



New Mexico
HIGHLANDS
University

Fact Book 2004-2005

New Mexico Highlands University

Fact Book

2004-2005

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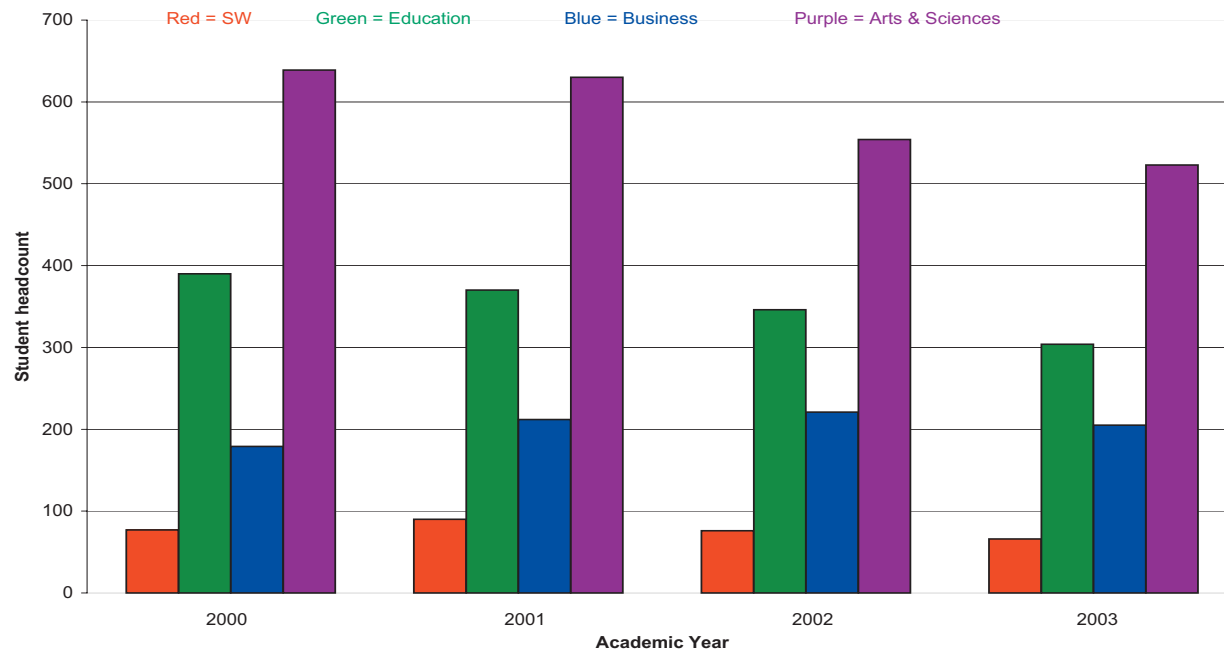
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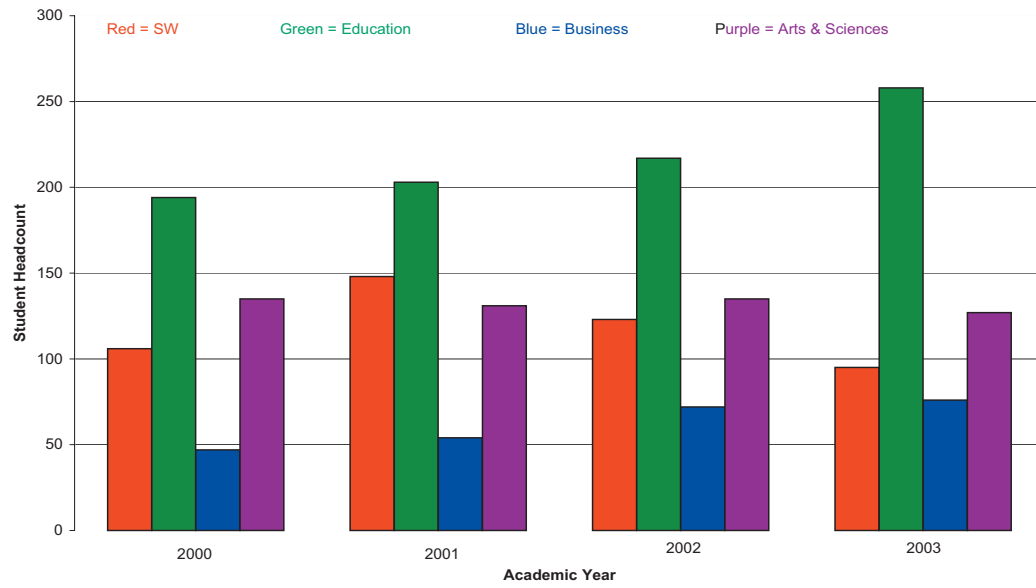
Section 1

Enrollment/Retention/Completion

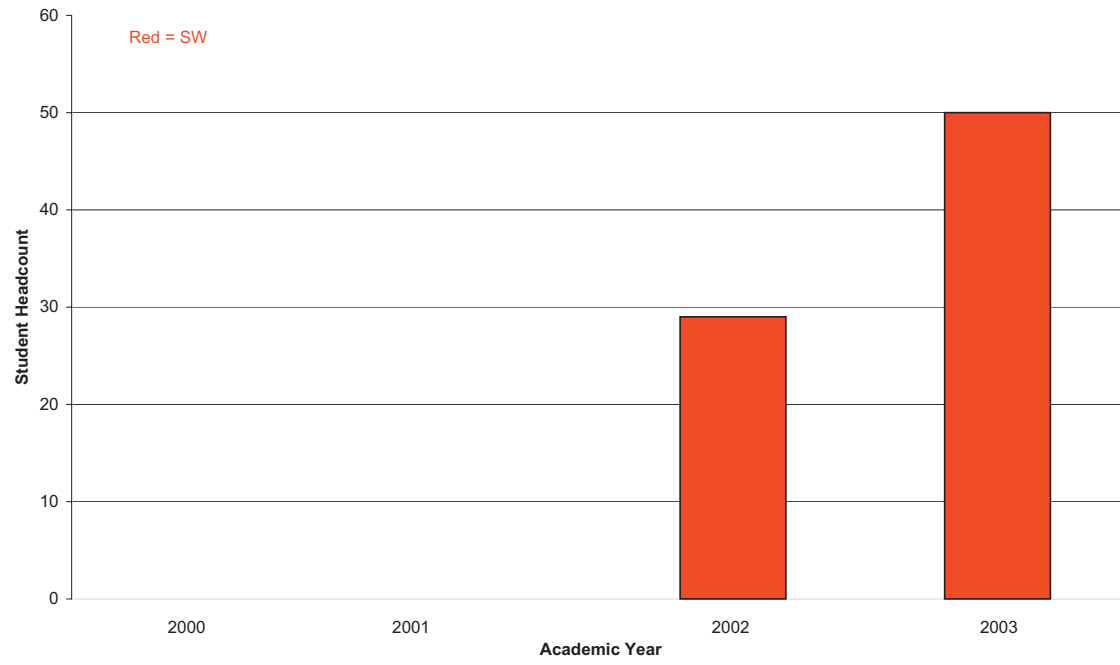
Four-Year Enrollment Main Campus - Undergraduate



