

PERFORMANCE EFFECTIVENESS REPORT

NEW MEXICO UNIVERSITIES



COUNCIL OF UNIVERSITY PRESIDENTS
NOVEMBER 2017

New Mexico Universities

Research Universities

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

Socorro
Las Cruces
Albuquerque

Comprehensive Universities

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

Portales
Las Vegas
Española
Silver City

Council of University Presidents

Stephen G. Wells
Garry Carruthers (Chair)
Chaouki Abdallah
Jeff Elwell
Samuel Minner
Richard J. Bailey, Jr.
Joseph Shepard

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

Marc H. Saavedra, Executive Director
Phone: (505) 426-4674
www.nmcup.us

CUP Accountability Work Group

Council of University Presidents
Marc H. Saavedra, Executive Director
Thérèse J. Graham

New Mexico Institute of Mining & Technology
Steph Moore
Sara J. Grijalva

New Mexico State University
Judith Bosland (Co-Chair)

University of New Mexico
Desiree Gathings
Heather Mechler

Eastern New Mexico University
Patrice Caldwell (Co-Chair)

New Mexico Highlands University
Ivy Romero
Buddy Rivera

Northern New Mexico College
Carmella L. Sanchez

Western New Mexico University
Betsy Miller

Liaison Members

Barbara Damron, Higher Education Department
Andrew Jacobson, Higher Education Department
Travis Dulaney, Legislative Finance Committee
Cindy Martinez, Department of Finance and Administration



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, The University of New Mexico, and Western New Mexico University

Letter from the Presidents

On behalf of Eastern New Mexico University; New Mexico Highlands University; New Mexico State University; New Mexico Tech; Northern New Mexico College; The University of New Mexico; and Western New Mexico University; the New Mexico Council of University Presidents presents the twentieth 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 assure the accuracy of data derived from consistently applied data definitions. Yet, the Council's commitment continues to extend beyond simply reporting data. This report responds to a public imperative for accountability and continuous improvement. Consistent with the provisions for governance prescribed by the New Mexico Constitution, a national initiative to provide citizens with information about higher education institutions, this report demonstrates the resolve of New Mexico's public universities to improve the educational environment in our state, as well as the quality of life for all New Mexicans.

Sincerely,

Garrey Carruthers, Ph.D.

Chair

Performance Effectiveness Report

Table of Contents

The Performance Effectiveness Plan of New Mexico’s Seven Public Universities	i
Listing of Data and Tables	ii
Executive Summary	iii
Research Universities	
New Mexico Institute of Mining & Technology	
• Institutional Mission, Profile, and Performance Indicator Tables	1
• Reporting for Accountability in Government Act	7
New Mexico State University	
• Institutional Mission, Profile, and Performance Indicator Tables	9
• Reporting for Accountability in Government Act	15
University of New Mexico	
• Institutional Mission, Profile, and Performance Indicator Tables	17
• Reporting for Accountability in Government Act	23
University of New Mexico - Health Sciences Center	
• Institutional Mission and Performance Indicator Tables	25
• Reporting for Accountability in Government Act	42
Comprehensive Universities	
Eastern New Mexico University	
• Institutional Mission, Profile, and Performance Indicator Tables	45
• Reporting for Accountability in Government Act	51
New Mexico Highlands University	
• Institutional Mission, Profile, and Performance Indicator Tables	53
• Reporting for Accountability in Government Act	59
Northern New Mexico College	
• Institutional Mission, Profile, and Performance Indicator Tables	61
• Reporting for Accountability in Government Act	67
Western New Mexico University	
• Institutional Mission, Profile, and Performance Indicator Tables	69
• Reporting for Accountability in Government Act	75
Appendix	
List of Peer Institutions	77

The Performance Effectiveness Plan of New Mexico's Public Universities

Accountability and Performance Reporting Categories

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

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

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

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

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

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

Effective and Efficient Use of Resources

Table 1	Overall Enrollment by Level (Fall 2017)
Table 2	Number of Programs by Degree Level (2017-18)
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 campus (four-year trend) State appropriation as a percent of main campus operating budget (four-year trend)

Accessible and Affordable University Education

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

Student Progress and Student Success

Table 10	How many freshmen return for their second year?
Table 11a	What are six-year graduation rates?
Table 11b	What are four-year, five-year and six-year graduation rates?
Table 12	What degrees and certificates were awarded in 2016-2017?
Table 13	Over time, how many degrees and certificates have been awarded?

Academic Quality and a Quality Learning Environment

Table 14	How diverse are our full-time faculty and staff?
Table 15	What is our student-faculty ratio?
Table 16	Full-Time Instructional Faculty Information (Percent of Faculty Holding Highest Degree, Average Faculty Salary, Percent of Salary of Peers)

Executive Summary

Performance Effectiveness Report

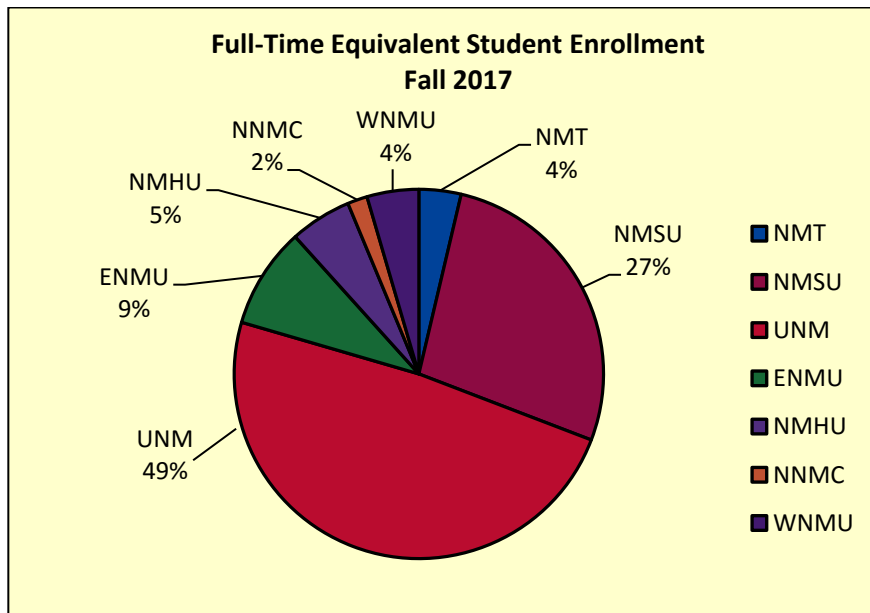
The following information provides a summary and comparative view of performance measures across the institutions. The tables and charts are organized according to the occurrence of the tables in the institutional detail sections of the report that follows. Data is shown individually for New Mexico Institute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

Full-Time Equivalent (FTE) Student Enrollment

(From Table 1 of the 2017 report)

	2013	2014	2015	2016	2017	% Change Over Past 5 Years
NMT	1,813	1,820	1,831	1,809	1,665	-8.2%
NMSU	13,482	12,930	12,584	12,533	12,250	-9.1%
UNM	23,618	23,173	23,005	22,857	21,982	-6.9%
ENMU	3,983	4,032	4,023	3,899	3,980	-0.1%
NMHU	2,718	2,627	2,637	2,608	2,438	-10.3%
NNMC	1,057	856	707	780	786	-25.6%
WNMU	2,421	2,408	2,313	2,215	2,046	-15.5%

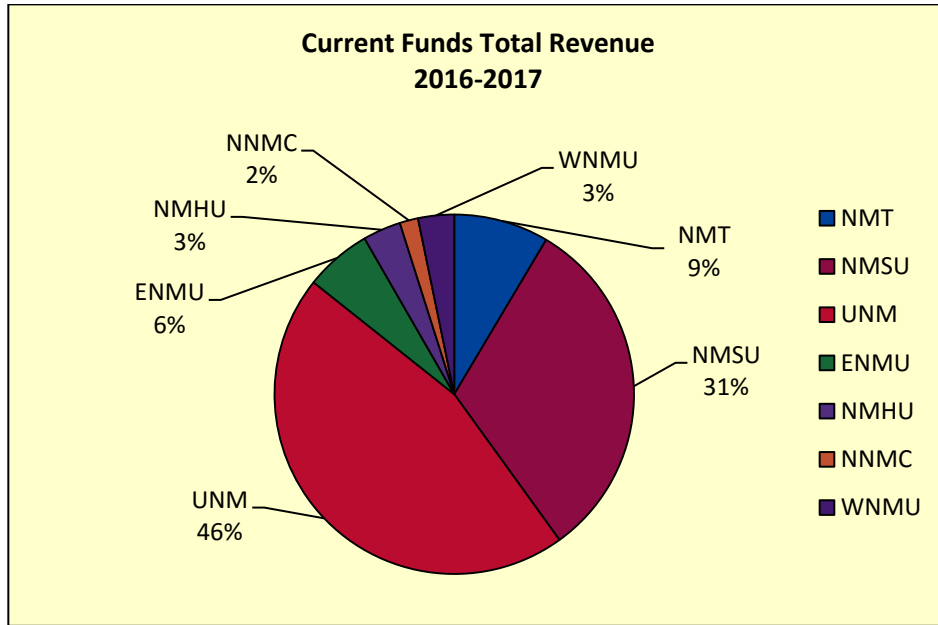
Overall full-time equivalent enrollment has decreased 8% since 2013, 3% since 2016. This decline is supported by reports from the New Mexico Public Education Department, showing high school enrollments flat or declining over the last four years in New Mexico.



Total Current Funds Revenue

(From Table 3 of the 2017 report)

As would be expected, the distribution of Total Current Funds Revenue is roughly similar to the distribution of FTE students. In 2016-2017 the total Current Funds Revenue for the seven universities is \$1.544 billion, 2.1% less than last fiscal year, reflecting a 4.7% decline since 2011-12.



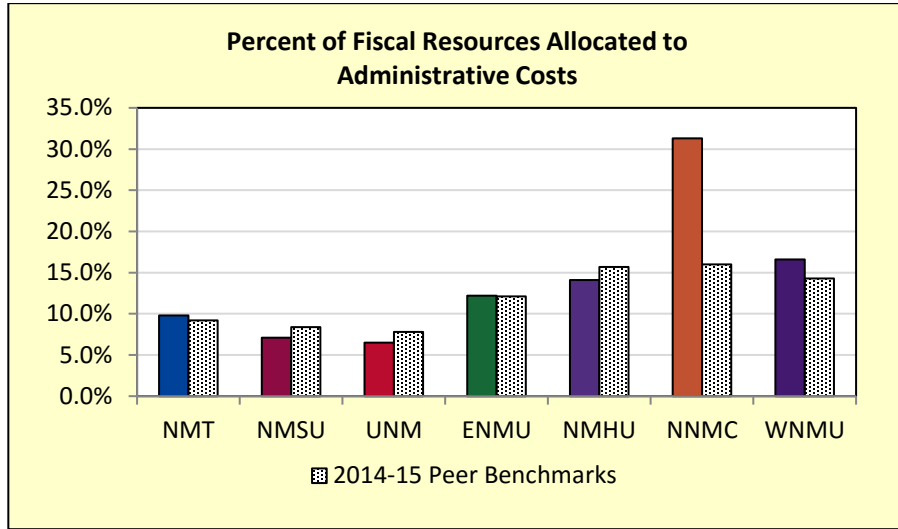
Percent of Fiscal Resources Allocated To Administrative Costs

(From Table 3 of the 2017 report)

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

	2011-12	2012-13	2013-14	2014-15
NMT	6.8%	7.7%	7.8%	9.8%
NMSU	6.7%	6.6%	6.6%	7.1%
UNM	6.0%	5.9%	6.2%	6.5%
ENMU	11.1%	11.7%	12.5%	12.2%
NMHU	11.8%	13.4%	13.0%	14.1%
NNMC	26.6%	25.4%	29.7%	31.3%
WNMU	15.1%	15.9%	16.0%	16.6%

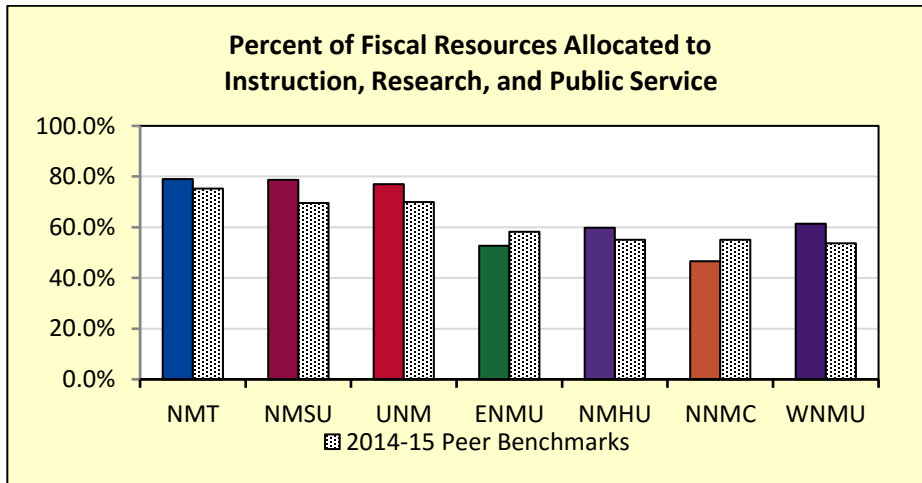
With few exceptions, New Mexico institutions' administrative costs are comparable or lower than expenditures by peers. A list of institutional peers appears in the Appendix. (Most recent data available from IPEDS is 2014-15.)



Percent of Fiscal Resources Allocated To Instruction, Research, and Public Service
(From Table 3 of the 2017 report)

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

	2011-12	2012-13	2013-14	2014-15
NMT	85.8%	86.7%	85.5%	79.0%
NMSU	77.6%	78.1%	78.5%	78.7%
UNM	81.9%	82.5%	82.2%	77.0%
ENMU	50.2%	48.7%	51.0%	52.7%
NMHU	60.3%	58.7%	59.1%	59.8%
NNMC	45.3%	50.6%	48.2%	46.6%
WNMU	60.3%	60.9%	59.2%	61.4%

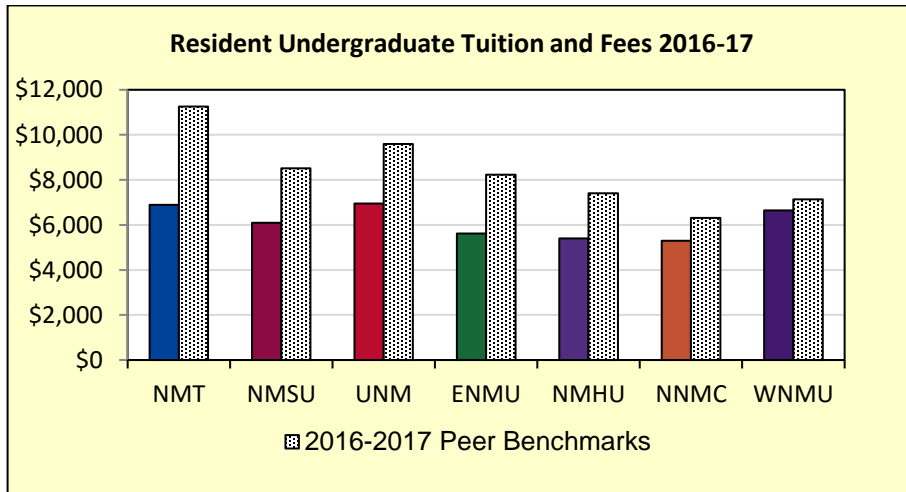


Tuition and Fees Rates

(From Table 4 of the 2017 report)

Overall, tuition and fees have increased 24% over the past five years. Despite these increases, tuition and fees for New Mexico universities remain significantly lower than their peers in the southwest as reported in the *Chronicle of Higher Education, Tuition and Fees at Eighty Public Southwestern Four Year Universities, 2016-2017*: NMHU (3rd lowest), ENMU (4th lowest), WNMU (18th lowest), NMSU (20th lowest), NM Tech (22nd lowest) and UNM (25th lowest). The chart below compares New Mexico institutions' tuition and fees relative to tuition and fees of the institutional peers approved by the New Mexico Higher Education Department.

	2013-14	2014-15	2015-16	2016-17	2017-18	% Change Over Past 5 Years
NMT	\$5,714	\$6,256	\$6,613	\$6,891	\$7,183	25.7%
NMSU	\$6,221	\$5,950	\$6,094	\$6,094	\$6,461	3.9%
UNM	\$6,846	\$6,846	\$6,664	\$6,950	\$7,449	8.8%
ENMU	\$4,559	\$4,858	\$5,543	\$5,618	\$5,918	29.8%
NMHU	\$4,000	\$4,500	\$4,800	\$5,400	\$5,804	45.1%
NNMC	\$4,060	\$4,382	\$5,296	\$5,296	\$5,848	44.0%
WNMU	\$4,723	\$5,346	\$5,704	\$5,906	\$6,066	28.4%

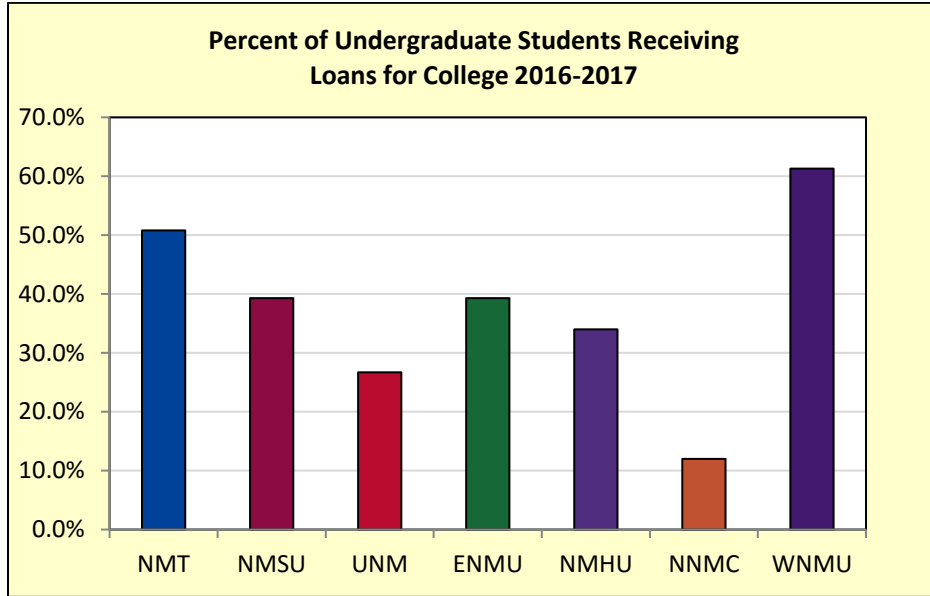


Financial Aid That Must Be Paid Back By Undergraduate Students

(From Table 5 of the 2017 report)

A large percent of undergraduate students must secure student loans to complete their education. Overall, 34% of our students need loans to go to college.

	2012-13	2013-14	2014-15	2015-16	2016-17
NMT	35.0%	42.7%	45.6%	50.0%	50.8%
NMSU	45.7%	43.2%	42.6%	40.5%	39.3%
UNM	32.5%	41.4%	27.9%	29.6%	26.7%
ENMU	41.9%	37.7%	36.3%	40.2%	39.3%
NMHU	46.0%	46.0%	47.0%	44.0%	34.0%
NNMC	17.0%	8.0%	13.0%	8.0%	9.0%
WNMU	48.7%	49.3%	50.3%	60.6%	61.3%

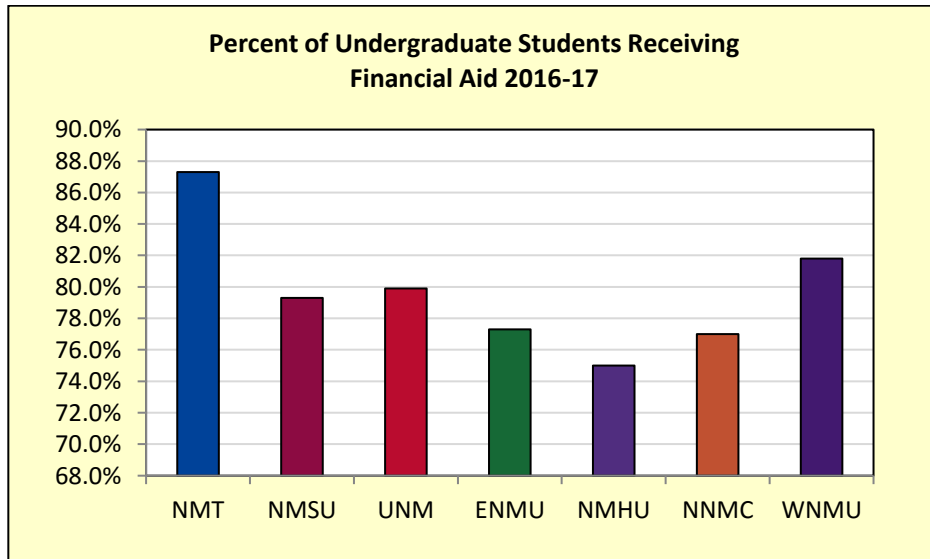


Percent of Undergraduate Students Receiving Aid

(From Table 5 of the 2017 report)

Over 78% of undergraduate students at New Mexico universities receive some sort of financial aid. In addition, almost 37% of students at New Mexico universities are Pell grant recipients. Pell recipients demonstrate the highest level of need of college-attending students.

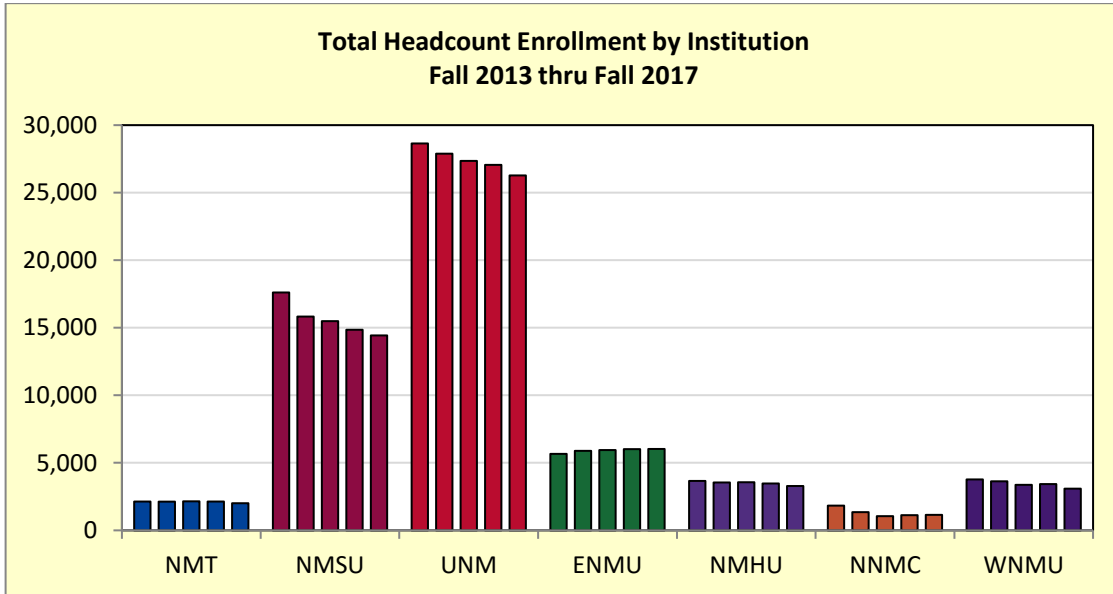
	2012-13	2013-14	2014-15	2015-16	2016-17
NMT	77.8%	86.0%	85.2%	86.3%	87.3%
NMSU	79.4%	78.7%	78.4%	77.5%	79.3%
UNM	85.2%	85.8%	82.0%	81.9%	79.9%
ENMU	75.0%	71.3%	68.0%	75.2%	77.3%
NMHU	89.0%	88.0%	90.0%	91.0%	75.0%
NNMC	79.0%	99.0%	82.0%	70.0%	77.0%
WNMU	80.4%	79.2%	82.4%	81.4%	81.8%



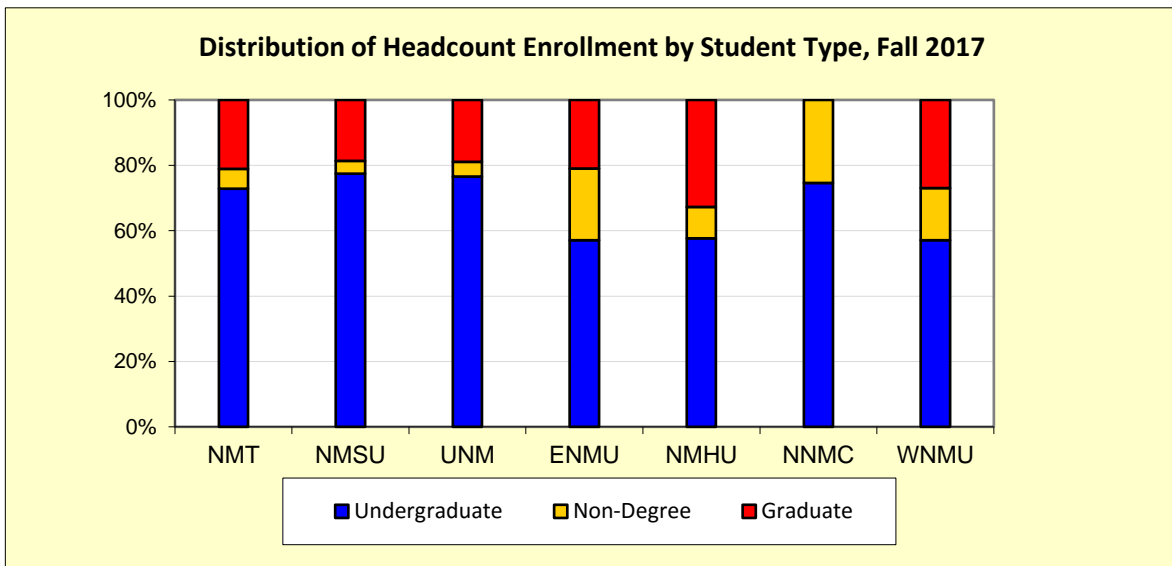
Diversity of Undergraduate Students

(From Tables 1 and 7 of the 2017 report)

Undergraduate students are students pursuing an undergraduate certificate or degree program (associate or baccalaureate). Total undergraduate enrollment has decreased almost 13% over the past five years. Total headcount enrollment has decreased 12.5%.



