

PERFORMANCE EFFECTIVENESS REPORT

NEW MEXICO UNIVERSITIES



COUNCIL OF UNIVERSITY PRESIDENTS
NOVEMBER 2014

New Mexico Universities

Research Universities

New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico

Socorro
Las Cruces
Albuquerque

Comprehensive Universities

Eastern New Mexico University
New Mexico Highlands University
Northern New Mexico College
Western New Mexico University

Portales
Las Vegas
Española
Silver City

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New Mexico State University
University of New Mexico
Eastern New Mexico University
New Mexico Highlands University
Northern New Mexico College
Western New Mexico University

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COUNCIL OF UNIVERSITY PRESIDENTS

Letter from the Presidents

The New Mexico Council of University Presidents is pleased to present its seventeenth annual accountability and performance report on behalf of our State's public universities. The Performance Effectiveness Report is offered as partial compliance with the Accountability in Government Act (AGA) and includes its reports to the Department of Finance and Administration on common and institution-specific measures. This report culminates a year-long process that began with careful attention to feedback from numerous constituencies including the Governor's Office, the Legislature, the Higher Education Department, university personnel and students, private sector business leaders, analysts, and others interested in university efforts. The 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 required of public universities.

The contents of this report are compiled and formatted by a highly skilled 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, a national initiative to provide citizens with information about higher education institutions, this report demonstrates 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 (both main campus and Health Sciences Center), New Mexico State University, New Mexico Tech, Eastern New Mexico University, New Mexico Highlands University, Northern New Mexico College, and Western New Mexico University, the Council of University Presidents presents the seventeenth annual accountability report.

Sincerely,

COUNCIL OF UNIVERSITY PRESIDENTS

Daniel H. López
Chair

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, 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. The Council has identified a set of common indicators of university quality and effectiveness. These indicators 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 include the following comprehensive categories:

- Effective and efficient use of resources
- Accessible and affordable university education
- Student progress and student success in our universities
- Academic quality and a quality learning environment

For the four quality indicator groups listed above, a common set of performance measures has been selected to provide a means by which each university can demonstrate its performance level. Although the universities use 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 uses these measures to set performance improvement goals.

Several performance measures are based on broad-based surveys of our constituencies, administered on a cyclical basis. These surveys provide valuable information for reviewing and enhancing our programs. Information includes students' satisfaction with their undergraduate experiences, which is collected through a survey of graduating seniors.

Listing of Data and Tables for the Performance Effectiveness Report of New Mexico’s Public Institutions

Effective and Efficient Use of Resources

- Table 1 Overall Enrollment by Level (Fall 2014)
- Table 2 Number of Programs by Degree Level (2014-15)
- Table 3 Fiscal Resources (for FY 2012-13)
 - Percent of fiscal resources allocated to instruction, research and public service
 - Percent of fiscal resources allocated to administrative costs, with peer comparisons
 - Total current funds revenue for main campus (four-year trend)
 - State appropriation as a percent of main campus operating budget (four-year trend)

Accessible and Affordable University Education

- Table 4 Are University tuition and fees affordable relative to peers?
- Table 5 How much financial support do degree-seeking undergraduates receive?
- Table 6 How much financial support do degree-seeking graduate students receive?
- Table 7 Does enrollment reflect diversity?
- Table 8 What proportion of our students transfer from other institutions?
- Table 9 What is the profile of baccalaureate degree recipients?

Student Progress and Student Success

- Table 10 How many freshmen return for their second year?
- Table 11 What are six-year graduation rates?
- Table 12 What degrees and certificates were awarded in 2013-2014?
- Table 13 Over time, how many degrees and certificates have been awarded?
- Table 14 How satisfied are our students with their educational experience?

Academic Quality and a Quality Learning Environment

- Table 15 How diverse are our full-time faculty and staff?
- Table 16 What is our student-faculty ratio?
- Table 17 Full-Time Instructional Faculty Information (Percent of Faculty Holding Highest Degree, Average Faculty Salary, Average Faculty Salary of Peers)

Executive Summary

Performance Effectiveness Report

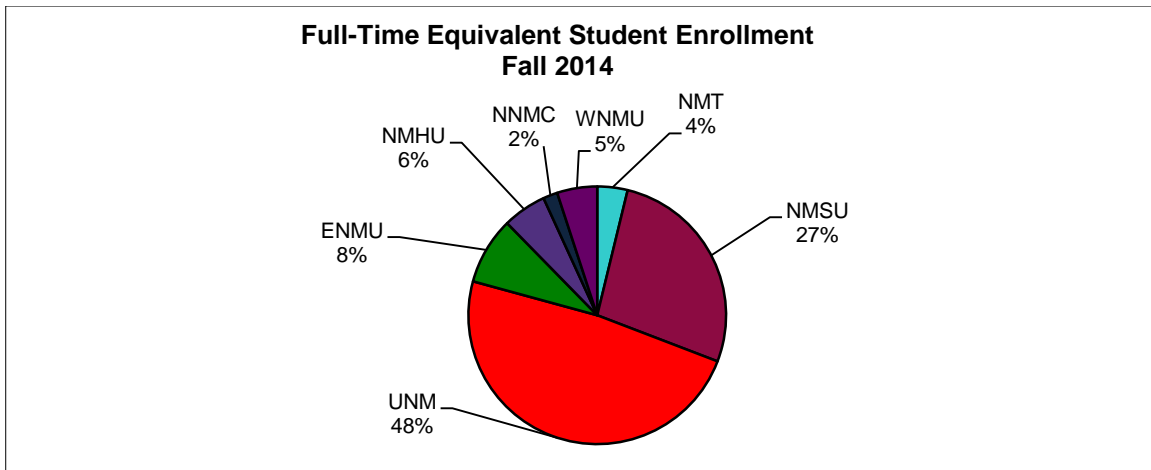
The following information provides a comparative view of performance measures across the institutions. The tables and charts are organized according to the occurrence of the tables in the institutional detail sections of the report that follows. Data is shown individually for New Mexico Institute of Mining and Technology (NMT), New Mexico State University (NMSU), University of New Mexico (UNM), Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), Northern New Mexico College (NNMC), and Western New Mexico University (WNMU). Graphic information for the University of New Mexico - Health Sciences Center is presented within their section of the report. This is the fourth year of participation by NNMC in this report, so their data is incomplete in some tables.

Full-Time Equivalent Student Enrollment

(from Table 1 in the 2014 report)

There has been a 1.4% overall decrease in FTE enrollment over the past five years, with only two institutions reporting a significant increase over that time period. This is only the fourth year of reporting for NNMC, so those numbers are not included in the five-year calculations.

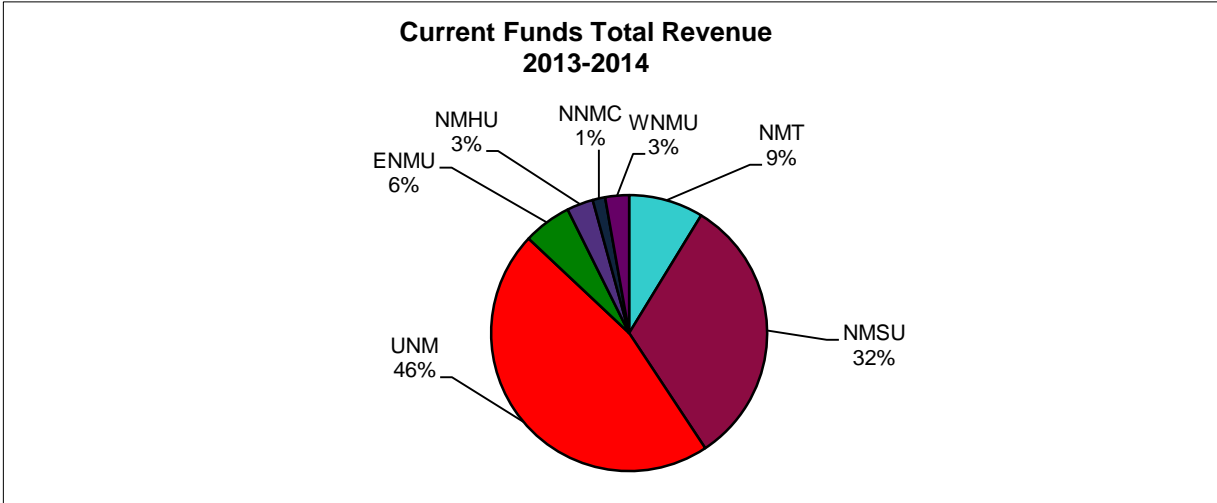
	2010	2011	2012	2013	2014	% Change Over Past 5 Years
NMT	1,548	1,602	1,773	1,813	1,820	17.6%
NMSU	14,339	14,126	13,411	13,482	12,930	-9.8%
UNM	23,116	23,375	23,471	23,618	23,173	0.2%
ENMU	3,661	3,881	4,039	3,983	4,032	10.1%
NMHU	2,726	2,784	2,756	2,718	2,627	-3.6%
NNMC		1,240	1,176	1,057	865	
WNMU	2,804	2,757	2,371	2,421	2,408	-14.1%



Total Current Funds Revenue

(from Table 3 in the 2014 report)

As would be expected, the distribution of Total Current Funds Revenue is roughly similar to the distribution of FTE students. In 2013-2014 the total Current Funds Revenue for the seven universities is \$1.613 billion.



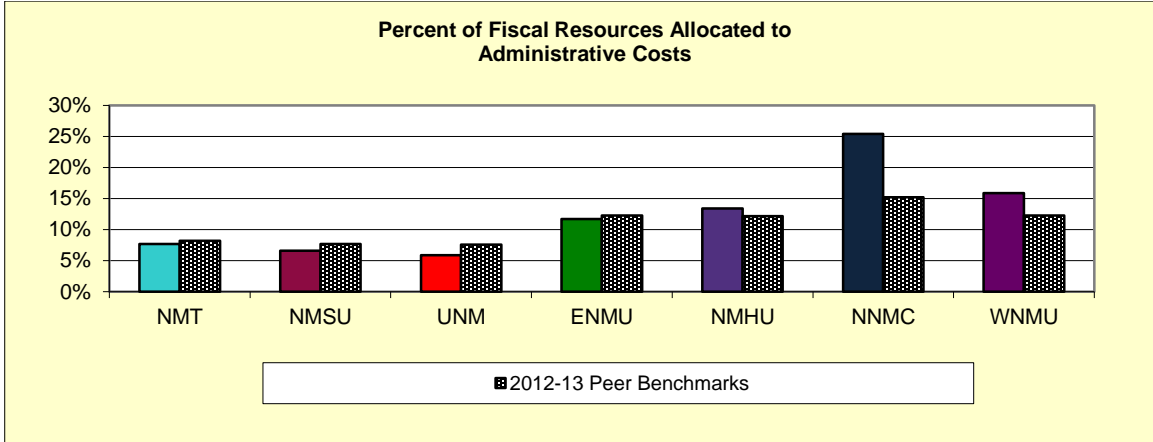
Percent of Fiscal Resources Allocated To Administrative Costs

(from Table 3 in 2013 and 2014 reports)

One measure of institutional efficiency is the percent of total educational resources dedicated to administrative costs. This chart displays the ratio of Administrative Costs (measured as institutional support) to total Education and General Expenditures (instruction, research, public service, academic support, student services, institutional support, and scholarships and fellowships), as reported in the IPEDS Finance Survey. It should be noted that some administrative expenditures are fixed costs (certain administrative staff and functions that are required regardless of the size of an institution). This can explain the relatively greater percentage of these costs at institutions with smaller budgets.

	2008-09	2009-10	2010-11	2011-12	2012-13
NMT	5.0%	5.1%	5.1%	6.8%	7.7%
NMSU	6.6%	5.9%	6.4%	6.7%	6.6%
UNM	7.7%	6.6%	5.8%	6.0%	5.9%
ENMU	11.5%	11.7%	11.3%	11.1%	11.7%
NMHU	12.4%	12.4%	11.5%	11.8%	13.4%
NNMC	12.3%	15.5%	18.8%	26.6%	25.4%
WNMU	14.8%	13.8%	15.6%	15.1%	15.9%

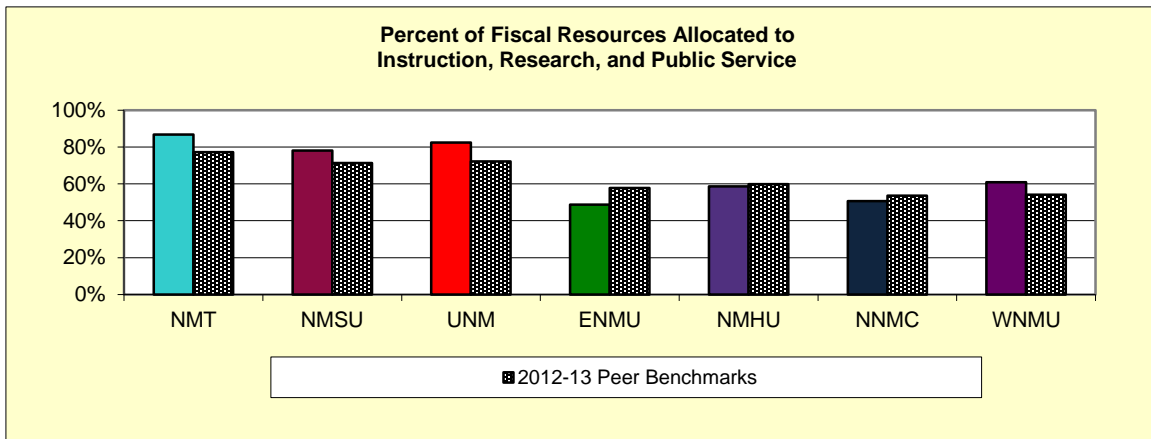
Executive Summary



Percent of Fiscal Resources Allocated To Instruction, Research, and Public Service (from profile page in 2009 through 2012 reports, table 3 in 2013 and 2014 reports)

The primary mission of our institutions is instruction, research, and public service. Similar to the previous measure of Administrative Costs, this chart examines the ratio of expenditures on the primary mission to total Education and General Expenditures. The ratio of instruction, research, and public service to total educational and general expenditures has remained relatively constant over time for our institutions, and we tend to either exceed or come close to the equivalent ratio at our peer institutions.

	2008-09	2009-10	2010-11	2011-12	2013-14
NMT	89.5%	88.7%	88.7%	85.8%	86.7%
NMSU	80.9%	79.0%	78.1%	77.6%	78.1%
UNM	78.9%	80.4%	82.3%	81.9%	82.5%
ENMU	54.6%	51.7%	50.2%	50.2%	48.7%
NMHU	60.7%	62.1%	61.2%	60.3%	58.7%
NNMC	55.9%	64.1%	63.5%	45.3%	50.6%
WNMU	65.7%	62.6%	58.7%	60.3%	60.9%

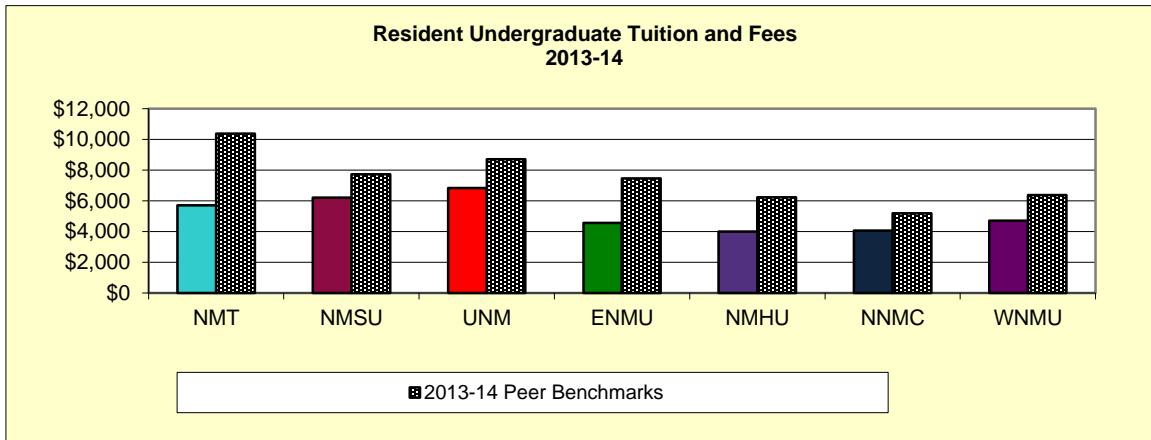


Tuition and Fees Rates

(from Table 4 of 2014 report)

Overall, tuition and fees rates have increased 32% over the past five years, ranging from 69% at NNMC to 10% at NMSU. (It should be noted that NNMC changed from a two-year school to a four-year institution in this time period and adjusted its tuition rates accordingly.) Despite these increases, the tuition and fees rate for all New Mexico universities remains significantly lower than the average rate for their peer institutions.

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change Over Past 5 Years
NMT	\$4,941	\$5,301	\$5,496	\$5,714	\$6,256	26.6%
NMSU	\$5,400	\$5,827	\$6,040	\$6,221	\$5,950	10.2%
UNM	\$5,506	\$5,809	\$6,049	\$6,846	\$6,846	24.3%
ENMU	\$3,900	\$4,147	\$4,350	\$4,559	\$5,100	30.8%
NMHU	\$2,952	\$3,264	\$3,504	\$4,000	\$4,500	52.4%
NNMC	\$2,594	\$2,822	\$3,470	\$4,060	\$4,382	68.9%
WNMU	\$3,810	\$4,054	\$4,313	\$4,723	\$5,346	40.3%



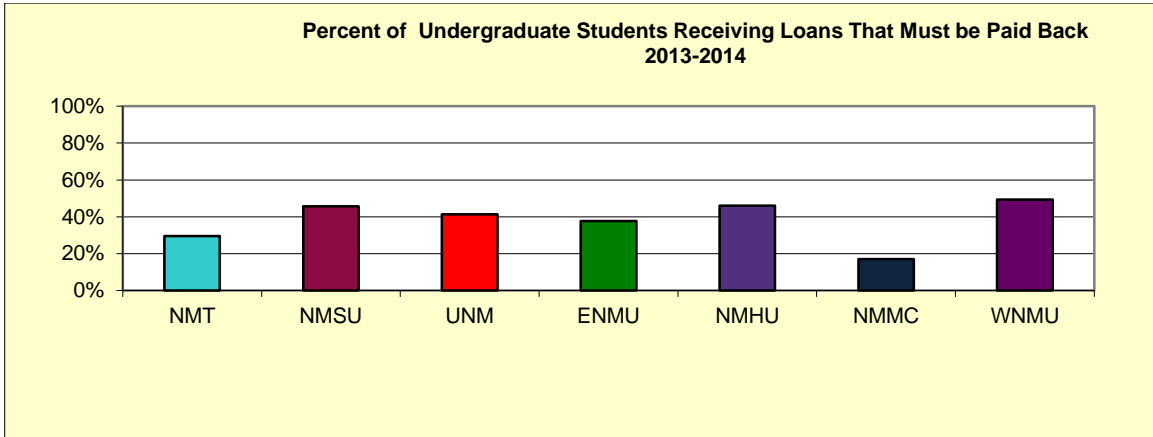
Financial Aid That Must Be Paid Back By Undergraduate Students

(from Table 5 in the 2014 report)

A large percent of undergraduate students must secure student loans to complete their education. The overall percentage of students needing loans to go to college is over 42% across New Mexico universities.

	2009-10	2010-11	2011-12	2012-13	2013-14
NMT	33.7%	33.6%	40.9%	35.0%	42.7%
NMSU	52.1%	42.7%	46.0%	45.7%	43.2%
UNM	50.4%	50.3%	52.6%	32.5%	41.4%
ENMU	41.7%	42.3%	42.8%	41.9%	37.7%
NMHU	42.0%	42.0%	47.0%	46.0%	47.0%
NNMC	8.0%	12.0%	14.0%	17.0%	8.0%
WNMU	36.7%	42.2%	44.8%	48.7%	49.3%

Executive Summary

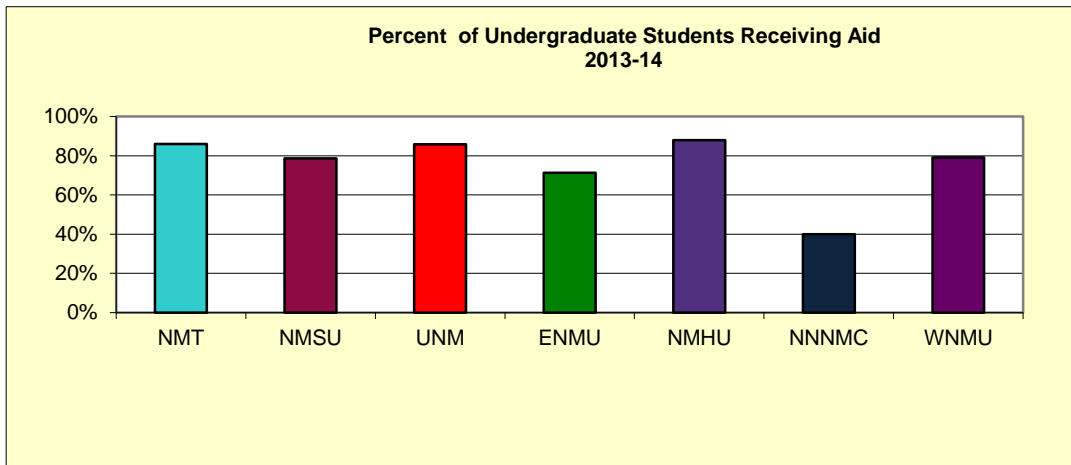


Percent of Undergraduate Students Receiving Aid

(from Table 5 in the 2014 report)

About three-quarters of all undergraduate students at New Mexico universities receive some sort of financial aid, and the percentage is over 80% at several universities.

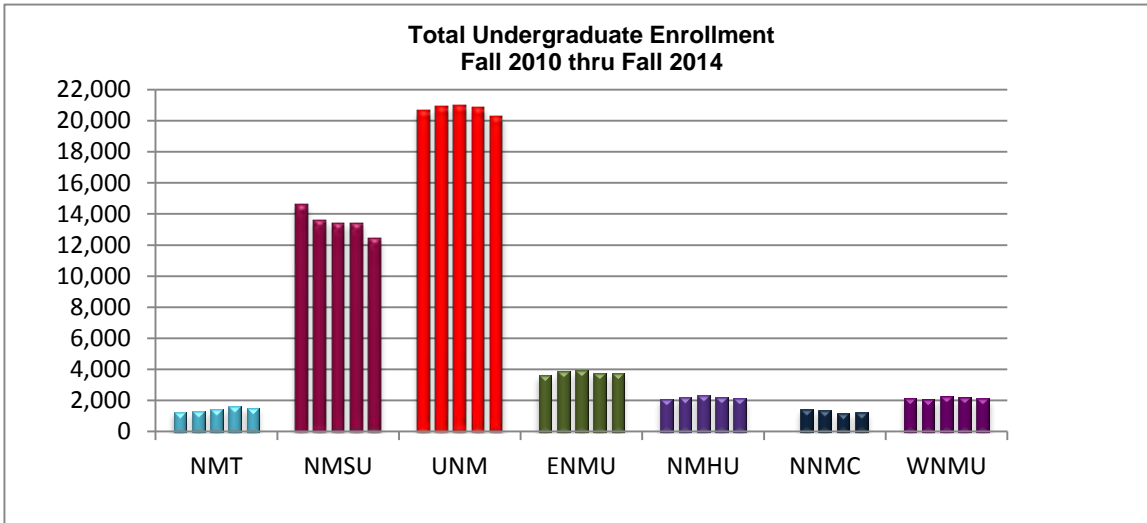
	2009-10	2010-11	2011-12	2012-13	2013-14
NMT	52.6%	60.5%	72.3%	74.9%	86.0%
NMSU	76.1%	76.5%	80.0%	79.4%	78.7%
UNM	75.1%	83.9%	83.9%	85.2%	85.8%
ENMU	78.7%	78.1%	76.6%	75.0%	71.3%
NMHU	81.0%	84.0%	91.0%	89.0%	88.0%
NNMC	64.0%	65.0%	75.0%	66.0%	40.0%
WNMU	61.2%	73.4%	75.5%	80.4%	79.2%



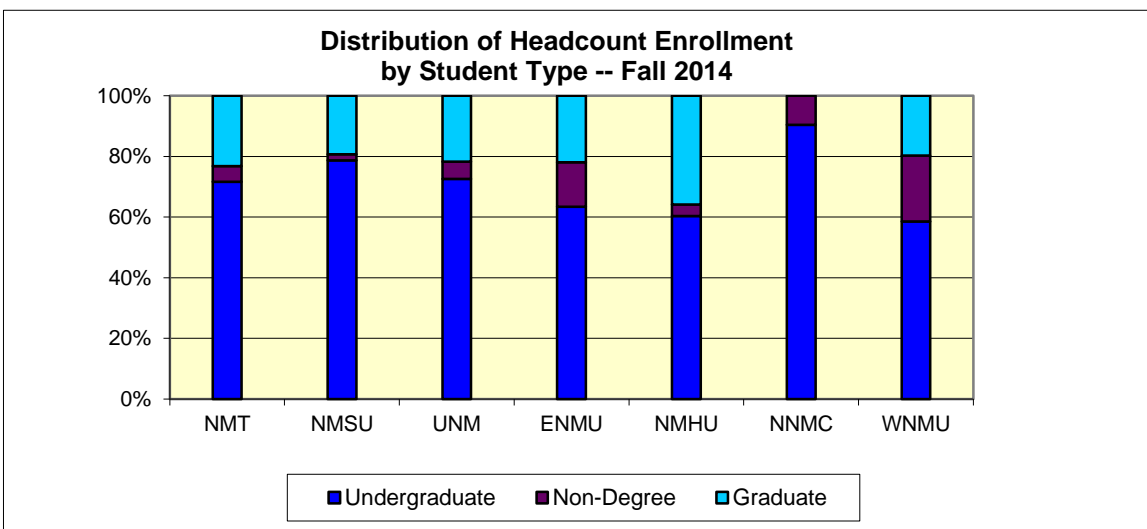
Diversity of Undergraduate Students

(from Tables 1 and 7 in the 2014 report)

Undergraduate students are students pursuing an undergraduate certificate or degree program (associate or baccalaureate). Total undergraduate enrollment has increased at three institutions over the past five years. However, the overall percentage has decreased -2.2% since 2010 (excluding NNMC).



