

FACT BOOK

New Mexico
Highlands University



2005-2006

Want to know about NMHU ?

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Overview

The Annual NMHU Fact book is a publication of the Institutional Research unit in the Office of the Vice President for Finance and Administrative Services. Institutional Research is the official source of University statistics that are provided to the State of New Mexico—Higher Education Department, IPEDS, faculty, staff, students, and countless other constituencies who require such data.

This statistical information is utilized for, and supports, decision making processes within all academic and administrative units of the University, Faculty Senate and various committees within the Institution, the Board of Regents, state and federal agencies, and professional and private organizations.

Institutional Research coordinates the collection of data, preparation of reports, and the submission of files. It also publishes research reports that reflect information gathered from current or archived files.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and other reports contact our office at 505 454-3026, (FAX) 505 454-3558.

Quick Facts

Location-Main Campus:	Las Vegas, NM
University President:	Manny Aragón
Board of Regents President	Javier Gonzales
Homepage Address:	www.nmhu.edu
Office of Admissions Phone Number:	1-800-338-6648
University Accreditation:	The Higher Learning Commission and a member of the North Central Association of Colleges and Schools

Organizational Structure

Centers	4
Colleges	1
Schools	3
Academic Departments	6

Fall 2004 Headcount Enrollment

Undergraduate	1,931
81 Graduate	1,819

Academic Year 2004-2005 Tuition & Fees

Undergraduate Resident	\$2,280
Undergraduate Nonresident	\$9,624
Graduate Resident (9 hrs.)	\$1,818
Graduate Nonresident (9 hrs.)	\$7,686

Academic Year 2004-2005

Room and Board	\$4,274
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2004-2005 Degrees Awarded

Bachelor's	331
Master's	219

Total Living Alumni 14,527

Fall 2004 Employee Headcount

Faculty	
Full-time Staff	370

2004-2005 Revenues \$55,652,022

Tuition & Fees	14%
State Appropriations	46%
Contract & Grants	28%
Sales & Services	5%
Private Gifts	3%
Other	4%

Strategic Plan Executive Summary

New Mexico Highlands University recognizes it has the responsibility to take a major, visionary leadership role in forging a more efficient and effective method for delivering desperately needed higher education to a far greater number of Northern New Mexicans. It also has a duty to assist public schools, where appropriate, to improve the quality of education in grades K-12. To accomplish this goal, the University will move aggressively to conceptually create a regional University system through partnership arrangements with educational institutions and public- and private-sector entities, maximize the use of technology in teaching and learning, provide region-relevant programs, and provide for the required resources to insure and reward quality faculty and staff and quality facilities. Such partnerships will be essential in the face of limited state resources and historically underserved and changing needs in the region.

The Strategic Plan recognizes that the University can adjust to changing needs brought about by technological advances and societal demands, take its robust record of service in a region plagued by economic distress and catapult itself into an era of unprecedented opportunities and challenges, mindful of its role to work with a population that includes those whose economic standing historically has not permitted successfully attaining a degree in higher education.

The vision of New Mexico Highlands University is to become the premier Hispanic Serving Institution in the country, providing an unrivaled quality education in a welcoming, multicultural-oriented setting. The University will achieve this lofty objective by concentrating on ways in which Hispanics, Native Americans, other minority students and majority culture students contribute to each other's mutual benefit, and by concentrating on how the multi-cultural and diverse faculty and staff which represents each of these groups can harmoniously and productively work together to provide the programs and resources dictated by this plan in an unprecedented laboratory of human experiment and resulting accomplishments, while emphasizing Spanish language learning in all disciplines.

At the core of the University's work is the recognition that America's long-term goal of equal opportunity for all still yearns to be fulfilled. Education - the potential "great equalizer" - holds the best promise for such fulfillment. But conditions surrounding the lives of many Hispanics, Native Americans and other minorities for too long have served as obstacles to educational attainment. New Mexico Highlands University will be recognized as the flagship University that engages Americans - including faculty, students, and staff - from all walks of life.

The University will be renowned for its vision that fosters integrity, respect, tolerance, trust, openness, fairness, quality performance, equity and accountability. It will promote programs that recognize and develop inherent strengths of the region and the students it serves, identify and resolve current and future social and economic development needs in Northern New Mexico, enhance academic programs that place special emphasis on already strong programs and develop new ones that are historically or geographically relevant.

The University will heavily recruit students from Northern New Mexico, attract students from other parts of the state, the country and internationally, and take unprecedented initiatives to retain them to graduation. Emphasis will be placed on first-generation "college-going" students. The University's goal is to ensure that limited household finances do not deprive students of this economically stressed region from enrolling and staying in school.