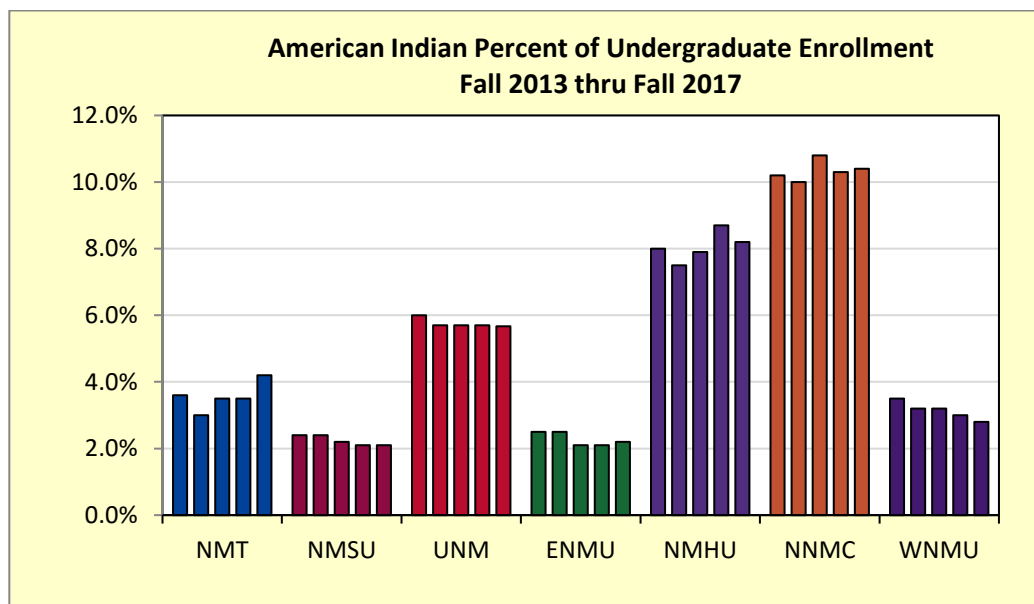
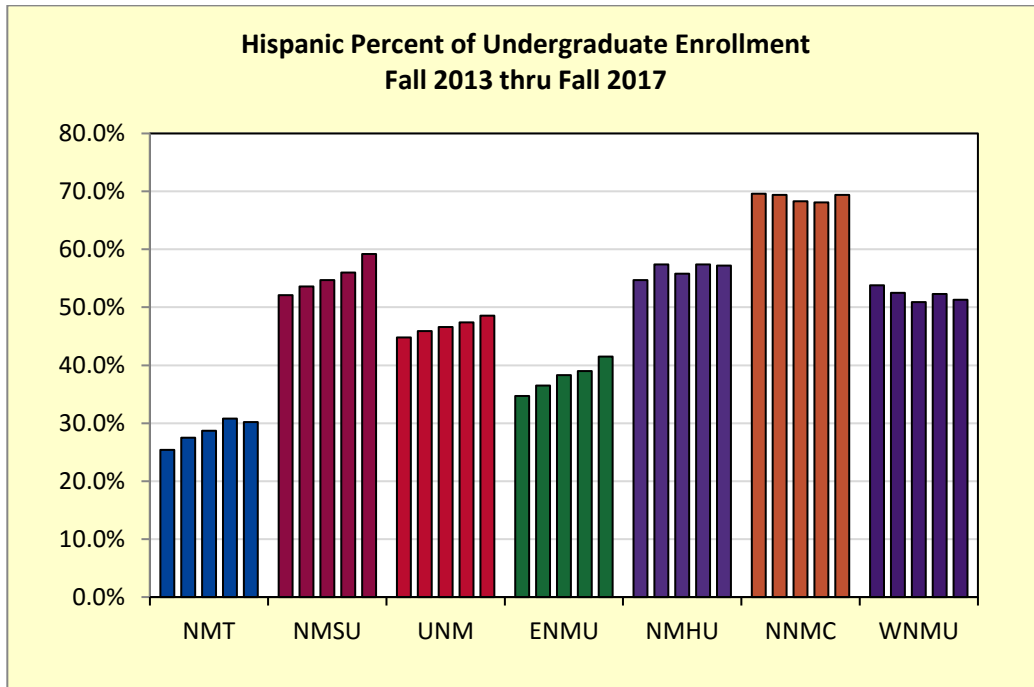
Undergraduate students comprise the majority of total enrollment, but each university also has non-degree students (these may be high school dual enrollment students, students without baccalaureate degrees taking classes, or students with baccalaureate degrees taking additional classes) and graduate students (this includes law, medical, and PharmD students at UNM). The following chart illustrates the percentage distribution of these three student types, by university, in fall 2017. Undergraduate students comprise over 72% of total headcount across our universities, with graduate students slightly over 20%.



Hispanic and American Indian Diversity of Undergraduate Enrollment

(From Table 7 of the 2017 report)

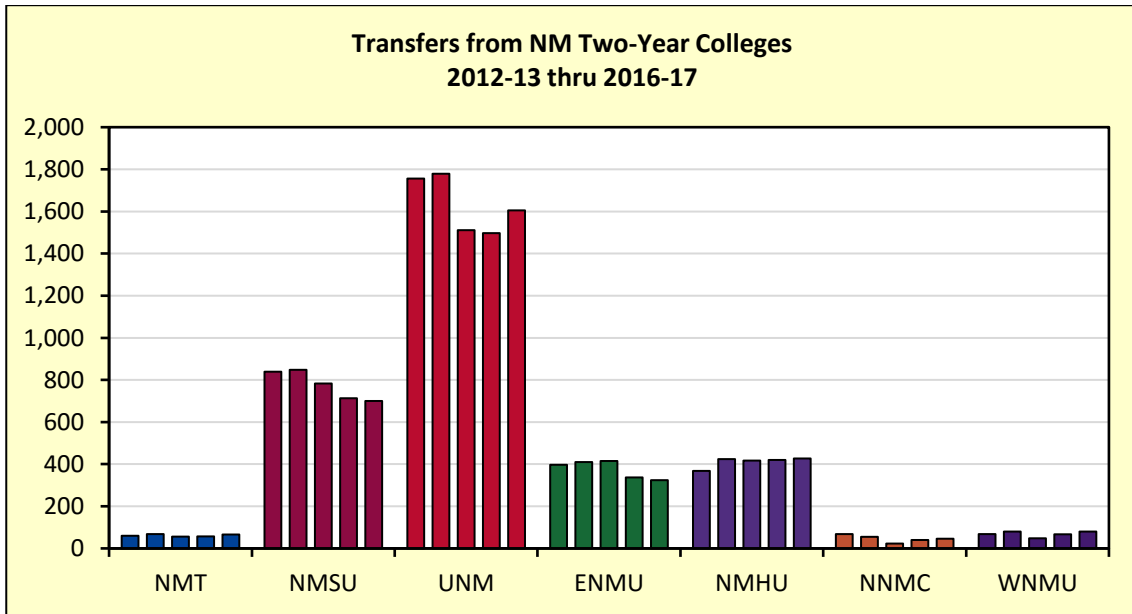
Universities are attentive to the ethnic distribution of their students. While all groups are important, special attention is paid to Hispanic and American Indian percentages since these two groups represent the highest percentage of traditionally under-represented groups in New Mexico. The following 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. Over 50% of degree-seeking undergraduates at our institutions are Hispanic; 8% are American Indian.



Transfer Students from New Mexico Two-Year Colleges

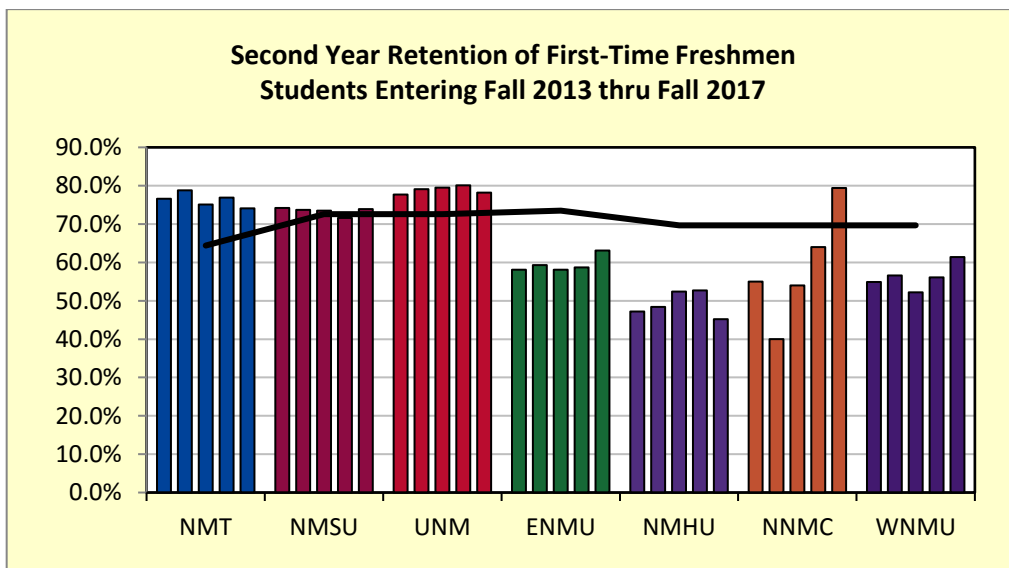
(From Table 8 of the 2017 report)

Another measure of access is transfer students from two-year colleges in New Mexico (including branch campuses) into New Mexico universities. These data are shown in the following chart for 2012-13 through 2016-17 (note, academic year data is shown since many transfer students first enroll in a summer or spring term). Overall, the number of transfer students from New Mexico two-year colleges has declined since 2014. UNM received 49% of transfers in 2016-17, due in part to UNM’s close proximity to Central New Mexico Community College, the largest two-year college in the state. Students also transfer from out-of-state institutions (both two-year and four-year) and between the universities within New Mexico. Each university’s data are reported in Table 8 of the institutional reports.



Retention of First-Time Freshmen to Their Second Year

(From Table 10 of the 2017 report)

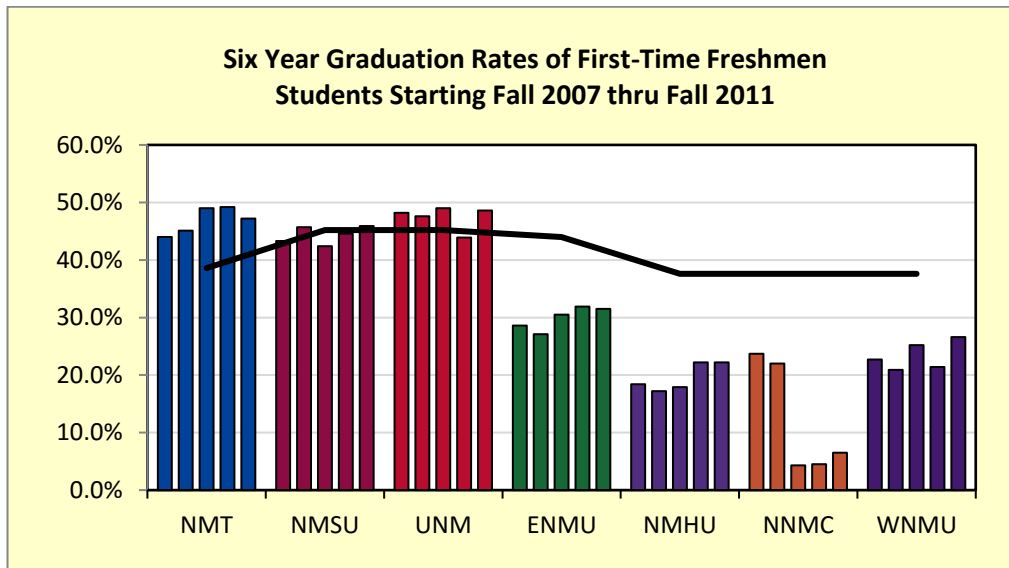


Persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at several of the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in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

Six-Year Graduation Rate of First-Time Freshmen

(From Table 11 of the 2017 report)

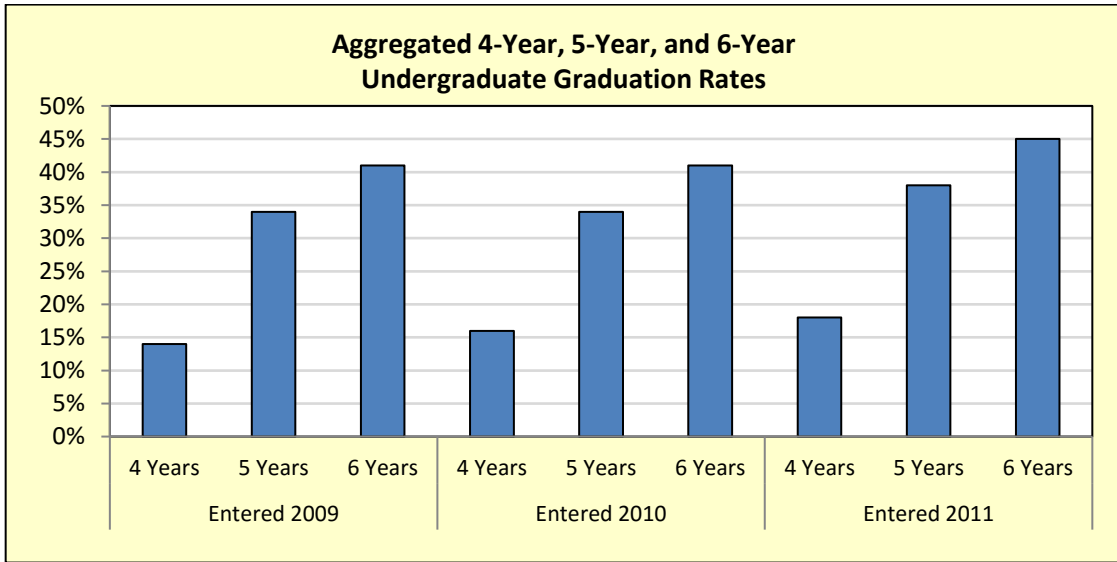
The graduation rate of first-time freshmen is a measure that all institutions have committed to improve over the next few years. As with retention, the admission policies of the comprehensive universities partly account for lower graduation rates relative to the research universities. The black line in the chart represents the average six-year graduation rate for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). NNMC and WNMU both include associate and certificate awards as well as bachelor’s degrees in calculating their graduation rates. All but one institution shows an increase in graduation rates over the last five years. Across all universities, baccalaureate completion rates have improved at the four-year, five-year and six-year marks.



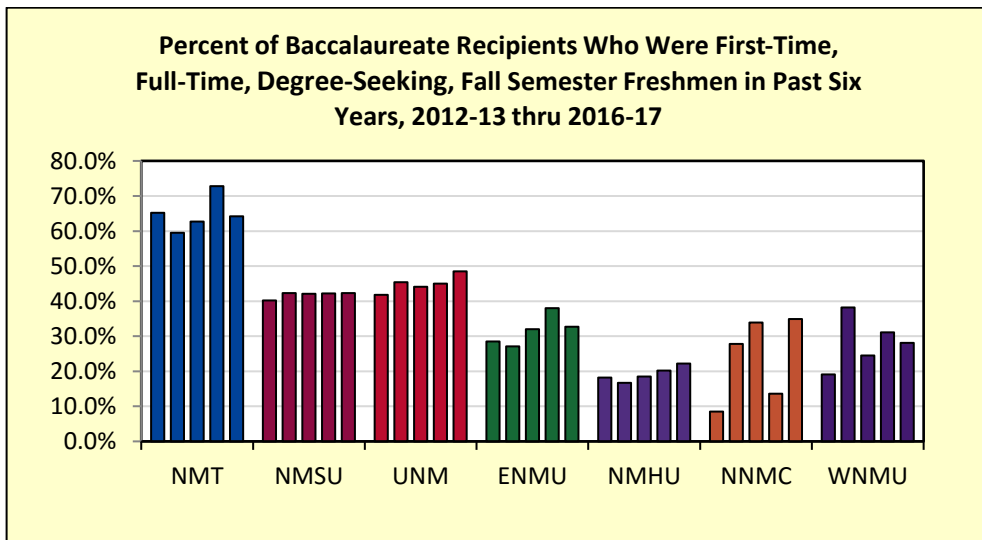
* NNMC and WNMU include associates and certificate awards in their graduation cohorts.

Responding to calls for timely degree completion, New Mexico universities have made progress accelerating degree completion of their students. As the graph below shows, numbers of students completing degrees in 4 years (from 14% to 17%), 5 years (from 34% to 36%), and 6 years (from 41% to 45%) have increased over three cohorts.

Aggregated 4-Year, 5-Year and 6-Year Undergraduate Graduation Rates									
First-time, Full-time Freshman" Cohorts	Entered 2009			Entered 2010			Entered 2011		
	4 Years	5 Years	6 Years	4 Years	5 Years	6 Years	4 Years	5 Years	6 Years
Total Number of Entering Students	7,656	7,401	7,401	7,544	7,211	7,211	6,967	6,643	6,643
Percent Graduating	14%	34%	41%	16%	34%	41%	17%	36%	45%



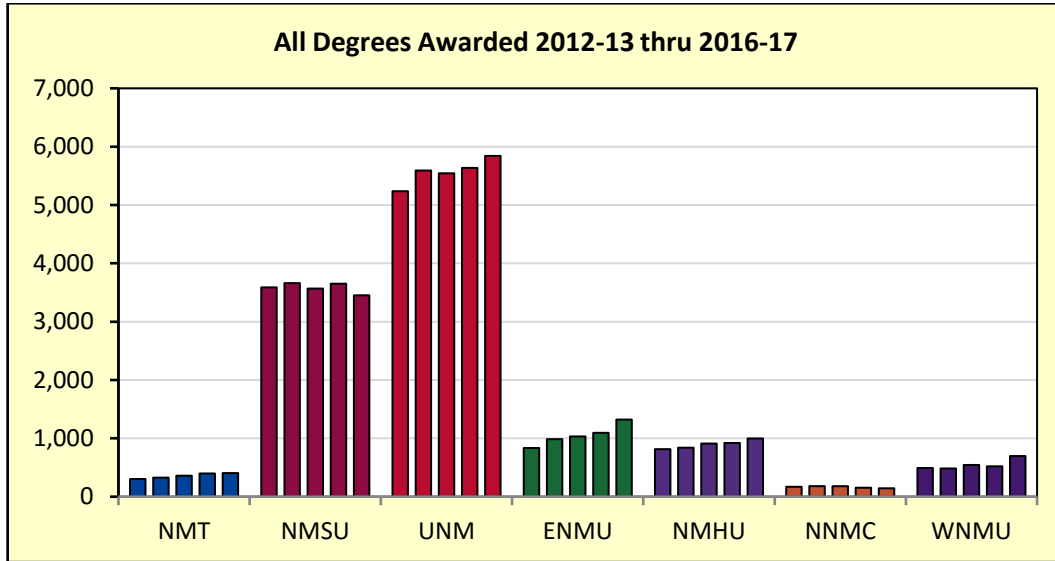
Although it is a standard reporting measure, the traditional six-year graduation rate accounts for only a portion of the students who complete degrees at New Mexico universities. Table 9 in each institution’s report provides a profile of all baccalaureate degree recipients. The percentage of degree recipients who entered as first-time, full-time, degree-seeking freshmen within the previous six years varies from as little as 8% to almost 60% of baccalaureate graduates. Many successful degree completers take longer than six years to complete their degrees, have transferred to our institutions and then completed their degree, or first entered in spring.



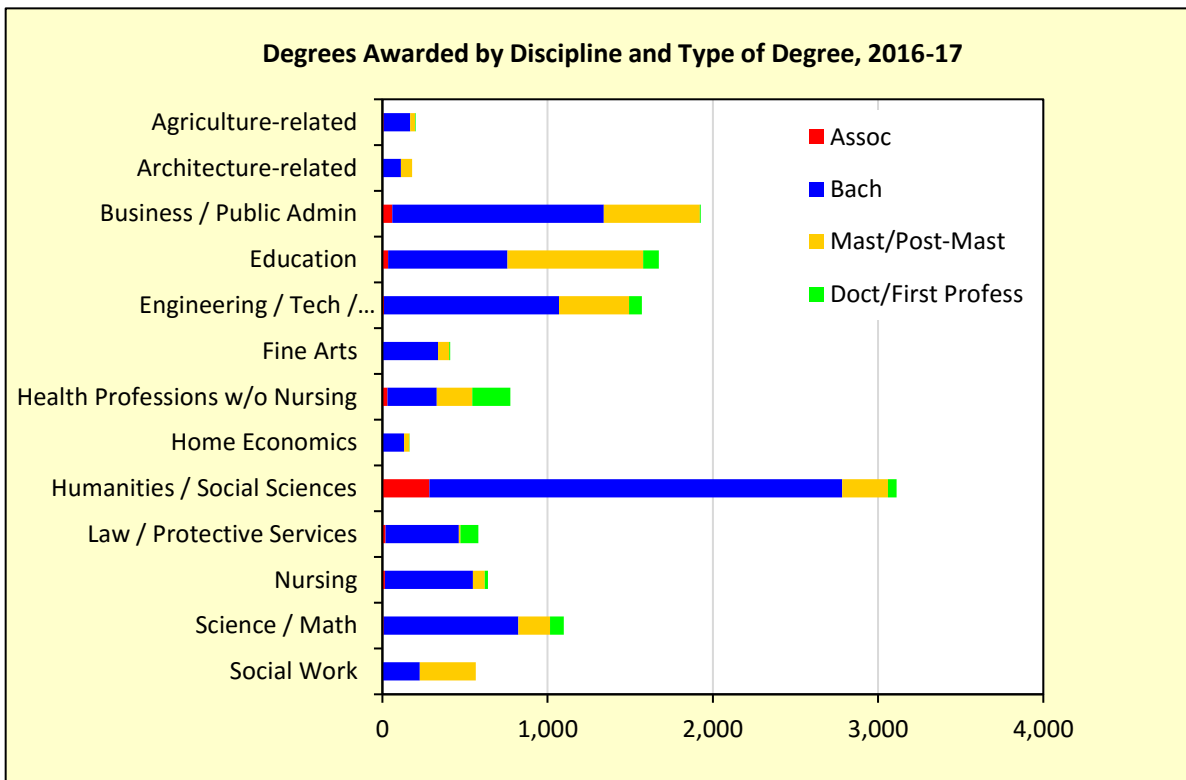
Degrees Awarded

(From Tables 12 & 13 of the 2017 report)

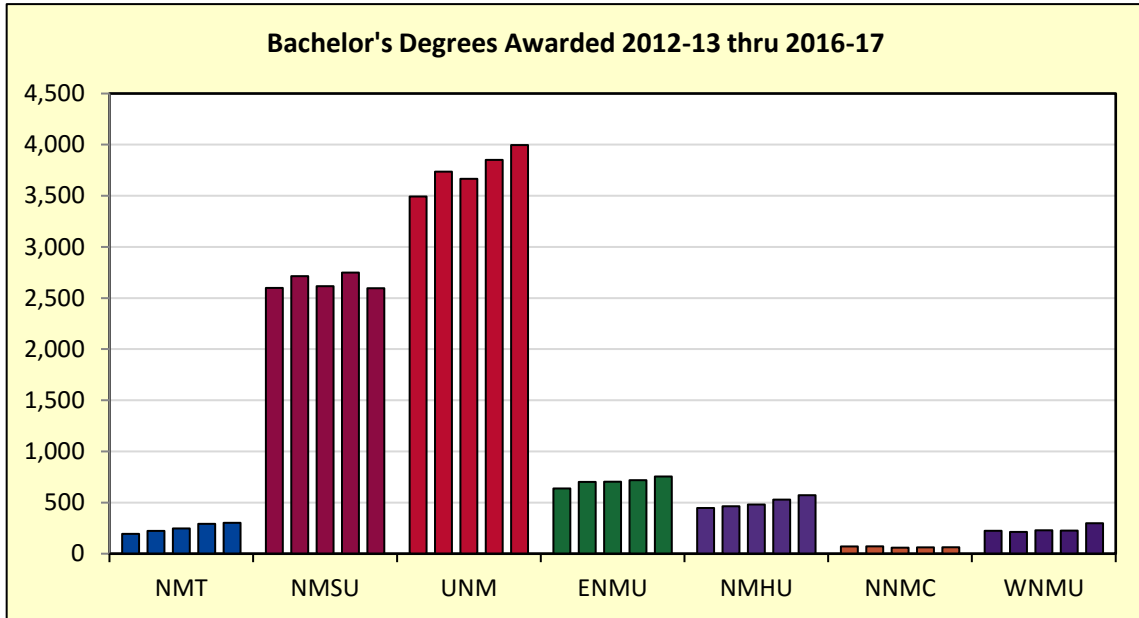
The number of degrees awarded (excluding certificates) has continued to increase over the past five years, growing from 11,439 in 2012-13 to 12,250 in 2016-17, an increase of 7.1%.



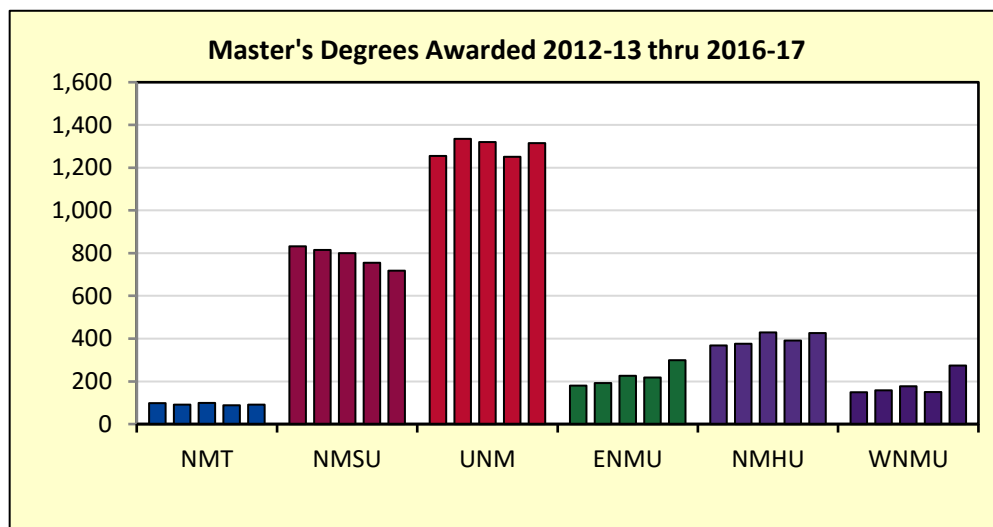
The greatest number of degrees was awarded in humanities and the social sciences, followed by business/public administration, education, engineering/computer science, and science/math.