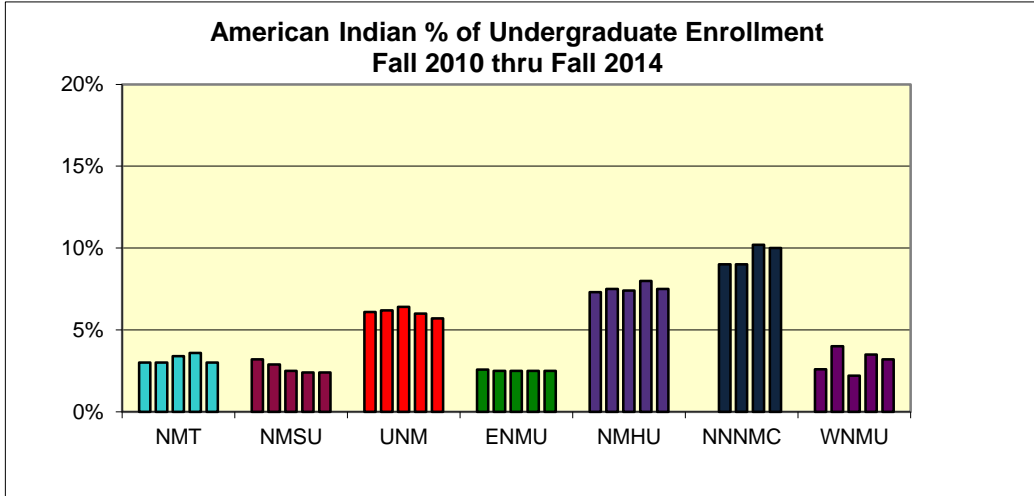
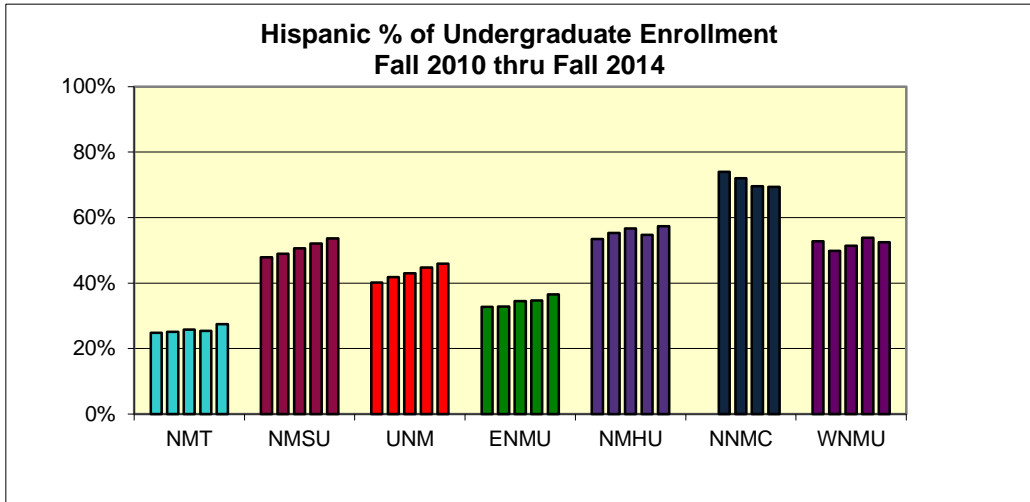
Undergraduate students comprise the majority of total enrollment, but each university also has non-degree students (these may be high school dual enrollment students, students without baccalaureate degrees taking classes, or students with baccalaureate degrees taking additional classes) and graduate students (this includes law, medical, and PharmD students at UNM). The following chart illustrates the percentage distribution of these three student types, by university, in fall 2014 (NNMC does not offer graduate programs but does offer post-bachelors' certificates). Undergraduate students comprise over 70% of total headcount across our universities.



Hispanic and American Indian Diversity of Undergraduate Enrollment

(from Table 7 in the 2013 and 2014 reports)

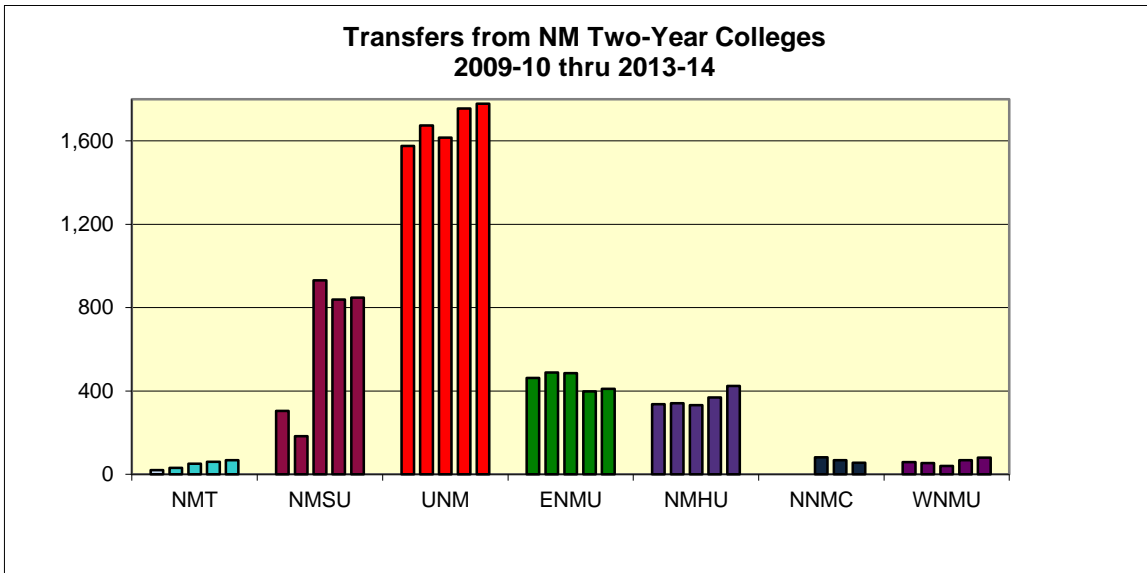
Universities are attentive to the ethnic distribution of their students. While all groups are important, special attention is paid to Hispanic and American Indian percentages since these two groups represent the highest percentage of traditionally under-represented groups in New Mexico. The following charts show five-year trends. The Hispanic percentages at our universities vary, based partly on location in the state and partly on student interest in certain programs.



Transfer Students from New Mexico Two-Year Colleges

(from Table 4 in 2009 thru 2011 reports, Table 8 in 2012 through 2014 reports)

Another measure of access is transfer students from two-year colleges in New Mexico (including branch campuses) into New Mexico universities. This data is shown in the following chart for 2009-10 through 2013-14 (note, academic year data is shown since many transfer students first enroll in a summer or spring term). Overall, the number of transfer students from New Mexico two-year colleges has been increasing, with UNM receiving almost 46% of the total transfers, assisted by UNM’s close proximity to Central New Mexico Community College, the largest two-year college in the state. NMSU’s increase in 2011-12 coincides with the University’s decision to include in their transfer count the students coming to Main Campus from NMSU branch campuses. UNM and ENMU have always counted students from their branch campuses as transfers. Many students also transfer from out-of-state institutions (both two-year and four-year) and between the universities within New Mexico.

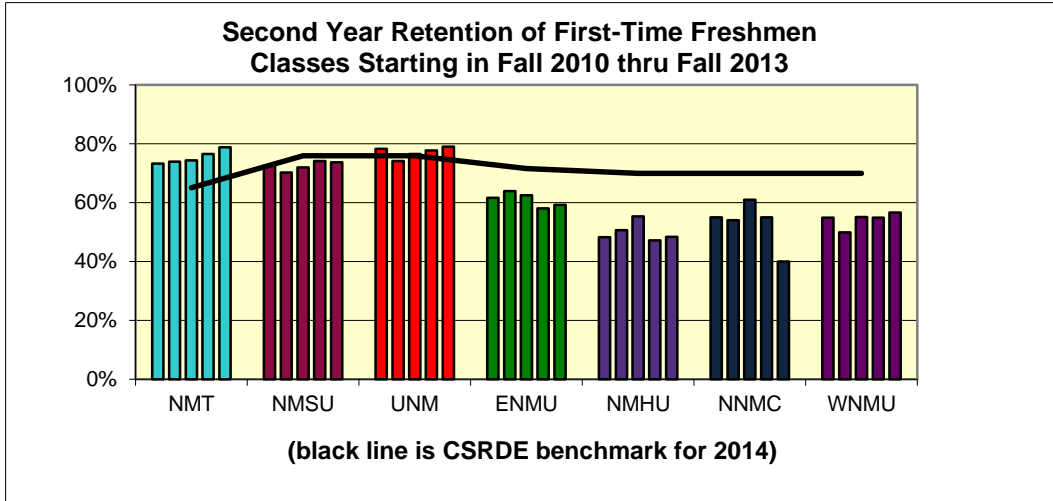


Retention of First-Time Freshmen to Their Second Year

(from Table 5 of 2008 and 2009 reports, Table 6 of 2010 and 2011 reports, and Table 10 of the 2012 through 2014 reports)

Persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the chart represents the average retention rate for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). The research universities are at or near their CSRDE benchmark; the comprehensive universities are all slightly below. All universities have goals to improve student retention over the next few years.

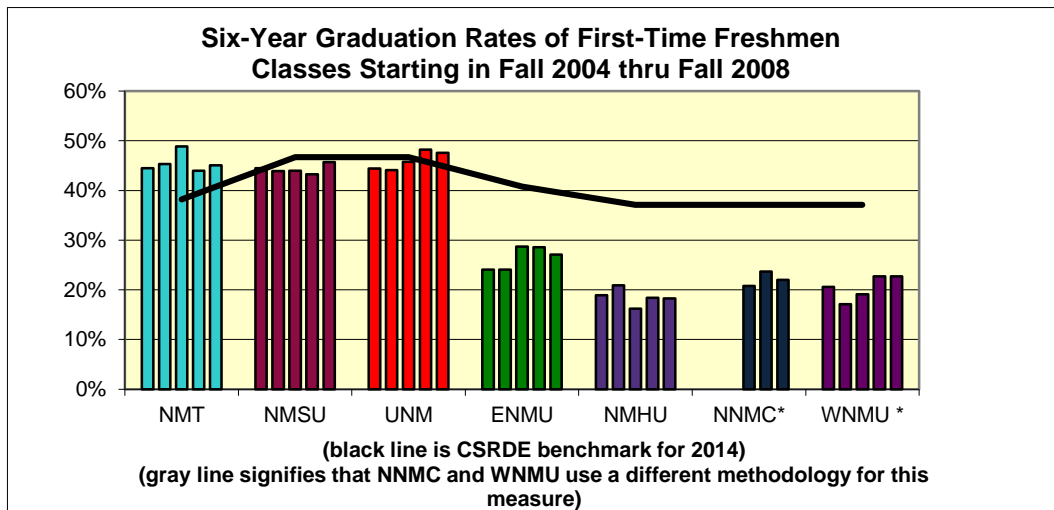
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Six-Year Graduation Rate of First-Time Freshmen

(from Table 6 of 2008 and 2009 reports, Table 7 of 2010 and 2011 reports, and Table 11 from the 2012 through 2014 reports)

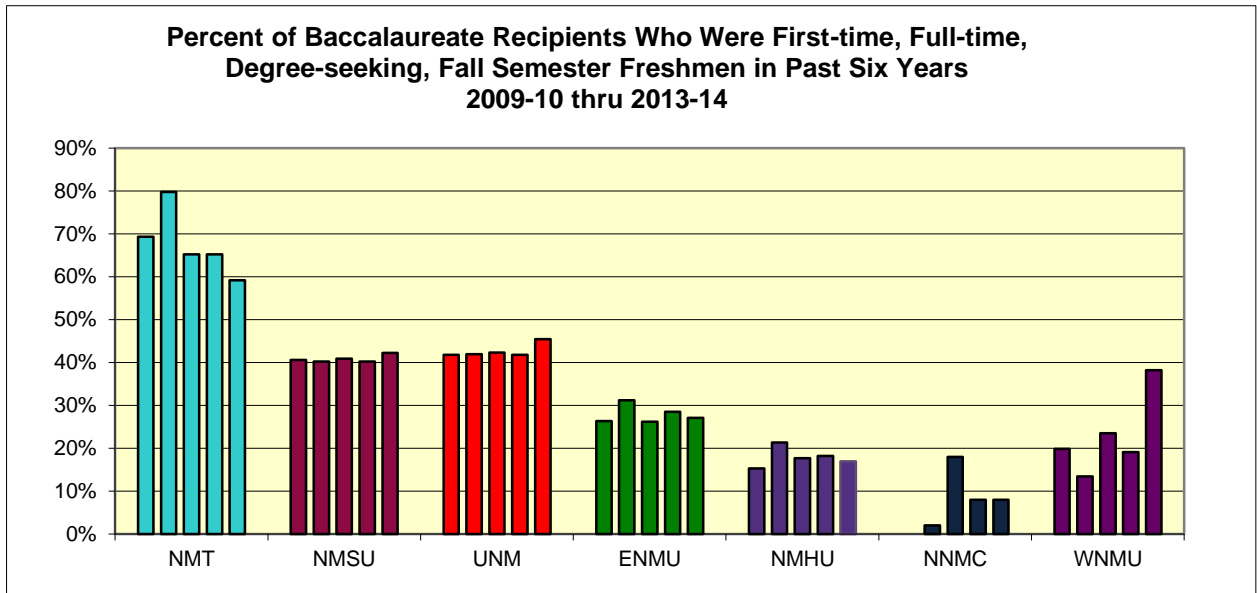
A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the admission policies of the comprehensive universities contribute to the lower rates relative to the research universities. The black line in the chart represents the average six-year graduation rate for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). NNMC and WNMU both include associate and certificate awards, as well as bachelor’s degrees, in the calculating their graduation rates.



* NNMC and WNMU include associates and certificate awards in their graduation cohorts.

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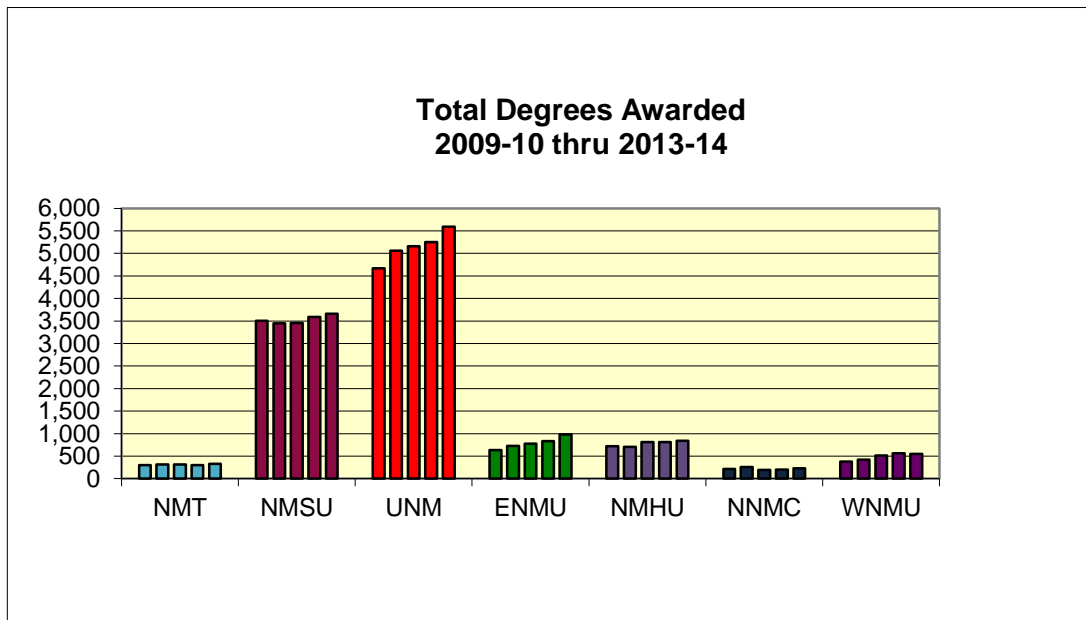
It is worth noting that the traditional six-year graduation rate measure fails to account for all the students who complete degrees. Table 9 in the report for each institution shows the number of all baccalaureate degrees awarded to students. The percentage of degree recipients who entered as first-time, full-time, degree-seeking freshmen within the previous six years ranges from as little as 8% to almost 60%. The other completers are students who take longer than six years to complete their degrees, students who transferred to our institutions and then completed their degree, and students who first entered in spring or summer terms.



Degrees Awarded

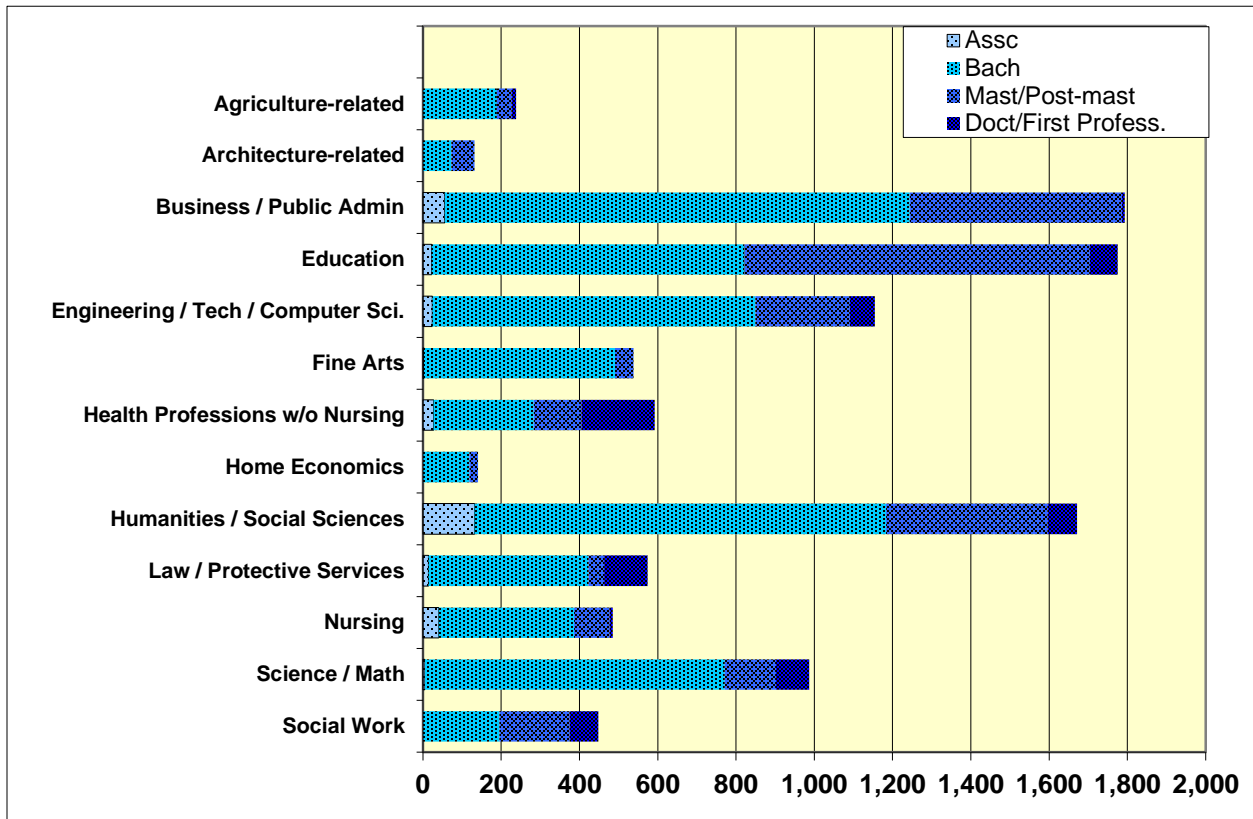
(from Tables 12 & 13 in 2014 report)

The number of degrees awarded has been increasing over the past five years, growing from 10,183 in 2009-10 to 11,889 in 2013-14, an increase of 16.8% and a one-year increase of 5.5%.

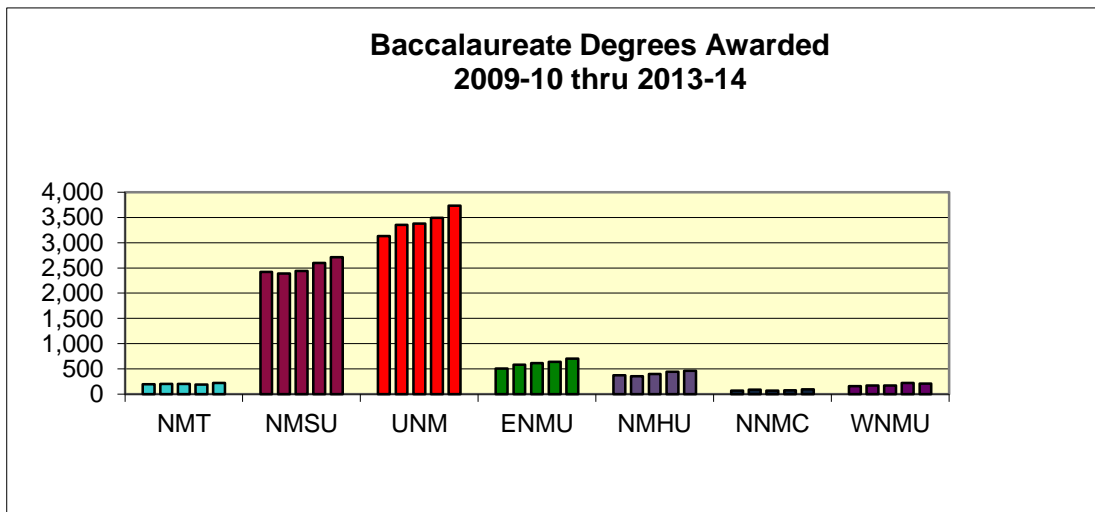


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The greatest number of degrees was awarded in humanities and the social sciences, followed by business/public administration, education, engineering/computer science, and science/math.

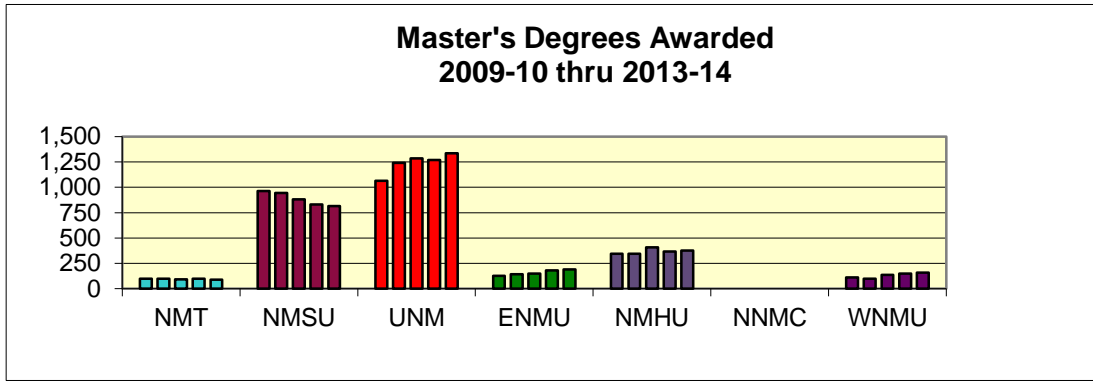


Bachelor's degree awards increased from 6,785 in 2009-10 to 8,052 in 2013-14, an increase of 18.7%.

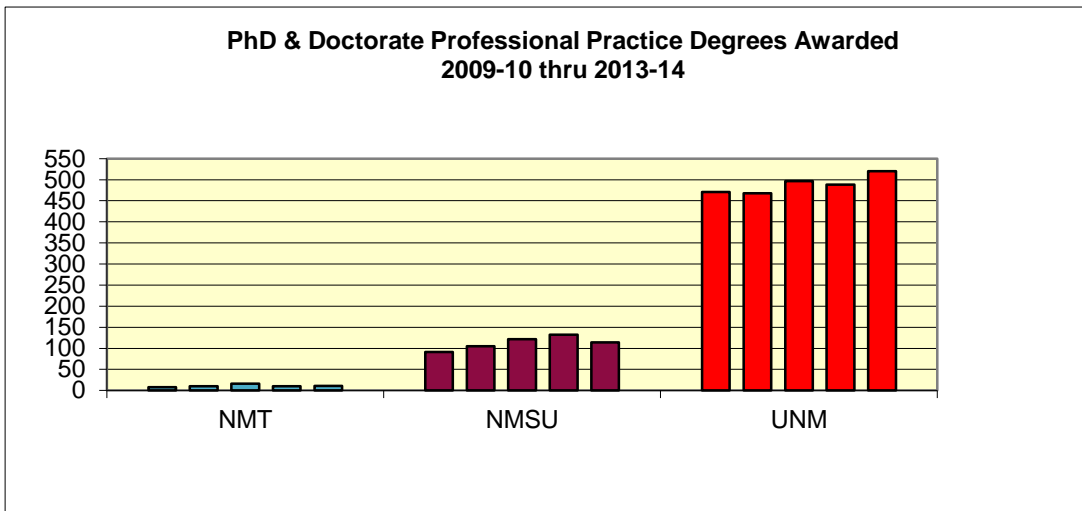


The total number of master's degrees also increased, from 2,633 in 2009-10 to 2,932 in 2013-14, an increase of 11.4%. NNMC does not award any graduate degrees.

