

New Mexico Universities

Research Universities

New Mexico Institute of Mining and Technology	Socorro
New Mexico State University	Las Cruces
University of New Mexico [data not included in this report]	Albuquerque

Comprehensive Universities

Eastern New Mexico University	Portales
New Mexico Highlands University	Las Vegas
Northern New Mexico College	Española
Western New Mexico University	Silver City

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COUNCIL OF UNIVERSITY PRESIDENTS

Membership: Eastern New Mexico University, New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico State University, Northern New Mexico College and Western New Mexico University

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

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 ensure 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.

Sincerely,

Garrey Carruthers, Ph.D.
Chair
New Mexico Council of University Presidents

Performance Effectiveness Report

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The Performance Effectiveness Plan of Six of New Mexico's Public Universities

Accountability and Performance Reporting Categories

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

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

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

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

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

Listing of Data and Table for the Performance Effectiveness Report of New Mexico's Public Institutions

Effective and Efficient Use of Resources

- Table 1 Overall Enrollment by Level (Fall 2016)
- Table 2 Number of Programs by Degree Level (2016-17)
- Table 3 Fiscal Resources (for FY 2014-15)
 - 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 campuses (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 our six-year graduation rates?
- Table 12 What degrees and certificates were awarded in 2015-2016?
- 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

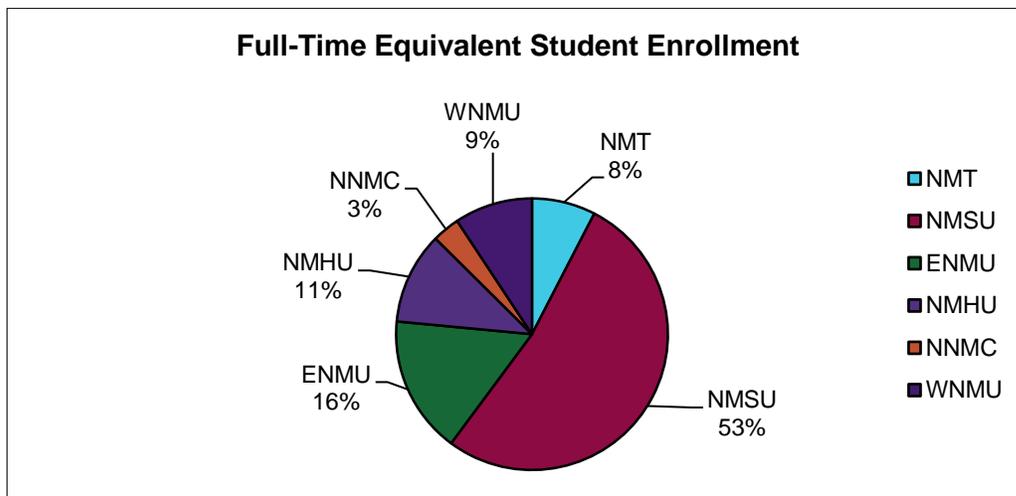
The following information provides a comparative view of performance measures across the institutions. The tables and charts are organized according to the occurrence of the tables in the institutional detail sections of the report that follows. Data is shown individually for New Mexico Institute of Mining and Technology (NMT), New Mexico State University (NMSU), Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), Northern New Mexico College (NNMC), and Western New Mexico University (WNMU).

Full-Time Equivalent Student Enrollment

(from Table 1 in the 2016 report)

FTE	2012	2013	2014	2015	2016	% Change Over Past 5 Years
NMT	1,773	1,813	1,820	1,831	1,809	2.0%
NMSU	13,411	13,482	12,930	12,584	12,533	-6.5%
ENMU	4,039	3,983	4,032	4,023	3,899	-3.5%
NMHU	2,756	2,718	2,627	2,637	2,608	-5.4%
NNMC	1,176	1,057	865	707	780	-33.7%
WNMU	2,371	2,421	2,408	2,313	2,215	-6.6%

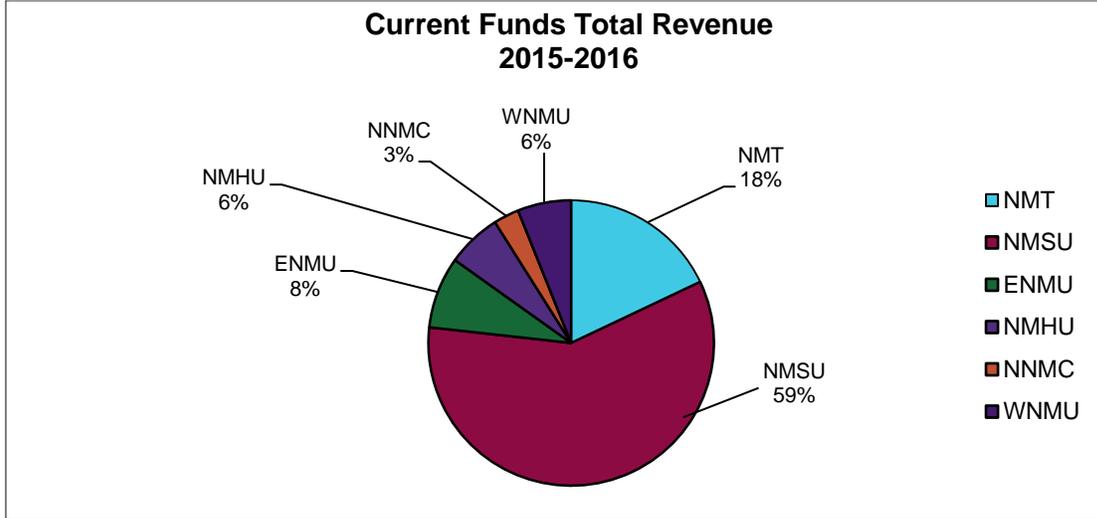
There has been over a 13% overall decrease in FTE enrollment over the past five years, with only two institutions reporting an increase over that time period.



Total Current Funds Revenue

(from Table 3 in the 2016 report)

As would be expected, the distribution of Total Current Funds Revenue reflects the distribution of FTE students. In 2015-2016 the total Current Funds Revenue for the six reporting universities is \$841 million.

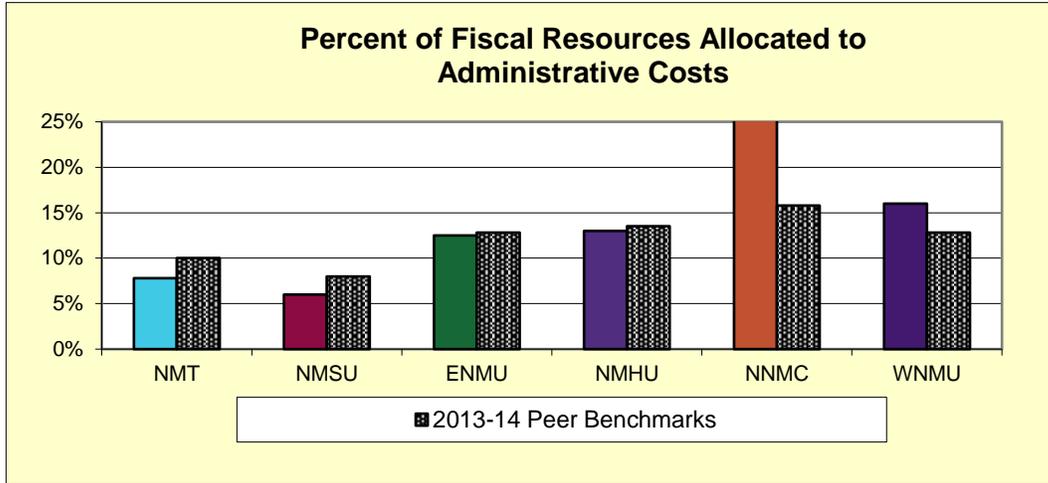


Percent of Fiscal Resources Allocated To Administrative Costs

(from Table 3 of the 2016 report)

Administrative Costs	2009-10	2010-11	2011-12	2012-13	2013-14
NMT	5.1%	5.1%	6.8%	7.7%	7.8%
NMSU	5.9%	6.4%	6.7%	6.6%	6.6%
ENMU	11.7%	11.3%	11.1%	11.7%	12.5%
NMHU	12.4%	11.5%	11.8%	13.4%	13.0%
NNMC	15.5%	18.8%	26.6%	25.4%	29.7%
WNMU	13.8%	15.6%	15.1%	15.9%	16.0%

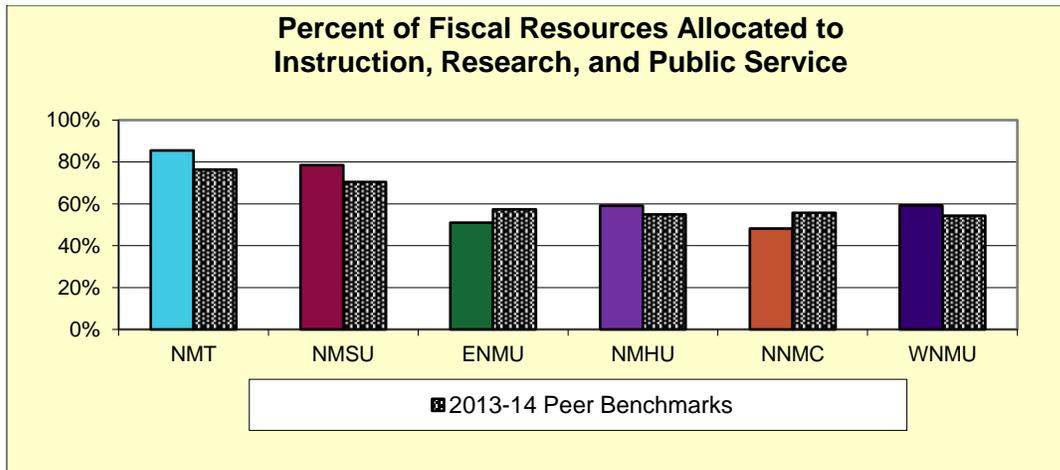
One measure of institutional efficiency is the percent of total educational resources dedicated to administrative costs. This chart displays the ratio of Administrative Costs to total Education and General Expenditures (instruction, research, public service, academic support, student services, institutional 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 partially explains the relatively greater percentage of these costs at institutions with smaller budgets.



Percent of Fiscal Resources Allocated to Instruction, Research, and Public Service (from Table 3 in 2013, 2014, 2015 and 2016 reports)

	2009-10	2010-11	2011-12	2012-13	2013-14
NMT	88.7%	88.7%	85.8%	86.7%	85.5%
NMSU	79.0%	78.1%	77.6%	78.1%	78.5%
ENMU	51.7%	50.2%	50.2%	48.7%	51.0%
NMHU	62.1%	61.2%	60.3%	58.7%	59.1%
NNMC	64.1%	63.5%	45.3%	50.6%	48.2%
WNMU	62.6%	58.7%	60.3%	60.9%	59.2%

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. The six reporting institutions tend to either exceed or come close to the equivalent ratio at our peer institutions.

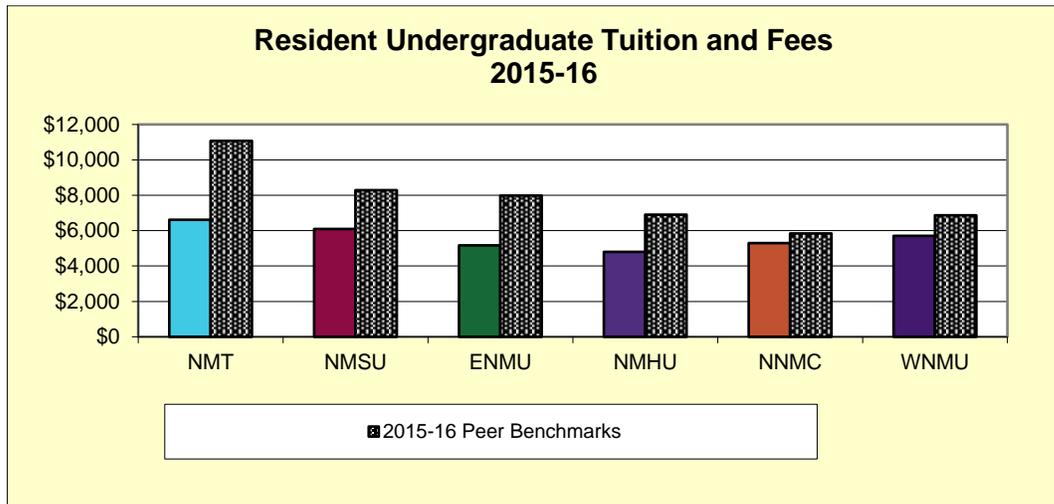


Tuition and Fee Rates

(from Table 4 of 2016 report)

Tuition	2012-13	2013-14	2014-15	2015-16	2016-17	% Change Over Past 5 Years
NMT	\$5,496	\$5,714	\$6,256	\$6,613	\$6,891	25.4%
NMSU	\$6,040	\$6,221	\$5,950	\$6,094	\$6,094	0.9%
ENMU	\$4,350	\$4,559	\$5,100	\$5,168	\$5,510	26.7%
NMHU	\$3,504	\$4,000	\$4,500	\$4,800	\$5,400	54.1%
NNMC	\$2,827	\$4,060	\$3,961	\$5,296	\$5,296	87.3%
WNMU	\$4,313	\$4,723	\$5,346	\$5,704	\$6,644	54.0%

Overall, tuition rates have increased 35% over the past five years, ranging from 87% at NNMC to less than 1% at NMSU. (Over this time period, NNMC changed from a two-year school to a four-year institution and adjusted its tuition rates accordingly.) Despite these increases, tuition rates for all New Mexico universities remain significantly below the average rate of their peer institutions.

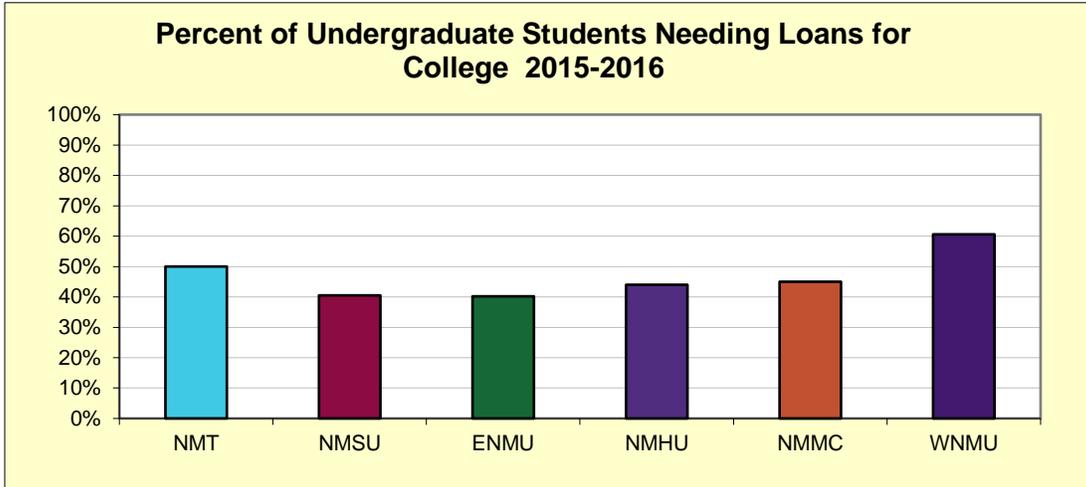


Financial Aid (Loans) That Must Be Paid Back By Undergraduate Students

(from Table 5 in the 2016 report)

Loans	2011-12	2012-13	2013-14	2014-15	2015-16
NMT	29.7%	29.5%	29.5%	45.6%	50.0%
NMSU	46.0%	45.7%	45.7%	42.6%	40.5%
ENMU	42.8%	41.9%	37.7%	36.3%	40.2%
NMHU	47.0%	46.0%	46.0%	47.0%	44.0%
NNMC	14.0%	17.0%	17.0%	64.0%	45.0%
WNMU	44.8%	48.7%	49.3%	50.3%	60.6%

The percent of undergraduate students who receive student loans has varied by institution. Currently, over 43% of students across New Mexico universities need loans to go to college.