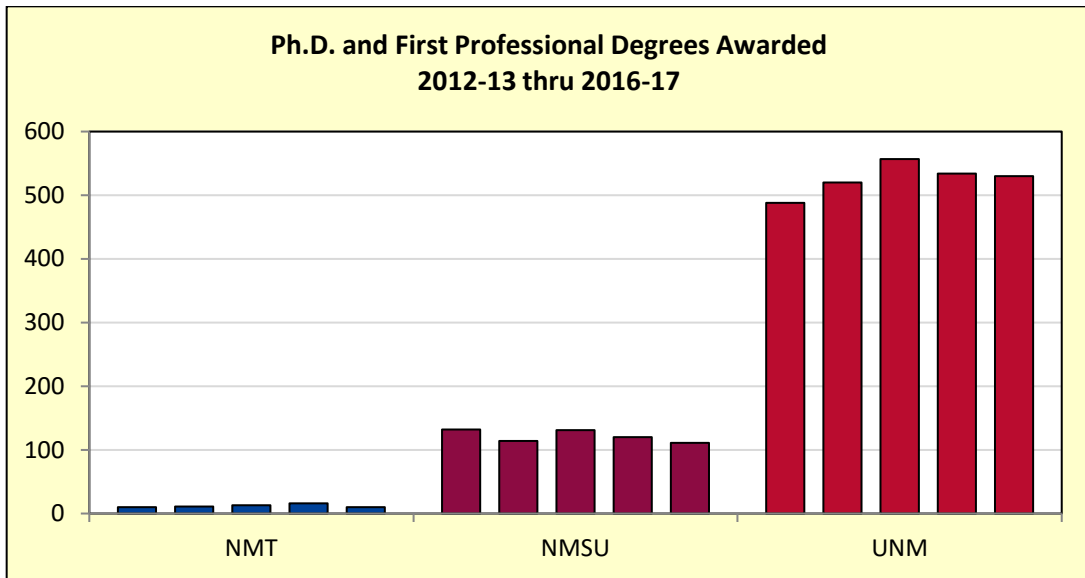
Bachelor's degree awards increased from 7,666 in 2012-13 to 8,254 in 2016-17, an increase of 7.7%.



The total number of master's and post-master's degrees decreased slightly, from 2,882 in 2012-13 to 2,843 in 2016-17. (NNMC does not award graduate degrees.)



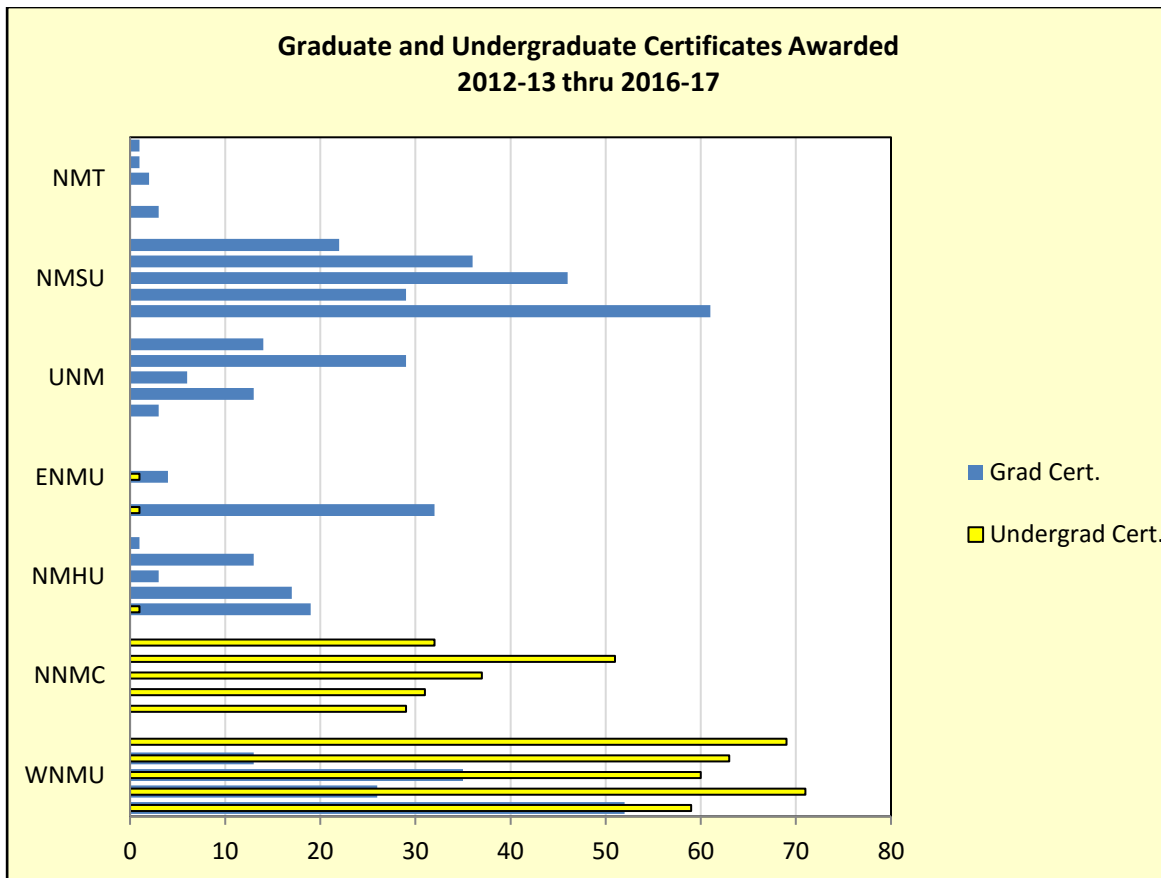
Doctorate Research and Doctorate Professional Practice degrees (medicine, law, and pharmacy) are awarded only by the research universities. These totals have increased from 620 granted in 2012-13 to 640 in 2016-17, an increase of 3.2%.



Certificates Awarded

(From Tables 12 of the 2017 report)

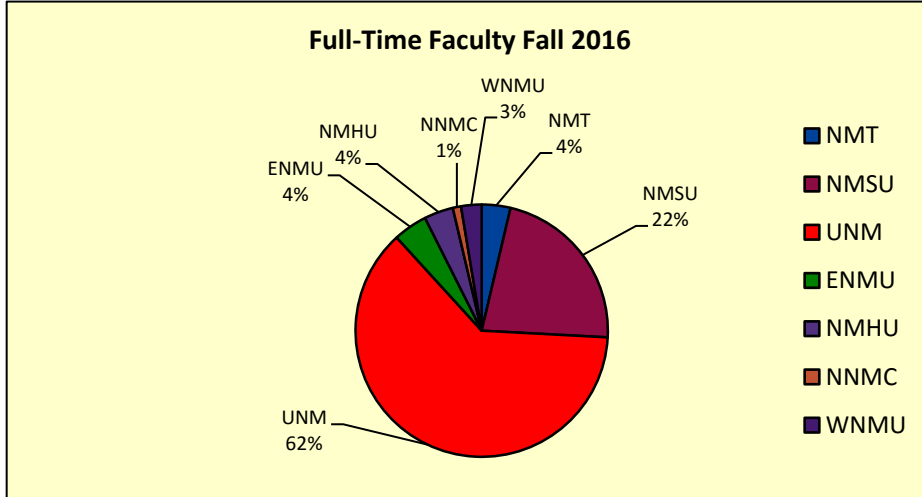
New Mexico universities also provide students with the opportunity to secure specialized training and certifications that enhance their employability. Often these complement the degrees students earn or can add another dimension to their contribution to the workforce.



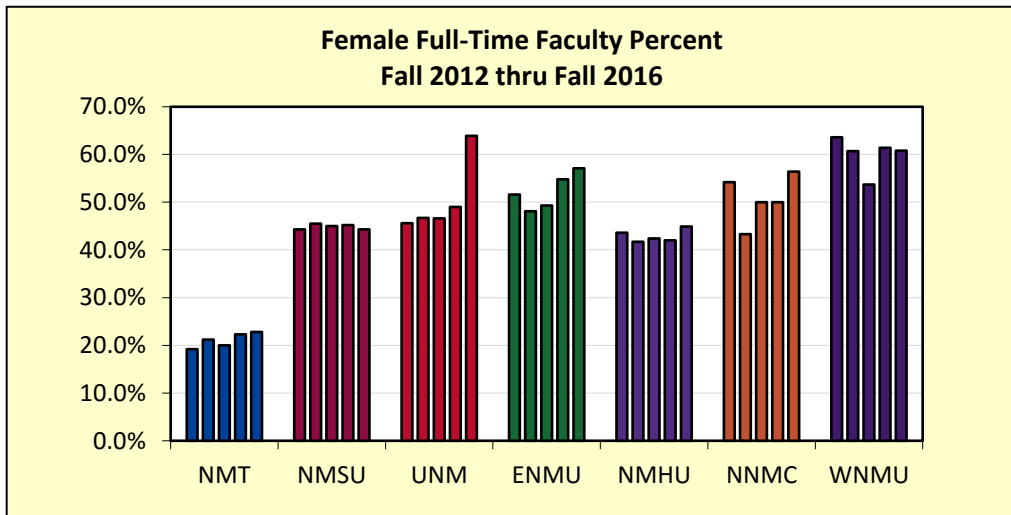
Faculty Diversity

(From Table 14 of the 2017 report)

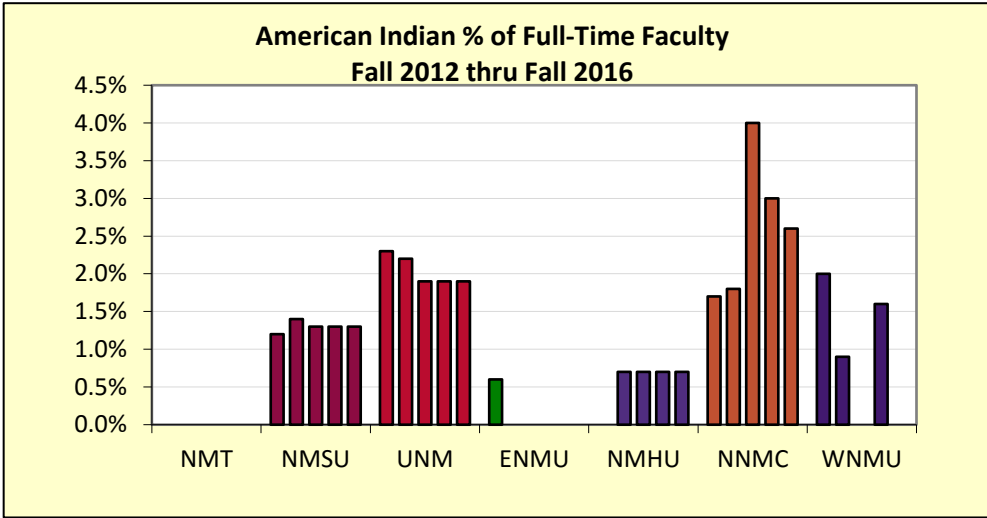
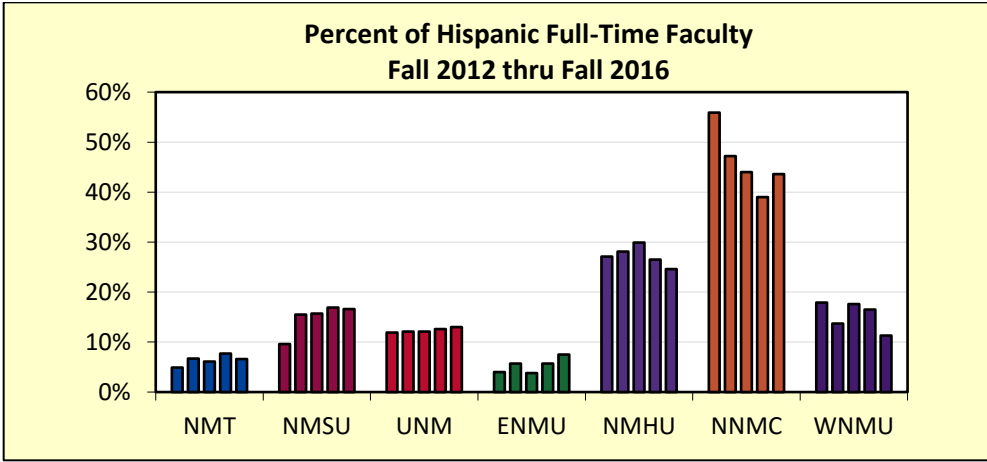
The number of full-time faculty at New Mexico universities has increased from 3,306 in fall 2012 to 3,695 in fall 2016 (11.8% increase). The greatest increase in faculty numbers occurred at UNM and UNM - Health Sciences Center, as part of their effort to convert part-time faculty to full-time positions.



In 2012, 45.4% of full-time faculty (1,502 faculty) were female. In 2016, the percentage is 57% female (2,102 faculty), an increase of 39.9%. 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 2016, 14.1% of full-time faculty was Hispanic. This is an increase of over 13% since 2012 (from 409 to 519 faculty). There is quite a bit of variance between universities, with NNMC having the highest percentage.



In contrast, the percentage of American Indian full-time faculty declined from 1.8% (58 faculty) to 1.5% (57 faculty). Some institutions report zero American Indian full-time faculty in some years. NMT did not report any over the four-year period.

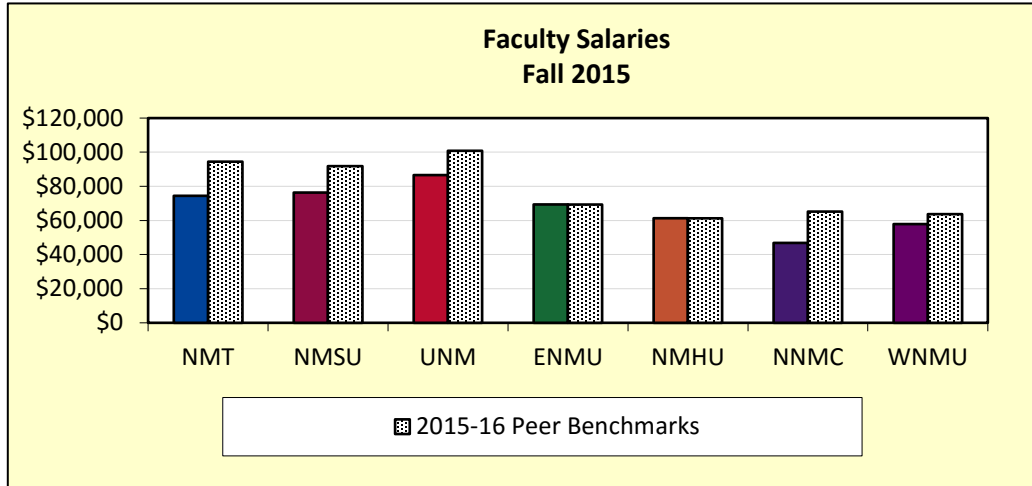
Faculty Salaries

(From Table 15 of the 2017 report)

Faculty salary increases at New Mexico universities vary. Averages are affected by distribution of faculty across ranks.

Faculty Salaries	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Past 5 Years
NMT	\$68,478	\$69,631	\$63,871	\$72,772	\$74,446	8.7%
NMSU	\$70,302	\$69,926	\$72,617	\$74,583	\$76,346	8.6%
UNM	\$83,237	\$78,644	\$84,350	\$86,304	\$86,597	4.0%
ENMU	\$55,808	\$55,734	\$59,498	\$64,363	\$69,383	24.3%
NMHU	\$54,834	\$57,200	\$57,381	\$57,798	\$61,309	11.8%
NNMC	\$46,104	\$46,290	\$46,477	\$47,435	\$46,837	1.6%
WNMU	\$52,011	\$51,295	\$53,873	\$56,283	\$57,813	11.2%

Salary averages relative to peer institutions also vary widely. Salaries at the research universities (NMT, NMSU, UNM) are below peers, two comprehensives are close to peers (ENMU, NMHU) and two are below their peers (NNMC, WNMU). The most recent comparative data from IPEDS is from 2015-16.



Conclusion

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

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 North Central Association of Colleges and Secondary Schools as a doctoral degree granting university. <http://www.nmt.edu/nmt-accreditation>.

Contributions to Economic Development:

- NMT is a recognized international leader in hydrology, astrophysics, atmospheric physics, geophysics, homeland security, information technology, geosciences, energetic materials engineering, and petroleum recovery, supplying trained personnel and research in these areas.
- In FY 2017, NMT's extramural research expenditures were \$53.3 million.

Degree-seeking undergraduates	1,358
Degree-seeking graduates	393
Non-degree-seeking undergraduates	113
Total Headcount	2,009
Total FTE	1,665

Associates	2
Bachelors	23
Masters	17
Doctorates	10

For FY 14-15*	% for Institution			% for Peers
Percent of fiscal resources allocated to instruction, research and public service	79.0			75.3
Percent of fiscal resources allocated to administrative costs	9.8			9.2
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	\$143M	\$149M	\$127M	\$132M
State appropriation (main campus) as percent of operating budget	25.6	25.7	30.4	27.1

*This report uses data from IPEDs for financial comparisons. The latest data available in IPEDs is FY14-15.

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*
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	61.2	\$20,041	79.2
2017-18	\$7,183	N/A	\$20,991	N/A

*List of Peers appears in Appendix

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	71.4	78.3	77.8	78.2	78.8
Work Study (must work to earn)	19.6	13.8	14.6	17.8	16.8
Loans (must be paid back)	35.0	42.7	45.6	50.0	50.8
Percent of Students Receiving Lottery Scholarships	41.2	44.9	44.9	44.1	45.3
Percent of Students who are Pell recipients	29.5	32.0	32.3	31.2	32.0
Percent of Students Receiving Aid	77.8	86.0	85.2	86.3	87.3
Average Award per Recipient	\$10,160	\$10,152	\$10,312	\$11,095	\$11,636

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	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	23.5	22.7	24.6	22.9	17.9
Loans (must be paid back)	9.8	12.9	10.7	12.0	12.5
Percent of Students Receiving Aid	33.3	34.8	33.5	34.9	30.4
Average Award per Recipient	\$6,328	\$6,747	\$6,831	\$7,921	\$8,846

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	2.2	2.0	1.7	1.5	2.4	2.2	1.8	1.8
American Indian	2.5	2.8	2.8	3.4	3.0	3.5	3.5	4.2
Asian	3.1	3.0	3.8	4.0	2.6	2.8	3.4	3.5
Hispanic	24.5	24.9	26.4	25.6	27.5	28.7	30.8	30.2
Native Hawaiian/Pacific Is	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.1
White/Other	56.0	53.9	52.2	52.6	55.9	53.5	51.4	52.1
Two or More Races	3.4	3.8	3.9	4.1	4.0	4.9	4.9	4.8
Nonresident Alien	7.1	7.5	7.1	6.3	3.5	2.9	2.6	2.1
Unknown	1.1	2.1	2.0	2.3	0.9	1.5	1.6	1.3
Total	2,127	2,150	2,135	2,009	1,525	1,502	1,460	1,358

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

	2014-2015		2015-2016		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	56	34.6	57	41.6	66	55.0
Out-of-state 2-Year Colleges	43	26.5	30	21.9	17	14.2
Subtotal 2-Year Colleges	99	61.1	87	63.5	83	69.2
NM Public 4-Year Universities	34	21.0	27	19.7	19	15.8
All Other 4-Year Universities	29	17.9	23	16.8	18	15.0
Subtotal 4-Year Universities	63	38.9	50	36.5	37	30.8
Grand Total	162	100.0	137	100.0	120	100.0

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

	2014-15		2015-16		2016-17	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Recipients who began as first-time, full-time fall semester freshmen who graduated within six years of first enrollment	151	62.7	201	72.8	185	64.2
Transfer students (including branch campuses)	61	25.3	68	24.6	71	24.7
Others (other first-time freshmen, returning students, etc.)	29	12.0	7	2.5	32	11.1
All baccalaureate degree recipients	241	100.0	276	100.0	288	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017
African American	3	100.0	2	100.0	3	66.7
American Indian	5	100.0	14	64.3	13	69.2
Asian	9	77.8	9	100.0	12	100.0
Hispanic	94	66.0	109	80.7	104	71.2
Native Hawaiian/Pacific Islander	1	100.0	0	--	0	--
White/Other	139	74.1	170	74.1	148	75.7
Two or More Races	8	100.0	18	66.7	14	78.6
Nonresident Alien	16	100.0	9	88.9	4	50.0
Unknown	10	90.0	7	85.7	3	33.3
Men	214	70.1	257	74.3	223	71.7
Women	71	90.1	81	85.2	78	80.8
All Students	285	75.1	338	76.9	301	74.1

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

Race/Ethnicity & Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017
African American	5	40.0	3	33.3	3	33.3
American Indian	9	33.3	6	50.0	11	36.4
Asian	3	33.3	6	83.3	5	80.0
Hispanic	77	41.6	82	52.4	101	49.5
Native Hawaiian/Pacific Islander	0	--	0	--	1	0.0
White/Other	157	55.4	227	47.1	195	47.2
Two or More Races	4	0	5	40.0	7	14.3
Nonresident Alien	0	--	4	75.0	1	100.0
Unknown	0	--	0	--	0	--
Men	193	46.6	253	43.9	233	45.1
Women	62	56.5	80	66.3	91	52.7
Overall	255	49.0	333	49.2	324	47.2

Student Progress and Student Success

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

Entered 2009 N = 255			Entered 2010 N = 333			Entered 2011 N = 324		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
20.0	43.5	49.0	18.6	42.0	49.2	20.4	42.6	47.2

Table 12. What degrees were awarded in 2016-17?

	Associates	Bachelors	Masters	Doctorates	Total
Agriculture					
Architecture-related					
Business/Agri-Business/Public Administration	1	2	3		6
Education			10		10
Engineering/Tech/Computer Science		208	53	4	265
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science	1	17			18
Law/Protective Services					
Nursing					
Science and Math		75	25	6	106
Social Work					
Total	2	302	91	10	405
Science/Technology/Engineering/Math/Health		283	78	10	371

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Associates	1	2	1	2	2
Bachelors	194	223	247	292	302
Masters	98	91	99	88	91
Doctorates	10	11	13	16	10
Total	303	327	360	398	405

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	Fall 2014 Faculty % (N = 115)	Fall 2015 Faculty % (N = 130)	Fall 2016 Faculty % (N =136)	Fall 2014 Staff % (N = 527)	Fall 2015 Staff % (N = 588)	Fall 2016 Staff % (N = 553)
African American	0.0	0.0	0.0	0.2	0.9	0.7
American Indian	0.0	0.0	0.0	4.2	4.4	4.5
Asian	16.5	20.0	22.1	3.0	2.6	2.7
Hispanic	6.1	7.7	6.6	45.2	44.2	43.9
Native Hawaiian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	76.5	72.3	71.3	47.4	48.0	48.1
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	0.9	0.0	0.0	0.0	0.0	0.
Men	80.0	77.7	77.2	54.3	53.6	54.8
Women	20.0	22.3	22.8	45.7	46.4	45.2

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
12:1	13:1	14:1	12:1	11:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2015	95	\$74,446	78.9

*Includes 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 2015.

New Mexico Institute of Mining and Technology DFA Submittals October 2017

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Access Measure		Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
Percent of enrolled Native American and Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	28%	28%	30%	30%	30%	30%
	Actual	464	466	483	550	467	
	Percent	31.1%	30.6%	32.2%	37.7%	34.4%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 2nd Semester		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	Fall 17 to Spr 18
Percent of first-time, full-time degree-seeking students enrolled second semester	Target	75%	80%	80%	80%	80%	80%
	Actual	92.5%	89.9%	90.5%	88.5%	89.7%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	72%	74%	77%	77%	77%	77%
	Actual	76.6%	78.8%	75.1%	76.9%	74.1%	
CSRDE Benchmark		64.3%	65.1%	68.2%	67.6%	64.4%	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for moderately selective public institutions, fewer than 5,000 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 7th Semester		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	Fall 15 to Fall 18
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	73%	73%	76%	76%	80%	80%
	Actual	75.2%	74.6%	81.1%	74.7%	81.8%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Completion Measure		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	Fall 12 to Sum 18
Percent of first-time, full-time freshmen completing an academic program within six years	Target	48.0%	45.0%	48.0%	48.0%	48.0%	48.0%
	Actual	44.2%	45.1%	49.0%	49.2%	47.2%	
CSRDE Benchmark		37.1%	38.2%	42.6%	42.9%	38.6%	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for moderately selective public institutions, fewer than 5,000 students

New Mexico Institute of Mining and Technology

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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 degrees awarded	Target	320	310	325	325	330	330
	Actual	303	328	362	398	408	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Transfer Measure		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
Undergraduate transfer students from two-year colleges	Target	60	60	60	60	60	60
	Actual	60	68	99	87	83	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
External Funding		2012-13	2013-14	2014-15	2015-16	2016-17	2016-17
External dollars for research and creative activity in millions	Target	\$80M	\$65M	\$68.5M	\$65M	\$65M	\$65M
	Actual	\$64.2M	\$68M	\$59M	\$38M	\$38.7M	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Master of Science for Teachers		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number of students enrolled in NMT's Master of Science for Teachers program	Target	180	180	180	180	180	180
	Actual	173	208	126	140	128	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Distance Education		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number of NMT students enrolled in Distance Education courses	Target	400	400	400	400	400	400
	Actual	387	382	352	407	491	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Research Expenditures		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
NMT's expenditures on research	Target	\$72M	\$65M	\$68.5M	\$65M	\$65M	\$65M
	Actual	\$63.7M	\$68M	\$59M	\$38M	\$53.3M	

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:

- Arrowhead Center’s Studio G provides experiential entrepreneurial training that builds foundational skills in problem solving, communication, leadership and teamwork. Studio G’s activities have resulted in 218 student ventures on NMSU campuses and 71 have been funded.
- NMSU received a \$1.5 million National Science Foundation (NSF) grant to examine the food-energy-water systems (FEW systems) in New Mexico. Understanding the dynamic relationships among FEW systems is critical to the long run economic development of the state.
- A technology company supported by Arrowhead Center, the economic development and innovation hub at New Mexico State University, has been recognized by the New Mexico Small Business Assistance program as one of 10 success stories during its annual Innovation Celebration.
- Burrell College of Osteopathic Medicine (BCOM) entered its second year of operations and now has 328 full-time medical students. BCOM is located on the NMSU campus but the entire community and the state benefits from having the campus in Las Cruces.

Degree-seeking undergraduates	11,173
Degree-seeking graduate students	2,687
Non-degree students	572
Total Headcount	14,432
Total FTE	12,250

Associates	2
Bachelors	90
Masters	58
Education Specialists	2
Post-Baccalaureate Certificates	14
Doctorates	28

	% for			
	Institution		% for Peers	
For FY 14-15*				
Percent of fiscal resources allocated to instruction, research and public service	78.7		69.6	
Percent of fiscal resources allocated to administrative costs	7.1		8.4	
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	\$515.6M	\$520.6M	\$494.5M	\$486.3M
State appropriation (main campus) as percent of operating budget	30.6	32.0	34.0	33.8

*This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY 14-15.

