

PERFORMANCE EFFECTIVENESS REPORT

NEW MEXICO UNIVERSITIES



COUNCIL OF UNIVERSITY PRESIDENTS
NOVEMBER 2015

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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Robert G. Frank
Steven G. Gamble
Samuel Minner
Nancy “Rusty” Barceló
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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 eighteenth 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 eighteenth 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.

One shared performance measure reports students' satisfaction with their undergraduate experiences, collected through a survey of graduating seniors. These surveys, administered on a cyclical basis, provide valuable information for reviewing and enhancing our programs.

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 2015)
- Table 2 Number of Programs by Degree Level (2015-16)
- Table 3 Fiscal Resources (for FY 2013-14)
 - 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 2014-2015?
- 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

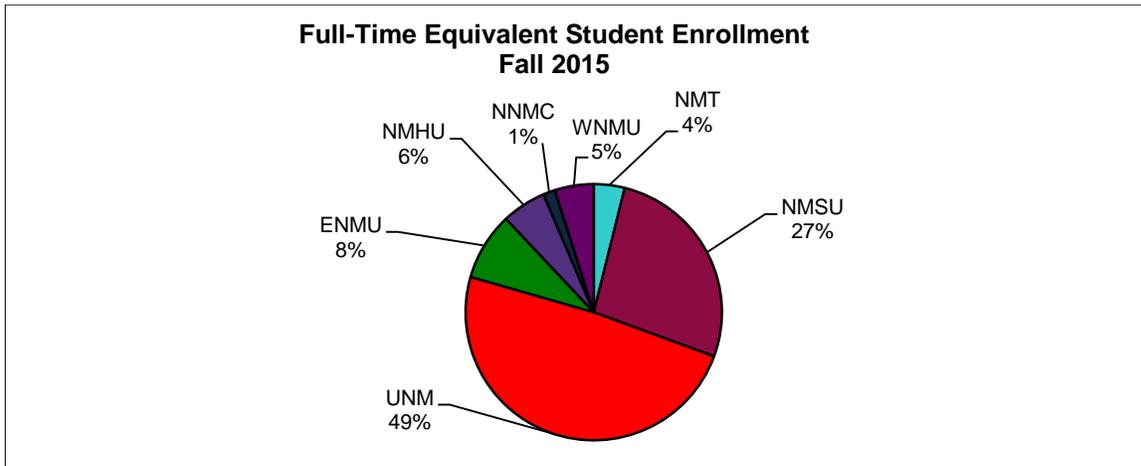
The following information provides a comparative view of performance measures across the institutions. The tables and charts are organized according to the occurrence of the tables in the institutional detail sections of the report that follows. Data is shown individually for New Mexico Institute of 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 2015 report)

There has been a 6.6% overall decrease in FTE enrollment over the past five years, with only two institutions reporting a significant increase over that time period.

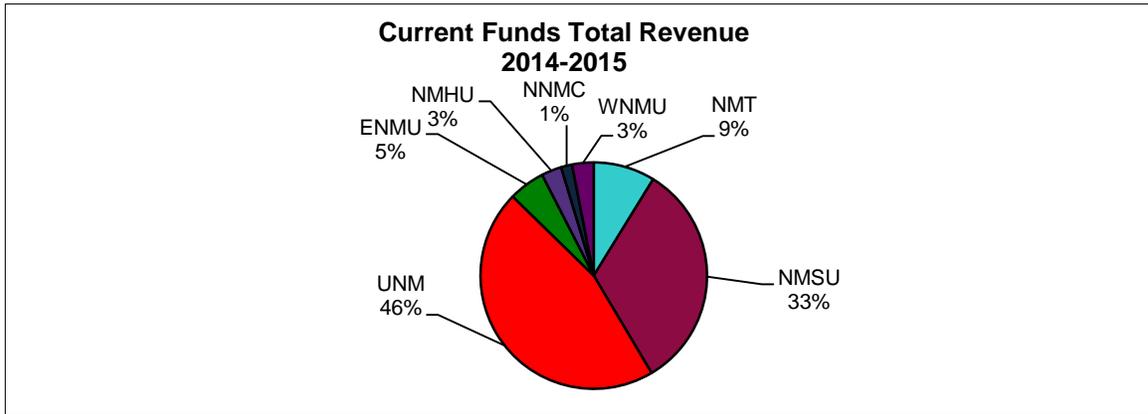
	2011	2012	2013	2014	2015	% Change Over Past 5 Years
NMT	1,602	1,773	1,813	1,820	1,831	14.3%
NMSU	14,126	13,411	13,482	12,930	12,584	-10.9%
UNM	23,375	23,471	23,618	23,173	23,005	-1.6%
ENMU	3,881	4,039	3,983	4,032	4,023	3.7%
NMHU	2,784	2,756	2,718	2,627	2,637	-5.3%
NNMC	1,240	1,176	1,057	865	707	-43.0%
WNMU	2,757	2,371	2,421	2,408	2,313	-16.1%



Total Current Funds Revenue

(from Table 3 in the 2015 report)

As would be expected, the distribution of Total Current Funds Revenue is roughly similar to the distribution of FTE students. In 2014-2015 the total Current Funds Revenue for the seven universities is \$1.593 billion.



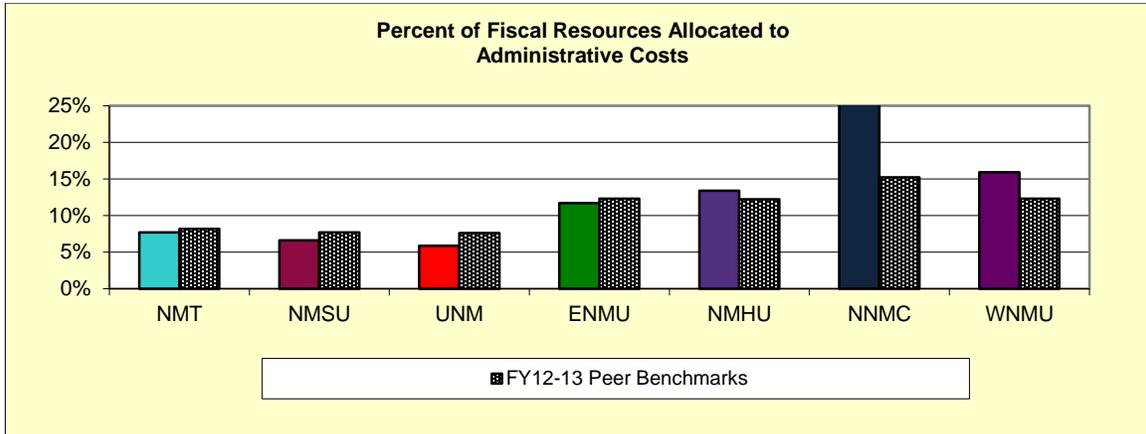
Percent of Fiscal Resources Allocated To Administrative Costs

(from Table 3 in 2014 and 2015 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. These data are from IPEDS, and the latest data available is from FY12-13.

	FY08-09	FY09-10	FY10-11	FY11-12	FY12-13
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%

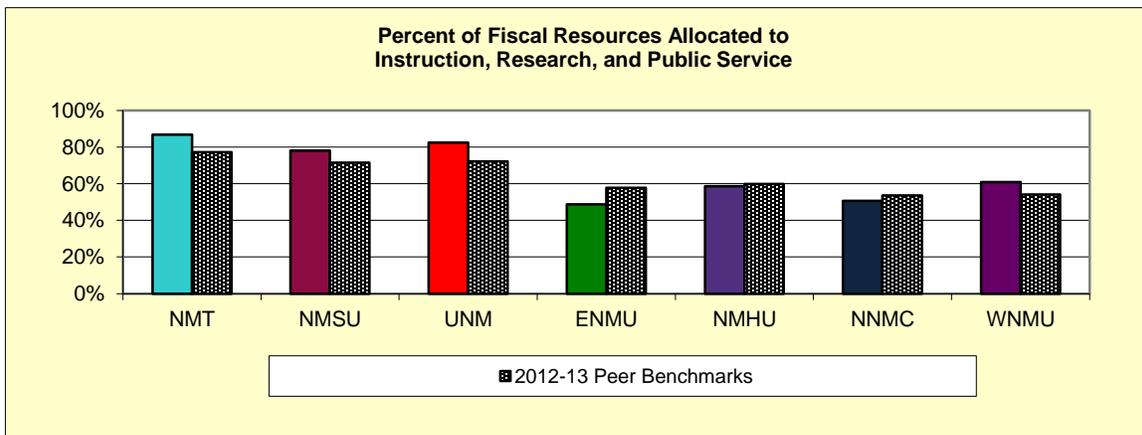
Executive Summary



Percent of Fiscal Resources Allocated To Instruction, Research, and Public Service (from profile page in 2009 through 2012 reports, table 3 in 2013, 2014 and 2015 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. These data are from IPEDS, and the latest data available is from FY12-13.

	FY08-09	FY09-10	FY10-11	FY11-12	FY12-13
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%

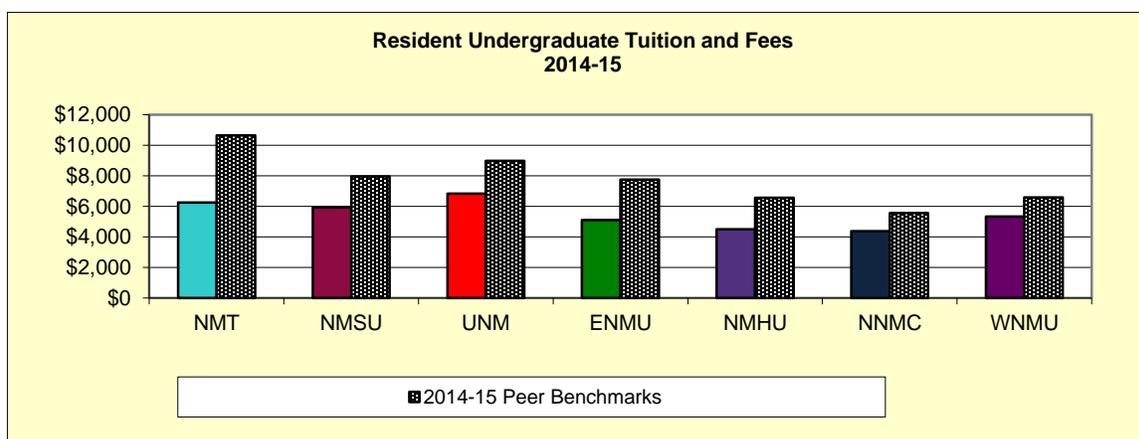


Tuition and Fees Rates

(from Table 4 of 2015 report)

Tuition and fees rates have increased by an average of 35% over the past five years, ranging from 88% at NNMC to 5% 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.

	2011-12	2012-13	2013-14	2014-15	2015-16	% Change Over Past 5 Years
NMT	\$5,301	\$5,496	\$5,714	\$6,256	\$6,613	24.8%
NMSU	\$5,827	\$6,040	\$6,221	\$5,950	\$6,094	4.6%
UNM	\$5,809	\$6,049	\$6,846	\$6,846	\$7,071	21.7%
ENMU	\$4,147	\$4,350	\$4,559	\$4,858	\$5,168	24.6%
NMHU	\$3,264	\$3,504	\$4,000	\$4,500	\$4,800	47.1%
NNMC	\$2,822	\$3,470	\$4,060	\$4,382	\$5,296	87.7%
WNMU	\$4,054	\$4,313	\$4,723	\$5,346	\$5,704	40.7%



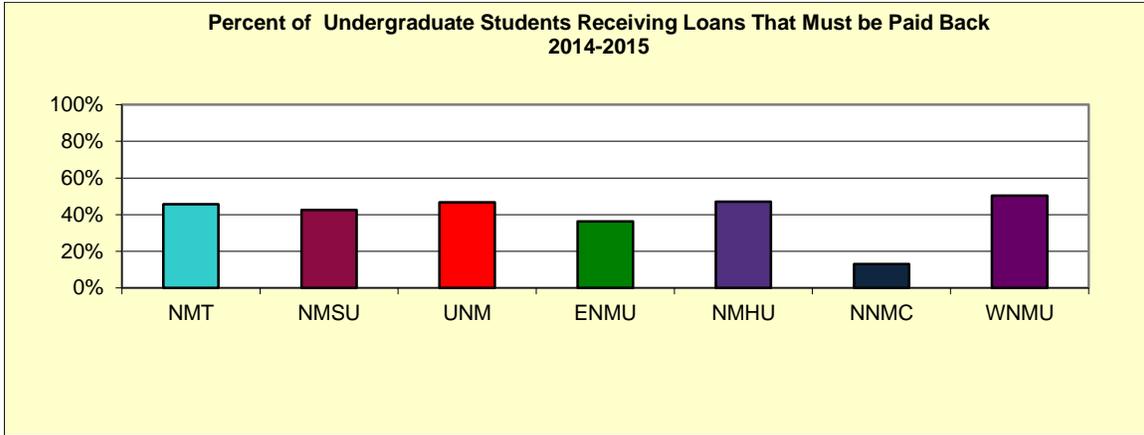
Financial Aid That Must Be Paid Back By Undergraduate Students

(from Table 5 in the 2015 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 40% across New Mexico universities.

	2010-11	2011-12	2012-13	2013-14	2014-15
NMT	33.6%	40.9%	35.0%	42.7%	45.6%
NMSU	42.7%	46.0%	45.7%	43.2%	42.6%
UNM	50.3%	52.6%	32.5%	41.4%	46.8%
ENMU	42.3%	42.8%	41.9%	37.7%	36.3%
NMHU	42.0%	47.0%	46.0%	47.0%	47.0%
NNMC	12.0%	14.0%	14.0%	12.0%	13.0%
WNMU	42.2%	44.8%	48.7%	49.3%	50.3%

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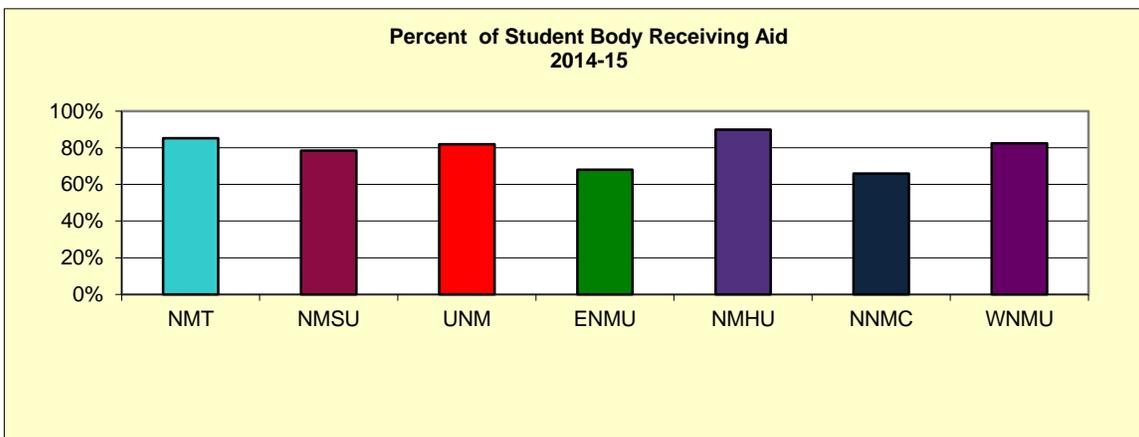


Percent of Undergraduate Students Receiving Aid

(from Table 5 in the 2015 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.

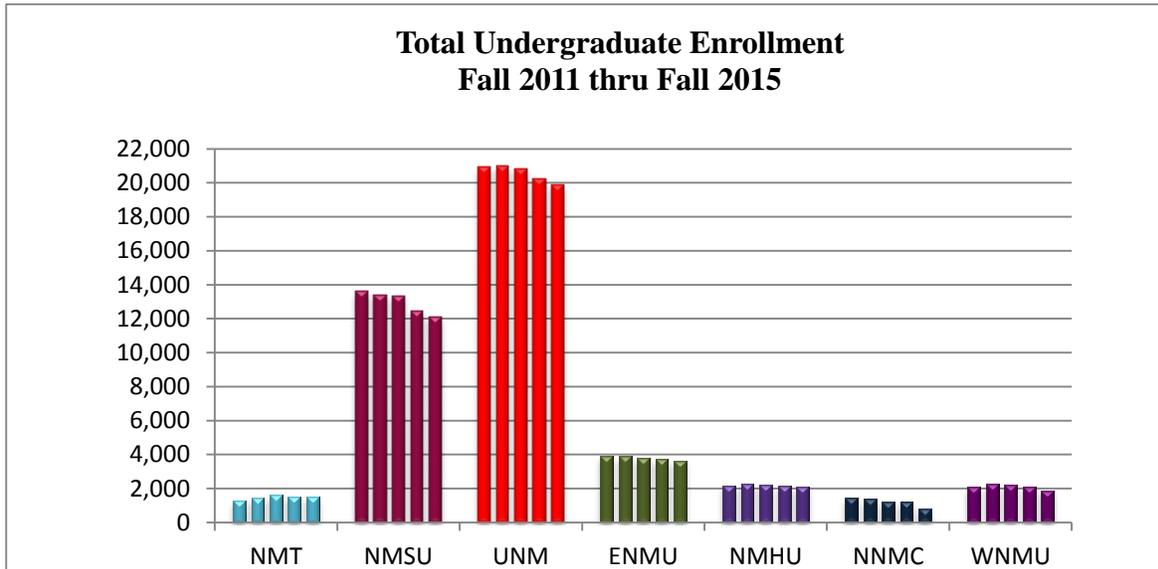
	2010-11	2011-12	2012-13	2013-14	2014-15
NMT	86.1%	87.3%	77.8%	86.0%	85.2%
NMSU	76.5%	80.0%	79.4%	78.7%	78.4%
UNM	83.9%	83.9%	85.2%	85.8%	82.0%
ENMU	78.1%	76.6%	75.0%	71.3%	68.0%
NMHU	84.0%	91.0%	89.0%	88.0%	90.0%
NNMC	65.0%	75.0%	66.0%	66.0%	66.0%
WNMU	73.4%	75.5%	80.4%	79.2%	82.4%



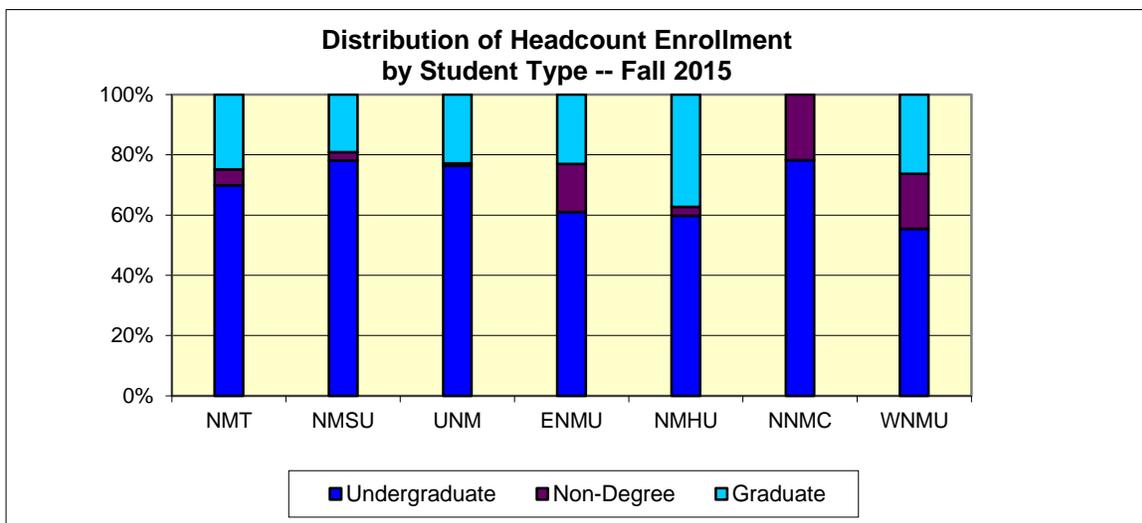
Diversity of Undergraduate Students

(from Tables 1 and 7 in the 2015 report)

Undergraduate students are students pursuing an undergraduate certificate or degree program (associate or baccalaureate). Total undergraduate enrollment has decreased at all but one institution over the past five years. The total undergraduate headcount has decreased -7.7% since 2011.



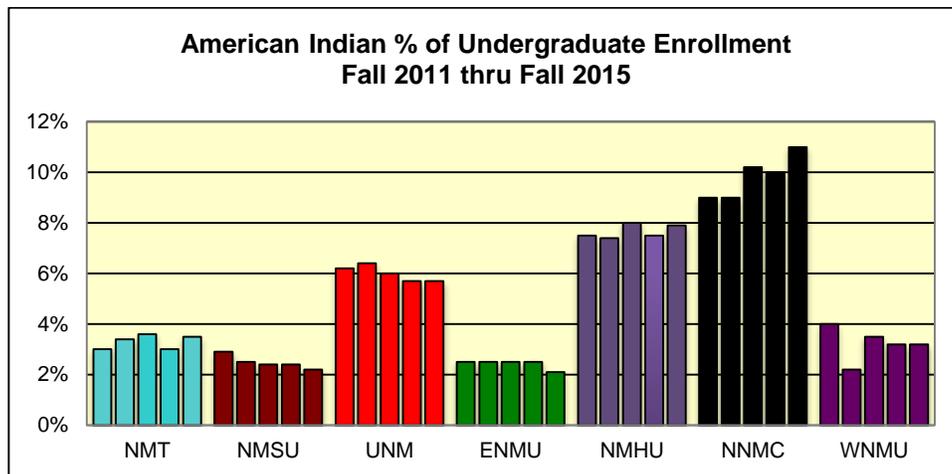
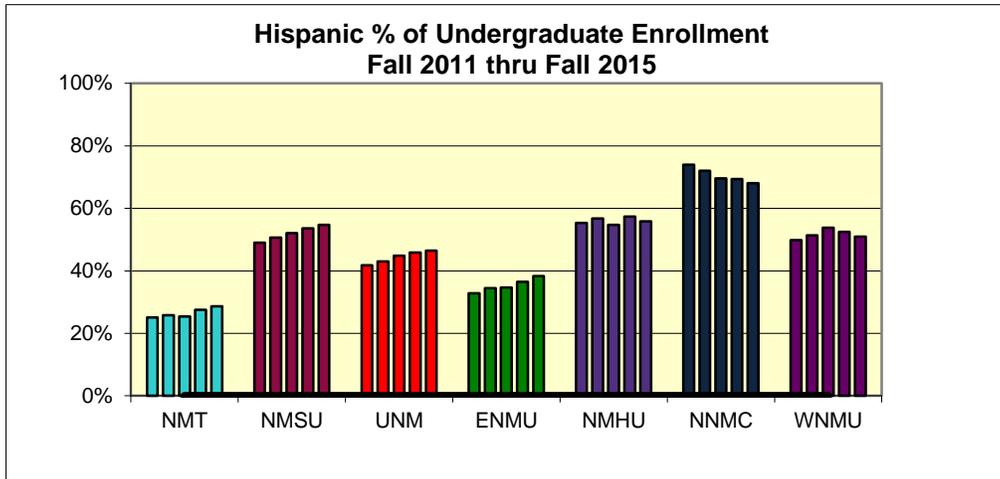
Undergraduate students comprise the majority of total enrollment, but each university also has non-degree students (these may be high school dual enrollment students, students without baccalaureate degrees taking classes, or students with baccalaureate degrees taking additional classes) and graduate 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, 2014 and 2015 reports)

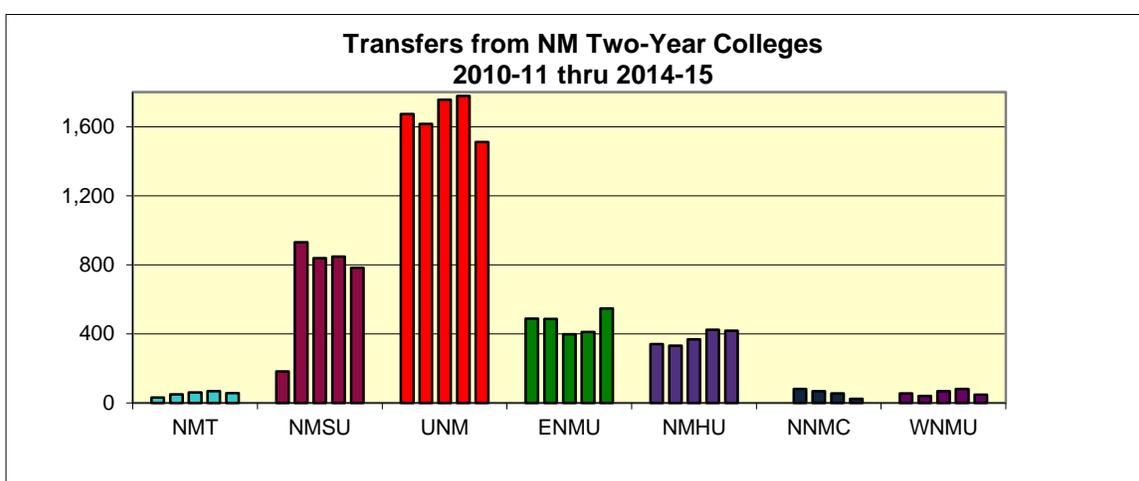
Universities are attentive to the ethnic distribution of their students. While all groups are important, special attention is paid to Hispanic and American Indian percentages since these two groups represent the highest percentage of traditionally under-represented groups in New Mexico. The following 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 2015 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 2010-11 through 2014-15 (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 had been increasing, until the 2014-15 academic year, which saw a decrease. UNM receives 45% 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.