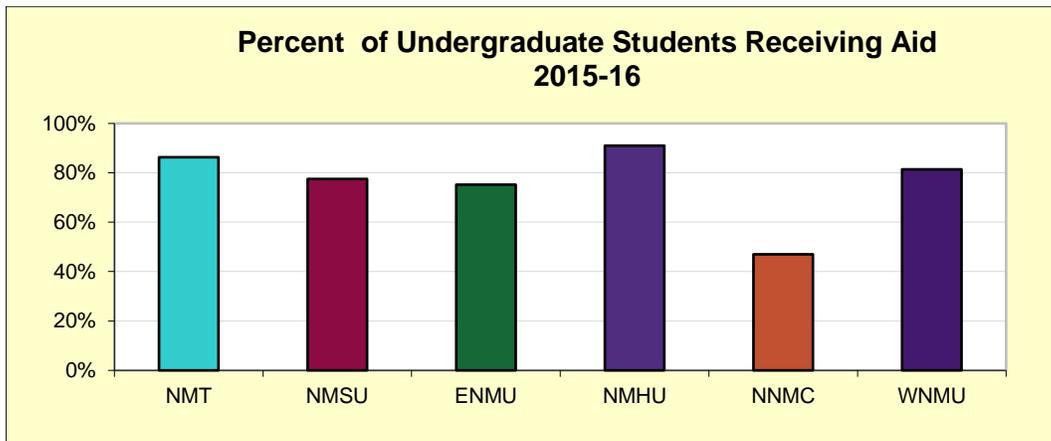


Percent of Undergraduate Students Receiving Aid

(from Table 5 in the 2016 report)

Financial Aid	2011-12	2012-13	2013-14	2014-15	2015-16
NMT	87.3%	77.8%	86.0%	85.2%	86.3%
NMSU	80.0%	79.4%	78.7%	78.4%	77.5%
ENMU	76.6%	75.0%	71.3%	68.0%	75.2%
NMHU	91.0%	89.0%	88.0%	90.0%	91.0%
NNMC	75.0%	66.0%	40.0%	66.0%	47.0%
WNMU	75.6%	80.4%	79.2%	82.4%	81.4%

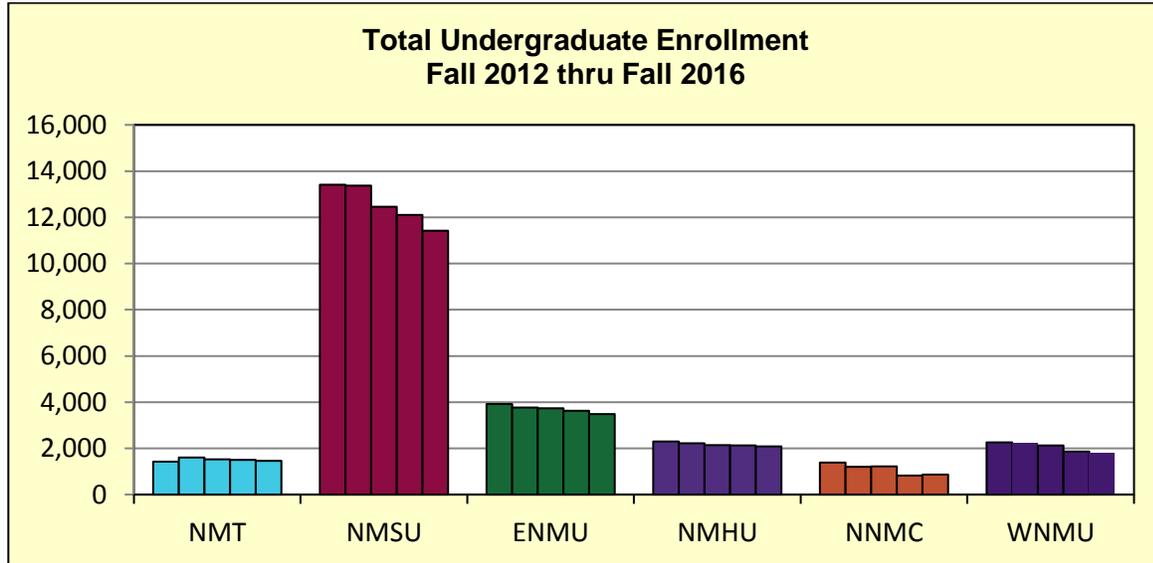
Over 78% of all undergraduate students at New Mexico universities receive some sort of financial aid (loans, lottery scholarships, scholarships, state or federal aid). The percentage is over 85% at two universities.



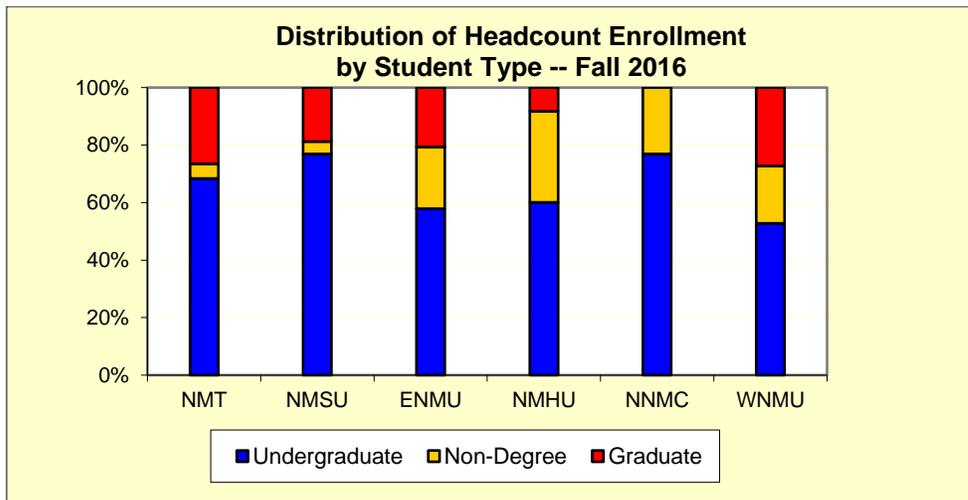
Diversity of Undergraduate Students

(from Table 7 in the 2016 report)

Undergraduate students are students pursuing an undergraduate certificate or degree program (associate or baccalaureate). While overall enrollment has declined only 3.2% in the past five years, undergraduate enrollment has decreased over 14% in the same period. Only one institution (NMT) reports a gain in undergraduate enrollment since 2012.



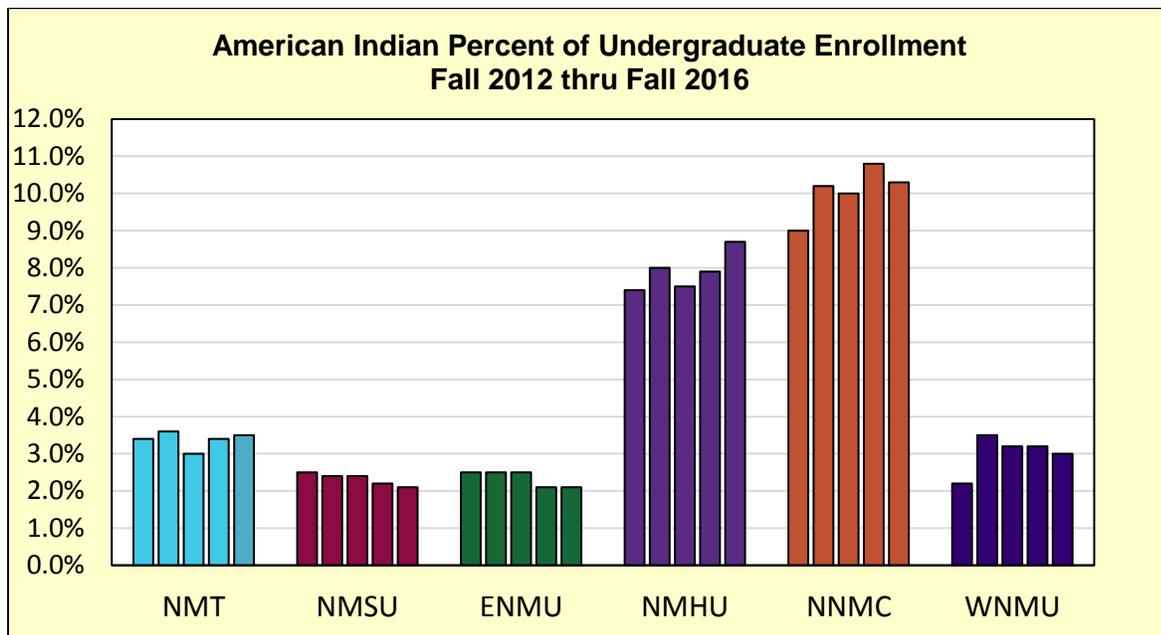
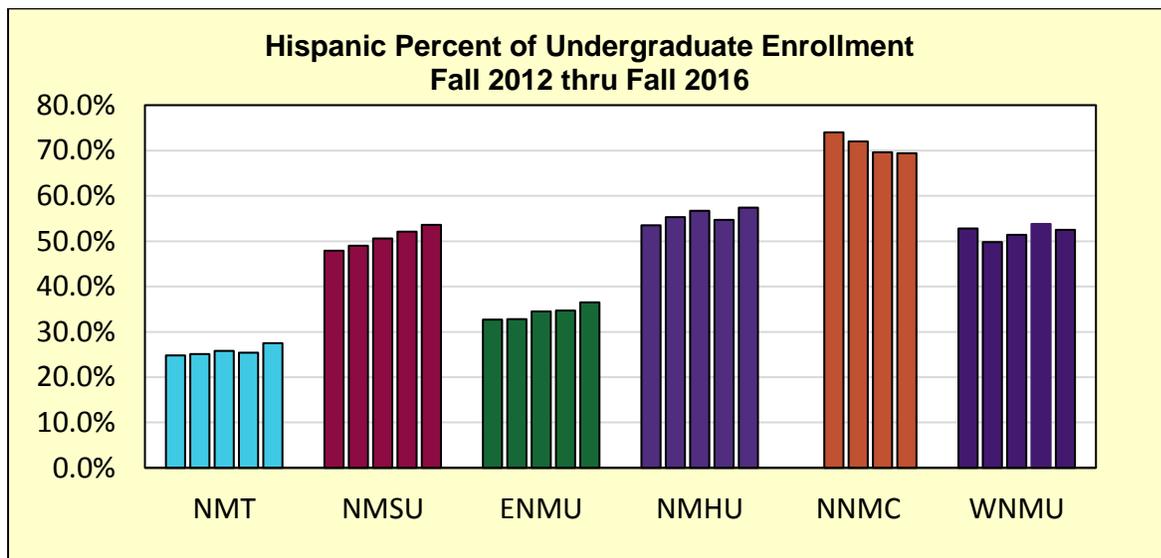
Undergraduate students comprise the majority of total enrollment (almost 68%), but each university also has graduate and non-degree students (these may be high school dual enrollment students, students without baccalaureate degrees taking classes, or students with baccalaureate degrees taking additional classes). The bar graph below illustrates the percentage distribution of these three student types in fall 2016 (NNMC does not offer graduate programs but does offer post-bachelors' certificates).



Hispanic and American Indian Diversity of Undergraduate Enrollment

(from Table 7 in the 2016 report)

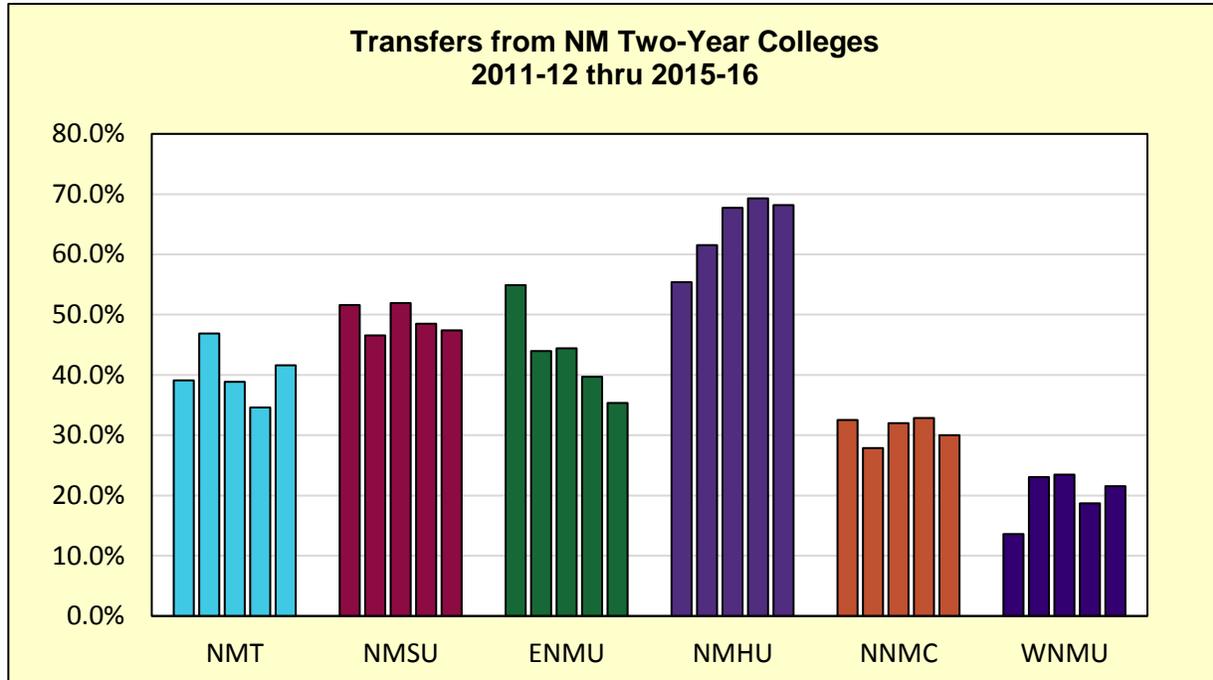
Universities are attentive to the ethnic distribution of their students. While all groups are important, special attention is paid to Hispanic and American Indian percentages since these two groups represent the highest percentage of traditionally under-represented groups in New Mexico. The following 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. Statewide, the percent of Hispanic undergraduates has increased 6% in the past five years, to 42.6% of the state-wide student body. In the same period, numbers of American Indian undergraduates has declined in absolute numbers, though the percent increased slightly (to 2.5% of undergraduates).



Transfer Students from New Mexico Two-Year Colleges

(from Table 4 in 2009 thru 2011 reports, Table 8 in the 2012 thru 2016 report)

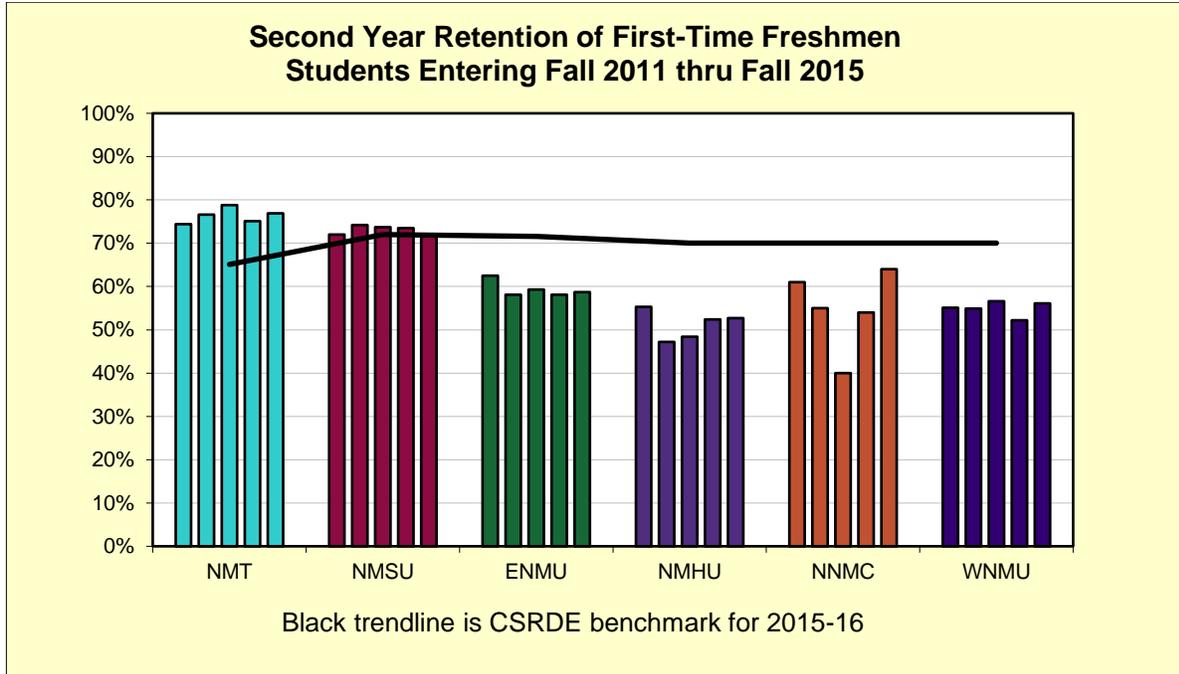
Another measure of access is transfer students from New Mexico two-year colleges and branch campuses into New Mexico universities. Data for 2011-12 through 2015-16 reflect transfers for the academic year, whether they transferred in summer, fall, or spring. Overall, the number of transfer students from New Mexico two-year colleges has been decreasing, reflecting overall declines in enrollment. The institutions' reports (Table 8) detail how many students and what percent of students are in-state or out-of-state transfers, from both two-year and four-year institutions and between the universities within New Mexico.



Retention of First-Time Freshmen to Their Second Year

(from Table 5 of 2008 and 2009 reports, Table 6 of 2010 and 2011 reports, and Table 10 of the 2012 through 2016 reports)

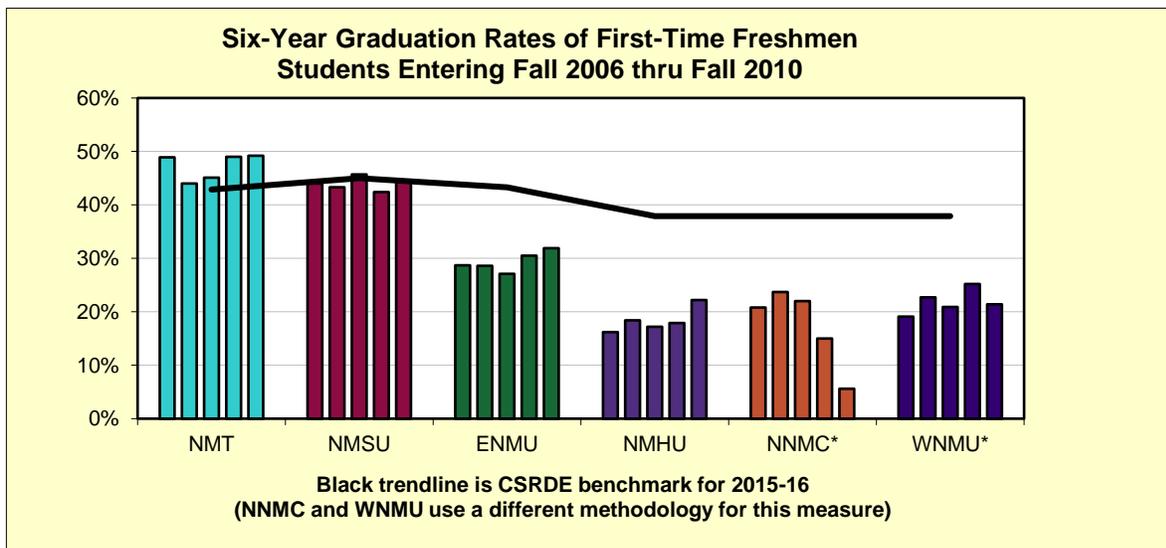
Persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at some institutions help explain the difference in their retention rates relative to other comprehensives and the research universities. The black line 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). NMT and NMSU 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.



