neutral or mixed reviews as indicated by a score of ‘3’ on a 5-point scale which suggests that while employers are not being overly critical of the universities, they do believe that more can be done to improve these skills.

**PERCEIVED IMPORTANCE & PREPAREDNESS OF EMPLOYEE SKILLS/ATTRIBUTES**

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

**(‘5’ = ‘VERY IMPORTANT/VERY WELL PREPARED;’ ‘1’ = ‘NOT AT ALL IMPORTANT/NOT AT ALL PREPARED’)**

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*APRIL 2002 TOTAL SAMPLE (N = 501)*

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

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

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

# APPENDIX V

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

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

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

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

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

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

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

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

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