The University will link efforts with regional and state public and private agencies for mutual economic benefit, move to full partnership with other post-secondary institutions, local com-

munities and the public schools in order to maximize benefits from limited resources. Consideration will be given to shared authority and responsibility for all post-secondary education in Northern New Mexico through partnering arrangements for shared faculties, facilities, degrees, mergers, 2+2 programs, inverted degree programs, strategically located graduate centers. Prominent in these partnerships that Highlands University will pursue will be Luna Community College, San Juan College, Santa Fe Community College, and Northern New Mexico Community College all of whom continue to provide invaluable educational services in Northern New Mexico.

New Mexico Highlands University will prepare for and mount an aggressive capital campaign to insure the necessary resources for the programs offered, competitive salaries for faculty and staff, and to provide the physical plant necessary for student-friendly, community-oriented Main Campus and Centers. Additionally, the University will also effectively use state-of-the-art technology to significantly improve learning, research, teaching, administration and communication.

The Mission of New Mexico Highlands University is to serve the global community by integrating education, research, public service, and economic development while celebrating the distinctive Northern New Mexico cultures and traditions. This will be achieved through a University-wide commitment to quality student-centered education, recognition of the growing importance of the Spanish language to our nation's interests, and acknowledging the many responsibilities of the University to residents of Northern New Mexico as the principal higher education institution in the region.

Highlands University will maintain an emphasis on developing broadly literate citizens and leaders, educated in analytical and critical thought, and in the appreciation of the arts and sciences. The University will turn to collaborative arrangements with other institutions, research agencies, and the corporate world to develop and deliver new models for baccalaureate and graduate programs in areas such as engineering, forestry management, watershed management, and bilingual programs in the professional schools. Relying on well-developed, diverse academic programs that meet the needs of our changing world, Highlands seeks to empower the region's ethnic populations, and all students, to achieve full involvement in the activities of society.

Vision:

New Mexico Highlands University is the premier Hispanic Serving Institution in the country, while emphasizing all forms of diversity, providing an unrivaled quality education, and nourishing hearts and minds in an innovative, technologically advanced, multicultural learning centered community.

Mission:

New Mexico Highlands University is a diverse comprehensive University serving the global community by integrating education, research, public service, and economic development, while celebrating our distinctive Northern New Mexico cultures and traditions. We achieve this through a University-wide commitment to quality student-centered education, recognition of the growing importance of the Spanish language to our nation's interests, and an acknowledgement of our many responsibilities to residents of Northern New Mexico as the principal educational institution in the region.

Javier M. Gonzales, Chairman

Javier Gonzales is an Associate Partner in the Accenture Government Practice. His primary responsibility is to serve as the National Business Development Director for local government. Prior to joining Accenture, Javier served eight years as a Santa Fe County Commissioner. During his term as County Commissioner, Javier was elected as the President of the National Association of Counties (NACo) and was the first Hispanic to serve as President in the organization's 66 year history, as well as the youngest. Javier is a co-owner in his family business KSWV AM81 Radio Que Suave. It is Northern New Mexico's largest privately owned radio station.



Ricky Serna, Member

Ricky Serna is a native of Española, New Mexico and a graduate of Española Valley High School. He received his Bachelor of Arts in Elementary Education in the fall of 2004 and is currently pursuing a Master of Arts in Educational Leadership. He was appointed to the Board of Regents of New Mexico Highlands University by Governor Bill Richardson in January 2005, and was appointed to Chair the Student Affairs Committee of the Board of Regents. Mr. Serna received several student recognitions including: nomination for Outstanding Student Teacher, three Academic Leadership Awards, Deans List, and was a recipient of the Collaborative for Excellence in Teacher Preparation Scholarship. Mr. Serna served as a Resident Assistant, Resident Director, President of the Activities Board, ASNMHU Student Senator - 2004-2005, a voting member of the Associated Students of New Mexico, and was appointed ASNMHU Attorney General for the 2005 - 06 Academic Year. His aspirations are to continue a career in public education. He is the son of Edna Serna.



Mari-Luci Jaramillo, Vice Chairperson

Mari-Luci Jaramillo of Albuquerque, is Vice Chair of the NMHU Board of Regents describes herself proudly as the daughter of a shoemaker and the child of immigrants. She received a master's degree in education from Highlands University and a doctorate from the University of New Mexico. She worked in the public schools, teaching English as a second language. She was Vice President for Student Affairs at the University of New Mexico. In 1977, she was appointed by President Jimmy Carter to serve as U.S. Ambassador to Honduras. She also served as Assistant Deputy Secretary of State for Latin America and later was appointed by President Bill Clinton to serve in the Pentagon. A civil rights advocate all her life, Jaramillo retired in 1995.



