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  Farmington Center - Graduate ............................................ 20
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  Santa Fe Center - Graduate ................................................ 22
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Overview for FY 2015-16

The Annual NMHU Fact Book is a publication of the Office of Institutional Effectiveness and Research in the Office of Academic Affairs through the Office of Graduate Studies and Research. The Office of Institutional Effectiveness and Research is the official source of University statistics that are provided to the State of New Mexico—Higher Education Department, IPEDS, faculty, staff, students, and countless other constituencies who require such data.

This statistical information is utilized for, and supports, decision making processes within all academic and administrative units of the University, Faculty Senate and various committees within the Institution, the Board of Regents, state and federal agencies, and professional and private organizations.

The Office coordinates the collection of data, preparation of reports, and the submission of files. It also publishes research reports that reflect information gathered from current or archived files.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and other reports contact Dr. Jean Hill, Director of Institutional Effectiveness & Research at 505 454-3562.

University President: Dr. Sam Minner
Board of Regents Chairman: Mr. Leveo Sanchez
Homepage Address: www.nmhu.edu
Location of Main Campus: Las Vegas, NM
Office of Admissions Phone Number: 1-800-338-6648
University Accreditation: North Central Association of Colleges and Schools
Our vision is to be a premier university transforming lives and communities now and for generations to come.
The Mission of New Mexico Highlands University is Education through teaching, research, and service.
The Core values are: Excellence, Diversity, Accessibility and Responsiveness
The University Priorities are:

A. Academic Excellence, Academic Integration & Student Success
We commit to establish and strengthen systems, structures and programs to enhance students’ holistic well-being and success at all levels of study (including life-long learning), through the delivery of High-Impact Practices such as research and creative opportunities, increased student engagement, and service learning.

B. Strategic Enrollment Management
We will establish and implement a Strategic Enrollment Management Plan that includes target enrollments, recruitment, and retention strategies for all academic degree programs and delivery sites (inc. Centers and Online).

C. Vibrant Campus and University Life
We will enhance campus life for students, staff, faculty, alumni and community through expanded intellectual and recreational programs and services at the main campus and Centers, with a commitment to safety and inclusion.
D. Community Partnerships
We will develop, expand, and enhance collaborative community partnerships for mutual benefit in the areas of leadership, community and economic development, community service, academic enrichment, entertainment, and recreation.

E. Technological Advancement and Innovation
We will use technology strategically to support quality, efficiency, and innovation in daily operations, student support services, and teaching and learning.

F. Enhanced Communication and Efficiency across the University
We will engage in proactive communication at all levels to provide efficient and effective services.

*Approved by the Board of Regents on Feb 26, 2016*
New Mexico Highlands University (NMHU) has been an important educational, cultural, social, and economic asset in New Mexico and particularly northern New Mexico since 1893. Our graduates achieve great things for themselves and for the many communities they serve.

We take pride in thinking about Highlands as a center of Affordable Excellence. Quite simply, Highlands is an excellent value—a place students receive a great education at a very affordable cost. We strive to focus on student success and one important factor in student success is affordability. But, other outcomes are also important at NMHU. We want our students to experience deep and meaningful learning commonly associated with high-impact educational practices such as undergraduate research, internships, study-abroad experiences, service learning projects directly connected with classes, and other community-based activities. We want our students to graduate with the knowledge and tools to achieve a successful first-destination—a good job or placement in a good graduate program. We also want our graduates to have a successful long-term career. We seek to engineer a student experience characterized by a vibrant campus life including extracurricular activities, a rich co-curricular environment, and for those students desiring a residential experience, a safe and comfortable living environment. Most critically, at Highlands we focus on both roots and branches—each student’s unique background, cultural heritage, and familial values and customs while also focusing on branches—each student’s goals, passions, and dreams. We honor the past—the roots—but are also honored to be a part of the future—the branches.

I personally feel very fortunate to be even a small part of our noble mission and to play a small role in making the dreams of our students come true.

Sam Minner, President
Board of Regents

Leveo Sanchez is a dynamic leader with decades of domestic and international business success and distinguished public service. He is a New Mexico native and returned to the state in 2006. From 1966 through 2005, Sanchez established several successful businesses in governmental and management consulting, banking, real estate development and investment, property management, and export trading.

Sandra Turner is a licensed clinical social worker with more than 20 years of experience in social and human services, program management, and administration. She earned her Master of Social Work degree from Highlands and her B.S. in psychology and sociology from Eastern New Mexico University.

Marr-Montoya gained more than 30 years of experience in higher education administration and counseling through various positions at Luna Community College. She earned her M.A. in guidance and counseling from Highlands as well as her B.A. in sociology, psychology and secondary education.

Frank Marchi has had a distinguished career as an insurance executive for Manuel Lujan Insurance, Inc. in Albuquerque, where he is currently a business consultant. Prior to that, he was chief operating officer, president of the board of directors, and senior vice president for the insurance agency.