Six-Year Graduation Rate of First-Time Freshmen

(from Table 11 from the 2012 through 2016 reports)

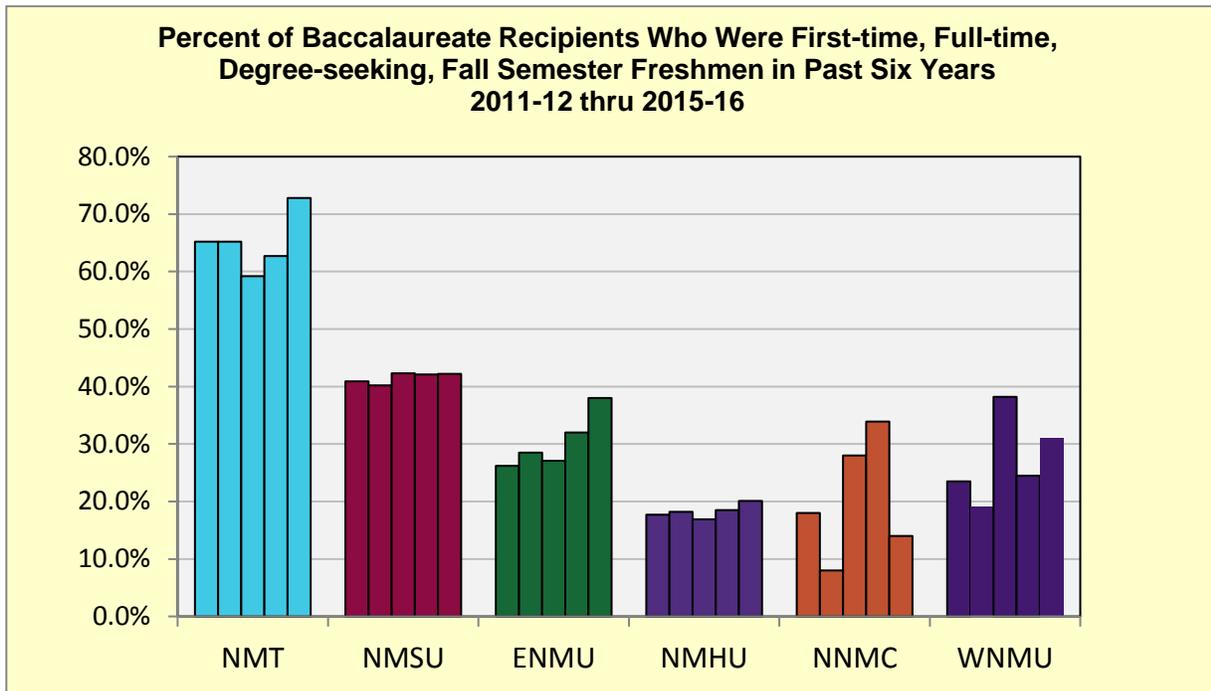
The graduation rate of first-time freshmen after six years is a nationally-reported measure. The data show a pattern similar to retention data, with some fluctuations from year to year. As with retention, open admission policies contribute to lower rates relative to other comprehensive and research universities. 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). Note that NNMC* and WNMU* include associate and certificate awards in its graduation cohort.



Profile of Graduating New Mexico Seniors

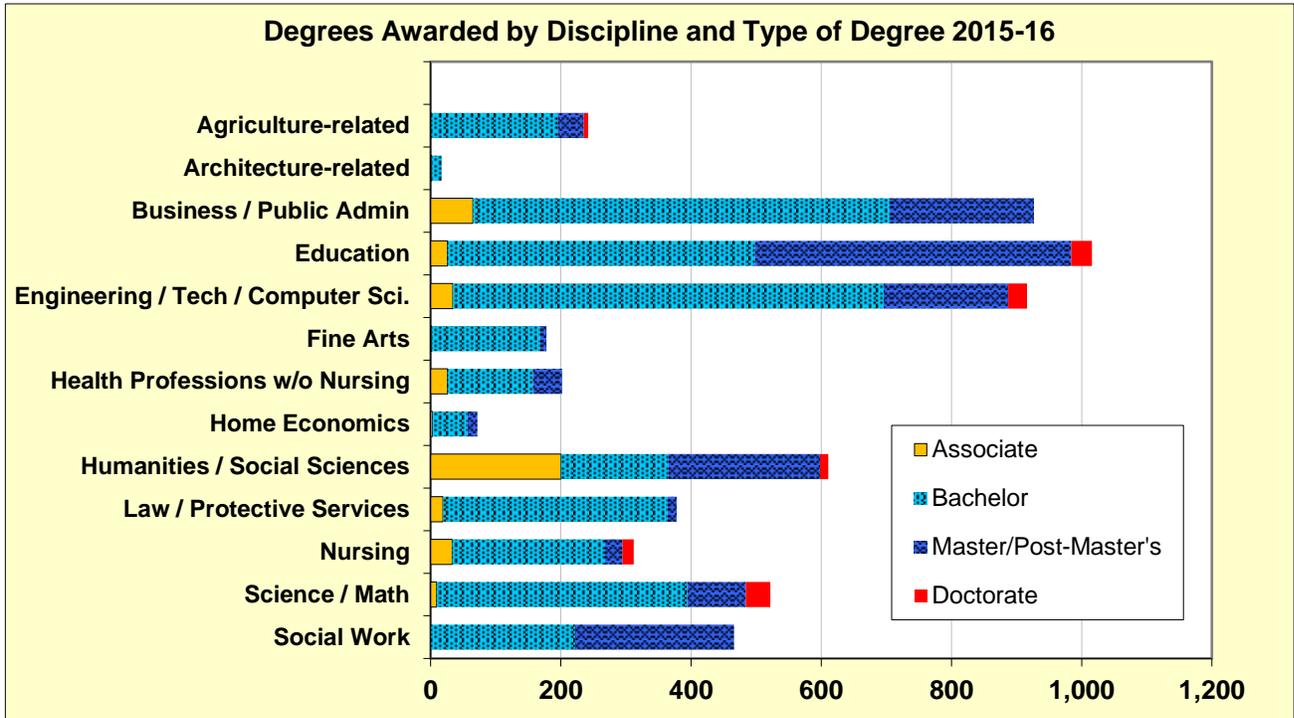
(from Table 9 in the 2016 report)

Traditional six-year graduation rates fail to account for all the students who complete degrees. Table 9 in each institution’s report provides a profile of the students earning baccalaureate degrees. The percentage of degree recipients who entered as first-time, full-time, degree-seeking freshmen and stayed at the same institutions to graduate within six years ranges from as low as 14% (NNMC) to a high of 72% (NMT). Reasons for leaving a campus to complete a degree elsewhere can be unique for each student, including financial concerns, changes in degree sought, or family obligations. Many of the freshman cohort who transfer will complete their degrees at another institution.

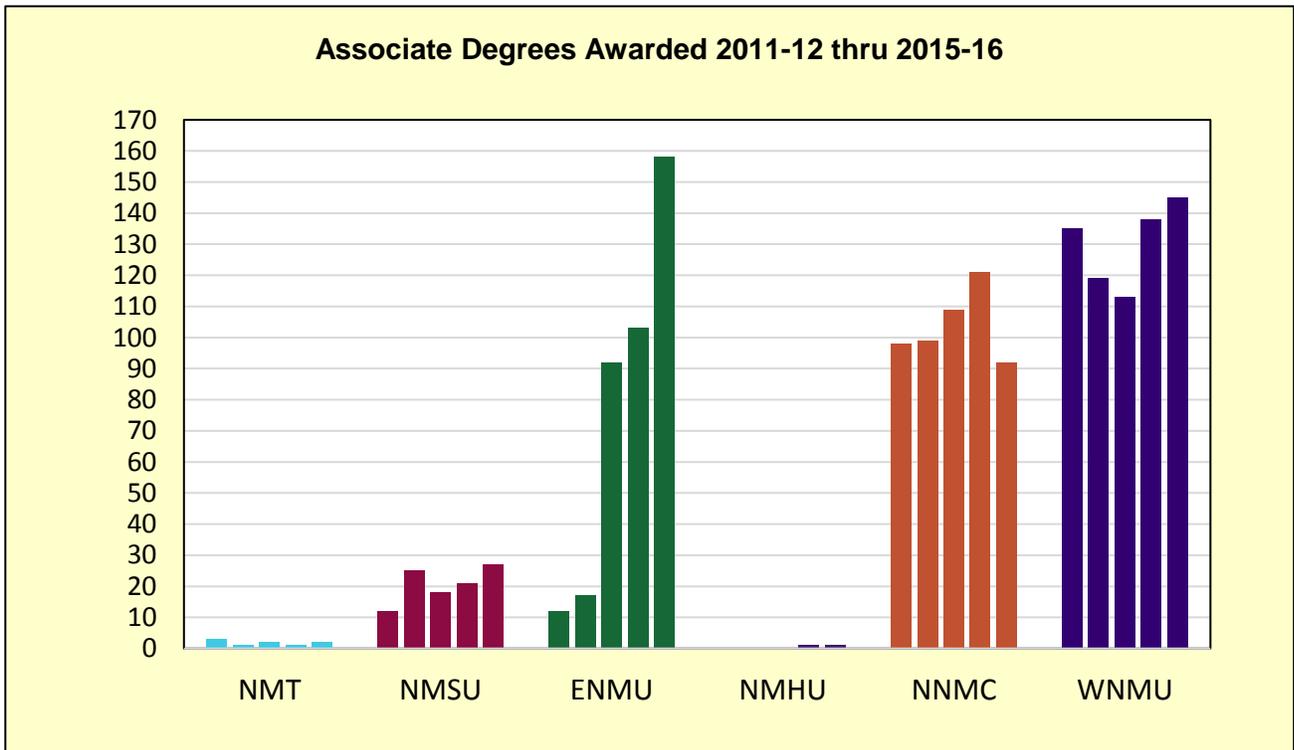


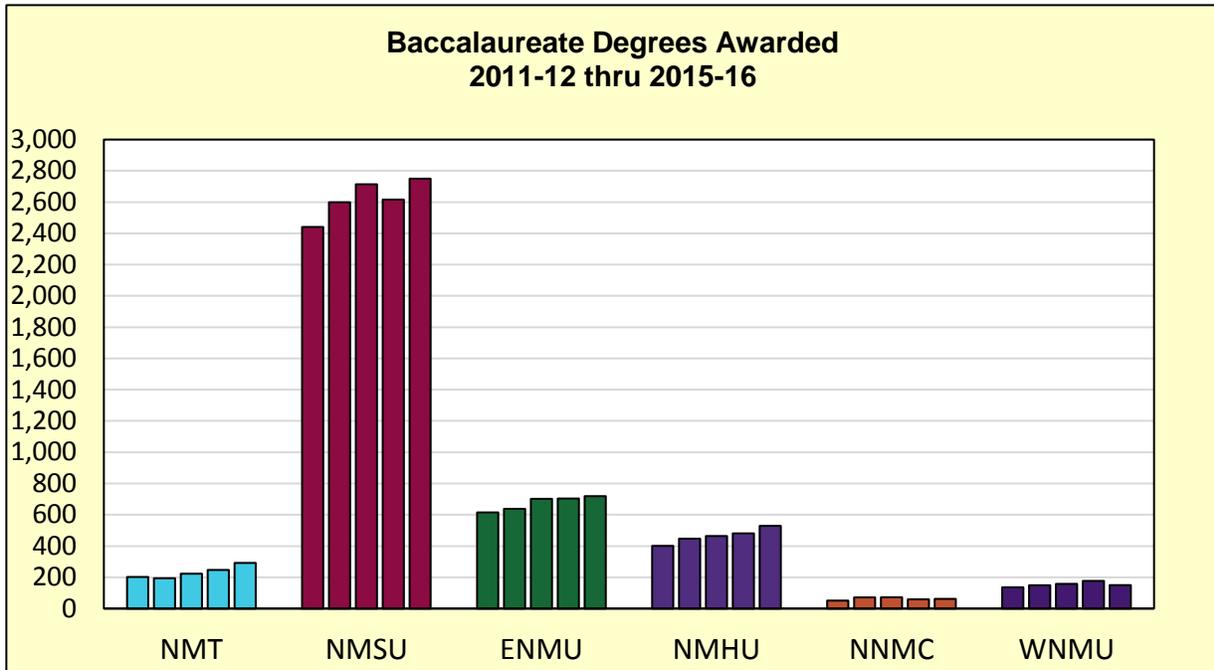
Degrees Awarded (from Tables 12 & 13 in 2016 report)

The number of degrees awarded has been increasing over the past five years, growing from 10,442 in 2011-12 to 11,380 in 2015-16, an increase of 9% and a one-year increase of 5.4%. The largest percentage gains are associate degrees (38.9%) and doctorate degrees (15.3%) awarded. The graph below illustrates the types of degrees awarded and the disciplines in which they were awarded for the six reporting institutions. The greatest number of degrees were awarded in education and business, followed by engineering/computer science, humanities/social sciences and science/math.

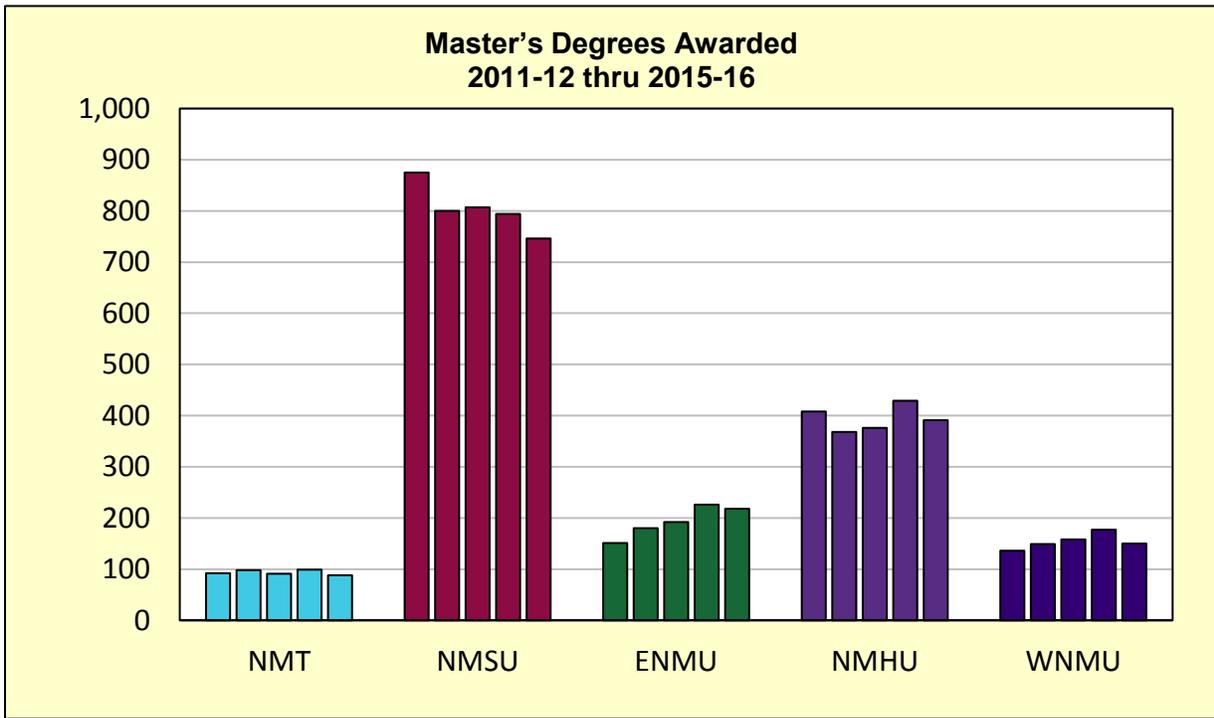


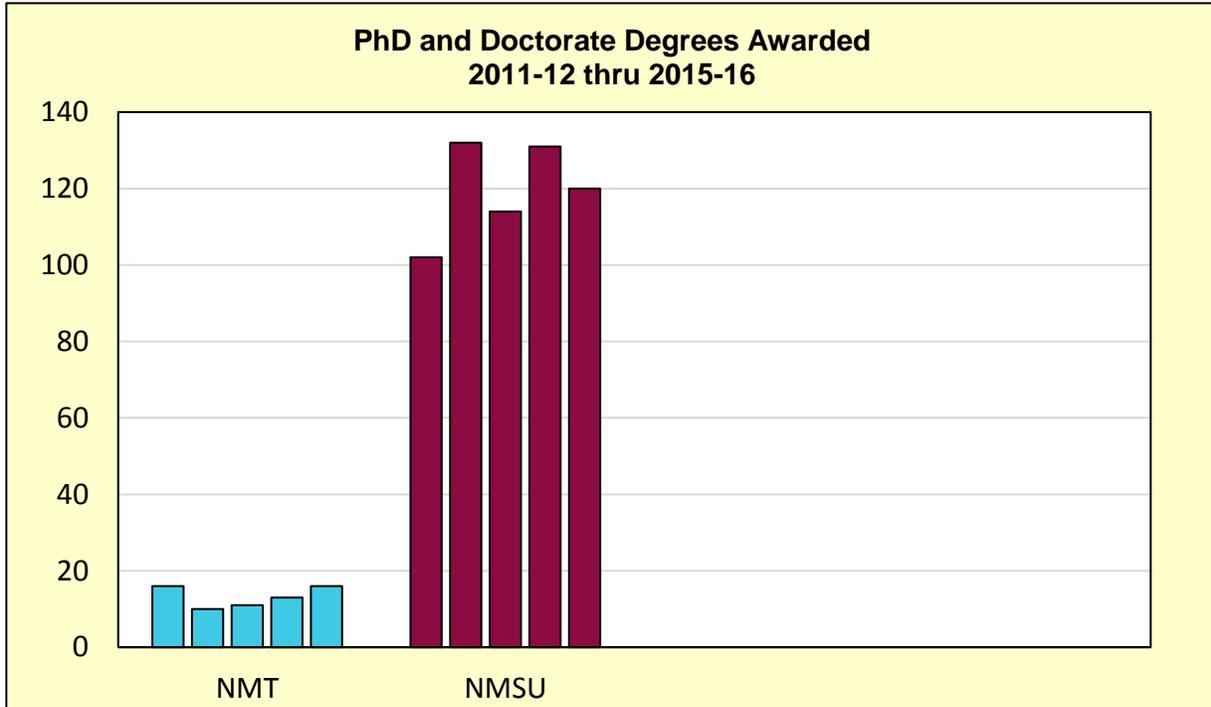
In the following graphs, data is provided for types of degrees awarded by institution. The greatest absolute increase was in bachelor's degrees awarded, from 7,208 in 2011-12 to 8,052 in 2015-16 (+11.5%).