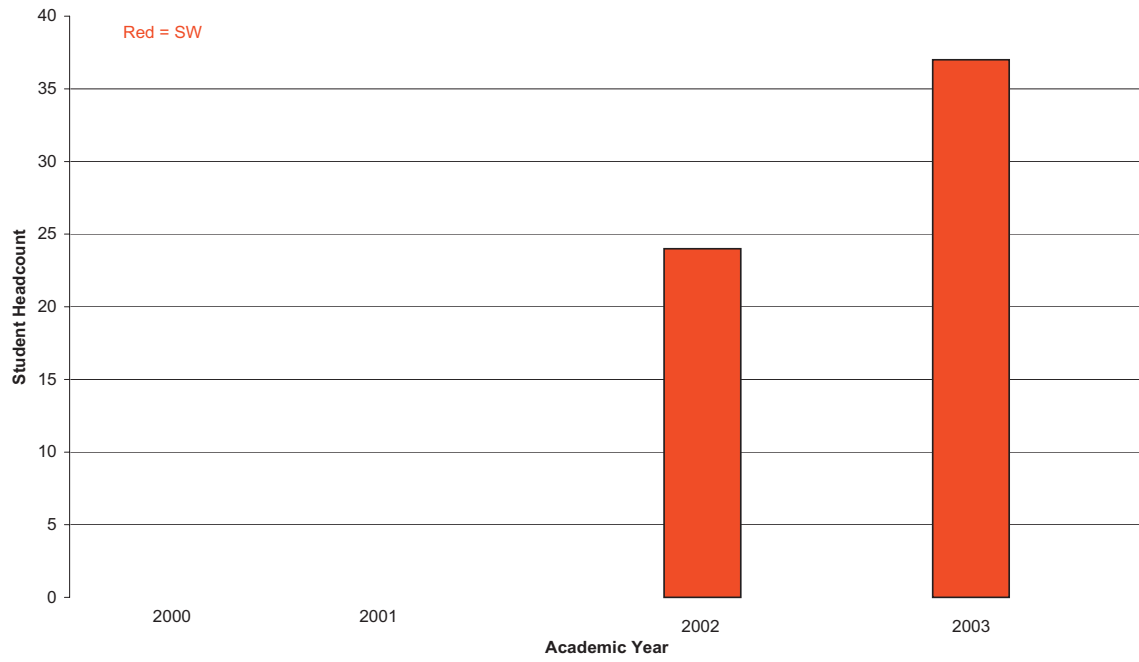
**Four-Year Enrollment
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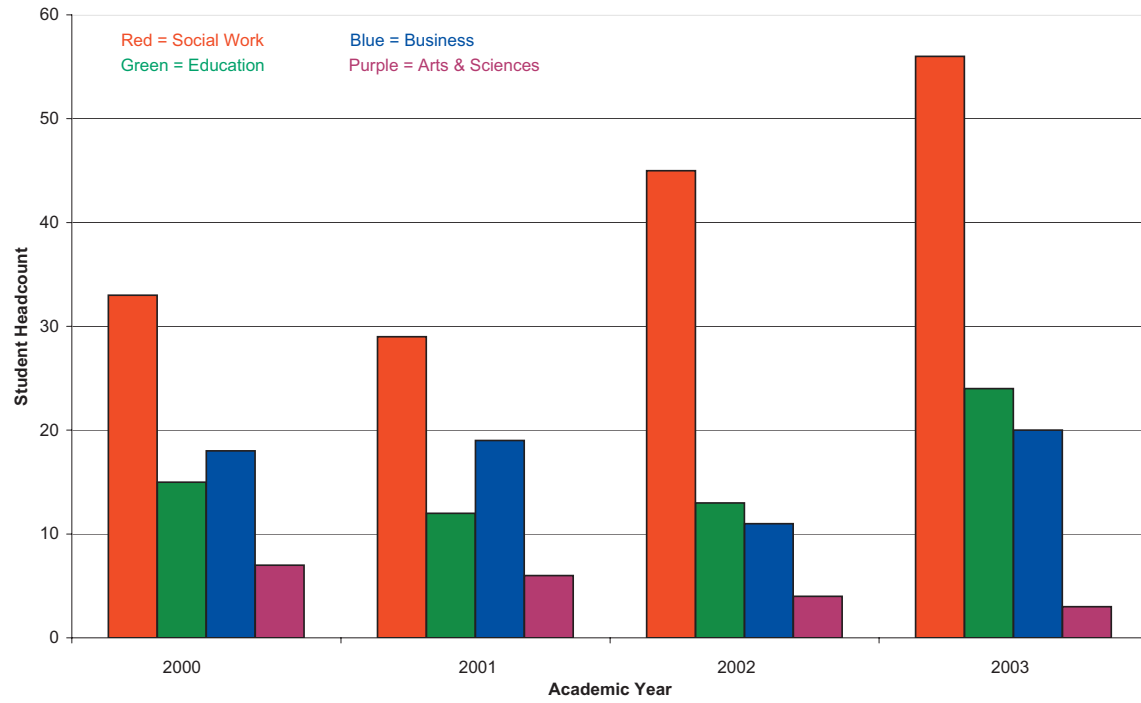
**Four-Year Enrollment
Roswell - Undergraduate**



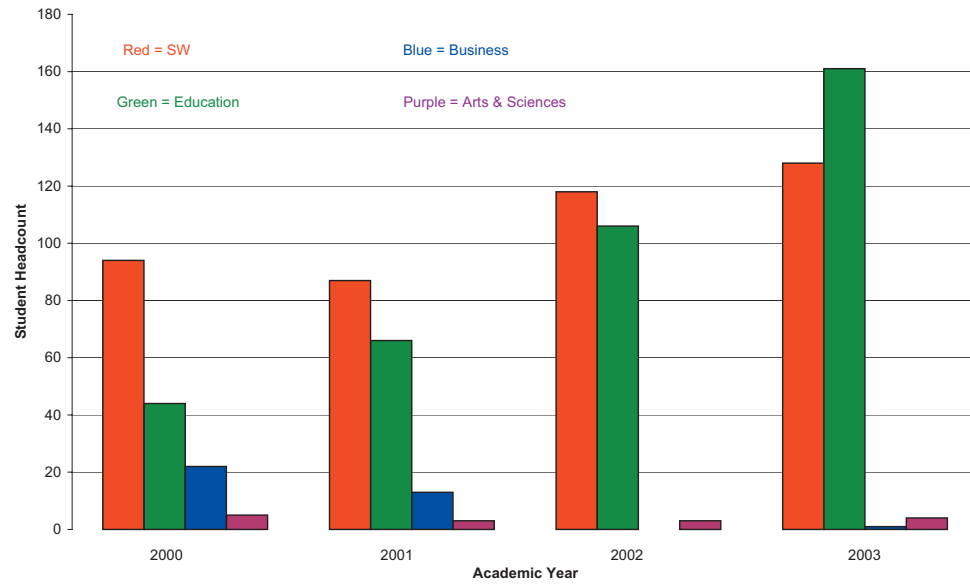
**Four-Year Enrollment
Roswell - Graduate**



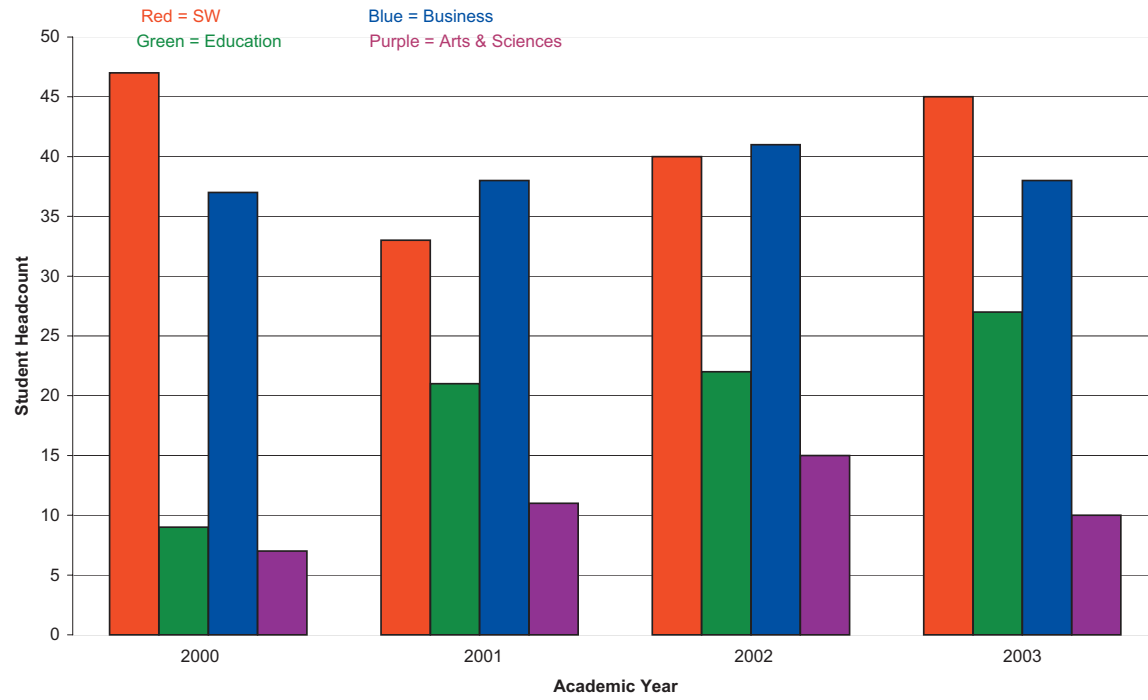
Four-Year Enrollment Rio Rancho - Undergraduate



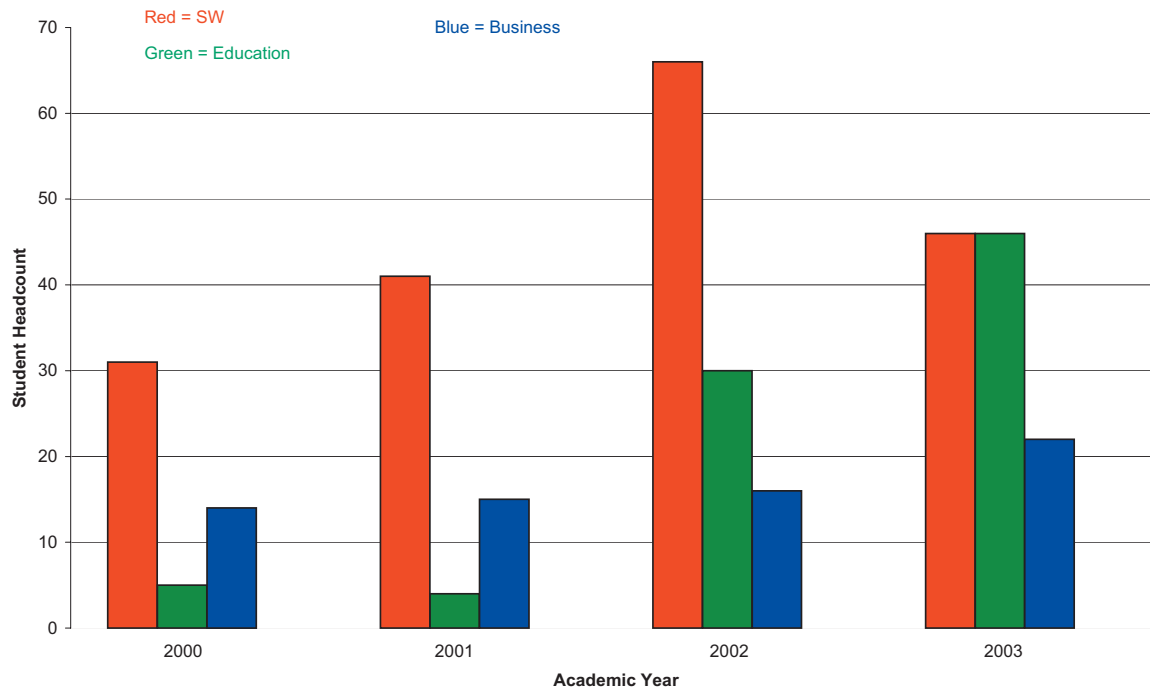
Four-Year Enrollment Rio Rancho - Graduate