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*
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	71.6	\$19,651	84.2
2017-18	\$6,461	N/A	\$21,022	N/A

*List of peers appears in Appendix

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	71.1	70.4	70.3	69.7	73.0
Work Study (must work to earn)	4.2	5.0	4.6	5.0	4.6
Loans (must be paid back)	45.7	43.2	42.6	40.5	39.3
Percent of Students Receiving Lottery Scholarships	32.5	33.0	32.0	31.9	31.7
Percent of Students who are Pell recipients	43.2	42.4	42.8	42.0	41.7
Percent of Students Receiving Aid	79.4	78.7	78.4	77.5	79.3
Average Award per Recipient	\$9,623	\$9,470	\$9,694	\$9,555	\$9,586

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	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	17.3	18.1	18.2	19.1	20.3
Loans (must be paid back)	35.6	32.8	30.2	28.1	28.8
Percent of Students Receiving Aid	45.4	44.2	41.1	40.5	42.5
Average Award per Recipient	\$12,877	\$10,789	\$10,467	\$10,365	\$10,635

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	2.9	3.0	3.0	2.8	3.0	3.0	3.0	2.8
American Indian	2.3	2.0	2.0	2.0	2.4	2.2	2.1	2.1
Asian	1.4	1.3	1.4	1.4	1.2	1.2	1.2	1.2
Hispanic	48.9	49.6	51.4	54.4	53.6	54.7	54.7	59.2
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.1
White/Other	31.8	30.9	29.5	28.7	30.7	29.4	28.0	27.0
Two or More Races	1.6	1.8	1.8	2.0	1.5	1.8	1.8	2.1
Nonresident Alien	7.6	8.3	7.9	7.2	4.4	4.9	4.9	4.5
Unknown	3.3	2.9	2.8	1.3	2.9	2.6	2.6	1.0
Total Number	15,829	15,490	14,852	14,432	12,457	12,104	11,420	11,173

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

	2014-2015		2015-2016		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	783	48.5	713	47.4	700	50.3
Out-of-state 2-Year Colleges	426	26.4	375	24.9	348	25.0
Subtotal 2-Year Colleges	1,209	74.8	1,088	72.3	1,048	75.3
NM Public 4-Year Universities	144	8.9	108	7.2	92	6.6
All Other Universities	263	16.3	310	20.5	251	18.0
Subtotal 4-Year Universities	407	25.2	418	27.7	343	24.7
Grand Total	1,616	100.0	1,506	100.0	1,391	100.0

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

Recipients who began as	2014-2015		2015-2016		2016-2017	
	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	1,026	42.1	1,077	42.2	1,020	42.3
Transfer students (including branch campuses)	1,010	41.5	1,047	41.0	937	38.9
Others (other first-time freshmen, returning students, etc.)	400	16.4	430	16.8	453	18.8
All baccalaureate degree recipients	2,436	100.0	2,554	100.0	2,410	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017
African American	53	71.7	60	66.7	51	76.5
American Indian	40	55.0	40	52.5	37	62.2
Asian	23	95.7	18	77.8	16	93.8
Hispanic	1,076	71.9	1,130	69.4	1,152	74.0
Native Hawaiian/Pacific Islander	4	75.0	1	100.0	0	--
White/Other	517	76.0	558	76.0	464	73.7
Two or More Races	44	61.4	53	64.2	33	66.7
Nonresident Alien	43	83.7	79	83.5	42	81.0
Unknown	47	91.5	38	81.6	30	66.7
Men	816	71.6	920	68.5	762	72.3
Women	1,031	75.1	1,057	74.3	1,063	75.0
All Students	1,847	73.5	1,977	71.6	1,825	73.9

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

Race/Ethnicity & Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	% Bachelor Degrees through Summer 2014	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016
African American	74	29.7	96	32.3	70	34.3
American Indian	105	23.8	60	30.0	63	42.9
Asian	34	58.8	38	44.7	18	50.0
Hispanic	1,203	39.9	1,164	41.0	1,168	42.0
Native Hawaiian/Pacific Islander	3	33.3	1	100.0	6	50.0
White/Other	850	48.9	700	53.9	724	52.8
Two or More Races	9	22.2	23	39.1	29	48.3
Nonresident Alien	40	40.0	46	56.5	56	51.8
Unknown	132	43.9	127	39.4	42	45.2
Men	1,144	38.5	1,074	42.6	992	41.9
Women	1,306	45.9	1,181	46.5	1,184	49.2
All Students	2,450	42.4	2,255	44.6	2,176	45.9

Student Progress and Student Success

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

Entered 2009 N = 2,450			Entered 2010 N = 2,254			Entered 2011 N = 2,176		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
13.4	34.3	42.4	16.9	36.9	44.6	17.8	38.1	45.9

Table 12. What degrees were awarded in 2016-17?

	Associates	Bachelors	Masters	Ed Specialists	Grad Certificates	PhD/Ed.D	Total
Agriculture		144	29			4	177
Business/Agri-Business/Public Adm	27	436	106			6	575
Education		205	170	1	17	32	425
Engineering/Tech/Computer Science		467	133		8	31	639
Fine Arts		92	5				97
Health Professions (w/o Nursing)		64	19		5		88
Home Economics		52	15				67
Humanities/Social Science		581	100	6	26	7	720
Law/Protective Services		170	11				181
Nursing		179	3		5	9	196
Science and Math		159	42			22	223
Social Work		47	78				125
Total	27	2,596	711	7	61	111	3,513
Science/Technology/Engineering/Math/Health		1,013	236		18	66	1,333

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Associates	25	18	21	27	27
Bachelors	2,599	2,714	2,616	2,749	2,596
Masters	800	807	794	746	711
Ed Specialists	10	8	6	9	7
Graduate Certificates	22	36	46	29	61
Ph.D/Ed.D	132	114	131	120	111
Total	3,588	3,697	3,614	3,680	3,513

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?						
Race/Ethnicity and Sex	Faculty			Staff		
	Fall 2014 Faculty % (N = 835)	Fall 2015 Faculty % (N = 840)	Fall 2016 Faculty % (N = 819)	Fall 2014 Staff % (N = 2,329)	Fall 2015 Staff % (N = 2,167)	Fall 2016 Staff % (N = 2,058)
African American	1.3	1.5	1.6	1.6	1.3	1.3
American Indian	1.3	1.3	1.3	1.1	1.1	1.0
Asian	7.8	7.9	7.8	1.7	1.9	1.9
Hispanic	15.7	16.9	16.6	48.4	50.0	49.1
Native Hawaiian/Pacific	0.0	0.0	0.0	0.1	0.1	0.1
White/Other	64.7	66.2	65.4	41.6	43.3	41.4
Two or More Races	0.8	0.8	1.1	0.7	0.8	0.7
Nonresident Alien	5.5	4.4	4.5	1.4	1.5	2.6
Unknown	2.9	1.0	1.6	3.4	0.0	2.0
Men	55.0	54.8	55.7	47.3	46.7	46.7
Women	45.0	45.2	44.3	52.7	53.3	53.3

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?				
Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
18:1	17:1	17:1	16:1	16:1

Table 16. Full-Time Instructional Faculty* Information			
	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2015	92.6	\$76,346	83.2

*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 2015.

New Mexico State University DFA Submittals October 2017

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Access Measure		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Number of Hispanic undergraduate degree-seeking students	Target	6,900	6,900	6,900	6,900	6,900	6,700
	Actual	6,701	6,511	6,479	6,399	6,613	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	87%	87%	87%	87%	87%	88%
	Actual	87%	87%	86%	86%	87%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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 full-time degree-seeking first-time freshmen retained to second year	Target	72%	73%	74%	74%	74%	75%
	Actual	74%	74%	74%	72%	74%	
CSRDE Benchmark*		73%	73%	72%	72%	73%	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for moderately selective public institutions, 5,000-17,999 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 7th Semester		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	Fall 15 to Fall 18
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	74%	75%	74%	74%	77%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Completion Measure		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	Fall 12 to Sum 18
Percent of full-time, degree-seeking, first-time freshmen completing an academic program within six years	Target	47%	47%	47%	47%	47%	47%
	Actual	43%	46%	42%	45%	46%	
CSRDE Benchmark		47%	46%	45%	45%	45%	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) moderately selective public institutions, 5,000 --17,999 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Degrees Awarded		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	Su/Fa/Sp 2017-18
Total number of baccalaureate degrees awarded	Target	2,450	2,550	2,650	2,650	2,650	2,600
	Actual	2,599	2,644	2,616	2,749	2,594	

Note: Double majors each counted as a degree

New Mexico State University

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Transfer Measure		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	Su/Fa/Sp 2017-18
Undergraduate transfer students from two-year colleges	Target	925	1,250	1,300	1,300	1,300	1,100
	Actual	1,291	1,312	1,316	1,088	1,048	

*FY13 Actual has been corrected to reflect improved identification of 2-yr institutions and restricts to degree-seeking students
 **FY14 reflects the addition of NMSU community college students who transitioned to the Las Cruces campus

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Distance Education		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	Su/Fa/Sp 2017-18
Number of degree programs offered via distance education	Target	34	37	37	37	37	37
	Actual	36	37	39	39	37	

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

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Programs using assessment		FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Percent of academic departments using results of student learning outcomes for improvement	Target	75%	80%	80%	80%	80%	87%
	Actual	75%	80%	80%	86%	86%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
NMSU Bachelor Nursing Degrees		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	Su/Fa/Sp 2017-18
Number of Bachelor Nursing Degrees Awarded	Target	130	130	130	130	130	140
	Actual	122	145	129	118	179	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
NMSU Graduate Enrollment		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Graduate enrollment as a percent of total NMSU Las Cruces enrollment	Target	New FY16	New FY16	20%	20%	20%	20%
	Actual			19%	19%	19%	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Expenditures—Las Cruces campus		FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total external research expenditures	Target	New FY16	New FY16	\$90M	\$90M	\$90M	\$65M
	Actual			\$88.2M	\$71.7M	\$68.3M	

Institutional Profile of The University of New Mexico

Mission

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

UNM has many individual accreditations. These are listed at: <http://accreditation.unm.edu>.

Contributions to Economic Development:

- UNM consistently ranks among the top three largest employers in the state with a total of 25,000 jobs.
- UNM is the driver behind Innovate ABQ, an economic development partnership with the City of Albuquerque and other government and private investors. This initiative will strengthen the economic base of the mid Rio Grande region and the State of New Mexico by creating opportunities for knowledge workers such as students graduating from our educational institutions and spin-off jobs for experienced workers in the community as well as providing entrepreneurial training and support.
- During FY17, UNM Main Campus expended approximately \$123 million in externally funded grants and contracts, which boosts the state economy.
- Since 1996, researchers through STC.UNM have received 597 issued patents and have spun-off 113 start-up companies. The 2014 Bureau of Business and Economic Research (BBER) survey of 26 STC.UNM start-ups revealed that the companies’ combined direct, indirect and induced economic impact on the New Mexico economy was over \$18 million, with an additional \$17.5 million in venture capital investments coming in to the companies.

Table 1. Fall 2017 Overall Enrollment by Level	
Degree-seeking undergraduates	18,913
Non-degree seeking undergraduates	1,129
Graduate students	4,668
Graduate, professional practice	1,199
Total Headcount (includes HSC)	26,278
Total FTE (includes HSC)	21,982

Table 2. Number of Programs by Degree Level 2017-2018	
Bachelors	88
Undergraduate Certificates	9
Masters	79
Post-Master & Graduate Certificates (includes Ed Spec)	18
Doctorate-Research	40
Doctorate-Professional Practice	5

Table 3. Fiscal Resources				
For FY 14-15*			% for Institution	% for Peers
Percent of fiscal resources allocated to instruction, research, and public service			83.0	70.0
Percent of fiscal resources allocated to administrative costs			6.5	7.8
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	\$730M	\$719M	\$712M	\$705M
State appropriation (main campus) as percent of operating budget	23.9	25.0	25.0	25.0

*This report used data from IPEDS for financial comparisons. The latest data available in IPEDS is FY 14-15.

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*
2008-09	\$4,834	67.6	\$15,708	76.7
2009-10	\$5,101	67.4	\$17,254	78.7
2010-11	\$5,506	66.5	\$18,691	79.8
2011-12	\$5,809	65.1	\$19,919	79.9
2012-13**	\$6,049	71.3	\$20,688	90.0
2013-14	\$6,846	78.5	\$20,688	87.5
2014-15	\$6,846	76.0	\$20,664	85.0
2015-16	\$6,664	77.0	\$21,304	84.0
2016-17	\$6,950	77.0	\$21,936	83.0
2017-18	\$7,449	N/A	\$22,038	N/A

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

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Gift Aid (not paid back)	63.2	79.5	70.0	68.3	71.0
Work Study (must work to earn)	2.2	3.8	2.0	1.9	2.1
Loans (must be paid back)	32.5	41.4	27.9	29.6	26.7
Percent of Students Receiving Lottery Scholarships	49.2	42.6	39.3	39.8	39.7
Percent of Students who are Pell recipients	43.6	42.6	42.7	42.1	40.2
Percent of Students Receiving Aid	85.2	85.8	82.0	81.9	79.9
Average Award per Recipient	\$9,140	\$9,655	\$9,213	\$9,220	\$9,120

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

Percent of Graduate Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Gift Aid (not paid back)	49.2	55.1	52.3	54.5	55.2
Loans (must be paid back)	49.0	40.9	46.8	44.7	43.7
Percent of Students Receiving Aid	66.3	71.6	67.8	69.4	68.9
Average Award per Recipient	\$15,378	\$15,086	\$16,352	\$15,515	\$15,677

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	%Fall 2014	%Fall 2015	%Fall 2016	%Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	2.4	2.3	2.3	2.3	2.6	2.5	2.5	2.4
American Indian	5.1	5.2	5.2	5.2	5.7	5.7	5.7	5.7
Asian	3.3	3.5	3.7	3.9	3.1	3.4	3.6	3.9
Hispanic	40.6	41.1	42.1	43.1	45.9	46.5	47.4	48.6
Native Hawaiian/Pacific Is	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2
White/Other	38.7	37.8	36.7	35.4	36.2	35.4	34.1	32.5
Two or More Races	3.1	3.2	3.2	3.3	3.4	3.5	3.4	3.5
Nonresident Alien	4.6	5.0	4.9	4.9	1.2	1.5	1.8	2.0
Unknown	2.1	1.9	1.8	1.7	1.6	1.5	1.4	1.2
Total	27,889	27,353	27,060	26,278	20,251	19,886	19,648	18,913

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

	2014-2015		2015-2016		2016-2017	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	N	N	%	N	%
NM 2-Year Colleges and Branches	1,511	56.4	1,497	63.7	1,605	61.9
Out-of-state 2-Year Colleges	176	6.6	160	6.8	224	8.6
Subtotal 2-Year Colleges	1,687	63.0	1,657	70.5	1,829	70.5
NM Public 4-Year Universities	183	6.8	165	7.0	164	6.3
All Other 4-Year Universities	807	30.1	529	22.5	601	23.2
Subtotal 4-Year Universities	990	37.0	694	29.5	765	29.5
Grand Total	2,677	100.0	2,351	100.0	2,594	100.0

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

Recipients who began as	2014-15		2015-16		2016-17	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	1,581	45.4	1,690	45.0	1,899	48.5
Transfer students (including branch campuses)	1,364	37.2	1,474	39.3	1,411	36.1
Others (other first-time freshmen, returning students, etc.)	636	17.4	591	15.7	602	15.4
All baccalaureate degree recipients	3,581	100.0	3,755	100.0	3,912	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017
African American	68	73.5	64	84.4	82	78.1
American Indian	85	65.9	114	71.3	137	67.2
Asian	140	96.4	149	87.9	140	90.0
Hispanic	1,553	80.0	1,706	79.7	1,756	78.4
Native Hawaiian/Pacific Islander	5	60.0	6	50.0	9	88.9
White/Other	1,060	78.7	1,060	80.9	1,003	78.7
Two or More Races	119	74.8	117	76.1	140	73.6
Nonresident Alien	41	82.9	50	86.0	68	80.9
Unknown	18	77.8	21	76.2	30	63.3
Men	1,362	76.5	1,418	77.2	1,489	74.6
Women	1,727	81.9	1,869	82.3	1,876	81.1
Overall	3,089	79.5	3,287	80.1	3,365	78.2

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

Race/Ethnicity and Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017
African American	133	42.9	96	33.3	79	38.0
American Indian	179	24.6	158	23.4	167	30.5
Asian	129	61.2	90	57.8	117	70.9
Hispanic	1,431	46.9	1,687	44.8	1,604	45.2
Native Hawaiian/Pacific Islander	0	--	9	33.3	4	50.0
White/Other	1,284	53.2	1,276	49.5	1,106	54.0
Two or More Races	0	--	108	38.0	129	48.8
Nonresident Alien	15	66.7	25	60.0	27	51.9
Unknown	171	52.6	28	46.4	34	64.7
Men	1,581	43.5	1,534	39.4	1,409	44.8
Women	1,761	53.8	1,943	48.4	1,858	51.5
Overall	3,342	48.9	3,477	44.4	3,267	48.6

Student Progress and Student Success

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

Entered 2009 N = 3,342			Entered 2010 N = 3,477			Entered 2011 N = 3,267		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
15.8	39.7	48.9	16.7	36.9	44.4	19.2	41.9	48.6

Table 12. What degrees were awarded in 2016-17?

	Bachelors	Masters	Post Masters	Grad Certificate	Doctorate	Total
Agriculture	17	17
Architecture-related	62	62	5	.	.	129
Business/Agri-Business/Public Adm	622	281	.	1	.	904
Education	318	229	68	.	31	646
Engineering/Tech/Computer Science	323	234	3	.	43	603
Fine Arts	230	64	.	.	6	300
Health Professions (w/o Nursing)	151	111	4	.	231	497
Home Economics	71	16	.	.	3	90
Humanities/Social Science	1,460	125	2	.	46	1,633
Law/Protective Services	152	.	.	.	107	259
Nursing	212	55	.	3	9	279
Science and Math	403	65	.	.	54	522
Social Work						
Total	4,021	1,242	82	4	530	5,879
Science/Technology/Engineering/ Math/Health	1,168	337	12	527	3	2,047

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Associate	0	0	0	0	0
Bachelors	3,493	3,736	3,666	3,851	4,021
Masters	1,231	1,308	1,266	1,184	1,242
Post-Masters (Includes Ed Spec)	24	27	54	67	82
Graduate Certificates	14	29	6	13	4
Doctoral-Research	202	231	222	199	195
Doctoral-Professional	286	289	335	335	335
Total	5,250	5,620	5,549	5,649	5,879

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	2014 Faculty % (N = 2,216)	2015 Faculty % (N = 2,293)	2016 Faculty % (N = 2,305)	2014 Staff % (N =4,524)	2015 Staff % (N = 4,788)	2016 Staff % (N = 4,690)
African American	2.2	1.9	1.7	2.3	2.1	2.1
American Indian	1.9	1.9	1.9	4.0	3.8	3.9
Asian	8.3	8.6	8.7	2.1	2.5	2.7
Hispanic	12.1	12.1	13.0	39.8	39.2	39.8
Native Hawaiian/Pacific Is	0.1	0.0	0.0	0.1	0.1	0.1
White/Other	62.9	64.8	64.3	47.2	47.4	46.4
Two or More Races	1.1	1.0	1.0	1.6	1.5	1.7
Nonresident Alien	6.5	4.2	4.6	0.7	0.9	1.0
Unknown	5.1	5.1	4.8	2.2	2.4	2.3
Men	53.4	51.0	50.6	36.0	35.5	36.1
Women	46.6	49.0	49.4	64.0	64.5	63.9

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
20.4:1	20.4:1	19.4:1	17.0:1	20.0:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2011	84.9	\$83,237	88.5
Fall 2012	85.3	\$78,644	92.5
Fall 2013	85.1	\$84,350	92.4
Fall 2014	89.9	\$85,530	92.6
Fall 2015	90.0	\$86,597	85.8

*Includes full-time assistant, associate and full professors

University of New Mexico DFA Submittals October 2017

		FY14	FY15	FY16	FY17	FY18	FY19
Access Measure		Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
Percent of enrolled Native American students among all degree-seeking undergraduates as of fall census date.	Target	7.1%	10.0%	10.0%	10.0%	11.0%	
	Actual	2,096	1,963	1,130	1,397	1,369	
	Percent	10.1%	9.7%	12.0%	7.1%	7.2%	
*New Mandated Federal Categories for Race and Ethnicity (Fall 2010)							

		FY14	FY15	FY16	FY17	FY18	FY19
Retention Measure		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	90.0	91.0	91.0	91.0	91.0	
	Actual	91.1	90.3	90.6	91.0	91.0	

		FY14	FY15	FY16	FY17	FY18	FY19
Retention Measure		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	77.8	78.8	79.2	79.6	80.0	
	Actual	77.7	79.1	79.5	80.1	78.2	
CSRDE Benchmark	Benchmark	76.1	76.0	76.0	80.9		

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for moderately selective public institutions, 18,000 or more students

		FY14	FY15	FY16	FY17	FY18	FY19
Retention Measure		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	Fall 15 to Fall 18
Percent of first-time, full-time degree-seeking students still enrolled in their third semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree	Target	76.8	76.8	77.0	77.0	77.0	
	Actual	75.1	76.9	75.1	76.1	79.3	

		FY14	FY15	FY16	FY17	FY18	FY19
Completion Measure		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	Fall 12 to Sum 18
Percent of first-time, full-time freshmen completing an academic program within six years	Target	47.0	48.0	48.0	47.0	48.5	
	Actual	48.2	47.6	49.0	43.9	48.5	
CSRDE Benchmark	Benchmark	46.0	46.8	50.7	52.3		

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for moderately selective public institutions, 18,000 or more students

University of New Mexico

		FY14	FY15	FY16	FY17	FY18	FY19
		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
Degrees Awarded							
Total number of baccalaureate degrees awarded	Target	3,250	3,400	3,500	3,600	3,700	
	Actual	3,477	3,503	3,645	3,851	4,011	

		FY14	FY15	FY16	FY17	FY18	FY19
		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
Transfer Measure							
Undergraduate transfer students from two-year colleges	Target	1,750	1,900	2,020	1,900	1,900	
	Actual	1,892	2,004	1,876	1,657	1,386	

		FY14	FY15	FY16	FY17	FY18	FY19
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Extended University Courses							
Number of degrees awarded using Extended University courses	Target	310	615	1,000	1,000	1,100	
	Actual	754	1,055	1,132	1,270	1,484	

		FY14	FY15	FY16	FY17	FY18	FY19
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Post-baccalaureate Degrees							
Number of post-baccalaureate degrees awarded, main campus	Target	1,500	1,525	1,525	1,525	1,525	
	Actual	1,448	1,543	1,521	1,431	1,611	

		FY14	FY15	FY16	FY17	FY18	FY19
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
External Funding							
External funds awarded (research and public service awards)	Target	\$129.0M	\$130.0M	\$129.0M	\$129.0M	\$129.0M	
	Actual	\$130.6M	\$127.9M	\$104.7M	\$96.7M	\$119.1M	

Institutional Profile of University of New Mexico – Health Sciences Center

Vision

The University of New Mexico Health Sciences Center (HSC) will work with community partners to help New Mexico make more progress in health and health equity than any other state.

Mission

Our mission is to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences. We will advance health sciences in the most important areas of human health with a focus on the priority health needs of our communities. As a majority-minority state, our mission will ensure that all populations in New Mexico have access to the highest quality health care.

In order to realize our Vision and Mission, we will achieve the following goals:

- Improve health and health care to the populations we serve with community-wide solutions
- Build the workforce of New Mexico by providing a premier education and transformative experience that prepares students to excel in the workplace
- Foster innovation, discovery and creativity; and translate our research and discoveries into clinical or educational practice
- Provide the environment and resources to enable our people and programs to do their best
- Deliver a well-integrated academic health center that provides high quality of care and service while being accessible to all New Mexicans
- Nurture and embrace an environment of diversity, integrity and transparency

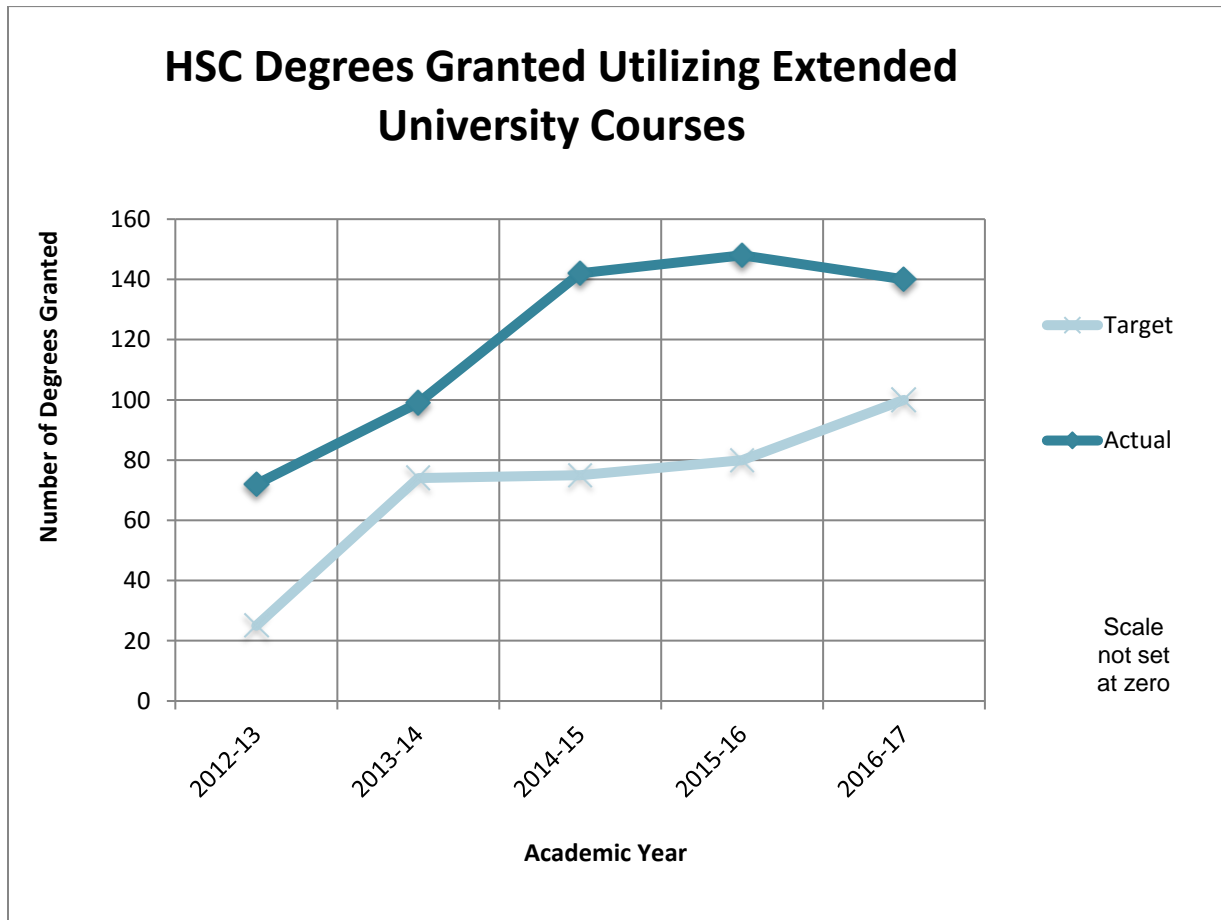
Contributions to Economic Development:

- In FY17, UNM HSC generated 203 million dollars of research and public service contract and grant awards; a 23% increase over FY16.
- Lovelace/UNM Rehabilitation Hospital opened May 2017. This partnership helps fill a growing demand for rehabilitation providers in New Mexico and allows for improved patient access to rehabilitation services. It also enables the UNM School of Medicine to develop New Mexico's first Physical Medicine and Rehabilitation residency program at Lovelace UNM Rehabilitation Hospital.
- Our new Women's Health and Pediatric clinic opened August 2017. The clinic provides maternity services, annual preventive health care and pediatrics. It is home to 13 new hires with a \$1 million annual payroll.
- UNM HSC leads a coalition of local health care and educational institutions that create jobs in Albuquerque by buying and hiring locally in a coordinated strategy to keep more money in the area economy. The program, "Healthy Neighborhoods Albuquerque", recently received the Innovation New Mexico and Job Creator awards.