Ryan Andrews-Armijo is a full-time student, president pro tempore of the Associated Students of New Mexico Highlands University, and the founder and president of the Political Science Club. She is pursuing a Bachelor of Arts in political science with an emphasis on law and anticipates enrolling in an advanced degree program this fall.
Organizational Structure FY 2015-2016

Board of Regents

Dr. Sam Minner, President

Cuddy & McCarthy, Legal Counsel
Sutin Thayer & Browne, Legal Counsel

Mr. Max Baca
VP for Finance & Administrative Services

Dr. Teresita Aguilar
Provost & VP for Academic Affairs

Dr. Fidel Trujillo
Dean of Students

Ms. Theresa Law
VP for Advancement

Dr. Edward Martinez, Interim VP for Strategic Enrollment Management
Undergraduate Programs of Study

**College of Arts & Sciences**

**Department of Biology & Chemistry**
- Biology (BA or Minor)
- Concentration: Teaching
- Chemistry (BA or BS or Minor)
- Concentration: Biochemistry

**Department of Computer Science & Mathematical Science**
- General Engineering (AS)
- Computer Science (BA, BS, or Minor)
  - Concentrations:
    - Individualized Program (BA, BS)
    - Information Systems (BA)
    - Software/Hardware Systems (BS)
- Mathematics (BA, BS or Minor)
- Computer & Mathematical Modeling (BS)
- Math/Computer Science for Secondary School Teachers (BA)
- Math/Computer Science for Elementary School Teachers (BA)

**Department of English and Philosophy**
- English (BA or Minor)
- English Writing (Minor)

**Department of History, Political Science and Languages & Culture**
- History (BA or Minor)
  - Concentration: Social Studies
- Political Science (BA or Minor)
  - Concentration: Law Emphasis
  - Liberal Arts
- Spanish (BA or Minor)
- Native Amer/Hisp Cultural Studies (Minor)

**Department of Visual & Performing Arts**
- Fine Arts (BA, BFA or Minor)
  - Concentrations:
    - Interdisciplinary
    - K-12 Education
    - Liberal Arts
- Music (BA, BFA or Minor)
  - Concentrations:
    - Music Composition
    - Music Education
    - Music Vocal Performance
- Music Technology and Composition (Minor)
- Art History (Minor)

**Department of Exercise & Sport Sciences**
- Health (BA or Minor)
  - Concentrations:
    - Health Education
    - Health Promotion and Wellness
    - Pre-professional Athletic Training
    - Pre-professional Allied Health
- Human Performance and Sport (BA/Minor)
  - Concentrations:
    - Exercise Science
    - Physical Education
    - Recreation & Sport Management
    - Coaching (Minor)
    - Recreation (Minor)

**Department of Natural Resource Management**
- Environmental Geology (BS)
  - Concentrations:
    - Geology
    - Watershed Management
- Forestry (BS)
  - Concentrations:
    - Wildland Fire
    - Forest Management
- Conservation Management (BA)
- Geology (Minor)
Undergraduate Programs of Study (Continued)

Environmental Science (Minor)

Department of Nursing
Nursing (BSN) (Licensed RN’s only)

Department of Social & Behavioral Sciences
Social & Behavioral Science (AA)
Anthropology/Sociology (BA, BS)
Concentrations:
Anthropology
American Indian Studies
Criminology
Sociology
Criminal Justice Studies (BA)
Psychology (BA, BS or Minor)
Sociology (Minor)
Anthropology (Minor)

Interdepartmental
University Studies (BA)
General Science for Secondary Teachers (BA)
Concentrations:
Biology
Chemistry
Geology
Cognitive Science (Minor)
Combined Science (Minor)
General Science (Minor)
Honors Program (Minor)

Women Studies (Minor)

School of Business, Media & Technology
Business Administration
Concentrations:
Accounting (BBA or Minor)
General Business (BBA)
Finance/Managerial (BBA or Minor)
International Business (BBA)
Management (BBA or Minor)
Management Information Systems (BBA or Minor)
Marketing (BBA or Minor)
Oil & Gas Management (BBA)
Minors in:
Accounting non-bus majors
Business
Managerial Finance non-bus majors
Finance for non-bus majors
Management for non-bus majors
Marketing non bus majors
Certificates:
Accounting
Finance
HR Management
Media Marketing

Media Arts (BA or Minor)
Media Arts (BFA)
Concentrations:
Interactivity and Multimedia
Photographic Imaging
Visual Communication
Video and Audio
Certificate Program:
Interactive Technology

School of Education
Department of Teacher Education
Early Childhood Multicultural Education
(BA or Minor)
Elementary Education (AA, BA)
English as a Second Language (Minor)
Bilingual Education (Minor)
Secondary Education (Minor/Certificate)

Department of Special Education
Special Education (BA or Minor)

School of Social Work
Social Work (BSW)
Graduate Programs of Study

College of Arts and Sciences

Department of Social & Behavioral Sciences
- Psychology (MS)
  - Concentrations:
    - General Psychology
    - Clinical/Counseling Psychology
- Public Affairs (MA)*
  - Concentration:
    - Applied Sociology
- Southwest Studies (MA)*
  - Concentration:
    - Anthropology

Department of Computer & Mathematical Sciences
- Media Arts and Computer Science**
  - Concentration:
    - Computer Science (MA or MS)

Department of English & Philosophy
- English (MA)
  - Concentrations:
    - Literature
    - Linguistics, Literacy, and Composition
    - Creative Writing

Department of History, Political Science, Languages & Cultures
- Public Affairs (MA)*

Department of Biology & Chemistry
- Chemistry (MS)
  - Concentration:
    - Biology

Department of Natural Resources Management
- Natural Sciences (MS)
  - Concentrations:
    - Biology
    - Environmental Science & Management
    - Geology
    - Chemistry (MS)