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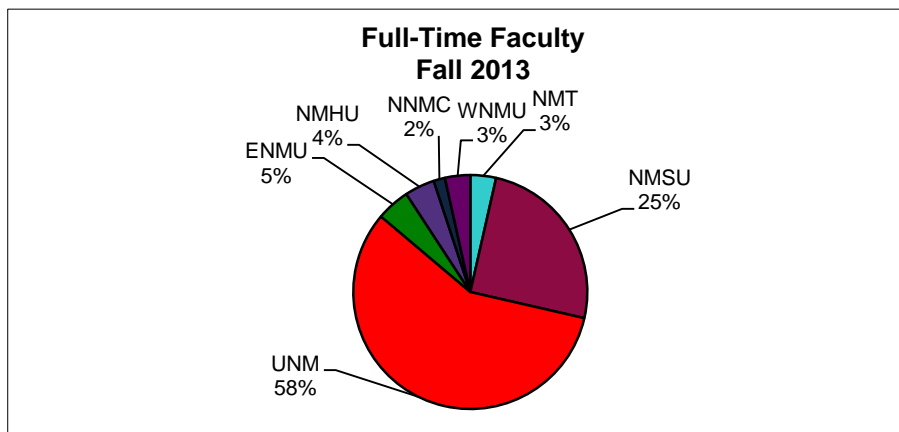
Doctorate Research and Doctorate Professional Practice degrees (medicine, law, and pharmacy) are awarded only by the research universities. These totals have also increased, with 570 granted in 2009-10 and 645 in 2013-14, an increase of 13.2%.



Faculty Diversity

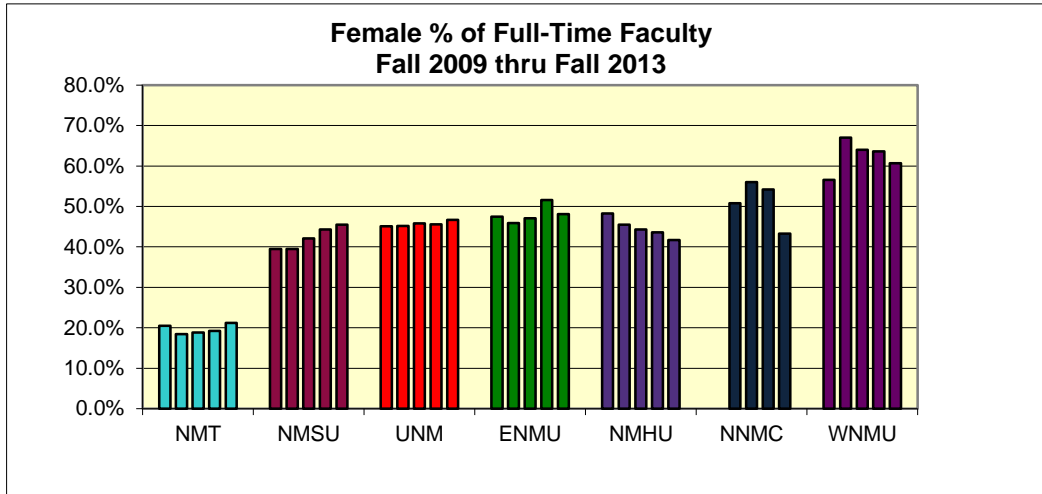
(from Table 15 in 2012 through 2014 reports, and Table 11 in 2009 thru 2011 reports)

The number of full-time faculty at New Mexico universities has increased from 2,920 in fall 2009 to 3,354 in fall 2013 (14.9%). However, matching the recent decrease in student FTE, four institutions saw a decrease in full-time faculty between 2012 and 2013, and one remained unchanged.

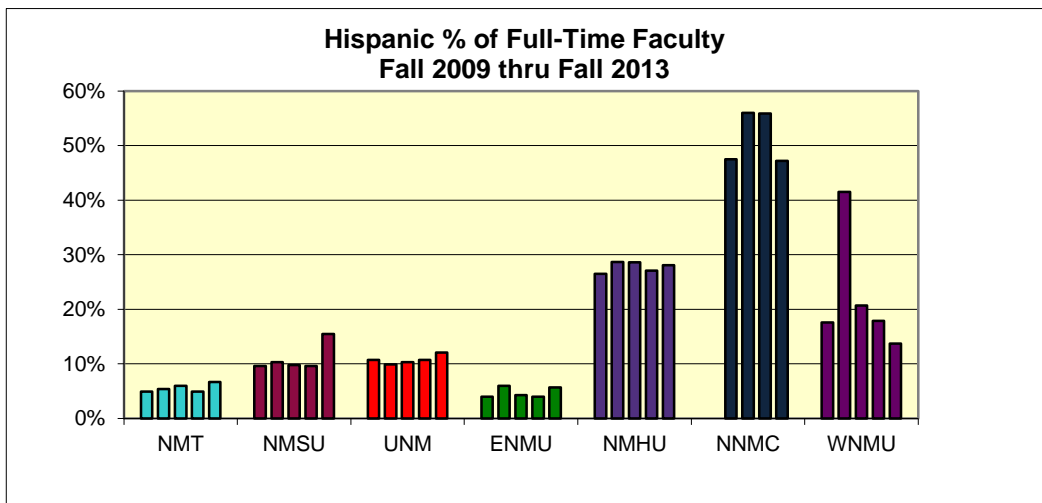


Executive Summary

Just over 46% of full-time faculty in 2013 were female, a 4.9% increase over the past four years. The percentage is more variable for the smaller institutions where a change of one or two faculty members can affect the percentage dramatically.

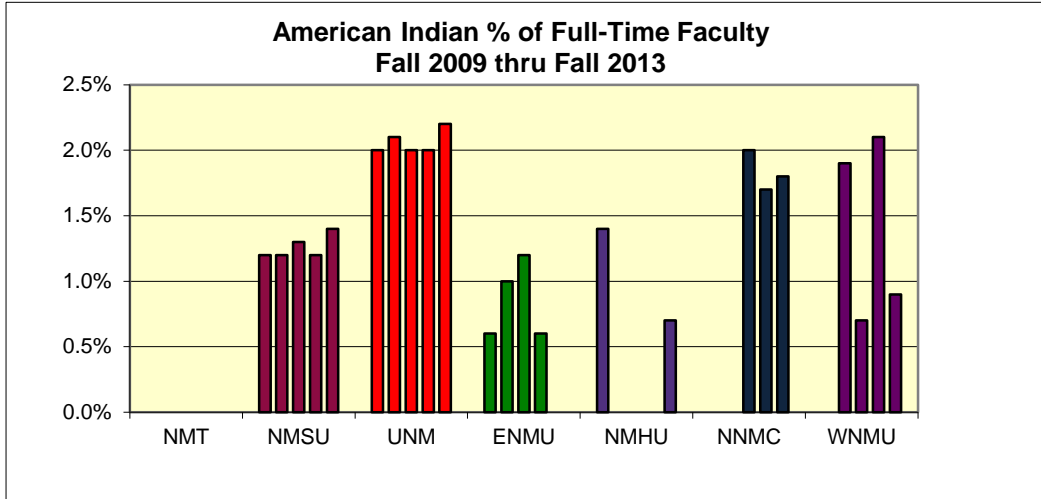


In the fall of 2013, 13.7% of full-time faculty were Hispanic. There is quite a bit of variance between universities, with NNMC having the highest percentage.



In contrast, the percentage of American Indian full-time faculty stayed level over the past four years, at about 1.6%. This occurred even as the total number of American Indian faculty increased by 23.9%. Some institutions report zero American Indian full-time faculty in some years. NMT did not report any over the four-year period.

Executive Summary



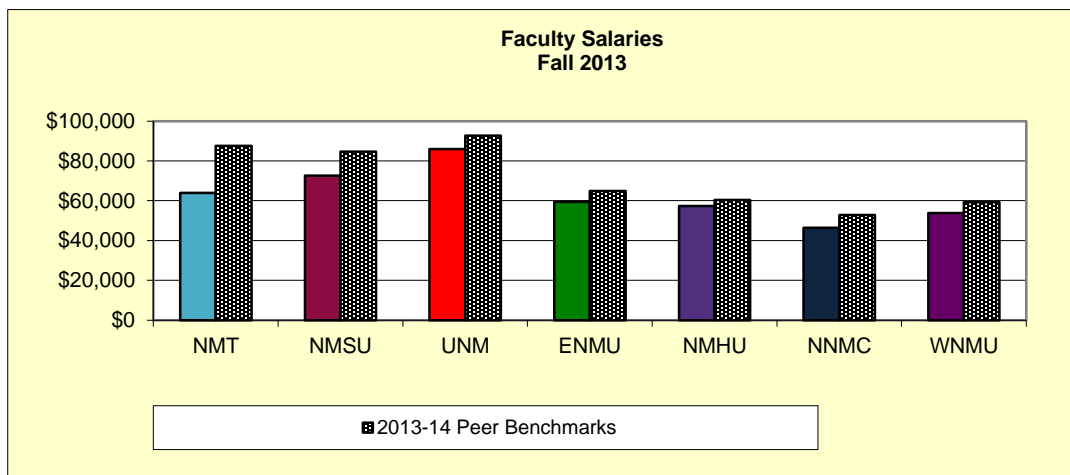
Faculty Salaries

(from Table 17 in the 2014 report, Table 12 in the 2013 report)

Faculty salary increases at the universities varied from no growth to about 20% over the past five years (the large increase at NNMC was due to their change from a two-year college to a university). Average salaries can also be affected by the distribution of faculty across ranks.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change Over Past 5 Years
NMT	\$69,053	\$69,309	\$68,478	\$69,631	\$63,871	-7.5%
NMSU	\$70,281	\$70,119	\$70,302	\$69,926	\$72,617	3.3%
UNM	\$83,445	\$83,936	\$83,237	\$84,350	\$85,931	3.0%
ENMU	\$56,660	\$55,975	\$55,808	\$55,734	\$59,498	5.0%
NMHU	\$55,162	\$54,935	\$54,834	\$57,200	\$57,381	4.0%
NNMC	\$46,262	\$54,585	\$46,104	\$46,290	\$46,477	0.5%
WNMU	\$49,669	\$51,112	\$52,011	\$51,295	\$53,873	8.5%

Average salaries remain significantly lower than average salaries at peer institutions, ranging in 2012-13 from 72.7% of peer salaries at NMT to 95.0% at NMHU.

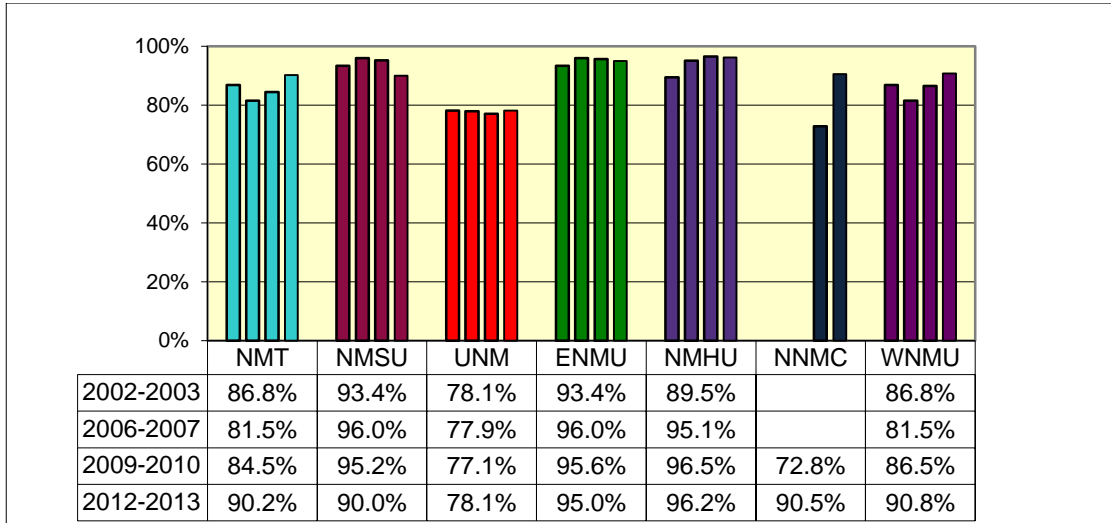


Executive Summary

Student Satisfaction

(from Table 14 in 2011 through 2014 reports)

Every three to four years the universities survey their graduating seniors to ask them about their satisfaction with many aspects of their education. NNMC conducted its first survey in 2009-10. Overall, students report high levels of satisfaction, and overall satisfaction has remained fairly constant over the four survey periods.



Conclusion

This executive overview has provided comparative trend data across the seven four-year universities in New Mexico for key performance and efficiency indicators. More specific data by university and from the University of New Mexico Health Sciences Center follow in the next section.

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Institutional Profile of New Mexico Institute of Mining and Technology

Mission:

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

- helping students learn creative approaches to addressing complex issues;
- acknowledging state and national diversity and developing an inclusive learning environment;
- creating and communicating knowledge, and
- solving technical and scientific problems.

Accreditation:

New Mexico Tech is accredited by the Higher Learning Commission as a doctoral degree granting university <http://www.nmt.edu/nmt-accreditation>.

Contributions to Economic Development:

- Construction at New Mexico Tech will average \$29M over the next few years, employing an average of 1,100 NM employees.
- New Mexico Tech is a world leader in hydrology, astrophysics, atmospheric physics, geophysics, homeland security, information technology, geosciences, energetic materials engineering, and petroleum recovery, supplying trained personnel and research in these areas.
- In 2014, New Mexico Tech’s federal and private grants and contracts totaled \$73M and provided almost one-fourth of NM Tech students with employment
- New Mexico Tech’s Energetic Materials Research and Testing Center trained over 7,000 students. The economic impact to New Mexico, without even considering the multiplier effect, would approach \$34M.

**Table 1. Fall 2014 Overall Enrollment
by Level**

Degree-seeking undergraduates	1,525
Non-degree seeking undergraduates	108
Graduate students	494
Total Headcount	2,127
Total FTE	1,820

**Table 2. Number of programs by degree
level 2014-2015**

Associate	2
Bachelors	21
Masters	17
Doctorates	11

Table 3. Fiscal Resources

For FY 12-13	% for Institution			% for Peers
Percent of fiscal resources allocated to instruction, research and public service	86.7%			77.2%
Percent of fiscal resources allocated to administrative costs	7.7%			8.2%
	2010-11	2011-12	2012-13	2013-14
Total current funds revenue for main campus	\$175M	\$165M	\$143M	\$141M
State appropriation as percent of operating budget	23%	22%	26%	23%

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$3,644	57.9	\$10,463	68.3
2006-07	\$4,187	58.4	\$11,405	70.1
2007-08	\$4,104	56.6	\$11,761	68.3
2008-09	\$4,352	56.0	\$12,545	69.6
2009-10	\$4,607	55.4	\$13,569	71.5
2010-11	\$4,941	56.3	\$14,620	73.7
2011-12	\$5,301	55.7	\$15,753	74.5
2012-13	\$5,496	55.2	\$16,367	73.8
2013-14	\$5,714	55.0	\$17,074	73.5
2014-15	\$6,256	N/A	\$18,184	N/A

*List of peers in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	77.1	79.1	80.7	71.4	78.3
Work Study (must work to earn)	17.7	16.4	13.7	19.6	13.8
Loans (must be paid back)	33.7	33.6	40.9	35.0	42.7
Percent of Students Receiving Lottery Scholarships	41.9	41.1	43.2	41.2	44.9
Percent of Students who are Pell recipients	25.9	30.3	30.5	29.5	32.0
Percent of Students Receiving Aid	84.3	86.1	87.3	77.8	86.0
Average Award per Recipient	\$9,063	\$9,626	\$10,104	\$10,160	\$10,152

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	29.4	21.5	20.7	23.5	22.7
Loans (must be paid back)	11.5	14.1	15.1	9.8	12.9
Percent of Students Receiving Aid	41.1	34.6	34.3	33.3	34.8
Average Award per Recipient	\$5,928	\$6,758	\$6,940	\$6,328	\$6,747

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	1.5	2.0	2.1	2.2	1.8	2.2	2.0	2.4
American Indian	2.5	2.9	3.1	2.5	3.0	3.4	3.6	3.0
Asian	2.5	3.0	3.5	3.1	2.7	2.5	2.9	2.6
Hispanic	22.5	32.6	22.7	24.5	25.1	25.8	25.4	27.5
Native Hawaiian/Pacific Is	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1
White/Other	61.2	60.0	59.5	56.0	63.6	60.0	59.2	55.9
Two or More Races	2.1	2.7	3.0	3.4	2.2	3.3	3.7	4.0
Nonresident Alien	6.9	6.1	5.4	7.1	1.7	2.7	3.0	3.5
Unknown	0.7	0.6	0.6	1.1	0.0	0.1	0.1	0.9
Total	2,009	2,105	2,134	2,127	1,303	1,425	1,490	1,525

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	50	39.1	60	35.9	68	38.9
Out-of-state 2-Year Colleges	24	18.8	35	21.0	35	20.0
Subtotal 2-Year Colleges	74	57.8	95	56.9	103	58.9
NM Public 4-Year Universities	22	17.2	23	13.8	30	17.1
All Other 4-Year Universities	32	25.0	49	29.3	42	24.0
Subtotal 4-Year Universities	54	42.2	72	43.1	72	41.1
Grand Total	128	100.0	167	100.0	175	100.0

Table 9. What is the profile of baccalaureate degree recipients at New Mexico Tech?

Recipients who began as	2011-12		2012-13		2013-14	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	126	65.2	120	65.2	128	59.5
Transfer students (including branch campuses)	47	24.4	44	23.9	55	25.6
Others (other first-time freshmen, returning students, etc.)	20	10.4	20	10.9	32	14.9
All baccalaureate degree recipients	193	100.0	184	100.0	215	100.0

Student Progress and Student Success

<i>Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?</i>						
Race/Ethnicity and Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014
African American	3	100.0	2	100.0	3	33.3
American Indian	11	63.6	12	66.7	11	72.7
Asian	5	80.0	7	71.4	12	66.7
Hispanic	101	72.3	97	75.3	85	82.4
Native Hawaiian/Pacific Is	1	100.0	0	--	0	--
White/Other	195	76.4	209	78.0	185	76.8
Two or More Races	7	42.9	16	75.0	19	100.0
Nonresident Alien	1	100.0	2	50.0	1	100.0
Unknown	0	--	1	100.0	0	--
Men	233	72.5	267	73.8	240	76.7
Women	91	79.1	79	86.1	76	85.5
All Students	324	74.4	346	76.6	316	78.8

<i>Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?</i>						
Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Bachelor Degrees through Summer 2012	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014
African American	5	40.0	1	0.0	3	0.0
American Indian	5	40.0	3	66.7	10	20.0
Asian	6	16.7	7	42.9	12	41.7
Hispanic	76	48.7	68	42.6	74	40.5
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	184	49.5	158	43.7	179	48.6
Two or More Races	0	--	4	75.0	5	60.0
Nonresident Alien	1	0.0	0	--	3	66.7
Unknown	5	100.0	0	--	0	--
Men	199	46.7	193	43.5	214	40.2
Women	83	54.2	48	45.8	72	59.7
Overall	282	48.9	241	44.0	286	45.1

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14?

	Associate	Bachelors	Masters	Doctorate	Total
Agriculture					
Architecture-related					
Business/Agri-Business/Public Administration		3	4		7
Education			12		12
Engineering/Tech/Computer Science		160	51	6	217
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science	2	8			10
Law/Protective Services					
Nursing					
Science and Math		52	24	5	81
Social Work					
Total	2	223	91	11	327
Science/Technology/Engineering/Math/Health	0	212	75	11	298

Table 13. Over time, how many degrees have been awarded?

	2009-10	2010-11	2011-12	2012-13	2013-14
Associate	0	2	3	1	2
Bachelors	195	203	202	194	223
Masters	100	98	92	98	91
Doctorate	8	10	16	10	11
Total	303	313	313	303	327

Table 14. How satisfied are our students with their educational experience?

	2002-03 %	2007-08 %	2009-10 %	2012-13 %
Satisfied or Very Satisfied with Curriculum and Instruction	86.5	77.5	83.0	81.7
Satisfied or Very Satisfied with Student Support	82.5	77.3	80.1	87.1
Satisfied or Very Satisfied Overall with Institution	86.8	81.5	84.5	90.2
See Appendix III for Survey of Graduating Seniors instrument (next reported 2015-16)				

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	Fall 2011 Faculty %	Fall 2012 Faculty %	Fall 2013 Faculty %	Fall 2011 Staff %	Fall 2012 Staff %	Fall 2013 Staff %
	(N = 122)	(N = 123)	(N = 119)	(N = 625)	(N = 574)	(N = 550)
African American	0.0	0.0	0.0	0.5	0.3	0.2
American Indian	0.0	0.0	0.0	3.4	4.7	4.5
Asian	14.8	16.3	14.3	2.2	1.7	2.5
Hispanic	4.9	4.9	6.7	41.8	42.3	44.2
Native Hawaiian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	80.3	78.0	78.2	51.8	50.7	48.4
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	0.8	0.8	0.3	0.2	0.2
Men	81.2	80.5	78.2	54.6	53.5	52.4
Women	18.8	19.5	21.8	45.4	46.5	47.6

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
11:1	11:1	11:1	12:1	13:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	99	\$69,053	83.0
Fall 2010	97	\$69,309	80.3
Fall 2011	99	\$68,478	76.0
Fall 2012	99	\$69,631	79.4
Fall 2013	95	\$63,871	72.7

*Includes FT instructors, assistant, associate, and full professors

**New Mexico Institute of Mining and Technology
DFA Submittals October 2014**

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	330	28.0%	28.0%	28.0%	30.0%	30.0%
	Actual	339	366	415	464	466	
	Percent	27.3	28.1	29.2	31.1	30.6	

*New Mandated Federal Categories for Race and Ethnicity (Fall 2010)

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 2nd Semester		Fall 09 to Spr 10	Fall 10 to Spr 11	Fall 11 to Spr 12	Fall 12 to Spr 13	Fall 13 to Spr 14	Fall 14 to Spr 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	75.0	75.0	75.0	75.0	80.0	85.0
	Actual	92.2	88.9	90.7	92.5	89.9	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 3rd Semester		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	75.0	75.0	72.0	72.0	75.0	78.0
	Actual	73.7	70.6	74.4	76.6	78.8	
CSRDE Benchmark		75.6	69.3	66.4	64.3	65.1	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 7th Semester		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree	Target	58.0	58.0	58.0	73.0	75.0	75.0
	Actual	73.5	68.78	77.5	75.2	74.6	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Completion Measure		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target	50.0	50.0	45.0	48.0	48.0	48.0
	Actual	44.5	47.4	48.9	44.2	45.1	
CSRDE Benchmark		60.2	44.1	54.6	37.1	38.2	

New Mexico Institute of Mining and Technology

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Total number of degrees awarded	Target	300	300	300	320	310	320
	Actual	303	313	313	303	328	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Transfer Measure		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Undergraduate transfer students from two-year colleges	Target	40	40	40	60	60	70
	Actual	43	59	74	60	68	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
External Funding		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
External dollars for research and creative activity in millions	Target	\$85M	\$85M	\$86M	\$80M	\$68M	\$72M
	Actual	\$87.4M	\$88.9M	\$71.6M	\$64.2M	\$68M	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Master of Science for Teachers		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of NMT's Master of Science for Teachers program	Target	170	170	170	180	180	200
	Actual	224	245	183	173	208	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Distance Education		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of NMT students enrolled in Distance Education courses	Target	500	500	400	400	400	400
	Actual	512	380	389	387	382	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Research Expenditures		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
NMT's expenditures on research	Target	\$90.0M	\$90.0M	\$85.0M	\$72.0M	\$68.0M	\$70.0M
	Actual	\$90.9M	88.7M	\$81.2M	\$63.7M	\$68.0M	

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.

NMSU is accredited by the Higher Learning Commission. NMSU’s 2008 accreditation reports can be found at http://lib.nmsu.edu/accreditation/ss/ss_book.pdf.

Contributions to Economic Development:

- In 2014, NMSU announced the Burrell College of Osteopathic Medicine will be constructed at the Arrowhead Center, eventually resulting in \$85 million in private capital expenditures, 100 direct employees and 1,200 students providing significant economic impact on local and state economies.
- NMSU’s research expenditures from public and private grants totaled \$133.9 million and generated nearly 1,000 direct jobs and 2,000 total jobs.
- NMSU attracted 4,826 out-of-state students including 1,137 international students who paid \$29.6 million in tuition and fees and contribute to the state economy through expenditures on housing, food, and other expenses.
- Built upon the Stronger Economies Together (SET) program, NMSU's Cooperative Extension Service (CES) worked with Colfax, Guadalupe, Harding, Mora, Quay, San Miguel, and Union counties to draft a regional economic development plan. Using Federal funding provided in FY14, CES also initiated and assisted San Juan, McKinley, and Cibola County to draft and begin implementation for their regional economic development plan through the SET program.