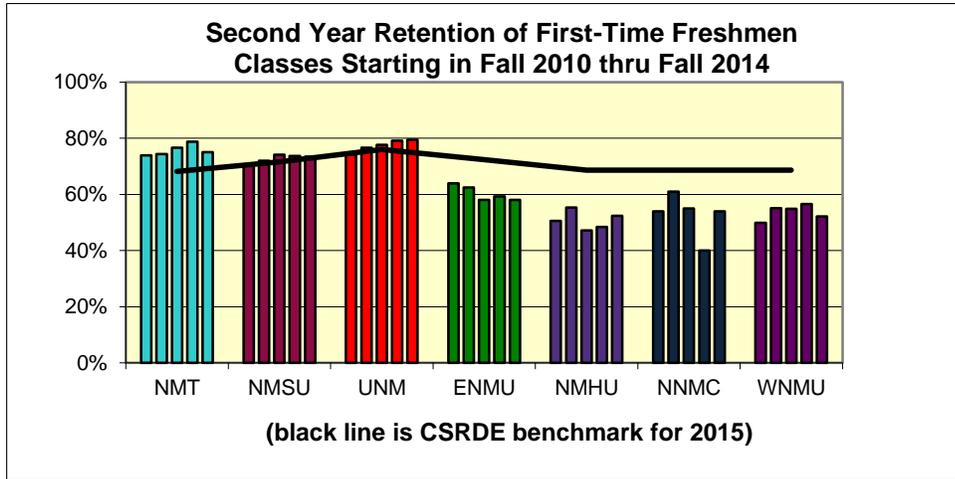


Retention of First-Time Freshmen to Their Second Year

(from Table 10 of the 2013 through 2015 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.

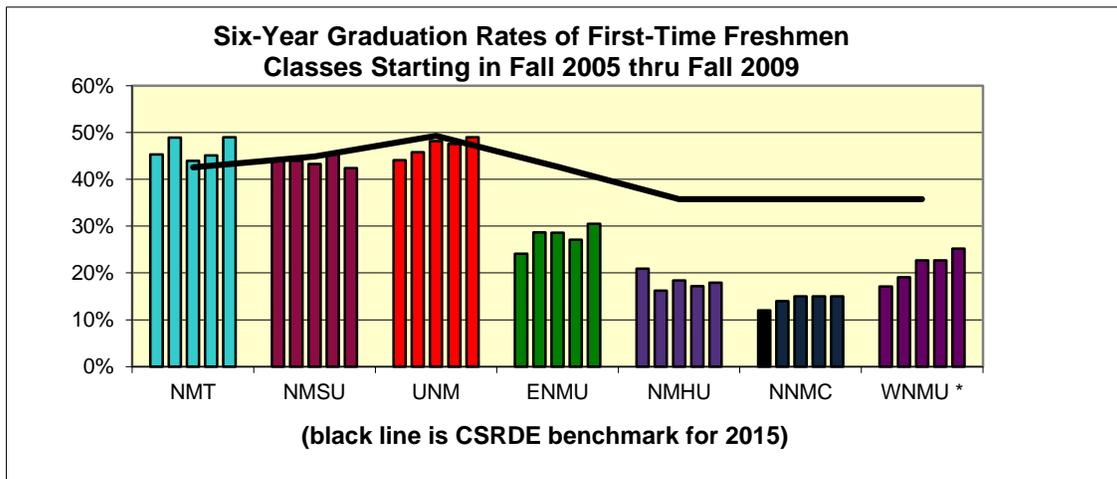
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Six-Year Graduation Rate of First-Time Freshmen

(from Table 11 from the 2012 through 2015 reports)

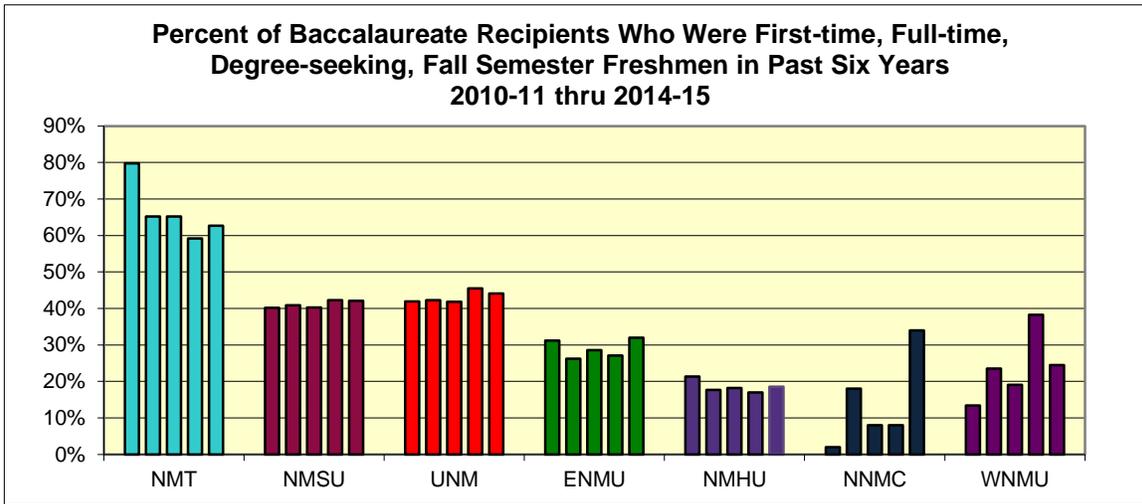
A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the admission policies of the comprehensive 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 calculating their graduation rates.



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

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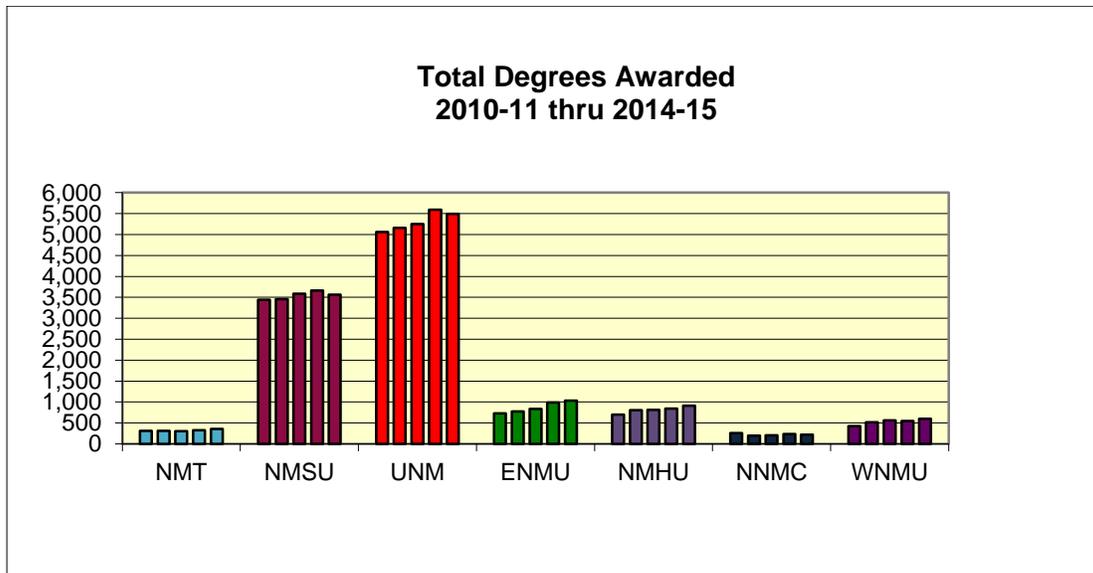
It is worth noting that the traditional six-year graduation rate measure does not include all students who complete degrees. Table 9 in each institution's report shows the number of all baccalaureate degrees awarded to students. The percentage of degree recipients who entered as first-time, full-time, 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

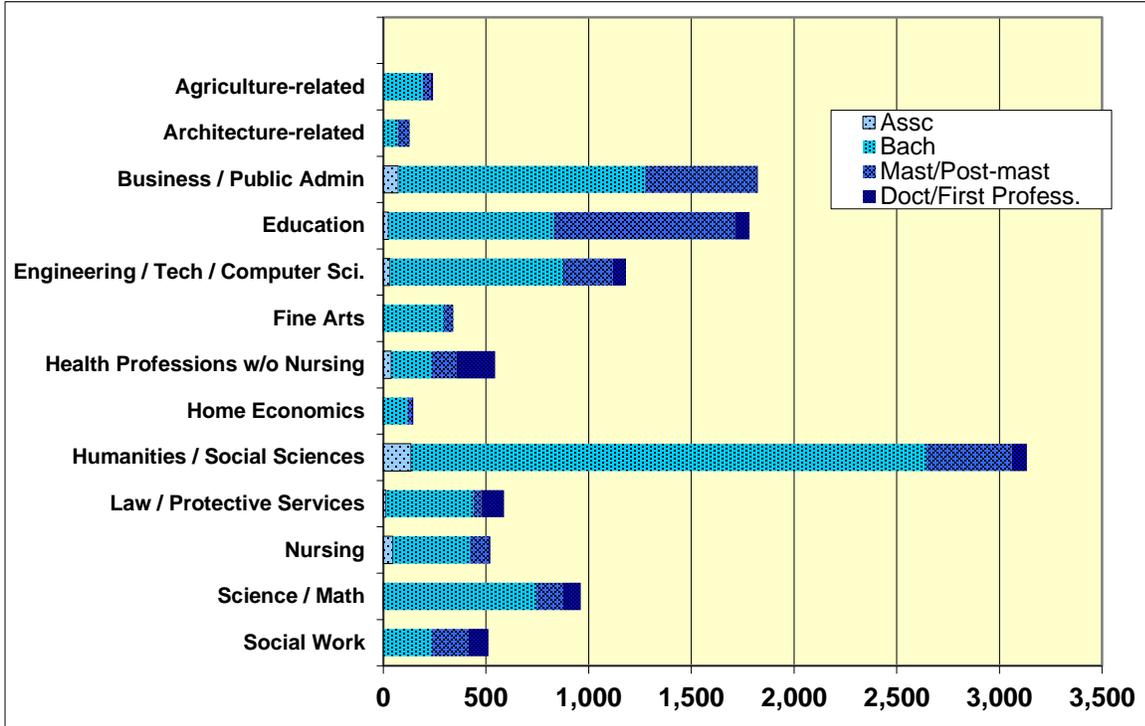
(from Tables 12 and 13 in 2015 report)

The number of degrees awarded has continued to increase over the past five years, growing from 10,843 in 2010-11 to 12,085 in 2014-15, an increase of 11.4%.

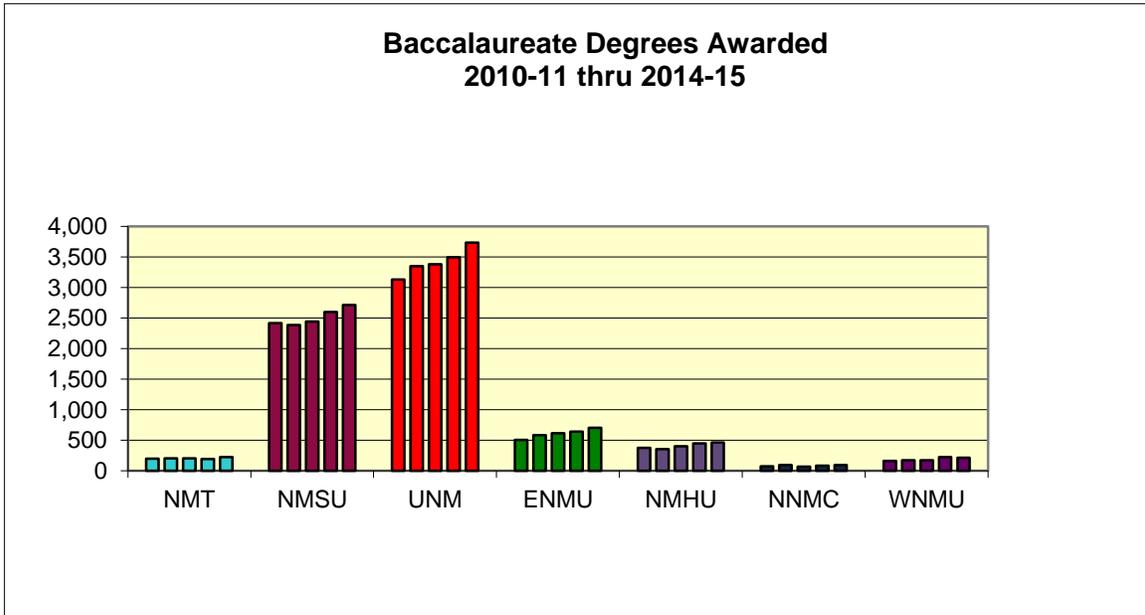


The greatest number of degrees was awarded in humanities and the social sciences, followed by business/public administration, education, engineering/computer science, and science/math.

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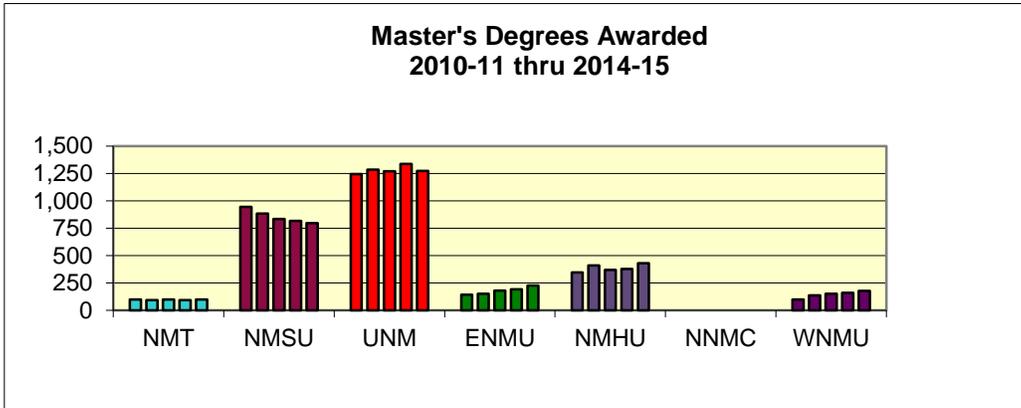


Bachelor's degree awards increased from 7,120 in 2010-11 to 8,002 in 2014-15, an increase of 12.4%.

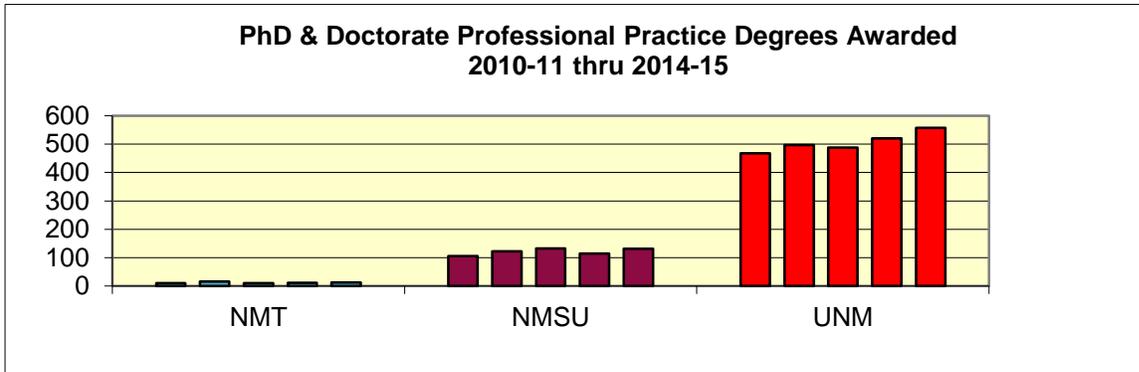


The total number of master's and post-master's degrees also increased, from 2,870 in 2010-11 to 2,997 in 2014-15, an increase of 4.4%. NNMC does not award any graduate degrees.

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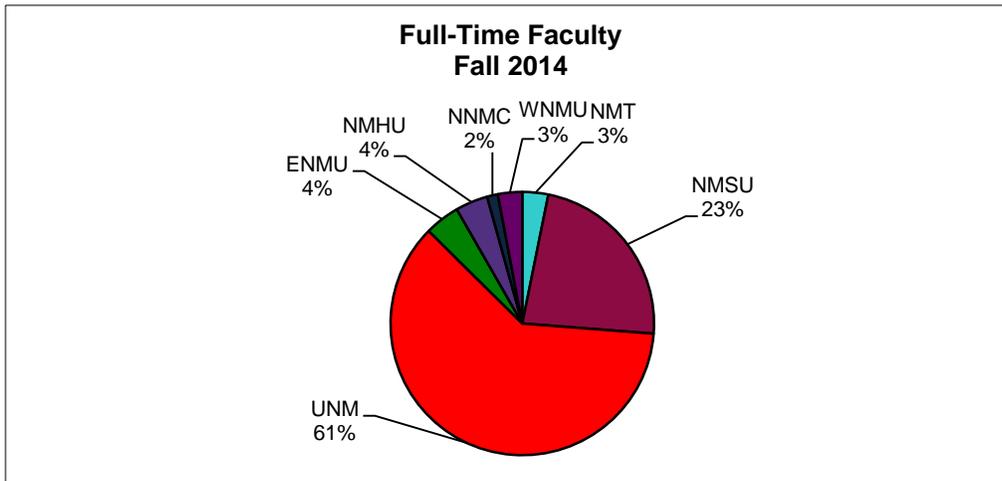
Doctorate Research and Doctorate Professional Practice degrees (medicine, law, and pharmacy) are awarded only by the research universities. These totals have also increased, with 573 granted in 2010-11 and 688 in 2014-15, an increase of 20.1%.



Faculty Diversity

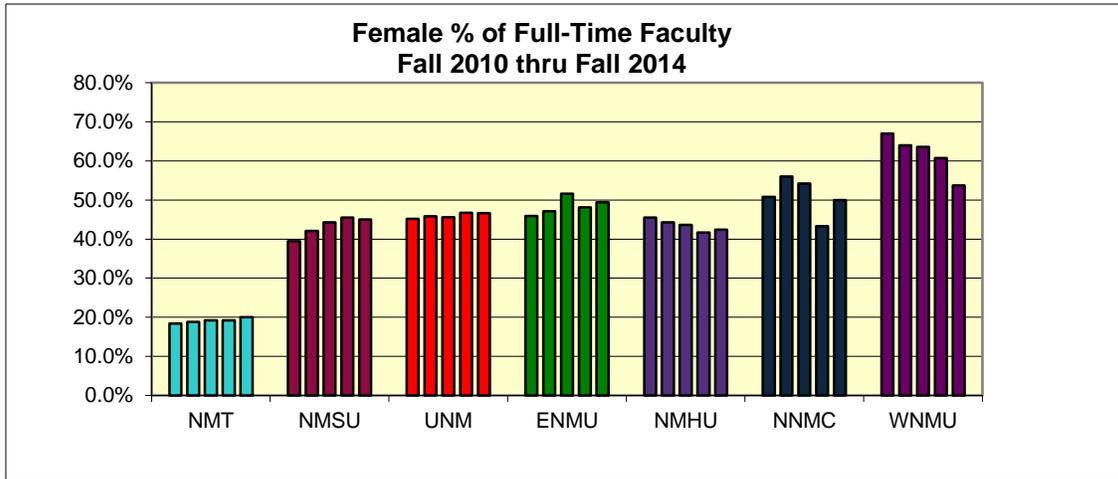
(from Table 15 in 2010 through 2015 reports, and Table 11 in 2010 thru 2011 reports)

The number of full-time faculty at New Mexico universities has increased from 2,955 in fall 2010 to 3,622 in fall 2014 (22.6%). One reason for this is an effort by UNM to transfer adjunct faculty to full-time positions.