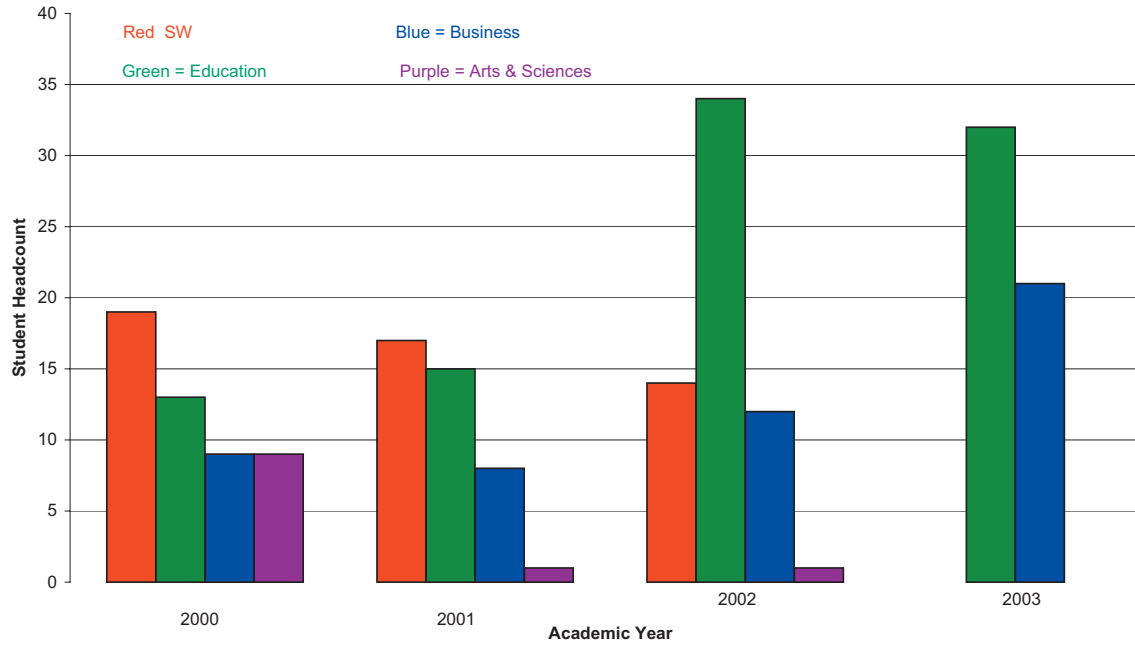
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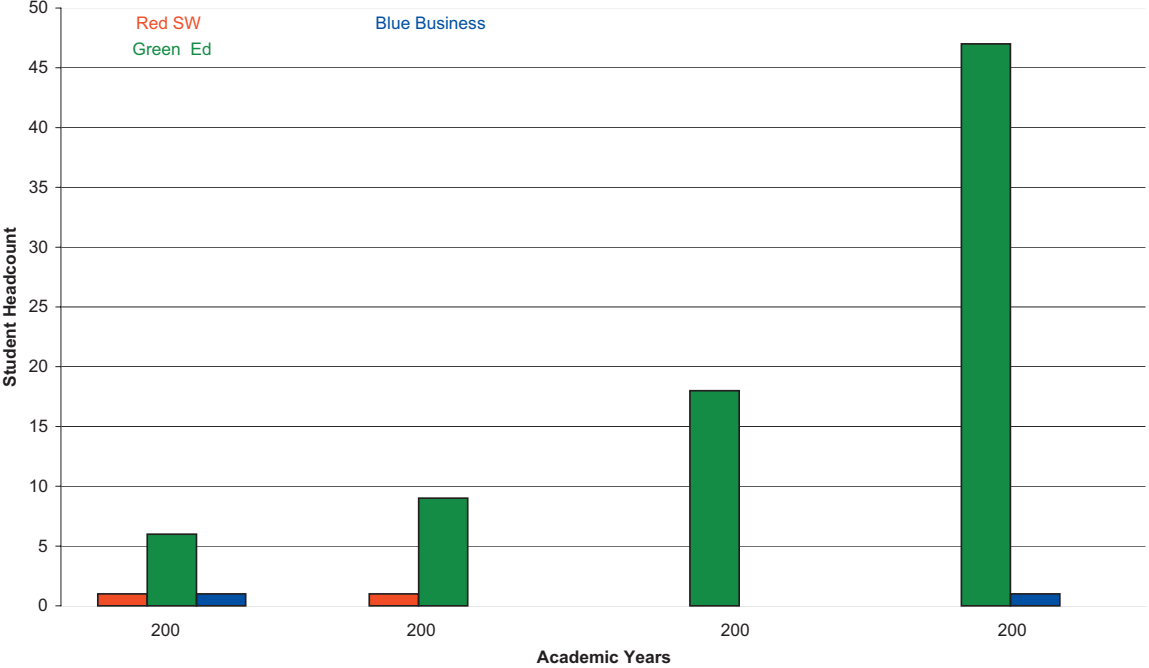
Four-Year Enrollment Farmington - Graduate



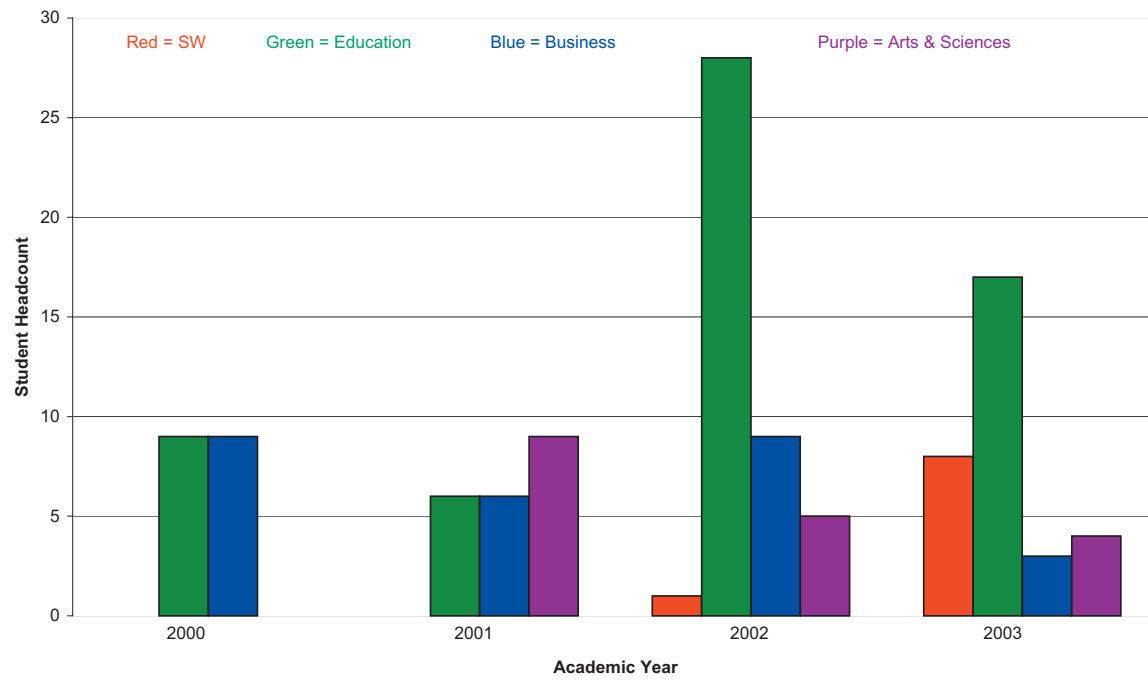
Four-Year Enrollment Santa Fe - Undergraduate



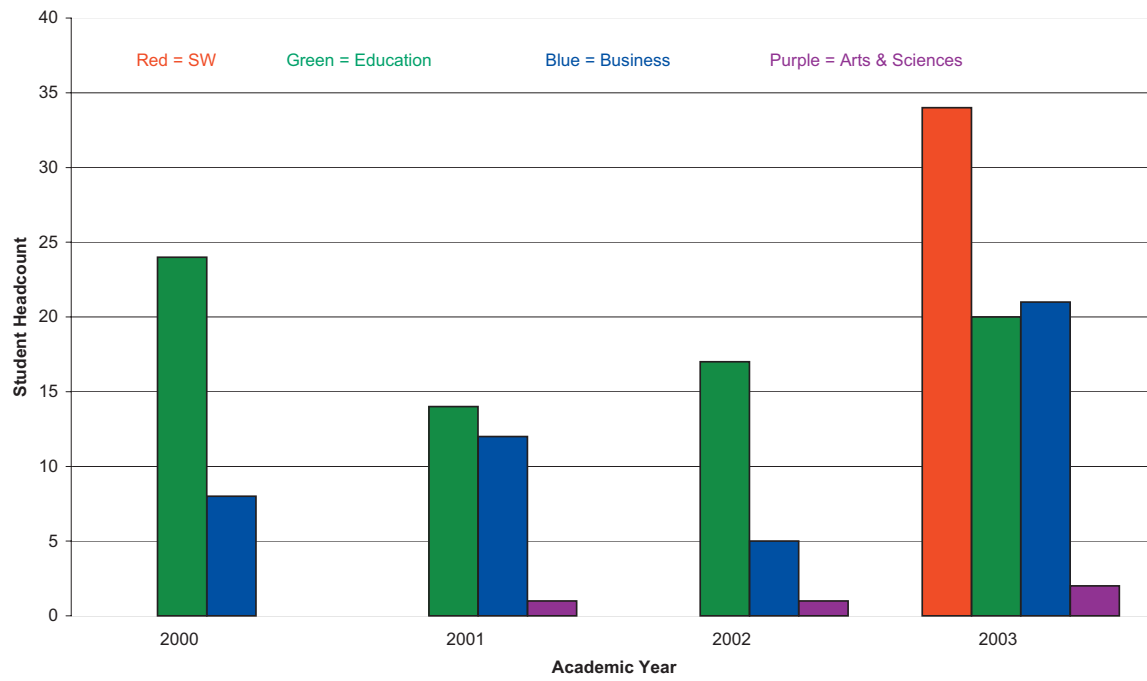
Four-Year Enrollment
Santa Fe - Graduate