The total number of master’s degrees also increased, from 2,917 in 2011-12 to 2,932 in 2015-16, an increase of 0.5%. Doctorate Research and Doctorate Professional Practice degrees are awarded only by the research universities. These totals have also increased, with 118 granted in 2011-12 and 144 in 2015-16, an increase of 15%.

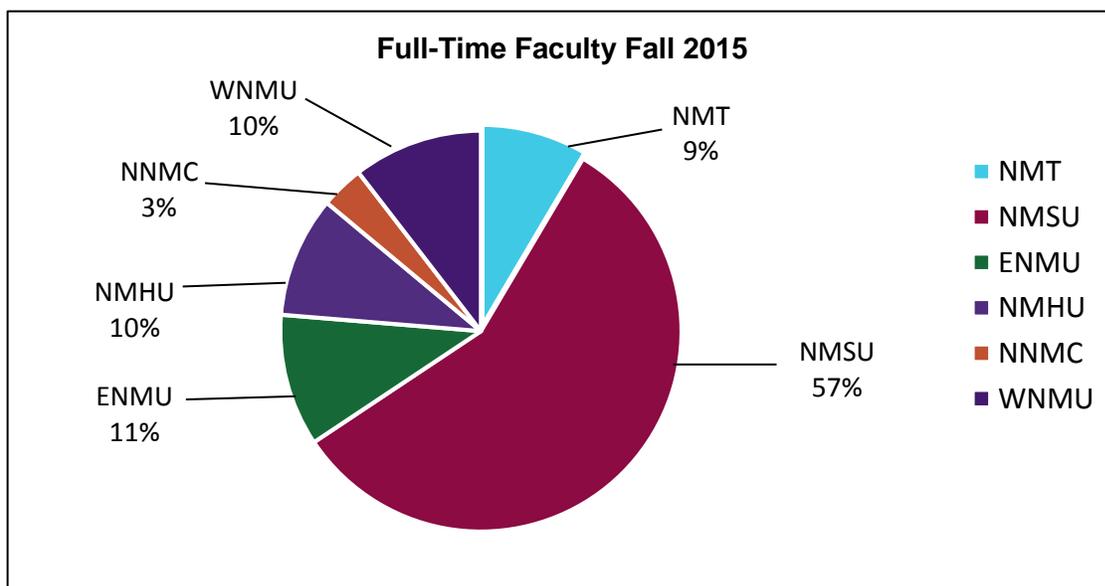




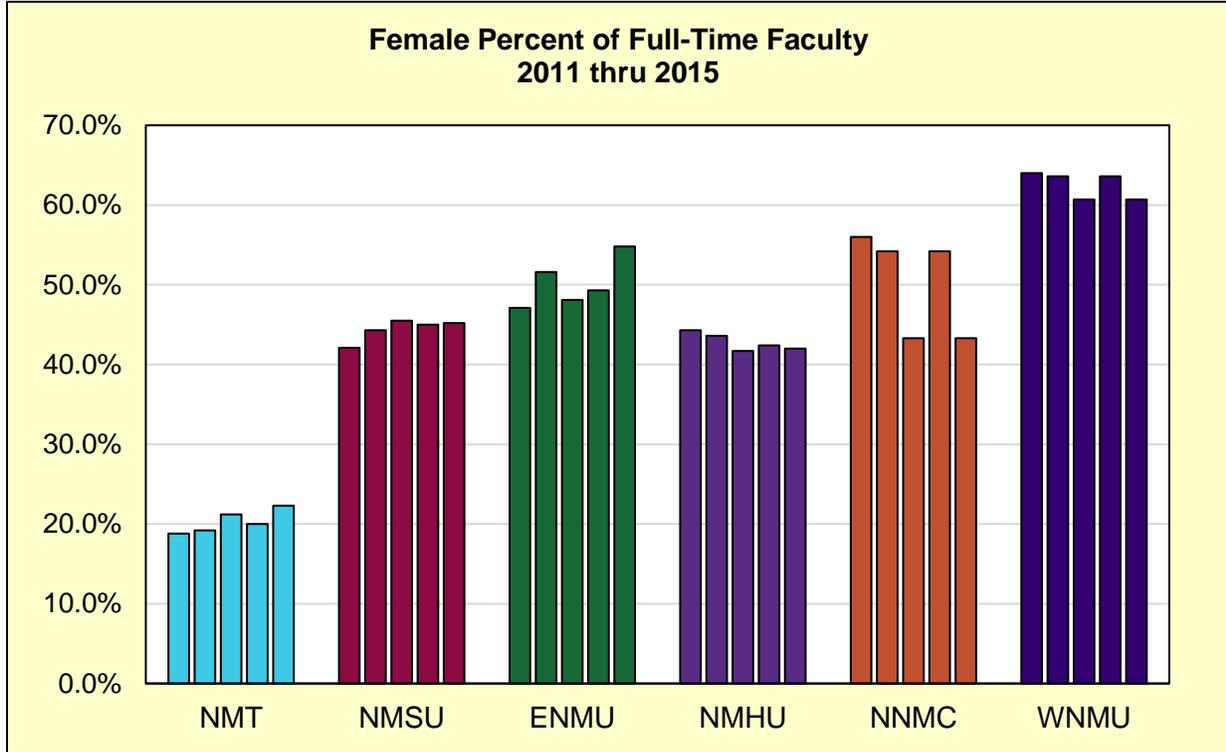
Faculty Diversity

(from Table 15 in 2012 through 2014 reports, and Table 11 in 2015 and 2016 reports)

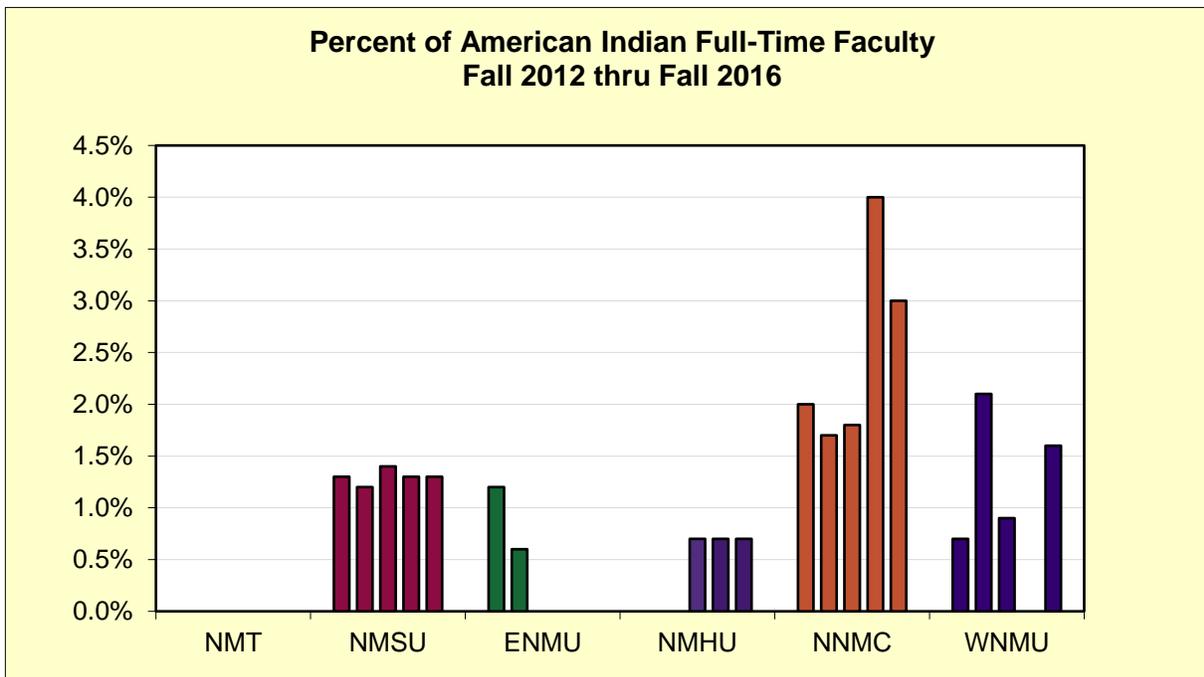
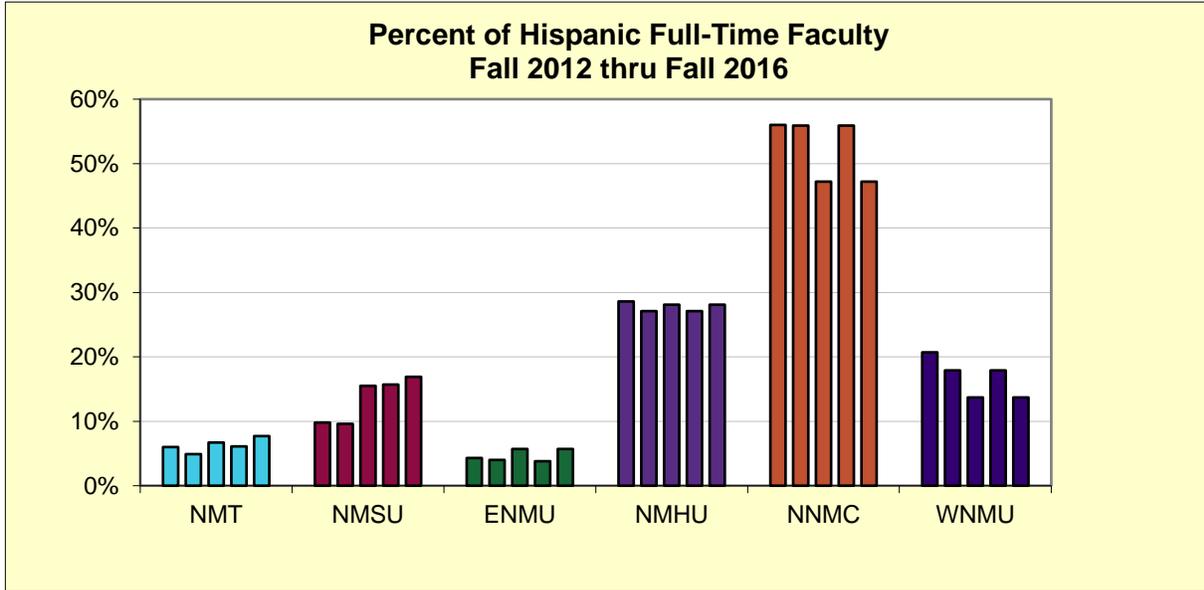
Although some institutions have added or lost faculty, statewide, the number of full-time faculty at New Mexico universities is the same in fall 2015 as it was in fall 2011: 1,435 full-time faculty. Distribution of faculty across the institutions closely matches their share of institutional headcount, with NMSU the highest in both headcount and faculty numbers and NNMC the lowest.



In fall 2015, 45% of full-time faculty were female, a 3.2% 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 2015, 17.4% of full-time faculty were Hispanic, a steady increase over the past five years from 2011 (11.5%). There is quite a bit of variance between universities, with NNMC having the highest percentage. By contrast, the percentage of American Indian full-time faculty stayed level over the past four years, at about 1%.

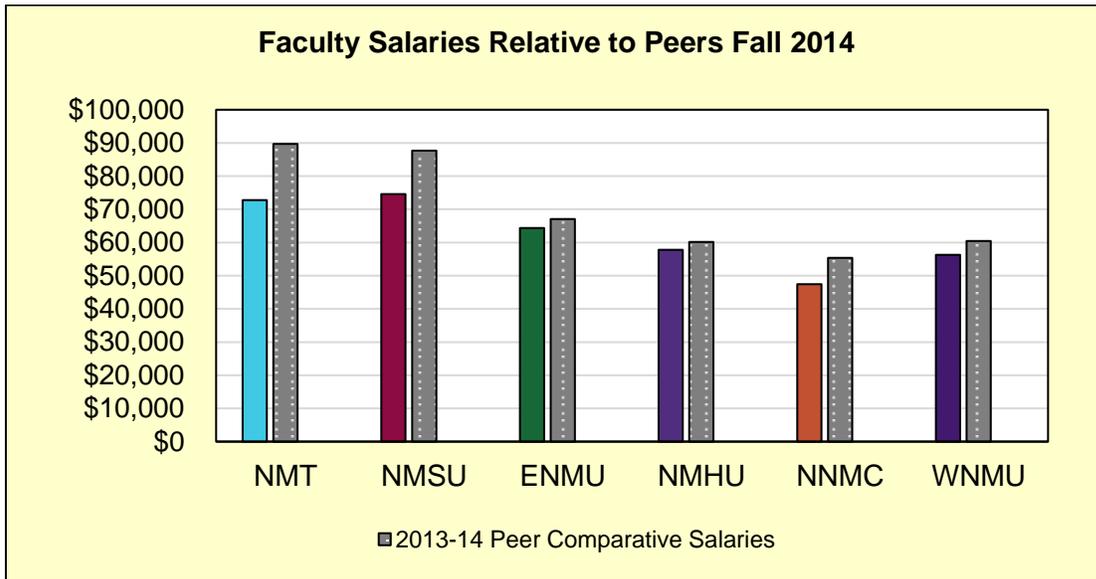


Faculty Salaries

(Table 12 in the 2011 thru 2016 reports)

Faculty salary increases at the universities varied from 13% reduction to 15% increase over the past five years. Average salaries can also be affected by the distribution of faculty across ranks. Average salaries remain lower than average salaries at peer institutions, and significantly lower at the research institutions. NMSU average salaries are 85% of their peers; NMT’s salaries are 81% of peers. The most recent comparative data is 2013-14 from IPEDS.

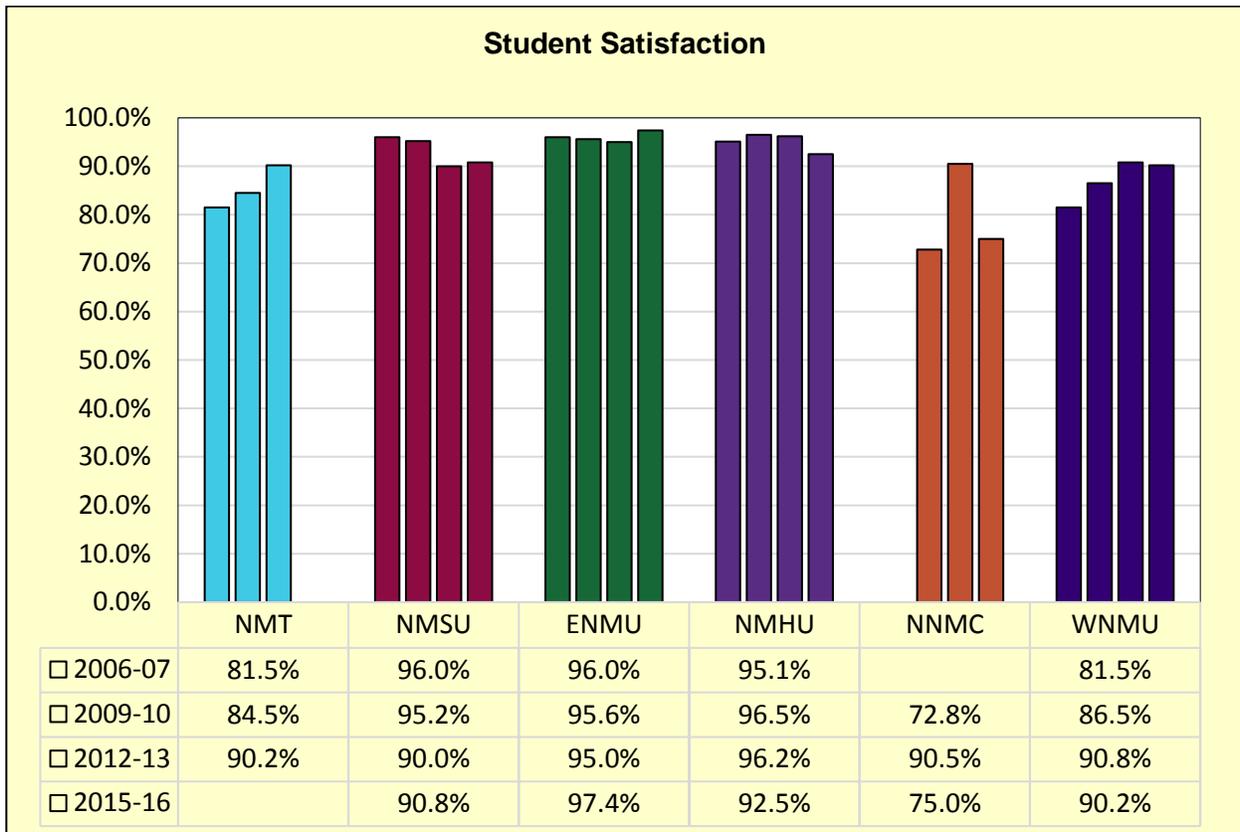
Faculty Salaries	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	% Change Over Past 5 Years
NMT	\$69,309	\$68,478	\$69,631	\$63,871	\$72,772	5.0%
NMSU	\$70,119	\$70,302	\$69,926	\$72,617	\$74,583	6.4%
ENMU	\$55,975	\$55,808	\$55,734	\$59,498	\$64,363	15.0%
NMHU	\$54,935	\$54,834	\$57,200	\$57,381	\$57,798	5.2%
NNMC	\$54,585	\$46,104	\$46,290	\$46,477	\$47,435	-13.1%
WNMU	\$51,112	\$52,011	\$51,295	\$53,873	\$56,283	10.1%



Student Satisfaction

(from Table 14 in 2011 through 2016 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 six four-year universities in New Mexico for key performance and efficiency indicators. More specific data by university follow in the next section.