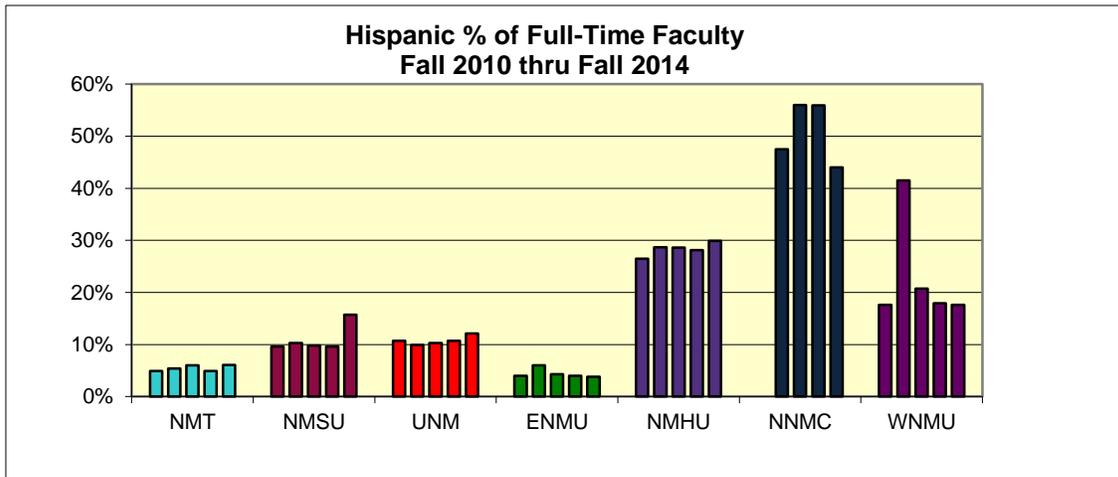


Executive Summary

About 46% of full-time faculty in 2014 were female, a 4.5% increase over the past five years. The percentage is more variable for the smaller institutions where a change of one or two faculty members can affect the percentage dramatically.

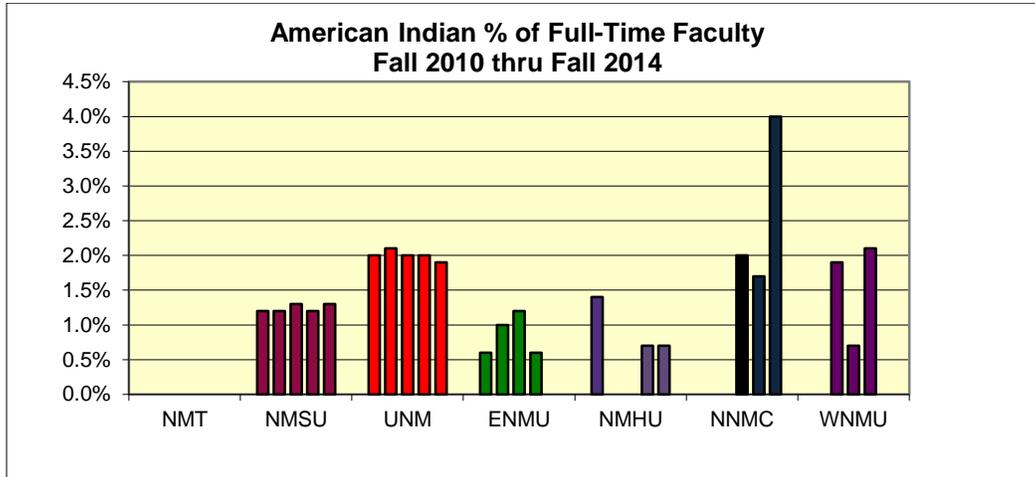


In the fall of 2014, 14% of full-time faculty was Hispanic. There is quite a bit of variance between universities, with NNMC having the highest percentage.



In contrast, the percentage of American Indian full-time faculty stayed level over the past five years, at about 1.5%. This occurred even as the total number of American Indian faculty increased by 27.3%. Some institutions report zero American Indian full-time faculty in some years. NMT did not report any over the four-year period.

Executive Summary



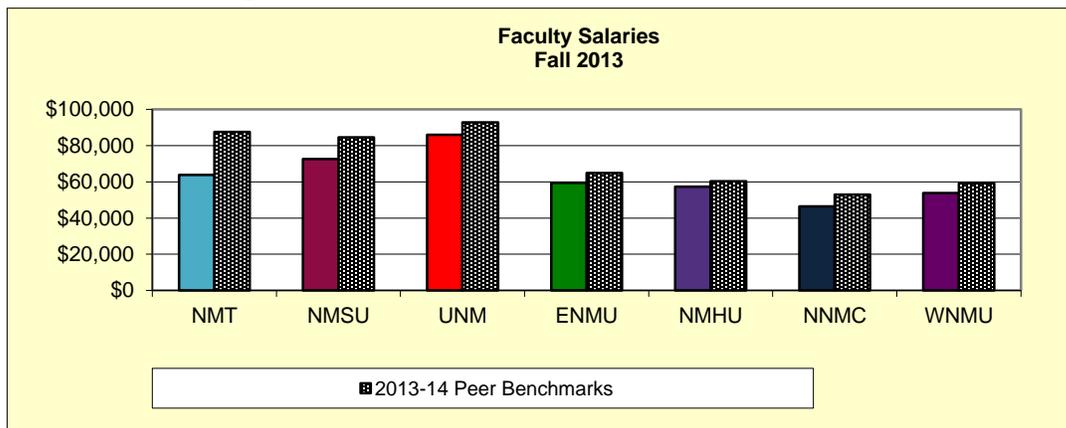
Faculty Salaries

(from Table 17 in the 2015 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. These data are from IPEDS, and the latest data available is from the fall of 2013.

	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	-7.50%
NMSU	\$70,281	\$70,119	\$70,302	\$69,926	\$72,617	3.32%
UNM	\$83,445	\$83,936	\$83,237	\$84,350	\$85,831	2.86%
ENMU	\$56,660	\$55,975	\$55,808	\$55,734	\$59,498	5.01%
NMHU	\$55,162	\$54,935	\$54,834	\$57,200	\$57,381	4.02%
NNMC	\$46,262	\$54,585	\$46,104	\$46,290	\$46,477	0.46%
WNMU	\$49,669	\$51,112	\$52,011	\$51,295	\$53,873	8.46%

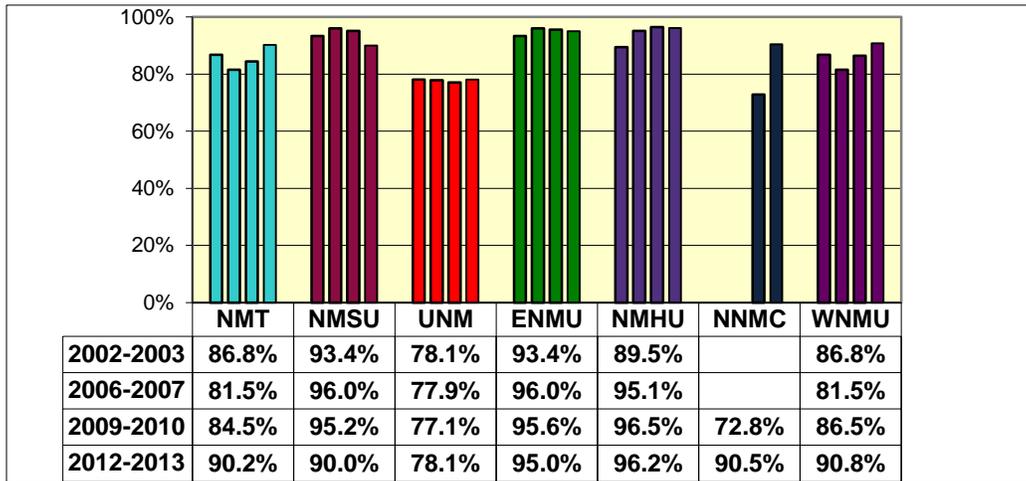
Average salaries remain significantly lower than average salaries at peer institutions, ranging in 2012-13 from 72.7% of peer salaries at NMT to 95.0% at NMHU.



Student Satisfaction

(from Table 14 in 2011 through 2015 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 \$32M over the next few years, employing an average of 1,200 NM employees.
- 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 2015, Tech’s federal and private grants and contracts totaled \$59M and provided employment for over 450 Tech students.
- Tech’s Energetic Materials Research and Testing Center trained nearly 20,000 students. The economic impact to New Mexico, without even considering the multiplier effect, would approach \$29M.

**Table 1. Fall 2015 Overall Enrollment
by Level**

Degree-seeking undergraduate students	1,502
Non-degree students	255
Degree-seeking graduate students	393
Total Headcount	2,150
Total FTE	1,831

**Table 2. Number of programs by degree
level 2015-2016**

Associates	1
Bachelors	247
Masters	99
Doctorates	13

Table 3. Fiscal Resources

For FY12-13*	% 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
	2011-12	2012-13	2013-14	2014-15
Total current funds revenue for main campus	\$165M	\$143M	\$141M	\$140M
State appropriation (main campus) as percent of operating budget	22	26	23	20

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13

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*
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	58.7	\$18,184	76.3
2015-16	\$6,613	N/A	\$19,137	N/A

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

Percent of UG Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	79.1	80.7	71.4	78.3	77.8
Work Study (must work to earn)	16.4	13.7	19.6	13.8	14.6
Loans (must be paid back)	33.6	40.9	35.0	42.7	45.6
Percent of Students Receiving Lottery Scholarships	41.1	43.2	41.2	44.9	44.9
Percent of Students who are Pell recipients	30.3	30.5	29.5	32.0	32.3
Percent of Students Receiving Aid	86.1	87.3	77.8	86.0	85.2
Average Award per Recipient	\$9,626	\$10,104	\$10,160	\$10,152	\$10,312

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

Percent of Graduate Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	21.5	20.7	23.5	22.7	24.6
Loans (must be paid back)	14.1	15.1	9.8	12.9	10.7
Percent of Students Receiving Aid	34.6	34.3	33.3	34.8	33.5
Average Award per Recipient	\$6,758	\$6,940	\$6,328	\$6,747	\$6,831

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	2.0	2.1	2.2	2.0	2.2	2.0	2.4	2.2
American Indian	2.9	3.1	2.5	2.8	3.4	3.6	3.0	3.5
Asian	3.0	3.5	3.1	3.0	2.5	2.9	2.6	2.8
Hispanic	32.6	22.7	24.5	24.9	25.8	25.4	27.5	28.7
Native Hawaiian/Pacific Is	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1
White/Other	60.0	59.5	56.0	53.9	60.0	59.2	55.9	53.5
Two or More Races	2.7	3.0	3.4	3.8	3.3	3.7	4.0	4.9
Nonresident Alien	6.1	5.4	7.1	7.5	2.7	3.0	3.5	2.9
Unknown	0.6	0.6	1.1	2.1	0.1	0.1	0.9	1.5
Total	2,105	2,134	2,127	2,150	1,425	1,490	1,525	1,502

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	60	35.9	68	38.9	56	34.6
Out-of-state 2-Year Colleges	35	21.0	35	20.0	43	26.5
Subtotal 2-Year Colleges	95	56.9	103	58.9	99	61.1
NM Public 4-Year Universities	23	13.8	30	17.1	34	21.0
All Other 4-Year Universities	49	29.3	42	24.0	29	17.9
Subtotal 4-Year Universities	72	43.1	72	41.1	63	38.9
Grand Total	128	100.0	175	100.0	162	100.0

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

Recipients who began as	2012-13		2013-14		2014-15	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	120	65.2	128	59.5	151	62.7
Transfer students (including branch campuses)	44	23.9	55	25.6	61	25.3
Others (other first-time freshmen, returning students, etc.)	20	10.9	32	14.9	29	12.0
All baccalaureate degree recipients	184	100.0	215	100.0	241	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 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	2	100.0	3	33.3	3	100.0
American Indian	12	66.7	11	72.7	5	100.0
Asian	7	71.4	12	66.7	9	77.8
Hispanic	97	75.3	85	82.4	94	66.0
Native Hawaiian/Pacific Islander	0	--	0	--	1	100.0
White/Other	209	78.0	185	76.8	139	74.1
Two or More Races	16	75.0	19	100.0	8	100.0
Nonresident Alien	2	50.0	1	100.0	16	100.0
Unknown	1	100.0	0	--	10	90.0
Men	267	73.8	240	76.7	214	70.1
Women	79	86.1	76	85.5	71	90.1
All Students	346	76.6	316	78.8	285	75.1

<i>Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?</i>						
Race/Ethnicity & Sex	Entered Fall 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015
African American	1	0.0	3	0.0	5	40.0
American Indian	3	66.7	10	20.0	9	33.3
Asian	7	42.9	12	41.7	3	33.3
Hispanic	68	42.6	74	40.5	77	41.6
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	158	43.7	179	48.6	157	55.4
Two or More Races	4	75.0	5	60.0	4	0
Nonresident Alien	0	--	3	66.7	0	--
Unknown	0	--	0	--	0	--
Men	193	43.5	214	40.2	193	46.6
Women	48	45.8	72	59.7	62	56.5
Overall	241	44.0	286	45.1	255	49.0

Student Progress and Student Success

Table 12. What degrees were awarded in 2014-15?

	Associates	Bachelors	Masters	Doctorates	Total
Agriculture					
Architecture-related					
Business/Agri-Business/Public Administration	0	4			4
Education			15		15
Engineering/Tech/Computer Science		171	53	3	227
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science	1	4			5
Law/Protective Services					
Nursing					
Science and Math		68	31	10	109
Social Work					
Total	1	247	99	13	360
Science/Technology/Engineering/Math/Health		239	84	13	336

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Associates	2	3	1	2	1
Bachelors	203	202	194	223	247
Masters	98	92	98	91	99
Doctorates	10	16	10	11	13
Total	313	313	303	327	360

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

	2003-04 %	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 2012 Faculty %	Fall 2013 Faculty %	Fall 2014 Faculty %	Fall 2012 Staff %	Fall 2013 Staff %	Fall 2014 Staff %
	(N = 123)	(N = 119)	(N = 115)	(N = 574)	(N = 550)	(N = 527)
African American	0.0	0.0	0.0	0.3	0.2	0.2
American Indian	0.0	0.0	0.0	4.7	4.5	4.2
Asian	16.3	14.3	16.5	1.7	2.5	3.0
Hispanic	4.9	6.7	6.1	42.3	44.2	45.2
Native Hawaiian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	78.0	78.2	76.5	50.7	48.4	47.4
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	0.8	0.8	0.9	0.2	0.2	0.0
Men	80.5	78.2	80.0	53.5	52.4	54.3
Women	19.5	21.2	20.0	46.5	47.6	45.7

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
11:1	11:1	12:1	13:1	14:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2010	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 assistant, associate and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

**New Mexico Institute of Mining and Technology
DFA Submittals October 2015**

		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	28%	28%	28%	28%	30%	30%
	Actual	366	415	464	466	483	
	Percent	28.1%	29.2%	31.1%	30.6%	32.2%	

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

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 2 nd Semester		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	Fall 15 to Spr 16
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	75%	75%	75%	80%	80%	80%
	Actual	88.9%	90.7%	92.5%	89.9%	90.5%	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 3 rd Semester		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	Fall 15 to Spr 16
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	75	72	72	74	77	77
	Actual	70.6	74.4	76.6	78.8	75.1	
CSRDE Benchmark*		69.3	66.4	64.3	65.1	68.2	

*CSRDE June 2015 data (2004-13 cohorts) for public, moderately-selective institutions (>21 ACT), fewer than 5,000 students.

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 7 th Semester		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	Fall 13 to Fall 16
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%	73%	73%	76%	76%
	Actual	68.8%	77.5%	75.2%	74.6%	81.1%	
		FY16: Initial Cohort = 346; Retained to 2013 = 265; retained to 2015 OR graduated = 215 215/265 = 81.1%					

		FY12	FY13	FY14	FY15	FY16	FY17
Completion Measure		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	Fall 10 to Sum 16
Percent of first-time, full-time freshmen completing an academic program within six years	Target	50.0%	45.0%	48.0%	45.0%	48.0%	48.0%
	Actual	47.4%	48.9%	44.2%	45.1%	49.0%	
CSRDE Benchmark*		44.1%	54.6%	37.1%	38.2%	42.6%	

*CSRDE June 2015 data (2004-13 cohorts) for public, moderately-selective institutions (>21 ACT), fewer than 5,000 students.

New Mexico Institute of Mining and Technology

		FY12	FY13	FY14	FY15	FY16	FY17
		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	Sum/Fa/Spr 2015-16
Degrees Awarded							
Total number of degrees awarded	Target	300	300	320	310	325	325
	Actual	313	313	303	328	362	

		FY12	FY13	FY14	FY15	FY16	FY17
		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	Sum/Fa/Spr 2015-16
Transfer Measure							
Undergraduate transfer students from two-year colleges	Target	40	40	60	60	60	60
	Actual	59	74	60	68	99	

		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
External Funding							
External dollars for research and creative activity in millions	Target	\$85M	\$86M	\$80M	\$65M	\$68.5M	\$65M
	Actual	\$88.9M	\$71.6M	\$64.2M	\$68M	\$59M	

		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Master of Science for Teachers							
Number of NMT's Master of Science for Teachers program	Target	170	170	180	180	180	180
	Actual	245	183	173	208	126	

		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Distance Education							
Number of NMT students enrolled in Distance Education courses	Target	500	400	400	400	400	400
	Actual	380	389	387	382	352	

		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Research Expenditures							
NMT's expenditures on research	Target	\$90M	\$85M	\$72M	\$65M	\$68.5M	\$65M
	Actual	88.7M	\$81.2M	\$63.7M	\$68M	\$59M	

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:

- Construction of the Burrell College of Osteopathic Medicine (BCOM) in the Arrowhead Research Park will be completed by June 2016, at a cost of \$104 million, all of which is privately funded. BCOM will provide 125 long-term jobs, will have 160 students as its first class in Fall 2016, and is an anchor in the Park for growth of a health care sector.
- Studio G, Arrowhead Center’s student/alumni business accelerator, currently has over 100 members, with 45 startups, 34 businesses registered in New Mexico, and \$1,500,000 in investments, grants, and contracts in FY 2015.
- NMSU has been awarded a \$100,000 federal grant from the U.S. Small Business Assistance Federal and State Technology (FAST) Partnership Program. The grant, supported by the Martinez Administration, will help NMSU’s Arrowhead Center build greater participation in federal programs that fund collaborative efforts between researchers and small companies working to take new technologies to market.
- The Daniels Fund gave a two-year, \$500,000 grant to help NMSU’s Arrowhead Center develop a “cradle-to-career” pipeline for New Mexico to practice innovation and entrepreneurship at every stage of a young person’s education, emphasizing critical thinking and problem-solving skills. NMSU’s Cooperative Extension service will be integral to the statewide expansion, as they assist with understanding specific needs in those communities.

**Table 1. Fall 2015
Overall Enrollment by Level**

Degree-seeking undergraduate students	12,104
Degree-seeking graduate students	2,964
Non-degree students	422
Total Headcount	15,490
Total FTE	12,584

**Table 2. Number of programs by
degree level 2015-2016**

Bachelors	92
Masters	57
Education Specialists	3
Post-Baccalaureate Certificates	13
Doctorates	31

Table 3. Fiscal Resources

	% for			
	Institution		% for Peers	
For FY12-13*				
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	
	2011-12	2012-13	2013-14	2014-15
Total current funds revenue for main campus	\$524.2M	\$501.9M	\$515.6M	\$520.6M
State appropriation (main campus) as percent of operating budget	27.3	29.7	30.6	32.0

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13
Performance Effectiveness Report – November 2015

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*
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	74.6	\$19,111	89.1
2015-16	\$6,094	N/A	\$19,651	N/A

*List of peers appears in the Appendix

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

Percent of UG Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	69.0	72.1	71.1	70.4	70.3
Work Study (must work to earn)	5.1	4.1	4.2	5.0	4.6
Loans (must be paid back)	42.7	46.0	45.7	43.2	42.6
Percent of Students Receiving Lottery Scholarships	32.0	33.9	32.5	33.0	32.0
Percent of Students who are Pell recipients	47.7	44.2	43.2	42.4	42.8
Percent of Students Receiving Aid	76.5	80.0	79.4	78.7	78.4
Average Award per Recipient	\$9,995	\$9,901	\$9,623	\$9,470	\$9,694

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

Percent of Graduate Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	12.4	15.2	17.3	18.1	18.2
Loans (must be paid back)	34.4	37.8	35.6	32.8	30.2
Percent of Students Receiving Aid	41.6	46.0	45.4	44.2	41.1
Average Award per Recipient	\$12,543	\$12,849	\$12,877	\$10,789	\$10,467

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	2.9	2.9	2.9	3.0	3.0	3.0	3.0	3.0
American Indian	2.3	2.3	2.3	2.0	2.5	2.4	2.4	2.2
Asian	1.3	1.3	1.4	1.3	1.2	1.2	1.2	1.2
Hispanic	47.3	48.5	48.9	49.6	50.6	52.1	53.6	54.7
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2
White/Other	33.6	32.6	31.8	30.9	33.3	32.1	30.7	29.4
Two or More Races	1.2	1.3	1.6	1.8	1.1	1.3	1.5	1.8
Nonresident Alien	6.3	6.8	7.6	8.3	3.9	4.1	4.4	4.9
Unknown	4.9	4.1	3.3	2.9	4.2	3.5	2.9	2.6
Total	17,651	16,765	15,829	15,490	13,411	13,372	12,457	12,104

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	839	48.9	848	51.9	783	48.5
Out-of-state 2-Year Colleges	452	26.4	405	24.8	426	26.4
Subtotal 2-Year Colleges	1,291	75.3	1,253	76.7	1,209	74.8
NM Public 4-Year Universities	131	7.6	113	6.9	144	8.9
All Other Universities	293	17.1	267	16.4	263	16.3
Subtotal 4-Year Universities	424	24.7	380	23.3	407	25.2
Grand Total	1,715	100.0	1,633	100.0	1,616	100.0

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

Recipients who began as	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	979	40.2	1,083	42.3	1,026	42.1
Transfers (including those from Branch campuses)	1,081	44.4	1,051	41.0	1,010	41.5
Others (returning students, freshmen starting in spring, part-time students, etc.)	373	15.3	429	16.7	400	16.4
All baccalaureate degree recipients	2,433	100.0	2,563	100.0	2,436	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 & Sex	Entered Fall 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	54	64.8	67	77.6	53	71.7
American Indian	41	73.2	39	74.4	40	55.0
Asian	16	93.8	21	81.0	23	95.7
Hispanic	1,159	71.6	1,064	71.6	1,076	71.9
Native Hawaiian/Pacific Islander	2	100.0	5	100.0	4	75.0
White/Other	613	79.0	592	77.0	517	76.0
Two or More Races	45	66.7	34	58.8	44	61.4
Nonresident Alien	46	82.6	40	82.5	43	83.7
Unknown	47	78.7	40	70.0	47	91.5
Men	875	72.2	881	71.3	816	71.6
Women	1,148	75.7	1,021	75.8	1,031	75.1
All Students	2,023	74.2	1,902	73.7	1,847	73.5

<i>Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?</i>						
Race/Ethnicity & Sex	Entered Fall 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015
African American	83	25.3	75	37.3	74	29.7
American Indian	101	22.8	85	31.8	105	23.8
Asian	29	48.3	24	54.2	34	58.8
Hispanic	940	40.6	1,025	42.6	1,203	39.9
Native Hawaiian/Pacific Islander	1	100.0	1	100.0	3	33.3
White/Other	802	48.5	794	50.3	850	48.9
Two or More Races	12	83.3	13	76.9	9	22.2
Nonresident Alien	38	55.3	28	67.9	40	40.0
Unknown	99	50.5	126	46.0	132	43.9
Men	982	36.7	996	40.5	1,144	38.5
Women	1,123	49.1	1,175	50.1	1,306	45.9
Overall	2,105	43.3	2,171	45.7	2,450	42.4