The following performance measures and outcomes demonstrate our dedication to the education, health and well-being of New Mexicans.

Number of Degrees Awarded Utilizing Extended University Courses

Academic Year (Includes Summer, Fall, and Spring Semesters)					
	2012-13	2013-14	2014-15	2015-16	2016-17
UNM-HSC					
Target	25	74	75	80	100
Actual	72	99	142	148	140

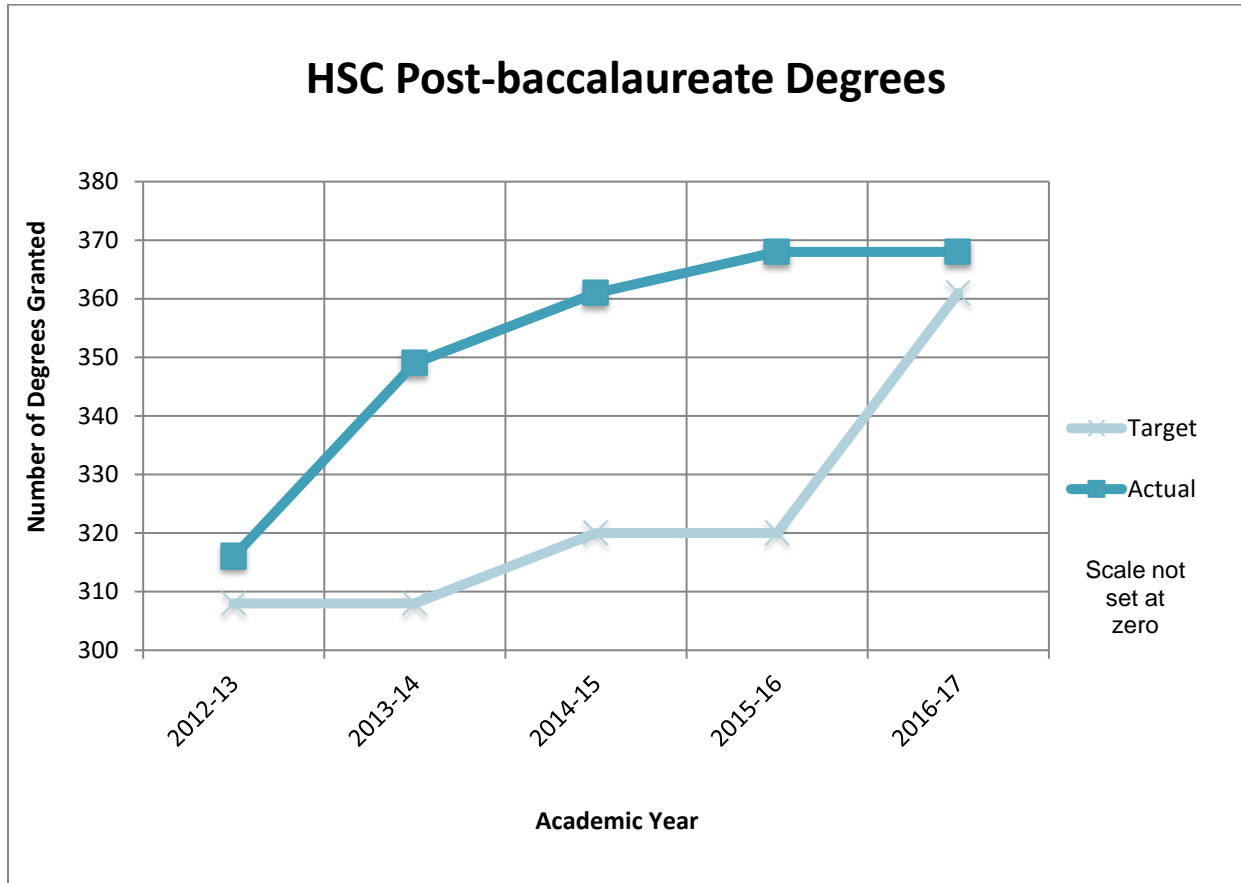


UNM offers extensive access to online courses and the number of degrees granted utilizing Extended University (EU) online courses continues to exceed expectation. The following HSC programs grant degrees utilizing EU courses: Nursing, Dental Hygiene, Radiologic Sciences, Emergency Medical Services, Public Health and Pharmacy. These programs all had graduates who were taking at least one EU class in their final semester and who had twelve or more credit hours via EU while enrolled at UNM.

UNM Health Sciences continues to increase high quality online course offerings.

Number of Post-baccalaureate Degrees Awarded

Academic Year (Includes Summer, Fall, and Spring Semesters)					
	2012-13	2013-14	2014-15	2015-16	2016-17
UNM-HSC					
Target	308	308	320	320	361
Actual	316	349	361	368	368

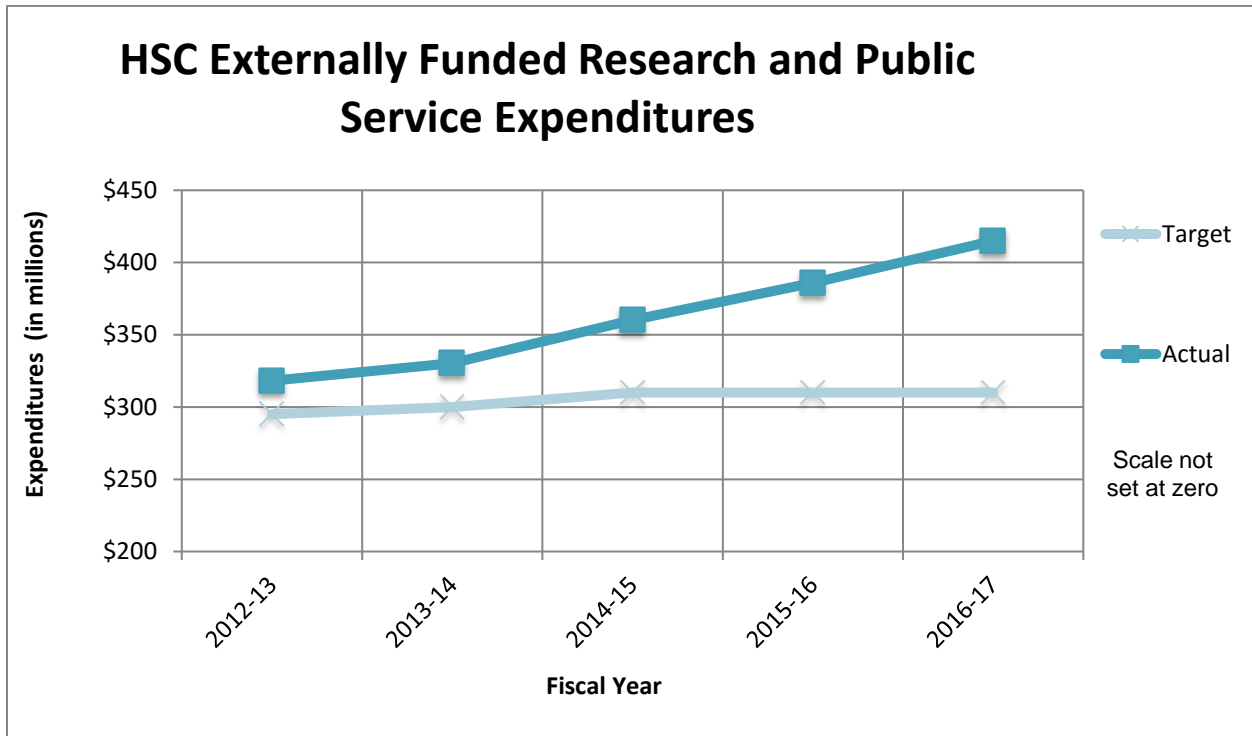


The HSC offers over 40 degree and residency programs and is a leading provider of Masters, Post-Masters and Doctoral degrees from the School of Medicine, College of Nursing, College of Pharmacy, and College of Population Health.

The HSC has exceeded its target over the last five years and is engaged in efforts to admit qualified students from New Mexico into these programs in order to help address the healthcare workforce shortage in our state. Studies show that New Mexico residents educated in New Mexico are more likely to stay in New Mexico after they graduate. More than 1,000 new students enroll each year.

Increase External Research and Public Service Expenditures

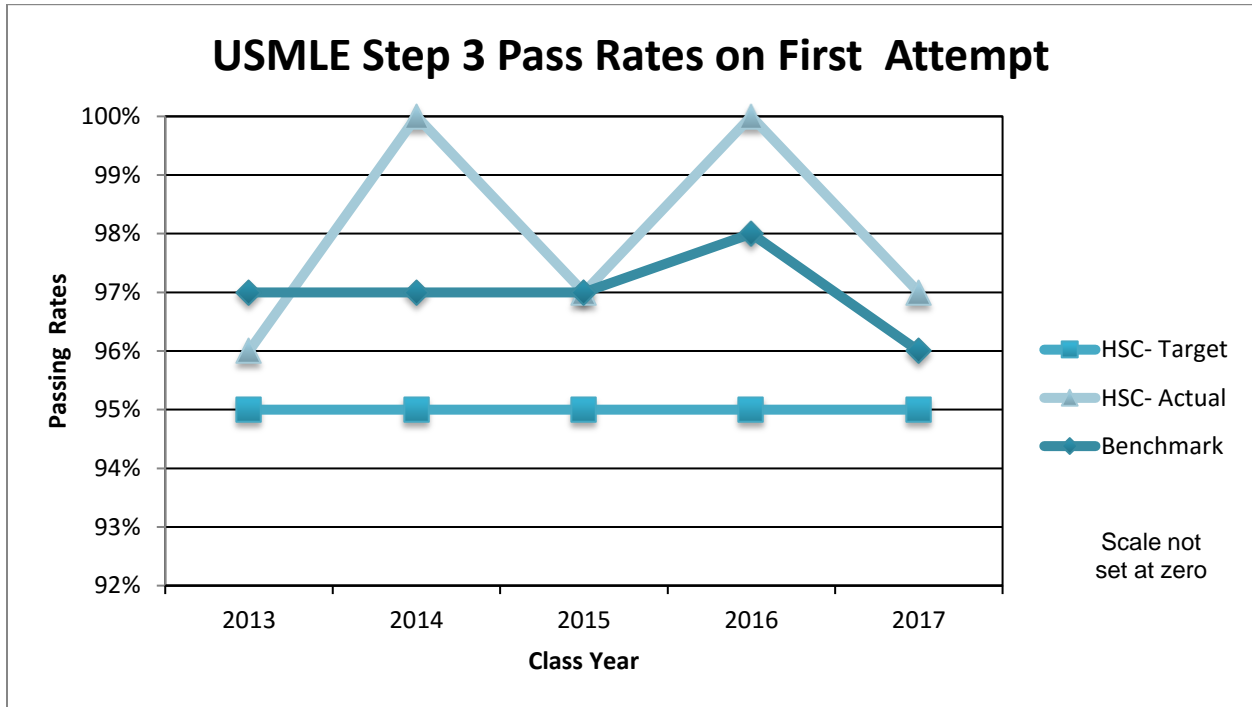
Fiscal Year					
	2012-13	2013-14	2014-15	2015-16	2016-17
UNM-HSC					
Target	\$295.1	\$300.0	\$310.0	\$310.0	\$310.0
Actual	\$318.2	\$330.3	\$360.2	\$385.8	\$415.0



Externally funded research and public service expenditures have steadily increased in recent years with an average increase of 7% per year over the last five years. We attribute this success to our core strategies of maintaining strong support structures for faculty and staff, facilitating new teams toward new funding opportunities, and participating in university consortiums. Bringing external dollars into New Mexico supports the research and public service missions of the University and helps boost the State economy.

Pass Rates on United States Medical Licensing Examination (USMLE) Step 3 Board Exam – First Attempt

Test Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	95%	95%	95%	95%	95%
Actual	96%	100%	97%	100%	97%
Benchmark*	97%	97%	97%	98%	96%

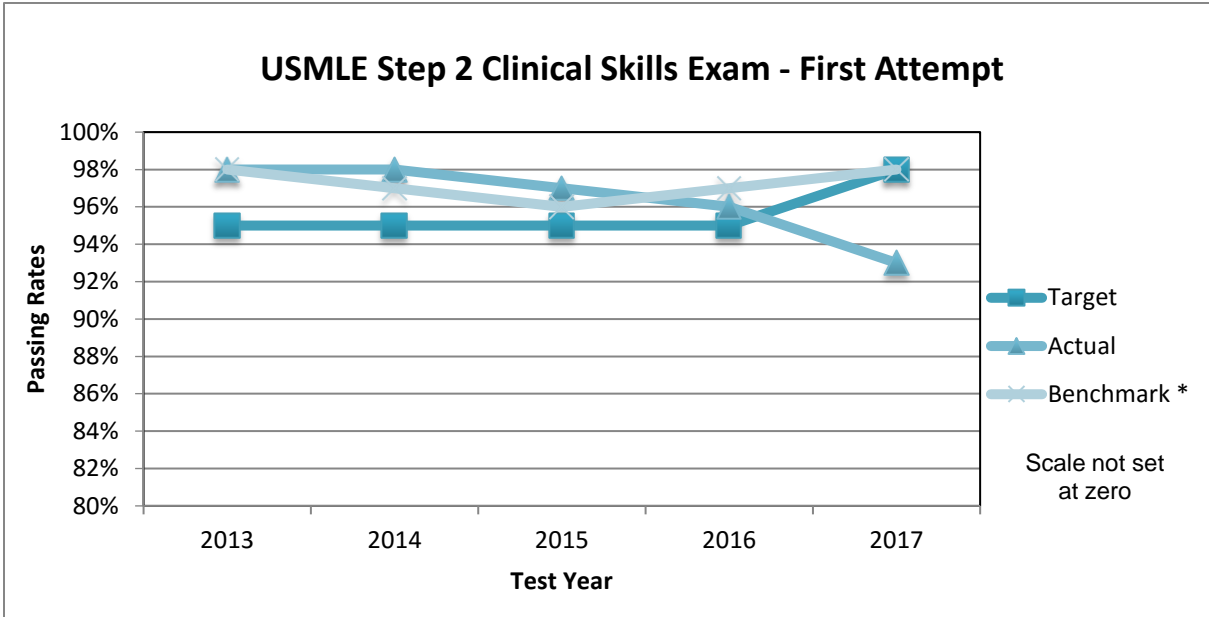


*** Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.**

USMLE, Step 3 Board Exam, assesses whether graduated students can apply medical knowledge and understanding of biomedical and clinical science essential to the unsupervised practice of medicine, with emphasis on patient management in ambulatory settings. Students take this exam during the first or second year of residency after graduation. Our students in general do very well on this exam with greater than 90% passing the exam.

**Pass Rates on United States Medical Licensing Exam (USMLE) Step 2 Clinical Skills Exam
First Attempt**

Test Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	95%	95%	95%	95%	98%
Actual	98%	98%	97%	96%	93%
Benchmark*	98%	97%	96%	97%	98%



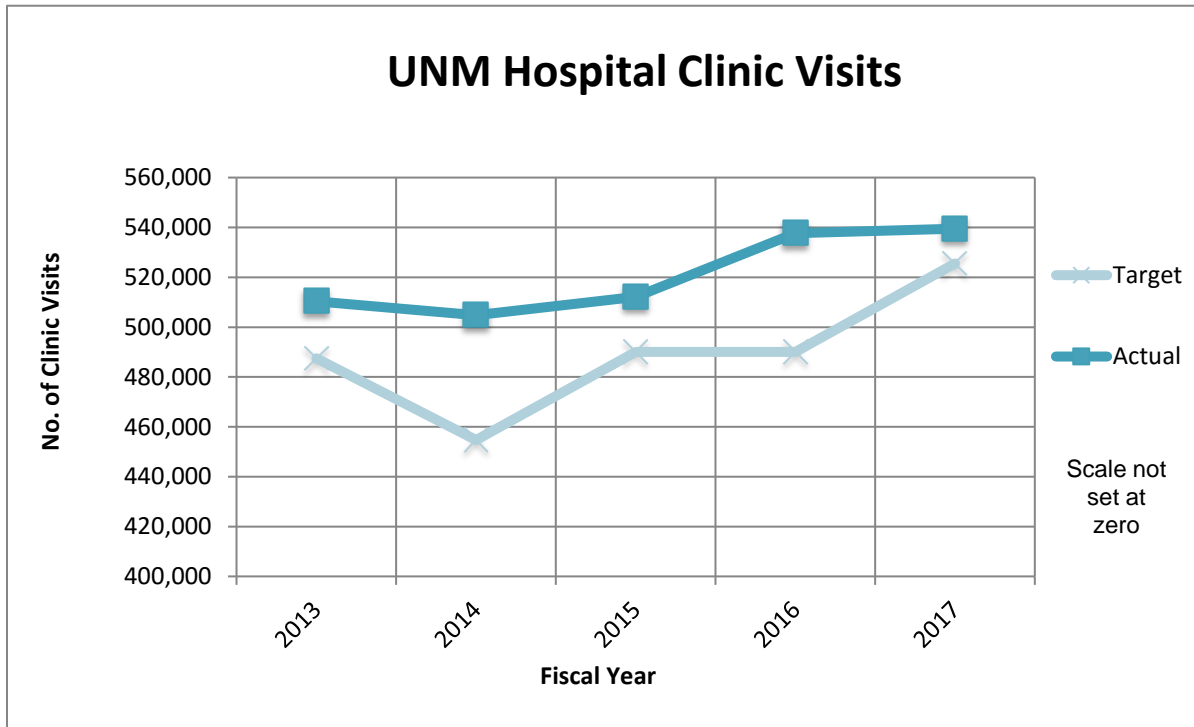
***Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.**

USMLE, Step 2 Clinical Skills, assesses the ability of examinees to apply medical knowledge, skills, and understanding of clinical science essential for the provision of patient care under supervision, and includes emphasis on health promotion and disease prevention. This exam uses standardized patients to test medical students and graduates on their ability to gather information from patients, perform physical examinations, and communicate their findings to patients and colleagues. Although our students do well on this exam with greater than 90% passing on the first attempt, the results from the current year were below our target and the national benchmark.

The School of Medicine recently modified the curriculum that prepares students in in this area. The more integrated clinical skills curriculum provides students with many opportunities to practice this type of examination. We anticipate that the changes will have a positive impact on these scores in the coming years.

Total Number of UNM Hospital Clinic Visits

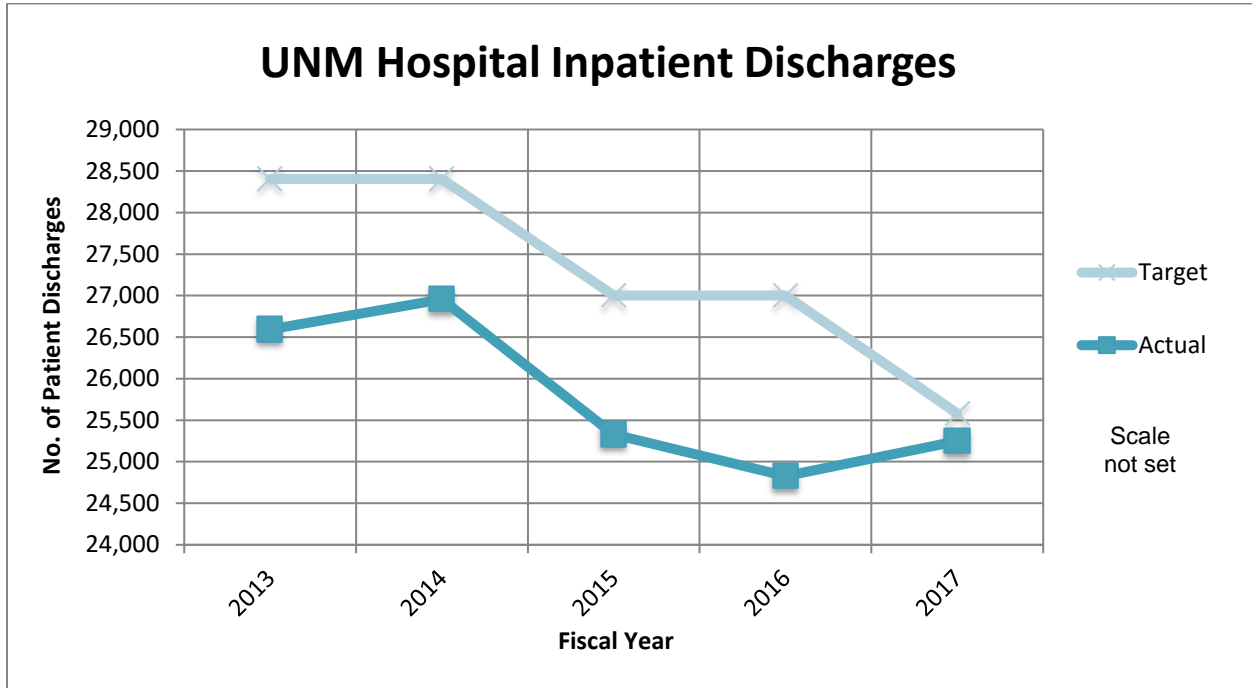
Fiscal Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	487,444	454,700	490,000	490,000	525,526
Actual	510,277	504,785	512,127	537,703	539,482



FY 2017 UNM Hospital clinic visits exceeded the target by 2.6%. There were increases in urgent care, primary care and specialty clinic visits. Increased visits were possible due to: 1) Urgent care increased the number of providers and hours of operation 2) Primary care increased access by adding physicians and advanced practice providers 3) We filled vacancies in the pediatrics and neurosciences specialties.

Total Number of UNM Hospital Inpatient Discharges

Fiscal Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	28,405	28,405	27,000	27,000	25,582
Actual	26,593	26,955	25,328	24,827	25,248

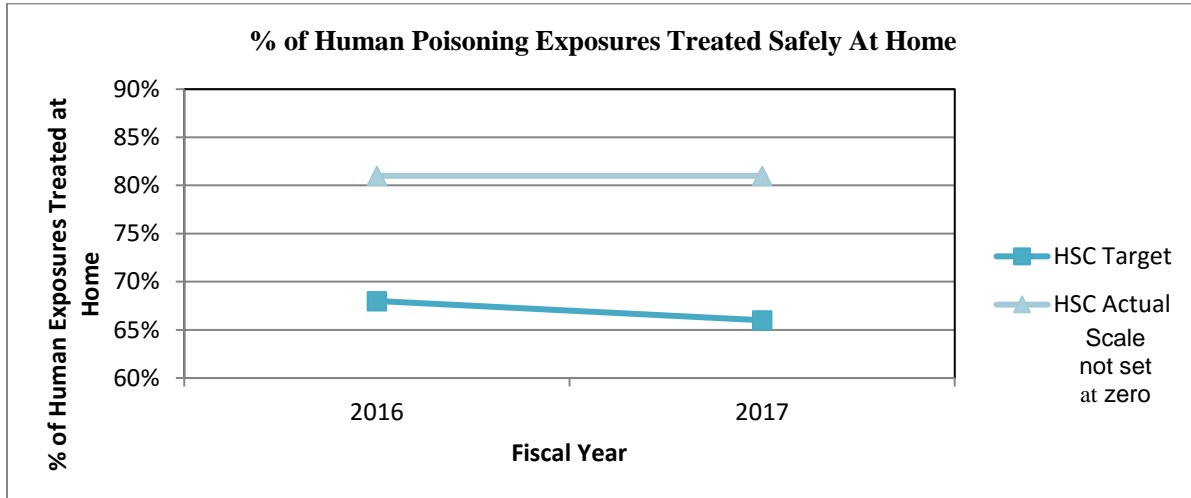


In recent years, the UNM Hospital case mix index reflected an increase in admissions of patients with more complex illness. These patients generally require longer lengths of stay and, since the hospital is often running at maximum capacity, this resulted in fewer patient admissions and discharges.

Efforts are underway to increase discharges through length of stay initiatives, the addition of Home Health services, and by developing post-acute care affiliations within the community such as the Lovelace UNM Rehabilitation Hospital.