**Table 1. Fall 2014
Overall Enrollment by Level**

Degree-seeking undergraduates	12,457
Non-degree seeking undergraduates	327
Graduate students	3,045
Total Headcount	15,829
Total FTE	12,930

**Table 2. Number of programs by
degree level 2014-2015**

Associates	2
Bachelors	93
Masters	56
Education Specialists	3
Post-Baccalaureate Certificates	10
Doctorates	27

Table 3. Fiscal Resources

For FY 12-13				
	% for Institution			% for Peers
Percent of fiscal resources allocated to instruction, research and public service	78.1%			71.4%
Percent of fiscal resources allocated to administrative costs	6.6%			7.7%
	2010-11	2011-12	2012-13	2013-14
Total current funds revenue for main campus	\$530.6M	\$524.2M	\$501.9M	\$515.6M
State appropriation (main campus) as percent of operating budget	30.0%	27.3%	29.7%	30.6%

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$3,918	73.0	\$13,206	91.0
2006-07	\$4,230	74.1	\$13,803	90.6
2007-08	\$4,452	87.0	\$14,180	94.0
2008-09	\$4,758	86.0	\$14,741	92.0
2009-10	\$4,998	83.7	\$15,150	89.6
2010-11	\$5,400	81.5	\$16,680	90.7
2011-12	\$5,825	82.6	\$18,266	95.7
2012-13	\$6,041	80.3	\$19,068	94.9
2013-14	\$6,221	80.4	\$19,644	94.5
2014-15	\$5,950	N/A	\$19,111	N/A

*List of peers appears in the Appendix

Table 5. How much financial support do undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	67.3	69.0	72.1	71.1	70.4
Work Study (must work to earn)	4.9	5.1	4.1	4.2	5.0
Loans (must be paid back)	43.0	42.7	46.0	45.7	43.2
Percent of Students Receiving Lottery Scholarships	32.1	32.0	33.9	32.5	33.0
Percent of Students who are Pell recipients	44.3	47.7	44.2	43.2	42.4
Percent of Students Receiving Aid	76.1	76.5	80.0	79.4	78.7
Average Award per Recipient	\$9,455	\$9,995	\$9,901	\$9,623	\$9,470

Table 6. How much financial support do graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	12.8	12.4	15.2	17.3	18.1
Loans (must be paid back)	34.3	34.4	37.8	35.6	32.8
Percent of Students Receiving Aid	41.8	41.6	46.0	45.4	44.2
Average Award per Recipient	\$12,228	\$12,543	\$12,849	\$12,877	\$10,789

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	3.0	2.9	2.9	2.9	3.1	3.0	3.0	3.0
American Indian	2.7	2.3	2.3	2.3	2.9	2.5	2.4	2.4
Asian	1.3	1.3	1.3	1.4	1.3	1.2	1.2	1.2
Hispanic	45.3	47.3	48.5	48.9	49.0	50.6	52.1	53.6
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2
White/Other	34.4	33.6	32.6	31.8	34.2	33.3	32.1	30.7
Two or More Races	0.9	1.2	1.3	1.6	0.8	1.1	1.3	1.5
Nonresident Alien	5.9	6.3	6.8	7.6	3.2	3.9	4.1	4.4
Unknown	6.2	4.9	4.1	3.3	5.2	4.2	3.5	2.9
Total Number	18,024	17,651	16,765	15,829	13,616	13,411	13,372	12,457

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	930	51.6	839	48.9	848	51.9
Out-of-state 2-Year Colleges	414	23.0	452	26.4	405	24.8
Subtotal 2-Year Colleges	1,344	74.6	1,291	75.3	1,253	76.7
NM Public 4-Year Universities	137	7.6	131	7.6	113	6.9
All Other Universities	321	17.8	293	17.1	267	16.4
Subtotal 4-Year Universities	458	25.4	424	24.7	380	23.3
Grand Total	1,802	100.0	1,715	100.0	1,633	100.0

Table 9. What is the profile of baccalaureate degree recipients at New Mexico State University?

Recipients who began as:	2011-12		2012-13		2013-14	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	998	40.9	979	40.2	1,083	42.3
Transfers (including those from Branch campuses)	962	39.4	1,081	44.4	1,051	41.0
Others (returning students, freshmen starting in spring, part-time students, etc.)	481	19.7	373	15.3	429	16.7
All baccalaureate degree recipients	2,441	100.0	2,433	100.0	2,563	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014
African American	70	61.4	54	64.8	67	77.6
American Indian	63	69.8	41	73.2	39	74.4
Asian	18	66.7	16	93.8	21	81.0
Hispanic	1,170	70.5	1,159	71.6	1,064	71.6
Native Hawaiian/Pacific Islander	6	50.0	2	100.0	5	100.0
White/Other	724	75.3	613	79.0	592	77.0
Two or More Races	29	79.3	45	66.7	34	58.8
Nonresident Alien	56	80.4	46	82.6	40	82.5
Unknown	42	69.0	47	78.7	40	70.0
Men	993	70.9	875	72.2	881	71.3
Women	1,185	73.0	1,148	75.7	1,021	75.8
All Students	2,178	72.0	2,023	74.2	1,902	73.7

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Bachelor Degrees through Summer 2012	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014
African American	58	27.6	83	25.3	75	37.3
American Indian	81	22.2	101	22.8	85	31.8
Asian	22	54.5	29	48.3	24	54.2
Hispanic	935	39.9	940	40.6	1,025	42.6
Native Hawaiian/Pacific Islander	0	--	1	100.0	1	100.0
White/Other	861	49.8	802	48.5	794	50.3
Two or More Races	0	--	12	83.3	13	76.9
Nonresident Alien	19	78.9	38	55.3	28	67.9
Unknown	102	51.0	99	50.5	126	46.0
Men	973	37.6	982	36.7	996	40.5
Women	1,105	49.7	1,123	49.1	1,175	50.1
Overall	2,078	44.0	2,105	43.3	2,171	45.7

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14?

	Associates	Bachelors	Masters	Ed Specialists	Grad Certs.	PhD/ Ed.	Total
Agriculture		153	28			7	188
Architecture-related							
Business/Agri-Business/Public Administration	18	426	98			8	550
Education		250	214		13	40	517
Engineering/Tech/Computer Science		410	133		5	25	573
Fine Arts		123	11				134
Health Professions (w/o Nursing)		62	12				74
Home Economics		60	19				79
Humanities/Social Science		667	134	8	18	10	837
Law/Protective Services		186	22				208
Nursing		145	22			4	171
Science and Math		190	62			20	272
Social Work		42	52				94
Total	18	2,714	807	8	36	114	3,697
Science/Technology/Engineering/Math/Health		960	257		5	56	1,278

Table 13. Over time, how many degrees have been awarded?

	2009-10*	2010-11	2011-12	2012-13	2013-14
Associates	30	10	12	25	18
Bachelors	2,419	2,387	2,441	2,599	2,714
Masters	935	920	875	800	807
Ed Specialists	8	12	7	10	8
Graduate Certificates	20	11	20	22	36
PhD/EdD	91	105	102	132	114
Total	3,503	3,445	3,457	3,588	3,697

*Revised September, 2011

Table 14. How satisfied are our students with their educational experience?

	2006-07 %	2009-10 %	2012-13 %
Satisfied or Very Satisfied with Curriculum and Instruction	93.0	93.0	88.3
Satisfied or Very Satisfied with Student Support	90.0	92.1	87.6
Satisfied or Very Satisfied Overall with Institution	96.0	95.2	90.0

*See Appendix III for Survey of Graduating Seniors instrument (next reported 2015-16)

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	Fall 2011 Faculty % (N = 820)	Fall 2012 Faculty % (N = 804)	Fall 2013 Faculty % (N = 840)	Fall 2011 Staff % (N = 2,528)	Fall 2012 Staff % (N = 2,470)	Fall 2013 Staff % (N = 2,371)
African American	1.3	1.2	1.0	1.6	1.7	1.5
American Indian	1.6	1.4	1.4	1.1	1.1	1.1
Asian	7.2	7.7	8.0	1.5	1.6	1.5
Hispanic	14.1	15.4	15.5	43.7	45.6	46.4
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.1	0.1	0.1
White/Other	65.6	65.2	64.6	42.4	42.5	42.8
Two or More Races	0.7	0.8	0.7	0.6	0.6	0.6
Nonresident Alien	4.3	4.7	4.5	2.6	1.8	1.4
Unknown	5.1	3.6	4.3	6.4	5.0	4.6
Men	57.9	55.7	54.5	46.8	47.0	47.2
Women	42.1	44.3	45.5	53.2	53.0	52.8

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
19.6:1	19.9:1	18.8:1	17.8:1	17.0:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	76.0	\$70,281	87.0
Fall 2010	79.1	\$70,119	86.2
Fall 2011	81.6	\$70,302	85.0
Fall 2012	89.3	\$69,926	85.3
Fall 2013	88.8	\$72,617	85.8

*Includes assistant, associate and full professors

New Mexico State University DFA Submittals October 2014

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15
Number of Hispanic undergraduate degree-seeking students	Target	6,400	7,100	6,900	6,900	6,900	6,900
	Actual	7,098*	6,829**	6,781	6,701	6,511	

*New Mandated Federal Categories for Race and Ethnicity (Fall 2010)

**Change made to only include Degree Seeking on Las Cruces Campus

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure		Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	88%	88%	87%	87%	87%	87%
	Actual	88%	86%	86%	87%	87%	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	78%	75%	72%	72%	73%	73%
	Actual	75%	71%	72%	74%	74%	
CSRDE Benchmark		75%	75%	73%	73%		

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 5) or have completed a (2 or 4yr) degree	Target	60%	80%	78%	78%	78%	78%
	Actual	80%	77%	72%	74%	75%	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Completion Measure		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target	45%	45%	47%	47%	47%	47%
	Actual	45%	47%	44%	43%	46%	
CSRDE Benchmark		48%	48%	47%	46%		

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Total number of baccalaureate degrees awarded	Target	2,400	2,300	2,400	2,450	2,550	2,600
	Actual	2,419*	2,387**	2,440**	2,599**	2,644**	

*Revised

**Double majors counted as one degree

New Mexico State University

Transfer Measure		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Undergraduate transfer students from two-year colleges	Target	1,028	1,028	750	925	1,250	1,250
	Actual	902	1,217	592*	1,291	1,312	

*FY13 Actual has been corrected to reflect improved identification of 2-yr institutions and restricts to degree-seeking students

**FY14 reflects the addition of NMSU community college students who transitioned to the Las Cruces campus

Distance Education		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Number of degree programs offered via distance education	Target	28	28	29	34	37	37
	Actual	30	33	37	36	37	

Programs using assessment		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Programs/departments using results of outcomes assessment of students learning	Target	76%	75%	75%	75%	80%	80%
	Actual	86%	85%	75%	75%	80%	

NMSU Bachelor Nursing Degrees		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Fa/Spr/Sum 2009-10	Fa/Spr/Sum 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Number of Bachelor Nursing Degrees Awarded	Target	175	185	130	130	130	130
	Actual	182	126	112	122	145	

NMSU Teacher Preparation		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Number of programs available at NM community college sites	Target	4	4	4	4	4	4
	Actual	4	4	3	4	7	

Expenditures—Las Cruces campus		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
External funds awarded (research and public service awards*)	Target	\$189.9M	\$205.8M	\$205.8M	\$205.8M	\$200.0M	\$200.0M
	Actual	\$200.4M	\$193.3M	\$175.8M	\$170.1M	\$163.2M	

*includes research, public service, student aid grants & contracts

Institutional Profile of The University of New Mexico

Mission

The mission of the University of New Mexico is to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

UNM is institutionally accredited by the Higher Learning Commission. UNM program accreditation information can be found at: <http://accreditation.unm.edu>.

Contributions to Economic Development:

- UNM consistently ranks among the top three largest employers in the state with a total of 25,000 jobs.
- UNM is the driver behind Innovate ABQ, an economic development partnership with the City of Albuquerque and other government and private investors. This initiative will strengthen the economic base of the mid Rio Grande region and the State of New Mexico by creating opportunities for knowledge workers such as students graduating from our educational institutions and spin-off jobs for experienced workers in the community as well as providing entrepreneurial training and support. Master planning for the physical site of Innovate ABQ in downtown Albuquerque is underway with construction and renovation to begin in 2015.
- During FY14, UNM Main Campus and Branches expended more than \$119 million in externally funded grants and contracts, which flow into the state economy.
- Since 1996, researchers through STC.UNM have received 408 issued patents and have spun-off 81 start-up companies. The 2014 Bureau of Business and Economic Research (BBER) survey of 26 STC.UNM start-ups revealed that the companies’ combined direct, indirect and induced economic impact on the New Mexico economy was over \$18 million, with an additional \$17.5 million in venture capital investments coming in to the companies.

Degree-seeking undergraduates	20,251
Non-degree seeking undergraduates	1,585
Graduate students	4,820
Graduate, professional practice	1,233
Total Headcount (includes HSC)	27,889
Total FTE (includes HSC)	23,173

Associate	1
Bachelors	99
Undergraduate Certificates	9
Masters	76
Post-Master & Graduate Certificates (includes Ed Spec)	16
Doctorate-Research	40
Doctorate-Professional Practice	5

For FY 12-13	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research, and public service	82.5%		72.2%	
Percent of fiscal resources allocated to administrative costs	5.9%		7.6%	
	2010-11	2011-12	2012-13	2013-14
Total current funds revenue for main campus	\$661M	\$653M	\$730M	\$747M
State appropriation (main campus) as percent of operating budget	22.2%	22.3%	21.3%	20.8%

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$4,109	71.3	\$13,438	81.6
2006-07	\$4,336	69.8	\$14,177	79.9
2007-08	\$4,571	68.6	\$14,942	78.1
2008-09	\$4,834	67.6	\$15,708	76.7
2009-10	\$5,101	67.4	\$17,254	78.7
2010-11	\$5,506	66.5	\$18,691	79.8
2011-12	\$5,809	65.1	\$19,919	79.9
2012-13**	\$6,049	71.3	\$20,688	90.0
2013-14	\$6,846	78.5	\$20,688	87.5
2014-15	\$6,846	N/A	\$20,664	N/A

***List of peers in Appendix**
UNM's Peer List was changed in 2012-13

Table 5. How much financial support do undergraduate students receive?

	2009-10	2010-11	2011-12	2012-13	2013-14
<u>Percent of UG Students Receiving Types of Aid</u>					
Gift Aid (not paid back)	47.9	48.2	45.9	63.2	79.5
Work Study (must work to earn)	1.9	1.4	1.5	2.2	3.8
Loans (must be paid back)	50.1	50.3	52.6	32.5	41.4
Percent of Students Receiving Lottery Scholarships	41.2	40.5	39.8	49.2	42.6
Percent of Students who are Pell recipients	36.6	41.0	42.9	43.6	42.6
Percent of Students Receiving Aid	82.7	76.3	83.9	85.2	85.8
Average Award per Recipient	\$8,642	\$9,061	\$9,365	\$9,140	\$9,655

Table 6. How much financial support do graduate students receive?

	2009-10	2010-11	2011-12	2012-13	2013-14
<u>Percent of Graduate Students Receiving Types of Aid</u>					
Gift Aid (not paid back)	50.3	48.1	49.7	49.2	55.1
Loans (must be paid back)	39.1	41.5	43.5	49.0	40.9
Percent of Students Receiving Aid	69.2	69.7	70.6	66.3	71.6
Average Award per Recipient	\$12,230	\$13,456	\$14,048	\$15,378	\$15,086

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	2.6	2.5	2.5	2.4	2.8	2.7	2.7	2.6
American Indian	5.5	5.7	5.4	5.1	6.2	6.4	6.0	5.7
Asian	3.3	3.2	3.1	3.3	3.2	3.0	2.9	3.1
Hispanic	37.0	38.1	39.9	40.6	41.8	43.0	44.8	45.9
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
White/Other	42.4	41.0	39.7	38.7	39.8	38.3	37.0	36.2
Two or More Races	2.0	2.5	2.9	3.1	2.2	2.8	3.3	3.4
Nonresident Alien	3.6	3.6	3.7	4.6	0.9	0.9	1.0	1.2
Unknown	3.5	3.2	2.6	2.1	3.0	2.7	2.1	1.6
Total	29,056	29,100	28,644	27,889	20,936	21,008	20,852	20,251

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	1,616	54.9	1,756	58.9	1,779	58.5
Out-of-state 2-Year Colleges	260	8.8	296	9.9	225	7.4
Subtotal 2-Year Colleges	1,876	63.7	2,502	68.8	2,004	65.9
NM Public 4-Year Universities	188	6.4	186	6.2	188	6.2
All Other 4-Year Universities	881	29.9	746	25.0	851	28.0
Subtotal 4-Year Universities	1,069	36.3	932	31.2	1,039	34.1
Grand Total	2,945	100.0	2,874	100.0	3,043	100.0

Table 9. What is the profile of baccalaureate degree recipients at UNM?

Recipients who began as	2011-12		2012-13		2013-14	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	1,424	42.3	1,451	41.8	1,698	45.4
Transfer students (including branch campuses)	1,362	40.4	1,451	41.8	1,388	37.2
Others (other first-time freshmen, returning students, etc.)	582	17.3	570	16.4	650	17.4
All baccalaureate degree recipients	3,368	100.0	3,472	100.0	3,736	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity and Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014
African American	79	62.0	87	77.0	88	78.4
American Indian	167	62.9	191	66.0	149	60.4
Asian	117	90.6	109	89.0	104	86.5
Hispanic	1,604	76.1	1,640	77.5	1,775	80.1
Native Hawaiian/Pacific Islander	4	75.0	6	83.3	4	50.0
White/Other	1,106	78.4	1,114	78.4	1,146	79.2
Two or More Races	129	76.0	165	78.8	134	76.9
Nonresident Alien	27	96.3	22	82.1	41	87.8
Unknown	34	82.4	38	87.4	30	83.3
Men	1,043	74.0	1,443	75.3	1,494	76.6
Women	1,460	78.6	1,929	79.5	1,977	80.9
Overall	3,267	76.6	3,372	77.7	3,471	79.1

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Bachelor Degrees through Summer 2012	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014
African American	107	35.5	83	44.6	112	34.8
American Indian	160	25.0	156	23.1	175	28.6
Asian	134	46.3	108	57.4	123	45.5
Hispanic	1,081	44.6	1,109	45.4	1,281	46.8
Native Hawaiian/Pacific Islander	0	--	3	66.7	3	100.0
White/Other	1,358	49.0	1,263	52.5	1,334	50.8
Two or More Races	0	--	31	67.7	12	100.0
Nonresident Alien	20	70.0	19	47.4	38	65.8
Unknown	97	53.6	85	51.2	72	50.0
Men	1,333	41.7	1,217	44.1	1,415	42.2
Women	1,624	49.1	1,640	51.2	1,735	51.9
Overall	2,957	45.8	2,857	48.2	3,150	47.6

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14?

	Bachelors	Masters	Post Masters	Grad Certificate	Doctorate	Total
Agriculture	16					16
Architecture-related	63	73		11		147
Business/Agri-Business/Public Administration	514	388	4			906
Education	343	299	17	5	42	706
Engineering/Tech/Computer Science	236	141		1	48	426
Fine Arts	282	66			10	358
Health Professions (w/o Nursing)	146	84		7	194	431
Home Economics	54	7		21	1	62
Humanities/Social Science	1,418	121		5	58	1,602
Law/Protective Services	121				111	232
Nursing	126	69	6		8	209
Science and Math	417	60			48	525
Social Work						
Total	3,736	1,308	27	29	520	5,620
Science/Technology/Engineering/Math/Health	1,004	427	6	19	298	1,754

Table 13. Over time, how many degrees have been awarded?

	2009-10	2010-11	2011-12	2012-13	2013-14
Bachelors	3,132	3,350	3,379	3,493	3,736
Masters	1,012	1,190	1,255	1,231	1,308
Post-Masters (Includes Ed Spec)	34	36	17	24	27
Graduate Certificates	18	16	13	14	29
Doctoral-Research	190	165	200	202	231
Doctoral-Professional	281	303	297	286	289
Total	4,647	5,060	5,161	5,250	5,620

Table 14. How satisfied are our students with their educational experience?

	2002-03	2006-07	2009-10	2012-13
Satisfied or Very Satisfied with Curriculum and Instruction	78.0	78.5	77.1	77.2
Satisfied or Very Satisfied with Student Support	77.3	75.3	78.7	81.2
Satisfied or Very Satisfied Overall with Institution	78.1	77.9	77.1	78.1

*See Appendix III for Survey of Graduating Seniors instrument (next reported, 2015-16)

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	2011 Faculty % (N = 1,714)	2012 Faculty % (N = 1,885)	2013 Faculty % (N = 1,931)	2011 Staff % (N = 4,376)	2012 Staff % (N = 4,287)	2013 Staff % (N = 4,520)
African American	2.0	2.0	2.0	2.0	2.0	2.1
American Indian	2.1	2.3	2.2	4.0	3.9	3.9
Asian	7.1	7.3	8.3	2.2	2.0	2.1
Hispanic	12.3	11.9	12.1	37.1	38.3	38.3
Native Hawaiian/Pacific Is	0.1	0.1	0.1	0.1	0.1	0.1
White/Other	70.0	69.6	65.8	49.9	49.2	49.2
Two or More Races	0.4	0.9	1.1	1.2	1.3	1.3
Nonresident Alien	3.7	3.7	4.1	0.8	0.5	0.6
Unknown	2.5	2.3	4.3	2.8	2.7	2.4
Men	54.2	54.4	53.3	35.3	34.6	35.1
Women	45.8	45.6	46.7	64.7	65.4	64.9

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
21.1:1	22.2:1	22.7:1	20.4:1	20.4:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	87.1	\$83,445	91.3
Fall 2010	86.2	\$83,936	91.4
Fall 2011	84.9	\$83,237	88.5
Fall 2012	85.3	\$84,350	92.4
Fall 2013	85.1	\$85,931	92.6

*Includes assistant, associate and full professors

University of New Mexico DFA Submittals October 2014

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15
Percent of enrolled Native American students among all degree-seeking undergraduates as of fall census date.	Target	6.8%	6.9%	7.0%	7.1%	10.0%	10.0%
	Actual	1,591*	1,816	2,016	2,096	1,963	
	Percent	7.7%	8.7%	9.6%	10.1%	9.7%	
*New Mandated Federal Categories for Race and Ethnicity (Fall 2010)							

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 2nd Semester		Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	90.0	90.0	90.0	90.0	91.0	91.0
	Actual	91.6	88.3	90.2	91.1	90.3	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 3rd Semester		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	77.2	77.4	77.6	77.8	78.8	79.2
	Actual	78.3	74.1	76.6	77.7	79.1	
CSRDE Benchmark		75.0	75.3	75.5	76.1	76.0	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 7th Semester		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree	Target	76.2	76.4	76.6	76.8	76.8	77.0
	Actual	78.4	77.0	75.8	75.1	76.9	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Completion Measure		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target	45.5	46.0	46.5	47.0	48.0	48.0
	Actual	44.4	45.1	45.8	48.2	47.6	
CSRDE Benchmark		47.5	47.5	46.9	46.0	46.7	

University of New Mexico

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Total number of baccalaureate degrees awarded	Target	3,175	3,200	3,225	3,250	3,400	3,500
	Actual	3,117	3,351	3,395	3,477	3,503	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Transfer Measure		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Undergraduate transfer students from two-year colleges	Target	1,690	1,710	1,730	1,750	1,900	2,020
	Actual	1,839	1,946	1,876	1,892	2,004	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Extended University Courses		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of degrees awarded using Extended University courses	Target	250	270	290	310	615	1,000
	Actual	306	415	552	754	1,055	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Post-baccalaureate Degrees		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of post-baccalaureate degrees awarded, main campus	Target	1,425	1,450	1,475	1,500	1,525	1,525
	Actual	1,200	1,329	1,471	1,448	1,543	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
External Funding		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
External funds awarded (research and public service awards)	Target	\$122.0M	\$124.0M	\$126.0M	\$129.0M	\$130.0M	\$129.0M
	Actual	\$126.5M	\$126.7M	\$127.1M	\$130.6M	\$127.9M	

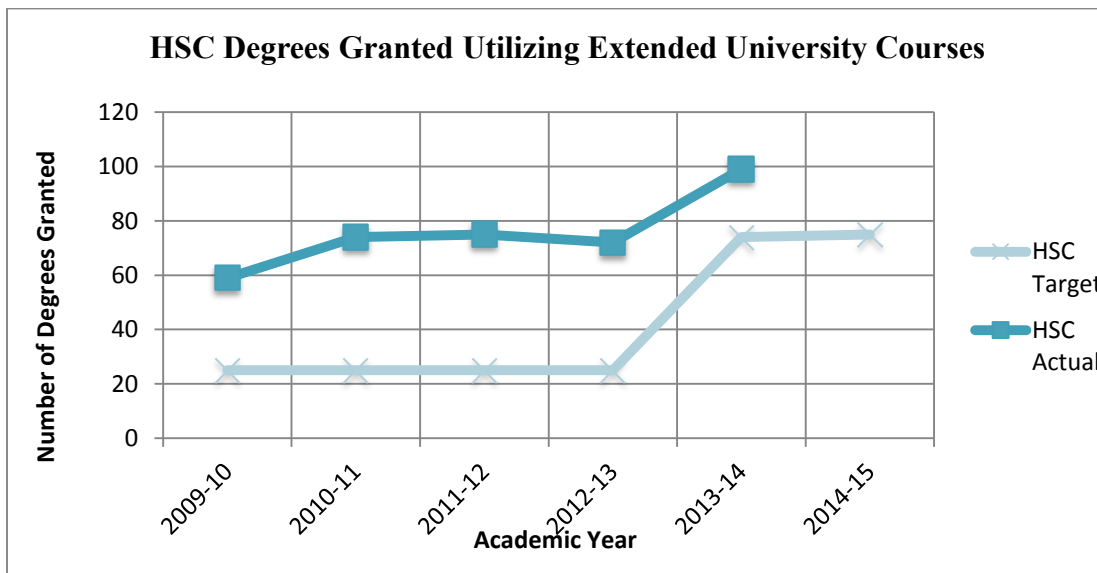
Institutional Profile of University of New Mexico – Health Sciences Center

The mission of the UNM Health Sciences Center is to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences. We will advance health sciences in the most important areas of human health with a focus on the priority health needs of our communities. As a majority-minority state, our mission will ensure that all populations in New Mexico have access to the highest quality health care. The following sixteen measures and results are submitted in demonstration of our pursuit of excellence in health care and in the preparation of excellent health care providers.