Department of Visual & Performing Arts
- Media Arts and Computer Science (MA)
  - Concentration:
    - Media Arts

Department of Exercise & Sport Sciences
- Human Performance and Sport (MA)
  - General Program
  - Concentrations:
    - Human Performance and Sport (MA)

Certificate Programs:
- GIS Geographic Information Systems
- Fine Arts
- Cultural Resource Management

School of Business, Media & Technology

Business Administration (MBA)
- Concentrations:
  - Accounting
  - Finance
  - Management
  - Marketing
  - Human Resource Management
  - International Business
  - Oil and Gas Management

Certificate Programs:
- Accounting
- Finance
- Human Resource Management
- Media Marketing

Department of Media Arts & Technology
- Media Arts and Computer Science**
  - Concentration:
    - Media Arts (MA or MS)
Graduate Programs of Study (Continued)

Software Development and Design (MSSD)

School of Education
Education (MA)

Department of Guidance & Counseling
Guidance & Counseling
Concentration:
  School Counseling
  Professional Counseling
  Rehabilitation Counseling
  Clinical Rehabilitation Counseling

Department of Educational Leadership
Educational Leadership

Department of Curriculum & Instructions
Curriculum and Instruction
Concentration:
  Reading
  Math
  Bilingual Education

Department of Special Education
Special Education
Certificate Programs:
  School Counseling
  Professional Counseling
  Rehabilitation Counseling
  Special Education
  Secondary Education
  Educational Leadership
  Reading Education
  TESOL
  Bilingual Education
  Advanced Program

School of Social Work
Social Work (MSW)
Concentrations:
  Bilingual/Bicultural Clinical Practice
  Clinical Practice
  Leadership and Administration
Certificate Program:
  Substance Abuse
  (Albuquerque Campus Only)

* Public Affairs and Southwest Studies are interdisciplinary programs.

** Media Arts and Computer Science is an interdisciplinary program.
Bachelor’s vs. Master’s Degrees: Fall 2014 - Spring 2015 - Summer 2015

Master’s Degrees: 429
Bachelor’s Degrees: 481
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

### Main Campus - Undergraduates

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>1,483</td>
<td>1,392</td>
<td>1,242</td>
<td>1,188</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>22,246</td>
<td>20,881</td>
<td>18,625</td>
<td>17,827</td>
</tr>
</tbody>
</table>
### Main Campus - Graduates

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Equivalent</td>
<td>221</td>
<td>222</td>
<td>192</td>
<td>180</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>2,653</td>
<td>2,666</td>
<td>2,301</td>
<td>2,162</td>
</tr>
</tbody>
</table>
### Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

![Graph showing the trend of SCH and FTE from 2012 to 2015.]

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time Equivalent</strong></td>
<td>121</td>
<td>107</td>
<td>99</td>
<td>87</td>
</tr>
<tr>
<td><strong>Student Credit Hour</strong></td>
<td>1,813</td>
<td>1,610</td>
<td>1,492</td>
<td>1,298</td>
</tr>
</tbody>
</table>
### Rio Rancho Center - Graduates

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>114</td>
<td>116</td>
<td>117</td>
<td>96</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>1,368</td>
<td>1,387</td>
<td>1,407</td>
<td>1,148</td>
</tr>
</tbody>
</table>
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>781</td>
<td>799</td>
<td>789</td>
<td>805</td>
</tr>
</tbody>
</table>
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

<table>
<thead>
<tr>
<th>Farmington Center - Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td><strong>Full Time Equivalent</strong></td>
</tr>
<tr>
<td><strong>Student Credit Hour</strong></td>
</tr>
</tbody>
</table>
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

Santa Fe Center - Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Equivalent</td>
<td>71</td>
<td>62</td>
<td>65</td>
<td>58</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>1,067</td>
<td>930</td>
<td>976</td>
<td>874</td>
</tr>
</tbody>
</table>
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

**Santa Fe Center - Graduates**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time Equivalent</strong></td>
<td>17</td>
<td>17</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td><strong>Student Credit Hour</strong></td>
<td>201</td>
<td>198</td>
<td>292</td>
<td>107</td>
</tr>
</tbody>
</table>
### Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

#### Graph

- **Student Credit Hours (SCH)**
- **Full-Time Equivalent (FTE)**

#### Table: Albuquerque Center Undergraduate

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full Time Equivalent</strong></td>
<td>63</td>
<td>76</td>
<td>100</td>
<td>108</td>
</tr>
<tr>
<td><strong>Student Credit Hour</strong></td>
<td>946</td>
<td>1,147</td>
<td>1,505</td>
<td>1,619</td>
</tr>
</tbody>
</table>
### Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

![Graph](image)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>SCH</strong></td>
<td>2,500</td>
<td>2,000</td>
<td>1,500</td>
<td>1,000</td>
</tr>
<tr>
<td>2. <strong>FTE</strong></td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Albuquerque Center Graduate

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>154</td>
<td>159</td>
<td>152</td>
<td>171</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>1,843</td>
<td>1,905</td>
<td>1,823</td>
<td>2,052</td>
</tr>
</tbody>
</table>
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

Roswell Center Graduate

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>26</td>
<td>23</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>310</td>
<td>275</td>
<td>228</td>
<td>202</td>
</tr>
</tbody>
</table>
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