Percent of Human Poisoning Exposures Treated Safely at Home after New Mexico Poison and Drug Information Center (NMPDIC) Contacted by a Caller in a Non-healthcare Setting

Fiscal Year		
	2016	2017
UNM-HSC		
Target	68%	66%
Actual	81%	81%



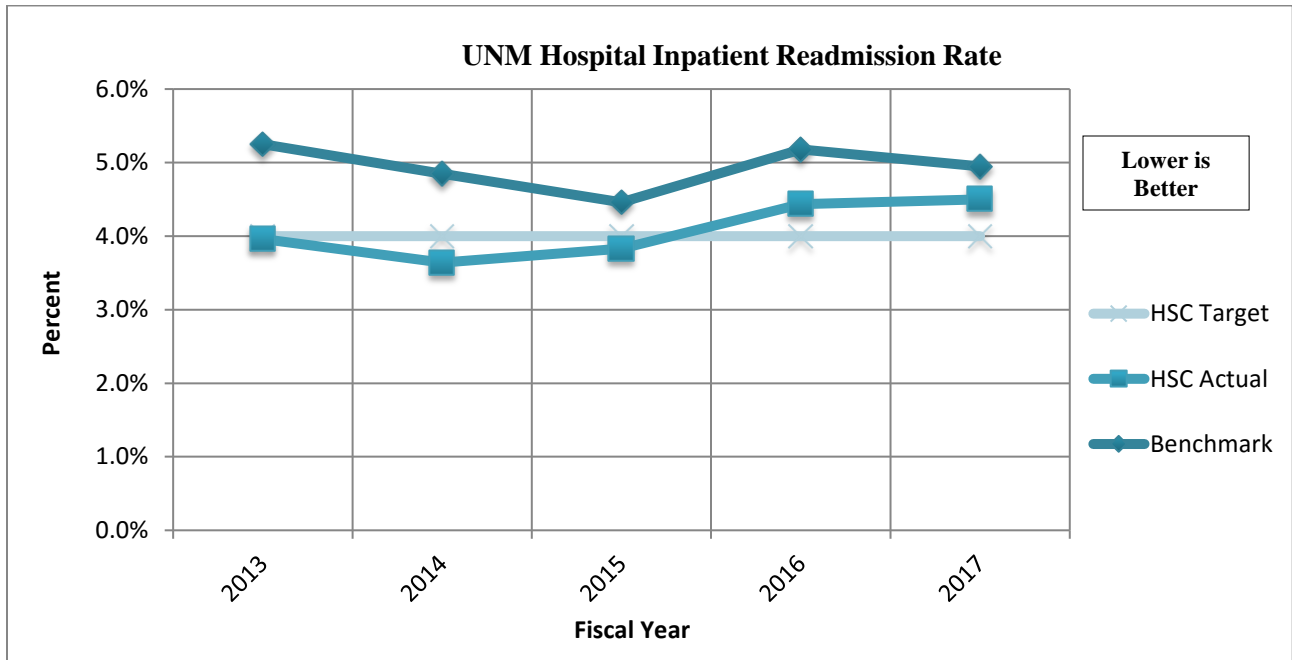
The New Mexico Poison and Drug Information Center improves the health of New Mexicans by reducing illness and death associated with poisoning and by encouraging proper use of medications. NMPDIC exceeded the FY 2017 target, maintaining the same level as in FY 2016. We attribute this success to new triage guidelines developed in conjunction with another poison center. We also utilize WebPoisonControl web-based guidelines and continuously monitor compliance for quality assurance.

The goals of the poison and drug information service are to:

- Provide expert, 24-hour assistance to the citizens of New Mexico during possible poisoning emergencies
- Reduce the costs associated with poisoning by treating less severe exposures at home with Center guidance
- Train healthcare professionals in the field of clinical toxicology
- Expand knowledge in the field of clinical toxicology through a active research program.
- Prevent poisonings through toxicosurveillance, education, regulation, and collaboration with local, state and federal agencies
- Provide individualized, accurate, relevant and unbiased information to consumers and healthcare professionals regarding medication-related inquiries
- Help train pharmacists to be drug information providers

UNM Hospital Inpatient Readmission Rate

Fiscal Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	4.00%	4.00%	4.00%	4.00%	4.00%
Actual	3.96%	3.64%	3.83%	4.43%	4.50%
Benchmark*	5.25%	4.85%	4.46%	5.18%	4.95%

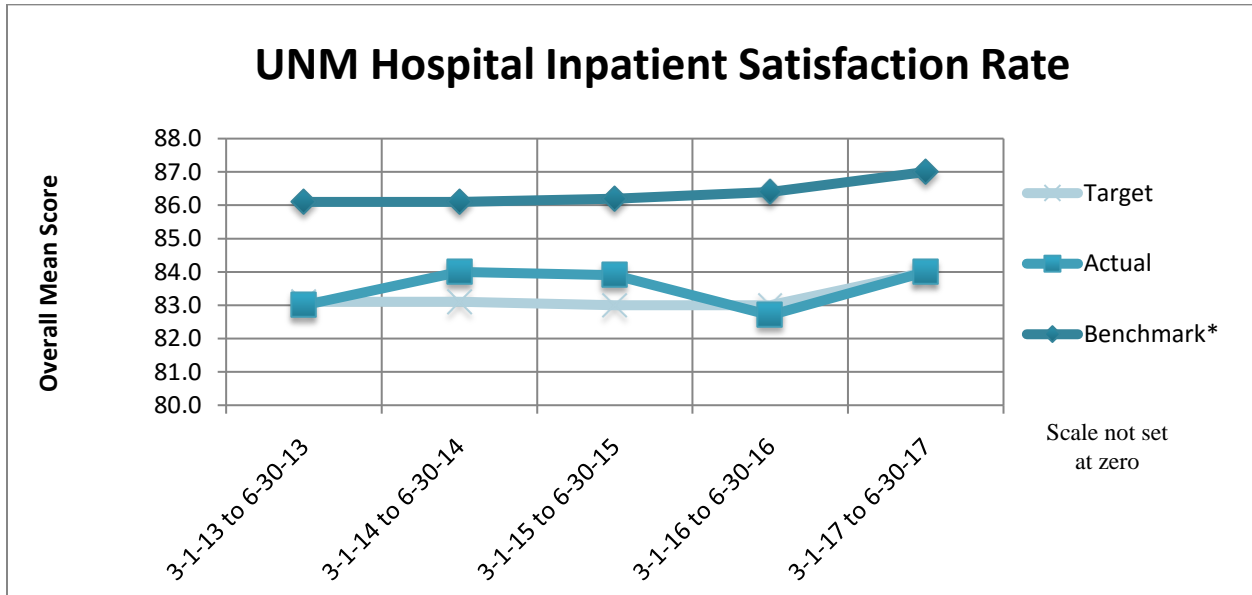


***Benchmark: 50th Percentile of all Vizient (healthcare consortium) member readmission rates and is a weighted average of the two most recent quarters of data.**

Inpatient readmissions include patients readmitted for a similar diagnosis within 30 days of the target admission; therefore, results below target are better. The UNM Hospital readmission rate is below the Vizient benchmark of 4.95%, but exceeds the 4% target. It is an ongoing challenge to simultaneously maintain or improve quality, reduce Length of Stay (LOS) and minimize readmissions. We continue to monitor readmissions closely.

UNM Hospital Inpatient Satisfaction Rate

Survey Periods					
	3-1-13 to 6-30-13	3-1-14 to 6-30-14	3-1-15 to 6-30-15	3-1-16 to 6-30-16	3-1-17 to 6-30-17
UNM-HSC					
Target	83.1	83.1	83.0	83.0	84.0
Actual	83.0	84.0	83.9	82.7	84.0
Benchmark*	86.1	86.1	86.2	86.4	87.0

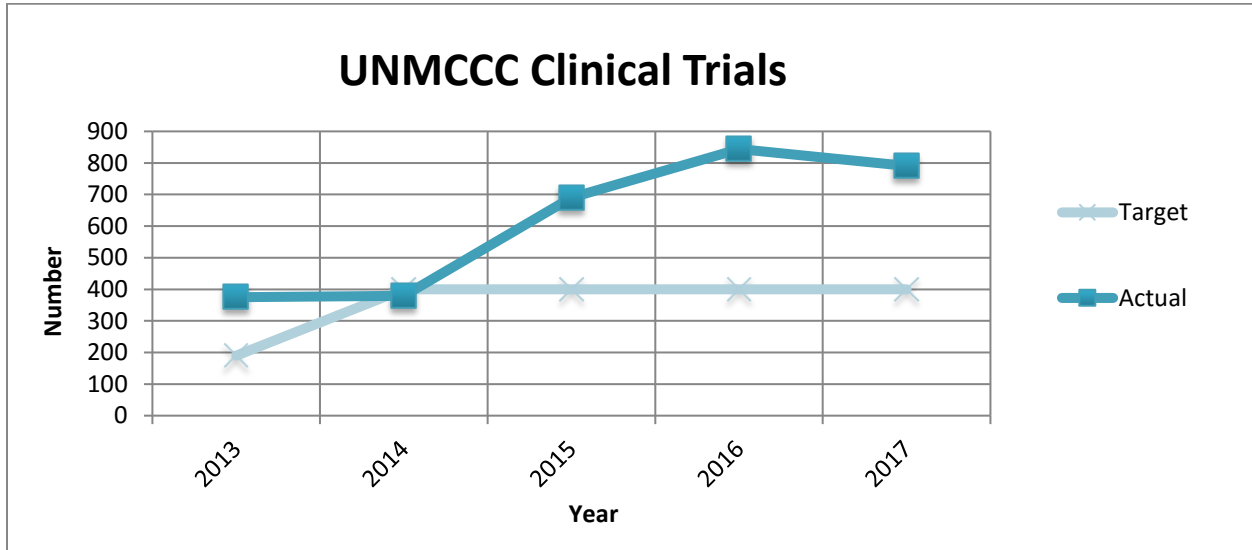


* Benchmark is the Vizient comparison group mean score.

The inpatient units continue to experience sustained upward trending in both scores and percentile ranking. Moving forward, our focus will remain on the current initiatives, as well as working with Press Ganey healthcare consumer analytics to provide additional resources and best practice models. We also have Mission Excellence patient experience committees who focus on improvement efforts.

Number of UNM Comprehensive Cancer Center (UNMCCC) Clinical Trials

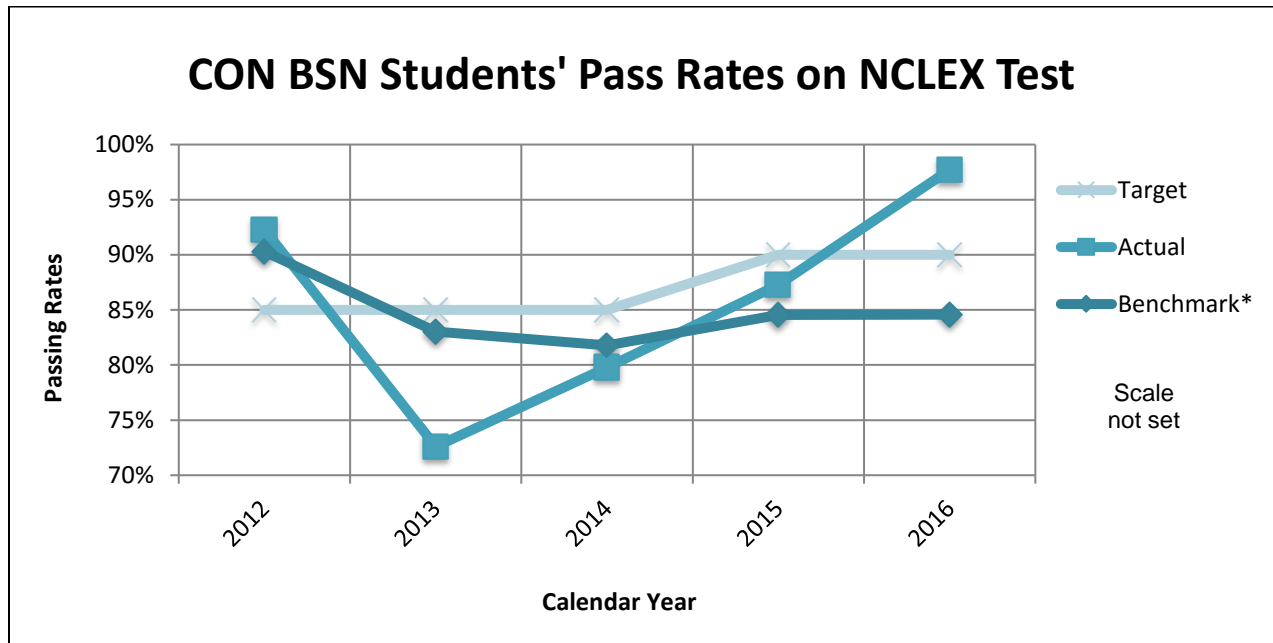
	Year				
	2013	2014	2015	2016	2017
UNM-HSC					
Target	190	400	400	400	400
Actual	375	379	690	844	791



In 2016, 38% of UNMCCC patients enrolled in intervention trials and 11% participated in cancer clinical trials testing new cancer treatments. Persons of Hispanic or Latino origin make up 48% of New Mexico’s population and 30.6% of the cancer incidence in New Mexico. Hispanics represented 29.2% of the individuals enrolled to clinical research studies in 2016. American Indians represent 10.5% of New Mexico, 5.3% of the cancer incidence in New Mexico, and 22.8% of the individuals enrolled to clinical research studies in 2016 at the UNMCCC. These data are a testament to the Center’s commitment to assure that all New Mexicans have access to high quality cancer care and cancer clinical trials.

Pass Rates on National Council Licensure Exam (NCLEX) by College of Nursing (CON) Bachelor of Science Nursing (BSN) Students

Calendar Year					
	2012	2013	2014	2015	2016
UNM-HSC					
Target	85.00%	85.00%	85.00%	90.00%	90.00%
Actual	92.30%	72.60%	79.78%	87.27%	97.71%
Benchmark*	90.30%	83.04%	81.78%	84.53%	84.57%

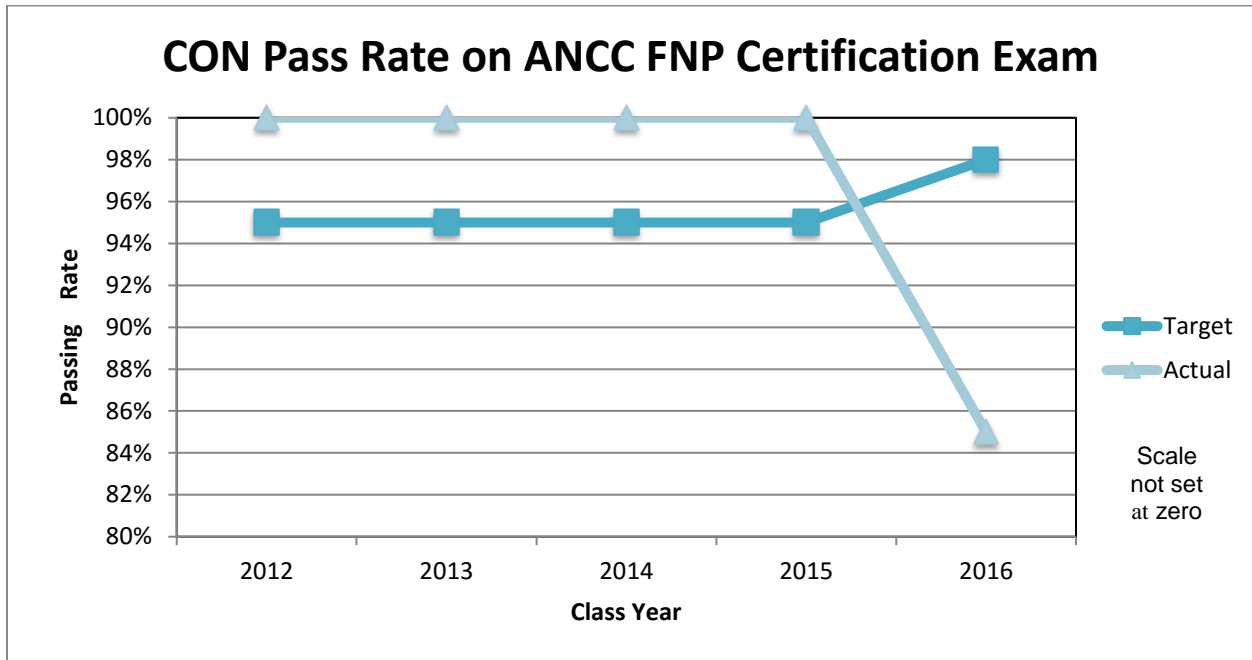


* Benchmark is the national rate for all students taking the NCLEX test for the first time.

The College of Nursing exceeded target and benchmark. This is consistent with the 80% minimum pass rate required by the New Mexico Board of Nursing and by our credentialing agency, the Commission on Collegiate Nursing Education (CCNE). Factors contributing to the success of our high pass rate include establishing a full time Student Success Coach as a resource available for our students as well as providing periodic preparatory Health Education Services Incorporated (HESI) exams to ensure adequate test performance.

College of Nursing (CON) Graduate Students' Pass Rate on American Nurses Credentialing Center Family Nurse Practitioner (ANCC FNP) Certification Exam

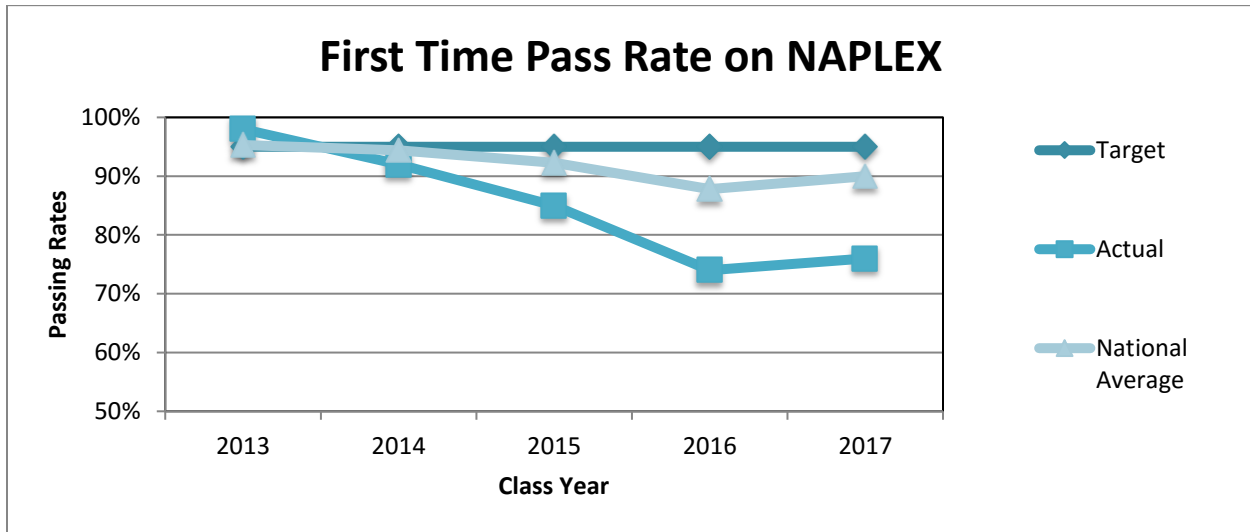
Calendar Year					
	2012	2013	2014	2015	2016
UNM-HSC					
Target	95%	95%	95%	95%	98%
Actual	100%	100%	100%	100%	85%



Our students achieved a 100% first time pass rate from 2012 through 2015. The lower pass rate in 2016 was because two of our thirteen graduates did not pass during the first attempt of the FNP certification exam (84.62% first time pass rate) however their repeat pass rate is 100%. We have subsequently appointed a faculty member to function in the capacity of Student Success Coordinator to provide targeted remediation to our students. In addition, we have increased periodic Objective Structured Clinical Exams (OSCEs) to improve student performance.

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

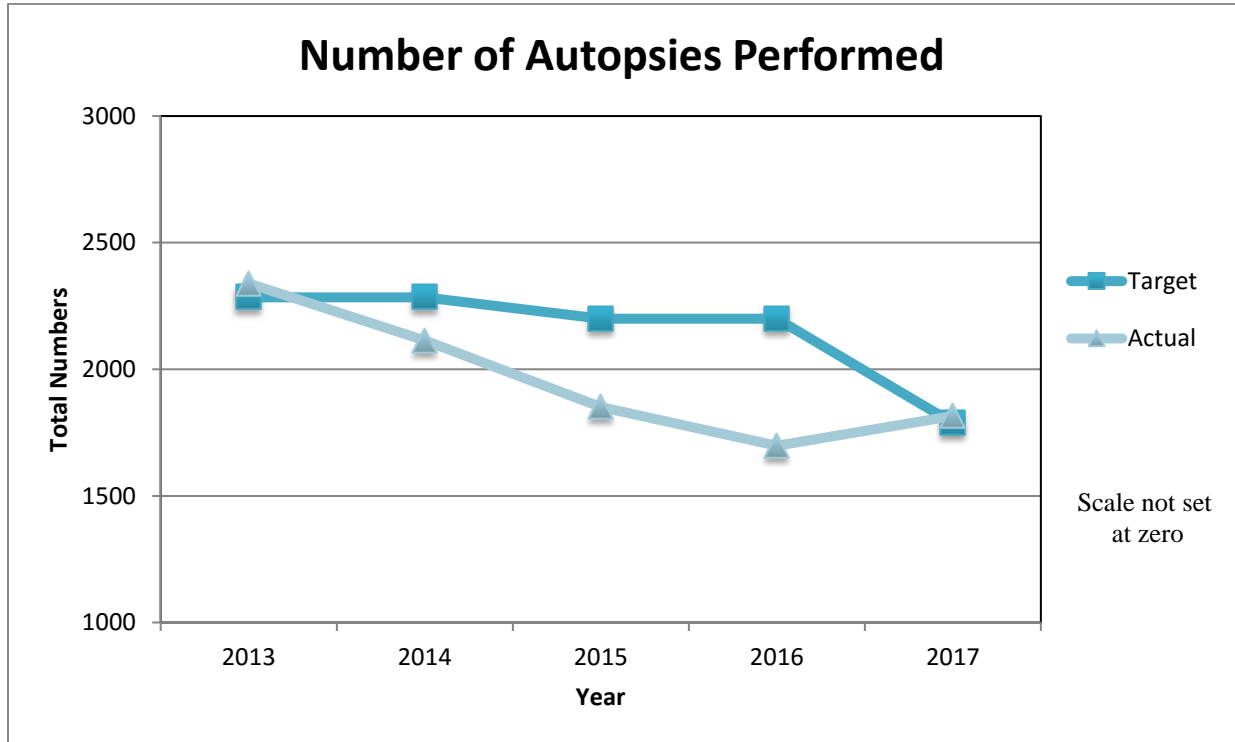
Class Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	95%	95%	95%	95%	95%
Actual	98%	92%	85%	74%	76%
National Average	95%	94%	92%	88%	90%



Due to recent changes in NAPLEX competencies, format, and minimum passing standard, the national first time pass rate has fallen to 90% and our Doctor of Pharmacy graduates have fallen below the national average. The College has recently implemented an enhanced NAPLEX preparation system. The class of 2017 students were provided with a number of practice exams covering the various aspects of the NAPLEX along with faculty-led reviews of the questions the students struggled with as a group. These exams and review sessions occurred every two weeks in February and March 2017. The College also provided the Class of 2017 with a two-day live review course in late April 2017. While the Class of 2017 did show some modest improvement over that of the Class of 2016, we still have not met our target goal. In January 2018, when the detailed data from the 2017 exam becomes available, the College will determine how performance on the practice exams correlated with actual NAPLEX performance and will make additional modifications as indicated to improve the preparation system.

.Office of the Medical Investigator- Number of Autopsies Performed

Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	2,284	2,284	2,200	2,200	1,788
Actual	2,339	2,114	1,851	1,698	1,815



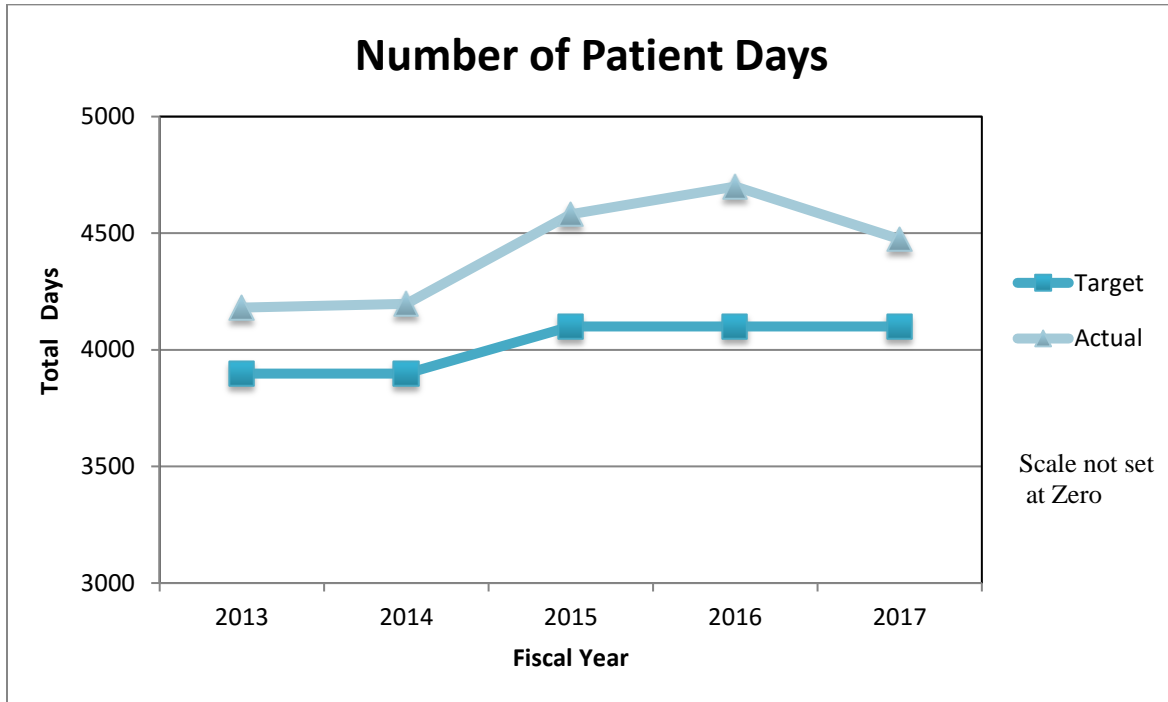
Since FY16, the Office of the Medical Investigator (OMI) has endured a 6.3% reduction in the state appropriations; nevertheless, through a combination of spending reductions and an increase in service fees we have managed to preserve our core missions:

- Maintain the OMI autopsy facility and equipment so that faculty and staff can provide death investigations that support critical public health, public safety and criminal justice needs
- Maintain advanced imaging modalities so that OMI can provide robust information about pathologic findings and injuries in decedents and be responsive to the religious and cultural needs of Native Americans and other groups with preferences that oppose autopsies
- Ensure that OMI has the necessary staff to provide full-service death investigations and support services to the families of decedents by retaining current faculty forensic pathologists, restoring a forensic anthropology position and partially restoring a social worker grief counselor program

In order to provide the full spectrum of OMI services expected by the New Mexico citizens, OMI has requested restoration to the FY16 state appropriations funding.