Number of Degrees Awarded Utilizing Extended University Courses

Academic Years Include Summer, Fall, and Spring Semesters

Academic Years Include Summer, Fall, and Spring Semesters						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
UNM-HSC						
Target	25	25	25	25	74	75
Actual	59	74	75	72	99	



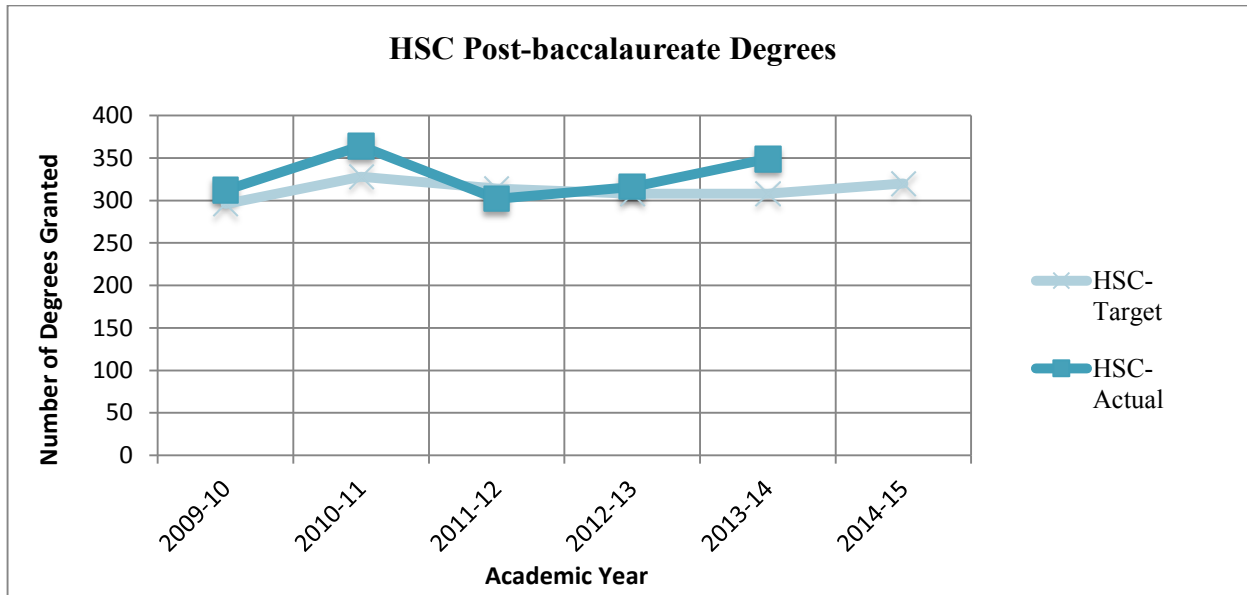
Providing access to courses has been important to UNM for many years. The UNM definition of "degrees granted utilizing Extended University Courses" covers some graduates of the College of Nursing and Radiologic Sciences. The LFC has recommended that the Target be adjusted for FY14 to align closer to the Actuals trend, which has shown steady growth beginning in FY09.

NOTE: These numbers represent graduates who were taking at least 1 Extended University class in their final semester and who had a total of 12 credit hours via the Extended University while enrolled at UNM. From 2000-01 forward, the list of Extended University classes comes from EU, and includes internet and courses within the Albuquerque area as well as courses delivered outside of Albuquerque.

Number of Post-baccalaureate Degrees Awarded

Academic Years Include Summer, Fall, and Spring Semesters

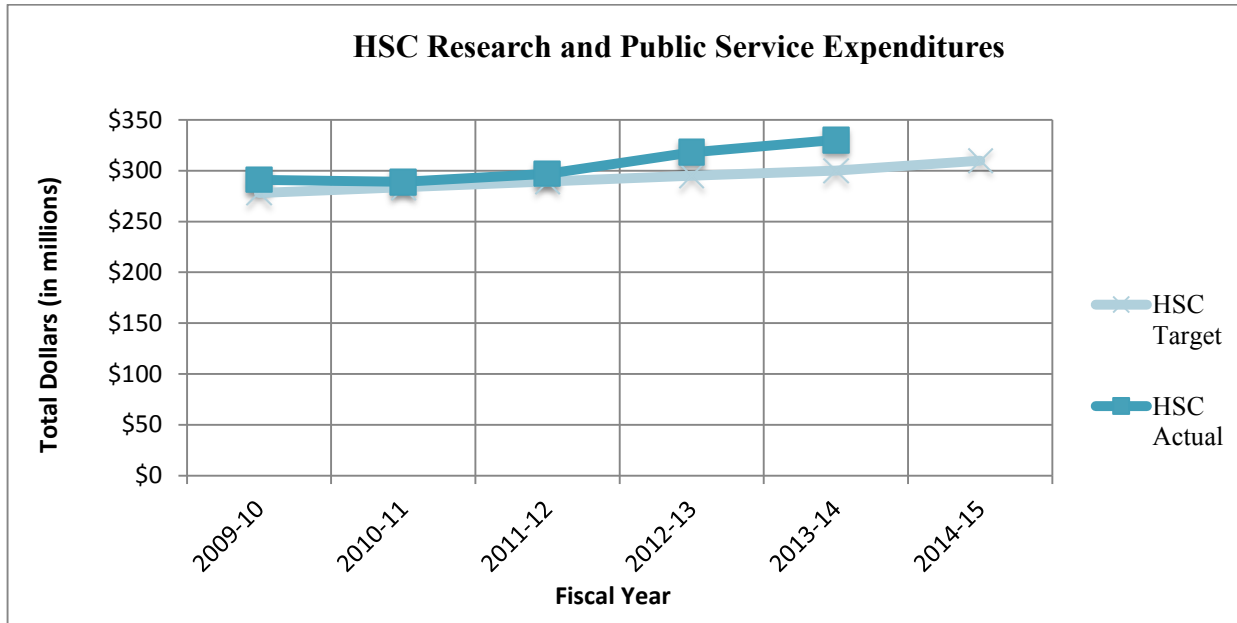
Academic Years Include Summer, Fall, and Spring Semesters						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
UNM-HSC						
Target	296	328	314	308	308	320
Actual	312	364	302	316	349	



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.

Increase External Research and Public Service Expenditures

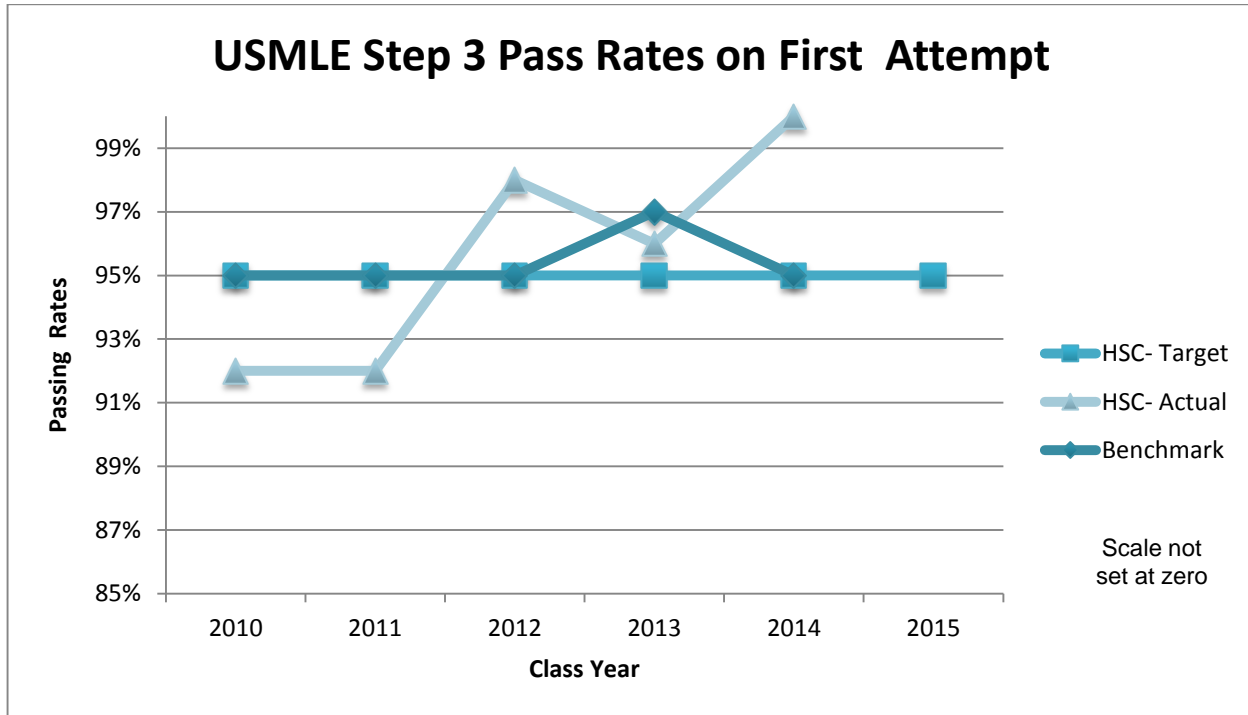
Fiscal Year						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
UNM-HSC						
Target	\$278.1	\$283.6	\$289.3	\$295.1	\$300.0	\$310.0
Actual	\$291.0	\$289.0	\$297.1	\$318.2	\$330.3	



Bringing external dollars into New Mexico is one way that UNM contributes to economic development and helps 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 FY 2006.

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

Test Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
HSC- Target	95%	95%	95%	95%	95%	95%
HSC- Actual	92%	92%	98%	96%	100%	
Benchmark	95%	95%	95%	97%	95%	

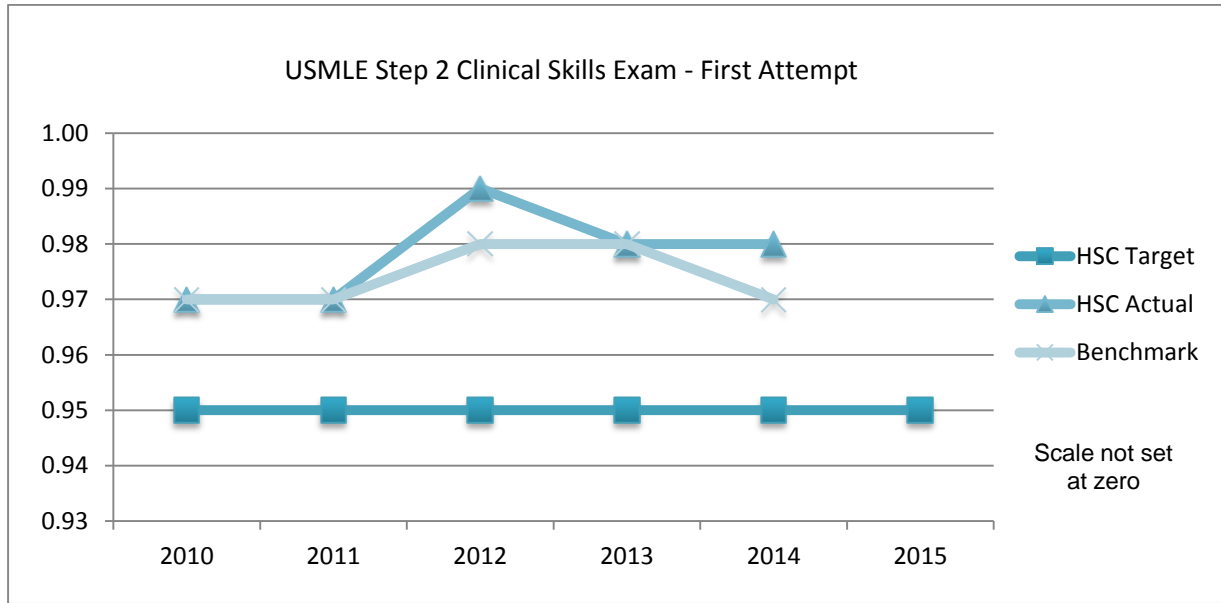


*** Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.**

Step 3 is a comprehensive test that looks at management of common patient problems all major fields (General Medicine, Surgery, Psychiatry, ObGyn, and Pediatrics). The physician's individual preparation for the test during his/her internship or early residency coupled with the curriculum of the residency and the curriculum of the medical school in the clinical years determines performance.

Pass Rates on National USMLE Step 2 Clinical Skills Exam - First Attempt

Test Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
HSC Target	95%	95%	95%	95%	95%	95%
HSC Actual	97%	97%	99%	98%	98%	
Benchmark	97%	97%	98%	98%	97%	

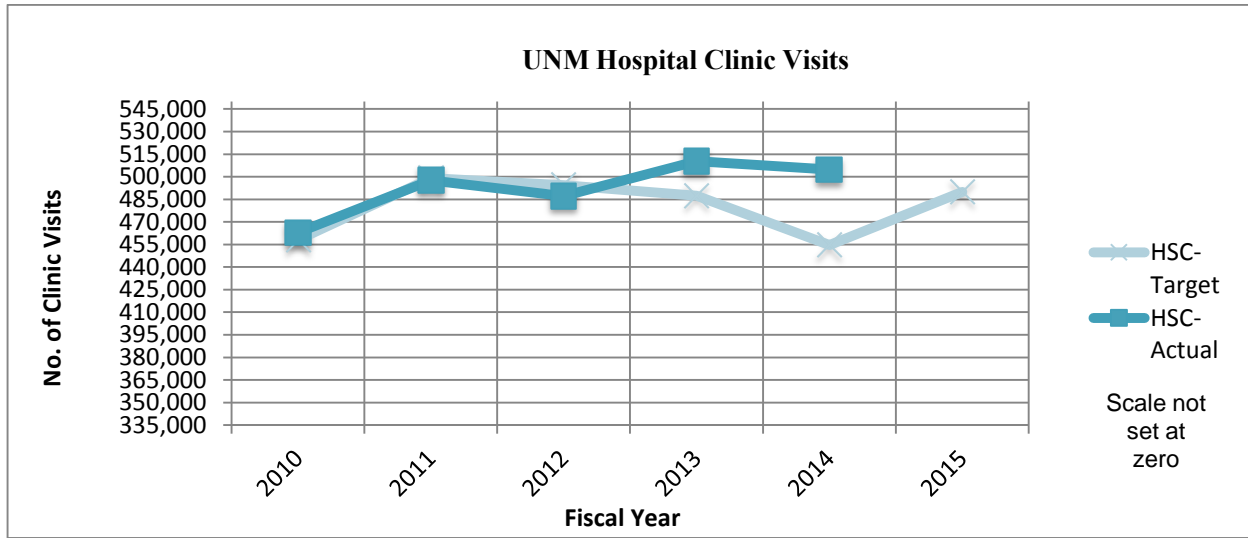


***Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.**

The USMLE Step 2 Clinical Skills test measures the ability of medical school students who are either at the end of the third year or the beginning of their fourth year of medical school: (a) in interacting with patients; (b) in performing patient clinical examinations; (c) to draw the appropriate medical conclusions; and (d) to communicate their findings in a professional format. The benchmark compares UNM students to all U.S. and Canadian medical schools who attempted Step 2 Clinical Skills for the first time.

Total Number of UNM Hospital Clinic Visits

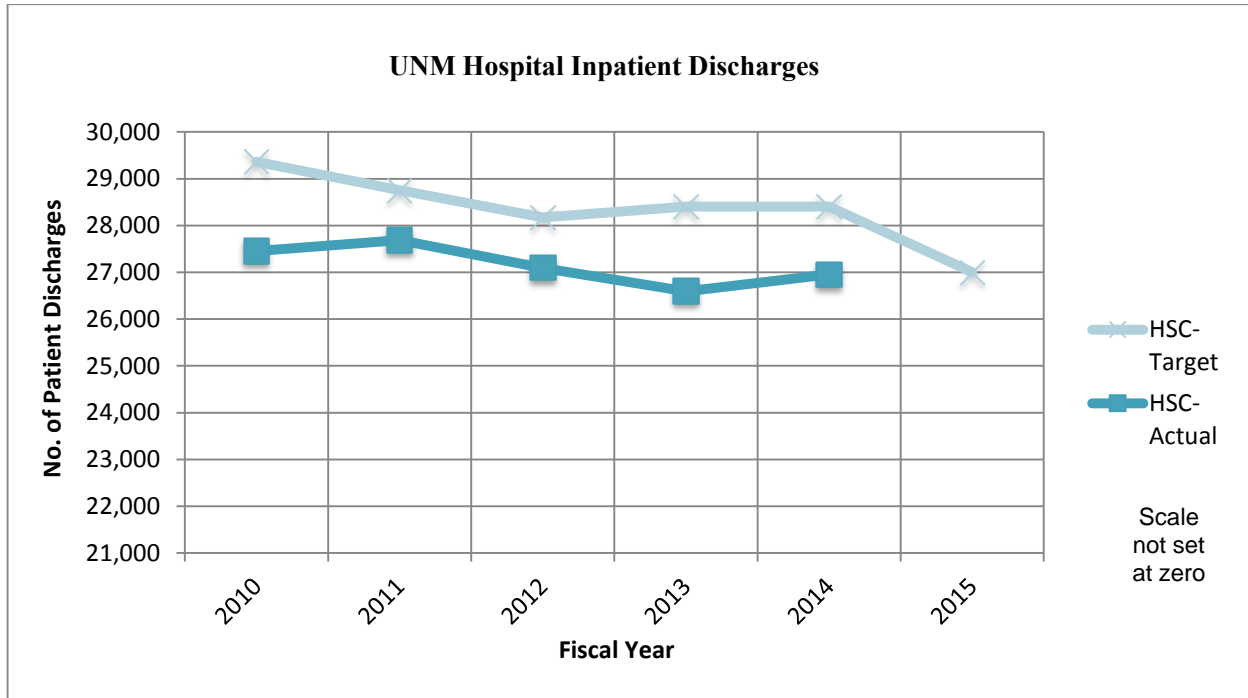
Fiscal Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
Target	457,993	499,124	494,430	487,444	454,700	490,000
Actual	462,838	497,630	487,180	510,277	504,785	



FY14 Hospital Clinic Visits exceeded targets by 50,085 due mostly to increase in adult urgent care.

Total Number of UNM Hospital Inpatient Discharges

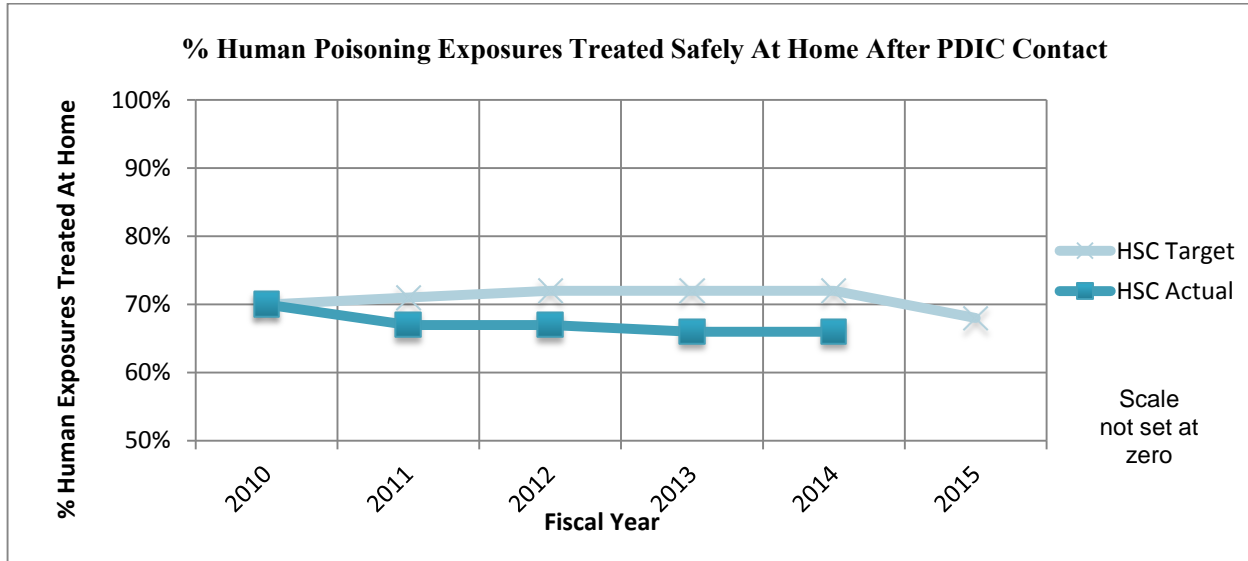
Fiscal Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
Target	29,361	28,751	28,172	28,405	28,405	27,000
Actual	27,452	27,685	27,095	26,593	26,955	



The FY 2014 actuals were less than target due to an unexpected increase in the length of stay for patients which are the result of an increase in the acuity of the patients' level of care in addition to difficulties in discharging patients to a safe environment.

Percent of Human Poisoning Exposures Treated Safely at Home After PDIC Contact

Fiscal Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
Target	70%	71%	72%	72%	72%	68%
Actual	70%	67%	67%	66%	66%	



The New Mexico Poison & Drug Information Center’s (NMPDIC) Actual of 66% is reflective of a trend that not only has been seen in New Mexico, but also across the United States (65 – 69% over the past 5 years). Nationally, the rate of patients treated safely at home has been declining at a rate of 2.5% since 2007. Overall call volume has decreased and a higher percent of the calls are coming directly from the hospital instead of from the patients’ homes. One important driver of increased calls from hospitals is the increase in severity of medication-related exposures to children which nationally translates to a 53% rise in childhood poisoning associated significant illness. The increased severity of poisonings is due to the increased number of medications with higher toxicity being available as they are prescribed more to more household members. Several other factors are likely contributing to the decrease in call volume including a decrease in live birth count, which began in 2007; regulatory and educational vigilance including a restriction on OTC cough and cold products in children under the age of 2 years; and possibly a societal change in communication preferences. New Mexico is has the highest drug-related fatality rate in the country and a high rate of drug abuse. This fact may be another contributor to the higher than average in-hospital patient rates.

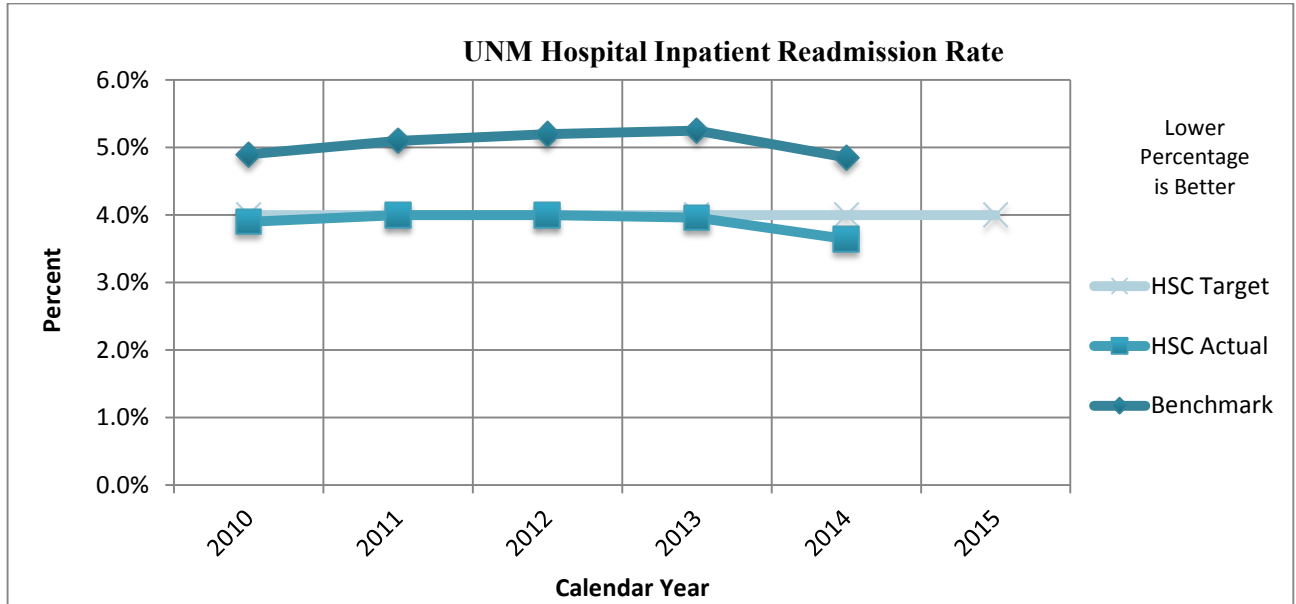
The 30th Annual Report of the American Association of Poison Controls Centers National Poison Data System (NPDS) reflecting 2012 data (published December 2013) showed a rate of 69.2% of human exposures treated at home. The rates for the most recent 4 years are presented below:

	2009	2010	2011	2012
National:	73%	71%	70%	69%
New Mexico:	67%	70%	67%	67%

While measuring the rate of patients treated safely at home was an appropriate measure of NMPDIC usage and effectiveness, this may no longer be true. The NMPDIC will revisit this measure determine the most appropriate way to measure NMPDIC usage and effectiveness.