### Off Campus - Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full Time Equivalent</strong></td>
<td>35</td>
<td>36</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td><strong>Student Credit Hour</strong></td>
<td>518</td>
<td>546</td>
<td>223</td>
<td>408</td>
</tr>
</tbody>
</table>
### Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time Equivalent</strong></td>
<td>23</td>
<td>38</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td><strong>Student Credit Hour</strong></td>
<td>275</td>
<td>458</td>
<td>518</td>
<td>646</td>
</tr>
</tbody>
</table>

*Off Campus - Graduates*

---

**Chart:**
- Orange line indicates Student Credit Hours (SCH).
- Blue line indicates Full-Time Equivalent (FTE).

**Graph Data:**
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH</td>
<td>160</td>
<td>210</td>
<td>286</td>
<td>299</td>
</tr>
<tr>
<td>FTE</td>
<td>2,395</td>
<td>3,149</td>
<td>4,293</td>
<td>4,489</td>
</tr>
</tbody>
</table>

Online Students - Undergraduates

Fall Semester

- 2012: 160
- 2013: 210
- 2014: 286
- 2015: 299

Student Credit Hour

- 2012: 2,395
- 2013: 3,149
- 2014: 4,293
- 2015: 4,489
Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>179</td>
<td>192</td>
<td>213</td>
<td>262</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>2,147</td>
<td>2,298</td>
<td>2,561</td>
<td>3,142</td>
</tr>
</tbody>
</table>
# Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>29,766</td>
<td>29,062</td>
<td>27,903</td>
<td>27,320</td>
</tr>
<tr>
<td>Full Time Equivalent</td>
<td>1,984</td>
<td>1,937</td>
<td>1,860</td>
<td>1,821</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>30,000</td>
<td>25,000</td>
<td>20,000</td>
<td>15,000</td>
</tr>
</tbody>
</table>
## Student Credit Hours (SCH) and Full-Time Equivalent (FTE)

### Total Graduates

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent</td>
<td>821</td>
<td>804</td>
<td>902</td>
<td>838</td>
</tr>
<tr>
<td>Student Credit Hour</td>
<td>9,846</td>
<td>9,648</td>
<td>9,644</td>
<td>10,050</td>
</tr>
</tbody>
</table>

### Graph

- **SCH**: Shows a steady increase from 2012 to 2015.
- **FTE**: Remains relatively constant with slight fluctuations.

- The graph compares the total student credit hours (SCH) and full-time equivalent (FTE) enrollments for four years (2012-2015).
Undergraduate Students FTE vs. Graduate Students FTE

Student total FTE’s include main campus, online students, center students and students at other locations.
Ethnic Enrollment Trends

(Fall Semester)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hawaiian</th>
<th>Hispanic</th>
<th>Non-resident Alien</th>
<th>White</th>
<th>Two or More</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>5.3</td>
<td>6.1</td>
<td>0.5</td>
<td>0.5</td>
<td>52.2</td>
<td>24.4</td>
<td>24.2</td>
<td>1.6</td>
<td>4.9</td>
</tr>
<tr>
<td>2013</td>
<td>5.4</td>
<td>6.4</td>
<td>0.7</td>
<td>0.4</td>
<td>51.7</td>
<td>6.4</td>
<td>22.8</td>
<td>1.6</td>
<td>4.6</td>
</tr>
<tr>
<td>2014</td>
<td>4.6</td>
<td>6.6</td>
<td>0.8</td>
<td>0.5</td>
<td>53.2</td>
<td>5.7</td>
<td>23.8</td>
<td>1.2</td>
<td>3.6</td>
</tr>
<tr>
<td>2015</td>
<td>4.4</td>
<td>7.1</td>
<td>0.9</td>
<td>0.4</td>
<td>52.4</td>
<td>5.8</td>
<td>24.6</td>
<td>1.4</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Total Student Enrollment Trends – Fall 1914 - Fall 2015
Percent of Full-Time, First-Time Freshmen Retained to Second Fall Semester

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45.8%</td>
<td>45.3%</td>
<td>48.3%</td>
<td>50.6%</td>
<td>55.3%</td>
<td>47.2%</td>
<td>48.4%</td>
<td>52.4%</td>
</tr>
</tbody>
</table>


Percent of Full-Time, First-Time Freshmen Graduating Within Six Years

<table>
<thead>
<tr>
<th>Academic Year First Enrolled</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.2%</td>
<td>18.6%</td>
<td>18.9%</td>
<td>20.9%</td>
<td>16.2%</td>
<td>18.4%</td>
<td>18.4%</td>
<td>17.9%</td>
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</tbody>
</table>
### High School Rank for Fall Semester on First-Time Freshmen

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00-4.99</td>
<td>2.50%</td>
<td>1.40%</td>
<td>2.08%</td>
<td>3.87%</td>
<td>2.98%</td>
</tr>
<tr>
<td>3.50-3.99</td>
<td>16.10%</td>
<td>16.40%</td>
<td>18.15%</td>
<td>15.48%</td>
<td>15.18%</td>
</tr>
<tr>
<td>3.00-3.49</td>
<td>27.70%</td>
<td>23.40%</td>
<td>26.19%</td>
<td>27.08%</td>
<td>25.60%</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>31.20%</td>
<td>31.80%</td>
<td>31.85%</td>
<td>21.73%</td>
<td>23.81%</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>10.80%</td>
<td>13.00%</td>
<td>11.90%</td>
<td>5.95%</td>
<td>8.93%</td>
</tr>
<tr>
<td>2.00-2.24</td>
<td>7.60%</td>
<td>9.40%</td>
<td>4.76%</td>
<td>4.76%</td>
<td>6.55%</td>
</tr>
<tr>
<td>&lt;1.99</td>
<td>4.00%</td>
<td>4.60%</td>
<td>5.06%</td>
<td>3.27%</td>
<td>2.98%</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>397</td>
<td>415</td>
<td>336</td>
<td>276</td>
<td>289</td>
</tr>
<tr>
<td>Overall GPA Mean</td>
<td>2.93</td>
<td>2.88</td>
<td>2.94</td>
<td>3.05</td>
<td>2.98</td>
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</table>