Student Progress and Student Success

Table 12. What degrees were awarded in 2014-15? (no zeros)

	Associates	Bachelors	Masters	Ed Specialists	Grad Certs.	PhD/Ed.	Total
Agriculture		151	26			7	184
Architecture-related							
Business/Agri-Business/Public Administration	21	431	94		3	5	554
Education		233	220		8	35	496
Engineering/Tech/Computer Science		422	126		6	26	580
Fine Arts							
Health Professions (w/o Nursing)		55	24		3		82
Home Economics		53	15				68
Humanities/Social Science		775	139	6	26	16	962
Law/Protective Services		177	36				213
Nursing		129	6			11	146
Science and Math		142	52			31	225
Social Work		48	56				104
Total	21	2,616	794	6	46	131	3,614
Science/Technology/Engineering/Math/Health		899	234		9	75	1,217

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Associates	10	12	25	18	21
Bachelors	2,387	2,441	2,599	2,714	2,616
Masters	920	875	800	807	794
Ed Specialists	12	7	10	8	6
Graduate Certificates	11	20	22	36	46
PhD/EdD	105	102	132	114	131
Total	3,445	3,457	3,588	3,697	3,614

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

	2003-04 %	2006-07 %	2009-10 %	2012-13 %
Satisfied or Very Satisfied with Curriculum and Instruction	82.9	78.0	93.0	88.3
Satisfied or Very Satisfied with Student Support	83.1	74.0	92.1	87.6
Satisfied or Very Satisfied Overall with Institution	87.8	83.0	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 2012 Faculty % (N = 804)	Fall 2013 Faculty % (N = 840)	Fall 2014 Faculty % (N = 835)	Fall 2012 Staff % (N = 2,470)	Fall 2013 Staff % (N = 2,371)	Fall 2014 Staff % (N = 2,329)
African American	1.2	1.0	1.3	1.7	1.5	1.6
American Indian	1.4	1.4	1.3	1.1	1.1	1.1
Asian	7.7	8.0	7.8	1.6	1.5	1.7
Hispanic	15.4	15.5	15.7	45.6	46.4	48.4
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.1	0.1	0.1
White/Other	65.2	64.6	64.7	42.5	42.8	41.6
Two or More Races	0.8	0.7	0.8	0.6	0.6	0.7
Nonresident Alien	4.7	4.5	5.5	1.8	1.4	1.4
Unknown	3.6	4.3	2.9	5.0	4.6	3.4
Men	55.7	54.5	55.0	47.0	47.2	47.3
Women	44.3	45.5	45.0	53.0	52.8	52.7

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
20:1	19:1	18:1	17:1	17:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	79.1	\$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
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

New Mexico State University DFA Submittals October 2015

		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Number of Hispanic undergraduate degree-seeking students	Target	7,100	6,900	6,900	6,900	6,900	6,900
	Actual	6,829	6,781	6,701	6,511	6,479	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure		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	Fall 15 to Spring 16
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	88%	87%	87%	87%	87%	87%
	Actual	86%	86%	87%	87%	86%	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure		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	Fall 15 to Fall 16
Percent of full-time degree-seeking first-time freshmen retained to second year	Target	75%	72%	72%	73%	74%	74%
	Actual	71%	72%	74%	74%	74%	
CSRDE Benchmark		75%	73%	73%	72%		

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure		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	Fall 13 to Fall 16
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	80%	78%	78%	78%	78%	78%
	Actual	77%	72%	74%	75%	74%	

		FY12	FY13	FY14	FY15	FY16	FY17
Completion Measure		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	Fall 10 to Sum 16
Percent of full-time, degree-seeking, first-time freshmen completing an academic program within six years	Target	45%	47%	47%	47%	47%	47%
	Actual	47%	44%	43%	46%	42%	
CSRDE Benchmark		48%	47%	46%	45%		

		FY12	FY13	FY14	FY15	FY16	FY17
Degrees Awarded		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	Sum/Fa/Spr 2015-16
Total number of baccalaureate degrees awarded	Target	2,300	2,400	2,450	2,550	2,650	2,650
	Actual	2,387	2,440	2,599	2,644	2,616	

Note: Double majors each counted as a degree

New Mexico State University

Transfer Measure		FY12	FY13	FY14	FY15	FY16	FY17
		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	Sum/Fa/Spr 2015-16
Undergraduate transfer students from two-year colleges	Target	1,028	750	925	1,250	1,300	1,300
	Actual	1,217	592*	1,291	1,312	1,316	

*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		FY12	FY13	FY14	FY15	FY16	FY17
		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	Sum/Fa/Spr 2015-16
Number of degree programs offered via distance education	Target	28	29	34	37	37	37
	Actual	33	37	36	37	39	

Programs using assessment		FY12	FY13	FY14	FY15	FY16	FY17
		FY10-11	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Percent of academic departments using results of student learning outcomes for improvement	Target	75%	75%	75%	80%	80%	80%
	Actual	85%	75%	75%	80%	80%	

NMSU Bachelor Nursing Degrees		FY12	FY13	FY14	FY15	FY16	FY17
		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	Sum/Fa/Spr 2015-16
Number of Bachelor Nursing Degrees Awarded	Target	185	130	130	130	130	130
	Actual	126	112	122	145	129	

NMSU Graduate Enrollment		FY12	FY13	FY14	FY15	FY16	FY17
		Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Graduate enrollment as a percent of total NMSU Las Cruces enrollment	Target	New FY16	New FY16	New FY16	New FY16	20%	20%
	Actual	New FY16	New FY16	New FY16	New FY16	19%	

Expenditures—Las Cruces campus		FY12	FY13	FY14	FY15	FY16	FY17
		FY10-11	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Total external research expenditures	Target	New FY16	New FY16	New FY16	New FY16	\$90M	\$90M
	Actual	New FY16	New FY16	New FY16	New FY16	\$88.2M	

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 has many individual accreditations. These are listed 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 has been the driver behind Innovate ABQ, an economic development partnership with Nusenda Credit Union, City of Albuquerque, Bernalillo County, and other government investors.
- During FY15, UNM Main Campus and Branches expended more than \$179 million in externally funded grants and contracts, which flow into the state economy.
- Since 1996, researchers through STC.UNM have received 454 issued U.S. patents and have spun-off 90 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.
- During FY15, UNM launched the Innovation Academy representing the academic component of Innovate ABQ. In addition to launching the entrepreneurs of the future, the Innovation Academy is providing a location where UNM faculty learn how to be better teachers and piloting new pedagogies that offer a robust means of incorporating real-world problems into the classroom.

<i>Table 1. Fall 2015 Overall Enrollment by Level</i>	
Degree-seeking undergraduate students	19,886
Degree-seeking graduate students	4,737
Graduate, professional practice	1,201
Non-degree students	1,227
Total Headcount (includes HSC)	27,353
Total FTE (includes HSC)	23,005

<i>Table 2. Number of programs by degree level 2015-2016</i>	
Associate	1
Bachelors	97
Undergraduate Certificates	9
Masters	78
Post-Master & Graduate	13
Certificates (includes Ed Spec)	42
Doctorate-Research	5
Doctorate-Professional Practice	5

<i>Table 3. Fiscal Resources</i>				
For FY12-13*	% 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	
	2011-12	2012-13	2013-14	2014-15
Total current funds revenue for main campus	\$653M	\$730M	\$747M	\$730M
State appropriation (main campus) as percent of operating budget	22.3	21.3	20.8	23.9

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13

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*
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	76.1	\$20,664	84.8
2015-16	\$7,071	N/A	\$21,304	N/A

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

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

Percent of UG Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Gift Aid (not paid back)	48.2	45.9	63.2	68.6	72.1
Work Study (must work to earn)	1.4	1.5	2.2	1.6	1.9
Loans (must be paid back)	50.3	52.6	32.5	29.8	26.0
Percent of Students Receiving Lottery Scholarships	40.5	39.8	49.2	42.6	39.3
Percent of Students who are Pell recipients	41.0	42.9	43.6	42.6	42.7
Percent of Students Receiving Aid	76.3	83.9	85.2	85.8	82.0
Average Award per Recipient	\$9,061	\$9,365	\$9,140	\$9,655	\$9,213

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

Percent of Graduate Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Gift Aid (not paid back)	48.1	49.7	49.2	55.1	52.3
Loans (must be paid back)	41.5	43.5	49.0	40.9	46.8
Percent of Students Receiving Aid	69.7	70.6	66.3	71.6	67.8
Average Award per Recipient	\$13,456	\$14,048	\$15,378	\$15,086	\$16,352

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2012	%Fall 2013	%Fall 2014	%Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	2.5	2.5	2.4	2.3	2.7	2.7	2.6	2.5
American Indian	5.7	5.4	5.1	5.2	6.4	6.0	5.7	5.7
Asian	3.2	3.1	3.3	3.5	3.0	2.9	3.1	3.4
Hispanic	38.1	39.9	40.6	41.1	43.0	44.8	45.9	46.5
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
White/Other	41.0	39.7	38.7	37.8	38.3	37.0	36.2	35.4
Two or More Races	2.5	2.9	3.1	3.2	2.8	3.3	3.4	3.5
Nonresident Alien	3.6	3.7	4.6	5.0	0.9	1.0	1.2	1.5
Unknown	3.2	2.6	2.1	1.9	2.7	2.1	1.6	1.5
Total	29,100	28,644	27,889	27,353	21,008	20,852	20,251	19,886

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	1,756	58.9	1,779	58.5	1,511	56.4
Out-of-state 2-Year Colleges	296	9.9	225	7.4	176	6.6
Subtotal 2-Year Colleges	2,502	68.8	2,004	65.9	1,687	63.0
NM Public 4-Year Universities	186	6.2	188	6.2	183	6.8
All Other 4-Year Universities	746	25.0	851	28.0	807	30.1
Subtotal 4-Year Universities	932	31.2	1,039	34.1	990	37.0
Grand Total	2,874	100.0	3,043	100.0	2,677	100.0

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

Recipients who began as	2012-13		2013-14		2014-15	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	1,451	41.8	1,698	45.4	1,581	44.1
Transfer students (including branch campuses)	1,451	41.8	1,388	37.2	1,364	38.1
Others (other first-time freshmen, returning students, etc.)	570	16.4	650	17.4	636	17.8
All baccalaureate degree recipients	3,472	100.0	3,736	100.0	3,581	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 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	87	77.0	88	78.4	68	73.5
American Indian	191	66.0	149	60.4	85	65.9
Asian	109	89.0	104	86.5	140	96.4
Hispanic	1,640	77.5	1,775	80.1	1,553	80.0
Native Hawaiian/Pacific Islander	6	83.3	4	50.0	5	60.0
White/Other	1,114	78.4	1,146	79.2	1,060	78.7
Two or More Races	165	78.8	134	76.9	119	74.8
Nonresident Alien	22	82.1	41	87.8	41	82.9
Unknown	38	87.4	30	83.3	18	77.8
Men	1,443	75.3	1,494	76.6	1,727	76.5
Women	1,929	79.5	1,977	80.9	1,362	81.9
Overall	3,372	77.7	3,471	79.1	3,089	79.5

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

Race/Ethnicity & Sex	Entered Fall 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015
African American	83	44.6	112	34.8	133	42.9
American Indian	156	23.1	175	28.6	179	24.6
Asian	108	57.4	123	45.5	129	57.4
Hispanic	1,109	45.4	1,281	46.8	1,431	46.2
Native Hawaiian/Pacific Islander	3	66.7	3	100.0	0	0
White/Other	1,263	52.5	1,334	50.8	1,284	53.0
Two or More Races	31	67.7	12	100.0	0	0
Nonresident Alien	19	47.4	38	65.8	15	66.7
Unknown	85	51.2	72	50.0	171	52.0
Men	1,217	44.1	1,415	42.2	1,581	42.9
Women	1,640	51.2	1,735	51.9	1,761	53.2
Overall	2,857	48.2	3,150	47.6	3,342	49.0

Student Progress and Student Success

Table 12. What degrees were awarded in 2014-15?

	Bachelors	Masters	Post Masters	Grad Certificate	Doctorate	Total
Agriculture	16					16
Architecture-related	54	69		8		131
Business/Agri-Business/Public Administration	560	341	3			904
Education	363	295		39	34	731
Engineering/Tech/Computer Science	228	172		1	48	449
Fine Arts	262	43			7	312
Health Professions (w/o Nursing)	132	85		5	229	451
Home Economics	56	7			1	64
Humanities/Social Science	1325	142		1	59	1527
Law/Protective Services	148				112	260
Nursing	124	46	3		12	185
Science and Math	398	66			55	519
Social Work						
Total	3,666	1,266	6	54	557	5,549
Science/Technology/Engineering/Math/Health	952	438	3	14	344	1,751

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Associates	0	0	0	0	0
Bachelors	3,350	3,379	3,493	3,736	3,666
Masters	1,190	1,255	1,231	1,308	1,266
Post-Masters (Includes Ed Spec)	36	17	24	27	54
Graduate Certificates	16	13	14	29	6
Doctoral-Research	165	200	202	231	222
Doctoral-Professional	303	297	286	289	335
Total	5,060	5,161	5,250	5,620	5,549

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		
	2012 Faculty % (N = 1,885)	2013 Faculty % (N = 1,931)	2014 Faculty % (N = 2,216)	2012 Staff % (N = 4,287)	2013 Staff % (N = 4,520)	2014 Staff % (N = 4,524)
African American	2.0	2.0	2.2	2.0	2.1	2.3
American Indian	2.3	2.2	1.9	3.9	3.9	4.0
Asian	7.3	8.3	8.3	2.0	2.1	2.1
Hispanic	11.9	12.1	12.1	38.3	38.3	39.8
Native Hawaiian/Pacific Is	0.1	0.1	0.1	0.1	0.1	0.1
White/Other	69.6	65.8	62.9	49.2	49.2	47.2
Two or More Races	0.9	1.1	1.1	1.3	1.3	1.6
Nonresident Alien	3.7	4.1	6.5	0.5	0.6	0.7
Unknown	2.3	4.3	5.1	2.7	2.4	2.2
Men	54.4	53.3	53.4	34.6	35.1	36.0
Women	45.6	46.7	46.6	65.4	64.9	64.0

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
22:1	23:1	20:1	20:1	19:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2010	87.1	\$83,445	93.1
Fall 2010	86.2	\$83,932	92.5
Fall 2011	84.9	\$83,237	90.4
Fall 2012	85.3	\$84,350	92.4
Fall 2013	85.1	\$85,831	92.6

*Includes assistant, associate and full professors
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

University of New Mexico DFA Submittals October 2015

		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Percent of enrolled Native American students among all degree-seeking undergraduates as of fall census date.	Target	6.9%	7.0%	7.1%	10.0%	10.0%	10.0%
	Actual	1,816	2,016	2,096	1,963	1,130	
	Percent	8.7%	9.6%	10.1%	9.7%	12.0%	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 2nd Semester		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	Fall 15 to Spring 16
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	90.0	90.0	90.0	91.0	91.0	91.0
	Actual	88.3	90.2	91.1	90.3	90.6	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 3rd Semester		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	Fall 15 to Fall 16
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	77.4	77.6	77.8	78.8	79.2	79.6
	Actual	74.1	76.6	77.7	79.1	79.5	
CSRDE Benchmark		75.3	75.5	76.1	76.0	76.0	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 7th Semester		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	Fall 13 to Fall 16
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	76.4	76.6	76.8	76.8	77.0	77.0
	Actual	77.0	75.8	75.1	76.9	75.1	

		FY12	FY13	FY14	FY15	FY16	FY17
Completion Measure		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	Fall 10 to Sum 16
Percent of first-time, full-time freshmen completing an academic program within six years	Target	46.0	46.5	47.0	48.0	48.0	47.0
	Actual	45.1	45.8	48.2	47.6	49.0	
CSRDE Benchmark		47.5	46.9	46.0	46.7	49.3	

University of New Mexico

		FY12	FY13	FY14	FY15	FY16	FY17
Degrees Awarded		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	Sum/Fa/Spr 2015-16
Total number of baccalaureate degrees awarded	Target	3,200	3,225	3,250	3,400	3,500	3,600
	Actual	3,351	3,395	3,477	3,503	3,645	

		FY12	FY13	FY14	FY15	FY16	FY17
Transfer Measure		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	Sum/Fa/Spr 2015-16
Undergraduate transfer students from two-year colleges	Target	1,710	1,730	1,750	1,900	2,020	1,900
	Actual	1,946	1,876	1,892	2,004	1,876	

		FY12	FY13	FY14	FY15	FY16	FY17
Extended University Courses		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of degrees awarded using Extended University courses	Target	270	290	310	615	1,000	1,000
	Actual	415	552	754	1,055	1,132	

		FY12	FY13	FY14	FY15	FY16	FY17
Post-baccalaureate Degrees		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of post-baccalaureate degrees awarded, main campus	Target	1,450	1,475	1,500	1,525	1,525	1,525
	Actual	1,329	1,471	1,448	1,543	1,521	

		FY12	FY13	FY14	FY15	FY16	FY17
External Funding		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
External funds awarded (research and public service awards)	Target	\$124.0M	\$126.0M	\$129.0M	\$130.0M	\$129.0M	\$129.0M
	Actual	\$126.7M	\$127.1M	\$130.6M	\$127.9M	\$124.7M	

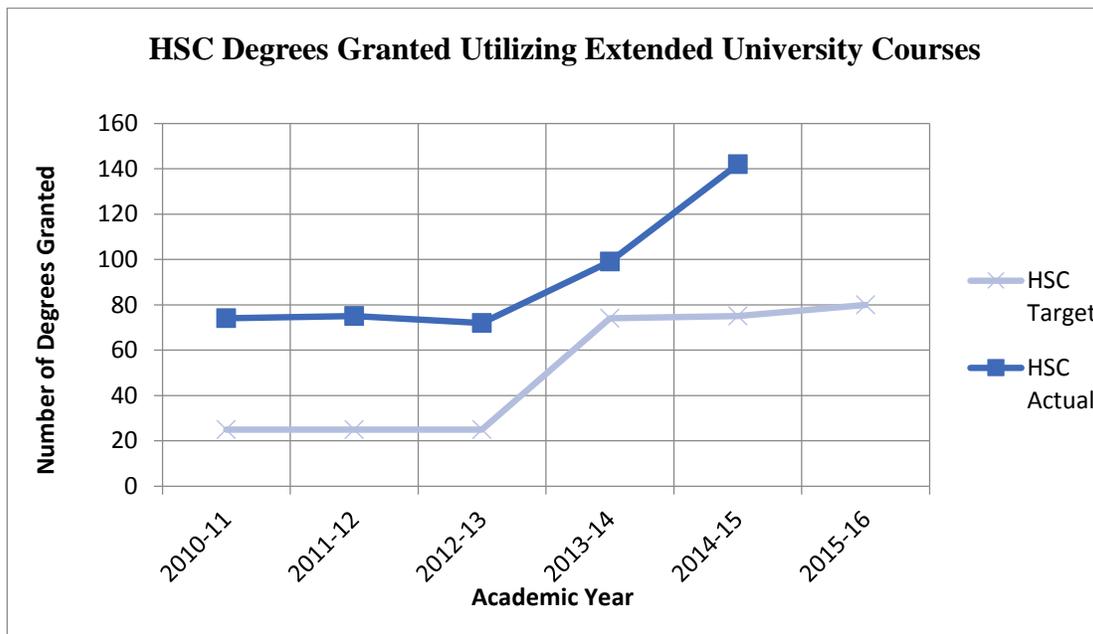
Institutional Profile of University of New Mexico – Health Sciences Center

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						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
UNM-HSC						
Target	25	25	25	74	75	80
Actual	74	75	72	99	142	

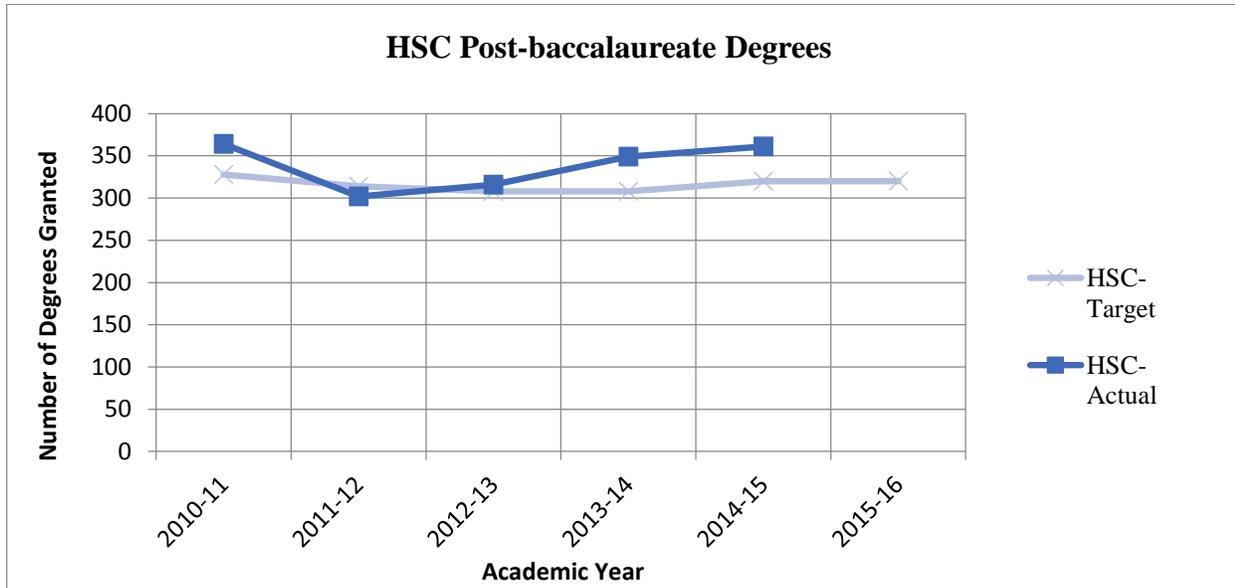


Providing access to courses has been important to UNM for many years. For Academic Year 2014-15, the following HSC programs granted degrees utilizing Extended University (EU) internet courses: Nursing, Dental Hygiene, Radiologic Sciences, Emergency Medical Services, Nursing Practice, and Medical Laboratory Sciences. These numbers represent graduates who were taking at least 1 EU class in their final semester, and who had a total of 12 EU credit hours while enrolled at UNM.