UNM Hospital Inpatient Readmission Rate

Calendar Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
Target	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
Actual	3.90%	4.00%	4.00%	3.96%	3.64%	
Benchmark	4.90%	5.10%	5.20%	5.25%	4.85%	

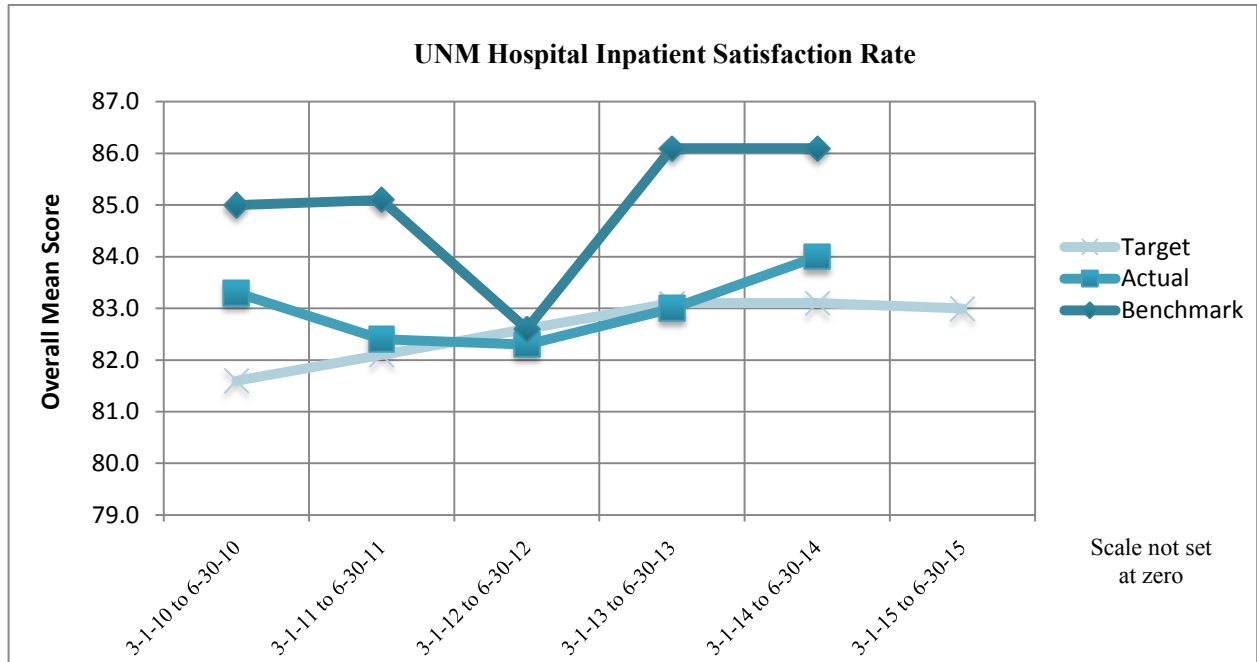


Benchmark: 50th Percentile of all UHC Hospital readmission rates and is a weighted average of the two most recent quarters of data.

The graph above shows that the Hospital has consistently made improvements in its inpatient readmission rates over time. Currently University Hospital Case Management is reviewing a random sample of all readmissions to better understand the reasons leading to the readmission and institute performance improvement based upon the audit results. The Hospital's target is the 25th percentile of the UHC Clinical Data Base. The target is to remain at or below 4.0% (25th percentile), while peers at the 50% percentile are currently at 4.83%. Calculations of readmissions are based upon those patients readmitted for like or similar diagnosis within 30 days of the target admission.

UNM Hospital Inpatient Satisfaction Rate

Survey Periods						
	3-1-10 to 6-30-10	3-1-11 to 6-30-11	3-1-12 to 6-30-12	3-1-13 to 6-30-13	3-1-14 to 6-30-14	3-1-15 to 6-30-15
UNM-HSC						
Target	81.6	82.1	82.6	83.1	83.1	83.0
Actual	83.3	82.4	82.3	83.0	84.0	
Benchmark	85.0	85.1	82.6	86.1	86.1	



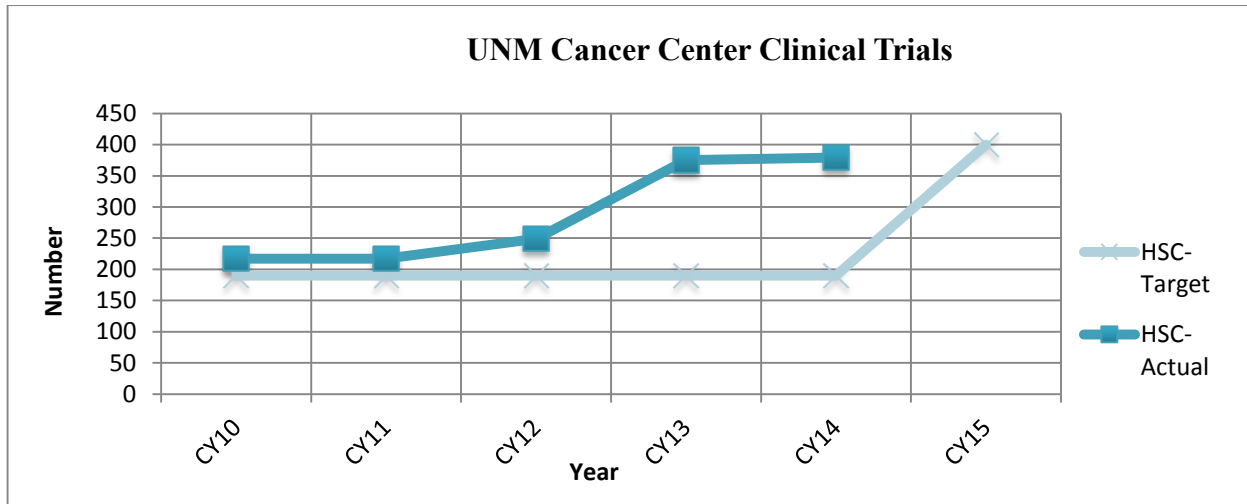
*** Benchmark is the 158 member UHC Comparison Group mean score.**

The hospital's overall inpatient satisfaction mean score places it in the 21st percentile ranking among the UHC Comparison Group hospitals. The inpatient units continue to experience sustained upward trending in both scores and percentile ranking.

Moving forward, the focus will remain on the current initiatives, as well as working with Press Ganey to provide additional resources and best practice models.

Number of UNM CRTC Cancer Clinical Trials

Calendar Years						
	CY10	CY11	CY12	CY13	CY14	CY15
UNM-HSC						
Target	190	190	190	190	190	400
Actual	217	217	249	375	379	

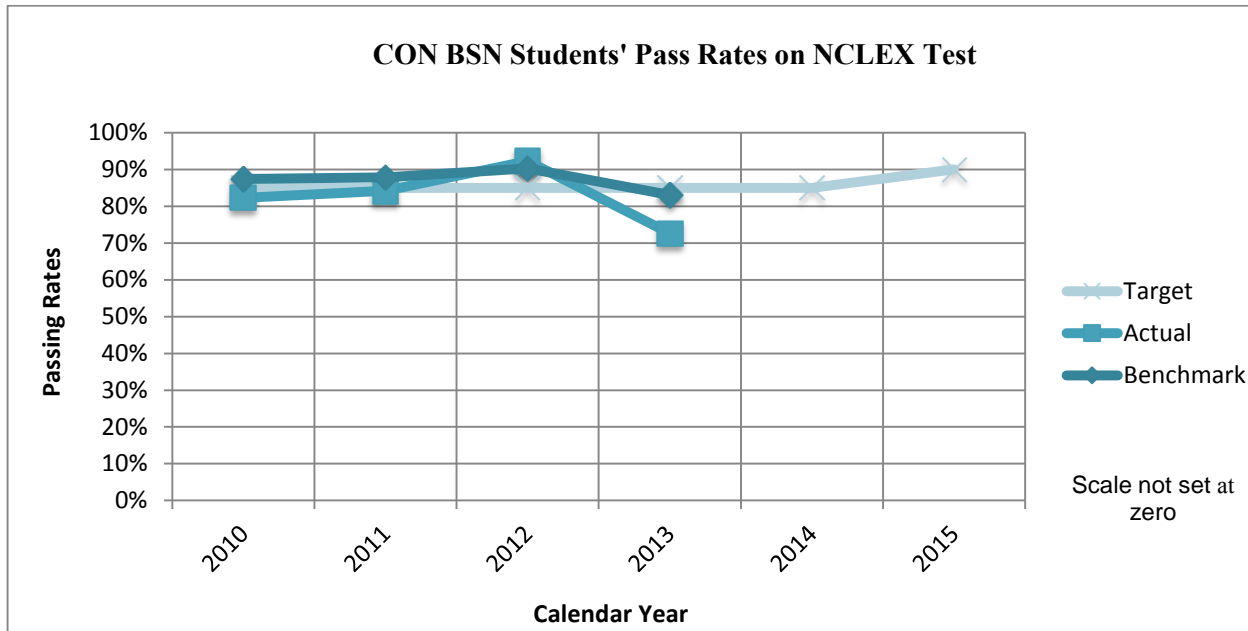


In the graph above, the UNM Cancer Center (UNMCC) has experienced continued success in accruals to interventional cancer research studies and expects the trend to continue. The Clinical Protocol & Data Management Component (UNMCC) has reorganized the clinical trial menu, closing several non-accruing trials, and focusing on trials which will enhance the overall accrual of cancer patients to clinical trials. The focus of the UNMCC CRO is to have a robust clinical trial menu, containing trials that are applicable to the New Mexico population and trials that will have a higher number of patients enrolled per trial than in the past. This strategy will encourage additional patients to be on clinical trials without having an excess of non-accruing trials.

NOTE: Success is measured by accruals rather than open trials. Accruals can be defined as patients participating in studies.

Pass Rates on NCLEX Test by College of Nursing BSN Students

Calendar Years						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
Target	85.0%	85.0%	85.0%	85.0%	85.0%	90.0%
Actual	82.3%	84.2%	92.3%	72.6%	Available January 2015	
Benchmark	87.4%	87.9%	90.3%	83.0%		



*** Benchmark is the national rate for all students taking the NCLEX test for the first time.**

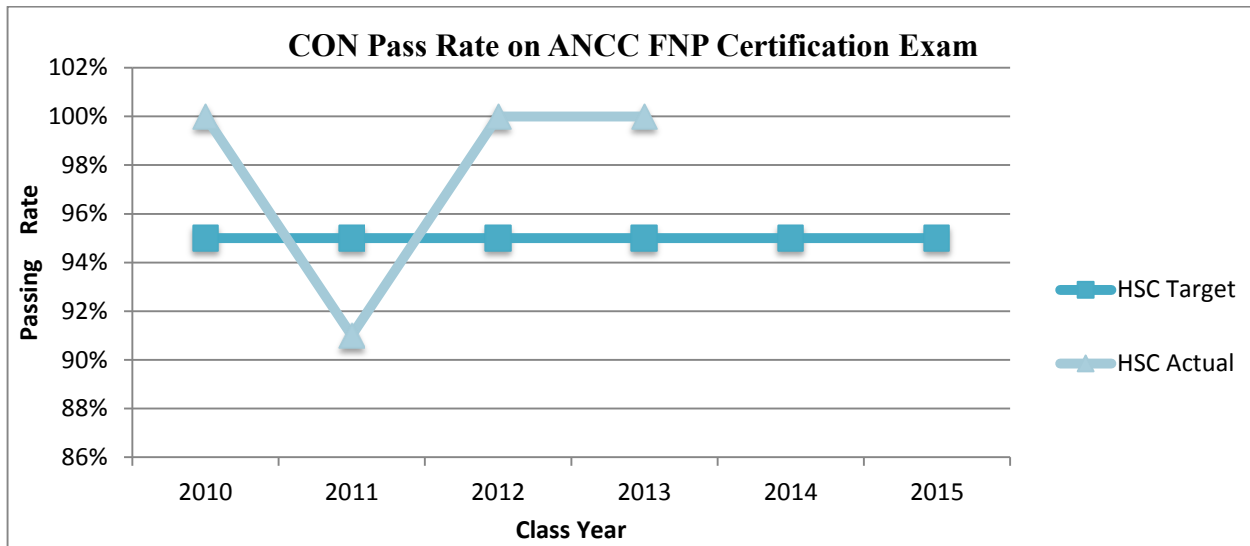
The graph above shows the HSC College of Nursing pass rate compared to the target goal and the National Pass Rate for all graduates taking the standardized NCLEX test for the first time.

Consistent with the national trend after the NCLEX passing criteria was raised, our first-time pass rate dropped in 2013. In response, the NCLEX Success Task Force was formed and a comprehensive plan was developed to improve student success. The plan is now in place and the NCLEX first-time pass rate was back above target for the first quarter of 2014

Note: Results are received at the end of each calendar year. Actuals for CY14 will become available in January 2015.

CON Graduate Students' Pass Rate on ANCC FNP Certification Exam

	2010	2011	2012	2013	2014	2015
UNM-HSC						
HSC Target	95%	95%	95%	95%	95%	95%
HSC Actual	100%	91%	100%	100%	Available January 2015	

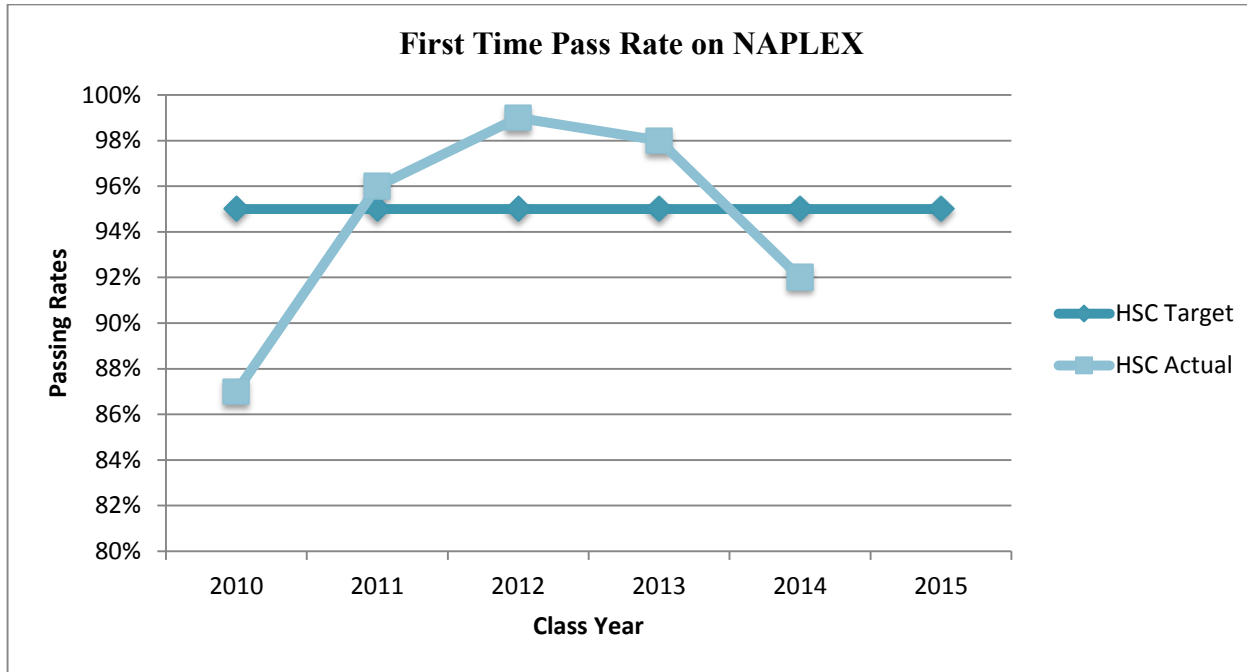


The dip below target for 2011 represents one graduate who did not pass the FNP certification exam on the first attempt. The Family Nurse Practitioner certification indicates specialization and higher level of education in treating all age groups. The successful completion of the exam is required prior to getting licensed and practicing. The UNM Nursing Program is in the top 5%.

Note: Students graduate at the end of each Fall term. Test results become available 6 months following graduation. Results for Class 2014 will be available July 2015.

First -Time Pass Rate on the North American Pharmacist Licensure Examination (NAPLEX) by Doctor of Pharmacy Graduates

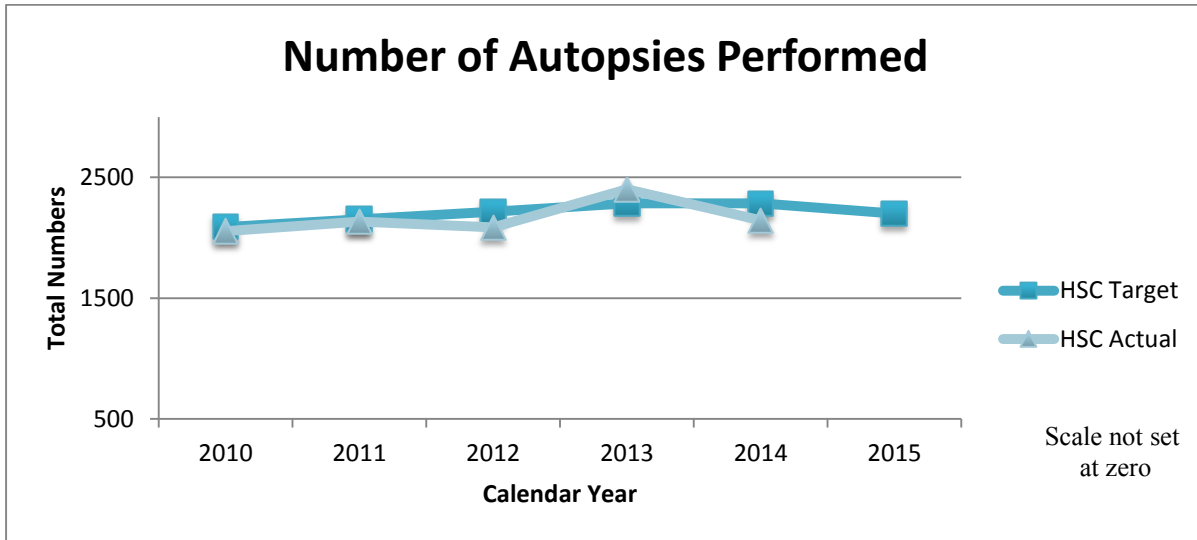
Class Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
HSC Target	95%	95%	95%	95%	95%	95%
HSC Actual	87%	96%	99%	98%	92%	



The College of Pharmacy did not meet its goal for the NAPLEX pass rate. The College will receive individual NAPLEX scores and will evaluate the academic records of those students who did not pass to improve the quality of our program and improve future pass rates.

Office of the Medical Investigator- Number of Autopsies Performed

Calendar Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
HSC Target	2,090	2,153	2,217	2,284	2,284	2,200
HSC Actual	2,056	2,133	2,086	2,401	2,146	



From CY2013 to CY2014 (projected) total autopsies decreased from 2401 to a projected 2146.

There has been a 52% increase in the number of pathologist external examinations, from 410 in CY2013 to a projected 792 in CY14. The total pathologist workload must include both autopsies and pathologist external examination in order to accurately reflect their time commitments. Therefore, the total pathologist workload has gone from 2811 total studies in 2013 to 2938 total studies in 2014, a 5% increase. To understand the impact on pathologist workload, it is important to note that the CT scan plus pathologist external examination can take as much or more time as an autopsy.

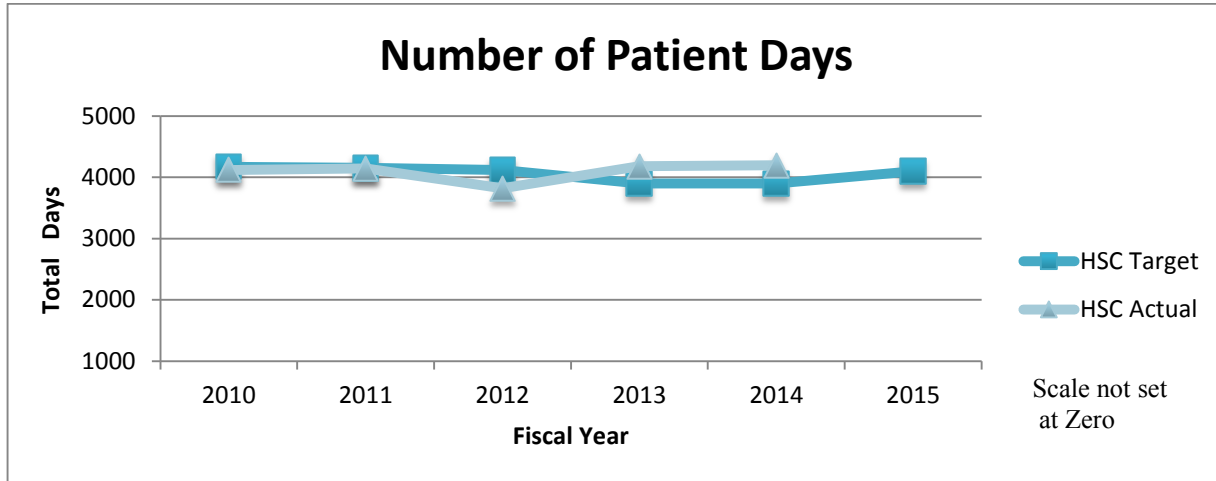
The transition from only autopsies to pathologist external examination plus CT scan is occurring more rapidly as we respond to the needs of Native American and other constituents who have cultural, religious or other objections to autopsy.

It is important to keep in mind that for either an autopsy or pathologist external examination, the expense of transporting the body to OMI and back to the county of death is exactly the same.

In addition, from CY13 to CY14 (projected) there has been a 12.5% increase in cases investigated, from 5799 in 2013 to a projected 6526 in 2014.

Carrie Tingley Hospital - Number of Patient Days

Fiscal Year						
	2010	2011	2012	2013	2014	2015
UNM-HSC						
HSC Target	4,172	4,155	4,118	3,898	3,898	4,100
HSC Actual	4,120	4,148	3,820	4,181	4,197	



Increase in Pediatric patient days in 2014 is a result of overflow from other pediatric inpatient units due to high patient census throughout the hospital. FY14 census was down due to physician vacancies and a mild pediatric winter.

Health Sciences Center DFA Submittals October 2014

Measures		Trend Data				Reporting Years	
Institutional HSC Specific Measures – (UNM Main Campus reports same measures)							
(HSC Measure A-1)		Sum/Fall/Spr 2009-10	Sum/Fall/Spr 2010-11	Sum/Fall/Spr 2011-12	Sum/Fall/Spr 2012-13	Sum/Fall/ Spr 2013-14	Sum/Fall/ Spr 2014-15
Number of Degrees Awarded Utilizing Extended University Courses	Target	25	25	25	25	74	75
	Actual	59	74	75	72	99	

(HSC Measure A-2)		Sum/Fall/Spr 2009-10	Sum/Fall/Spr 2010-11	Sum/Fall/Spr 2011-12	Sum/Fall/Spr 2012-13	Sum/Fall/Spr 2013-14	Sum/Fall/Spr 2014-15
Number of Post-baccalaureate Degrees Awarded: HSC	Target	296	328	314	308	308	320
	Actual	312	364	302	316	349	

(HSC Measure A-3)		FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15
Increase External Research and Public Service Expenditures: HSC	Target	\$278.1M	\$283.6M	\$289.3M	\$295.1M	\$300.0M	\$310.0M
	Actual	\$291.0M	\$289.0M	\$297.1M	\$318.2M	\$330.3M	

Measures		Trend Data				Reporting Years	
Institutional School of Medicine Specific Measures – (Specific to SOM and not UNM Main Campus)							
(SOM Measure B-1)		Test Year 2009	Test Year 2010	Test Year 2011	Test Year 2012	Test Year 2013	Test Year 2014
Pass Rates on National USMLE Step 3 Board Exam – First Attempt	Target	95%	95%	95%	95%	95%	95%
	Actual	97%	92%	92%	98%	96%	100%
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		96%	95%	95%	95%	97%	95%

(SOM Measure B-2)		Test Year 2009	Test Year 2010	Test Year 2011	Test Year 2012	Test Year 2013	Test Year 2014
Pass Rates on National USMLE Step 2 Board Exam – First Attempt (New)	Target	95%	95%	95%	95%	95%	95%
	Actual	98%	97%	97%	99%	98%	98%
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		97%	97%	97%	98%	98%	97%

Measures		Trend Data				Reporting Years	
Institutional Other HSC Specific Measures – (Specific to HSC and not UNM Main Campus)							
(HSC Measure C-1)		FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15
Total Number of UNM Hospital Clinic Visits	Target	457,993	499,124	494,430	487,444	454,700	490,000
	Actual	462,838	497,630	487,180	510,277	504,785	

(HSC Measure C-2)		FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15
Total Number of UNM Hospital Inpatient Discharges	Target	29,361	28,751	28,172	28,405	28,405	27,000
	Actual	27,452	27,685	27,095	26,593	26,955	

(HSC Measure C-3)		FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15
Percent Human Poisoning Exposures Treated Safely at Home After PDIC Contact	Target	71.0%	72.0%	72.0%	72%	72%	68%
	Actual	70.0%	67.0%	67.0%	66%	66%	
Benchmark: Aggregate value for all national poison centers		N/A	N/A	N/A	N/A	N/A	

Health Sciences Center DFA Submittals October 2014

Measures		Trend Data				Reporting Years	
Institutional Other HSC Specific Measures – continued							
(HSC Measure C-4)		CY 2009-10	CY 2010-11	CY 2011-12	CY 2012-13	CY 2013-14	CY 2014-15
UNM Hospital Inpatient Readmission Rate	Target	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
	Actual	3.9%	4.0%	4.0%	3.96%	3.64%	
Benchmark: 50th Percentile of all UHC hospital readmission rates and is a weighted average of the two most recent quarters of data.		4.9%	5.1%	5.2%	5.25%	4.85%	
(HSC Measure C-5)		3-1-10 to 6-30-10	3-1-11 to 6-30-11	3-1-12 to 6-30-12	3-1-13 to 6-30-13	3-1-14 to 6-30-14	3-1-15 to 6-30-15
UNM Hospital Inpatient Satisfaction Rate	Target	81.6	82.1	82.6	83.1	83.1	83.0
	Actual	83.3	82.4	82.3	83.0	84.0	
Benchmark: 158-member UHC Comparison Group mean score.		85.0	85.1	82.6	86.1	86.1	
(HSC Measure C-6)		CY 2010	CY 2011	CY 2012	CY 2013	CY 2014	CY 2015
Number of UNM CRTCCancer Clinical Trials	Target	190	190	190	190	190	400
	Actual	n/a	217	249	375	379	
(HSC Measure C-7)		2010	2011	2012	2013	2014	2015
Pass Rate on NCLEX Test by College of Nursing BSN Students	Target	85.0%	85.0%	85.0%	85.0%	85.0%	90%
	Actual	82.3%	84.2%	92.3%	72.60%	Available January 2015	
(HSC Measure C-8)		Class Year 2010	Class Year 2011	Class Year 2012	Class Year 2013	Class Year 2014	Class Year 2015
Graduate Students' Pass Rate on ANCC FNP Certification Exam (College of Nursing)	Target	95%	95%	95%	95%	95%	95%
	Actual	100%	91%	100%	100%	Available January 2015	
(HSC Measure C-9)		Class Year 2010	Class Year 2011	Class Year 2012	Class Year 2013	Class Year 2014	Class Year 2015
First Time Pass Rate on the NAPLEX (College of Pharmacy)	Target	95%	95%	95%	95%	95%	95%
	Actual	87%	96%	99%	98%	92%	
(HSC Measure C-10)		CY 2010	CY 2011	CY 2012	CY 2013	CY 2014	CY 2015
Number of Autopsies Performed (Office of the Medical Investigator)	Target	2,090	2,153	2,217	2,284	2,284	2,200
	Actual	2,056	2,133	2,086	2,401	2,146	
(HSC Measure C-11)		FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Carrie Tingley Hospital-Number of Patient Days	Target	4,172	4,155	4,118	3,898	3,898	4,100
	Actual	4,120	4,148	3,820	4,181	4,197	

Institutional Profile of Eastern New Mexico University

Mission

Eastern New Mexico University combines a traditional learning environment with 21st 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 associate, 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, and branch community colleges in Roswell and 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.