### High School GPA for Fall Semester on First-Time Freshmen

<table>
<thead>
<tr>
<th>HS Percentile</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;=90</td>
<td>11.00%</td>
<td>6.00%</td>
<td>10.23%</td>
<td>6.82%</td>
<td>7.58%</td>
</tr>
<tr>
<td>70-89</td>
<td>23.90%</td>
<td>19.70%</td>
<td>21.59%</td>
<td>20.45%</td>
<td>20.83%</td>
</tr>
<tr>
<td>50-69</td>
<td>23.90%</td>
<td>26.70%</td>
<td>24.24%</td>
<td>21.59%</td>
<td>23.48%</td>
</tr>
<tr>
<td>30-49</td>
<td>23.00%</td>
<td>25.40%</td>
<td>24.62%</td>
<td>18.18%</td>
<td>23.48%</td>
</tr>
<tr>
<td>&lt;30</td>
<td>18.20%</td>
<td>22.20%</td>
<td>19.32%</td>
<td>15.53%</td>
<td>17.80%</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>335</td>
<td>351</td>
<td>264</td>
<td>218</td>
<td>246</td>
</tr>
</tbody>
</table>
First-Time, Degree-Seeking Freshmen
Students enrolled in English 106 (Main Campus)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Fall 2012</th>
<th>% of Cohorts</th>
<th>Fall 2013</th>
<th>% of Cohorts</th>
<th>Fall 2014</th>
<th>% of Cohorts</th>
<th>Fall 2015</th>
<th>% of Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100/106</td>
<td>126</td>
<td>29.7%</td>
<td>124</td>
<td>35.53%</td>
<td>109</td>
<td>39.64%</td>
<td>92</td>
<td>30.87%</td>
</tr>
<tr>
<td>Total Number in Cohort</td>
<td>424</td>
<td></td>
<td>349</td>
<td></td>
<td>275</td>
<td></td>
<td>298</td>
<td></td>
</tr>
</tbody>
</table>

Note: In the Fall of 2012 English 100 was changed to English 106
First-time, Full-Time Fall Semester County/State Enrollment Origin

New Mexico County:
- Bernalillo: 32
- Cibola: 8
- Colfax: 6
- De Baca: 1
- Dona Ana: 6
- Eddy: 1
- Lea: 1
- Los Alamos: 1
- Luna: 1
- Mora: 13
- Otero: 4
- Quay: 1
- Rio Arriba: 6
- San Juan: 6
- San Miguel: 80
- Sandoval: 12
- Santa Fe: 14
- Sierra: 3
- Socorro: 1
- Taos: 6
- Torrance: 1
- Valencia: 7

County Total: 211

U.S. State:
- Alaska: 1
- Arizona: 6
- Arkansas: 1
- California: 36
- Colorado: 7
- Florida: 2
- Iowa: 1
- Minnesota: 2
- Nevada: 1
- New York: 1
- Texas: 19
- Utah: 1
- Washington: 6

U.S State Total: 83

Foreign Countries: 4

Total: 298
Top Transfer Institutions for Fall 2015

- Central New Mexico Community College: 136 students
- Santa Fe Community College: 62 students
- San Juan College: 52 students
- University Of New Mexico: 28 students
- Luna Community College: 24 students
- Northern New Mexico College: 7 students
- New Mexico State University: 3 students
- Diné College: 3 students
- Eastern New Mexico University: 3 students
- Univ. of Arkansas at Pine Bluff: 1 student
- Trinidad State Junior College: 1 student
## Aid Awarded to Enrolled Undergraduates 2014-2015

<table>
<thead>
<tr>
<th></th>
<th>Need-Based Aid</th>
<th>Non Need-Based Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarships/Grants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$5,632,766</td>
<td>$129,158</td>
</tr>
<tr>
<td>State</td>
<td>$507,189</td>
<td>$955,383</td>
</tr>
<tr>
<td>Institutional: Endowed scholarships, annual gifts and tuition funded grants</td>
<td>$5,000</td>
<td>$723,511</td>
</tr>
<tr>
<td>Scholarships/grants from external sources not awarded by the college</td>
<td>$239,308</td>
<td>$297,450</td>
</tr>
<tr>
<td><strong>Total Scholarships/Grants</strong></td>
<td><strong>$6,384,263</strong></td>
<td><strong>$2,105,502</strong></td>
</tr>
<tr>
<td><strong>Self-Help</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student loans from all sources</td>
<td>$725,020</td>
<td>$1,021,456</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>$359,767</td>
<td></td>
</tr>
<tr>
<td>State and other work-study</td>
<td>$169,963</td>
<td>$14,021</td>
</tr>
<tr>
<td><strong>Total Self-Help</strong></td>
<td><strong>$1,254,750</strong></td>
<td><strong>$1,051,179</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Loans</td>
<td></td>
<td>$35,445</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td></td>
<td>$513,967</td>
</tr>
<tr>
<td>Athletic Awards</td>
<td></td>
<td>$526,051</td>
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</tbody>
</table>
### Number of Undergraduate Students Awarded Aid