Number of Post-baccalaureate Degrees Awarded

Academic Years Include Summer, Fall, and Spring Semesters

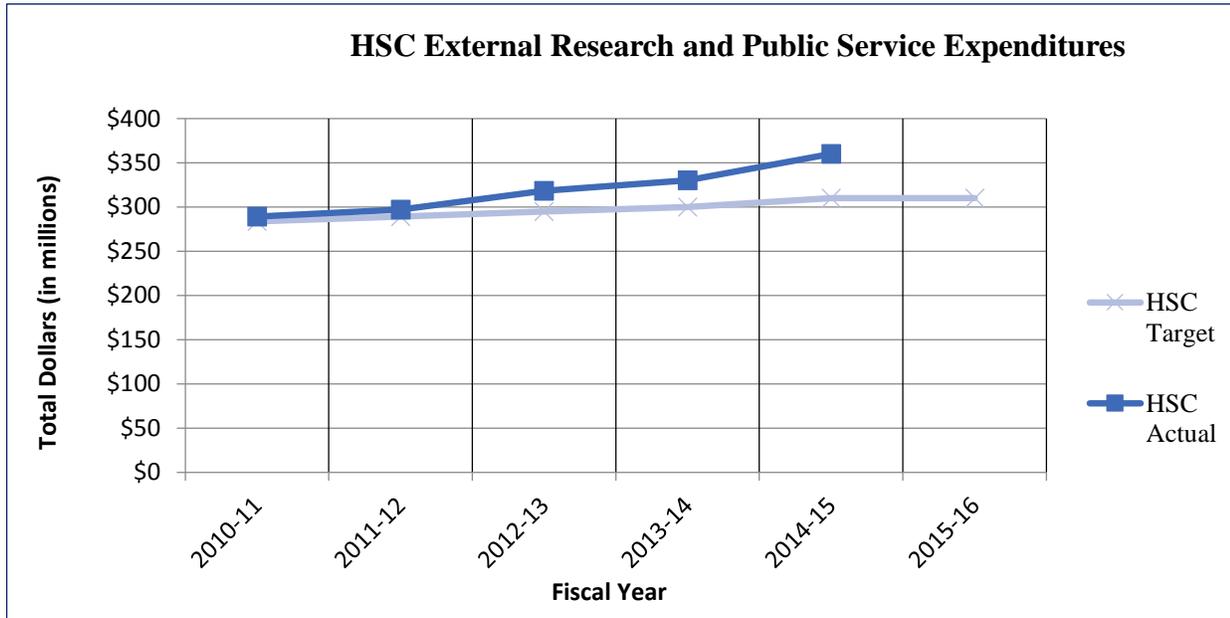
Academic Years Include Summer, Fall, and Spring Semesters						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
UNM-HSC						
Target	328	314	308	308	320	320
Actual	364	302	316	349	361	



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 state’s leading provider of health professions programs in medicine, nursing and pharmacy. In addition to the MD program, the School of Medicine offers graduate programs in Biomedical Sciences, Physical Therapy, Clinical Research, Dental Hygiene, Laboratory Sciences, Occupational Therapy, Public Health and Physician Assistant programs. The College of Nursing offers a variety of graduate programs with options to specialize in Family Practice, Midwifery, Pediatrics, Adult-Gerontology or Nursing Administration. The College of Pharmacy offers the Doctor of Pharmacy and also offers graduate degrees in Pharmaceutical Sciences that prepare students for careers in research and radiopharmacy, health economics and pharmacy policy.

Increase External Research and Public Service Expenditures (in Millions)

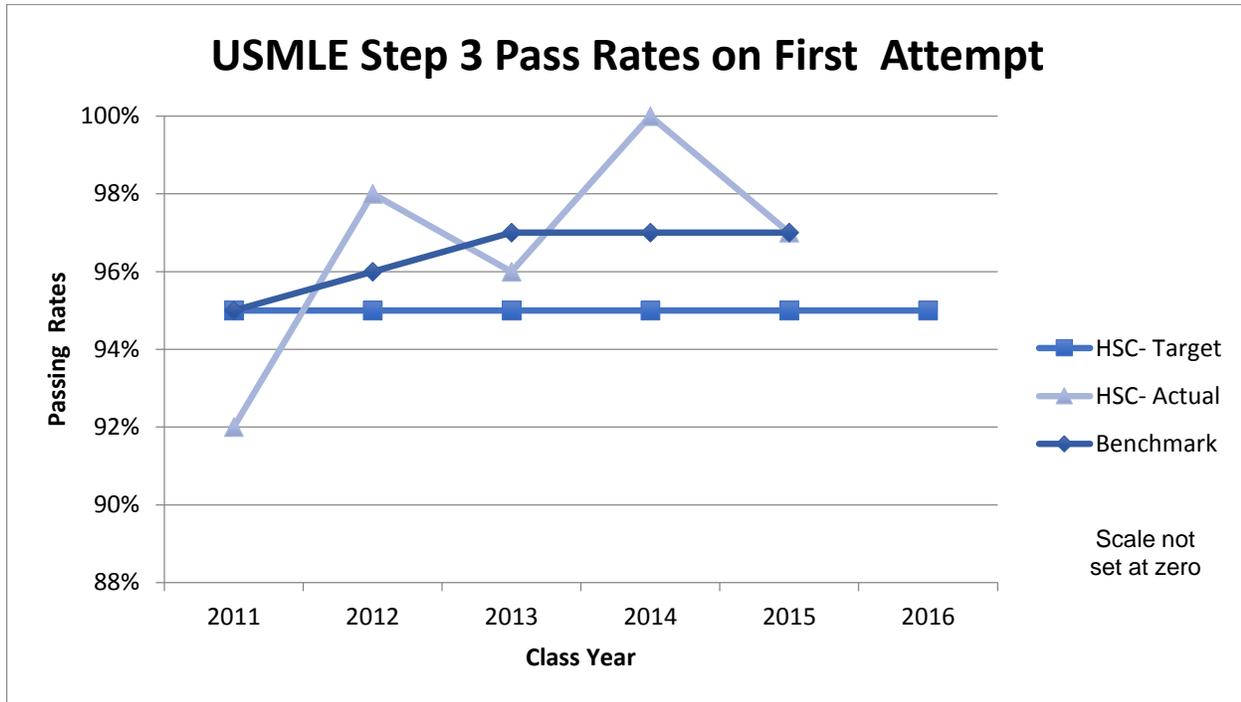
Fiscal Year						
	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16
UNM-HSC						
Target	\$283.6	\$289.3	\$295.1	\$300.0	\$310.0	\$310.0
Actual	\$289.0	\$297.1	\$318.2	\$330.3	\$360.2	



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.

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

Test Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
HSC- Target	95%	95%	95%	95%	95%	95%
HSC- Actual	92%	98%	96%	100%	97%	
Benchmark	95%	96%	97%	97%	97%	



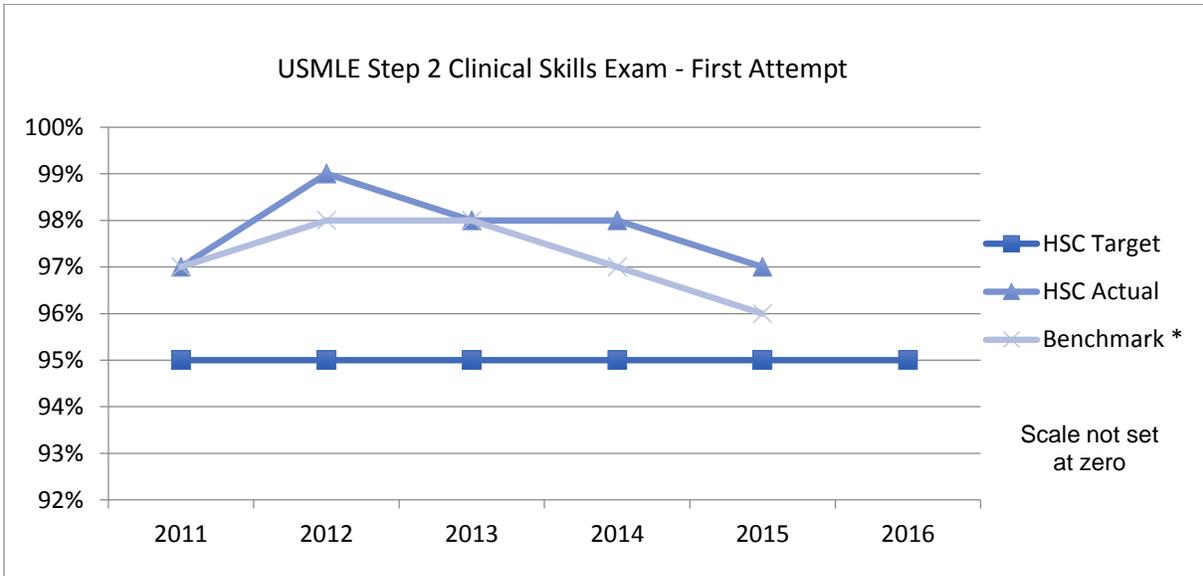
*** Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.**

Step 3 is a comprehensive test that looks at management of common patient problems in all of the 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.

The UNM School of Medicine has exceeded its target for the last four years.

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

Test Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
HSC Target	95%	95%	95%	95%	95%	95%
HSC Actual	97%	99%	98%	98%	97%	
Benchmark	97%	98%	98%	97%	96%	



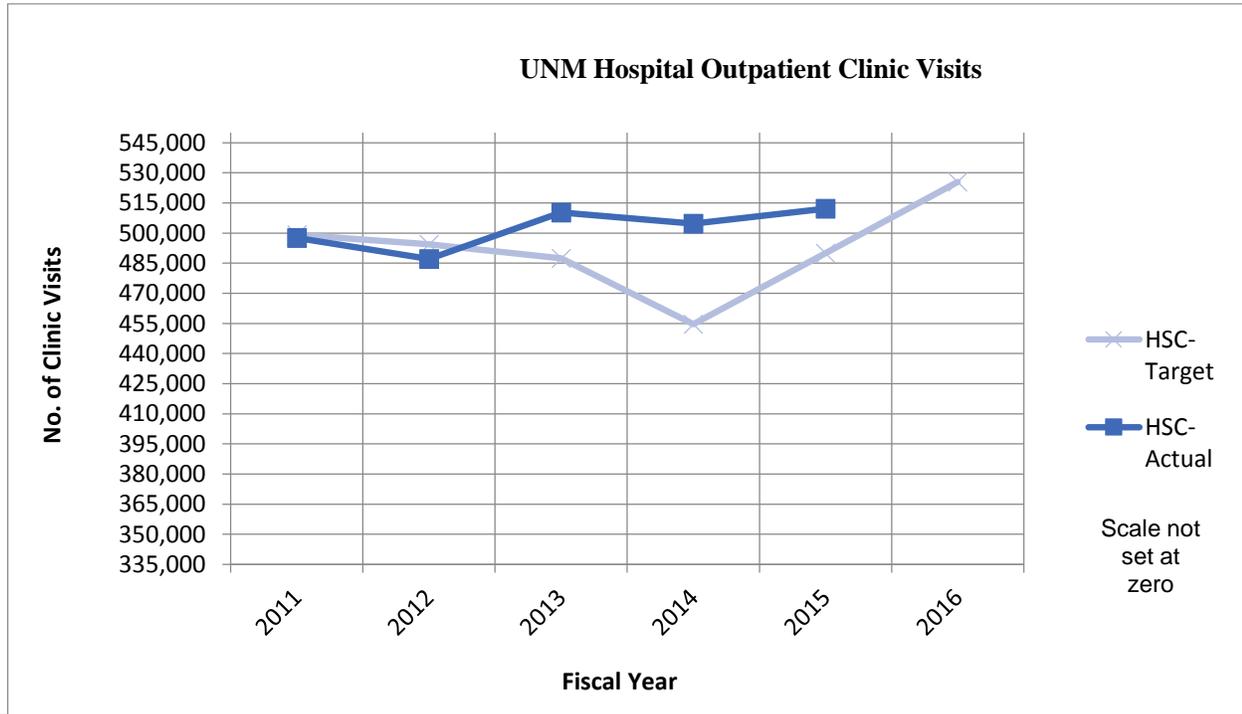
***Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.**

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) in drawing the appropriate medical conclusions; and (d) in communicating 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.

The UNM School of Medicine has exceeded its target for the last five years.

Total Number of UNM Hospital Outpatient Clinic Visits

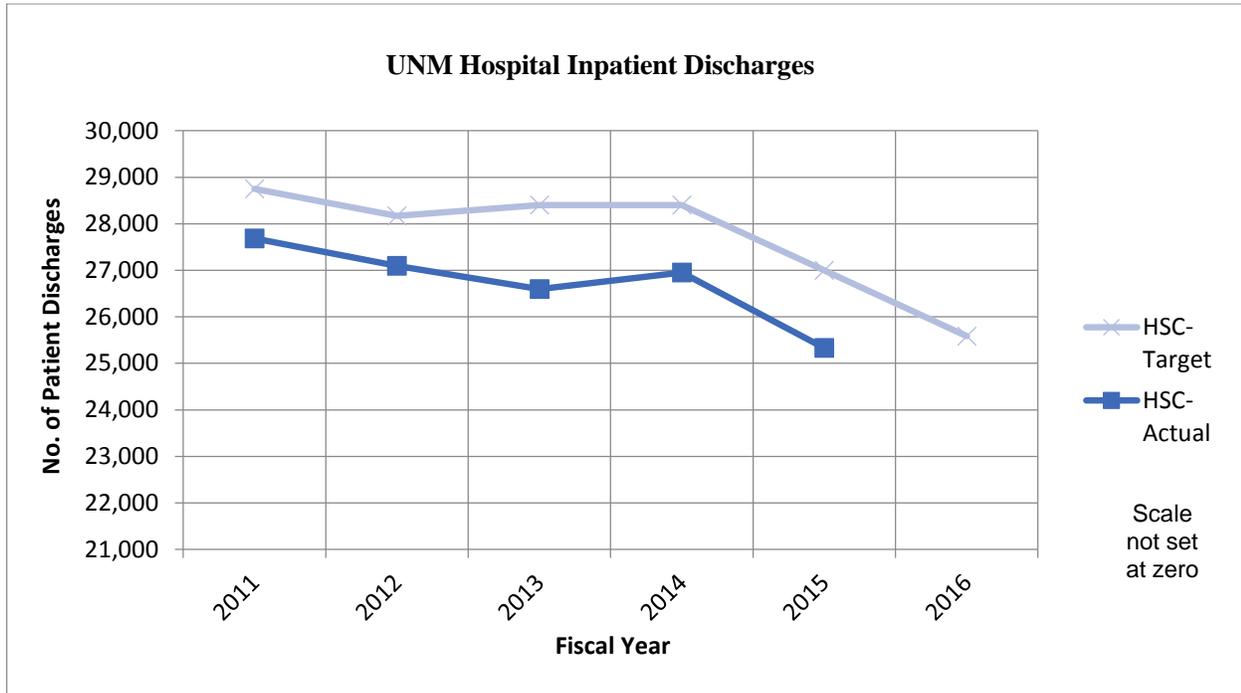
Fiscal Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
Target	499,124	494,430	487,444	454,700	490,000	525,526
Actual	497,630	487,180	510,277	504,785	512,127	



FY15 hospital outpatient clinic visits exceeded targets by 22,127 due mostly to increases in adult urgent care visits.

Total Number of UNM Hospital Inpatient Discharges

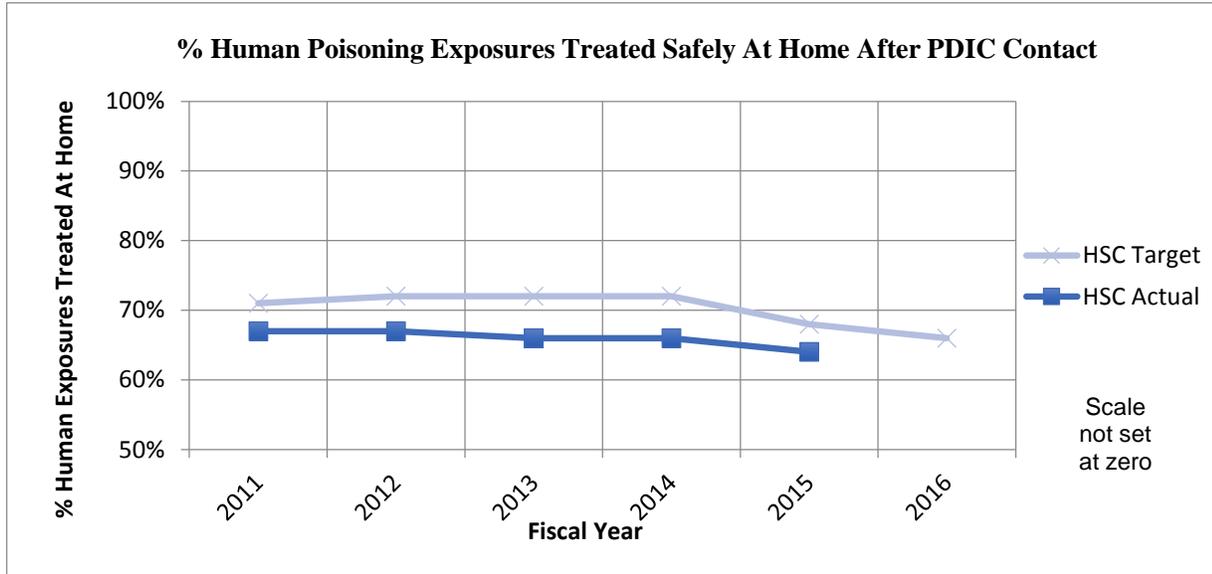
Fiscal Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
Target	28,751	28,172	28,405	28,405	27,000	25,582
Actual	27,685	27,095	26,593	26,955	25,328	



The FY 2015 actuals were less than target due to an increase in the patients' length of stay. The lengths of stay increased due to an increase in the patients' acuity and also due to difficulties in discharging patients to a safe environment.

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

Fiscal Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
Target	72%	72%	72%	72%	68%	66%
Actual	67%	67%	66%	66%	64%	



The New Mexico Poison & Drug Information Center’s (NMPDIC) Actual of 64% is reflective of a trend seen not only in New Mexico, but also across the United States (65 – 68% 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 second 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.

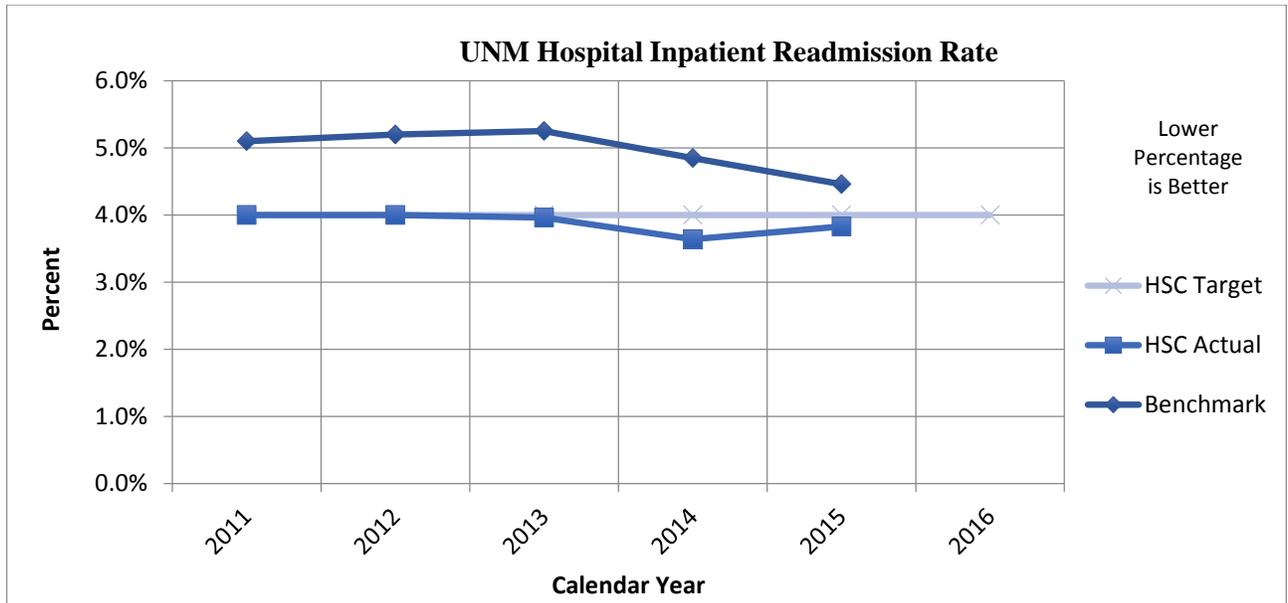
The 31st Annual Report of the American Association of Poison Control Centers National Poison Data System (NPDS) reflecting 2013 data (published December 2014) showed a rate of 69.2% of human exposures treated at home. The rates for the most recent 4 years are presented below:

	2009	2010	2011	2012	2013
National:	73%	71%	70%	69%	69%
New Mexico:	67%	70%	67%	67%	66%

*Effective FY 2016, this performance measure will be replaced by “Percent of Human Poisoning Exposures Treated Safely at Home After Poison and Drug Information Center Contacted by a Caller in a Non-healthcare Setting.” The Poison Center can only provide an intervention that prevents hospital treatment if the caller is not already in the hospital. The new measure will exclude calls from hospitals and other healthcare settings and only include calls from a home or other non-healthcare facility such as school, camp, vehicle, etc. This will result in more accurate reporting of “exposures treated safely at home” since those already in the hospital will not be counted.

UNM Hospital Inpatient Readmission Rate

Calendar Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
Target	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
Actual	4.00%	4.00%	3.96%	3.64%	3.83%	
Benchmark*	5.10%	5.20%	5.25%	4.85%	4.46%	

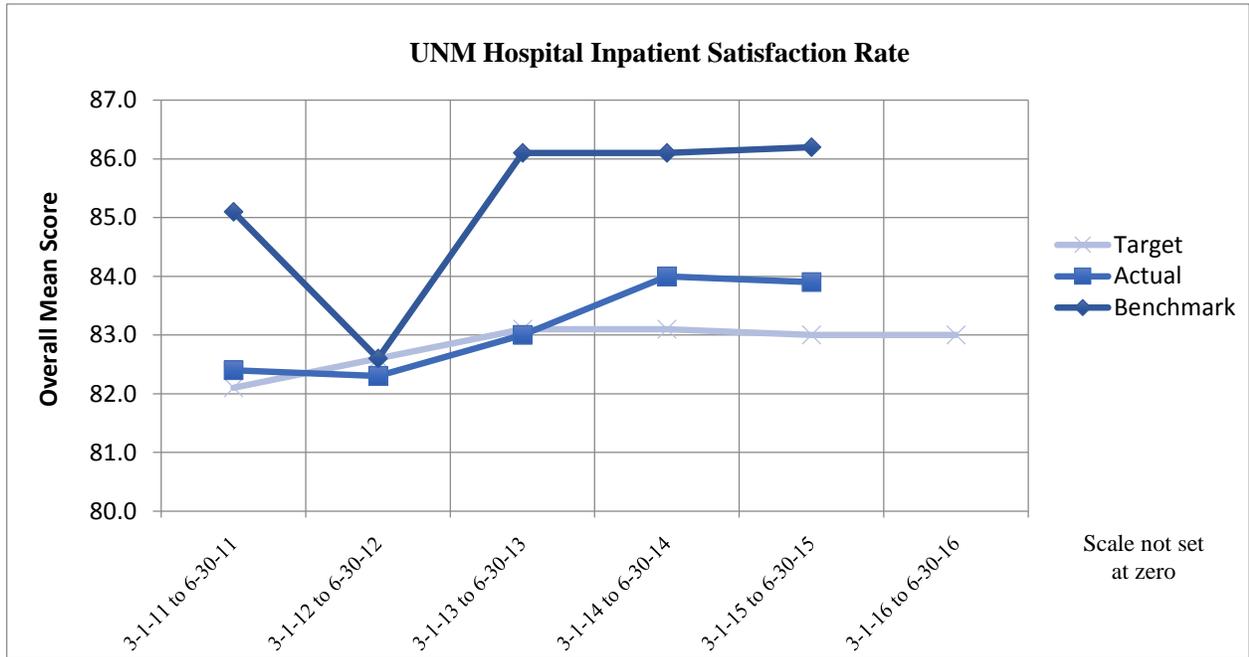


Benchmark: 50th Percentile of all University HealthSystem Consortium (UHC) Hospital readmission rates and is a weighted average of the two most recent quarters of data.