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Institutional Profile of New Mexico Institute of Mining and Technology

Mission:

New Mexico Tech serves the state and beyond through education, research, and service, focused in science, technology, engineering, and mathematics. Involved faculty educate a diverse student body in rigorous and collaborative programs, preparing scientists and engineers for the future. Our innovative and interdisciplinary research expands the reach of humanity's knowledge and capabilities. Researchers, faculty, and students work together to solve real world problems. Our economic development and technology transfer benefit the economy of the state and create opportunities for success. We serve the public through applied research, professional development, and teacher education, benefiting the people of New Mexico.

Accreditation:

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

Contributions to Economic Development:

- New Mexico Tech continues to serve as a source of STEM college graduates for the state, as 356 of the 398 degrees (90%) awarded in 2016 were in STEM majors.
- Expenditures for ongoing construction projects at New Mexico Tech will average \$23M over the next few years, employing an average of 900 New Mexico residents.
- In 2016, Tech's federal and private grants and contracts totaled \$48M and provided employment and valuable training for over 475 Tech students.
- Tech's Energetic Materials Research and Testing Center continues to provide high-quality training to First Responders from across the nation through a variety of DHS/FEMA-approved courses, helping them respond safely to incidents involving explosives. Each year, EMRTC trains approximately 20,000 First Responders; last year, this activity put over \$22M into New Mexico's economy from lodging, food, car rentals, and tourism-related activities.

Degree-seeking undergraduates	1,460
Degree-seeking graduates	392
Non-degree students	283
Total Headcount	2,135
Total FTE	1,809

Associates	2
Bachelors	23
Masters	14
Doctorates	9

For FY 13-14	% for Institution			% for Peers
Percent of fiscal resources allocated to instruction, research and public service	85.5			76.3
Percent of fiscal resources allocated to administrative costs	7.8			8.4
	2012-13	2013-14	2014-15	2015-16
Total current funds revenue for main campus	\$143M	\$141M	\$140M	\$151M
State appropriation (main campus) as percent of operating budget	26.0%	23.0%	20.0%	25.6%

This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY 13-14.

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*
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	59.8	\$19,137	77.4
2016-17	\$6,891	N/A	\$20,041	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	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	80.7	71.4	78.3	77.8	78.2
Work Study (must work to earn)	13.7	19.6	13.8	14.6	17.8
Loans (must be paid back)	40.9	35.0	42.7	45.6	50.0
Percent of Students Receiving Lottery Scholarships	43.2	41.2	44.9	44.9	44.1
Percent of Students who are Pell recipients	30.5	29.5	32.0	32.3	31.2
Percent of Students Receiving Aid	87.3	77.8	86.0	85.2	86.3
Average Award per Recipient	\$10,104	\$10,160	\$10,152	\$10,312	\$11,095

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

Percent of Graduate Students Receiving Types of Aid	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	20.7	23.5	22.7	24.6	22.9
Loans (must be paid back)	15.1	9.8	12.9	10.7	12.0
Percent of Students Receiving Aid	34.3	33.3	34.8	33.5	34.9
Average Award per Recipient	\$6,940	\$6,328	\$6,747	\$6,831	\$7,921

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016
African American	2.1	2.2	2.0	1.7	2.0	2.4	2.2	1.8
American Indian	3.1	2.5	2.8	2.8	3.6	3.0	3.5	3.5
Asian	3.5	3.1	3.0	3.8	2.9	2.6	2.8	3.4
Hispanic	22.7	24.5	24.9	26.4	25.4	27.5	28.7	30.8
Native Hawaiian/Pacific Is	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1
White/Other	59.5	56.0	53.9	52.2	59.2	55.9	53.5	51.4
Two or More Races	3.0	3.4	3.8	3.9	3.7	4.0	4.9	4.9
Nonresident Alien	5.4	7.1	7.5	7.1	3.0	3.5	2.9	2.6
Unknown	0.6	1.1	2.1	2.0	0.1	0.9	1.5	1.6
Total	2,134	2,127	2,150	2,135	1,490	1,525	1,502	1,460

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

Transfers from	2013-2014		2014-2015		2015-2016	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	68	38.9	56	34.6	57	41.6
Out-of-state 2-Year Colleges	35	20.0	43	26.5	30	21.9
Subtotal 2-Year Colleges	103	58.9	99	61.1	87	63.5
NM Public 4-Year Universities	30	17.1	34	21.0	27	19.7
All Other 4-Year Universities	42	24.0	29	17.9	23	16.8
Subtotal 4-Year Universities	72	41.1	63	38.9	50	36.5
Grand Total	175	100.0	162	100.0	137	100.0

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

Recipients who began as	2013-14		2014-15		2015-16	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time degree-seeking fall semester freshmen who graduated within six years of first enrollment	128	59.5	151	62.7	201	72.8
Transfer students (including branch campuses)	55	25.6	61	25.3	68	24.6
Others (other first-time freshmen, returning students, etc.)	32	14.9	29	12.0	7	2.5
All baccalaureate degree recipients	215	100.0	241	100.0	276	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 2013		Entered Fall 2014		Entered Fall 2015	
	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016
African American	3	33.3	3	100.0	2	100.0
American Indian	11	72.7	5	100.0	14	64.3
Asian	12	66.7	9	77.8	9	100.0
Hispanic	85	82.4	94	66.0	109	80.7
Native Hawaiian/Pacific Islander	0	--	1	100.0	0	--
White/Other	185	76.8	139	74.1	170	74.1
Two or More Races	19	100.0	8	100.0	18	66.7
Nonresident Alien	1	100.0	16	100.0	9	88.9
Unknown	0	--	10	90.0	7	85.7
Men	240	76.7	214	70.1	257	74.3
Women	76	85.5	71	90.1	81	85.2
All Students	316	78.8	285	75.1	338	76.9

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

Race/Ethnicity & Sex	Entered Fall 2008		Entered Fall 2009		Entered Fall 2010	
	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016
African American	3	0.0	5	40.0	3	33.3
American Indian	10	20.0	9	33.3	6	50.0
Asian	12	41.7	3	33.3	6	83.3
Hispanic	74	40.5	77	41.6	82	52.4
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	179	48.6	157	55.4	227	47.1
Two or More Races	5	60.0	4	0.0	5	40.0
Nonresident Alien	3	66.7	0	--	4	75.0
Unknown	0	--	0	--	0	--
Men	214	40.2	193	46.6	253	43.9
Women	72	59.7	62	56.5	80	66.3
All Students	286	45.1	255	49.0	333	49.2

Student Progress and Student Success

Table 12. What degrees were awarded in 2015-16?

	Associates	Bachelors	Masters	Doctorates	Total
Agriculture					
Architecture-related					
Business/Agri-Business/Public Administration		3	4		7
Education			19		19
Engineering/Tech/Computer Science		204	44	4	252
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science	2	14			16
Law/Protective Services					
Nursing					
Science and Math		71	21	12	104
Social Work					
Total	2	292	88	16	398
Science/Technology/Engineering/Math/Health		275	65	16	356

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Associates	3	1	2	1	2
Bachelors	202	194	223	247	292
Masters	92	98	91	99	88
Doctorates	16	10	11	13	16
Total	313	303	327	360	398

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

	2002-03 %	2007-08 %	2009-10 %	2012-13 %
Satisfied or Very Satisfied with Curriculum and Instruction	77.5	77.5	83.0	81.7
Satisfied or Very Satisfied with Student Support	77.3	77.3	80.1	87.1
Satisfied or Very Satisfied Overall with Institution	81.5	81.5	84.5	90.2
See Appendix III for Survey of Graduating Seniors instrument (Survey data not available for 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 2013 Faculty %	Fall 2014 Faculty %	Fall 2015 Faculty %	Fall 2013 Staff %	Fall 2014 Staff %	Fall 2015 Staff %
	(N = 119)	(N = 115)	(N = 130)	(N = 550)	(N = 527)	(N = 588)
African American	0.0	0.0	0.0	0.2	0.2	0.9
American Indian	0.0	0.0	0.0	4.5	4.2	4.4
Asian	14.3	16.5	20.0	2.5	3.0	2.6
Hispanic	6.7	6.1	7.7	44.2	45.2	44.2
Native Hawaiian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	78.2	76.5	72.3	48.4	47.4	48.0
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	0.9	0.0	0.2	0.0	0.0
Men	78.2	80.0	77.7	52.4	54.3	53.6
Women	21.2	20.0	22.3	47.6	45.7	46.4

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

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
11:1	12:1	13:1	14:1	12:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2010	99	\$69,309	80.3
Fall 2011	97	\$68,478	76.0
Fall 2012	99	\$69,631	79.4
Fall 2013	99	\$63,817	72.7
Fall 2014	95	\$72,772	81.1

*Includes FT instructors, assistant, associate, and full professors
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is for Fall 2014.

**New Mexico Institute of Mining and Technology
DFA Submittals October 2016**

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	28%	28%	28%	30%	30%	30%
	Actual	415	464	466	483	550	
	Percent	29.2%	31.1%	30.6%	32.2%	37.7%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 2nd Semester		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	Fall 16 to Spr 17
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	75%	75%	80%	80%	80%	80%
	Actual	90.7%	92.5%	89.9%	90.5%	88.5%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 3rd Semester		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	Fall 16 to Fall 17
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	72%	72%	74%	77%	77%	77%
	Actual	74.4%	76.6%	78.8%	75.1%	76.9%	
CSRDE Benchmark		66.4%	64.3%	65.1%	68.2%	67.6%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 7th Semester		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	Fall 14 to Fall 17
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%	73%	73%	76%	76%	75%
	Actual	77.5%	75.2%	74.6%	81.1%	74.7%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Completion Measure		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	Fall 11 to Sum 17
Percent of first-time, full-time freshmen completing an academic program within six years	Target	45.0%	48.0%	45.0%	48.0%	48.0%	48.0%
	Actual	48.9%	44.2%	45.1%	49.0%	49.2%	
CSRDE Benchmark		54.6%	37.1%	38.2%	42.6%	42.9%	

New Mexico Institute of Mining and Technology

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
		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	Sum/Fa/Spr 2016-17
Degrees Awarded							
Total number of degrees awarded	Target	300	320	310	325	325	330
	Actual	313	303	328	362	383	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
		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	Sum/Fa/Spr 2016-17
Transfer Measure							
Undergraduate transfer students from two-year colleges	Target	40	60	60	60	60	65
	Actual	74	60	68	99	87	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
External Funding							
External dollars for research and creative activity in millions	Target	\$86M	\$80M	\$65M	\$68.5M	\$65M	\$40M
	Actual	\$71.6M	\$64.2M	\$68M	\$59M	\$38M	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Master of Science for Teachers							
Number of NMT's Master of Science for Teachers program	Target	170	180	180	180	180	180
	Actual	183	173	208	126	140	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Distance Education							
Number of NMT students enrolled in Distance Education courses	Target	400	400	400	400	400	400
	Actual	389	387	382	352	407	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Research Expenditures							
NMT's expenditures on research	Target	\$85M	\$72M	\$65M	\$68.5M	\$65M	\$53M
	Actual	\$81.2M	\$63.7M	\$68M	\$59M	\$48M	

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 (HLC). A comprehensive repository of all NMSU accreditation activity can be found at <https://accreditation.nmsu.edu>. NMSU is currently preparing for its 2017-2018 Reaffirmation of Accreditation.

Contributions to Economic Development:

- The Burrell College of Osteopathic Medicine (BCOM), located in NMSU’s Arrowhead Park, began operation with its first class of 162 medical students in August 2015. BCOM will add approximately 160 students per year over the next three years. The BCOM opening is a significant economic development event for Southern New Mexico.
- NMSU’s Arrowhead Center was awarded a three-year, \$300,000 grant for the Innovation Corps (I-Corps) Sites program, a National Science Foundation (NSF) initiative to leverage university research to create innovative businesses and increase the economic impact of inventions created at research institutions around the country. NMSU is one of only 51 academic institutions nationwide to be selected as an I-Corps Site.
- NMSU received funding under the Economic Development Administration’s 2015 Regional Innovation Strategies (RIS) program for its Next Generation Entrepreneurship (Next Gen) program. Next Gen expands current student entrepreneurship programming developed on NMSU’s main campus to all four NMSU community colleges.

<i>Table 1. Fall 2016 Overall Enrollment by Level</i>	
Degree-seeking undergraduates	11,420
Degree-seeking graduate students	2,793
Non-degree students	639
Total Headcount	14,852
Total FTE	12,533

<i>Table 2. Number of Programs by Degree Level 2016-2017</i>	
Associates	2
Bachelors	96
Masters	58
Education Specialists	2
Graduate Certificates	13
Doctorates	28

<i>Table 3. Fiscal Resources</i>				
	% for Institution		% for Peers	
For FY 13-14				
Percent of fiscal resources allocated to instruction, research and public service	78.5		70.4	
Percent of fiscal resources allocated to administrative costs	6.6		7.8	
	2012-13	2013-14	2014-15	2015-16
Total current funds revenue for main campus	\$501.9M	\$515.6M	\$520.6M	\$494.5M
State appropriation (main campus) as percent of operating budget	29.7%	30.6%	32.0%	34.0%

This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY 13-14.

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*
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	73.6	\$19,651	87.6
2016-17	\$6,094	N/A	\$19,651	N/A

*List of peers in the Appendix

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

Percent of UG Students Receiving Types of Aid	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	72.1	71.1	70.4	70.3	69.7
Work Study (must work to earn)	4.1	4.2	5.0	4.6	5.0
Loans (must be paid back)	46.0	45.7	43.2	42.6	40.5
Percent of Students Receiving Lottery Scholarships	33.9	32.5	33.0	32.0	31.9
Percent of Students who are Pell recipients	44.2	43.2	42.4	42.8	42.0
Percent of Students Receiving Aid	80.0	79.4	78.7	78.4	77.5
Average Award per Recipient	\$9,901	\$9,623	\$9,470	\$9,694	\$9,555

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

Percent of Graduate Students Receiving Types of Aid	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	15.2	17.3	18.1	18.2	19.1
Loans (must be paid back)	37.8	35.6	32.8	30.2	28.1
Percent of Students Receiving Aid	46.0	45.4	44.2	41.1	40.5
Average Award per Recipient	\$12,849	\$12,877	\$10,789	\$10,467	\$10,365

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016
African American	2.9	2.9	3.0	3.0	3.0	3.0	3.0	3.0
American Indian	2.3	2.3	2.0	2.0	2.4	2.4	2.2	2.1
Asian	1.3	1.4	1.3	1.4	1.2	1.2	1.2	1.2
Hispanic	48.5	48.9	49.6	51.5	52.1	53.6	54.7	56.0
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2
White/Other	32.6	31.8	30.9	29.5	32.1	30.7	29.4	28.0
Two or More Races	1.3	1.6	1.8	1.8	1.3	1.5	1.8	1.8
Nonresident Alien	6.8	7.6	8.3	7.9	4.1	4.4	4.9	5.3
Unknown	4.1	3.3	2.9	2.8	3.5	2.9	2.6	2.4
Total Number	16,765	15,829	15,490	14,852	13,372	12,457	12,104	11,420

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

Transfers from	2013-2014		2014-2015		2015-2016	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	848	51.9	783	48.5	713	47.4
Out-of-state 2-Year Colleges	405	24.8	426	26.4	375	24.9
Subtotal 2-Year Colleges	1,253	76.7	1,209	74.8	1,088	72.3
NM Public 4-Year Universities	113	6.9	144	8.9	108	7.2
All Other Universities	267	16.4	263	16.3	310	20.5
Subtotal 4-Year Universities	380	23.3	407	25.2	418	27.7
Grand Total	1,633	100.0	1,616	100.0	1,506	100.0

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

Recipients who began as	2013-2014		2014-2015		2015-2016	
	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 of first enrollment	1,083	42.3	1,026	42.1	1,077	42.2
Transfer students (including branch campuses)	1,051	41.0	1,010	41.5	1,047	41.0
Others (other first-time freshmen, returning students, etc.)	429	16.7	400	16.4	430	16.8
All baccalaureate degree recipients	2,563	100.0	2,436	100.0	2,554	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 2013		Entered Fall 2014		Entered Fall 2015	
	Cohort N	% Still Enrolled Fall 2013	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015
African American	67	77.6	53	71.7	60	66.7
American Indian	39	74.4	40	55.0	40	52.5
Asian	21	81.0	23	95.7	18	77.8
Hispanic	1,064	71.6	1,076	71.9	1,130	69.4
Native Hawaiian/Pacific Islander	5	100.0	4	75.0	1	100.0
White/Other	592	77.0	517	76.0	558	76.0
Two or More Races	34	58.8	44	61.4	53	64.2
Nonresident Alien	40	82.5	43	83.7	79	83.5
Unknown	40	70.0	47	91.5	38	81.6
Men	881	71.3	816	71.6	920	68.5
Women	1,021	75.8	1,031	75.1	1,057	74.3
All Students	1,902	73.7	1,847	73.5	1,977	71.6

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

Race/Ethnicity & Sex	Entered Fall 2008		Entered Fall 2009		Entered Fall 2010	
	Cohort N	% Bachelor Degrees through Summer 2013	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015
African American	75	37.3	74	29.7	96	32.3
American Indian	85	31.8	105	23.8	60	30.0
Asian	24	54.2	34	58.8	38	44.7
Hispanic	1,025	42.6	1,203	39.9	1,164	41.0
Native Hawaiian/Pacific Islander	1	100.0	3	33.3	1	100.0
White/Other	794	50.3	850	48.9	700	53.9
Two or More Races	13	76.9	9	22.2	23	39.1
Nonresident Alien	28	67.9	40	40.0	46	56.5
Unknown	126	46.0	132	43.9	127	39.4
Men	996	40.5	1,144	38.5	1,074	42.6
Women	1,175	50.1	1,306	45.9	1,181	46.5
All Students	2,171	45.7	2,450	42.4	2,255	44.6

Student Progress and Student Success

Table 12. What degrees were awarded in 2015-16?