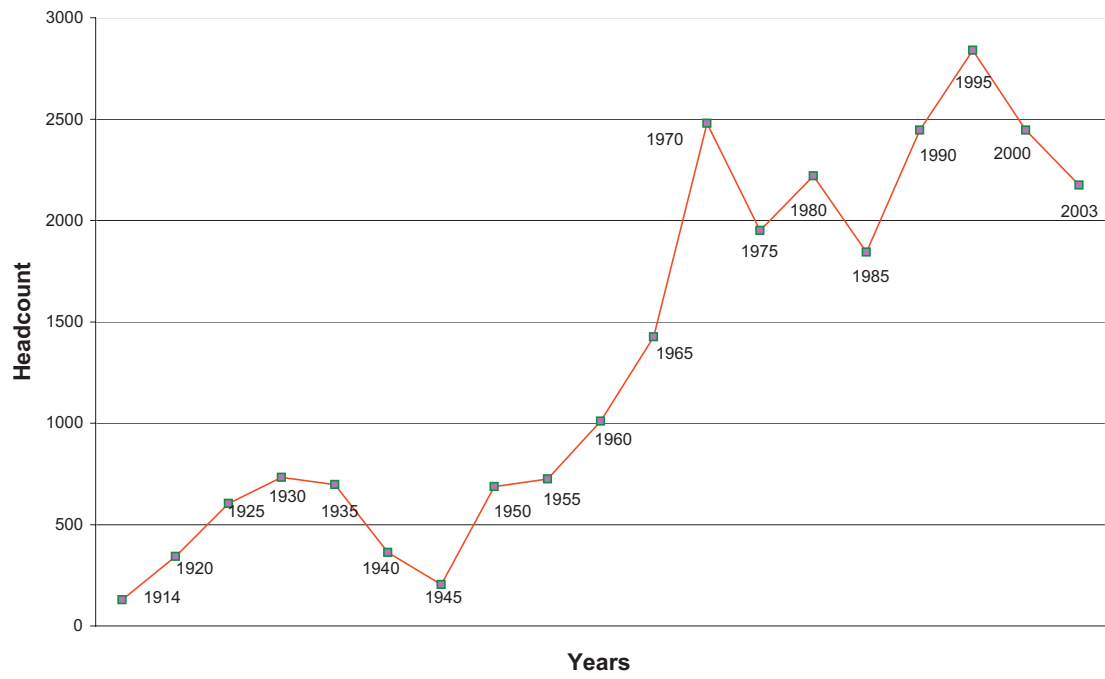
Four-Year Enrollment DE/Off Campus - Undergraduate



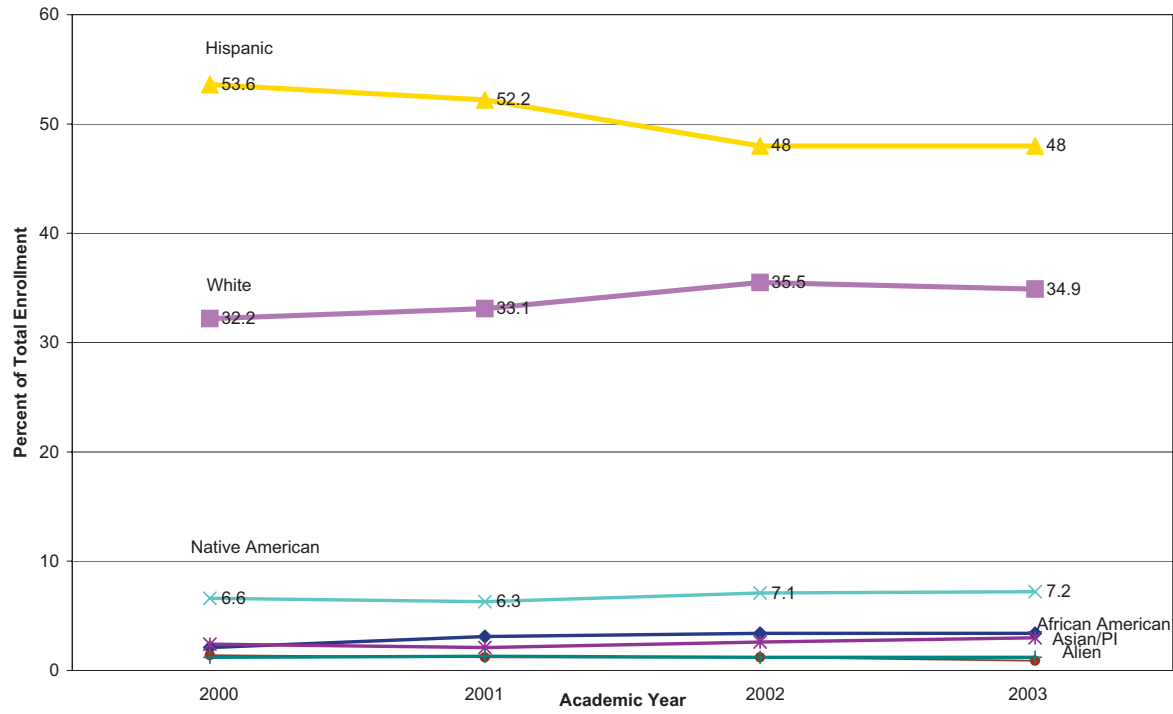
Four-Year Enrollment DE/OffCampus - Graduate