The graph above shows that UNM Hospital has consistently made improvements in its inpatient readmission rates over time. University Hospital Case Management reviews 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 goal is to remain at or below 4.0% (25th percentile), while peers at the 50th percentile are currently at 4.46%. Calculations of readmissions are based upon those patients readmitted for like or similar diagnosis within 30 days of the initial admission.

UNM Hospital Inpatient Satisfaction Rate

Survey Periods						
	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	3-1-16 to 6-30-16
UNM-HSC						
Target	82.1	82.6	83.1	83.1	83.0	83.0
Actual	82.4	82.3	83.0	84.0	83.9	
Benchmark	85.1	82.6	86.1	86.1	86.2	



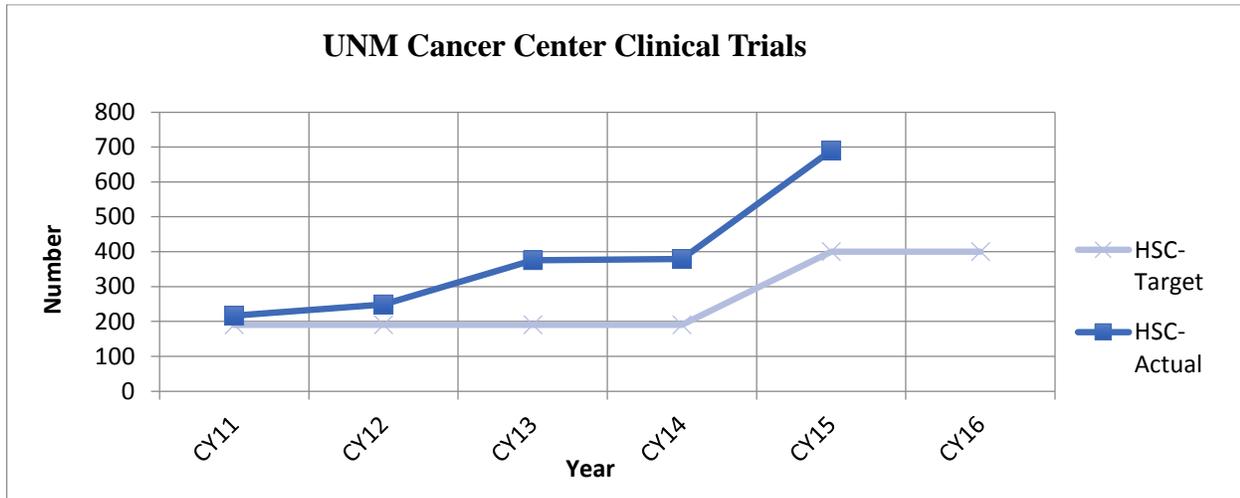
*** Benchmark is the 158 member University HealthSystem Consortium (UHC) Comparison Group mean score.**

The hospital's overall inpatient satisfaction mean score places it in the 18th percentile ranking among the UHC Comparison Group hospitals.

The inpatient unit's score trending has remained somewhat level over the past several periods. The focus will remain on the current initiatives to utilize additional resources and best practice models in order to improve the patient experience and reinforce a patient-centered culture.

Number of UNM Cancer Center Clinical Trials

Calendar Years						
	CY11	CY12	CY13	CY14	CY15	CY16
UNM-HSC						
Target	190	190	190	190	400	400
Actual	217	249	375	379	690	

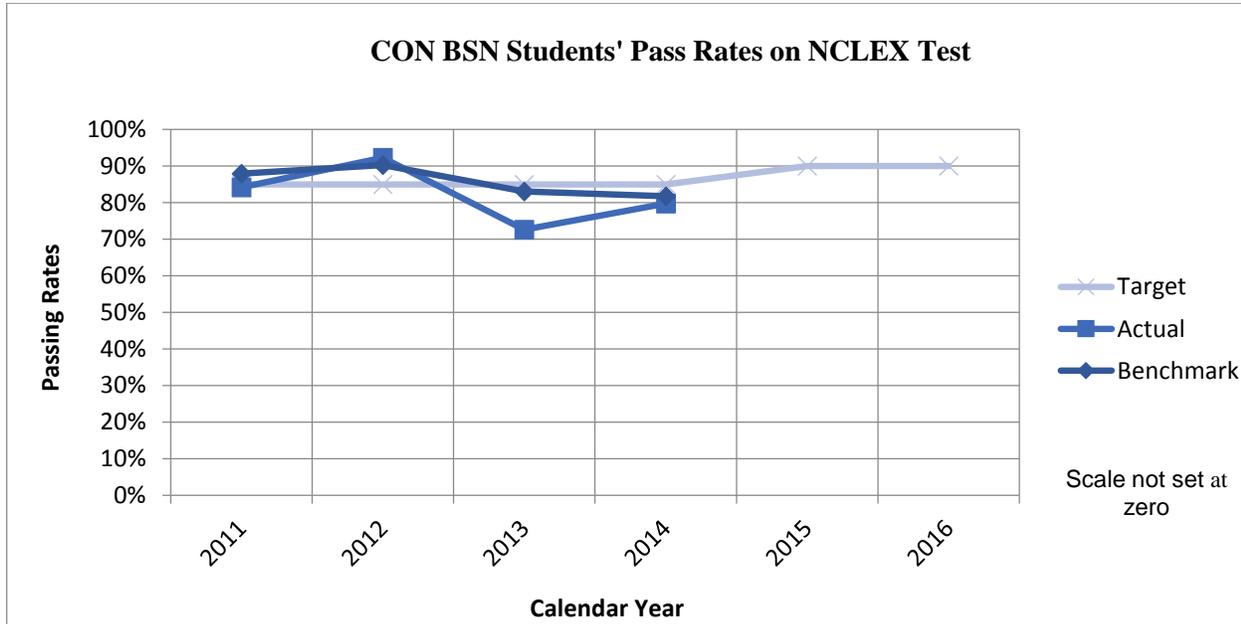


In the graph above, the UNM Cancer Center (UNMCC) has experienced continued success with patients participating in interventional cancer research studies and expects the trend to continue. The Clinical Protocol & Data Management Component has reorganized the clinical trial menu, closing several non-accruing trials, and focusing on trials that will enhance the overall accrual of cancer patients to clinical trials. The focus of the UNMCC Clinical Research Office 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						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
Target	85.0%	85.0%	85.0%	85.0%	90.0%	90.0%
Actual	84.2%	92.3%	72.6%	79.8%	Available January 2016	
Benchmark	87.9%	90.3%	83.0%	81.8%		



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

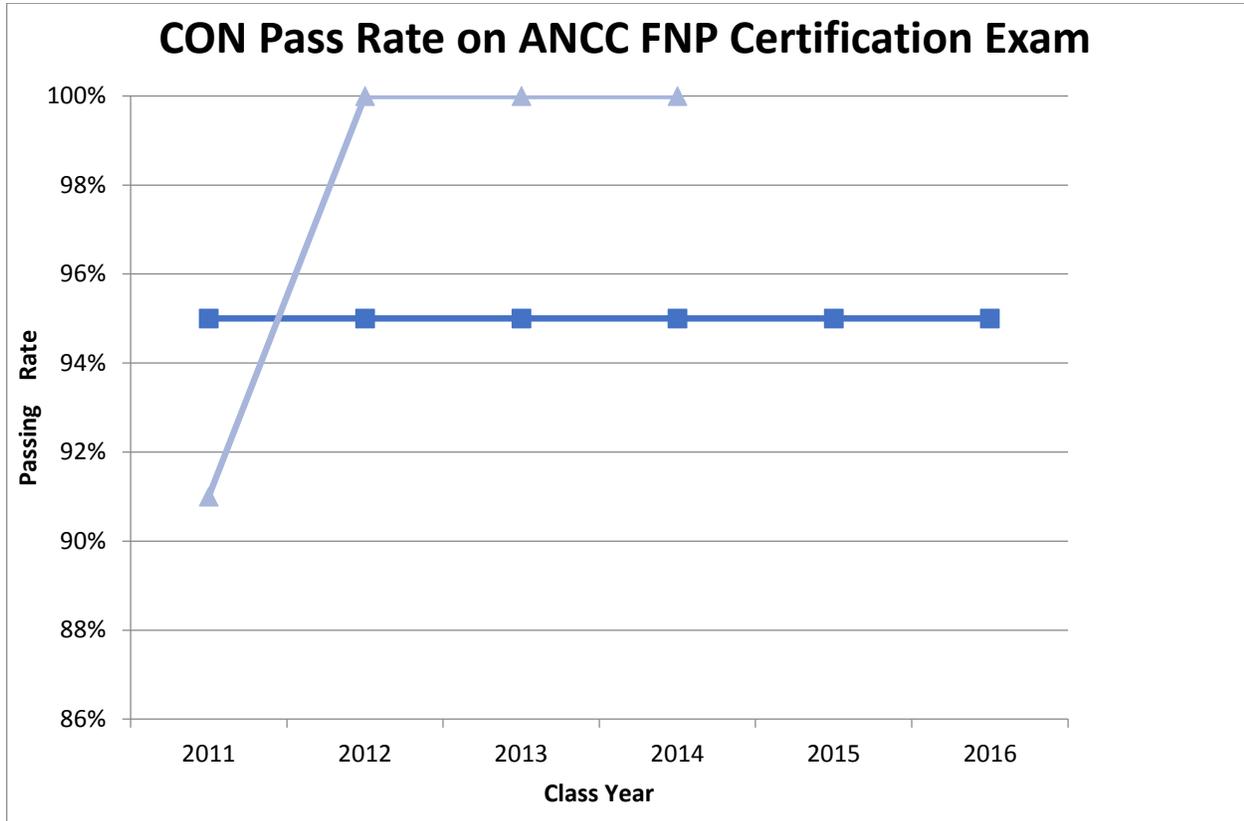
The graph above shows the HSC College of Nursing pass rate compared to the target goal and the National Pass Rate for all graduates taking the standardized NCLEX test for the first time.

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 and a Testing Committee were formed and a comprehensive plan was developed to assure continued improvement in the NCLEX first-time pass rate. The plan is now in place and the NCLEX first-time pass rate improved in 2014.

Note: Results are received at the end of each calendar year. Actuals for CY15 will become available in January 2016.

CON Graduate Students' Pass Rate on ANCC FNP Certification Exam

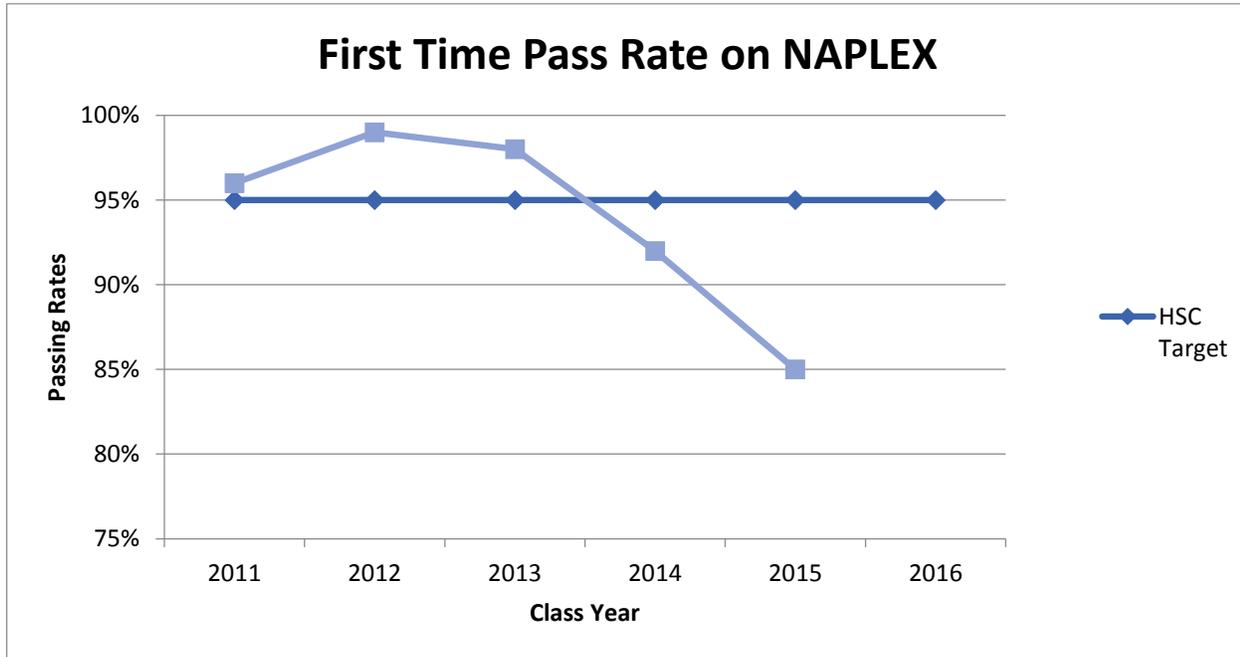
	2011	2012	2013	2014	2015	2016
UNM-HSC						
HSC Target	95%	95%	95%	95%	95%	95%
HSC Actual	91%	100%	100%	100%	Available Spring 2016	



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 for licensure.
 Note: Students graduate at the end of each Fall term. Test results become available 6 months following graduation. Results for Class 2015 will be available Spring 2016.

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

Class Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
HSC Target	95%	95%	95%	95%	95%	95%
HSC Actual	96%	99%	98%	92%	85%	

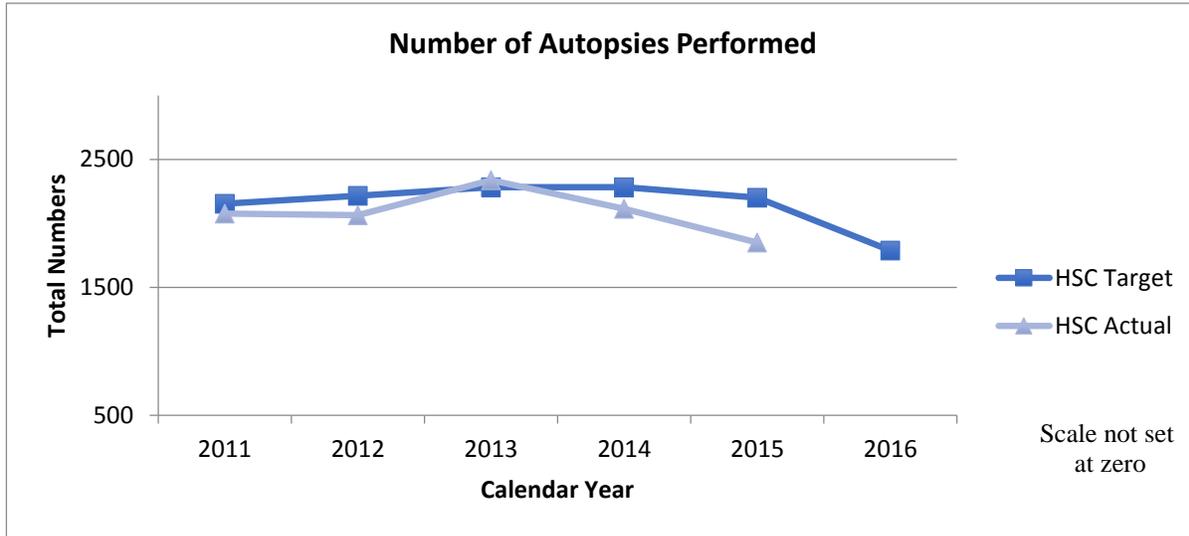


In 2014, UNM’s first-time pass rate on the NAPLEX licensing exam fell to 89.7%. While at the time we could not identify a source for this decline, we increased our efforts to further prepare students for this exam, including providing them a voucher for the Pre-NAPLEX exam, and re-emphasizing the availability of the preparatory resources including Exam Master test bank available through HSLIC.

While our preliminary data indicates an average Pre-NAPLEX = 93.3 (range 0-150) for 45 test takers, the first time pass rate for the Class of 2015 unfortunately declined to 84.6% for 78 students who took the exam in the May to August trimester. In response, the College will perform a thorough data analysis once identifiable NAPLEX results are available from National Association of Boards of Pharmacy in late 2015 or early 2016. Moreover, we plan to require (and not just offer) the Pre-NAPLEX exam be completed and scores submitted to the College. Based on those scores, the College will provide supplemental instruction as necessary prior to students’ graduation.

Office of the Medical Investigator- Number of Autopsies Performed

Calendar Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
HSC Target	2,153	2,217	2,284	2,284	2,200	1,788
HSC Actual	2,078	2,064	2,339	2,114	1,851	



From CY2014 to CY2015 (projected) total autopsies decreased from 2,114 to a projected 1,851, a 12% decrease. The decrease is due in part to an increase in pathologist external examinations combined with a full body CT scan and in part to a change in the OMI’s Standard Operating Guidelines (SOG’s). We have made changes to our SOG’s to more closely reflect the standard set by the National Association of Medical Examiners (NAME), our accrediting agency. This change has reduced the number of required exams. The result is reduced pathologist workload from 3,037 total studies in CY2014 to 2,508 total studies in CY2015, a 17% decrease. The best measure of pathologist workload is in autopsy equivalents which is the standard measure used by NAME. The calculation of autopsy equivalents is the number of autopsies plus 1/3 pathologist external exams plus other less frequent exam types including brain removals and partial autopsies.

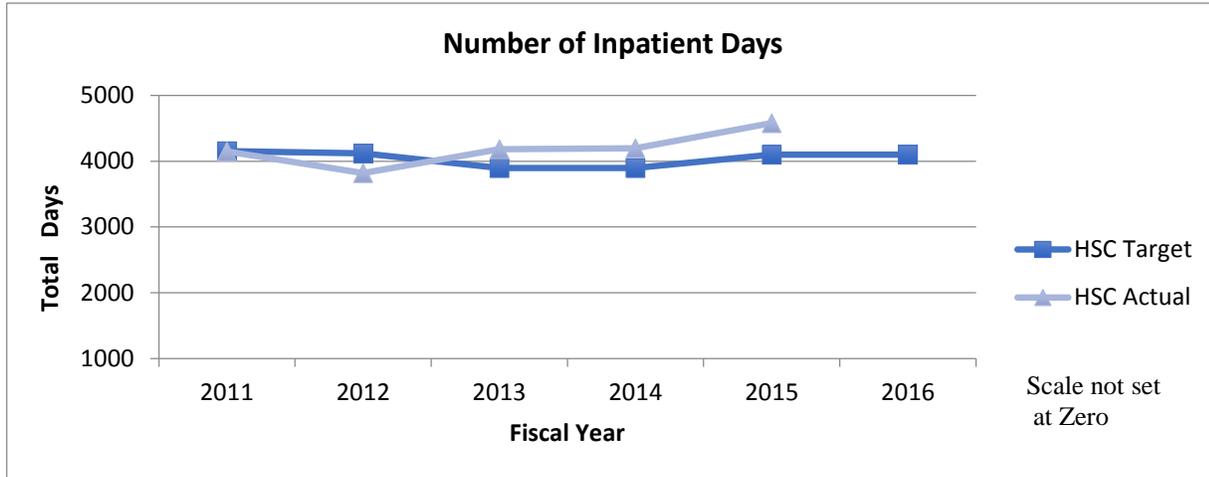
While the pathologist workload has decreased, the number of pathologists required to maintain the accreditation standard has not decreased. The NAME standard sets a maximum of 250 autopsy equivalents per pathologist FTE. With our current pathologist staffing level, we are exceeding the maximum, resulting in a noted deficiency. Our projected staffing level, with all vacancies filled, will remove our current deficiency status.

Another result of our new SOG’s has been an increase in investigator workload from a combined total of external examinations performed by Field Deputy Medical Investigators and Deputy Medical Investigators of 334 in CY2014 to 668 projected in CY2015, a 100% increase.

Note: OMI reports on calendar year rather than fiscal year. Each year the “Actual” is estimated based on projected year-to-date actuals. Historical Actual amounts for 2011 to 2014 have been restated to reflect true actuals rather than projections.

Carrie Tingley Hospital - Number of Inpatient Days

Fiscal Year						
	2011	2012	2013	2014	2015	2016
UNM-HSC						
HSC Target	4,155	4,118	3,898	3,898	4,100	4,100
HSC Actual	4,148	3,820	4,181	4,197	4,581	



The increase in pediatric inpatient days in 2015 is the result of an extremely busy winter season.