	Associates	Bachelors	Masters	Ed Specialists	Graduate Certificates	PhD / Ed.D	Total
Agriculture		163	40			7	210
Architecture-related							
Business/Agri-Business/Public Administration	27	435	72				534
Education		262	180		9	32	483
Engineering/Tech/Computer Science		425	142		2	25	595
Fine Arts		125	10				135
Health Professions (w/o Nursing)		78	13		5		96
Home Economics		34	16				50
Humanities/Social Science		646	132	9	13	13	813
Law/Protective Services		222	14				236
Nursing		118	13			17	148
Science and Math		186	49			26	261
Social Work		55	64				119
Total	27	2,749	746	9	29	120	3,680
Science/Technology/Engineering/Math/Health		970	258		7	75	1,310

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Associates	12	25	18	21	27
Bachelors	2,441	2,599	2,714	2,616	2,749
Masters	875	800	807	794	746
Ed Specialists	7	10	8	6	9
Graduate Certificates	20	22	36	46	29
PhD/Ed.D	102	132	114	131	120
Total	3,457	3,588	3,697	3,614	3,680

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

	2006-07 %	2009-10 %	2012-13 %	2015-16 %
Satisfied or Very Satisfied with Curriculum and Instruction	78.0	93.0	88.3	90.9
Satisfied or Very Satisfied with Student Support	74.0	92.1	87.6	90.9
Satisfied or Very Satisfied Overall with Institution	83.0	95.2	90.0	90.8
See Appendix III for Survey of Graduating Seniors instrument				

Academic Quality and a Quality Learning Environment

<i>Table 15. How diverse are our full-time faculty and staff?</i>						
Race/Ethnicity & Sex	Faculty			Staff		
	Fall 2013 Faculty %	Fall 2014 Faculty %	Fall 2015 Faculty %	Fall 2013 Staff %	Fall 2014 Staff %	Fall 2015 Staff %
	(N = 840)	(N = 835)	(N = 840)	(N = 2,371)	(N = 2,329)	(N = 2,167)
African American	1.0	1.3	1.5	1.5	1.6	1.3
American Indian	1.4	1.3	1.3	1.1	1.1	1.1
Asian	8.0	7.8	7.9	1.5	1.7	1.9
Hispanic	15.5	15.7	16.9	46.4	48.4	50.0
Native Hawaiian/Pacific	0.0	0.0	0.0	0.1	0.1	0.1
White/Other	64.6	64.7	66.2	42.8	41.6	43.3
Two or More Races	0.7	0.8	0.8	0.6	0.7	0.8
Nonresident Alien	4.5	5.5	4.4	1.4	1.4	1.5
Unknown	4.3	2.9	1.0	4.6	3.4	0.0
Men	54.5	55.0	54.8	47.2	47.3	46.7
Women	45.5	45.0	45.2	52.8	52.7	53.3

<i>Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?</i>				
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19:1	18:1	17:1	17:1	16:1

<i>Table 17. Full-Time Instructional Faculty* Information</i>			
	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2014	90.3	\$74,583	85.1

*Includes assistant, associate and full professors
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is for Fall 2014.

New Mexico State University DFA Submittals October 2016

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number of Hispanic undergraduate degree-seeking students	Target	6,900	6,900	6,900	6,900	6,900	6,900
	Actual	6,781	6,701	6,511	6,479	6,399	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 2nd Semester		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	Fall 16 to Spring 17
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	87%	87%	87%	87%	87%	87%
	Actual	86%	87%	87%	86%	86%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 3rd Semester		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	Fall 16 to Fall 17
Percent of full-time degree-seeking first-time freshmen retained to second year	Target	72%	72%	73%	74%	74%	74%
	Actual	72%	74%	74%	74%	72%	
CSRDE Benchmark*		73%	73%	72%	72%	72%	

**2015-16 CSRDE Retention Report - Moderately selective - 2014 ACT Composite 21.0-22.4 or SAT Composite 990-1044*

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 7th Semester		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	Fall 14 to Fall 17
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	78%	78%	78%	78%	78%	78%
	Actual	72%	74%	75%	74%	74%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Completion Measure		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	Fall 11 to Sum 17
Percent of full-time, degree-seeking, first-time freshmen completing an academic program within six years	Target	47%	47%	47%	47%	47%	47%
	Actual	44%	43%	46%	42%	45%	
CSRDE Benchmark		47%	46%	45%	45%	45%	

**2015-16 CSRDE Retention Report - Moderately selective - 2014 ACT Composite 21.0-22.4 or SAT Composite 990-1044*

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Degrees Awarded		Su/Fa/Sp 2011-12	Su/Fa/Sp 2012-13	Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17
Total number of baccalaureate degrees awarded	Target	2,400	2,450	2,550	2,650	2,650	2,650
	Actual	2,440	2,599	2,644	2,616	2,749	

Note: Double majors each counted as a degree

New Mexico State University

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Transfer Measure		Su/Fa/Sp 2011-12	Su/Fa/Sp 2012-13	Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17
Undergraduate transfer students from two-year colleges	Target	750	925	1,250	1,300	1,300	1,300
	Actual	592*	1,291	1,312	1,316	1,088	

*FY 13 Actual has been corrected to reflect improved identification of 2-yr institutions and restricts to degree-seeking students
 **FY 14 reflects the addition of NMSU community college students who transitioned to the Las Cruces campus

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Distance Education		Su/Fa/Sp 2011-12	Su/Fa/Sp 2012-13	Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17
Number of degree programs offered via distance education	Target	29	34	37	37	37	37
	Actual	37	36	37	39	39	

Includes endorsements, emphases, graduate certificates, and degree completion programs

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Programs using assessment		FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
Percent of academic departments using results of student learning outcomes for improvement	Target	75%	75%	80%	80%	80%	80%
	Actual	75%	75%	80%	80%	86%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
NMSU Bachelor Nursing Degrees		Su/Fa/Sp 2011-12	Su/Fa/Sp 2012-13	Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17
Number of Bachelor Nursing Degrees Awarded	Target	130	130	130	130	130	130
	Actual	112	122	145	129	118	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
NMSU Graduate Enrollment		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Graduate enrollment as a percent of total NMSU Las Cruces enrollment	Target	New FY 16	New FY 16	New FY 16	20%	20%	20%
	Actual				19%	19%	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Expenditures—Las Cruces campus		FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
Total external research expenditures	Target	New FY 16	New FY 16	New FY 16	\$90M	\$90M	\$90M
	Actual				\$88.2M	\$71.7M	

Institutional Profile of Eastern New Mexico University

Mission

Eastern New Mexico University combines a traditional learning environment with 21st century technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community. Eastern, a state institution offering associate, bachelor's and master's degrees, serves students from New Mexico, other states and other nations. Educational programs are offered at the Portales campus and also by interactive distance education, public broadcast television, and branch community colleges in Roswell and Ruidoso, New Mexico.

Eastern's Focus

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

ENMU is fully accredited by the Higher Learning Commission (HLC) and is currently preparing for its 2017 Reaffirmation of Accreditation. The University's education, music, nursing, social work, and speech-language and hearing programs also hold full accreditation. For details please see <http://www.enmu.edu/about/accreditation.shtml>.

Contributions to Economic Development:

- In 2015-16, ENMU contributed 158 associate, 719 bachelors' and 218 master's degrees to the workforce, effectively doubling earning power of college over high school graduates.
- Three ENMU programs received unqualified accreditation in 2016: Communicative Disorders, Business, and Nursing (MSN). New Mexico Workforce Development (2016) reported ENMU graduates were earning the second highest salaries of New Mexico college graduates, second only to New Mexico Tech.
- 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.
- Campus renovation (over \$100M in the past eight years) benefits areas businesses and supports Roosevelt County's gross receipts tax base.

Degree-seeking undergraduate students	3,484
Degree-seeking graduate students	1,243
Non-degree students	1,287
Total Headcount	6,014
Total FTE	3,899

Associates	9
Bachelors	53
Masters	13
Undergraduate Certificates	2
Graduate Certificates	3

FY 13-14	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	51.0		57.3	
Percent of fiscal resources allocated to administrative costs	12.5		13.1	
	2012-13	2013-14	2014-15	2015-16
Total current funds revenue for main campus	\$62.4M	\$65.4M	\$68.2M	\$62.2M
State appropriation (main campus) as percent of operating budget	45.7%	46.4%	47.3%	43.6%

This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY 13-14.

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*
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	\$10,633	59.8
2015-16	\$5,168	60.9	\$10,633	57.9
2016-17	\$5,510	N/A	\$11,285	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	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	70.9	69.5	66.4	62.1	68.4
Work Study (must work to earn)	8.1	8.1	8.5	7.4	11.8
Loans (must be paid back)	42.8	41.9	37.7	36.3	40.2
Percent of Students Receiving Lottery Scholarships	24.6	26.4	26.1	25.8	24.8
Percent of Students who are Pell recipients	46.6	44.8	40.6	38.1	42.4
Percent of Students Receiving Aid	76.6	75.0	71.3	68.0	75.2
Average Award per Recipient	\$8,371	\$8,694	\$8,576	\$7,670	\$9,171

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

Percent of Graduate Students Receiving Types of Aid	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	8.7	9.2	10.10	7.1	6.3
Loans (must be paid back)	42.1	39.6	33.5	28.5	33.5
Loans (must be paid back)	42.1	39.6	33.5	28.5	33.5
Percent of Students Receiving Aid	45.0	44.0	37.7	32.1	37.5
Average Award per Recipient	\$12,120	\$12,114	\$11,896	\$11,002	\$14,952

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016
African American	4.1	4.3	4.5	4.9	5.1	5.3	5.5	6.4
American Indian	2.9	2.3	2.3	2.0	2.5	2.5	2.1	2.1
Asian	1.3	1.1	1.1	1.1	1.1	1.0	0.8	0.6
Native Hawaiian/Pacific Is	0.3	0.4	0.5	0.5	0.5	0.5	0.6	0.7
Hispanic	32.8	32.3	32.6	32.5	34.7	36.5	38.3	39.0
White/Other	47.4	45.9	45.2	42.2	48.0	46.3	45.9	44.2
Two or More Races	2.1	2.5	2.3	2.2	2.7	3.1	2.8	2.8
Nonresident Alien	2.8	2.1	1.9	1.8	3.1	2.5	2.0	2.0
Unknown	6.3	8.9	9.8	12.8	2.3	2.2	2.0	2.2
Total	5,855	5,887	5,946	6,014	3,767	3,733	3,627	3,484

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

Transfers from	2013-2014		2014-2015		2015-2016	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	410	44.4	439	39.7	362	35.4
Out-of-state 2-Year Colleges	260	28.2	160	14.5	170	16.6
Subtotal 2-Year Colleges	670	72.6	599	54.2	532	52.0
NM Public 4-Year Universities	59	6.4	156	14.1	146	14.3
All Other 4-Year Universities	194	21.0	350	31.7	346	33.8
Subtotal 4-Year Universities	253	27.4	506	45.8	492	48.1
Grand Total	923	100.0	1,105	100.0	1,024	100.0

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

Recipients who began as	2013-14		2014-15		2015-16	
	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 of first enrollment	190	27.1	225	32.0	264	38.0
Transfer students (including branch campuses)	418	59.5	410	58.2	389	56.0
Others (other first-time freshmen, returning students, etc.)	94	13.4	69	9.8	42	6.0
All baccalaureate degree recipients	702	100.0	704	100.0	695	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 2013		Entered Fall 2014		Entered Fall 2015	
	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016
African American	24	45.8	45	60.0	41	53.7
American Indian	18	38.9	15	53.3	7	71.4
Asian	4	75.0	1	100.0	2	100.0
Hispanic	285	57.2	295	56.3	271	57.9
Native Hawaiian/Pacific Islander	2	50.0	1	0.0	4	50.0
White/Other	280	63.2	231	61.5	241	60.2
Two or More Races	23	52.2	22	50.0	23	47.8
Nonresident Alien	9	66.7	9	55.6	3	66.7
Unknown	9	88.9	9	55.6	9	77.8
Men	313	52.1	316	53.5	283	57.2
Women	341	65.9	312	62.8	318	60.1
All Students	645	59.3	628	58.1	601	58.7

<i>Table 11. What are six-year graduation rates for first-time, full-time Degree-seeking students?</i>						
Race/Ethnicity & Sex	Entered Fall 2008		Entered Fall 2009		Entered Fall 2010	
	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016
African American	40	20.0	62	14.5	28	25.0
American Indian	10	30.0	27	33.3	13	7.7
Asian	8	25.0	3	66.7	3	33.3
Hispanic	170	17.6	199	29.1	257	28.1
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	316	32.6	315	34.9	281	36.8
Two or More Races	0	--	0	--	8	50.0
Nonresident Alien	4	0.0	10	20.0	8	0.0
Unknown	24	37.5	6	0.0	3	100.0
Men	296	22.3	342	26.3	283	30.1
Women	276	32.2	280	35.7	318	33.4
All Students	572	27.1	622	30.5	601	31.9

Student Progress and Student Success

Table 12. What degrees were awarded in 2015-16?

	UG Certificates	Associates	Bachelors	Masters	Graduate Certificates	Total
Agriculture		1	28			29
Architecture-related						
Business/Agri-Business/Public Adm			73	63		136
Education		1	64	90		155
Engineering/Tech/Computer Science			17			17
Fine Arts		2	40			42
Health Professions (w/o Nursing)			39	29		68
Home Economics		3	19			22
Humanities/Social Science		150	259	16		425
Law/Protective Services			55			55
Nursing		1	37	13		51
Science and Math			64	7		71
Social Work			24			24
Total		158	719	218		1,095
Science/Technology/Engineering/Math/Health		2	184	36		222

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Associates	12	17	92	103	158
Bachelors	615	638	702	704	719
Masters	151	180	192	226	218
Certificate of Completion				1	
Graduate Certificates				4	
Total	778	835	986	1,038	1,095

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

	2006-07 %	2009-10 %	2012-13 %	2015-16 %
Satisfied or Very Satisfied with Curriculum and Instruction	93.0	95.3	93.6	96.2
Satisfied or Very Satisfied with Student Support	90.0	92.1	93.7	95.2
Satisfied or Very Satisfied Overall with Institution	96.0	95.6	95.0	97.4

*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		
	2013 Faculty % (N = 158)	2014 Faculty % (N = 156)	2015 Faculty % (N = 156)	2013 Staff % (N = 335)	2014 Staff % (N = 341)	2015 Staff % (N = 341)
African American	1.9	1.4	3.7	3.3	4.1	3.0
American Indian	0.0	0.0	0.0	1.2	0.9	0.3
Asian	3.2	3.2	3.7	0.6	0.6	1.9
Hispanic	5.7	3.8	5.7	23.3	21.7	14.9
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.0	0.0	0.4
White/Other	80.4	81.4	79.8	69.6	69.8	75.4
Two or More Races	1.9	0.6	2.0	2.1	2.1	1.7
Nonresident Alien	5.1	5.8	0.2	0.0	0.6	0.0
Unknown	1.9	3.8	4.9	0.0	0.3	2.3
Men	51.9	50.7	45.2	43.0	42.0	44.4
Women	48.1	49.3	54.8	57.0	58.0	55.6

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

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
18:1	20:1	19:1	19:1	20:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peers Average
Fall 2010	85.0	\$55,975	87.1
Fall 2011	79.3	\$55,809	86.8
Fall 2012	92.3	\$58,162	88.4
Fall 2013	86.7	\$61,929	91.6
Fall 2014	98.3	\$64,363	96.0

*Includes assistant, associate and full professors
 This report uses IPEDS for faculty salary data comparisons. The latest data available in IPEDS is for Fall 2014.