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Full Time</th>
<th>Undergraduate</th>
<th>Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Number of degree-seeking undergraduate students</td>
<td>275</td>
<td>1512</td>
<td>763</td>
</tr>
<tr>
<td>b)</td>
<td>Number of students in line a who applied for need-based financial aid</td>
<td>251</td>
<td>1316</td>
<td>490</td>
</tr>
<tr>
<td>c)</td>
<td>Number of students in line b who were determined to have financial need</td>
<td>214</td>
<td>1154</td>
<td>397</td>
</tr>
<tr>
<td>d)</td>
<td>Number of students in line c who were awarded any financial aid</td>
<td>210</td>
<td>1120</td>
<td>300</td>
</tr>
<tr>
<td>e)</td>
<td>Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td>159</td>
<td>941</td>
<td>257</td>
</tr>
<tr>
<td>f)</td>
<td>Number of students in line d who were awarded any need-based self-help aid</td>
<td>105</td>
<td>641</td>
<td>144</td>
</tr>
<tr>
<td>g)</td>
<td>Number of students in line d who were awarded any non-need based scholarship or grant aid</td>
<td>167</td>
<td>640</td>
<td>34</td>
</tr>
<tr>
<td>h)</td>
<td>Number of students in line d whose need was fully met</td>
<td>21</td>
<td>115</td>
<td>16</td>
</tr>
<tr>
<td>i)</td>
<td>The average financial aid package of those in line d</td>
<td>$1,513</td>
<td>$1,832</td>
<td>$1,816</td>
</tr>
<tr>
<td>j)</td>
<td>Average need-based scholarship and grant award of those in line e</td>
<td>$1,774</td>
<td>$1,925</td>
<td>$1,439</td>
</tr>
<tr>
<td>k)</td>
<td>Average need-based self-help award of those in line f</td>
<td>$1,520</td>
<td>$1,847</td>
<td>$2,070</td>
</tr>
<tr>
<td>l)</td>
<td>Average need-based loan of those in line f who were awarded a need-based loan</td>
<td>$1,958</td>
<td>$2,402</td>
<td>$2,447</td>
</tr>
</tbody>
</table>
## Financial Aid - Freshmen Scholarships 2015-16

### College Incentive Grant: $1,000 ($500 per semester) Eligibility: 2.0 – 2.49 HS GPA
Will convert to Lottery Tuition Scholarship second semester with completion of 15 credits and 2.5 GPA first semester. Otherwise, $500 for second semester and renewable for an additional seven semesters with completion of 15 credits and 2.5 GPA in the second and subsequent semesters. Total grant/scholarship eligibility is 8 semesters.

### Freshman Success Scholarship (3%): $1,500 ($1,000 first semester and $500 second semester) Eligibility: 2.5 – 2.99 HS GPA
Will convert to Lottery Scholarship* plus $500 for seven semesters with completion of 15 credits and 2.5 gpa in first and subsequent semesters. Current eight semester value with Lottery approximately $15,000. Otherwise, $500 for second semester and renewable for an additional 6 semesters with completion of 15 credits and 2.5 gpa in second and subsequent semesters ($4,500 value). Total scholarship eligibility is 8 semesters.

### Dean's Scholarship (3%): $2,800 ($2,000 first semester and $800 second semester) Eligibility: 3.0 HS gpa
Will convert to Lottery Scholarship* plus $800 for seven semesters with completion of 15 credits and 2.5 gpa in first and subsequent semesters. Current eight semester value with Lottery approximately $18,100. Otherwise, $800 second semester and renewable for an additional 6 semesters at $800 per semester with completion of 15 credits and 2.5 gpa in second and subsequent semesters ($7,600 value). Total eligibility is 8 semesters.

### Presidential Silver Scholarship (3%): $3,500 ($2,250 first semester and $1,250 second semester) Eligibility: 3.5 HS GPA and 22 ACT
Will convert to Lottery Scholarship* plus $1,500 for seven semesters with completion of 15 credits and 2.5 gpa in first and subsequent semesters. Current eight semester value with Lottery approximately $26,300. Otherwise, $1,800 second semester and renewable for an additional 6 semesters at $1,800 per semester with completion of 15 credits and 2.5 gpa in second and subsequent semesters ($15,800 value) or $2,000 per semester with completion of 15 credits and 3.0 gpa in second and subsequent semesters ($17,200 value). Total eligibility is 8 semesters.

### Presidential Gold Scholarship (3%): $6,000 ($3,700 first semester and $2,300 second semester) Recipients are eligible to apply for the NMHU Honors program. Eligibility: 3.75 HS gpa and 25 ACT
Will convert to Lottery Scholarship* plus $2,000 for seven semesters with completion of 15 credits and 2.5 gpa in first and subsequent semesters. Current eight semester value with Lottery approximately $30,300. Otherwise, $2,300 second semester and renewable for an additional 6 semesters at $2,300 per semester with completion of 15 credits and 2.5 gpa in second and subsequent semesters ($19,800 value) or $2,500 per semester with completion of 15 credits and 3.0 gpa in second and subsequent semesters ($21,200 value). Total eligibility is 8 semesters.