Health Sciences Center DFA Submittals October 2015

Measures		Trend Data				Reporting Years	
Institutional HSC Specific Measures – (UNM Main Campus reports same measures)							
(HSC Measure A-1)		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	Sum/Fall/ Spr 2015-16
Number of Degrees Awarded Utilizing Extended University Courses	Target	25	25	25	74	75	80
	Actual	74	75	72	99	142	

(HSC Measure A-2)		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	Sum/Fall/Spr 2015-16
Number of Post-baccalaureate Degrees Awarded: HSC	Target	328	314	308	308	320	320
	Actual	364	302	316	349	361	

(HSC Measure A-3)		FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Increase External Research and Public Service Expenditures: HSC	Target	\$283.6M	\$289.3M	\$295.1M	\$300.0M	\$310.0M	\$310.0M
	Actual	\$289.0M	\$297.1M	\$318.2M	\$330.3M	\$360.2M	

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 2010	Test Year 2011	Test Year 2012	Test Year 2013	Test Year 2014	Test Year 2015
Pass Rates on National USMLE Step 3 Board Exam – First Attempt	Target	95%	95%	95%	95%	95%	95%
	Actual	92%	92%	98%	96%	100%	97%
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		95%	95%	96%	97%	97%	97%

(SOM Measure B-2)		Test Year 2010	Test Year 2011	Test Year 2012	Test Year 2013	Test Year 2014	Test Year 2015
Pass Rates on National USMLE Step 2 Board Exam – First Attempt (New)	Target	95%	95%	95%	95%	95%	95%
	Actual	97%	97%	99%	98%	98%	97%
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		97%	97%	98%	98%	97%	96%

Measures		Trend Data				Reporting Years	
Institutional Other HSC Specific Measures – (Specific to HSC and not UNM Main Campus)							
(HSC Measure C-1)		FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Total Number of UNM Hospital Clinic Visits	Target	499,124	494,430	487,444	454,700	490,000	525,526
	Actual	497,630	487,180	510,277	504,785	512,127	

(HSC Measure C-2)		FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2014-16
Total Number of UNM Hospital Inpatient Discharges		28,751	28,172	28,405	28,405	27,000	25,582
		27,685	27,095	26,593	26,955	25,328	

(HSC Measure C-3)		FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Percent Human Poisoning Exposures Treated Safely at Home After PDIC Contact	Target	72.0%	72.0%	72%	72%	68%	66%
	Actual	67.0%	67.0%	66%	66%	64%	
Benchmark: Aggregate value for all national poison centers		N/A	N/A	N/A	N/A	N/A	

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Measures		Trend Data				Reporting Years	
Institutional Other HSC Specific Measures – continued							
(HSC Measure C-4)		CY 2011	CY 2012	CY 2013	CY 2014	CY 2015	CY 2016
UNM Hospital Inpatient Readmission Rate	Target	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
	Actual	4.00%	4.00%	3.96%	3.64%	3.83%	
Benchmark: 50th Percentile of all UHC hospital readmission rates and is a weighted average of the two most recent quarters of data.		5.10%	5.20%	5.25%	4.85%	4.46%	
(HSC Measure C-5)		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	3-1-16 to 6-30-16
UNM Hospital Inpatient Satisfaction Rate	Target	82.1	82.6	83.1	83.1	83.0	83.0
	Actual	82.4	82.3	83.0	84.0	83.9	
Benchmark: 158-member UHC Comparison Group mean score.		85.1	82.6	86.1	86.1	86.2	
(HSC Measure C-6)		CY 2011	CY 2012	CY 2013	CY 2014	CY 2015	CY 2016
Number of UNM CRTCCancer Clinical Trials	Target	190	190	190	190	400	400
	Actual	217	249	375	379	690	
(HSC Measure C-7)		2011	2012	2013	2014	2015	2016
Pass Rate on NCLEX Test by College of Nursing BSN Students	Target	85.00%	85.00%	85.00%	85.00%	90.00%	90.00%
	Actual	84.20%	92.30%	72.60%	79.78%	Available January 2016	
(HSC Measure C-8)		Class Year 2011	Class Year 2012	Class Year 2013	Class Year 2014	Class Year 2015	Class Year 2016
Graduate Students' Pass Rate on ANCC FNP Certification Exam (College of Nursing)	Target	95%	95%	95%	95%	95%	95%
	Actual	91%	100%	100%	100%	Available Spring 2016	
(HSC Measure C-9)		Class Year 2011	Class Year 2012	Class Year 2013	Class Year 2014	Class Year 2015	Class Year 2016
First Time Pass Rate on the NAPLEX (College of Pharmacy)	Target	95%	95%	95%	95%	95%	95%
	Actual	96%	99%	98%	92%	85%	
(HSC Measure C-10)		CY 2011	CY 2012	CY 2013	CY 2014	CY 2015	CY 2016
Number of Autopsies Performed (Office of the Medical Investigator)	Target	2,153	2,217	2,284	2,284	2,200	1,788
	Actual	2,078	2,064	2,339	2,114	1,851	
(HSC Measure C-11)		FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Carrie Tingley Hospital-Number of Patient Days	Target	4,155	4,118	3,898	3,898	4,100	4,100
	Actual	4,148	3,820	4,181	4,197	4,581	

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 North Central Association, 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 2014-15, ENMU contributed 103 associate, 704 bachelor's and 226 master's degrees to the workforce, effectively doubling earning power of college over high school graduates.
- ENMU faculty and student research directly benefits the local and national economy: for example, algae-enhanced livestock feed, explosives research for Homeland Security, study of Paleoindian deposits and research on algae, osmotic water, and pathogenic bacteria. ENMU secured \$6.2M in grants this fiscal year.
- The University provides over 300 cultural, fine arts and athletics events that draw audiences to the area and provide enrichment opportunities to the region. KENW-TV, ENMU's public television station, has provided educational and cultural programming for over 40 years to those living in its 35,000 square mile service area of eastern New Mexico.
- Campus renovation (over \$163M since 2001) benefits area businesses and supports Roosevelt County's gross receipts tax base.

<i>Table 1. Fall 2015 Overall Enrollment by Level</i>	
Degree-seeking undergraduate students	3,627
Degree-seeking graduate students	1,151
Non-degree students	1,168
Total Headcount	5,946
Total FTE	4,023

<i>Table 2. Number of programs by degree level 2015-2016</i>	
Associates	9
Bachelors	61
Masters	13
Undergraduate Certificates	2
Graduate Certificates	3

<i>Table 3. Fiscal Resources</i>				
FY12-13*			% 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
	2011-12	2012-13	2013-14	2014-15
Total current funds revenue for main campus	\$62.7M	\$77.1M	\$91.1M	\$82.2M
Percent of fiscal resources allocated to administrative costs	43.6	33.1	28.2	36.8

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13

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*
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	\$4,858	62.6	\$10,632	59.8
2015-16	\$5,168	N/A	\$10,943	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	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	72.3	70.9	69.5	66.4	62.1
Work Study (must work to earn)	10.2	8.1	8.1	8.5	7.4
Loans (must be paid back)	42.3	42.8	41.9	37.7	36.3
Percent of Students Receiving Lottery Scholarships	24.8	24.6	26.4	26.1	25.8
Percent of Students who are Pell recipients	46.7	46.6	44.8	40.6	38.1
Percent of Students Receiving Aid	78.1	76.6	75.0	71.3	68.0
Average Award per Recipient	\$8,377	\$8,371	\$8,694	\$8,576	\$7,670

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

Percent of Graduate Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	9.5	8.7	9.2	10.10	7.1
Loans (must be paid back)	40.5	42.1	39.6	33.5	28.5
Percent of Students Receiving Aid	44.1	45.0	44.0	37.7	32.1
Average Award per Recipient	\$11,918	\$12,120	\$12,114	\$11,896	\$11,002

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	4.6	4.1	4.3	4.5	5.6	5.1	5.3	5.5
American Indian	2.1	2.9	2.3	2.3	2.5	2.5	2.5	2.1
Asian	1.1	1.3	1.1	1.1	1.0	1.1	1.0	0.8
Native Hawaiian/Pacific Is	0.3	0.3	.4	0.5	0.4	0.5	.5	0.6
Hispanic	32.8	32.8	32.3	32.6	34.5	34.7	36.5	38.3
White/Other	49.1	47.4	45.9	45.2	48.1	48.0	46.3	45.9
Two or More Races	2.2	2.1	2.5	2.3	2.6	2.7	3.1	2.8
Nonresident Alien	2.7	2.8	2.1	1.9	3.0	3.1	2.5	2.0
Unknown	5.2	6.3	8.9	9.8	2.5	2.3	2.2	2.0
Total	5,814	5,855	5,887	5,946	3,918	3,767	3,733	3,627

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	397	43.5	410	44.4	547	44.1
Out-of-state 2-Year Colleges	264	28.9	260	28.2	400	32.2
Subtotal 2-Year Colleges	661	72.5	670	72.6	947	76.3
NM Public 4-Year Universities	54	5.9	59	6.4	114	9.2
All Other 4-Year Universities	197	21.6	194	21.0	180	14.5
Subtotal 4-Year Universities	251	27.5	253	27.4	294	23.7
Grand Total	912	100.0	923	100.0	1,241	100.0

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

Recipients who began as	2012-13		2013-14		2014-15	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen graduating within six years of first enrollment	182	28.5	190	27.1	225	32.0
Transfer students (including branch campuses)	336	52.7	418	59.5	410	58.2
Others (other first-time freshmen, returning students, etc.)	120	18.8	94	13.4	69	9.8
All baccalaureate degree recipients	638	100.0	702	100.0	704	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 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	39	56.4	24	45.8	45	60.0
American Indian	23	47.8	18	38.9	15	53.3
Asian	1	100.0	4	75.0	1	100.0
Hispanic	309	57.3	285	57.2	295	56.3
Native Hawaiian/Pacific Islander	3	66.7	2	50.0	1	0.0
White/Other	269	60.6	280	63.2	231	61.5
Two or More Races	35	60.0	23	52.2	22	50.0
Nonresident Alien	5	20.0	9	66.7	9	55.6
Unknown	18	55.6	9	88.9	9	55.6
Men	331	49.2	313	52.1	316	53.5
Women	371	66.0	341	65.9	312	62.8
All Students	702	58.1	645	59.3	628	58.1

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

Race/Ethnicity & Sex	Entered Fall 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015
African American	41	14.6	40	20.0	62	14.5
American Indian	18	5.6	10	30.0	27	33.3
Asian	4	0.0	8	25.0	3	66.7
Hispanic	184	22.8	170	17.6	199	29.1
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	289	35.6	316	32.6	315	34.9
Two or More Races	0	--	0	--	0	--
Nonresident Alien	2	50.0	4	0.0	10	20.0
Unknown	8	37.5	24	37.5	6	0.0
Men	271	20.7	296	22.3	342	26.3
Women	275	36.4	276	32.2	280	35.7
Overall	546	28.6	572	27.1	622	30.5

Student Progress and Student Success

Table 12. What degrees were awarded in 2014-15?

	UG Certificates	Associates	Bachelors	Masters	Graduate Certificates	Total
Agriculture			26			26
Architecture-related						
Business/Agri-Business/Public Adm			79	40		119
Education			61	125	4	190
Engineering/Tech/Computer Science			10			10
Fine Arts			20			
Health Professions (w/o Nursing)				25		25
Home Economics		1	8			9
Humanities/Social Science		101	277	22		420
Law/Protective Services	1		34			35
Nursing		1	51			52
Science and Math			76	14		90
Social Work			62			62
Total	1	103	704	226	4	1,038
Science/Technology/Engineering/Math/Health			225	39		264

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Associates	5	12	17	92	103
Bachelors	583	615	638	702	704
Masters	142	151	180	192	226
Certificate of Completion					1
Graduate Certificates					4
Total	730	778	835	986	1,038

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

	2003-04 %	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		
	2012 Faculty % (N = 158)	2013 Faculty % (N = 158)	2014 Faculty % (N = 156)	2012 Staff % (N = 341)	2013 Staff % (N = 335)	2014 Staff % (N = 341)
African American	1.3	1.9	1.4	3.5	3.3	4.1
American Indian	0.0	0.0	0.0	0.6	1.2	0.9
Asian	3.2	3.2	3.2	0.6	0.6	0.6
Hispanic	5.2	5.7	3.8	23.7	23.3	21.7
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	83.2	80.4	81.4	69.2	69.6	69.8
Two or More Races	2.0	1.9	0.6	1.5	2.1	2.1
Nonresident Alien	4.5	5.1	5.8	0.3	0.0	0.6
Unknown	0.6	1.9	3.8	0.6	0.0	0.3
Men	48.3	51.9	50.8	42.2	43.0	42.0
Women	51.6	48.1	49.4	57.8	57.0	58.1

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
17:1	18:1	20:1	19:1	19:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peers Average
Fall 2009	85.5	\$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
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

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Access Measure		FY12	FY13	FY14	FY15	FY16	FY17
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Percent of enrolled Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	33	34	35	36	37	38
	Actual	1,275	1,351	1,308	1,364	1,390	
	Percent	33	34.5	34.7	36.5	38.3	

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

Retention Measure 2 nd Semester		FY12	FY13	FY14	FY15	FY16	FY17
		Fall 11 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15	Fall 15 to Spring 16
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	82.0	82.0	84.0	84.0	84.0	84.0
	Actual	83.9	82.4	80.2	80.7	81.8	

Retention Measure 3 rd Semester		FY12	FY13	FY14	FY15	FY16	FY17
		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	Fall 15 to Fall 16
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	62.0	64.0	64.5	64.5	64.5	64.5
	Actual	63.9	62.5	58.1	59.3	58.1	
CSRDE Benchmark		69.8	70.2	70.6	71.6	72.9*	

*CSRDE June 2015 data (2004-13 cohorts) for less selective public institutions (<21 ACT), 5,000-17,000 students.

Retention Measure 7 th Semester		FY12	FY13	FY14	FY15	FY16	FY17
		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	Fall 13 to Fall 16
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	66.5	65.0	65.0	65.0
	Actual	60.4	62.8	66.1	62.6	59.7	

Completion Measure		FY12	FY13	FY14	FY15	FY16	FY17
		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	Fall 10 to Sum 16
Percent of first-time, full-time freshmen completing an academic program within six years	Target	34.0	34.5	30.0	30.0	30.0	32.0
	Actual	24.1	23.7	28.4	27.1	31.8	
CSRDE Benchmark		36.7	37.2	39.0	40.6	42.7*	

*CSRDE June 2015 data (2004-13 cohorts) for less selective public institutions (<21 ACT), 5,000-17,000 students.

Eastern New Mexico University

		FY12	FY13	FY14	FY15	FY16	FY17
Degrees Awarded		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	Sum/Fa/Spr 2015-16
Total number of baccalaureate degrees awarded	Target	530	600	630	650	675	700
	Actual	583	615	638	702	697	

		FY12	FY13	FY14	FY15	FY16	FY17
Transfer Measure		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	Sum/Fa/Spr 2015-16
Undergraduate transfer students from two-year colleges	Target	575	775	730	675	675	675
	Actual	730	697	661	670	658	

		FY12	FY13	FY14	FY15	FY16	FY17
External Funding		FY10-11	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
External dollars supporting research and student success in millions	Target	\$6.0M	\$6.0M	\$6.0M	\$6.0M	\$5.5M	\$6.0M
	Actual	\$5.2M	\$5.34M	\$5.5M	\$5.04M	\$6.2M	

		FY12	FY13	FY14	FY15	FY16	FY17
Internet Courses		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	Sum/Fa/Spr 2015-16
Number of internet-based courses	Target	500	675	800	875	900	900
	Actual	656	776	860	944	892	

		FY12	FY13	FY14	FY15	FY16	FY17
Student Satisfaction		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percentage of surveyed graduating seniors “satisfied” or “very satisfied” with their educational experience (fall and spring semesters)	Target	95.0	95.0	95.0	95.0	95.0	95.0
	Actual	97.0	95.9	95.0	95.3	93.1	

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/institutional-research/highlands-university-accreditations/>
 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

<i>Table 1. Fall 2015 Overall Enrollment by Level</i>	
Degree-seeking undergraduate students	2,128
Degree-seeking graduate students	1,112
Non-degree students	323
Total Headcount	3,563
Total FTE	2,637

<i>Table 2. Number of programs by degree level 2015-2016</i>	
Associates	3
Undergraduate Certificates	8
Bachelors	37
Post-Baccalaureate Cert	14
Masters	18

<i>Table 3. Fiscal Resources</i>				
For FY12-13*	% 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%
	2011-12	2012-13	2013-14	2014-15
Total current funds revenue for main campus	\$47M	\$49.6M	\$49.9M	\$45.9M
State appropriation as percent of operating budget	64.0	59.0	60.3	62.0

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13

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*
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	68.5	\$7,104	51.2
2015-16	\$4,800	N/A	\$7,534	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	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	87	87	85	84	86
Work Study (must work to earn)	11	13	11	13	14
Loans (must be paid back)	42	47	46	47	47
Percent of Students Receiving Lottery Scholarships	17	15	19	21	20
Percent of Students who are Pell recipients	59	80	62	61	62
Percent of Students Receiving Aid	84	91	89	88	90
Average Award per Recipient	\$8,637	\$8,682	\$8,877	\$9,108	\$10,075

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

Percent of Graduate Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	20	24	27	18	*30
Loans (must be paid back)	58	56	71	56	59
Percent of Students Receiving Aid	66	65	63	64	*74
Average Award per Recipient	\$11,973	\$11,987	\$15,390	\$14,312	\$12,419

*Starting 2014-2015 a change in posting tuition waivers occurred to reduce tuition for non-residents or international students.

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	5.2	5.3	4.6	4.4	6.5	6.6	5.7	5.8
American Indian	6.1	6.5	6.5	7.2	7.4	8.0	7.5	7.9
Asian	0.4	0.7	0.8	0.9	0.4	0.6	0.7	0.7
Hispanic	52.5	51.8	53.3	52.3	56.7	54.7	57.4	55.8
Native Hawaiian/Pacific Is	0.5	0.4	0.5	0.4	0.5	0.5	0.7	0.6
White/Other	21.9	22.6	23.8	24.4	17.4	19.6	19.7	20.8
Two or More Races	1.6	1.6	1.2	1.4	2.0	1.9	1.2	1.4
Nonresident Alien	6.7	6.3	5.6	5.8	7.1	6.5	5.7	5.9
Unknown	5.1	4.8	3.6	3.2	2.0	1.5	1.4	1.2
Total	3,738	3,690	3,546	3,563	2,298	2,220	2,140	2,128

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	368	61.4	424	67.7	417	69.3
Out-of-state 2-Year Colleges	104	17.4	92	14.7	96	15.9
Subtotal 2-Year Colleges	472	78.8	516	82.4	513	85.2
NM Public 4-Year Universities	69	11.5	62	9.9	64	10.6
All Other 4-Year Universities	58	9.7	48	7.7	25	4.2
Subtotal 4-Year Universities	127	21.2	110	17.6	89	14.8
Grand Total	599	100.0	626	100.0	602	100.0

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

Recipients who began as	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years	75	18.2	73	16.9	85	18.5
Transfers (including branch campuses)	291	70.6	310	71.9	340	74.1
Others (other freshmen, returning students, etc.)	46	11.1	48	11.2	34	7.4
All baccalaureate degree recipients	412	100	431	100	459	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 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	32	43.8	28	28.6	10	50.0
American Indian	33	39.4	26	53.8	11	36.4
Asian	2	50.0	2	0.0	2	50.0
Hispanic	260	48.5	196	52.5	200	54.5
Native Hawaiian/Pacific Islander	2	50.0	3	100.0	3	66.6
White/Other	44	50.0	53	40.0	30	46.6
Two or More Races	10	30.0	15	33.3	3	0
Nonresident Alien	33	48.5	24	62.5	14	64.3
Unknown	8	50.0	2	0.0	2	0
Men	211	45.0	190	45.7	139	48.2
Women	213	49.3	159	51.5	136	56.6
All Students	424	47.2	349	48.4	275	52.4

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

Race/Ethnicity & Sex	Entered Fall 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015
African American	34	8.8	47	6.4	40	12.5
American Indian	20	25.0	20	0.5	31	12.9
Asian	3	33.3	3	33.3	6	0
Hispanic	208	19.7	268	17.9	213	21.1
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	52	17.3	50	16.0	63	7.9
Nonresident Alien	20	20.0	33	36.4	10	90.0
Unknown	10	10.0	16	12.5	16	0
Men	195	15.4	256	12.1	196	13.8
Women	152	22.4	181	24.3	183	22.4
Overall	347	18.4	437	17.2	379	17.9

Student Progress and Student Success

Table 12. What degrees were awarded in 2014-15?

	Associates	Bachelors	Post BA Cert	Masters	Total
Agriculture					
Architecture-related		9			9
Business/Agri-Business/Public Administration		76		71	147
Education	1	122	2	167	292
Engineering/Tech/Computer Science		3		1	4
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science		60		33	93
Law/Protective Services		26			26
Nursing		47			47
Science and Math		26	1	15	42
Social Work		112		142	254
Total	1	481	3	429	914
Science/Technology/Engineering/Math/Health		215	1	158	374

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Associates	1	0	0	0	1
Bachelors	356	401	447	464	481
Post-BA Certificates			1	13	3
Masters	346	408	367	376	429
Total	703	809	815	853	914

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 2012 Faculty % (N = 140)	Fall 2013 Faculty % (N = 139)	Fall 2014 Faculty % (N = 144)	Fall 2012 Staff % (N = 352)	Fall 2013 Staff % (N = 386)	Fall 2014 Staff % (N = 365)
African American	2.1	2.2	2.1	1.7	2.1	1.4
American Indian	0.0	0.7	0.7	1.4	2.3	1.4
Asian	4.3	4.3	4.2	0.3	0.3	0.3
Hispanic	27.1	28.1	29.9	72.2	69.7	72.3
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.3	0.3	0.5
White/Other	56.4	52.5	52.1	20.5	19.9	20.5
Two or More Races	2.9	2.2	2.1	0.8	1.0	0.8
Nonresident Alien	3.6	6.5	4.9	0.3	1.3	0.5
Unknown	3.6	3.6	4.2	2.5	3.1	2.2
Men	56.4	58.3	57.6	48.0	47.4	50.4
Women	43.6	41.7	42.4	52.0	52.6	49.6

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
19:1	14:1	14:1	15:1	13:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	82.7	\$55,162	97.1
Fall 2010	80.0	\$54,935	94.2
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
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

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		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Number of Native American students among all degree-seeking undergraduates as of fall census date	Target	170	170	170	180	180	180
	Actual	164	167	176	160	177	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 2nd semester		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	Fall 15 to Spring 16
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	77.0	77.0	77.0	78.0	78.0	78.0
	Actual	78.1	72.2	75.0	75.4	77.5	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 3rd semester		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	Fall 15 to Fall 16
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	50.6	55.3	47.2	48.4	52.4	
CSRDE Benchmark	Benchmark	68.1	70.0	70.0	70.0	68.6*	

*CSRDE June 2015 data (2004-13 cohorts) for less selective public institutions (<21 ACT), fewer than 5,000 students.

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 7th semester		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	Fall 13 to Fall 16
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	56.1	53.6	54.4	49.7	55.0	

		FY12	FY13	FY14	FY15	FY16	FY17
Completion Measure		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	Fall 10 to Sum 16
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	20.9	16.2	18.4	17.2	17.9	
CSRDE Benchmark		36.7	36.3	37.9	37.1	35.8*	

*CSRDE June 2015 data (2004-13 cohorts) for less selective public institutions (<21 ACT), fewer than 5,000 students.

		FY12	FY13	FY14	FY15	FY16	FY17
Degrees Awarded		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	Sum/Fa/Spr 2015-2016
Total number of baccalaureate degrees awarded	Target	330	330	330	370	370	415
	Actual	351	360	433	457	467	

New Mexico Highlands University

		FY12	FY13	FY14	FY15	FY16	FY17
Transfer Measure		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	Sum/Fa/Spr 2015-2016
Undergraduate transfer students from two-year colleges	Target	450	450	450	480	480	480
	Actual	488	474	472	516	513	

		FY12	FY13	FY14	FY15	FY16	FY17
External Funding		FY10-11	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
External funds awarded to the institution	Target	\$17.0M	\$20.6M	\$17.0M	\$17.0M	\$18.2M	\$17.8M
	Actual	\$19.3M	\$17.2M	\$16.2M	\$15.6M	\$15.5M	

		FY12	FY13	FY14	FY15	FY16	FY17
Grants and Contracts		FY10-11	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Percent of total funds generated by grants and contacts	Target	18	28	25	25	25	25
	Actual	28	23	24	24	25	

		FY12	FY13	FY14	FY15	FY16	FY17
Extended Services Courses		Fall 2011 Census	Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census
Number of students enrolled in Extended Services courses	Target	1,100	1,100	1,300	1,400	1,400	1,400
	Actual	1,425	1,312	1,407	1,409	1,448	

		FY12	FY13	FY14	FY15	FY16	FY17
Student Satisfaction Survey		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of graduating seniors "satisfied" or "very satisfied" with NMHU in all survey categories	Target	90.0	90.0	95.0	95.0	95.0	95.0
	Actual	94.9	96.8	94.7	97.6	90.3	

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: (Source: Economic Impact Study 2012, http://nnmc.edu/wordpress/?page_id=9656)

- For every dollar the state appropriates to Northern, taxpayers see a cumulative return of \$3.80 over the course of students' working careers.
- Higher earnings of Northern 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 credit hours in the workforce amounts to about \$165.8 million each year.
- The average annual added income due to the activities of Northern and its graduates equals \$177.7 million, approximately 7.5% of the regional economy.