Carrie Tingley Hospital - Number of Patient Days

Fiscal Year					
	2013	2014	2015	2016	2017
UNM-HSC					
Target	3,898	3,898	4,100	4,100	4,100
Actual	4,181	4,197	4,581	4,700	4,474



For more than 60 years, Carrie Tingley Hospital has provided care for children and adolescents with musculoskeletal problems, postoperative rehabilitation, and disabilities.

Our physicians are the only ones in New Mexico who treat scoliosis (curvature of the spine) patients. They are expert orthopedists who provide consultations locally and throughout New Mexico. Our outreach program participates in approximately 40 clinics per year including Las Cruces, Roswell, Farmington, Hobbs, Clovis, Santa Fe, and Silver City. This program allows patients to be examined close to home and to be evaluated for continued care as needed. The Orthotics and Seating teams are available to provide services such as brace fitting or wheelchair adjustments.

The winter census for FY17 was mild compared to the pediatric respiratory season in FY16. The average hospital length of stay also decreased from a budgeted 7.15 days to 6.01 days for FY17. Observation hours (short stays) continue to increase and account for 398 of the total for FY 2017.

University of New Mexico Health Sciences Center

DFA Submittals, Fall 2017

Measures		Trend Data				Reporting Years		
Institutional HSC Specific Measures – (UNM Main Campus reports same measures)								
(HSC Measure A-1)		Sum/Fall/Spr 2012-13	Sum/Fall/Spr 2013-14	Sum/Fall/Spr 2014-15	Sum/Fall/Spr 2015-16	Sum/Fall/Spr 2016-17	Sum/Fall/Spr 2017-18	Sum/Fall/Spr 2018-19
Number of Degrees Awarded Utilizing Extended University Courses	Target	25	74	75	80	100	Discontinued	Discontinued
	Actual	72	99	142	148	140	Discontinued	Discontinued

(HSC Measure A-2)		Sum/Fall/Spr 2012-13	Sum/Fall/Spr 2013-14	Sum/Fall/Spr 2014-15	Sum/Fall/Spr 2015-16	Sum/Fall/Sr 2016-17	Sum/Fall/Sr 2017-18	Sum/Fall/Sr 2018-19
Number of Post-baccalaureate Degrees Awarded: HSC	Target	308	308	320	320	361	Discontinued	Discontinued
	Actual	316	349	361	368	368	Discontinued	Discontinued

(HSC Measure A-3)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Increase in External Research and Public Service Expenditures: HSC	Target	\$295.1M	\$300.0M	\$310.0M	\$310.0M	\$310.0M	Discontinued	Discontinued
	Actual	\$318.2M	\$330.3M	\$360.2M	\$385.8M	\$415.0M	Discontinued	Discontinued

(HSC Measure A-4)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
External revenue for research from federal or non-governmental sources, in millions	Target	New	New	New	New	New	\$83M	\$83M
	Actual	New	New	New	New	New		

Measures		Trend Data					Reporting Years	
Institutional Other HSC Specific Measures – (Specific to SOM and not UNM Main Campus)								
(SOM Measure B-1)		Test Year 2013	Test Year 2014	Test Year 2015	Test Year 2016	Test Year 2017	Test Year 2018	Test Year 2019
Pass Rates on US Medical Licensing Exam (USMLE) Step 3 Board Exam – First Attempt	Target	95%	95%	95%	95%	95%	Discontinued	Discontinued
	Actual	96%	100%	97%	100%	97%	Discontinued	Discontinued
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		97%	97%	97%	98%	96%	Discontinued	Discontinued

(SOM Measure B-2)		Test Year 2013	Test Year 2014	Test Year 2015	Test Year 2016	Test Year 2017	Test Year 2018	Test Year 2019
Pass Rates on US Medical Licensing Exam (USMLE) Step 2 Board Exam – First Attempt	Target	95%	95%	95%	95%	98%	98%	98%
	Actual	98%	98%	97%	96%	93%		
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		98%	97%	96%	97%	98%		

Measures		Trend Data				Reporting Years		
Institutional Other HSC Specific Measures – (Specific to HSC and not UNM Main Campus)								
(HSC Measure C-1)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Total Number of UNM Hospital Clinic Visits	Target	487,444	454,700	490,000	490,000	525,526	Discontinued	Discontinued
	Actual	510,277	504,785	512,127	537,703	539,482	Discontinued	Discontinued

(HSC Measure C-2)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Total Number of UNM Hospital Inpatient Discharges	Target	28,405	28,405	27,000	27,000	25,582	Discontinued	Discontinued
	Actual	26,593	26,955	25,328	24,827	25,248	Discontinued	Discontinued

University of New Mexico Health Sciences Center

DFA Submittals, Fall 2017

Measures		Trend Data				Reporting Years		
(HSC Measure C-4)		FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
UNM Hospital Inpatient Readmission Rate	Target	4.00%	4.00%	4.00%	4.00%	4.00%	Discontinued	Discontinued
	Actual	3.96%	3.64%	3.83%	4.43%	4.50%	Discontinued	Discontinued
Benchmark: 50 th Percentile of all University Healthsystem Consortium hospital readmission rates and is a weighted average of the two most recent quarters of data.		5.25%	4.85%	4.46%	5.18%	4.95%	Discontinued	Discontinued

(HSC Measure C-5)		3-1-13 to 6-30-13	3-1-14 to 6-30-14	3-1-15 to 6-30-15	3-1-16 to 6-30-16	3-1-17 to 6-30-17	3-1-18 to 6-30-18	3-1-19 to 6-30-19
UNM Hospital Inpatient Satisfaction Rate	Target	83.1	83.1	83.0	83.0	84.0	Discontinued	Discontinued
	Actual	83.0	84.0	83.9	82.7	84.0	Discontinued	Discontinued
Benchmark: University Healthsystem Consortium Comparison Group mean score.		86.1	86.1	86.2	86.4	87.0	Discontinued	Discontinued

(HSC Measure C-6)		2013	2014	2015	2016	2017	2018	2019
Number of UNM Comprehensive Cancer Center Clinical Trials	Target	190	400	400	400	400	Discontinued	Discontinued
	Actual	375	379	690	844	791	Discontinued	Discontinued

(HSC Measure C-7)		CY 2012	CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018
Pass Rate on the National Certification Licensing Exam (NCLEX) by College of Nursing BSN Students	Target	85.00%	85.00%	85.00%	90.00%	90.00%	Discontinued	Discontinued
	Actual	92.30%	72.60%	79.78%	87.27%	97.71%	Discontinued	Discontinued

(HSC Measure C-8)		CY 2012	CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018
Pass rate for graduate students on American nurses credentialing center family nurse practitioner certification exam	Target	95%	95%	95%	95%	98%	Discontinued	Discontinued
	Actual	100%	100%	100%	100%	85%	Discontinued	Discontinued

(HSC Measure C-9)		Class Year 2013	Class Year 2014	Class Year 2015	Class Year 2016	Class Year 2017	Class Year 2018	Class Year 2019
Pass rate of doctor of pharmacy graduates on the North American pharmacist licensure examination (NAPLEX) on first attempt	Target	95%	95%	95%	95%	95%	90%	90%
	Actual	98%	92%	85%	74%	76%		

(HSC Measure C-10)		2013	2014	2015	2016	2017	2018	2019
Number of Autopsies Performed (Office of the Medical Investigator)	Target	2,284	2,284	2,200	2,200	1,788	Discontinued	Discontinued
	Actual	2,339	2,114	1,851	1,698	1,815	Discontinued	Discontinued

(HSC Measure C-11)		FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Carrie Tingley Hospital- Number of Patient Days	Target	3,898	3,898	4,100	4,100	4,100	Discontinued	Discontinued
	Actual	4,181	4,197	4,581	4,700	4,474	Discontinued	Discontinued

(HSC Measure C-12)		CY 2012	CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018
Percent of nursing graduates passing the requisite licensure exam on first attempt	Target	New	New	New	New	90.00%	83%	80%
	Actual	New	New	New	New	97.71%		

(HSC Measure C-13)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Turnaround time for autopsy reports at the office of the medical investigator	Target	New	New	New	New	New	< 58 days	< 58 days
	Actual	New	New	New	New	New		

University of New Mexico Health Sciences Center

DFA Submittals, Fall 2017

Measures		Trend Data				Reporting Years		
(HSC Measure C-14)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Number of children's psychiatric hospital outpatient and community-based visits	Target	New	New	New	New	New	Explanatory	Explanatory
	Actual	New	New	New	New	New		
(HSC Measure C-15)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Number of days to the next available appointment for orthopedic patients at Carrie Tingley Hospital	Target	New	New	New	New	New	1	1
	Actual	New	New	New	New	New		
(HSC Measure C-16)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Average length of stay in newborn intensive care	Target	New	New	New	New	New	15 days	14.5 days
	Actual	New	New	New	New	New		
(HSC Measure C-17)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Percent of eligible patients entered on National Cancer Institute-approved therapeutic clinical trials in pediatric oncology	Target	New	New	New	New	New	95%	95%
	Actual	New	New	New	New	New		
(HSC Measure C-18)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Number of New Mexico clinicians and staff attending extension for community healthcare outcomes educational events	Target	New	New	New	New	New	Explanatory	Explanatory
	Actual	New	New	New	New	New		
(HSC Measure C-19)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Percent of university of New Mexico-trained primary care residents practicing in New Mexico three years after completing residency	Target	New	New	New	New	New	38.5%	38.5%
	Actual	New	New	New	New	New		
(HSC Measure C-20)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Number of university of New Mexico cancer center clinical trials	Target	New	New	New	New	New	360	750
	Actual	New	New	New	New	New		
(HSC Measure C-21)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
American nurses credentialing center family nurse practitioner certification exam first attempt pass rate	Target	New	New	New	New	New	80%	85%
	Actual	New	New	New	New	New		
(HSC Measure 5475)		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Percent of human poisoning exposures treated safely at home after the poison and drug information center is contacted by a caller in a non-healthcare setting	Target	New	New	New	68%	66%	81%	80%
	Actual	New	New	New	81%	81%		

Institutional Profile of Eastern New Mexico University

Mission

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

Eastern's Focus

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

ENMU is fully accredited by the North Central Association, and its business, education, music, nursing, social work, and speech-language and hearing programs hold full accreditation through their professional accreditations. For details please see <http://www.enmu.edu/about/accreditation.shtml>.

Contributions to Economic Development:

- In 2016-17, ENMU contributed 268 associate, 755 bachelor's and 299 master's degrees to the workforce.
- ENMU received its ten-year reaccreditation from the Higher Learning Commission of the North Central Association in September 2017. This unqualified re-accreditation assures that students are graduating from quality programs well prepared for their field of work or advanced academic study.
- STEM program in pre-medicine recorded 38% acceptance of ENMU applicants into medical school in 2016-2017 (6 of 16). Electrical Engineering Technology graduates achieved 100% placement following graduation.

<i>Table 1. Fall 2017 Overall Enrollment by Level</i>	
Degree-seeking undergraduate students	3,438
Degree-seeking graduate students	1,266
Non-degree students	1,323
Total Headcount	6,027
Total FTE	3,980

<i>Table 2. Number of Programs by Degree Level 2017-2018</i>	
Associates	9
Bachelors	53
Masters	13
Undergraduate Certificates	2
Graduate Certificates	3

<i>Table 3. Fiscal Resources</i>				
FY 14-15*	% for Institution			% for Peers
Percent of fiscal resources allocated to instruction, research and public service	52.7			58.2
Percent of fiscal resources allocated to administrative costs	12.2			12.1
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	\$90.3M	\$92.6M	\$92.7M	\$92.5M
State appropriation (main campus) as percent of operating budget	30.1	30.9	31.1	29.1

*This report used data from IPEDS for financial comparisons. The latest data available in IPEDs is FY 14-15.

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*
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	\$5,543	61.0	\$11,085	58.0
2016-17	\$5,618	68.0	\$11,393	60.0
2017-18	\$5,918	N/A	\$11,693	N/A

*List of Peers appears in Appendix

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	69.5	66.4	62.1	68.4	70.9
Work Study (must work to earn)	8.1	8.5	7.4	11.8	8.5
Loans (must be paid back)	41.9	37.7	36.3	40.2	39.3
Percent of Students Receiving Lottery Scholarships	26.4	26.1	25.8	24.8	18.2
Percent of Students who are Pell recipients	44.8	40.6	38.1	42.4	44.0
Percent of Students Receiving Aid	75.0	71.3	68.0	75.2	77.3
Average Award per Recipient	\$8,694	\$8,576	\$7,670	\$9,171	\$9,394

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	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	9.2	10.1	7.1	6.3	5.9
Loans (must be paid back)	39.6	33.5	28.5	33.5	33.3
Percent of Student Receiving Aid	44.0	37.7	32.1	37.5	40.6
Average Award per Recipient	\$12,114	\$11,896	\$11,002	\$14,952	\$13,682

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	4.3	4.5	4.9	4.8	5.3	5.5	6.4	6.0
American Indian	2.3	2.3	2.0	2.4	2.5	2.1	2.1	2.2
Asian	1.1	1.1	1.1	1.3	1.0	0.8	0.6	0.9
Native Hawaiian/Pacific Is	0.4	0.5	0.5	0.5	0.5	0.6	0.7	0.7
Hispanic	32.3	32.6	32.5	35.6	36.5	38.3	39.0	41.5
White/Other	45.9	45.2	42.2	42.7	46.3	45.9	44.2	41.7
Two or More Races	2.5	2.3	2.2	2.3	3.1	2.8	2.8	3.0
Nonresident Alien	2.1	1.9	1.8	1.5	2.5	2.0	2.0	1.6
Unknown	8.9	9.8	12.8	8.9	2.2	2.0	2.2	2.3
Total	5,887	5,946	6,014	6,027	3,733	3,627	3,484	3,438

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

	2014-2015*		2015-2016*		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	415	43.4	337	35.4	324	38.2
Out-of-state 2-Year Colleges	189	19.7	193	16.6	210	24.7
Subtotal 2-Year Colleges	604	63.1	530	52.0	534	62.9
NM Public 4-Year Universities	95	9.9	90	14.3	71	8.4
All Other 4-Year Universities	258	27.0	287	33.8	244	28.7
Subtotal 4-Year Universities	353	36.9	377	48.1	315	37.1
Grand Total	957	100.0	907	100.0	849	100.0

*Numbers corrected in 2017

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

Recipients who began as	2014-15		2015-16		2016-17	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	N	N	%	N	%
First-time, full-time fall semester freshmen graduating within six years of first enrollment	225	32.0	264	38.0	241	32.7
Transfer students (including branch campuses)	410	58.2	389	56.0	396	53.7
Others (other first-time freshmen, returning students, etc.)	69	9.8	42	6.0	100	13.6
All baccalaureate degree recipients	704	100.0	695	100.0	737	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017
African American	45	60.0	41	53.7	51	58.8
American Indian	15	53.3	7	71.4	13	76.9
Asian	1	100.0	2	100.0	2	50.0
Hispanic	295	56.3	271	57.9	257	63.0
Native Hawaiian/Pacific Islander	1	0.0	4	50.0	3	100.0
White/Other	231	61.5	241	60.2	248	62.5
Two or More Races	22	50.0	23	47.8	25	60.0
Nonresident Alien	9	55.6	3	66.7	8	100.0
Unknown	9	55.6	9	77.8	16	56.2
Men	316	53.5	283	57.2	291	60.8
Women	312	62.8	318	60.1	332	65.1
All Students	628	58.1	601	58.7	623	63.1

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

Race/Ethnicity and Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017
African American	62	14.5	28	25.0	38	18.4
American Indian	27	33.3	13	7.7	25	16.0
Asian	3	66.7	3	33.3	1	0.0
Hispanic	199	29.1	257	28.1	264	31.8
Native Hawaiian/Pacific Islander	0	--	0	--	1	0.0
White/Other	315	34.9	281	36.8	306	34.6
Two or More Races	0	--	8	50.0	18	27.8
Nonresident Alien	10	20.0	8	0.0	6	50.0
Unknown	6	0.0	3	100.0	20	25.0
Men	342	26.3	283	30.1	345	24.9
Women	280	35.7	318	33.4	334	38.3
Overall	622	30.5	601	31.9	679	31.5

Student Progress and Student Success

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

Entered 2009 N= 622			Entered 2010 N = 601			Entered 2011 N = 679		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
15.3	26.7	30.5	15.0	27.0	31.9	16.6	28.5	31.5

Table 12. What degrees were awarded in 2016-17?

	UG Certificates	Associates	Bachelors	Masters	Graduate Certificates	Total
Agriculture			26			26
Architecture-related						
Business/Agri-Business/Public Adm			66	95		161
Education		1	62	105	32	200
Engineering/Tech/Computer Science			41			41
Fine Arts						
Health Professions (w/o Nursing)			51	49		100
Home Economics		1	7			8
Humanities/Social Science		266	338	27		631
Law/Protective Services	1		39			40
Nursing			37	14		51
Science and Math			57	9		66
Social Work			31			31
Total	1	268	755	299	32	1355
Science/Technology/Engineering/Math/Health			214	72		286

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Associates	17	92	103	158	268
Bachelors	638	702	704	719	755
Masters	180	192	226	218	299
Certificate of Completion			1		1
Graduate Certificates			4		32
Total	835	986	1,038	1,095	1,355

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2014 Faculty % (N = 156)	2015 Faculty % (N = 156)	2016 Faculty % (N = 161)	2014 Staff % (N = 341)	2015 Staff % (N = 341)	2016 Staff % (N = 338)
African American	1.4	3.7	0.6	4.1	3.0	3.3
American Indian	0.0	0.0	0.0	0.9	0.3	0.6
Asian	3.2	3.7	1.9	0.6	1.9	0.3
Hispanic	3.8	5.7	7.5	21.7	14.9	23.4
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.0	0.4	0.6
White/Other	81.4	79.8	75.8	69.8	75.4	68.3
Two or More Races	0.6	2.0	0.6	2.1	1.7	1.2
Nonresident Alien	5.8	0.2	10.6	0.6	0.0	1.8
Unknown	3.8	4.9	3.1	0.3	2.3	0.6
Men	50.7	45.2	50.3	42.0	44.4	42.9
Women	49.3	54.8	49.7	58.0	55.6	57.1

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
20:1	19:1	19:1	20:1	17:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peers Average
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
Fall 2015	93.5	\$69,383	94.3

*Includes assistant, associate and full professors
 This report uses IPEDS for faculty salary data comparisons. The latest data available in IPEDS is for Fall 2015.

Eastern New Mexico University DFA Submittals October 2017

		FY14	FY15	FY16	FY17	FY18	FY19
Access Measure		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Percent of enrolled Hispanic students among all degree-seeking undergraduates as of fall census date.	Target	35	36	37	38	40	40
	Actual	1,308	1,364	1,390	1,358	1,428	
	Percent	34.7	36.5	38.3	39.0	41.5	

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

		FY14	FY15	FY16	FY17	FY18	FY19
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	84.0	84.0	84.0	84.0	84.0	84.0
	Actual	80.2	80.7	81.8	79.4	82.2	

		FY14	FY15	FY16	FY17	FY18	FY19
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	64.5	64.5	64.5	64.5	64.5	64.5
	Actual	58.1	59.3	58.1	58.7	63.1	
CSRDE Benchmark		70.6	71.6	72.9	72.7	73.5*	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, 5,000 – 19,999 students

		FY14	FY15	FY16	FY17	FY18	FY19
Retention Measure 7th Semester		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	Fall 15 to Fall 18
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	66.5	65.0	65.0	65.0	65.0	65.0
	Actual	66.1	62.6	59.7	64.8	56.0	

		FY14	FY15	FY16	FY17	FY18	FY19
Completion Measure		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	Fall 12 to Sum 18
Percent of first-time, full-time freshmen completing an academic program within six years	Target	30.0	30.0	30.0	32.0	33.0	33.5
	Actual	28.4	27.1	30.6	34.2	31.5	
CSRDE Benchmark		39.0	40.6	42.7	43.3	44.0*	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, 5,000 – 19,999 students

Eastern New Mexico University

		FY14	FY15	FY16	FY17	FY18	FY19
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	630	650	675	700	700	730
	Actual	638	702	697	719	755	

		FY14	FY15	FY16	FY17	FY18	FY19
Transfer Measure		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
Undergraduate transfer students from two-year colleges	Target	730	675	675	675	600	600
	Actual	661	670	599*	532	534	

*Corrected for 2016 reporting.

		FY14	FY15	FY16	FY17	FY 18	FY 19
External Funding		FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
External dollars supporting research and student success in millions	Target	\$6.0M	\$6.0M	\$5.5M	\$6.0M	\$6.0M	\$6.0M
	Actual	\$5.5M	\$5.04M	\$6.2M	\$5.3M	\$5.3M	

		FY14	FY15	FY16	FY17	FY 18	FY 19
Internet Courses		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
Number of internet-based courses	Target	800	875	900	900	900	900
	Actual	860	944	892	926	925	

		FY14	FY15	FY16	FY17	FY18	FY19
Student Satisfaction		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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	95.0	95.3	93.1	97.4	N/A	

*Due to a webpage problem, fewer than fifty students were able to complete the online survey. As a result, this is not a fair reflection of ENMU graduating seniors’ satisfaction.

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.

The list of agencies through which NMHU and its academic programs are accredited can be found at: <http://www.nmhu.edu/institutional-research/highlands-university-accreditations/>. NMHU participates in the Voluntary System of Accountability (VSA). Our College Portrait can be found at <http://www.collegeportraits.org/NM/NMHU>.

Contributions to Economic Development:

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

Degree-seeking undergraduates	1,894
Degree-seeking graduates	1,075
Non-degree students	315
Total Headcount	3,284
Total FTE	2,438

Associates	8
Undergraduate Certificates	8
Bachelors	39
Post-Baccalaureate Certificates	18
Masters	19

For FY 14-15*	<u>% for Institution % for Peers</u>			
Percent of fiscal resources allocated to instruction, research and public service	59.8	55.0		
Percent of fiscal resources allocated to administrative costs	14.1	15.7		
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	\$49.9M	\$45.9M	\$52.0M	\$52.8M
State appropriation (main campus) as percent of operating budget	60	62	61	59

*This report used data from IPEDs for financial comparisons. The latest data available in IPEDs is FY14-15.

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*
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	75.0	\$8,500	59.0
2017-18	\$5,804	N/A	\$9,138	N/A

*List of Peers appears in Appendix

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	75	72	68	68	67
Work Study (must work to earn)	6	7	8	5	7
Loans (must be paid back)	44	42	39	36	34
Percent of Students Receiving Lottery Scholarships	13	14	13	14	13
Percent of Students who are Pell recipients	59	56	54	53	52
Percent of Students Receiving Aid	82	78	75	74	75
Average Award per Recipient	\$7,951	\$8,347	\$8,387	\$8,437	\$8,275

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	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	6	6	*8	9	10
Loans (must be paid back)	35	30	32	33	34
Percent of Students Receiving Aid	42	36	*42	43	44
Average Award per Recipient	\$11,050	\$11,492	\$10,034	\$10,300	\$10,568

*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 2014	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	4.6	4.4	4.1	4.4	5.7	5.8	5.2	5.5
American Indian	6.5	7.2	7.6	7.9	7.5	7.9	8.7	8.2
Asian	0.8	0.9	0.9	1.1	0.7	0.7	0.5	0.9
Hispanic	53.3	52.3	53.5	53.8	57.4	55.8	57.4	57.2
Native Hawaiian/Pacific Is	0.5	0.4	0.5	0.4	0.7	0.6	0.5	0.6
White/Other	23.8	24.4	23.5	23.4	19.7	20.8	20.2	20.5
Two or More Races	1.2	1.4	1.7	1.6	1.2	1.4	1.7	2.0
Nonresident Alien	5.6	5.8	5.4	5.1	5.7	5.9	4.9	4.3
Unknown	3.6	3.2	2.8	2.3	1.4	1.2	0.9	0.8
Total	3,546	3,563	3,471	3,284	2,140	2,128	2,085	1,894

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

	2014-2015		2015-2016		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	417	69.3	420	68.2	427	70.8
Out-of-state 2-Year Colleges	96	15.9	69	11.2	65	10.7
Subtotal 2-Year Colleges	513	85.2	489	79.4	492	81.6
NM Public 4-Year Universities	64	10.6	75	12.2	78	13.0
All Other 4-Year Universities	25	4.2	52	8.4	33	5.5
Subtotal 4-Year Universities	89	14.8	127	20.6	111	18.4
Grand Total	602	100.0	616	100.0	603	100.0

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

Recipients who began as	2014-2015		2015-2016		2016-2017	
	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	85	18.5	99	20.1	97	18.7
Transfers (including branch campuses)	340	74.1	342	69.7	351	67.8
Others (other freshmen, returning students, etc.)	34	7.4	50	10.2	70	13.5
All baccalaureate degree recipients	459	100.0	491	100.0	518	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017
African American	10	50.0	20	20.0	27	11.1
American Indian	11	36.4	19	26.3	31	38.7
Asian	2	50.0	0	0	2	100.0
Hispanic	200	54.5	188	59.6	201	47.7
Native Hawaiian/Pacific Islander	3	66.6	2	100.0	0	0
White/Other	30	46.6	49	49.0	29	58.6
Two or More Races	3	0	6	66.7	10	40.0
Nonresident Alien	14	64.3	12	50.0	10	60.0
Unknown	2	0	2	0	2	50.0
Men	139	48.2	151	45.7	152	37.5
Women	136	56.6	147	59.9	160	52.5
All Students	275	52.4	298	52.7	312	45.2

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

Race/Ethnicity and Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	% Bachelor Degrees through Summer 2015	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017
African American	40	12.5	28	17.9	26	11.5
American Indian	31	12.9	31	19.4	34	14.7
Asian	6	0	1	0	0	0
Hispanic	213	21.1	161	24.8	256	25.7
Native Hawaiian/Pacific Islander	0	--	1	0	1	0
White/Other	63	7.9	56	17.9	49	18.3
Two or More Races					7	14.2
Nonresident Alien	10	90.0	27	29.6	35	22.8
Unknown	16	0	7	28.6	6	0
Men	196	13.8	164	18.3	192	20.8
Women	183	22.4	156	26.3	222	23.4
Overall	379	17.9	320	22.2	414	22.2

Student Progress and Student Success

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

Entered 2009 N = 379			Entered 2010 N = 320			Entered 2011 N = 414		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
6.1	13.5	17.9	10.3	18.8	22.2	8.0	17.2	22.2

Table 12. What degrees were awarded in 2016-17?