### Regent’s NM Scholars Scholarship (Special Appropriation of $20,607): $4,000 ($2,000 per semester) Eligibility: Recipients are eligible to apply for the NMHU Honors program. Eligibility: Top 5% of class or 25 ACT, family income of $60,000 or less Per statute, recipients must complete at least 12 credits per semester with a minimum 3.0 gpa. An average load of 15 credits per semester is strongly recommended. At current rates for tuition and fees, the eight semester value of a Regent’s Scholarship is $34,000. Total eligibility is 8 semesters.

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*Note: all scholarships are based on the availability of funding and are subject to changes based on actual rates (i.e. tuition, fees, room and board).*
**Financial Aid - Freshmen Scholarships continued**

*NM Lottery Scholarship*: Recent graduates of a NM high school or GED recipients are eligible for a Lottery Scholarship to cover tuition (or some portion thereof as determined by the Higher Education Department annually). Students must complete 15 or more college credit hours with a 2.5 gpa in their first semester or they will lose their eligibility. The Lottery Scholarship may be earned for a total of seven (7) semesters subject to maintaining a 2.5 gpa and 15 credits per semester. (Legacy students remain eligible for up to eight semesters of funding and are only required to carry 12 credits per semester.)

**College Affordability Grant (Special Appropriation of $50,929): Maximum of $1,000 per semester** Eligibility: Need based grants for undergraduate NM residents who do not qualify for other state grants or scholarships and are not recent high school graduates.

**Student Incentive Grant (Special Appropriation of $390,124):** NM residents with substantial unmet financial need.
## Tenured and Tenure-Track Faculty by School/Department

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology &amp; Chemistry</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Business</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>7</td>
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<tr>
<td>Computer &amp; Math Sciences</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>6</td>
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<tr>
<td>Education</td>
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<td>18</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>English &amp; Philosophy</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Exercise &amp; Sport Science</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>History, Political Science &amp; Languages</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Media Arts</td>
<td>4</td>
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<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Natural Resource Mgmt.</td>
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<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Nursing</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Social Work</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>96</strong></td>
<td><strong>90</strong></td>
<td><strong>92</strong></td>
<td><strong>99</strong></td>
<td><strong>93</strong></td>
<td><strong>91</strong></td>
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For additional information on NMHU faculty go to www.nmhu.edu/FacultyStaff/InstitutionalResearch/facultydata.aspx
Tenured and Tenure Track Totals

<table>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96</td>
<td>90</td>
<td>92</td>
<td>99</td>
<td>93</td>
<td>91</td>
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</tbody>
</table>
**Full-Time Faculty Demographics, Fall 2015 Total**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>16</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>White</td>
<td>33</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Two or More</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
<td><strong>34</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>
### Fall 2015 Full-Time Staff Demographics

#### Full-Time Staff by Ethnicity for Fall 2015

<table>
<thead>
<tr>
<th>Classification</th>
<th>Non-Resident Alien</th>
<th>Hispanic</th>
<th>American Indian/Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>White</th>
<th>Two or More</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Professional</td>
<td>2</td>
<td>76</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>44</td>
<td></td>
<td>2</td>
<td>6</td>
<td>141</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Technical</td>
<td>20</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Temporary</td>
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<td>5</td>
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</tbody>
</table>

#### Full-Time Staff by Gender for Fall 2015

<table>
<thead>
<tr>
<th>Classification</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>14</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Professional</td>
<td>66</td>
<td>75</td>
<td>141</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>6</td>
<td>65</td>
<td>71</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>62</td>
<td>11</td>
<td>73</td>
</tr>
<tr>
<td>Technical</td>
<td>14</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Temporary</td>
<td>22</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>187</td>
<td>371</td>
</tr>
</tbody>
</table>
## Summary of Salaries (FY-2015)

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted</th>
<th></th>
<th>Restricted</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Amount</td>
<td>FTE</td>
<td>Amount</td>
</tr>
<tr>
<td>Professional Salaries</td>
<td>130.5</td>
<td>8,397,325</td>
<td>21.1</td>
<td>1,227,646</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>124.94</td>
<td>7,855,805</td>
<td>9.26</td>
<td>506,801</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>51.73</td>
<td>1,035,309</td>
<td>19.64</td>
<td>392,810</td>
</tr>
<tr>
<td>Clerical Salaries</td>
<td>62.66</td>
<td>1,865,670</td>
<td>9.36</td>
<td>327,623</td>
</tr>
<tr>
<td>Technical Salaries</td>
<td>105.61</td>
<td>2,745,635</td>
<td>1.23</td>
<td>44,015</td>
</tr>
<tr>
<td>GA/TA Salaries</td>
<td>22.6</td>
<td>672,152</td>
<td>1.33</td>
<td>39,626</td>
</tr>
<tr>
<td>Other Salaries</td>
<td>68.6</td>
<td>1,235,665</td>
<td>26.56</td>
<td>539,308</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>7.68</td>
<td>127,779</td>
<td>20.56</td>
<td>344,803</td>
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<tr>
<td>State Work Study</td>
<td>4.17</td>
<td>69,412</td>
<td>10.86</td>
<td>180,476</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>578.49</strong></td>
<td><strong>24,004,752</strong></td>
<td><strong>119.93</strong></td>
<td><strong>3,603,108</strong></td>
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</tbody>
</table>
Revenues by Source (FY 2015)