ENMU is fully accredited by the Higher Learning Commission and its education, music, nursing, social work, and speech-language and hearing programs hold full accreditation. For details please see <http://www.enmu.edu/about/accreditation.shtml>.

Contributions to Economic Development:

- In 2013-14, ENMU contributed 92 associate, 702 bachelor’s and 192 master’s degrees to the workforce, effectively doubling earning power of college over high school graduates.
- ENMU supports faculty and student research that directly benefits the local and national economy: for example, algae-enhanced livestock feed (Agriculture), explosives research for Homeland Security (chemistry), research of Paleoindian deposits at Blackwater Draw (anthropology), energy-related research on algae and osmotic water (chemistry/biology), and pathogenic bacteria (biology).
- The University provides over 300 cultural, fine arts and athletics events that draw audiences to the area and provide enrichment opportunities to the region.
- Campus renovation (over \$90M in the past eight years) benefits areas businesses and supports Roosevelt County’s gross receipts tax base.

Degree-seeking undergraduates	3,733
Non-degree seeking undergraduates	867
Graduates	1,287
Total Headcount	5,887
Total FTE	4,032

Associates	9
Bachelors	61
Masters	13
Graduate Certificates	3

For FY 12-13				
	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research, and public service	48.7%		57.8%	
Percent of fiscal resources allocated to administrative costs	11.7%		12.3%	
	2010-11	2011-12	2012-13	2013-14
Total current funds revenue for main campus	\$66.1M	\$65.3M	\$73.0M	\$74.7M
State appropriation (main campus) as percent of operating budget	22.2%	22.3%	21.3%	20.8%

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$2,784	58.9	\$8,340	89.4
2006-07	\$2,964	61.5	\$8,520	91.8
2007-08	\$3,156	60.7	\$8,700	72.9
2008-09	\$3,342	59.9	\$8,886	67.4
2009-10	\$3,552	60.8	\$9,102	65.9
2010-11	\$3,900	62.0	\$9,432	64.4
2011-12	\$4,147	60.9	\$9,658	61.5
2012-13	\$4,350	60.4	\$9,860	59.5
2013-14	\$4,559	61.1	\$10,069	58.3
2014-15	\$5,100	N/A	\$10,874	N/A

***List of peers in Appendix**

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	72.6	72.3	70.9	69.5	66.4
Work Study (must work to earn)	11.5	10.2	8.1	8.1	8.5
Loans (must be paid back)	41.7	42.3	42.8	41.9	37.7
Percent of Students Receiving Lottery Scholarships	23.9	24.8	24.6	26.4	26.1
Percent of Students who are Pell recipients	42.5	46.7	46.6	44.8	40.6
Percent of Students Receiving Aid	78.7	78.1	76.6	75.0	71.3
Average Award per Recipient	\$7,929	\$8,377	\$8,371	\$8,694	\$8,576

Table 6. How much financial support do graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	5.9	9.5	8.7	9.2	10.10
Loans (must be paid back)	42.9	40.5	42.1	39.6	33.5
Percent of Students Receiving Aid	45.1	44.1	45.0	44.0	37.7
Average Award per Recipient	\$11,708	\$11,918	\$12,120	\$12,114	\$11,896

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	4.5	4.6	4.1	4.3	5.2	5.6	5.1	5.3
American Indian	2.1	2.1	2.9	2.3	2.5	2.5	2.5	2.5
Asian	1.0	1.1	1.3	1.1	0.9	1.0	1.1	1.0
Native Hawaiian/Pacific Is	0.1	0.3	0.3	0.4	0.2	0.4	0.5	0.5
Hispanic	31.3	32.8	32.8	32.3	32.8	34.5	34.7	36.5
White/Other	52.6	49.1	47.4	45.9	51.3	48.1	48.0	46.3
Two or More Races	1.7	2.2	2.1	2.5	1.9	2.6	2.7	3.1
Nonresident Alien	2.9	2.7	2.8	2.1	3.1	3.0	3.1	2.5
Unknown	3.7	5.2	6.3	8.9	1.9	2.5	2.3	2.2
Total	5,574	5,814	5,855	5,887	3,882	3,918	3,767	3,733

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	486	54.9	397	43.5	410	44.4
Out-of-state 2-Year Colleges	211	23.4	264	28.9	260	28.2
Subtotal 2-Year Colleges	697	77.2	661	72.5	670	72.6
NM Public 4-Year Universities	82	9.1	54	5.9	59	6.4
All Other 4-Year Universities	124	13.7	197	21.6	194	21.0
Subtotal 4-Year Universities	206	22.8	251	27.5	253	27.4
Grand Total	903	100.0	912	100.0	923	100.0

Table 9. What is the profile of baccalaureate degree recipients at ENMU?

Recipients who began as	2011-12		2012-13		2013-14	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen graduating within six years of first enrollment	161	26.2	182	28.5	190	27.1
Transfer students (including branch campuses)	340	55.3	336	52.7	418	59.5
Others (other first-time freshmen, returning students, etc.)	114	18.5	120	18.8	94	13.4
All baccalaureate degree recipients	615	100.0	638	100.0	702	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014
African American	39	61.5	39	56.4	24	45.8
American Indian	24	66.7	23	47.8	18	38.9
Asian	1	100.0	1	100.0	4	75.0
Hispanic	259	59.8	309	57.3	285	57.2
Native Hawaiian/Pacific Islander	1	0.0	3	66.7	2	50.0
White/Other	299	65.2	269	60.6	280	63.2
Two or More Races	20	65.0	35	60.0	23	52.2
Nonresident Alien	6	50.0	5	20.0	9	66.7
Unknown	31	58.1	18	55.6	9	88.9
Men	346	56.1	331	49.2	313	52.1
Women	334	69.2	371	66.0	341	65.9
All Students	680	62.5	702	58.1	645	59.3

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Bachelor Degrees through Summer 2012	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014
African American	43	18.6	41	14.6	40	20.0
American Indian	23	30.4	18	5.6	10	30.0
Asian	10	40.0	4	0.0	8	25.0
Hispanic	224	21.0	184	22.8	170	17.6
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	285	33.3	289	35.6	316	32.6
Two or More Races	0	--	0	--	0	--
Nonresident Alien	8	62.5	2	50.0	4	0.0
Unknown	17	52.9	8	37.5	24	37.5
Men	313	20.4	271	20.7	296	22.3
Women	297	37.4	275	36.4	276	32.2
Overall	610	28.7	546	28.6	572	27.1

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14?

	Associates	Bachelors	Masters	Total
Agriculture		13		13
Architecture-related				
Business/Agri-Business/Public Administration		111	25	136
Education		74	102	176
Engineering/Tech/Computer Science		11		11
Fine Arts		73		73
Health Professions (w/o Nursing)		30	22	52
Home Economics		5		5
Humanities/Social Science	92	215	30	337
Law/Protective Services		44		44
Nursing		45		45
Science and Math		54	13	67
Social Work		27		27
Total	92	702	192	986
Science/Technology/Engineering/Math/Health		171	35	206

Table 13. Over time, how many degrees have been awarded?

	2009-10	2010-11	2011-12	2012-13	2013-14
Associates	3	5	12	17	92
Bachelors	505	583	615	638	702
Masters	128	142	151	180	192
Total	636	730	778	835	986

Table 14. How satisfied are our students with their educational experience?

	2002-03 %	2006-07 %	2009-10 %	2012-13 %
Satisfied or Very Satisfied with Curriculum and Instruction	91.0	93.0	95.3	93.6
Satisfied or Very Satisfied with Student Support	84.0	90.0	92.1	93.7
Satisfied or Very Satisfied Overall with Institution	93.4	96.0	95.6	95.0
*See Appendix III for Survey of Graduating Seniors instrument (next reported 2015-16)				

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	2011 Faculty % (N = 153)	2012 Faculty % (N = 158)	2013 Faculty % (N = 158)	2011 Staff % (N = 341)	2012 Staff % (N= 341)	2013 Staff % (N=335)
African American	1.3	1.3	1.9	2.9	3.5	3.3
American Indian	0.7	0.0	0.0	0.3	0.6	1.2
Asian	2.6	3.2	3.2	0.3	0.6	0.6
Hispanic	4.6	5.2	5.7	23.8	23.7	23.3
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	84.3	83.2	80.4	69.5	69.2	69.6
Two or More Races	3.3	2.0	1.9	1.2	1.5	2.1
Nonresident Alien	1.3	4.5	5.1	0.3	0.3	0.0
Unknown	2.0	0.6	1.9	1.8	0.6	0.0
Men	52.9	48.3	51.9	43.1	42.2	43.0
Women	47.1	51.6	48.1	56.9	57.8	57.0

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
17:1	17:1	18:1	20:1	19:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peers Average
Fall 2009	85.4	\$56,660	88.2
Fall 2010	85.0	\$55,975	87.1
Fall 2011	79.3	\$55,808	86.8
Fall 2012	92.3	\$55,734	88.4
Fall 2013	86.7	\$59,498	91.6

*Includes assistant, associate and full professors

Eastern New Mexico University DFA Submittals October 2014

Access Measure		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15
Percent of enrolled Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	29	33	34	35	36	37
	Actual	1,184*	1,275	1,351	1,308	1364	
	Percent	33	33	34.5	34.7	36.5	

Benchmark: US Census data for Hispanic population in ENMU service area (38%)

*New Mandated Federal Categories for Race and Ethnicity (Fall 2010)

Retention Measure 2 nd Semester		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Fall 09 to Spr 10	Fall 10 to Spr 11	Fall 11 to Spr 12	Fall 12 to Spr 13	Fall 13 to Spr 14	Fall 14 to Spr 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	81	82	82	84	84	84
	Actual	81.8	83.9	82.4	80.2	80.7	

Retention Measure 3 rd Semester		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	61.5	62.0	64.0	64.5	64.5	64.5
	Actual	61.6	63.9	62.5	58.1	59.3	
CSRDE Benchmark		67.2	69.8*	70.2	70.6	71.6*	

* June 20143 data for “less selective” (<21 ACT) public institutions, 5,000 - 17,000 students

Retention Measure 7 th Semester		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree	Target	64.0	64.0	64.0	64.0	66.5	65.0
	Actual	61.1	60.4	62.8	66.1	62.6	

Completion Measure		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target	33.5	34.0	34.5	30.0	30.0	30.0
	Actual	29.2	24.1	23.7	28.4	27.1	
CSRDE Benchmark		37.1	36.7	37.2	39.0	40.6*	

*June 2014 data for “less selective” (<21 ACT) public institutions, 5,000 - 17,000 students

Eastern New Mexico University

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Total number of baccalaureate degrees awarded	Target	533	530	600	630	650	675
	Actual	505	583	615	638	702	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Transfer Measure		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Undergraduate transfer students from two-year colleges	Target	430	575	775	730	675	675
	Actual	578	730	697	661	670	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
External Funding		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
External dollars supporting research and student success in millions	Target	\$8.0M	\$6.0M	\$6.0M	\$6.0M	\$6.0M	\$6.0M
	Actual	\$5.3M	\$5.2M	\$5.34M	\$5.5M	\$5.04M	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Internet Courses		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Number of internet-based courses	Target	325	500	675	800	875	900
	Actual	520	656	776	860	944	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Student Satisfaction		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Percentage of surveyed graduating seniors "satisfied" or "very satisfied" with their educational experience (fall and spring semesters)	Target	95	95	95	95	95	95
	Actual	95.6	97.0	95.9	95.0	95.3	

Institutional Profile of New Mexico Highlands University

Mission:

- The vision of New Mexico Highlands University will provide an inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding.
- The mission of New Mexico Highlands University is: Education through teaching, research, and service.
- The core values are: advancement of knowledge, student success, a diversity of ideas, accessible education, community, individual well-being, sustainable practices, and multiculturalism.

The list of agencies through which NMHU and its academic programs are accredited can be found at <http://www.nmhu.edu/FacultyStaff/institutionalresearch/accreditations.aspx>.

NMHU participates in the Voluntary System of Accountability (VSA). Our College Portrait can be found at <http://www.collegeportraits.org/NM/NMHU>.

Contributions to Economic Development:

- Grants
- Auxiliary Enterprises
- Technology Transfer
- Non-appropriated Capital Projects
- Educated Workforce
- Technical Expertise
- Community Service and Advocacy for Economic Benefits

**Table 1. Fall 2014 Overall Enrollment
by Level**

Degree-seeking undergraduates	2,140
Non-degree seeking undergraduates	135
Graduate students	1,271
Total Headcount	3,546
Total FTE	2,627

**Table 2. Number of programs by degree
level 2014-2015**

Associates	3
Undergraduate Certificates	8
Bachelors	36
Post-Baccalaureate Cert	13
Masters	18

Table 3. Fiscal Resources

For FY 12-13			% for Institution	% for Peers
Percent of fiscal resources allocated to instruction, research and public service			58.7%	59.9%
Percent of fiscal resources allocated to administrative costs			13.4%	12.2%
	2010-11	2011-12	2012-13	2013-14
Total current funds revenue for main campus	\$67M	\$47M	\$49.6M	\$49.9M
State appropriation (main campus) as percent of operating budget	65.9	64.0	59.0	60.3

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$2,280	54.2	\$3,420	31.2
2006-07	\$2,424	57.3	\$3,636	33.0
2007-08	\$2,516	53.7	\$3,775	31.8
2008-09	\$2,688	54.5	\$4,032	32.7
2009-10	\$2,741	51.9	\$4,308	32.7
2010-11	\$2,952	51.1	\$4,632	32.6
2011-12	\$3,264	59.7	\$5,328	44.8
2012-13	\$3,504	59.4	\$5,671	44.3
2013-14	\$4,000	64.2	\$6,383	48.0
2014-15	\$4,500	N/A	\$7,104	N/A

***List of peers in Appendix**

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	75	87	87	85	84
Work Study (must work to earn)	10	11	13	11	13
Loans (must be paid back)	42	42	47	46	47
Percent of Students Receiving Lottery Scholarships	17	17	15	19	21
Percent of Students who are Pell recipients	61	59	80	62	61
Percent of Students Receiving Aid	81	84	91	89	88
Average Award per Recipient	\$8,268	\$8,637	\$8,682	\$8,877	\$9,108

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	20	20	24	27	18
Loans (must be paid back)	55	58	56	71	56
Percent of Students Receiving Aid	64	66	65	63	64
Average Award per Recipient	\$12,103	\$11,973	\$11,987	\$15,390	\$14,312

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	5.7	5.2	5.3	4.6	6.9	6.5	6.6	5.7
American Indian	6.0	6.1	6.5	6.5	7.5	7.4	8.0	7.5
Asian	0.4	0.4	0.7	0.8	0.4	0.4	0.6	0.7
Hispanic	51.6	52.5	51.8	53.3	55.3	56.7	54.7	57.4
Native Hawaiian/Pacific Is	0.3	0.5	0.4	0.5	0.3	0.5	0.5	0.7
White/Other	24.3	21.9	22.6	23.8	18.4	17.4	19.6	19.7
Two or More Races	1.4	1.6	1.6	1.2	2.0	2.0	1.9	1.2
Nonresident Alien	6.2	6.7	6.3	5.6	6.6	7.1	6.5	5.7
Unknown	4.2	5.1	4.8	3.6	2.5	2.0	1.5	1.4
Total	3,781	3,738	3,690	3,546	2,183	2,298	2,220	2,140

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	331	55.4	368	61.4	424	67.7
Out-of-state 2-Year Colleges	143	23.9	104	17.4	92	14.7
Subtotal 2-Year Colleges	474	79.3	472	78.8	516	82.4
NM Public 4-Year Universities	74	12.3	69	11.5	62	9.9
All Other 4-Year Universities	50	8.4	58	9.7	48	7.7
Subtotal 4-Year Universities	124	20.7	127	21.2	110	17.6
Grand Total	598	100.0	599	100.0	626	100.0

Table 9. What is the profile of baccalaureate degree recipients at NMHU?

Recipients who began as	2011		2012		2013	
	Fall/Spr/Sum		Fall/Spr/Sum		Fall/Spr/Sum	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years	66	17.7	75	18.2	73	16.9
Transfers (including branch campuses)	260	69.7	291	70.6	310	71.9
Others (other freshmen, returning students, etc.)	47	12.6	46	11.1	48	11.2
All baccalaureate degree recipients	373	100	412	100	431	100

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014
African American	27	44.4	32	43.8	28	28.6
American Indian	34	44.1	33	39.4	26	53.8
Asian	0	--	2	50.0	2	0.0
Hispanic	256	56.4	260	48.5	196	52.5
Native Hawaiian/Pacific Islander	1	0.0	2	50.0	3	100
White/Other	49	55.1	44	50.0	53	40
Two or More Races	6	66.7	10	30.0	15	33.3
Nonresident Alien	35	62.9	33	48.5	24	62.5
Unknown	6	33.3	8	50.0	2	0.0
Men	192	54.7	211	45.0	190	45.7
Women	222	55.0	213	49.3	159	51.5
All Students	414	55.3	424	47.2	349	48.4

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Bachelor Degrees through Summer 2012	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014
African American	27	14.8	34	8.8	47	6.4
American Indian	27	14.8	20	25.0	20	0.5
Asian	5	40.0	3	33.3	3	33.3
Hispanic	266	15.9	208	19.7	268	19.4
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	58	14.5	52	17.3	50	16.0
Nonresident Alien	6	50.0	20	20.0	33	39.3
Unknown	7	0.0	10	10.0	16	12.5
Men	195	11.8	195	15.4	256	12.5
Women	201	20.4	152	22.4	181	26.5
Overall	396	16.2	347	18.4	437	18.3

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14?

	Associates	Bachelors	Post BA Cert	Masters	Total
Agriculture		7			7
Architecture-related					
Business/Agri-Business/Public Administration		78		86	164
Education		102	11	133	246
Engineering/Tech/Computer Science		6			6
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science		94		21	115
Law/Protective Services		31			31
Nursing		15			15
Science and Math		20	2	5	27
Social Work		111		131	242
Total		464	13	376	853
Science/Technology/Engineering/Math/Health		159	2	147	308

Table 13. Over time, how many degrees have been awarded?

	2009-10	2010-11	2011-12	2012-13	2013-14
Associates	2	1	0	0	0
Bachelors	372	356	401	447	464
Post-BA Certificates				1	13
Masters	346	346	408	367	376
Total	720	703	809	815	853

Table 14. How satisfied are our students with their educational experience?

	2002-03	2006-07	2009-10	2012-13
Satisfied or Very Satisfied with Curriculum and Instruction	88.0	90.3	94.7	94.4
Satisfied or Very Satisfied with Student Support	66.3	89.5	93.3	93.9
Satisfied or Very Satisfied Overall with Institution	89.5	95.1	96.5	96.2

*See Appendix III for Survey of Graduating Seniors instrument (next reported, 2015-16)

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	Fall 2011 Faculty % (N = 140)	Fall 2012 Faculty % (N = 140)	Fall 2013 Faculty % (N = 139)	Fall 2011 Staff % (N = 348)	Fall 2012 Staff % (N = 352)	Fall 2013 Staff % (N = 386)
African American	2.1	2.1	2.2	1.4	1.7	2.1
American Indian	0.0	0.0	.7	0.0	1.4	2.3
Asian	3.6	4.3	4.3	0.0	0.3	0.3
Hispanic	28.6	27.1	28.1	72.7	72.2	69.7
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.0	0.3	0.3
White/Other	55.0	56.4	52.5	19.8	20.5	19.9
Two or More Races	3.6	2.9	2.2	0.6	0.8	1.0
Nonresident Alien	3.6	3.6	6.5	0.6	0.3	1.3
Unknown	3.6	3.6	3.6	2.6	2.5	3.1
Men	55.7	56.4	58.3	49.1	48.0	47.4
Women	44.3	43.6	41.7	50.8	52.0	52.6

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
15:1	19:1	14:1	14:1	15:1

Table 17. Full-Time Instructional Faculty Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	82.7	\$55,162	92.4
Fall 2010	80.0	\$54,935	91.6
Fall 2011	80.0	\$54,843	93.7
Fall 2012	92.9	\$57,200	99.7
Fall 2013	92.9	\$57,381	95.0

*includes assistant, associate and full professors

New Mexico Highlands University DFA Submittals October 2014

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Native American students among all degree-seeking undergraduates as of fall census date	Target	170	170	170	170	180	180
	Actual	150	164	167	176	160	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 2nd semester		Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	77.0	77.0	77.0	77.0	78.0	78.0
	Actual	71.0	78.1	72.2	75.0	75.4	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 3rd semester		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	53.0	53.0	53.0	53.0	53.0	53.0
	Actual	48.3	50.6	55.3	47.2	48.4	
CSRDE Benchmark	Benchmark	67.2	68.1	70.0	70.0	70.0*	
*CSRDE benchmark (2013-2014) for less selective public institutions (<21 ACT), fewer than 5,000 students.							

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 7th semester		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree	Target	58	58	58	58	58	58
	Actual	62.6	56.1	53.6	54.4	49.7	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Completion Measure		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target	20.0	20.0	20.0	20.0	20.0	20.0
	Actual	18.9	20.9	16.2	18.4	18.3	
CSRDE Benchmark			36.7	36.3	37.9	37.1*	
*CSRDE benchmark (2013-2014) for less selective public institutions (<21 ACT), fewer than 5,000 students.							

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-2011	Sum/Fa/Spr 2011-2012	Sum/Fa/Spr 2012-2013	Sum/Fa/Spr 2013-2014	Sum/Fa/Spr 2014-2015
Total number of baccalaureate degrees awarded	Target	330	330	330	330	370	370
	Actual	353	351	360	433	457	

New Mexico Highlands University

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Transfer Measure		Sum/Fa/Spr 2009-2010	Sum/Fa/Spr 2010-2011	Sum/Fa/Spr 2011-2012	Sum/Fa/Spr 2012-2013	Sum/Fa/Spr 2013-2014	Sum/Fa/Spr 2014-2015
Undergraduate transfer students from two-year colleges	Target	450	450	450	450	480	480
	Actual	430	488	474	472	516	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
External Funding		FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
External funds awarded to the institution	Target	\$16.0M	\$17.0M	\$20.6M	\$17.0M	\$17.0M	\$18.2M
	Actual	\$17.4M	\$19.3M	\$17.2M	\$16.2M	\$15.6M	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Grants and Contracts		FY 09-10	FY10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Percent of total funds generated by grants and contracts	Target	16	18	28	25	25	25
	Actual	20	28	23	24	24	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Extended Services Courses		Fall 2010 Census	Fall 2011 Census	Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census
Number of students enrolled in Extended Services courses	Target	1,100	1,100	1,100	1,300	1,400	1,400
	Actual	1,395	1,425	1,312	1,407	1,409	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Student Satisfaction Survey		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of graduating seniors “satisfied” or “very satisfied” with NMHU in all survey categories	Target	90.0	90.0	90.0	95.0	95.0	95.0
	Actual	94.6	94.9	96.8	94.7	97.6	

Institutional Profile of Northern New Mexico College

Mission

The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

Vision

Northern New Mexico College is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

NNMC participates in Academic Quality Improvement Program and is accredited by the Higher Learning Commission. Program accreditation information can be found at: <http://site.nnmc.edu/page/colleges-departments>.

Contributions to Economic Development:

- For every dollar the state appropriates to Northern, New Mexico College taxpayers see a cumulative return of \$3.80 over the course of students' working careers.
- Higher earnings of Northern New Mexico College students and associated increases in state income expand the tax base by about \$21.1 million per year.
- Northern New Mexico College operations generate about \$11.7 million annually for the north central New Mexico economy.
- The added income attributable to the accumulation of Northern New Mexico College credit hours in the workforce amounts to about \$165.8 million each year.
- The average annual added income due to the activities of Northern New Mexico College and its graduates equals \$177.7 million, approximately 7.5% of the regional economy.