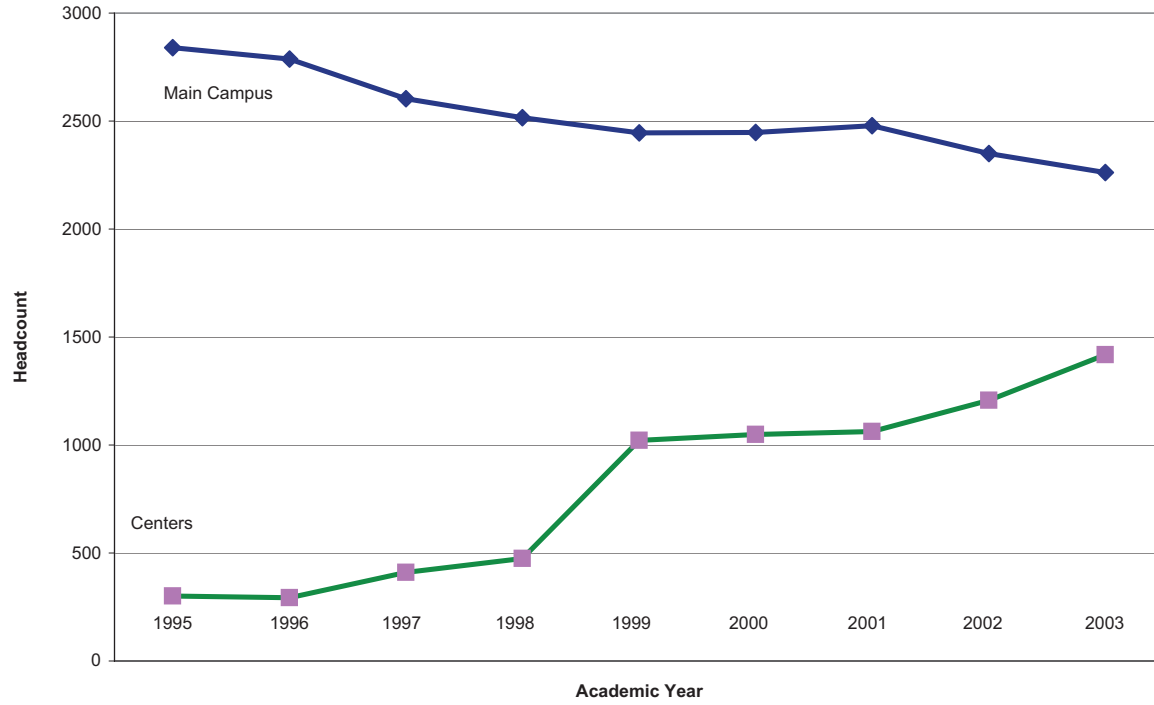
NMHU Main Campus Enrollment 1914-2004



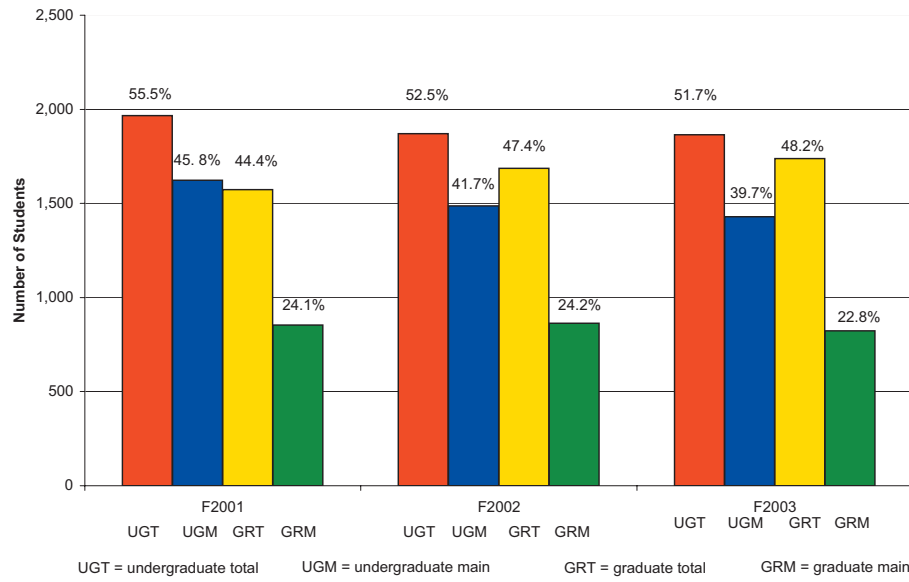
Ethnic Enrollment Trends



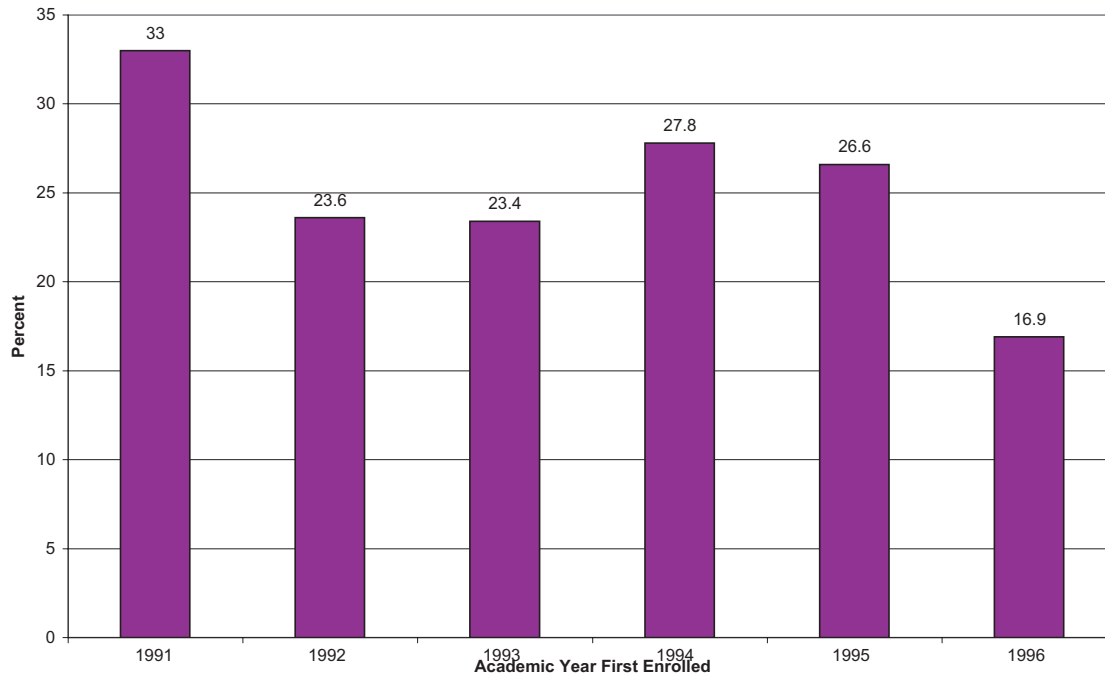
Comparative Enrollments for Main Campus and Centers 1995 - 2003



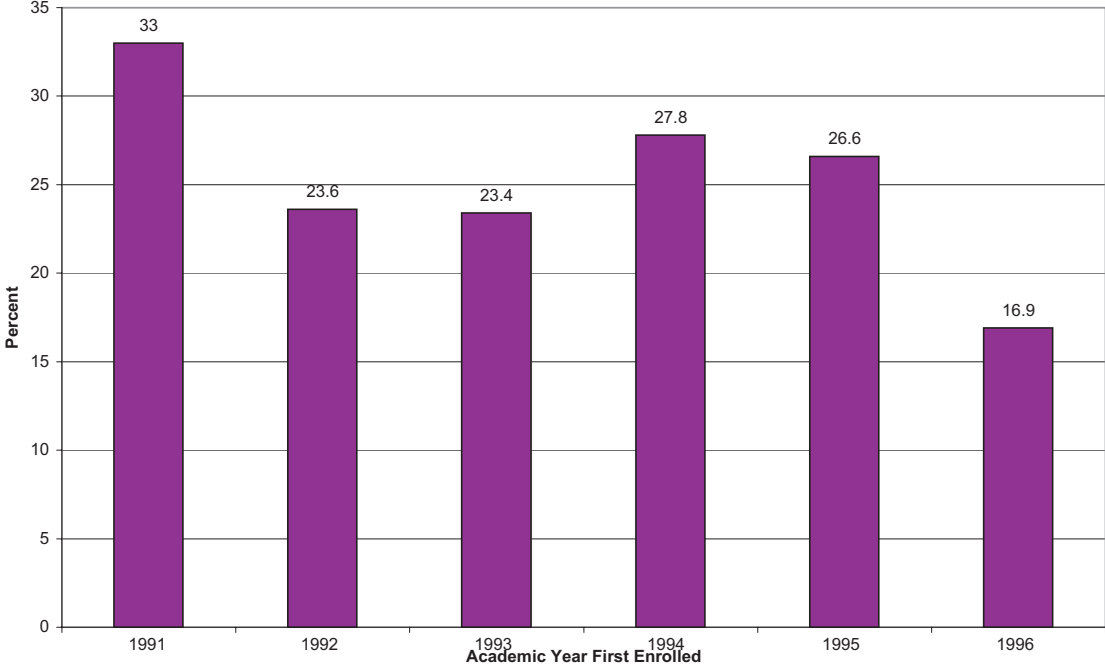
Enrollment Trends



Percent of Full Time, First Time Freshmen Graduating within Six Years



Percent of Full Time, First Time Freshmen Graduating within Six Years



Section 2

Freshmen Students/Transfer Students

High School GPA for First-Time Freshmen

HS GPA	2000	2001	2002	2003
	3.7%	1.8%	3.9%	3.8%
3.5-3.9	17.6%	17.3%	13.8%	15.5%
3.0-3.49	23.6%	24.1%	28.1%	21.6%
2.5-2.99	27.0%	27.4%	26.3%	28.3%
2.25-2.49	14.1%	14.5%	15.8%	18.3%
2.0-2.24	8.1%	8.3%	8.2%	6.7%
<1.9	5.9%	6.2%	3.9%	5.7%
Total Reporting	296.0	276.0	231.0	212.0
Overall Mean	2.74	2.66	2.92	2.78

High School Ranking for First-Time Freshmen

HS Percentile	2000	2001	2002	2003
>=90	11.50%	9.60%	11.80%	9.00%
70-89	28.90%	24.30%	20.60%	18.10%
50-69	24.20%	22.00%	28.00%	24.00%
30-49	17.00%	25.20%	19.70%	25.10%
<29	18.20%	18.80%	19.70%	23.50%
Total Reporting	252	218	203	187

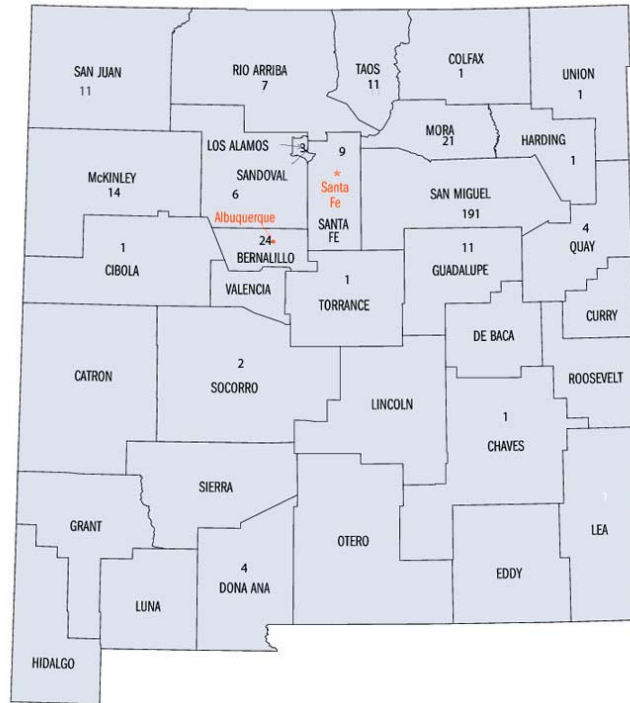
**New Mexico Highlands University
Main Campus**