Eastern New Mexico University DFA Submittals October 2016

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Percent of enrolled Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	34	35	36	37	38	40
	Actual	1,351	1,308	1,364	1,390	1,358	
	Percent	34.5	34.7	36.5	38.3	39.0	

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

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure		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	Fall 16 to Spring 17
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	82.0	84.0	84.0	84.0	84.0	84.0
	Actual	82.4	80.2	80.7	81.8	79.4	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure		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	Fall 16 to Fall 17
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	64.0	64.5	64.5	64.5	64.5	64.5
	Actual	62.5	58.1	59.3	58.1	58.7	
CSRDE Benchmark		70.2	70.6	71.6	72.9	72.7*	

*CSRDE June 2016 data (2005-14 cohorts) for less selective public institutions (<21 ACT), 5,000-17,000 students.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure		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	Fall 14 to Fall 17
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	66.5	65.0	65.0	65.0	65.0
	Actual	62.8	66.1	62.6	59.7	64.8	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Completion Measure		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	Fall 11 to Sum 17
Percent of first-time, full-time freshmen completing an academic program within six years	Target	34.5	30.0	30.0	30.0	32.0	33.0
	Actual	23.7	28.4	27.1	30.6	34.2	
CSRDE Benchmark		37.2	39.0	40.6	42.7	43.3*	

*CSRDE June 2016 data (2005-14 cohorts) for less selective public institutions (<21 ACT), 5,000-17,000 students.

Eastern New Mexico University

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Degrees Awarded		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	Sum/Fa/Spr 2016-17
Total number of baccalaureate degrees awarded	Target	600	630	650	675	700	700
	Actual	615	638	702	697	719	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Transfer Measure		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	Sum/Fa/Spr 2016-17
Undergraduate transfer students from two-year colleges	Target	775	730	675	675	675	600
	Actual	697	661	670	599*	532	

*Corrected for 2016 reporting.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
External Funding		FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
External dollars supporting research and student success in millions	Target	\$6.0M	\$6.0M	\$6.0M	\$5.5M	\$6.0M	\$6.0M
	Actual	\$5.34M	\$5.5M	\$5.04M	\$6.2M	\$5.3M	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Internet Courses		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	Sum/Fa/Spr 2016-17
Number of internet-based courses	Target	675	800	875	900	900	900
	Actual	776	860	944	892	926	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Student Satisfaction		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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	95.9	95.0	95.3	93.1	97.4	

Institutional Profile of New Mexico Highlands University

Mission:

New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

New Mexico Highlands University is accredited by the Higher Learning Commission (HLC) <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 2016 Overall Enrollment by Level</i>	
Degree-seeking undergraduates	2,085
Degree-seeking graduate students	1,099
Non-degree students	287
Total Headcount	3,471
Total FTE	2,608

<i>Table 2. Number of Programs by Degree Level 2016-2017</i>	
Associates	4
Undergraduate Certificates	7
Bachelors	58
Post-Baccalaureate Certificates	18
Masters	18

<i>Table 3. Fiscal Resources</i>				
For FY 13-14	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	59.1		55.0	
Percent of fiscal resources allocated to administrative costs	13.0		13.1	
	2012-13	2013-14	2014-15	2015-16
Total current funds revenue for main campus	\$49.6M	\$49.9M	\$45.9M	\$52.0M
State appropriation (main campus) as percent of operating budget	59.0%	60.3%	62.0%	61.0%

This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY 13-14.

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*
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	69.5	\$7,534	54.6
2016-17	\$5,400	N/A	\$8,500	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	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	87	85	84	86	86
Work Study (must work to earn)	13	11	13	14	15
Loans (must be paid back)	47	46	47	47	44
Percent of Students Receiving Lottery Scholarships	15	19	21	20	22
Percent of Students who are Pell recipients	80	62	61	62	63
Percent of Students Receiving Aid	91	89	88	90	91
Average Award per Recipient	\$8,682	\$8,877	\$9,108	\$10,075	\$10,310

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

Percent of Graduate Students Receiving Types of Aid	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	24	27	18	*30	27
Loans (must be paid back)	56	71	56	59	54
Percent of Students Receiving Aid	65	63	64	*74	70
Average Award per Recipient	\$11,987	\$15,390	\$14,312	\$12,419	\$12,651

*Starting in 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 2013	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016
African American	5.3	4.6	4.4	4.1	6.6	5.7	5.8	5.2
American Indian	6.5	6.5	7.2	7.6	8.0	7.5	7.9	8.7
Asian	0.7	0.8	0.9	0.9	0.6	0.7	0.7	0.5
Hispanic	51.8	53.3	52.3	53.5	54.7	57.4	55.8	57.4
Native Hawaiian/Pacific Is	0.4	0.5	0.4	0.5	0.5	0.7	0.6	0.5
White/Other	22.6	23.8	24.4	23.5	19.6	19.7	20.8	20.2
Two or More Races	1.6	1.2	1.4	1.7	1.9	1.2	1.4	1.7
Nonresident Alien	6.3	5.6	5.8	5.4	6.5	5.7	5.9	4.9
Unknown	4.8	3.6	3.2	2.8	1.5	1.4	1.2	0.9
Total	3,690	3,546	3,563	3,471	2,220	2,140	2,128	2,085

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

Transfers from	2013-2014		2014-2015		2015-2016	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	424	67.7	417	69.3	420	68.2
Out-of-state 2-Year Colleges	92	14.7	96	15.9	69	11.2
Subtotal 2-Year Colleges	516	82.4	513	85.2	489	79.4
NM Public 4-Year Universities	62	9.9	64	10.6	75	12.2
All Other 4-Year Universities	48	7.7	25	4.2	52	8.4
Subtotal 4-Year Universities	110	17.6	89	14.8	127	20.6
Grand Total	626	100.0	602	100.0	616	100.0

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

Recipients who began as	2013-2014		2014-2015		2015-2016	
	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	73	16.9	85	18.5	99	20.1
Transfers (including branch campuses)	310	71.9	340	74.1	342	69.7
Others (other freshmen, returning students, etc.)	48	11.2	34	7.4	50	10.2
All baccalaureate degree recipients	431	100.0	459	100.0	491	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 2013		Entered Fall 2014		Entered Fall 2015	
	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016
African American	28	28.6	10	50.0	20	20.0
American Indian	26	53.8	11	36.4	19	26.3
Asian	2	0.0	2	50.0	0	--
Hispanic	196	52.5	200	54.5	188	59.6
Native Hawaiian/Pacific Islander	3	100.0	3	66.6	2	100.0
White/Other	53	40.0	30	46.6	49	49.0
Two or More Races	15	33.3	3	0.0	6	66.7
Nonresident Alien	24	62.5	14	64.3	12	50.0
Unknown	2	0.0	2	0.0	2	0.0
Men	190	45.7	139	48.2	151	45.7
Women	159	51.5	136	56.6	147	59.9
All Students	349	48.4	275	52.4	298	52.7

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

Race/Ethnicity & Sex	Entered Fall 2008		Entered Fall 2009		Entered Fall 2010	
	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016
African American	47	6.4	40	12.5	28	17.9
American Indian	20	0.5	31	12.9	31	19.4
Asian	3	33.3	6	0	1	0
Hispanic	268	17.9	213	21.1	161	24.8
Native Hawaiian/Pacific Islander	0	--	0	--	1	0
White/Other	50	16.0	63	7.9	56	17.9
Nonresident Alien	33	36.4	10	90.0	27	29.6
Unknown	16	12.5	16	0	7	28.6
Men	256	12.1	196	13.8	164	18.3
Women	181	24.3	183	22.4	156	26.3
All Students	437	17.2	379	17.9	320	22.2

Student Progress and Student Success

Table 12. What degrees were awarded in 2015-16?

	Associates	Undergraduate Certificates	Bachelors	Post-BA Certificates	Masters	Total
Agriculture						
Architecture-related			12			12
Business/Agri-Business/Public Administration			79		64	143
Education		1	116	9	148	274
Engineering/Tech/Computer Science	1		7		5	13
Fine Arts			1	1		
Health Professions (w/o Nursing)						
Home Economics						
Humanities/Social Science			81	2	19	104
Law/Protective Services			25			25
Nursing			57			57
Science and Math			30	5	13	48
Social Work			121		142	263
Total	1	1	529	17	391	939
Science/Technology/Engineering/Math/Health	1		227	7	160	395

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Associates				1	1
Undergraduate Certificates					1
Bachelors	401	447	464	481	529
Post-BA Certificates		1	13	3	17
Masters	408	367	376	429	391
Total	809	815	853	914	939

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

	2006-07 %	2009-10 %	2012-13 %	2015-16 %
Satisfied or Very Satisfied with Curriculum and Instruction	90.3	94.7	94.4	91.3
Satisfied or Very Satisfied with Student Support	89.5	93.3	93.9	88.4
Satisfied or Very Satisfied Overall with Institution	95.1	96.5	96.2	92.5

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		
	Fall 2013 Faculty % (N = 139)	Fall 2014 Faculty % (N = 144)	Fall 2015 Faculty % (N = 136)	Fall 2013 Staff % (N = 386)	Fall 2014 Staff % (N = 365)	Fall 2015 Staff % (N = 371)
African American	2.2	2.1	2.2	2.1	1.4	3.0
American Indian	0.7	0.7	0.7	2.3	1.4	1.6
Asian	4.3	4.2	4.4	0.3	0.3	0.5
Hispanic	28.1	29.9	26.5	69.7	72.3	71.2
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.3	0.5	0.3
White/Other	52.5	52.1	59.6	19.9	20.5	18.9
Two or More Races	2.2	2.1	1.5	1.0	0.8	0.8
Nonresident Alien	6.5	4.9	4.4	1.3	0.5	0.5
Unknown	3.6	4.2	0.7	3.1	2.2	3.2
Men	58.3	57.6	58.0	47.4	50.4	49.6
Women	41.7	42.4	42.0	52.6	49.6	50.4

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

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
14:1	14:1	15:1	13:1	14:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2014	92.9	\$57,798	96.1

*Includes assistant, associate and full professors
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDs is Fall 2014.

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		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number of Native American students among all degree-seeking undergraduates as of fall census date	Target	170	170	180	180	180	180
	Actual	167	176	160	177	185	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 2nd semester		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	Fall 16 to Spring 17
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	77.0	77.0	78.0	78.0	78.0	78.0
	Actual	72.2	75.0	75.4	77.5	74.8	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 3rd semester		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	Fall 16 to Fall 17
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	55.3	47.2	48.4	52.4	52.7	
CSRDE Benchmark	Benchmark	70.0	70.0	70.0	68.6	69.9*	

*CSRDE June 2016 data (2005-14 cohorts) for less selective public institutions (<21 ACT), fewer than 5,000 students.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 7th semester		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	Fall 14 to Fall 17
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	55
	Actual	53.6	54.4	49.7	55	53.3	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Completion Measure		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	Fall 11 to Sum 17
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	16.2	18.4	17.2	17.9	22.2	
CSRDE Benchmark		36.3	37.9	37.1	35.8	37.9*	

*CSRDE June 2015 data (2005-14 cohorts) for less selective public institutions (<21 ACT), fewer than 5,000 students.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Degrees Awarded		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	Sum/Fa/Spr 2016-2017
Total number of baccalaureate degrees awarded	Target	330	330	370	370	415	415
	Actual	360	433	457	467	514	

New Mexico Highlands University

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Transfer Measure		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	Sum/Fa/Spr 2016-2017
Undergraduate transfer students from two-year colleges	Target	450	450	480	480	480	480
	Actual	474	472	516	513	489	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
External Funding		FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
External funds awarded to the institution	Target	\$20.6M	\$17.0M	\$17.0M	\$18.2M	\$17.8M	\$15.1M
	Actual	\$17.2M	\$16.2M	\$15.6M	\$15.5M	\$15.3M	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Grants and Contracts		FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
Percent of total funds generated by grants and contacts	Target	28	25	25	25	25	22
	Actual	23	24	24	25	25	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Extended Services Courses		Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census	Fall 2017 Census
Number of students enrolled in Extended Services courses	Target	1,100	1,300	1,400	1,400	1,400	1,400
	Actual	1,312	1,407	1,409	1,448	1,442	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Student Satisfaction Survey		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of graduating seniors “satisfied” or “very satisfied” with NMHU in all survey categories	Target	90.0	95.0	95.0	95.0	95.0	95.0
	Actual	96.8	94.7	97.6	90.3	90.5	

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 is accredited by the Higher Learning Commission (HLC). The College’s program accreditation information can be found at: <http://site.nnmc.edu/page/colleges-departments>.

Contributions to Economic Development: (Source: Economic Impact Study 2012)

- 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 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.

Table 1. Fall 2016 Overall Enrollment by Level	
Degree-seeking undergraduates	865
Non-degree students	259
Post-BA Certificate students	1
Total Headcount	1,125
Total FTE	780

Table 2. Number of Programs by Degree Level 2016-2017	
Associates	28
Bachelors	11
Undergraduate Certificates	12
Post-BA Certificates	1
Alternative Licensure Programs	3

Table 3. Fiscal Resources				
For FY 13-14	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	48.2		55.7	
Percent of fiscal resources allocated to administrative costs	29.7		15.8	
	2012-13	2013-14	2014-15	2015-16
Total current funds revenue* for main campus	\$28.7M	\$23.6M	\$23.6M	\$24.3M
State appropriations (main campus) as percent of operating budget	37%	34%	34%	51%
<small>*Based on Unaudited Report of Actuals (Unrestricted and Restricted)</small>				

This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY 13-14.

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*
2007-08	\$2,031	62.8	\$6,891	71.0
2008-09	\$2,297	67.9	\$9,028	113.9
2009-10	\$2,650	72.5	\$10,055	119.0
2010-11	\$2,696	68.5	\$10,249	113.6
2011-12	\$2,822	65.2	\$10,622	111.9
2012-13	\$2,827	59.7	\$10,627	92.8
2013-14	\$4,060	78.1	\$11,523	96.4
2014-15	\$3,961	71.2	\$11,523	93.1
2015-16	\$4,367	74.8	\$12,494	98.5
2016-17	\$5,112	N/A	\$13,088	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	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	72	78	89	64	45
Work Study (must work to earn)	4	5	3	5	4
Loans (must be paid back)	14	17	8	13	8
Percent of Students Receiving Lottery Scholarships	11	9	7	13	7
Percent of Students who are Pell recipients	62	45	49	57	42
Percent of Students Receiving Aid	75	66	40	66	47
Average Award per Recipient*	\$5,465	\$5,849	\$6,324	\$6,581	\$6,673

*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 2013	% Fall 2014	% Fall 2015	% Fall 2016	%Fall 2013	%Fall 2014	%Fall 2015	%Fall 2016
African American	1.2	1.9	2.5	2.4	1.5	2.7	3.0	3.1
American Indian	13.0	7.9	9.5	9.0	10.2	10.0	10.8	10.3
Asian	0.8	0.9	1.2	1.3	0.8	0.8	1.2	1.2
Hispanic	68.2	71.4	68.9	69.2	69.6	69.4	68.3	68.1
Native Hawaiian/Pacific Is	0.4	0.2	0.0	0.0	0.3	0.1	0.0	0.0
White/Other	11.2	12.2	11.8	10.9	12.2	11.8	10.5	9.6
Two or More Races	3.3	3.4	4.9	5.4	3.8	3.9	5.2	5.8
Nonresident Alien	0.1	0.0	0.5	0.7	0.1	0.0	0.6	0.9
Unknown	1.8	2.1	0.6	1.0	1.5	1.6	0.4	1.0
Total	1,681	1,349	1,052	1,124	1,202	924	823	865

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

Transfers from	2013-2014		2014-2015		2015-2016	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	55	32.0	23	32.9	40	30.0
Out-of-state 2-Year Colleges	26	15.0	2	2.9	5	4.0
Subtotal 2-Year Colleges	81	47.0	25	35.7	45	33.0
NM Public 4-Year Universities	60	34.0	21	30.0	44	33.0
All Other 4-Year Universities	33	19.0	24	34.3	46	34.0
Subtotal 4-Year Universities	93	53.0	45	64.3	90	67.0
Grand Total	174	100.0	70	100.0	135	100.0

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

Recipients who began as	2013-2014		2014-2015		2015-2016	
	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 of first enrollment	20	28.0	21	33.9	8	14.0
Transfer students (including branch campuses)	17	24.0	15	24.2	13	22.0
Other (other first-time students, returning students, etc.)	35	48.0	26	41.9	38	64.0
All baccalaureate degree recipients	72	100.0	62	100.0	59	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 2013		Entered Fall 2014		Entered Fall 2015	
	Cohort N	% Still Enrolled Fall 2014	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016
African American	2	100.0	1	100.0	5	80.0
American Indian	15	20.0	17	53.0	9	56.0
Asian	1	100.0	1	100.0	0	--
Hispanic	125	100.0	84	56.0	86	65.0
Native Hawaiian/Pacific Islander	1	37.0	0	--	0	--
White/Other	17	65.0	3	0.0	7	71.0
Two or More Races	4	50.0	4	25.0	9	44.0
Nonresident Alien	1	0.0	1	100.0	0	--
Unknown	3	33.0	1	100.0	0	--
Men	73	26.0	53	47.0	54	69.0
Women	96	40.0	59	61.0	62	60.0
All Students	169	40.0	112	54.0	116	64.0

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

Race/Ethnicity & Sex	Entered Fall 2008		Entered Fall 2009		Entered Fall 2010	
	Cohort N	% Bachelor's Degrees through Summer 2014	Cohort N	% Bachelor's Degrees through Summer 2015	Cohort N	% Bachelor's Degrees through Summer 2016
African American	4	25.0	2	0.0	2	0.5
American Indian	14	28.6	24	13.0	23	0.0
Asian	1	100.0	1	0.0	0	--
Hispanic	145	22.8	146	15.0	177	4.7
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	12	0.0	10	30.0	11	0.0
Two or More Races	0	--	0	--	0	--
Nonresident Alien	0	--	0	--	0	--
Unknown	1	0.0	1	0.0	1	0.0
Men	71	9.9	76	9.0	91	5.0
Women	106	30.2	108	19.2	123	5.0
All Students	177	22.0	184	15.0	214	5.6

Note: NNMC includes Associate and Certificate awards in cohorts (this accounts for "STACKABLE" programs). The percentage of Bachelor's degrees does not account for students who sought and obtained an associate's degree.