Table 1. Fall 2014 Overall Enrollment by Level

Degree-seeking undergraduates	1,220
Non-degree seeking undergrad	129
Post BA Certificate students	0
Total Headcount	1,349
Total FTE	865

Table 2. Number of programs by degree level 2014-2015

Associates	45
Bachelors	12
Undergraduate Certificates	20
Post BA Certificates	3

Table 3. Fiscal Resources

For FY 12-13:	% for Institution			% for Peers
Percent of fiscal resources allocated to instruction, research and public service			50.6%	53.6%
Percent of fiscal resources allocated to administrative costs			25.4%	15.2%
	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
Total current funds revenue for main campus	\$26M	\$28M*	\$28.7M*	23.6M*
State appropriations as percent of operating budget	38%	36%	37%	34%

*Based on Unaudited Report of Actuals (Unrestricted and Restricted)

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$1,608	N/A	\$5,556	N/A
2006-07	\$1,668	N/A	\$5,556	N/A
2007-08	\$2,031	62.8	\$6,891	71.0
2008-09	\$2,062	59.3	\$7,015	76.2
2009-10	\$2,522	64.9	\$7,964	70.0
2010-11	\$2,594	60.8	\$8,184	67.8
2011-12	\$2,822	65.2	\$10,622	111.9
2012-13	\$3,470	59.7	\$13,220	92.8
2013-14	\$4,060	78.1	\$14,406	96.4
2014-15	\$4,382	N/A	\$14,764	N/A

*List of peers in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	57	58	72	78	89
Work Study (must work to earn)	4	3	4	5	3
Loans (must be paid back)	8	12	14	17	8
Percent of Students Receiving Lottery Scholarships	15	16	11	9	7
Percent of Students who are Pell recipients	51	56	62	45	49
Percent of Students Receiving Aid	64	65	75	66	40
Average Award per Recipient*	\$4,921	\$5,252	\$5,465	\$5,849	\$6324

*Percent awards were calculated as a percent of all degree-seeking students (full-time and part-time). Average award per recipient includes student loans

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2011-12	2012-13	2013-14
Gift Aid (not paid back)	*	*	*
Loans (must be paid back)	*	*	*
Percent of Students Receiving Aid	*	*	*
Average Award per Recipient	*	*	*

* NNMC does not have graduate programs.

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	0.0	1.0	1.2	1.9	1.2	1.0	1.5	2.7
American Indian	8.0	9.0	13.0	7.9	9.0	9.0	10.2	10.0
Asian	0.6	0.6	0.8	0.9	0.6	1.0	0.8	0.8
Hispanic	73.0	72.0	68.2	71.4	74.0	72.0	69.6	69.4
Native Hawaiian/Pacific Is	0.1	0.1	0.4	0.2	0.1	0.1	0.3	0.1
White/Other	14.0	13.0	11.2	12.2	12.0	12.0	12.2	11.8
Two or More Races	0.0	0.0	3.3	3.4	0.0	0.0	3.8	3.9
Nonresident Alien	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.0
Unknown	4.0	5.0	1.8	2.1	4.0	5.0	1.5	1.6
Total	1,829	1,832	1,681	1349	1,432	1,385	1,202	924

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	81	33	68	28	55	32
Out-of-state 2-Year Colleges	33	13	39	16	26	15
Subtotal 2-Year Colleges	114	46	107	44	81	47
NM Public 4-Year Universities	88	35	77	32	60	34
All Other 4-Year Universities	47	19	60	25	33	19
Subtotal 4-Year Universities	161	54	137	57	93	53
Grand Total	249	100	244	100	174	100

Table 9. What is the profile of baccalaureate degree recipients at Northern New Mexico College?

Recipients who began as	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years.	8	18	6	8	20	52
Transfers (including those from branch campuses)	9	16	18	25	17	24
Other (other first-time students, returning students, etc.)	34	67	41	67	35	49
All baccalaureate degree recipients*	51	100	71	100	72	100

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014
African American	1	0.0	5	0.0	2	100.0
American Indian	16	56.0	12	92.0	15	20.0
Asian	1	0.0	3	0.0	1	100.0
Hispanic	182	64.0	161	57.0	125	100.0
Native Hawaiian/Pacific Islander	0	--	1	0.0	1	37.0
White/Other	7	43.0	17	35.0	17	65.0
Two or More Races	0	--	1	100.0	4	50.0
Nonresident Alien	0	--	0	0.0	1	0.0
Unknown	13	38.0	2	0.0	3	33.0
Men	106	63.0	96	52.0	73	26.0
Women	114	59.0	106	58.0	96	40.0
All Students	220	61.0	202	55.0	169	40.0

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Degrees through Summer 2012	Cohort N	% Degrees through Summer 2013	Cohort N	% Degrees through Summer 2014
African American	2	0	1	0	4	25
American Indian	11	9	11	27.3	14	28.6
Asian			1	0	1	100
Hispanic	130	21.5	138	26.1	145	22.8
Native Hawaiian/Pacific Islander			1	0		
White/Other	11	27	15	6.7	12	0
Two or More Races						
Nonresident Alien						
Unknown			2		1	0
Men	53	11.3	74	27.0	71	9.9
Women	101	25.7	95	21.1	106	30.2
Overall	154	20.8	169	23.7	177	22.0

NNMC includes Associate and Certificate awards in cohorts.

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14

	Certificates	Associates	Bachelors	Alternative Licensure	Total
Agriculture	1	6			
Architecture-related					
Business/Agri-Business/Public Administration		18	19		37
Education		13	10	21	44
Engineering/Tech/Computer Science	2	10	2		14
Health Professions (w/o Nursing)	9	10	6		25
Humanities/Social Science	2	19	15		36
Law/Protective Services		5			5
Nursing	13	16	3		32
Science and Math	0	5	17		22
CTE*	3	7			10
Total	30	109	72	21	232
Science/Technology/Engineering/Math/Health	22	41	28		91

*Career Technical Education Programs include Automotive Technology, Barbering, Electrical Technology, etc.

Table 13. Over time, how many degrees have been awarded?

	2009-10	2010-11	2011-12	2012-13	2013-14
Certificates	40	36	27	23	30
Associates	100	129	98	99	109
Bachelors	46	70	51	71	72
Alternative Licensure	27	21	18	9	21
Total	213	256	194	202	232

Table 14. How satisfied are our students with their educational experience?

	2011-12*	2012-13
Satisfied or Very Satisfied with Curriculum and Instruction	87.6	73.9
Satisfied or Very Satisfied with Student Support	85.7	75.8
Satisfied or Very Satisfied Overall with Institution	90.5	72.8

NNMC administered its first Survey of Graduating Seniors in 2012. See Appendix III for Survey of Graduating Seniors instrument (next reported, 2015-16)

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	2011 Faculty % (N = 50)	2012 Faculty % (N = 59)	2013 Faculty % (N = 53)	2011 Staff % (N= 131)	2012 Staff % (N = 135)	2013 Staff % (N = 149)
African American	2.0	1.7	1.8	0.8	0.0	1.2
American Indian	2.0	1.7	1.8	7.6	8.2	6.0
Asian	6.0	5.1	5.7	0.8	0.7	1.2
Hispanic	56.0	55.9	47.2	77.1	78.5	76.0
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.5
White/Other	34.0	35.6	43.4	12.2	11.1	11.4
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	1.5	1.5	3.6
Men	44.0	45.8	56.6	38.2	40.7	36.5
Women	56.0	54.2	43.3	61.8	59.3	63.5

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
13:1	13:1	12:1	10:1	15:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary**	% of Peer Average
Fall 2009	*	\$43,262	82.0
Fall 2010	*	\$44,002	83.0
Fall 2011	*	\$46,104	86.0
Fall 2012	*	\$46,290	90.1
Fall 2013	*	\$46,477	87.8

*Not currently collected electronically.
 **Averages are for all full-time instructional faculty (ranked and unranked).

Northern New Mexico College DFA Submittals October 2014

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target			80	80	80	80
	Actual	80.3	89.0	83.6	80.0	82.1	
Native Americans and Hispanics account for approximately 75% of Rio Arriba, Taos and northern Santa Fe Counties' populations. Source: Census: 2012 American Fact Finder http://factfinder2.census.gov							

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 2nd Semester		Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	80	80	80	80	80	80
	Actual	78.5	72.0	71.0	74.0	68.5	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 3rd Semester		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
Percent of first-time, full-time degree-seeking students enrolled third semester	Target			66.5	66.5	66.5	66.5
	Actual	55.4	54.0	61.0	55.0	39.0	
Note: CSRDE benchmarks are not included since Northern is not currently a member of the Consortium for Student Retention Data Exchange.							

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 7th Semester		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their 3 rd semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree.	Target			30	30	30	30
	Actual	26	29	46	29	34	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Completion Measure		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target			25	25	25	25
	Actual			20.8	23.7	22.0	
NNMC includes Associate and Certificate awards in cohorts.							

Northern New Mexico College

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Total number of baccalaureate degrees awarded	Target			55	55	55	55
	Actual	40	52	67	71	72	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Transfer Measure		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Sp 2013-14	Sum/Fa/Spr 2014-15
Undergraduate transfer students from two-year colleges	Target				105	105	105
	Actual	N/A*	N/A*	105	107	86	

*Prior to 2011-12, transfer data does not indicate whether the sending institution is two-year or four-year.

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Grants and Contracts		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of total funds generated by grants and contacts	Target	*	*	39	39	39	39
	Actual	38	39	39	46	30.4	

*Unaudited

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Student Satisfaction Survey		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of graduating seniors "satisfied" or "very satisfied" with NNMC in all survey categories.	Target				80.0	80.0	80
	Actual			80.0	87.6	84.0	

*NNMC administered its first survey in 2012.

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
School of Education graduates*		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Increase number of School of Education graduates	Target			45	45	45	45
	Actual	53	27	34	30	44	

*Includes BA, AA, and Alternative Licensure graduates

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Instructional TV/Online courses		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of courses available: instructional TV and online	Target			230	230	230	150
	Actual	178	190	141	135	135	

Institutional Profile of Western New Mexico University

Mission:

WNMU engages and empowers learners in a multicultural, inclusive, creative, and caring community of teaching, scholarship/research, and service. We aspire to be the premier teaching university excelling in student-centeredness, the liberal arts and sciences, professional programs, and career and technical preparation. We educate with rigor and compassion diverse learners, who achieve career goals, gain civic literacy, practice social responsibility, and engage in lifelong pursuit of learning. Valuing the traditional academy and taking pride in our history and regional cultural heritages, we embrace innovation and transformation for a sustainable future in an ever-changing world of local and global connections.

WNMU participates in Academic Quality Improvement Program and is accredited by the Higher Learning Commission. Program accreditation information can be found at:

<http://www.wnmu.edu/profile2010.pdf>

Contributions to Economic Development:

- Economic Development: New Mexico Economic Development Course - 24 attendees
- Small Bus Dev. Center: New businesses - 24, Jobs created - 20, Capital infusion - \$383,809
- International Business Accelerator: New businesses - 6, Jobs created - 45, Exports - \$9.5 Million

Degree-seeking undergraduates	2,126
Non-degree seeking undergrad	791
Doctoral/Professional	0
Graduates	715
Total Headcount	3,632
Total FTE	2,408

Associates	17
Bachelors	43
Undergraduate certificates	10
Masters	10
Graduate Certificates	17

For FY 12-13:	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	60.9%		54.1%	
Percent of fiscal resources allocated to administrative costs	15.9%		12.3%	
	2010-11	2011-12	2012-13	2013-14
Total current funds revenue for main campus	\$38M	\$39M	\$41M	\$45M
State appropriation as percent of operating budget	43.9%	38.5%	39.0%	38.0%

Accessible and Affordable University Education

Table 4. Is University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2005-06	\$2,863	71.3	\$10,423	101.8
2006-07	\$3,065	75.8	\$11,321	110.1
2007-08	\$3,223	72.0	\$11,887	105.6
2008-09	\$3,431	71.7	\$12,719	107.3
2009-10	\$3,589	70.9	\$12,825	103.4
2010-11	\$3,812	70.6	\$13,412	102.4
2011-12	\$4,054	68.6	\$13,438	95.8
2012-13	\$4,315	69.2	\$12,514	85.1
2013-14	\$4,723	73.9	\$12,763	81.9
2014-15	\$5,346	N/A	\$13,184	N/A

*List of peers in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	49.9	66.7	70.1	72.2	69.0
Work Study (must work to earn)	3.7	5.2	10.3	11.7	5.4
Loans (must be paid back)	36.7	42.2	44.8	48.7	49.3
Percent of Students Receiving Lottery Scholarships	6.8	8.5	8.6	10.4	11.8
Percent of Students who are Pell recipients	42.8	59.0	58.5	60.4	60.8
Percent of Students Receiving Aid	61.2	73.4	75.6	80.4	79.2
Average Award per Recipient	\$7,901	\$8,218	\$8,559	\$8,674	\$8,807

Table 6. How much financial support do graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (not paid back)	12.6	12.0	7.2	9.5	4.6
Loans (must be paid back)	31.2	37.3	39.2	42.7	41.7
Percent of Students Receiving Aid	42.9	45.9	42.9	47.9	44.0
Average Award per Recipient	\$9,330	\$10,394	\$11,788	\$11,202	\$13,376

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2011	% Fall 2012	% Fall 2013	% Fall 2014
African American	1.9	2.5	3.6	4.2	4.5	3.2	4.4	5.2
American Indian	2.5	4.0	5.0	2.8	4.0	2.2	3.4	3.2
Asian	0.5	0.6	1.0	1.3	1.4	0.6	1.0	1.6
Hispanic	48.9	44.3	45.2	40.4	49.8	51.4	53.8	52.5
Native Hawaiian/Pacific Is	0.3	0.6	0.2	0.1	0.0	0.2	0.2	0.1
White/Other	23.8	24.6	26.8	27.6	32.9	25.9	24.5	27.3
Two or More Races	0.8	0.6	0.4	0.5	0	0.8	0.5	0.6
Nonresident Alien	1.1	1.3	5.0	1.3	1.1	1.5	1.6	1.7
Unknown	20.2	21.9	16.5	21.7	5.6	14.1	10.9	7.8
Total	3,369	3,808	3,727	3,632	2,041	2,259	2,210	2,126

Table 8. What proportion of our students transfer from other institutions?

	2011-2012		2012-2013		2013-2014	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	40	13.6	68	21.6	80	23.5
Out-of-state 2-Year Colleges	98	33.2	91	28.9	143	41.9
Subtotal 2-Year Colleges	138	46.8	159	50.5	223	65.4
NM Public 4-Year Universities	74	25.1	78	24.8	75	22.0
All Other 4-Year Universities	83	28.1	78	24.8	43	12.6
Subtotal 4-Year Universities	157	53.2	156	49.5	118	34.6
Grand Total	295	100.0	315	100.0	341	100.0

Table 9. What is the profile of baccalaureate degree recipients at WNMU?

Recipients who began as	2011-12		2012-13		2013-14	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years	40	23.5	46	19.1	81	38.2
Transfers (including branch campuses)	67	39.4	109	45.2	95	44.8
Other (first-time freshmen, returning students, etc.)	63	37.1	86	35.7	36	17.0
All baccalaureate degree recipients	167	100.0	241	100.0	212	100.0

Student Progress and Student Success

Table 10. How many first-time full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Still Enrolled Fall 2012 (*)	Cohort N	% Still Enrolled Fall 2013 (*)	Cohort N	% Still Enrolled Fall 2014 (*)
African American	5	40.0	21	52.4	30	40.0
American Indian	4	75.0	6	66.7	10	50.0
Asian	0	--	2	100.0	3	33.3
Hispanic	196	54.8	237	51.1	239	60.3
Native Hawaiian/Pacific Islander	0	--	1	0.0	2	50.0
White/Other	43	60.5	90	47.8	90	54.4
Two or More Races	3	0.0	0	--	0	--
Nonresident Alien	6	66.7	6	66.7	6	83.3
Unknown	79	55.7	56	62.5	9	33.3
Men	152	52.0	209	52.6	193	51.3
Women	184	57.6	210	57.1	196	61.7
All Students	336	55.1	419	54.9	389	56.6

* Includes **certificate** completions in the same year.

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2006		Entered Fall 2007		Entered Fall 2008	
	Cohort N	% Degrees through Summer 2012	Cohort N	% Degrees through Summer 2013	Cohort N	% Degrees through Summer 2014
African American	6	0.0	14	14.3	17	23.5
American Indian	3	33.3	5	0.0	6	0.0
Asian	3	33.3	2	0.0	4	0.0
Hispanic	118	18.6	123	20.3	163	22.1
Native Hawaiian/Pacific Islander	0	--	0	--	1	100.0
White/Other	69	17.4	86	26.7	113	19.5
Two or More Races	0	--	4	50.0	3	66.7
Nonresident Alien	4	50.0	5	20.0	3	33.3
Unknown	17	23.5	8	37.5	6	0.0
Men	79	19.0	111	18.0	147	14.3
Women	141	19.1	136	26.5	169	26.6
Overall	220	19.1	247	22.7	316	20.9

WNMU includes Associate and Certificate awards in cohorts.

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14?

	Undergrad Certificate	Associate	Bachelors	Masters & Grad Certs	Total
Agriculture					
Architecture-related			10		10
Business /Agri-Business/Public Admin		20	37	15	72
Education	2	9	21	59	91
Engineering / Tech / Computer Science	44	14	1		59
Fine Arts		1	10	1	12
Health Professions (w/o Nursing)	7	17	12	15	51
Humanities / Social Science	1	19	51	66	137
Law / Protective Services	9	9	27		45
Nursing		24	12		36
Science and Math			16		16
Social Work			16	15	31
Total (*)	63	113	213	171	560
Science/Technology/Engineering/Math/Health	51	55	41	15	162

(*) Includes double majors.

Table 13. Over time, how many degrees have been awarded?

	2009-10	2010-11	2011-12	2012-13	2013-14
Undergraduate Certificates	24	32	74	69	63
Associate	80	123	135	119	113
Bachelors	162	171	170	248	213
Masters	112	99	136	149	158
Graduate Certificates					13
Total	378	425	515	585	560

Table 14. How satisfied are our students with their educational experience?

	2002-03	2006-07	2009-10	2012-13
Satisfied or Very Satisfied with Curriculum and Instruction	86.5	77.5	82.9	83.7
Satisfied or Very Satisfied with Student Support	82.5	77.3	79.5	82.8
Satisfied or Very Satisfied Overall with Institution	86.8	81.5	86.5	90.8
*See Appendix III for Survey of Graduating Seniors instrument (next reported, 2015-16)				

Academic Quality and a Quality Learning Environment

<i>Table 15. How diverse are our full-time faculty and staff?</i>						
Race/Ethnicity & Sex	Faculty			Staff		
	Fall 2011 Faculty % (N = 150)	Fall 2012 Faculty % (N = 140)	Fall 2013 Faculty (N = 117)	Fall 2011 Staff % (N = 330)	Fall 2012 Staff % (N = 363)	Fall 2013 Staff % (N = 364)
African American	0.0	2.0	1.7	1.9	2.3	1.9
American Indian	0.7	2.0	0.9	1.9	2.0	1.6
Asian	2.0	2.0	3.4	1.1	1.1	1.6
Hispanic	20.7	17.9	13.7	39.9	40.8	34.6
Native Hawaiian/Pacific Is.	0.0	0.0	0.0	0	0.0	0.0
White/Other	67.3	66.4	68.4	46.0	45.7	54.1
Two or More Races	0.7	0.7	0.0	0.8	0.9	0.0
Nonresident Alien	0.7	2.0	0.0	0.8	0.3	0.0
Unknown	0.7	7.0	12.0	7.4	6.9	6.0
Men	36.0	36.4	39.3	37.1	38.2	37.4
Women	64.0	63.6	60.7	62.8	61.8	62.6

<i>Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?</i>				
Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
14:1	13:1	12:1	16:1	16:1

<i>Table 17. Full-Time Instructional Faculty* Information</i>			
	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	94.0	\$49,669	81.5
Fall 2010	94.0	\$51,112	83.2
Fall 2011	79.0	\$52,011	84.7
Fall 2012	97.1	\$51,295	86.6
Fall 2013	85.6	\$53,873	90.9

*Includes tenure-track assistant, associate and full professors

Western New Mexico University DFA Submittals October 2014

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Percent of Native American first-year students enrolled	Target	1.5	1.5	1.5	1.5	1.5	1.5
	Actual	3.2	3.5	2.2	2.7	2.5	
	Benchmark	1.6	1.6	1.6	1.6	1.6	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Access Measure		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	55.0	55.0	55.0	55.0	55.0	55.0
	Actual	55.1	57.7	53.3	56.9	61.1	
	Benchmark						

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 2nd Semester		Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	81.5	81.5	81.5	81.5	81.5	81.5
	Actual	82.4	85.1	80.1	77.3	79.6	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 3rd Semester		Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 13 to Fall 14
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	53.0	53.0	53.0	53.0	53.0	53.0
	Actual	51.1	50.4	55.1	52.3	56.8	
CSRDE Benchmark	Benchmark	66.8	66.8	70.0		70.0	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Retention Measure 7th Semester		Fall 07 to Fall 10	Fall 08 to Fall 11	Fall 09 to Fall 12	Fall 10 to Fall 13	Fall 11 to Fall 14	Fall 12 to Fall 15
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree	Target	58.0	58.0	58.0	58.0	62.0	62.0
	Actual	62.2	58.6	57.5	61.9	64.2	

Western New Mexico University

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Completion Measure		Fall 04 to Sum 10	Fall 05 to Sum 11	Fall 06 to Sum 12	Fall 07 to Sum 13	Fall 08 to Sum 14	Fall 09 to Sum 15
Percent of first-time, full-time freshmen completing an academic program within six years	Target	22.0	20.0	20.0	20.0	23.0	23.0
	Actual	20.1	17.1	19.1	22.7	20.9	
CSRDE Benchmark		40.3		37.9		37.1	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Degrees Awarded		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Total number of baccalaureate degrees awarded	Target	180	180	180	180	200	200
	Actual	161	155	170	216	212	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Transfer Measure		Sum/Fa/Spr 2009-10	Sum/Fa/Spr 2010-11	Sum/Fa/Spr 2011-12	Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15
Undergraduate transfer students from two-year colleges	Target	170	170	170	170	170	170
	Actual	138	182	143	159	223	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
External Funding		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
External funds awarded to the institution	Target	\$3.0M	\$3.0M	\$3.0M	\$3.0M	\$3.0M	\$1.9M
	Actual	\$3.3M	\$3.3M	\$1.9M	\$1.9M	\$1.9M	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Grants and Contracts		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of total funds generated by grants and contracts	Target	23.0	23.0	23.0	23.0	23.0	23.0
	Actual	27.9	24.1	24.0	22.8	23.0	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Extended Services Courses		Fall 2010 Census	Fall 2011 Census	Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census
Number of students enrolled in Extended Services courses	Target	1,100	1,285	1,285	1,285	1,285	1,285
	Actual	1,825	1,530	1,746	1,742	2,315	

Western New Mexico University

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Extended Services Courses							
Number of courses available through instructional television and online via internet.	Target	515	515	515	700	700	700
	Actual		464	630	823	733	467

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Student Satisfaction Survey							
Percent of graduating seniors “satisfied” or “very satisfied” with WNMU in all survey categories	Target	90.0	90.0	90.0	90.0	90.0	90.0
	Actual	93.3	96.1	95.1	90.1	91.0	

		FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
School of Education Graduates							
Increase the number of School of Education graduates by 15% (to 150) by 2020.	Target	150	150	150	150	150	105
	Actual	126	116	99	105	91	

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APPENDIX I

PEER INSTITUTIONS

New Mexico Institute of Mining and Technology

Colorado School of Mines
Georgia Institute of Technology–Main Campus
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 and Technology
SUNY College of Environmental Science and Forestry
Tennessee Technological University
University of Missouri–Rolla

New Mexico State University

University of Arizona
Colorado State University
University of Idaho
Iowa State University
Kansas State University
Montana State University-Bozeman
University of Nevada - Reno
University of New Mexico–Main Campus
Oklahoma State University–Main Campus
Oregon State University
University of Texas at El Paso
Texas Tech University
Utah State University
Washington State University
University of Wyoming

University of New Mexico

Arizona State University
Florida International University
New Mexico State University–Main Campus
Oklahoma State University–Main Campus
Texas A&M University–College Station
Texas Tech University
The University of Tennessee
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at El Paso
University of Arizona
University of California–Riverside
University of Colorado at Boulder
University of Colorado–Denver
University of Houston
University of Iowa
University of Kansas
University of Missouri–Columbia
University of Nebraska–Lincoln
University of Nevada–Las Vegas
University of Oklahoma–Norman Campus
University of Utah

Northern New Mexico College

Adams State College
Ft Lewis State College
Eastern New Mexico University
New Mexico Highlands University
Western New Mexico University

Brazosport College (TX)
Sul Ross State University

Eastern New Mexico University

Central Washington University
Emporia State University
Henderson State University
Montana State University-Billings
Northeastern Illinois University
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

University of West Alabama
Adams State College
Colorado State University-Pueblo
Alcorn State University
Eastern New Mexico University–Main Campus
Western New Mexico University
East Central University
Northeastern State University
Lincoln University of Pennsylvania
Sul Ross State University
The University of Texas of the Permian Basin

Western New Mexico University

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

Note: Updated peer groups for NMSU (2010), NMHU (2011), and UNM (2013) were approved by the Higher Education Department.

APPENDIX II

NEW MEXICO'S UNIVERSITIES 2012-2013 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 2012-2013 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.

2012-2013 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):

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

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

What's next?

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

Will you be staying in New Mexico after graduation?

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

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

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

New Mexico Institute of Mining & Technology
Socorro, New Mexico 87801
www.nmt.edu

New Mexico State University
Las Cruces, New Mexico 88003-8001
www.nmsu.edu

University of New Mexico
Albuquerque, New Mexico 87131
www.unm.edu

Eastern New Mexico University
Portales, New Mexico 88130
www.enmu.edu

New Mexico Highlands University
Las Vegas, New Mexico 87701
www.nmhu.edu

Northern New Mexico College
Española, NM 87532
www.nnmc.edu

Western New Mexico University
Silver City, New Mexico 88062
www.wnmu.edu