**First-time Degree-seeking Freshman Cohort - Full-time and Part-time Students
from New Mexico High Schools**

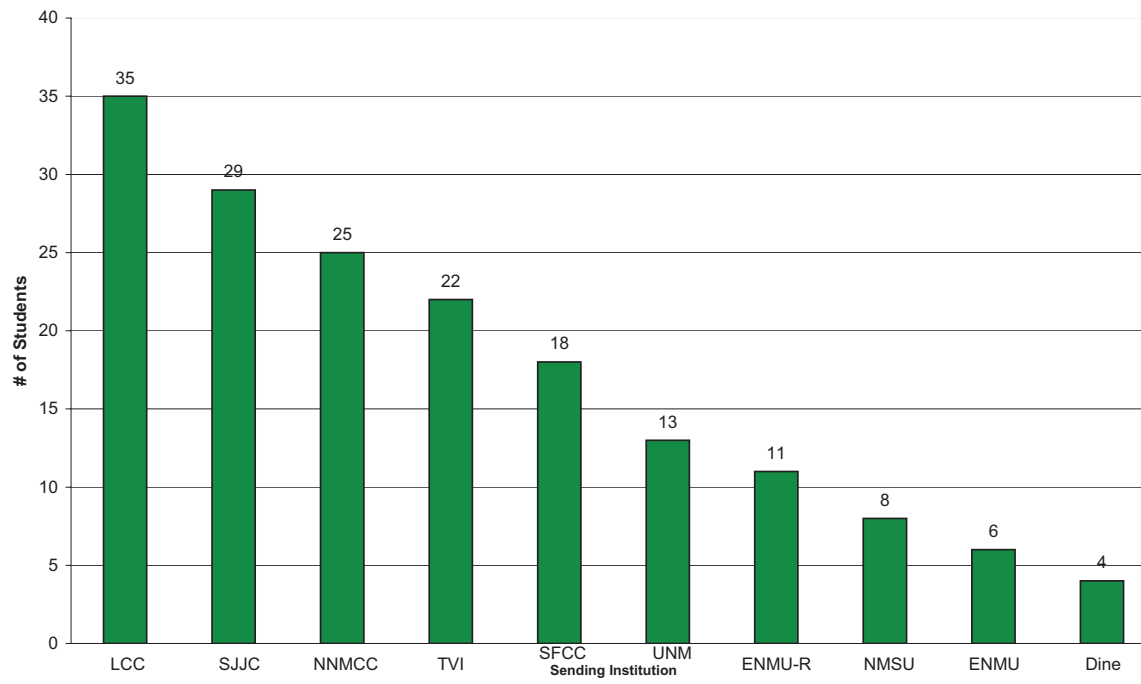
Enrollments in Developmental Courses

Course Type	Fall 2001		Fall 2002		Fall 2003	
	N	% of cohort	N	% of cohort	N	% of cohort
English	208	75%	175	71.10%	181	69%
Math	143	51.60%	136	55.20%	173	66%
Reading	Not Offered		88	35.70%	124	47.30%
Other						
Unduplicated count of students enrolled in only one developmental course	94	33.90%	67	27.20%	43	16.40%
Unduplicated count of students enrolled in two or more developmental courses	119	42.90%	124	50.40%	157	59.90%
Overall unduplicated count of students enrolled in developmental courses	213	76.80%	191	77.60%	200	76.30%
Total Number in Cohort	277		246		262	

County of Origin
Incoming Freshman
Fall 2003



Top Ten Sending Institutions to NMHU
Fall 2003



Section 3

Degree Programs

Undergraduate Programs of Study

College of Arts and Sciences

Department of Behavioral Sciences

Anthropology/Sociology (BA, BS)

With concentrations in:

American Indian Studies

Anthropology

Criminology

Sociology

Criminal Justice Studies (BA)

Psychology (BA, BS)

Anthropology (Minor)

Sociology (Minor)

Department of Communication and Fine Arts
Art (BA)

With concentrations in:

Liberal Arts

K-12 Education

Art, Pre-Professional (BFA)

Design Studies (BA)

Mass Communication (BA)

Music (BA)

With concentrations in:

Music Performance

Music Education

Visual Communication Design

Art History (Minor)

Audio/Video Production (Minor)

Performance and Direction (Minor)

Speech (Minor)

Department of Computer and Mathematical
Sciences

Computer Science (BA, BS)

With concentrations in:

Software/Hardware Systems (BS)

Information System (BA)

Individualized Program (BA, BS)

Mathematics (BS, BA)

Math and Computer Science for Secondary School

Teachers (BA)

Math and Computer Science for Elementary

School teachers (BA)

Computer Science (Minor)

With concentrations in;

Software/Hardware Systems

Information Systems

Cognitive Science (Minor)

Combined Science (Minor)

Department of Humanities

English (BA)

History (BA)

Social Studies (BA)

With a concentration in:

Secondary Teaching (Minor)

Political Science (BA)

With concentrations in:

Law Emphasis

Liberal Arts

Spanish (BA)

Philosophy (Minor)

Department of Natural Sciences

Biology (BS)

With concentrations in:

General Biology

Pre-Med zoology

Cell/Molecular Biology

Ecology

Teaching

Medical Technology

Biology for Teachers (Minor)

Chemistry (BS)

Environmental Geology (BS)

Environmental Science and Management (Minor)

Geology (Minor)

Forestry (BS)

Physics (BS)

Watershed Management (BS)

Interdepartmental

Cognitive Science (Minor)

Combined Science (Minor)

General Science (Minor)

General Science for Secondary School Teachers
(BA)

With concentrations in:

Environmental Science, Biology,
Geology, Chemistry, and Physics

College of Professional Studies

School of Business (ACBSP accredited)

Business Administration (BBA)

With concentration in:

Accounting

Finance

Management

Management Information Systems

Marketing

School of Education (NCATE accredited)

Bilingual Education (Minor)

Early Childhood Education (BA)

Elementary Education (AA, BA)

Secondary Education (Minor, Licensure)

Special Education (BA)

Department of Exercise and Sports Science

Coaching (Minor)

Health (BA)

With concentrations in:

Health Education

Health Promotion and Wellness

Pre-Professional

Human Performance and Sport (BA)

With concentrations in:

Athletic Training

Exercise Science

Leisure Services

Teaching

School of Social Work (CSWE accredited)

Social Work (BSW)

Graduate Programs of Study

College of Arts and Sciences

Department of Behavioral Sciences

Psychology (MS)

With concentrations in:

General Psychology

Clinical Psychology

Public Affairs (MA)

With concentrations in:

Applied Sociology

Southwest Studies (MA)

With concentrations in:

Anthropology

Department of Communication and Fine Arts

Media Arts and Computer Science (MA)

With concentrations in:

Digital Audio and Video Production

Design Studies

Department of Computer and Mathematical Sciences

Media Arts and Computer Science (MA, MS)

With concentrations in:

Cognitive Science

Computer Graphics

Multimedia Systems

Networking Technology

Department of Natural Sciences

Applied Chemistry (MS)

Life Science (MS)

With concentration in:

Biology

Environmental Science and

Management

Department of Humanities

English (MA)

With concentration in:

Literature

Language, Rhetoric, and

Composition

Creative Writing

Public Affairs (MA)

With concentrations in:

Political and Governmental Processes

Historical and Cross-Cultural Perspectives

Southwest Studies (MA)

With concentrations in:

History/Political Science

Hispanic Language and Literature

College of Professional Studies

School of Business (ACBSP accredited)

Business Administration (MBA)

School of Education (NCATE accredited)

Education (MA)

With concentrations in:

Counseling and Guidance

With emphasis in:

School Counseling

Professional

Counseling

Rehabilitation

Counseling

Educational Leadership

Special Education

Curriculum and Instruction

With emphasis in a variety of areas such as:

English, Math, History, Bilingual Education

Department of Exercise and Sports Science

Human Performance and Sport (MA)

With concentrations in:

Sports Administration

Teacher Education

School of Social Work (CSWE accredited)

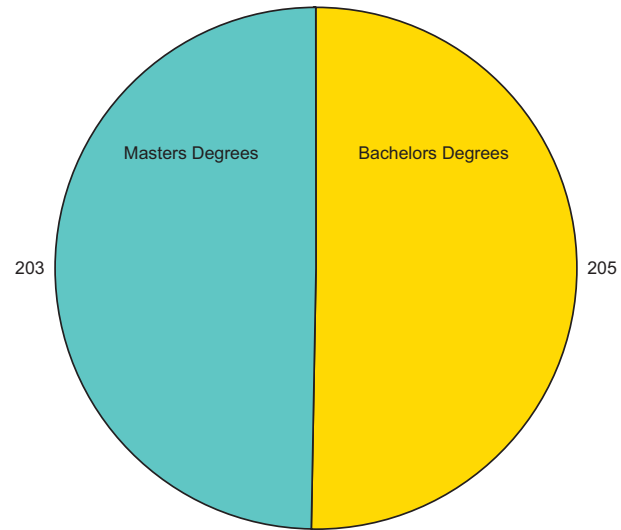
Social Work (MSW)