<table>
<thead>
<tr>
<th>Source</th>
<th>Unrestricted</th>
<th>Restricted</th>
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<tbody>
<tr>
<td>Tuition and Fees</td>
<td>13,125,616</td>
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</tr>
<tr>
<td>State Government Appropriations</td>
<td>31,564,698</td>
<td></td>
</tr>
<tr>
<td>Federal Government Grants/Contracts</td>
<td></td>
<td>8,372,142</td>
</tr>
<tr>
<td>State Government Grants/Contracts</td>
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<td>4,029,683</td>
</tr>
<tr>
<td>Private Gifts Grants/Contracts</td>
<td>100,000</td>
<td>3,099,381</td>
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<tr>
<td>Endowment/Land/Permanent Fund</td>
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</tr>
<tr>
<td>Sales and Services</td>
<td>4,107,799</td>
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<tr>
<td>Other Sources</td>
<td>1,129,986</td>
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</tr>
<tr>
<td>Totals</td>
<td>50,280,666</td>
<td>15,501,206</td>
</tr>
</tbody>
</table>
Fiscal Year Budget Analysis

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal Funding</th>
<th>State Funding</th>
<th>Private Funding</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>$11,798,187</td>
<td>$5,257,878</td>
<td>$2,302,956</td>
<td>$19,359,021</td>
</tr>
<tr>
<td>2012</td>
<td>$10,828,568</td>
<td>$3,892,363</td>
<td>$2,504,554</td>
<td>$17,225,485</td>
</tr>
<tr>
<td>2013</td>
<td>$9,766,740</td>
<td>$3,698,387</td>
<td>$2,714,081</td>
<td>$16,179,208</td>
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<tr>
<td>2014</td>
<td>$9,083,100</td>
<td>$3,846,459</td>
<td>$2,516,008</td>
<td>$15,455,567</td>
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<tr>
<td>2015</td>
<td>$8,372,142</td>
<td>$4,029,683</td>
<td>$3,099,381</td>
<td>$15,501,206</td>
</tr>
</tbody>
</table>
Information Technology

Information Technology Services (ITS) manages New Mexico Highlands University’s computing, communications, and other information technology resources. The department works with all members of the campus community to provide guidance, management, and expertise regarding technology plans and strategies designed to support the mission and goals of the University. The highly integrated campus technology environment provides voice over IP, video, and data to classrooms, offices, and residence halls. The staff of ITS works to keep up with rapidly changing applications and technologies to provide faculty, staff and students with the services, tools and technologies needed to compete and succeed in a learning environment. NMHU continues to expand its web-based public and private cloud services, specifically online learning management systems and associated applications. Enhanced e-mail services, and self-service functionality via the university’s administrative software applications are also available to students, faculty, staff and administration.

Overview:

- Easily accessible computer labs are available across campus and remote centers.
- Complete wireless coverage is available at all campus and center locations.
- Ethernet ports, wireless access, and Cable TV are available in all residence halls.
- A student-run radio station is available live and online via NMHU’s website.
- ITS supports a number of different kinds of mobile devices that take advantage of the University’s wireless network.
- Classroom technology including an instructor PC, SMARTboard, and projection units are available in a majority of classrooms on campus and at remote centers.
NMHU Main Campus Map

1. Sala de Madrid (SM)
2. Douglas Hall (DH)
3. Media Arts East (MAE)
4. Media Arts West (MAW)
5. Purchasing Bldg. (PB)
6. Kennedy East (EKYH)
7. Kennedy North (NKYH)
8. Kennedy South (SKYH)
9. Kennedy West (WKYH)
10. Hewett Hall (HH)
11. Felix Martinez Center Bldg. (FMTZ)
12. Ilfeld Auditorium (ILF)
13. Alumni Centennial Tower
14. Rodgers Administration Bldg. (RAB)
15. Burris Hall (BH)
16. Student Union Bldg. (SUB)
17. Donnelly Library Ground Floors/ITS (LIBG)
18. Donnelly Library (LIB)
19. Lora M. Shields (LS)
20. Ivan Hilton Science Tech Bldg. (HSCI)
21. Art Foundry (AF)
22. Sininger Hall (SH)
23. Engineering Bldg. (ENGR)
24. Archuleta Hall (ARCH)
25. Connor Hall (CONH)
26. Viles & Crimmin Hall (VCH)
27. Arrott House (ARRH)
28. Industrial Arts Bldg. (IA)
29. Melody Hall (MELH)
30. Victoria D. de Sanchez Teacher Education Center (STEC)
31. Facilities Services (FS)
32. Campus Police Bldg. (POL)
33. Champ Tyrone Music Bldg. (MU)
34. Gregg House (GREH)
35. Stu Clark Bldg. (STU)
36. Field House (FLDH)
37. Natatorium (SWMPL)
38. Football Practice Field
39. Perkins Stadium
40. Concession Stand
41. Softball Field
42. Harold K. Brandt Baseball Field
43. John A. Wilson Physical Education Complex (PE)
44. Tennis Courts
45. Recycling Center

Main Campus: 85 acres
Golf Course: 165 acres
Buildings: 49
Area: 1,055.215+sq.ft.
Forty percent (16%) of buildings are on the historical preservation register.