Student Progress and Student Success

Table 12. What degrees were awarded in 2015-16?

	Undergrad Certificates	Associates	Bachelors	Alternative Licensure	Total
Agriculture					
Architecture-related	4	2			6
Business/Agri-Business/Public Administration		16	21		37
Education		6	2		19
Engineering/Tech/Computer Science	6	20	7	11	33
Health Professions (w/o Nursing)		5			5
Humanities/Social Science		14	12		26
Law/Protective Services		7			7
Nursing	6	8	3		17
Science and Math		9	17		26
CTE*	4	5			9
Total	20	92	62	11	185
Science/Technology/Engineering/Math/Health	7	39	27	0	73

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

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Undergraduate Certificates	27	23	30	28	20
Associates	98	99	109	121	92
Bachelors	51	71	72	59	62
Alternative Licensure	18	9	21	9	11
Total	194	202	232	217	185

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

	2012-13	2013-14	2014-15	2015-16
	%	%	%	%
Satisfied or Very Satisfied with Curriculum and Instruction	87.6	73.9	81.0	76.0
Satisfied or Very Satisfied with Student Support	85.7	75.8	87.0	81.0
Satisfied or Very Satisfied Overall with Institution	90.5	72.8	82.0	75.0

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		
	2013 Faculty % (N = 53)	2014 Faculty % (N = 48)	2015 Faculty % (N = 38)	2013 Staff % (N = 149)	2014 Staff % (N = 148)	2015 Staff % (N = 168)
African American	1.8	0.0	0.0	1.2	1.0	1.0
American Indian	1.8	4.0	3.0	6.0	7.0	8.0
Asian	5.7	8.0	8.0	1.2	0.0	2.0
Hispanic	47.2	44.0	39.0	76.0	78.0	67.0
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.5	1.0	0.0
White/Other	43.4	42.0	39.0	11.4	10.0	19.0
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	2.0	11.0	3.6	3.0	4.0
Men	56.6	50.0	50.0	36.5	41.0	42.0
Women	43.3	50.0	50.0	63.5	59.0	58.0

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

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
12:1	10:1	15:1	13.1	10:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary**	% of Peer Average
Fall 2010	*	\$44,002	83.0
Fall 2011	*	\$46,104	86.0
Fall 2012	*	\$46,290	90.1
Fall 2013	*	\$46,477	87.8
Fall 2014	*	\$47,435	85.6

*Not currently collected electronically.
 **Includes full-time instructional faculty (ranked and unranked).
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is for Fall 2014.

Northern New Mexico College DFA Submittals October 2016

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
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	80.0
	Actual	83.6	80.0	82.1	78.0	78.4	
Native Americans and Hispanics account for approximately 75% of Rio Arriba, Taos and northern Santa Fe Counties' populations. Source: Census: 2012 American Fact Finder http://factfinder2.census.gov							

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 2nd Semester		Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15	Fall 15 to Spring 16	Fall 16 to Spring 17	Fall 17 to Spring 18
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	71.0	74.0	68.5	81.0		

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 3rd Semester		Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	66.5	66.5	66.5	66.5	66.5	66.5
	Actual	61.0	55.0	39.0	54.0	63.8	
	Benchmark					69.9	

Source: CSRDE June 2016 (2005-14 cohorts) for less selective public institutions (<21 ACT) less than 5,000 students.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 7th Semester		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	Fall 14 to Fall 17
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 who have completed a (2 or 4yr) degree.	Target	30	30	30	30	30	30
	Actual	46	29	34	34	60	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Completion Measure		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	Fall 11 to Sum 17
Percent of first-time, full-time freshmen completing an academic program within six years*	Target	25	25	25	25	25	25
	Actual	14.0	15.0	15.0	15.0	19.0	
	Benchmark					37.9	

*NNMC includes Associate and Certificate awards in cohorts.

Source: CSRDE June 2016 (2005-14 cohorts) for less selective public institutions (<21 ACT) less than 5,000 students.

Northern New Mexico College

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Degrees Awarded		Sum/Fa/Spr 2012-13	Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18
Total number of baccalaureate degrees awarded	Target	55	55	55	55	55	55
	Actual	67	71	72	62		

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Transfer Measure		Sum/Fa/Spr 2012-13	Sum/Fa/Sp 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18
Undergraduate transfer students from two-year colleges	Target		105	105	105	105	105
	Actual	105	107	86	58	44	

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

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Grants and Contracts		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of total funds generated by grants and contracts	Target	39.0	39.0	39.0	39.0	39.0	39.0
	Actual	39.0	46.0	30.4	36.1	32.5	

*Unaudited

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Student Satisfaction Survey		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of graduating seniors “satisfied” or “very satisfied” with NNMC in all survey categories.	Target		80.0	80.0	80.0	80.0	80.0
	Actual	80.0	87.6	84.0	79.0		

*NNMC administered its first survey in 2012.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
School of Education graduates*		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Increase number of School of Education graduates	Target	45	45	45	45	45	45
	Actual	34	30	44	19		

*Includes BA, AA, and Alternative Licensure graduates

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Instructional TV/Online courses		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number of courses available: instructional TV and online	Target	230	230	230	150	150	150
	Actual	141	135	135	144		

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Extended Services Courses		Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census	Fall 2017 Census
Number of students enrolled in Extended Services courses	Target	150	150	150	150	150	150
	Actual	167	134	179	50	84	

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 (HLC) as an Academic Quality Improvement Program Participant. See <http://www.hlcommission.org> for details.

Contributions to Economic Development:

- Economic Development: New Mexico Economic Development Course - 20 attendees
- Small Bus Dev. Center: New businesses - 13, Jobs created – 40, Capital infusion - \$1,137,965
- International Business Accelerator: New businesses - 3, Jobs created - 21, Exports \$114,206,166
- School of Business Community business projects, student internships

<i>Table 1. Fall 2016 Overall Enrollment by Level</i>	
Degree-seeking undergraduates	1,808
Degree-seeking graduate students	868
Non-degree students	751
Total Headcount	3,427
Total FTE	2,215

<i>Table 2. Number of Programs by Degree Level 2016-2017</i>	
Associates	16
Bachelors	40
Undergraduate Certificates	12
Masters	9
Graduate Certificates	23

<i>Table 3. Fiscal Resources</i>				
For FY 13-14	<u>% for Institution</u>		<u>% for Peers</u>	
Percent of fiscal resources allocated to instruction, research and public service	59.2		54.3	
Percent of fiscal resources allocated to administrative costs	16.0		12.8	
	2012-13	2013-14	2014-15	2015-16
Total current funds revenue for main campus	\$41M	\$45M	\$49M	\$51M
State appropriation (main campus) as percent of operating budget	39.0%	38.0%	37.8%	36.2%

This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY 13-14.

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*
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	83.0	\$13,364	86.1
2016-17	\$5,906	N/A	\$13,566	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	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	70.1	72.2	69.0	73.0	92.4
Work Study (must work to earn)	10.3	11.7	5.4	11.9	7.5
Loans (must be paid back)	44.8	48.7	49.3	50.3	60.6
Percent of Students Receiving Lottery Scholarships	8.6	10.4	11.8	10.6	11.8
Percent of Students who are Pell recipients	58.5	60.4	60.8	59.9	71.9
Percent of Students Receiving Aid	75.6	80.4	79.2	82.4	81.4
Average Award per Recipient	\$8,559	\$8,674	\$8,807	\$10,075	\$11,450

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

Percent of Graduate Students Receiving Types of Aid	2011-12	2012-13	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)	7.2	9.5	4.6	9	15.6
Loans (must be paid back)	39.2	42.7	41.7	45.4	88.3
Percent of Students Receiving Aid	42.9	47.9	44.0	50.8	63.6
Average Award per Recipient	\$11,788	\$11,202	\$13,376	\$13,131	\$14,595

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2013	% Fall 2014	% Fall 2015	% Fall 2016
African American	3.6	4.2	6.5	6.9	4.1	5.2	6.8	6.7
American Indian	5.0	2.8	3.2	2.9	3.4	3.2	3.2	3.0
Asian	1.0	1.3	2.0	2.9	1.0	1.6	2.0	2.6
Hispanic	45.2	40.4	37.0	36.4	53.8	52.5	50.9	52.3
Native Hawaiian/Pacific Is	0.2	0.1	0.1	0.1	0.2	0.1	0.2	0.2
White/Other	26.8	27.6	31.2	28.9	24.5	27.3	28.7	27.6
Two or More Races	0.4	0.5	0.5	0.4	0.5	0.6	0.8	0.6
Nonresident Alien	5.0	1.3	1.3	1.4	1.6	1.7	1.8	1.9
Unknown	16.5	21.7	18.1	20.7	7.8	10.9	5.6	5.0
Total	3,727	3,632	3,371	3,478	2,210	2,126	1,869	1,808

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

Transfers from	2013-2014		2014-2015		2015-2016	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	80	23.5	48	18.7	67	21.5
Out-of-state 2-Year Colleges	143	41.9	90	35.0	109	35.0
Subtotal 2-Year Colleges	223	65.4	138	53.7	176	56.6
NM Public 4-Year Universities	75	22.0	53	25.7	50	16.0
All Other 4-Year Universities	43	12.6	90	206	85	27.3
Subtotal 4-Year Universities	118	34.6	143	46.3	135	43.4
Grand Total	341	100.0	281	100.0	311	100.0

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

Recipients who began as	2013-2014		2014-2015		2015-2016	
	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	81	38.2	56	24.5	70	31.1
Transfers (including branch campuses)	95	44.8	126	55.0	109	48.5
Other (first-time freshmen, returning students, etc.)	36	17.0	47	20.5	46	20.4
All baccalaureate degree recipients	212	100.0	229	100.0	225	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 2013		Entered Fall 2014		Entered Fall 2015	
	Cohort N	% Still Enrolled Fall 2014 (*)	Cohort N	% Still Enrolled Fall 2015 (*)	Cohort N	% Still Enrolled Fall 2016 (*)
African American	30	40.0	37	37.8	32	62.5
American Indian	10	50.0	8	37.5	8	50.0
Asian	3	33.3	6	66.7	7	42.9
Hispanic	239	60.3	192	51.0	160	56.3
Native Hawaiian/Pacific Islander	2	50.0	1	100.0	1	100.0
White/Other	90	54.4	74	58.1	55	54.5
Two or More Races	0	--	3	100.0	2	50.0
Nonresident Alien	6	83.3	2	100.0	4	50.0
Unknown	9	33.3	1	100.0	8	50.0
Men	193	51.3	144	75.0	149	55.0
Women	196	61.7	180	33.9	128	57.3
All Students	389	56.6	324	52.2	277	56.1
* 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 2008		Entered Fall 2009		Entered Fall 2010	
	Cohort N	% Degrees through Summer 2014	Cohort N	% Degrees through Summer 2015	Cohort N	% Degrees through Summer 2016
African American	17	23.5	17	9.0	16	12.5
American Indian	6	0.0	15	33.3	8	25.0
Asian	4	0.0	4	0.0	4	25.0
Hispanic	163	22.1	229	24.0	194	21.1
Native Hawaiian/Pacific Islander	1	100.0	2	50.0	1	0.0
White/Other	113	19.5	129	27.1	89	29.2
Two or More Races	3	66.7	6	16.7	1	0.0
Nonresident Alien	3	33.3	5	40.0	6	0.0
Unknown	6	0.0	23	30.4	27	7.4
Men	147	14.3	199	27.6	165	17.0
Women	169	26.6	225	23.1	181	25.4
All Students	316	20.9	424	25.2	346	21.4
WNMU includes Associate and Certificate awards in cohorts.						

Student Progress and Student Success

Table 12. What degrees were awarded in 2015-16?

	Undergrad Certificate	Associate	Bachelors	Masters & Grad Certs	Total
Agriculture					
Architecture-related			3		3
Business /Agri-Business/Public Admin		22	32	19	73
Education		19	28	49	96
Engineering / Tech / Computer Science	52	13	2		67
Fine Arts					
Health Professions (w/o Nursing)		21	14	3	38
Humanities / Social Science		34	53	66	153
Law / Protective Services	19	12	43		74
Nursing		24	20	1	45
Science and Math			17		17
Social Work			22	38	60
Total (*)	71	145	234	176	626
Science/Technology/Engineering/Math/Health	8	52	56	4	122

* Includes double majors in bachelors.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Undergraduate Certificates	74	69	63	60	71
Associate	135	119	113	138	145
Bachelors	170	248	213	229	226
Masters	136	149	158	177	150
Graduate Certificates			13	35	26
Total	515	585	560	639	618

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

	2006-07 %	2009-10 %	2012-13 %	2015-16 %
Satisfied or Very Satisfied with Curriculum and Instruction	77.5	82.9	83.7	81.9
Satisfied or Very Satisfied with Student Support	77.3	79.5	82.8	78.7
Satisfied or Very Satisfied Overall with Institution	81.5	86.5	90.8	90.2
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		
	Fall 2013 Faculty % (N = 117)	Fall 2014 Faculty % (N = 108)	Fall 2015 Faculty % (N = 127)	Fall 2013 Staff % (N = 364)	Fall 2014 Staff % (N = 377)	Fall 2015 Staff % (N = 280)
African American	1.7	2.8	1.6	1.9	2.9	2.9
American Indian	0.9	0.0	1.6	1.6	2.7	2.9
Asian	3.4	2.8	3.1	1.6	0.5	2.1
Hispanic	13.7	17.6	16.5	34.6	32.1	34.3
Native Hawaiian/Pacific Is.	0.0	0.0	0.8	0.0	0.0	0.4
White/Other	68.4	65.7	55.9	54.1	54.6	44.2
Two or More Races	0.0	1.0	0.0	0.0	0.3	0.0
Nonresident Alien	0.0	2.8	0.0	0.0	1.3	0.0
Unknown	12.0	7.4	20.5	6.0	5.6	13.2
Men	39.3	46.3	38.6	37.4	38.2	56.8
Women	60.7	53.7	61.4	62.6	61.8	43.2

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

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
12:1	16:1	16:1	16:1	14:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2014	86.6	\$56,283	93.1

*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 2014.

Western New Mexico University DFA Submittals October 2016

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Percent of Native American first-year students enrolled	Target	1.5	1.5	1.5	1.5	1.5	1.5
	Actual	2.2	2.7	2.5	3.1	2.7	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Access Measure		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
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	53.3	56.9	61.1	54.2	56.7	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 2nd Semester		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	Fall 16 to Spring 17
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	80.1	77.3	79.6	75.6	82.5	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 3rd Semester		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	Fall 16 to Fall 17
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	55.1	52.3	56.8	51.5	56.1	
CSRDE Benchmark	Benchmark	70.0	0	70.0	68.6	69.9*	

*CSRDE for less selective public institutions, fewer than 5,000 students.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Retention Measure 7th Semester		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	Fall 14 to Fall 17
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	62.0	62.0	62.0	62.0
	Actual	57.5	61.9	64.2	59.1	57.9	

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		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Completion Measure		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	Fall 11 to Sum 17
Percent of first-time, full-time freshmen completing an academic program within six years	Target	20.0	20.0	23.0	23.0	23.0	23.0
	Actual	19.1	22.7	20.9	25.0	24.2	
CSRDE Benchmark		37.9		37.1	35.8	37.9*	

WNMU includes Certificates, Associates, and Baccalaureates awards in cohorts.

*CSRDE for less selective public institutions, fewer than 5,000 students.

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Degrees Awarded		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	Sum/Fa/Spr 2016-2017
Total number of baccalaureate degrees awarded	Target	180	180	200	200	200	200
	Actual	170	216	212	227	226	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Transfer Measure		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	Sum/Fa/Spr 2016-2017
Undergraduate transfer students from two-year colleges	Target	170	170	170	170	170	170
	Actual	143	159	223	273*	176	

*included all transfers

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
External Funding		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
External funds awarded to the institution	Target	\$3.0M	\$3.0M	\$3.0M	\$1.9M	\$1.9M	\$1.9M
	Actual	\$1.9M	\$1.9M	\$1.9M	\$2.8M	\$3.1M	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Grants and Contracts		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of total funds generated by grants and contracts	Target	23.0	23.0	23.0	23.0	23.0	23.0
	Actual	24.0	22.8	23.0	23.0	20.2	

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		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Extended Services Courses		Fall 2012 Census	Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census	Fall 2017 Census
Number of students enrolled in Extended Services courses	Target	1,285	1,285	1,285	1,285	1,285	1,285
	Actual	1,746	1,742	2,315	2,211	2,341	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Extended Services Courses		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of courses available through instructional television and online via internet.	Target	515	700	700	700	700	700
	Actual	630	823	733	990	1,050	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
Student Satisfaction Survey		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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	95.1	90.1	91.0	87.0	83.6	

		FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
School of Education Graduates		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Increase the number of School of Education graduates by 15% (to 150) by 2020.	Target	150	150	150	105	105	105
	Actual	99	105	91	108	88	

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

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
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

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

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) and NMHU (2011) were approved by the Higher Education Department.

APPENDIX II

NEW MEXICO'S UNIVERSITIES 2015-2016 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 2015-2016 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.

2015-2016 Student Satisfaction Survey

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

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

Curriculum/Instruction

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

Student Support

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

Overall Assessment

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

Your major(s):

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

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

What's next?

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

Will you be staying in New Mexico after graduation?

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

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

Please consult the following web pages for additional information about these six New Mexico 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

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

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

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

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

Council of University Presidents
www.nmcup.us