Clinical Social Work Practice

Community and Administration Practice

Direct Practice

**New Mexico Highlands University
Bachelors vs Masters Degrees Awarded**



Degrees awarded for summer 2003, fall 2003, and spring 2004

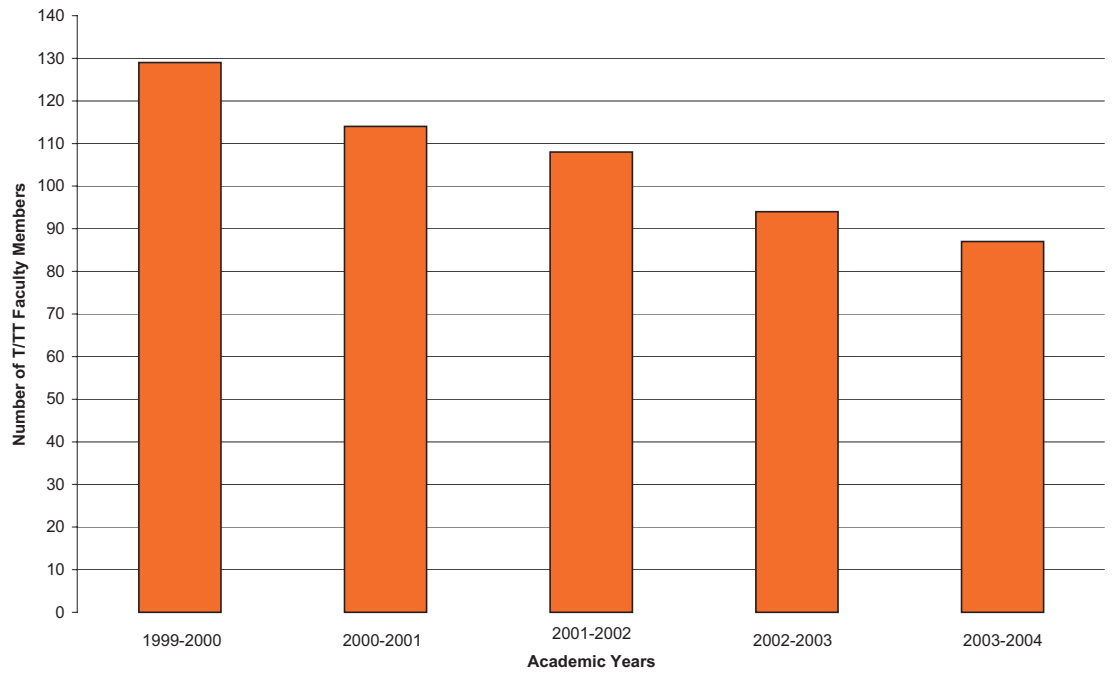
Section 4

Faculty

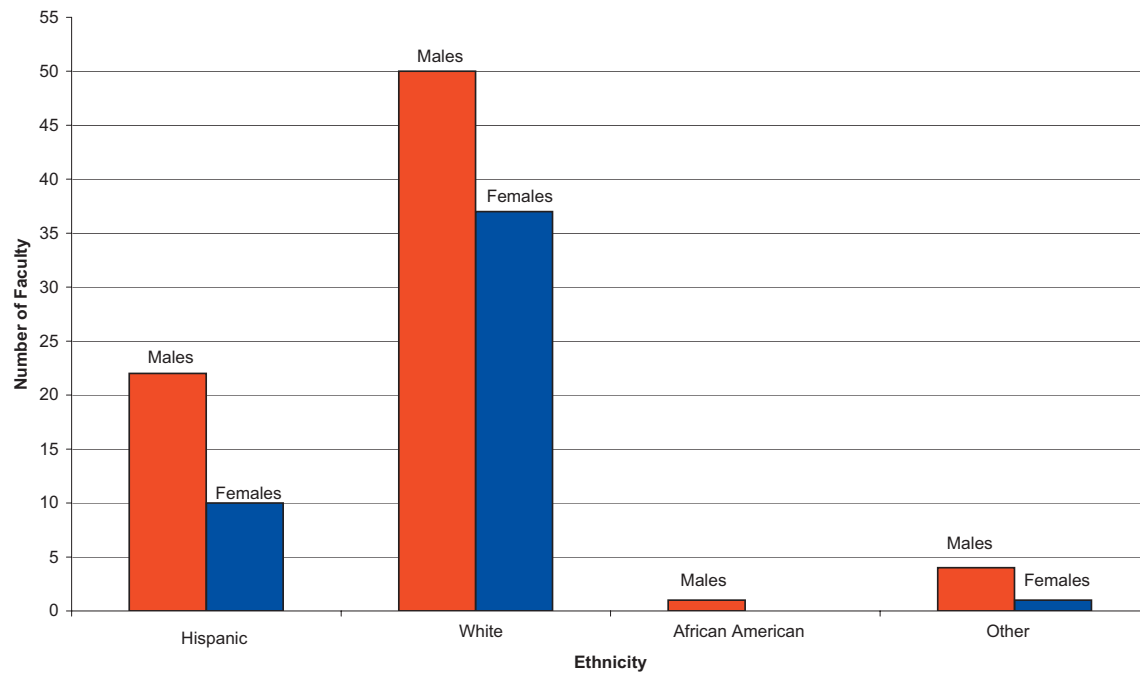
Tenure and Tenure-Track Faculty Positions by School/Department and Academic Year

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Behavioral Sciences	10	10	10	9	9
Business	12	13	9	9	9
Communication & Fine Arts	11	7	7	6	6
Computer & Math Sciences	16	15	16	9	7
Education	26	22	24	22	19
Humanities	21	19	18	16	14
Natural Sciences	13	12	11	12	12
Social Work	20	16	14	11	11
Totals	129	114	108	94	87

Tenure and Tenure Track Faculty Positions



**Fulltime Faculty Demographics
Fall 2003**



Section 5

Staff

**Full-Time Staff
Fall 2003**

	Administrators	Professional	Clerical	Maintenance	FTTech
Males	11	54	6	48	18
Females	3	75	81	9	6
African American	0	4	2	0	0
American Indian	0	4	0	0	1
Asian/Pacific/Islander	0	0	0	0	0
Hispanic	10	74	73	47	19
White	4	41	9	0	3
Other/No Response	0	6	3	0	1
Totals	14	129	87	47	24

Section 6

Financial Aid

**Aid Awarded to Enrolled Undergraduates
AY 2002-2003**

	Need-Based	Non Need-Based
Federal	\$3,810,419	\$787,354
State	335,060	506,492
Institutional	-	225,255
External Scholarships/Grants	-	143,637
Total Scholarships/Grants	\$4,145,479	\$1,660,738
Student Loans	\$4,917,284	\$1,898,254
Federal Work Study	468,667	-
State Work Study	232,025	687,106
Total Self-Help	\$5,617,976	42,585,360
Parent Loans	\$18,701	-
Tuition Waivers	\$90,884	-
Athletic Awards	\$435,475	-

Number of Enrolled Students Awarded Aid

Degree seeking undergraduates	1186
# who applied for need-based aid	1056
# who qualified	964
# awarded any financial aid	939
# awarded need-based scholarship/grant	772
# awarded need-based self-help aid	658
# awarded non need-based scholarship/grant aid	588
# awarded any financial aid whose need was fully met	115
Overall percent whose need was fully met	29%
Average financial aid package	\$3,830
Average need-based scholarship/grant	\$3,223
Average need-based self-help award	\$3,207
Average need-based loan	\$3,446

Section 7

Budget, Revenues, and Resources

Revenues by Source
Estimated Actuals 2003-2004

Source	Unrestricted	Restricted
Tuition and Fees	6,240,588	0
State Government Appropriations	24,473,100	0
Federal Government Grants/Contracts	0	11,023,908
State Government Grants/Contracts	0	5,549,362
Private Gifts Grants/Contracts	0	1,724,100
Endowment/Land/Permanent Fund	137,914	0
Sales and Services	2,604,095	0
Other Sources	2,027,270	0

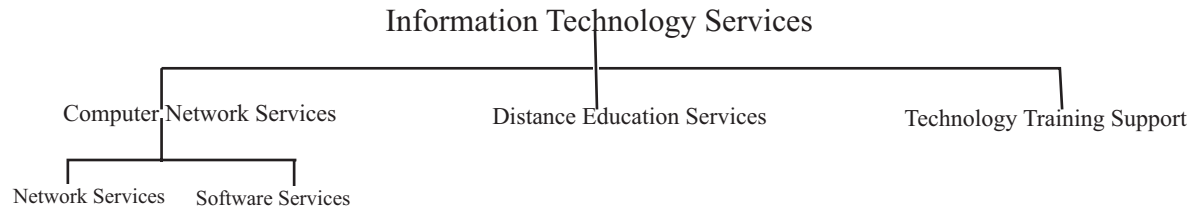
**Summary of Salaries
Estimated Actuals 2003-2004**

Category	Unrestricted		Restricted	
	FTE	Amount	FTE	Amount
Professional Salaries	122.01	4,941,737	82.75	3,306,800
Full-Time Faculty	96.7	4,413,016	12	575,000
Part-Time Faculty	93.63	1,620,105	0	0
Clerical Salaries	70.92	1,667,500	20.5	483,000
Technical Salaries	91.9	1,585,788	17.8	356,000
GA/TA Salaries	16.96	504,474	.87	26,000
Other Salaries	63.85	929,682	14.52	211,480
Federal Work Study	13.08	190,501	29.27	426,200
State Work Study	3.82	55,654	8.99	130,920
Totals	572.87	15,908,457	186.71	5,515,400

Section 8

Information Technology Services

Organizational Chart for Information Technology Services



Distance Educational Services

- **Off Campus Instruction** - Traditional on-site courses are designed for students who need to complete an undergraduate or graduate degree, licensure, or endorsement requirement. Some partners may request selected topics courses to fulfill professional development requirements. Our clientele consists of state and private agencies. School district sites include: Grants, Raton, Los Lunas, Dulce, Tucumcari, Taos, Las Vegas, Hatch, Clayton, and Springer. Agencies include: Advance Placement, Regional Education Cooperative in Raton, Northeastern Education Foundation in Raton, Gear UP, Kessleman and Jones, Inc.
- **Internet Base Instruction** - Web-based instruction is electronic communications technology used to reach out to students. WebCT is the course management tool for delivering the courses on-line and allows for professor and student interaction. Departments that offer courses via this medium are: School of Business, School of Education, School of Social Work, and the English Department.
- **Televised Based Instruction** - Televised-based instruction brings the professor and the student into an interactive environment through electronic communications technology. Departments that offer courses via this medium are: School of Business, School of Education, School of Social Work, and the Spanish Department. All ITV will be converted to IP and will be two-way interactive voice and video.