<i>Table 1. Fall 2015 Overall Enrollment by Level</i>	
Degree-seeking undergraduate students	823
Non-degree students	229
Post BA Certificate students	0
Total Headcount	1,052
Total FTE	707

<i>Table 2. Number of programs by degree level 2015-2016</i>	
Associates	44
Bachelors	12
Undergraduate Certificates	18
Post BA Certificates	1
Alternative Licensure Programs	3

<i>Table 3. Fiscal Resources</i>				
For FY12-13*			% 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 2011-12	FY 2012-13	FY 2013-14	FY 2014-15
Total current funds revenue for main campus	\$28M	\$28.7M	23.6M	25.3M
State appropriations (main campus) as percent of operating budget	36.0	37.0	34.0	41.1

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13

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*
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	71.2	\$14,764	93.1
2015-16	\$5,296	N/A	\$15,690	N/A

*List of peers in Appendix IPEDS data for 2015-2016 is not yet available for peer comparisons

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

Percent of UG Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	62	72	63	64	64
Work Study (must work to earn)	3	4	4	4	5
Loans (must be paid back)	12	14	14	12	13
Percent of Students Receiving Lottery Scholarships	16	11	12	10	13
Percent of Students who are Pell recipients	56	62	56	56	57
Percent of Students Receiving Aid	65	75	66	66	66
Average Award per Recipient*	\$5,252	\$5,465	\$5,849	\$6,018	\$6,581

*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	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)			
Work Study (must work to earn)			
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 2012	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	1.0	1.2	1.9	2.5	1.0	1.5	2.7	3.0
American Indian	9.0	13.0	7.9	9.5	9.0	10.2	10.0	10.8
Asian	0.6	0.8	0.9	1.2	1.0	0.8	0.8	1.2
Hispanic	72.0	68.2	71.4	68.9	72.0	69.6	69.4	68.3
Native Hawaiian/Pacific Is	0.1	0.4	0.2	0.0	0.1	0.3	0.1	0.0
White/Other	13.0	11.2	12.2	11.8	12.0	12.2	11.8	10.5
Two or More Races	0.0	3.3	3.4	4.9	0.0	3.8	3.9	5.2
Nonresident Alien	0.2	0.1	-	0.5	0.1	0.1	0.0	0.6
Unknown	5.0	1.8	2.1	0.6	5.0	1.5	1.6	0.4
Total	1,832	1,681	1,349	1,052	1,385	1,202	924	823

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	68	27.8	55	31.6	23	32.9
Out-of-state 2-Year Colleges	39	16.0	26	14.9	2	2.9
Subtotal 2-Year Colleges	107	43.9	81	46.6	25	35.7
NM Public 4-Year Universities	77	31.6	60	34.5	21	30.0
All Other 4-Year Universities	60	24.6	33	19.0	24	34.3
Subtotal 4-Year Universities	137	56.1	93	53.4	45	64.3
Grand Total	244	100	174	100	70	100

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

Recipients who began as	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years.	6	8.5	20	27.7	21	33.9
Transfers (including those from branch campuses)	18	25.4	17	23.6	15	24.2
Other (other first-time students, returning students, etc.)	41	66.2	35	48.6	26	41.9
All baccalaureate degree recipients*	71	100	72	100	62	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 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	5	0.0	2	100.0	1	100.0
American Indian	12	92.0	15	20.0	17	53.0
Asian	3	0.0	1	100.0	1	100.0
Hispanic	161	57.0	125	100.0	84	56.0
Native Hawaiian/Pacific Islander	1	0.0	1	37.0	0	--
White/Other	17	35.0	17	65.0	3	0
Two or More Races	1	100.0	4	50.0	4	25.0
Nonresident Alien	0	--	1	0.0	1	100.0
Unknown	2	0.0	3	33.0	1	100.0
Men	96	52.0	73	26.0	53	47.0
Women	106	58.0	96	40.0	59	61.0
All Students	202	55.0	169	40.0	112	54.0

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

Race/Ethnicity & Sex	Entered Fall 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Bachelor's Degrees through Summer 2013	Cohort N	% Bachelor's Degrees through Summer 2014	Cohort N	% Bachelor's Degrees through Summer 2015
African American	1	0	4	0.0	2	0.0
American Indian	11	18.0	14	14.0	24	13.0
Asian	1	0.0	1	0.0	1	0.0
Hispanic	149	16.0	145	17.0	146	15.0
Native Hawaiian/Pacific Islander	1	0.0	0	--	0	--
White/Other	17	6.0	12	8.0	10	30.0
Two or More Races	0	--	0	--	0	--
Nonresident Alien	0	--	0	--	0	--
Unknown	2	0.0	1	0.0	1	0.0
Men	77	19.0	71	21.0	76	9.0
Women	105	12.0	106	11.0	108	19.0
Overall	182	15.0	177	15.0	184	15.0

Note: NNMC includes Associate (3 year rate) and Certificate (2 year rate) awards in cohorts.

Student Progress and Student Success

Table 12. What degrees were awarded in 2013-14

	Undergrad Certificates	Associates	Bachelors	Alternative Licensure	Total
Agriculture		2			2
Architecture-related					
Business/Agri-Business/Public Administration	1	31	20		52
Education		15	4	9	28
Engineering/Tech/Computer Science	4	21	9		34
Health Professions (w/o Nursing)	6	10	1		17
Humanities/Social Science		10	15		25
Law/Protective Services		6			6
Nursing	13	16	3		32
Science and Math		3	7		10
CTE*	4	7			11
Total	28	121	59	9	217
Science/Technology/Engineering/ Math/Health	20	43	20		83

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

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Undergraduate Certificates	36	27	23	30	28
Associates	129	98	99	109	121
Bachelors	70	51	71	72	59
Alternative Licensure	21	18	9	21	9
Total	256	194	202	232	217

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

	2012-13 %	2013-14 %	2014-15 %
Satisfied or Very Satisfied with Curriculum and Instruction	87.6	73.9	81.0
Satisfied or Very Satisfied with Student Support	85.7	75.8	87.0
Satisfied or Very Satisfied Overall with Institution	90.5	72.8	82.0

NNMC administered its first Survey of Graduating Senior Satisfaction in 2012. See Appendix III for Survey of Graduating Seniors instrument

Academic Quality and a Quality Learning Environment

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

Race/Ethnicity & Sex	Faculty			Staff		
	2012 Faculty % (N = 59)	2013 Faculty % (N = 53)	2014 Faculty % (N = 48)	2012 Staff % (N = 135)	2013 Staff % (N = 149)	2014 Staff % (N = 148)
African American	1.7	1.8	0.0	0.0	1.2	1.0
American Indian	1.7	1.8	4.0	8.2	6.0	7.0
Asian	5.1	5.7	8.0	0.7	1.2	0.0
Hispanic	55.9	47.2	44.0	78.5	76.0	78.0
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0	0.5	1.0
White/Other	35.6	43.4	42.0	11.1	11.4	10.0
Two or More Races	0.0	0.0	0.0	0	0	0
Nonresident Alien	0.0	0.0	0.0	0	0	0
Unknown	0.0	0.0	2.0	1.5	3.6	3.0
Men	45.8	56.6	50.0	40.7	36.5	41.0
Women	54.2	43.3	50.0	59.3	63.5	59.0

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
13:1	12:1	10:1	15:1	13:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	**	\$46,262	94.1
Fall 2010	**	\$54,585	106.0
Fall 2011	**	\$46,104	91.6
Fall 2012	**	\$46,290	90.2
Fall 2013	**	\$46,477	87.8

*includes assistant, associate and full professors
 **not currently collected electronically
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

Northern New Mexico College DFA Submittals October 2015

		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target		80.0	80.0	80.0	80.0	80.0
	Actual	89.0	83.6	80.0	82.1	78.0	

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>

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 2 nd Semester		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	Fall 15 to Spring 16
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	80.0	80.0	80.0	80.0	80.0	80.0
	Actual	72.0	71.0	74.0	68.5	81.0	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 3 rd Semester		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	Fall 15 to Fall 16
Percent of first-time, full-time degree-seeking students enrolled third semester	Target		66.5	66.5	66.5	66.5	66.5
	Actual	54.0	61.0	55.0	39.0	54.0	

Note: CSRDE benchmarks are not included since Northern is not currently a member of the Consortium for Student Retention Data Exchange.

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 7 th Semester		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	Fall 13 to Fall 16
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	30
	Actual	29	46	29	34	34	

		FY12	FY13	FY14	FY15	FY16	FY17
Completion Measure		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	Fall 10 to Sum 16
Percent of first-time, full-time freshmen completing an academic program within six years*	Target		25	25	25	25	25
	Actual	12.0	14.0	15.0	15.0	15.0	

*NNMC includes Associate and Certificate awards in cohorts.

This completion measure is for all students completing in **150% of the expected time**. In Fall 2009 the cohort of first-time, full-time degree seeking students was 184. Two (2) of the cohort earned a certificate in two years. Eighteen (18) of the cohort earned an associate degree in three years and 8 of the cohort graduated with a bachelor's degree within the 6 year time frame (**15%**).

Northern New Mexico College

		FY12	FY13	FY14	FY15	FY16	FY17
Degrees Awarded		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	Sum/Fa/Spr 2015-16
Total number of baccalaureate degrees awarded	Target		55	55	55	55	55
	Actual	52	67	71	72	62	

		FY12	FY13	FY14	FY15	FY16	FY17
Transfer Measure		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	Sum/Fa/Spr 2015-16
Undergraduate transfer students from two-year colleges	Target			105	105	105	105
	Actual	N/A*	105	107	86	58	

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

		FY12	FY13	FY14	FY15	FY16	FY17
Grants and Contracts		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of total funds generated by grants and contacts	Target	*	39.0	39.0	39.0	39.0	39.0
	Actual	39.0	39.0	46.0	30.4	36.1	

*Unaudited

		FY12	FY13	FY14	FY15	FY16	FY17
Student Satisfaction Survey		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of graduating seniors “satisfied” or “very satisfied” with NNMC in all survey categories.	Target			80.0	80.0	80.0	80.0
	Actual		80.0	87.6	84.0	84.0	

*NNMC administered its first survey in 2012.

		FY12	FY13	FY14	FY15	FY16	FY17
School of Education graduates*		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Increase number of School of Education graduates	Target		45	45	45	45	45
	Actual	27	34	30	44	28	

*Includes BA, AA, and Alternative Licensure graduates

		FY12	FY13	FY14	FY15	FY16	FY16
Instructional TV/Online courses		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of courses available: instructional TV and online	Target		230	230	230	150	150
	Actual	190	141	135	135	144	

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 is accredited by the Higher Learning Commission. See <http://www.hlcommission.org/Directory-of-HLC-Institutions.html> for details.

Contributions to Economic Development:

- Economic Development: New Mexico Economic Development Course - 32 attendees
- Small Bus Dev. Center: New businesses - 6, Jobs created – 24, Capital infusion - \$414,425
- International Business Accelerator: New businesses - 5, Jobs created - 82, Exports \$89.6M
- School of Business: Community business projects, student internships

Degree-seeking undergraduate students	1,869
Degree-seeking graduate students	800
Non-degree students	702
Total Headcount	3,371
Total FTE	2,313

Associates	15
Bachelors	39
Undergraduate certificates	10
Masters	16
Graduate Certificates	10

For FY12-13*				
	<u>% for Institution</u>		<u>% for Peers</u>	
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	
	2011-12	2012-13	2013-14	2014-15
Total current funds revenue for main campus	\$39M	\$41M	\$45M	\$49M
State appropriation (main campus) as percent of operating budget	38.5	39.0	38.0	37.8

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY12-13

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*
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	81.1	\$13,184	88.0
2015-16	\$5,704	N/A	\$13,364	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	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	66.7	70.1	72.2	69.0	73.0
Work Study (must work to earn)	5.2	10.3	11.7	5.4	11.9
Loans (must be paid back)	42.2	44.8	48.7	49.3	50.3
Percent of Students Receiving Lottery Scholarships	8.5	8.6	10.4	11.8	4.5
Percent of Students who are Pell recipients	59.0	58.5	60.4	60.8	59.9
Percent of Students Receiving Aid	73.4	75.6	80.4	79.2	82.4
Average Award per Recipient	\$8,218	\$8,559	\$8,674	\$8,807	\$10,075

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

Percent of Graduate Students Receiving Types of Aid	2010-11	2011-12	2012-13	2013-14	2014-15
Grant and Scholarship Aid (not paid back)	12.0	7.2	9.5	4.6	9.0
Loans (must be paid back)	37.3	39.2	42.7	41.7	45.4
Percent of Students Receiving Aid	45.9	42.9	47.9	44.0	50.8
Average Award per Recipient	\$10,394	\$11,788	\$11,202	\$13,376	\$13,131

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2012	% Fall 2013	% Fall 2014	% Fall 2015
African American	2.5	3.6	4.2	6.5	3.2	4.4	5.2	6.8
American Indian	4.0	5.0	2.8	3.2	2.2	3.4	3.2	3.2
Asian	0.6	1.0	1.3	2.0	0.6	1.0	1.6	2.0
Hispanic	44.3	45.2	40.4	37.0	51.4	53.8	52.5	50.9
Native Hawaiian/Pacific Is	0.6	0.2	0.1	.01	0.2	0.2	0.1	0.2
White/Other	24.6	26.8	27.6	31.2	25.9	24.5	27.3	28.7
Two or More Races	0.6	0.4	0.5	0.5	0.8	0.5	0.6	0.8
Nonresident Alien	1.3	5.0	1.3	1.3	1.5	1.6	1.7	1.8
Unknown	21.9	16.5	21.7	18.1	14.1	10.9	7.8	5.6
Total	3,808	3,727	3,632	3,371	2,259	2,210	2,126	1,869

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

	2012-2013		2013-2014		2014-2015	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	68	21.6	80	23.5	48	18.7
Out-of-state 2-Year Colleges	91	28.9	143	41.9	90	35.0
Subtotal 2-Year Colleges	159	50.5	223	65.4	138	53.7
NM Public 4-Year Universities	78	24.8	75	22.0	53	25.7
All Other 4-Year Universities	78	24.8	43	12.6	90	20.6
Subtotal 4-Year Universities	156	49.5	118	34.6	143	46.3
Grand Total	315	100.0	341	100.0	281	100.0

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

Recipients who began as	2012-13		2013-14		2014-15	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years	46	19.1	81	38.2	56	24.5
Transfers (including branch campuses)	109	45.2	95	44.8	126	55.0
Other (first-time freshmen, returning students, etc.)	86	35.7	36	17.0	47	20.5
All baccalaureate degree recipients	241	100.0	212	100.0	229	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 2012		Entered Fall 2013		Entered Fall 2014	
	Cohort N	% Still Enrolled Fall 2013 (*)	Cohort N	% Still Enrolled Fall 2014 (*)	Cohort N	% Still Enrolled Fall 2015 (*)
African American	21	52.4	30	40.0	37	37.8
American Indian	6	66.7	10	50.0	8	37.5
Asian	2	100.0	3	33.3	6	66.7
Hispanic	237	51.1	239	60.3	192	51.0
Native Hawaiian/Pacific Islander	1	0.0	2	50.0	1	100.0
White/Other	90	47.8	90	54.4	74	58.1
Two or More Races	0	--	0	--	3	100.0
Nonresident Alien	6	66.7	6	83.3	2	100.0
Unknown	56	62.5	9	33.3	1	100.0
Men	209	52.6	193	51.3	144	75.0
Women	210	57.1	196	61.7	180	33.9
All Students	419	54.9	389	56.6	324	52.2

* 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 2007		Entered Fall 2008		Entered Fall 2009	
	Cohort N	% Degrees through Summer 2013	Cohort N	% Degrees through Summer 2014	Cohort N	% Degrees through Summer 2015
African American	14	14.3	17	23.5	11	9.0
American Indian	5	0.0	6	0.0	15	33.3
Asian	2	0.0	4	0.0	4	0.0
Hispanic	123	20.3	163	22.1	229	24.0
Native Hawaiian/Pacific Islander	0	--	1	100.0	2	50.0
White/Other	86	26.7	113	19.5	129	27.1
Two or More Races	4	50.0	3	66.7	6	16.7
Nonresident Alien	5	20.0	3	33.3	5	40.0
Unknown	8	37.5	6	0.0	23	30.4
Men	111	18.0	147	14.3	199	27.6
Women	136	26.5	169	26.6	225	23.1
Overall	247	22.7	316	20.9	424	25.2

WNMU includes Associate and Certificate awards in cohorts.

Student Progress and Student Success

Table 12. What degrees were awarded in 2014-15? (no zeros)

	Undergrad Certificates	Associates	Bachelors	Masters & Grad Certs	Total
Agriculture					
Architecture-related			8		8
Business /Agri-Business/Public Admin	1	22	31	14	68
Education		10	21	75	106
Engineering / Tech / Computer Science	40	12	1		53
Fine Arts		2	11		13
Health Professions (w/o Nursing)		30	8	18	56
Humanities / Social Science		24	54	79	157
Law / Protective Services	19	7	40	1	67
Nursing		31	21		52
Science and Math			26		26
Social Work			15	25	40
Total (*)	60	138	239	212	646
Science/Technology/Engineering/ Math/Health	0	73	56	18	187

* Includes double majors in bachelors.

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Undergraduate Certificates	32	74	69	63	60
Associates	123	135	119	113	138
Bachelors	171	170	248	213	229
Masters	99	136	149	158	177
Graduate Certificates				13	35
Total	425	515	585	560	639

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	82.5	77.5	82.9	83.7
Satisfied or Very Satisfied with Student Support	80.2	77.3	79.5	82.8
Satisfied or Very Satisfied Overall with Institution	86.0	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

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

Race/Ethnicity & Sex	Faculty			Staff		
	Fall 2012 Faculty % (N = 140)	Fall 2013 Faculty % (N = 117)	Fall 2014 Faculty (N = 108)	Fall 2012 Staff % (N = 363)	Fall 2013 Staff % (N = 364)	Fall 2014 Staff % (N = 377)
African American	2.0	1.7	2.8	2.3	1.9	2.9
American Indian	2.0	0.9	0.0	2.0	1.6	2.7
Asian	2.0	3.4	2.8	1.1	1.6	0.5
Hispanic	17.9	13.7	17.6	40.8	34.6	32.1
Native Hawaiian/Pacific Is.	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	66.4	68.4	65.7	45.7	54.1	54.6
Two or More Races	0.7	0.0	1.0	0.9	0.0	0.3
Nonresident Alien	2.0	0.0	2.8	0.3	0.0	1.3
Unknown	7.0	12.0	7.4	6.9	6.0	5.6
Men	36.4	39.3	46.3	38.2	37.4	38.2
Women	63.6	60.7	53.7	61.8	62.6	61.8

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

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
13:1	12:1	16:1	16:1	16:1

Table 17. Full-Time Instructional Faculty Information*

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2009	94.0	\$46,669	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
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2013

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		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Percent of Native American first-year students enrolled	Target	1.5	1.5	1.5	1.5	1.5	1.5
	Actual	3.5	2.2	2.7	2.5	3.1	
	Benchmark	1.6	1.6		1.6		

		FY12	FY13	FY14	FY15	FY16	FY17
Access Measure		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
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	57.7	53.3	56.9	61.1	54.2	
	Benchmark						

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 2nd Semester		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	Fall 15 to Spring 16
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	85.1	80.1	77.3	79.6	75.6	

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 3rd Semester		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	Fall 15 to Fall 16
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	50.4	55.1	52.3	56.8	51.5	
CSRDE Benchmark	Benchmark	66.8	70.0		70.0	68.6*	

*CSRDE June 2015 data (2004-13 cohorts) for less selective public institutions (<21 ACT), fewer than 5,000 students.

		FY12	FY13	FY14	FY15	FY16	FY17
Retention Measure 7th Semester		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	Fall 13 to Fall 16
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	62.0	62.0	62.0
	Actual	58.6	57.5	61.9	64.2	59.1	

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		FY12	FY13	FY14	FY15	FY16	FY17
Completion Measure		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	Fall 10 to Sum 16
Percent of first-time, full-time freshmen completing an academic program within six years	Target	20.0	20.0	20.0	23.0	23.0	23.0
	Actual	17.1	19.1	22.7	20.9	25.0	
CSRDE Benchmark			37.9		37.1	35.8*	

*CSRDE June 2015 data (2004-13 cohorts) for less selective public institutions (<21 ACT), fewer than 5,000 students.

		FY12	FY13	FY14	FY15	FY16	FY17
Degrees Awarded		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	Sum/Fa/Spr 2015-2016
Total number of baccalaureate degrees awarded	Target	180	180	180	200	200	200
	Actual	155	170	216	212	227	

		FY12	FY13	FY14	FY15	FY16	FY17
Transfer Measure		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	Sum/Fa/Spr 2015-2016
Undergraduate transfer students from two-year colleges	Target	170	170	170	170	170	170
	Actual	182	143	159	223	273	

		FY12	FY13	FY14	FY15	FY16	FY17
External Funding		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
External funds awarded to the institution	Target	\$3.0M	\$3.0M	\$3.0M	\$3.0M	\$1.9M	\$1.9M
	Actual	\$3.3M	\$1.9M	\$1.9M	\$1.9M	\$2.8M	

		FY12	FY13	FY14	FY15	FY16	FY17
Grants and Contracts		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of total funds generated by grants and contracts	Target	23.0	23.0	23.0	23.0	23.0	23.0
	Actual	24.1	24.0	22.8	23.0	23.0	

		FY12	FY13	FY14	FY15	FY16	FY17
Extended Services Courses		Fall 2011 Census	Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census
Number of students enrolled in Extended Services courses	Target	1,285	1,285	1,285	1,285	1,285	1,285
	Actual	1,530	1,746	1,742	2,315	2,211	

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		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Extended Services Courses							
Number of courses available through instructional television and online via internet.	Target	515	515	700	700	700	700
	Actual	464	630	823	733	990	

		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
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	96.1	95.1	90.1	91.0	87.0	

		FY12	FY13	FY14	FY15	FY16	FY17
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
School of Education Graduates							
Increase the number of School of Education graduates by 15% (to 150) by 2020.	Target	150	150	150	150	105*	105
	Actual	116	99	105	91	108	

*15% increase over FY15 of 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 contact 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, New Mexico 87532
www.nnmc.edu/

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

Council of University Presidents
www.unm.edu/~cup/