	Associates	Undergraduate Certificate	Bachelors	Post-BA Certificates	Masters	Total
Agriculture			1			1
Architecture-related			13			13
Business/Agri-Business/Public Adm			85		81	166
Education			99	15	181	295
Engineering/Tech/Computer Science			10		1	11
Fine Arts			7	2		9
Health Professions (w/o Nursing)						
Home Economics						
Humanities/Social Science			92		18	110
Law/Protective Services			42			42
Nursing			75			75
Science and Math		1	26	2	5	34
Social Work			122		140	262
Total	0	1	572	19	426	1,018
Science/Technology/Engineering/Math/Health		1	244	2	146	393

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Associates	0	0	0	1	0
Undergraduate Cert					1
Bachelors	447	464	481	529	572
Post-BA Certificates	1	13	3	17	19
Masters	367	376	429	391	426
Total	815	853	914	939	1,018

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2014 Faculty % (N = 144)	2015 Faculty % (N = 136)	2016 Faculty % (N = 138)	2014 Staff % (N = 365)	2015 Staff % (N = 371)	2016 Staff % (N = 361)
African American	2.1	2.2	1.5	1.4	3.0	3.0
American Indian	.7	0.7	0.7	1.4	1.6	2.5
Asian	4.2	4.4	4.3	0.3	0.5	0.6
Hispanic	29.9	26.5	24.6	72.3	71.2	69.5
Native Hawaiian/Pacific Is	0	0	0	0.5	0.3	0.3
White/Other	52.1	59.6	55.1	20.5	18.9	17.5
Two or More Races	2.1	1.5	2.2	0.8	0.8	0.8
Nonresident Alien	4.9	4.4	9.4	0.5	0.5	1.1
Unknown	4.2	0.7	2.2	2.2	3.2	4.7
Men	57.6	58.0	55.1	50.4	49.6	50.1
Women	42.4	42.0	44.9	49.6	50.4	49.9

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
14:1	15:1	13:1	14:1	15:1

Table 16. Full-Time Instructional Faculty Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2015	93.1	\$61,309	94.6

*Includes full-time assistant, associate and full professors
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDs is Fall 2015.

New Mexico Highlands University DFA Submittals October 2017

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Access Measure		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Number of Native American students among all degree-seeking undergraduates as of fall census date	Target	170	180	180	180	180	170
	Actual	176	160	177	185	158	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	77.0	78.0	78.0	78.0	78.0	78.0
	Actual	75.0	75.4	77.5	74.8	72.1	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	53.0	53.0	53.0	53.0	53.0	53.0
	Actual	47.2	48.4	52.4	52.7	45.2	
CSRDE Benchmark	Benchmark	70.0	70.0	68.6	69.9	69.7*	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, fewer than 5,000 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 7th semester		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	Fall 15 to Fall 18
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	55	53
	Actual	54.4	49.7	55	53.3	51.7	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Completion Measure		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	Fall 12 to Sum 18
Percent of first-time, full-time freshmen completing an academic program within six years	Target	20.0	20.0	20.0	20.0	20.0	20.0
	Actual	18.4	17.2	17.9	22.2	22.2	
CSRDE Benchmark		37.9	37.1	35.8	37.9	37.6*	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, fewer than 5,000 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Degrees Awarded		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	Sum/Fa/Spr 2016-2017
Total number of baccalaureate degrees awarded	Target	330	370	370	415	415	415
	Actual	433	457	467	514	551	

New Mexico Highlands University

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Transfer Measure		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	Sum/Fa/Spr 2017-2018
Undergraduate transfer students from two-year colleges	Target	450	480	480	480	480	480
	Actual	472	516	513	489	492	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
External Funding		FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
External funds awarded to the institution	Target	\$17.0M	\$17.0M	\$18.2M	\$17.8M	\$15.1M	\$15.5M
	Actual	\$16.2M	\$15.6M	\$15.5M	\$15.3M	\$15.1M	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Grants and Contracts		FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Percent of total funds generated by grants and contacts	Target	25	25	25	25	22	23
	Actual	24	24	25	25	22	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Extended Services Courses		Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census	Fall 2017 Census	Fall 2018 Census
Number of students enrolled in Extended Services courses	Target	1,300	1,400	1,400	1,400	1,400	1,400
	Actual	1,407	1,409	1,448	1,442	1,413	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Student Satisfaction Survey		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of graduating seniors “satisfied” or “very satisfied” with NMHU in all survey categories	Target	95.0	95.0	95.0	95.0	95.0	93.0
	Actual	94.7	97.6	90.3	90.5	92.4	

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 (230 South LaSalle Street, Suite 7-500 • Chicago, IL 60604 • info@hlcommission.org • 800.621.7440). Program accreditation information can be found at: <http://site.nnmc.edu/page/colleges-departments>.

Contributions to Economic Development:

- NNMC serves as a source of STEM college graduates for the state, as 68 of the 173 degrees (39%) awarded in 2017 were in STEM majors.
- In 2016-17, NNMC contributed 29 certificates, 81 associate degrees, and 63 bachelor degrees to the workforce, effectively doubling earning power of college over high school graduates.
- In 2016-17, the College of Education received national accreditation by NCATE, the RN to BSN program was re-accredited for ten additional years by CCNE, and the ADN program received ACN accreditation.
- NNMC’s High School Equivalency Program (HEP) has been ranked the best in the nation for 2016, based on a newly released Department of Education report. Northern’s HEP achieved a 96% graduation rate, the highest among the 43 HEP programs operating nation-wide. The national average for graduation from HEP is 68%. Ninety six percent (96%) of HEP graduates are entering postsecondary education or training, upgraded employment, or the military. The national average is 81%.

Degree-seeking undergraduates	856
Non-degree seeking undergrad	292
Post BA Certificate students	0
Total Headcount	1,148
Total FTE	786

Associates	25
Bachelors	10
Undergraduate Certificates	9
Post BA Certificates	1
Alternative Licensure Programs	3

For FY 14-15*:	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	46.6		55.1	
Percent of fiscal resources allocated to administrative costs	31.3		16.0	
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	23.6M*	25.3M*	24.7M	25.6M
State appropriations (main campus) as percent of operating budget	34	46	46	42

*Based on Unaudited Report of Actuals (Unrestricted and Restricted) and IPEDs for financial comparisons. Latest IPEDs is 2014-16.

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*
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	4,560	72.0	13,032	98.0
2017-18	5,848	N/A	13,676	N/A

***List of Peers appears in Appendix**

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	76	73	75	70	73
Work Study (must work to earn)	14	4	4	5	5
Loans (must be paid back)	4	15	13	11	12
Percent of Students Receiving Lottery Scholarships	14	15	15	14	13
Percent of Students who are Pell recipients	54	58	59	59	58
Percent of Students Receiving Aid	79	99	82	70	77
Average Award per Recipient*	\$4,857	\$5,400	\$5,804	\$6,234	\$6,157

*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	2013-14	2014-15	2015-16
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 2014	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	1.9	2.5	2.4	2.3	2.7	3.0	3.1	2.9
American Indian	7.9	9.5	9.0	9.0	10.0	10.8	10.3	10.4
Asian	0.9	1.2	1.3	1.3	0.8	1.2	1.2	1.5
Hispanic	71.4	68.9	69.2	72.0	69.4	68.3	68.1	69.4
Native Hawaiian/Pacific Is	0.2	0.0	0.0	0.1	0.1	0.0	0.0	0.1
White/Other	12.2	11.8	10.9	9.4	11.8	10.5	9.6	8.8
Two or More Races	3.4	4.9	5.4	4.3	3.9	5.2	5.8	5.1
Nonresident Alien	0.0	0.5	0.7	0.5	0.0	0.6	0.9	0.7
Unknown	2.1	0.6	1.0	1.1	1.6	0.4	1.0	1.1
Total	1,349	1,052	1,124	1,148	924	823	865	856

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

	2014-2015		2015-2016		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	23	32.9	40	29.6	46	32.0
Out-of-state 2-Year Colleges	2	2.8	5	3.7	12	8.0
Subtotal 2-Year Colleges	25	35.7	45	33.3	58	40.0
NM Public 4-Year Universities	21	30.0	44	32.6	41	28.3
All Other 4-Year Universities	24	34.3	46	34.1	46	31.7
Subtotal 4-Year Universities	45	64.3	90	66.7	87	60.0
Grand Total	70	100.0	135	100	145	100.0

Note: Many of NNMC’s associate degree recipients stay to earn their bachelor’s degrees.

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

Recipients who began as	2014-2015		2015-2016		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	N	N	%	N	%
First-time, full-time fall semester freshmen graduating within six years of first enrollment	21	33.9	8	14.0	22	34.9
Transfer students (including branch campuses)	15	24.2	13	22.0	21	33.3
Other (other first-time students, returning students, etc.)	26	41.9	38	64.0	20	32.0
All baccalaureate degree recipients	62	100.0	59	100.0	63	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017
African American	1	100.0	5	80.0	4	75.0
American Indian	17	53.0	9	56.0	13	84.6
Asian	1	100.0	0	--	0	--
Hispanic	84	56.0	86	65.0	99	80.8
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	3	0.0	7	71.0	8	50.0
Two or More Races	4	25.0	9	44.0	8	100.0
Nonresident Alien	1	100.0	0	--	4	50.0
Unknown	1	100.0	0	--	0	--
Men	53	47.0	54	69.0	66	74.2
Women	59	61.0	62	60.0	70	84.2
All Students	112	54.0	116	64.0	136	79.4

<i>Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?</i>						
Race/Ethnicity & Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	% Bachelor's Degrees through Summer 2015	Cohort N	% Bachelor's Degrees through Summer 2016	Cohort N	% Bachelor's Degrees through Summer 2017
African American	2	0.0	2	50.0	3	
American Indian	24	4.0	23		14	21.4
Asian	1	0.0	0		0	
Hispanic	146	4.8	176	5.1	159	4.4
Native Hawaiian/Pacific Islander	0	--	0		1	
White/Other	10	0.0	11		9	22.0
Two or More Races	0	--	0		0	
Nonresident Alien	0	--	0		0	
Unknown	1	0.0	1		0	
Men	76	1.3	91	6.6	90	5.5
Women	108	6.5	122	3.3	96	7.3
Overall	184	4.3	213	4.5	186	6.5

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 AND succeeded.

Student Progress and Student Success

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

Entered 2009 N = 184			Entered 2010 N = 213			Entered 2011 N = 186		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
0	4	4	9	15	18	6	13	34

Table 12. What degrees were awarded in 2016-17?

	Undergrad Certificates	Associates	Bachelors	Alternative Licensure	Total
Agriculture	3	7			10
Architecture-related					0
Business/Agri-Business/Public Administration	2	14	23		39
Education		6	5	2	13
Engineering/Tech/Computer Science	4	10	9		23
Health Professions (w/o Nursing)		4			4
Humanities/Social Science		18	9		27
Law/Protective Services		6			6
Nursing	10	6	4		20
Science and Math		8	13		21
CTE*	8	2			10
Total	27	81	63	2	173
Science/Technology/Engineering/Math/Health	13	29	26	0	68

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

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Undergraduate Certificates	23	30	28	20	27
Associates	99	109	121	92	81
Bachelors	71	72	59	62	63
Alternative Licensure	9	21	9	11	2
Total	202	232	217	185	173

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	2015 Faculty % (N = 38)	2016 Faculty % (N = 39)	2017 Faculty % (N = 38)	2015 Staff % (N =168)	2016 Staff % (N = 111)	2017 Staff % (N = 117)
African American	0.0	0.0	0.0	1.0	1.0	2.0
American Indian	3.0	2.6	0.0	8.0	9.0	9.0
Asian	8.0	10.3	11.0	2.0	0.0	0.0
Hispanic	39.0	43.6	39.0	67.0	74.0	71.0
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	39.0	33.3	39.0	19.0	13.0	10.0
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	1.0	1.0
Unknown	11.0	10.3	11.0	4.0	3.0	7.0
Men	50.0	43.6	34.0	42.0	45.0	45.0
Women	50.0	56.4	66.0	58.0	55.0	55.0

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
10:1	15:1	13:1	10:1	14:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary**	% of Peer Average
Fall 2011	*	\$46,104	86.0
Fall 2012	*	\$46,290	90.1
Fall 2013	*	\$46,477	87.8
Fall 2014	*	\$47,435	85.6
Fall 2015	*	\$46,837	71.8

*Not currently collected electronically.
 **Averages are for all 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 2015.

Northern New Mexico College DFA Submittals October 2017

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Access Measure		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
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	80.0	82.1	78.0	78.4	79.8	
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 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	74.0	74.0	68.5	81.0	78.0	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 3rd Semester		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	Fall 18 to Fall 19
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	55.0	39.0	54.0	63.8	55.0	
	Benchmark				69.9	69.7	

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, fewer than 5,000 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 7th Semester		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	Fall 15 to Fall 18
Percent of first-time, full-time degree-seeking students still enrolled in their 3 rd semester who are still enrolled two fall semesters later (semester 7) or have completed a (2 or 4yr) degree.	Target	30	30	30	30	30	30
	Actual	29.0	34.0	34.0	60.0	66.7	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Completion Measure		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	Fall 12 to Sum 18
Percent of first-time, full-time freshmen completing an academic program within six years*	Target	25	25	25	25	25	25
	Actual	15.0	15.0	15.0	19.0	22.0	
	Benchmark				37.9	37.6	

*NNMC includes Associate and Certificate awards in cohorts.

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, fewer than 5,000 students

Northern New Mexico College

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Degrees Awarded		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	Sum/Fa/Spr 2018-19
Total number of baccalaureate degrees awarded	Target	55	55	55	55	55	55
	Actual	71	72	62	63		

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Transfer Measure		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	Sum/Fa/Spr 2018-19
Undergraduate transfer students from two-year colleges	Target	105	105	105	105	105	105
	Actual	107	86	58	44	58	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Grants and Contracts		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent of total funds generated by grants and contacts	Target	39.0	39.0	39.0	39.0	39.0	39.0
	Actual	37.0	39.0	38.0	39.0		

*Unaudited

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Student Satisfaction Survey		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
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	80.0
	Actual	87.6	84.0	79.0	83.0		

*NNMC administered its first survey in 2012.

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
School of Education graduates*		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Increase number of School of Education graduates	Target	45	45	45	45	45	45
	Actual	30	44	19	13		

*Includes BA, AA, and Alternative Licensure graduates

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Instructional TV/Online courses		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of courses available: instructional TV and online	Target	230	230	150	150	150	150
	Actual	135	135	144	169		

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Extended Services Courses		Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census	Fall 2017 Census	Fall 2018 Census
Number of students enrolled in Extended Services courses	Target	150	150	150	150	150	150
	Actual	134	179	50	84	131	

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 as an Academic Quality Improvement Program Participant. See <http://www.hlcommission.org/Directory-of-HLC-Institutions.html> for details.

Contributions to Economic Development:

- Economic Development: New Mexico Economic Development Course - 31 attendees
- Small Bus Dev. Center: New businesses - 14, Jobs created – 47, Capital infusion - \$1,563,220
- International Business Accelerator: New businesses - 7, Jobs created - 44, Jobs Retained – 12, Exports \$62,054,910
- School of Business Community business projects - 24, student internships - 21

<i>Table 1. Fall 2017 Overall Enrollment by Level</i>	
Degree-seeking undergraduates	1,762
Degree-seeking graduate students	834
Non-degree seeking students	492
Total Headcount	3,088
Total FTE	2,046

<i>Table 2. Number of Programs by Degree Level 2017-2018</i>	
Associates	15
Bachelors	36
Undergraduate certificates	11
Masters	9
Graduate Certificates	26

*based on Census numbers

<i>Table 3. Fiscal Resources</i>				
For FY 14-15*	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	61.4		53.7	
Percent of fiscal resources allocated to administrative costs	16.6		14.3	
	2013-14	2014-15	2015-16	2016-17
Total current funds revenue for main campus	\$45M	\$49M	\$51M	\$50M
State appropriation (main campus) as percent of operating budget	38.0	37.8	36.2	38.2

*This report uses data from IPEDS for financial comparisons. The latest data available in IPEDS is FY14-15

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*
2007-08	\$3,223	72.0	\$11,887	105.6
2008-09	\$3,431	71.7	\$12,719	107.3
2009-10	\$3,589	70.9	\$12,825	103.4
2010-11	\$3,812	70.6	\$13,412	102.4
2011-12	\$4,054	68.6	\$13,438	95.8
2012-13	\$4,315	69.2	\$12,514	85.1
2013-14	\$4,723	73.9	\$12,763	81.9
2014-15	\$5,346	81.1	\$13,184	88.0
2015-16	\$5,704	83.0	\$13,364	86.1
2016-17	\$5,906	82.8	\$13,806	85.4
2017-18	\$6,066	N/A	\$13,539	N/A

*List of Peers appears in Appendix

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

Percent of UG Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	72.2	69.0	73.0	92.4	90.51
Work Study (must work to earn)	11.7	5.4	11.9	7.5	8.13
Loans (must be paid back)	48.7	49.3	50.3	60.6	61.32
Percent of Students Receiving Lottery Scholarships	10.4	11.8	4.5	11.8	12.48
Percent of Students who are Pell recipients	60.4	60.8	59.9	71.9	71.82
Percent of Students Receiving Aid	80.4	79.2	82.4	81.4	81.80
Average Award per Recipient	\$8,674	\$8,807	\$10,075	\$11,450	\$11,411

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

Percent of Graduate Students Receiving Types of Aid	2012-13	2013-14	2014-15	2015-16	2016-17
Grant and Scholarship Aid (not paid back)	9.5	4.6	9.0	15.6	18.9
Loans (must be paid back)	42.7	41.7	45.4	88.3	90.2
Percent of Students Receiving Aid	47.9	44.0	50.8	63.6	63.0
Average Award per Recipient	\$11,202	\$13,376	\$13,131	\$14,595	\$15,144

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2014	% Fall 2015	% Fall 2016	% Fall 2017
African American	4.2	6.5	6.9	6.7	5.2	6.8	6.7	6.8
American Indian	2.8	3.2	2.9	3.4	3.2	3.2	3.0	2.8
Asian	1.3	2.0	2.9	1.7	1.6	2.0	2.6	1.7
Hispanic	40.4	37.0	36.4	40.3	52.5	50.9	52.3	51.3
Native Hawaiian/Pacific Is	0.1	0.1	0.1	0.6	0.1	0.2	0.2	1.1
White/Other	27.6	31.2	28.9	30.4	27.3	28.7	27.6	27.9
Two or More Races	0.5	0.5	0.4	0.9	0.6	0.8	0.6	1.1
Nonresident Alien	1.3	1.3	1.4	1.7	1.7	1.8	1.9	2.3
Unknown	21.7	18.1	20.7	14.3	10.9	5.6	5.0	5.0
Total	3,632	3,371	3,478	3,088	2,126	1,869	1,826	1,762

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

	2014-2015		2015-2016		2016-2017	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	48	18.7	67	21.5	80	25.0
Out-of-state 2-Year Colleges	90	35.0	109	35.0	104	32.5
Subtotal 2-Year Colleges	138	53.7	176	56.6	184	57.5
NM Public 4-Year Universities	53	25.7	50	16.0	47	14.7
All Other 4-Year Universities	90	206.0	85	27.3	89	27.8
Subtotal 4-Year Universities	143	46.3	135	43.4	136	42.5
Grand Total	281	100.0	311	100.0	320	100.0

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

Recipients who began as	2014-2015		2015-2016		2016-2017	
	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	56	24.5	70	31.1	79	28.1
Transfers (including branch campuses)	126	55.0	109	48.5	159	56.6
Other (first-time freshmen, returning students, etc.)	47	20.5	46	20.4	43	15.3
All baccalaureate degree recipients	229	100.0	225	100.0	281	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 2014		Entered Fall 2015		Entered Fall 2016	
	Cohort N	% Still Enrolled Fall 2015 (*)	Cohort N	% Still Enrolled Fall 2016 (*)	Cohort N	% Still Enrolled Fall 2017 (*)
African American	37	37.8	32	62.5	16	62.5
American Indian	8	37.5	8	50.0	5	40.0
Asian	6	66.7	7	42.9	6	33.33
Hispanic	192	51.0	160	56.3	161	61.49
Native Hawaiian/Pacific Islander	1	100.0	1	100.0	7	100
White/Other	74	58.1	55	54.5	50	52.0
Two or More Races	3	100.0	2	50.0	2	100
Nonresident Alien	2	100.0	4	50.0	9	100
Unknown	1	100.0	8	50.0	8	62.5
Men	144	75.0	149	55.0	125	60.0
Women	180	33.9	128	57.3	139	62.5
All Students	324	52.2	277	56.1	264	61.4
* Includes certificate completions in the same year.						

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?						
Race/Ethnicity & Sex	Entered Fall 2009		Entered Fall 2010		Entered Fall 2011	
	Cohort N	Cohort N	Cohort N	% Degrees through Summer 2016	Cohort N	% Degrees through Summer 2017
African American	17	9.0	16	12.5	5	0
American Indian	15	33.3	8	37.5	2	0
Asian	4	0.0	4	25.0	0	0
Hispanic	229	24.0	194	23.2	192	21.9
Native Hawaiian/Pacific Islander	2	50.0	1	0.0	0	0
White/Other	129	17.1	89	30.3	42	38.1
Two or More Races	6	16.7	1	0.0	2	50.0
Nonresident Alien	5	40.0	6	33.3	8	62.5
Unknown	23	30.4	27	7.4	84	29.8
Men	199	27.6	165	20.0	150	28.7
Women	225	23.1	181	27.0	185	24.9
Overall	424	25.2	346	23.7	335	26.5
WNMU includes Associate and Certificate awards in cohorts.						

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?								
Entered 2009 N = 424			Entered 2010 N = 346			Entered 2011 N = 335		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
14.9	20.5	25.2	10.4	19.4	23.8	13.1	20.9	26.6

WNMU includes Associate and Certificate awards in cohorts.

Table 12. What degrees were awarded in 2016-17?					
	Undergrad Certificate	Associate	Bachelors	Masters & Grad Certs	Total
Agriculture					
Architecture-related			11		11
Business /Agri-Business/Public Admin		18	45	16	79
Education	1	27	34	57	119
Engineering / Tech / Computer Science					
Fine Arts		3	4		7
Health Professions (w/o Nursing)		27	32	31	90
Humanities / Social Science					
Law / Protective Services	12	13	40		65
Manufacturing	46	14			60
Nursing		9	25	1	35
Science and Math			81	47	128
Social Work			26	122	148
Total (*)	59	111	298	274	742
Science/Technology/Engineering/Math/Health		36	138	79	253

* Includes double majors in bachelors.

Table 13. Over time, how many degrees have been awarded?					
	2012-13	2013-14	2014-15	2015-16	2016-17
Undergraduate Certificates	69	63	60	71	59
Associate	119	113	138	145	111
Bachelors	248	213	229	226	298
Masters	149	158	177	150	222
Graduate Certificates		13	35	26	52
Total	585	560	639	618	742

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2015 Faculty % (N = 127)	2016 Faculty % (N = 97)	2017 Faculty (N = 102)	2015 Staff % (N = 280)	2016 Staff % (N = 344)	2017 Staff % (N = 231)
African American	1.6	1.0	1.0	2.9	2.0	1.7
American Indian	1.6	0.0	0.0	2.9	1.7	3.5
Asian	3.1	6.2	5.9	2.1	2.0	2.6
Hispanic	16.5	11.3	19.6	34.3	34.3	39.4
Native Hawaiian/Pacific Is.	0.8	0.0	0.0	0.4	0.3	0.0
White/Other	55.9	61.9	53.9	44.2	49.1	45.4
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	20.5	19.6	19.6	13.2	10.5	7.4
Men	38.6	39.2	46.1	56.8	39.0	38.5
Women	61.4	60.8	53.9	43.2	61.0	61.5

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
16:1	16:1	16:1	14:1	16:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2015	82.7	\$57,813	69.8

*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 2015.

Western New Mexico University DFA Submittals October 2017

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Access Measure		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Percent of Native American first-year students enrolled	Target	1.5	1.5	1.5	1.5	1.5	1.6
	Actual	2.7	2.5	3.1	2.7	2.0	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Access Measure		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
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	56.9	61.1	54.2	56.7	55.1	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	81.5	81.5	81.5	81.5	81.5	81.7
	Actual	77.3	79.6	75.6	82.5	81.8	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	53.0	53.0	53.0	53.0	53.0	54.0
	Actual	52.3	56.8	51.5	56.1	61.0	
CSRDE Benchmark	Benchmark		70.0	68.6	69.9		

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, fewer than 5,000 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Retention Measure 7th Semester		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	Fall 15 to Fall 18
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	62.0	62.0	62.0	62.0	63.0
	Actual	61.9	64.2	59.1	57.9	64.6	

Western New Mexico University

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Completion Measure		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	Fall 12 to Sum 18
Percent of first-time, full-time freshmen completing an academic program within six years	Target	20.0	23.0	23.0	23.0	23.0	23.5
	Actual	22.7	20.9	25.0	24.2	24.0	
CSRDE Benchmark			37.1	35.8	37.9	37.6	

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

Source: CSRDE Retention Report 2017 (2006-15 cohorts) for less selective public institutions, fewer than 5,000 students

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Degrees Awarded		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	Sum/Fa/Spr 2017-2018
Total number of baccalaureate degrees awarded	Target	180	200	200	200	200	210
	Actual	216	212	227	226	281	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Transfer Measure		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	Sum/Fa/Spr 2017-2018
Undergraduate transfer students from two-year colleges	Target	170	170	170	170	170	172
	Actual	159	223	273*	176	177	

*included all transfers

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
External Funding		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
External funds awarded to the institution	Target	\$3.0M	\$3.0M	\$1.9M	\$1.9M	\$1.9M	\$1.9M
	Actual	\$1.9M	\$1.9M	\$2.8M	\$3.1M	\$3.5M	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
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	23.0	23.0	23.0	23.0	23.0	23.0
	Actual	22.8	23.0	23.0	20.2	21.0	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Extended Services Courses		Fall 2013 Census	Fall 2014 Census	Fall 2015 Census	Fall 2016 Census	Fall 2017 Census	Fall 2018 Census
Number of students enrolled in Extended Services courses	Target	1,285	1,285	1,285	1,285	1,285	1,300
	Actual	1,742	2,315	2,211	2,341	2,280	

		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
School of Education Graduates		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Increase the number of School of Education graduates by 15% (to 150) by 2020.	Target	150	150	105	105	105	105
	Actual	105	91	108	88	101	

APPENDIX

PEER INSTITUTIONS

New Mexico Institute of Mining and Technology

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

New Mexico State University

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

University of New Mexico

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

Northern New Mexico College

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

Brazosport College (TX)
Sul Ross State University

Eastern New Mexico University

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

New Mexico Highlands University

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

Western New Mexico University

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

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

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

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

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

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

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

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

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

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

Council of University Presidents
www.nmcup.us