Technology Training Support

Technology Training Support-Title V staff members support university faculty, students, and staff with integrating technology into instruction by providing training on ITV and WebCT, instructional design or course redesign, and development and assessment of distance learning and main campus courses.

TTS-Title V also provides instruction to students that familiarizes them with WebCT, Banner Web, and student e-mail.

Wireless Internet Connectivity

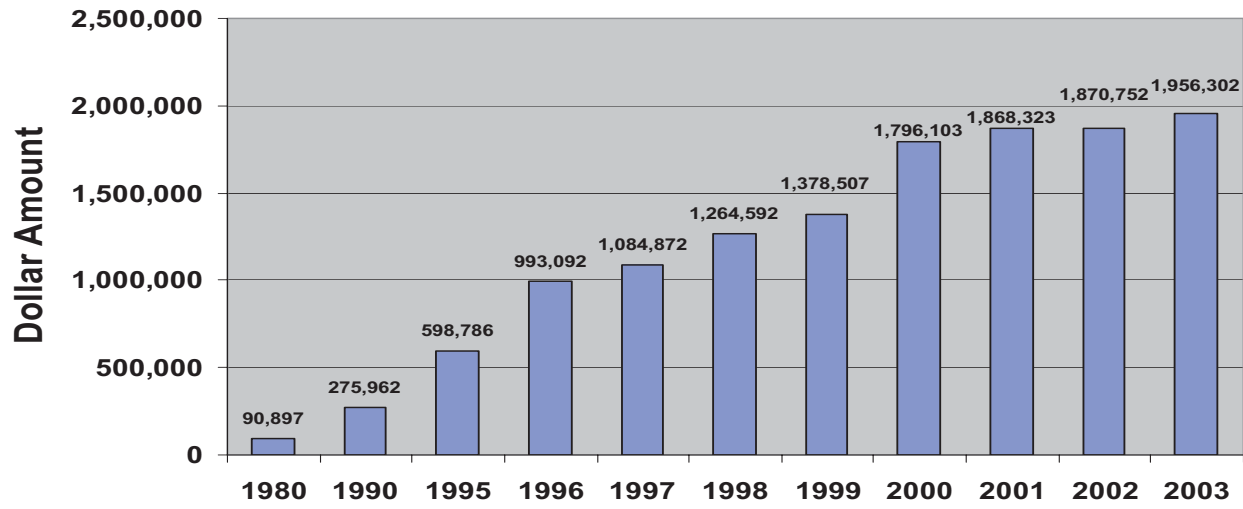
Service Hotspots

- Donnelly Library G-35
- The entire Hilton Science and Technology Center
- Kennedy Hall
- The Student Center
- Numerous academic classrooms
- Central Park
- Athletic fields

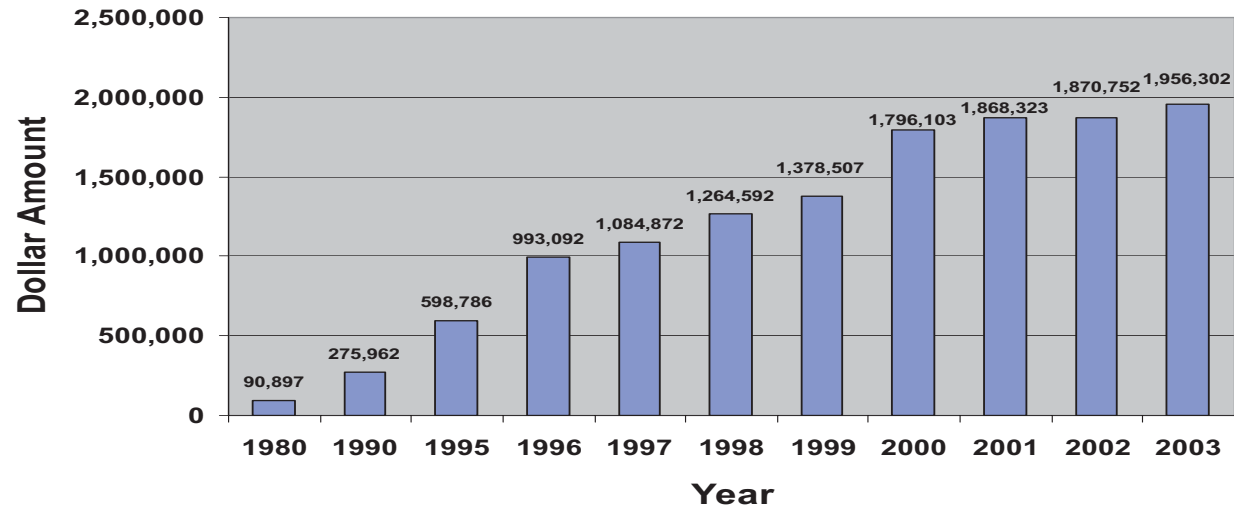
Section 9

Grants & Contracts

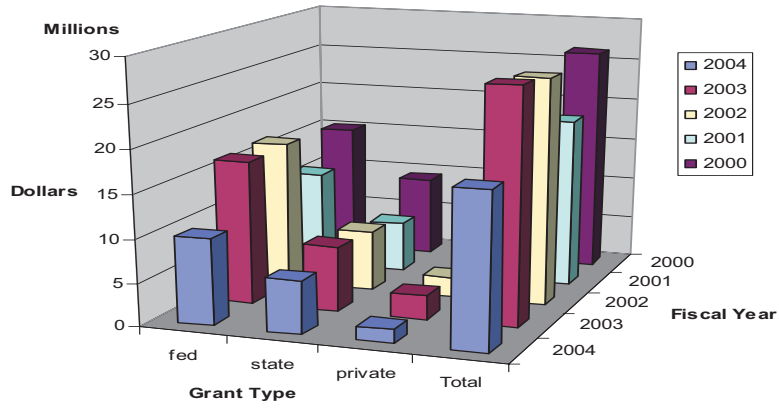
Indirect Costs (F & A)



Indirect Costs (F & A)



NMHU Budget Analysis



60

	fed	state	private	Total
■ 2004	10,001,225	6,107,151	1,612,005	17,720,380
■ 2003	16,686,980	7,565,644	2,787,624	27,040,247
■ 2002	16,922,407	7,112,654	2,328,309	26,363,370
■ 2001	11,335,768	5,895,926	2,572,602	19,804,296
■ 2000	15,201,640	9,417,297	1,851,073	26,470,011

Section 10

Outcomes Assessment

NMHU Outcomes Assessment

NMHU's Outcomes Assessment program for the core curriculum consists of an Institutional Portfolio. The Outcome's Assessment Committee works closely with the SOARS in directing the design and implementation of the Institutional Portfolio.

The IP consists of a set of student assessments collected from the 45 NMHU core courses gathered on a semester basis. Evaluation of the IP materials are conducted by the Institutional Portfolio committee, a committee approved by the Faculty Senate in February 2003 with faculty representation from the College of Arts and Science and the three Schools, Business, Education, and Social Work. The evaluation process involves an examination of the student assessments from each course to determine the extent to which the students are meeting one or more of the core curriculum outcomes shown below:

- communication skills to function effectively in society
- critical thinking skills to function effectively in society
- basic information and intellectual processes to function effectively in society
- ability to access, manipulate and use data and other information to function effectively in society

Table 1
Program Use of Outcomes Assessment Data

<p>Designed a rubric for a program portfolio</p> <p>Developed a longitudinal database to include outcomes assessment data</p> <p>Revised program student outcomes and program assessment tools</p> <p>Provided increased opportunities in courses for students to demonstrate oral and written presentation skills/competencies in their program</p> <p>Added a research methods course to program requirements</p> <p>Monitor students' progress in their field based project</p> <p>Added a case study component to the oral exam</p> <p>Developed a 1 hour seminar for student preparation of state certification tests</p> <p>Modified course evaluation instruments used by a program curriculum committee</p> <p>Modified admissions committee screening process</p> <p>Reviewed Outcomes Assessment Program in context of accreditation agency requirements</p> <p>Hired a cell biologist under the BRIN program to assist in curriculum integration of appropriate skills/knowledge in the core biology curriculum</p> <p>Started alumni database</p> <p>Conducted curriculum review to determine course overlap</p> <p>Modified evaluation instrument for senior project</p> <p>Upgraded the computer lab for tutoring</p> <p>Results of assessments integrated into academic advisement</p> <p>Reexamined capstone experience requirement</p> <p>Conducted in-class critiques of student-produced videotapes</p> <p>Implemented structured tutorials for different software programs</p> <p>Conducted alumni surveys to obtain another type of assessment measure and aligned the measure with student outcomes</p> <p>Added course content in problem solving and critical thinking</p> <p>Increased writing requirements in coursework</p> <p>Instituted a teacher mentor program to address weaknesses in pedagogy and composition</p> <p>Identified need for additional full-time faculty to offer larger and necessary scope of courses in undergraduate program</p>