John Loehr, Member

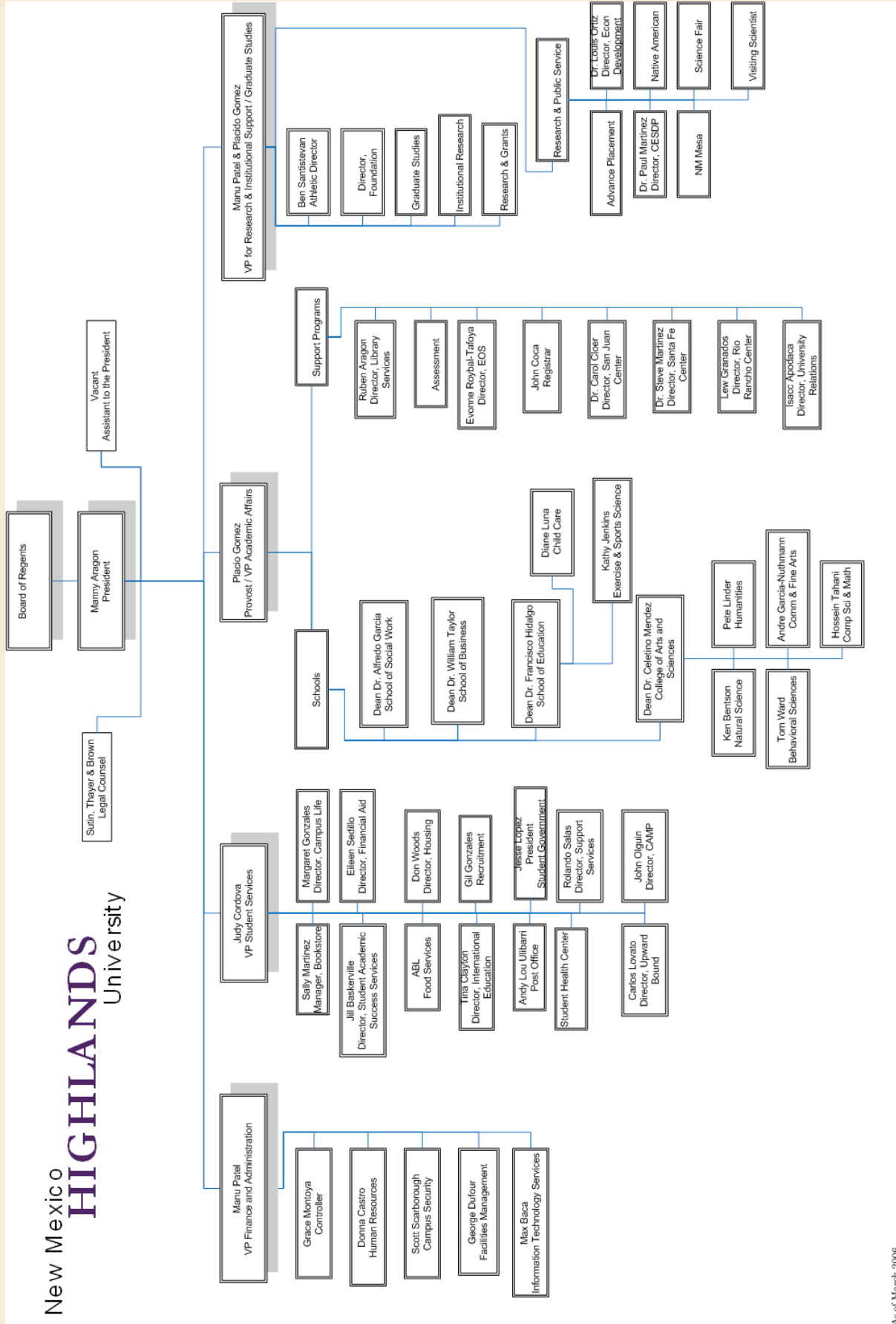
John G. Loehr, a native of New Yorker, is graduate of Farmington High School and an alumnus of Highlands (BA '64). He began his career with the West Las Vegas Public Schools, moving on to the Westinghouse Learning Corporation and Massey Ferguson in Toronto, Canada. He spent the early 1970's in California as Vice President of an educational technology and publishing firm, operating private day schools. Upon returning to New Mexico, he became the founding Superintendent of Education of the Alamo Navajo Reservation School. He began a business management consulting business in 1981 and worked in London, Paris and Geneva, heading up a firm of consultants to British Airways, the London Underground and European telecommunications and IT companies. In 1992 he sold his business interests and returned to New Mexico. He is an avid bicyclist, an experienced private pilot, a venture capitalist, and a partner in a small California winery. A widower, Loehr is the father of four grown children and grandfather to twelve. Loehr, who has homes in Corrales and Montezuma New Mexico, was first appointed to the Highlands Board of Regents in 1998 by then Governor Gary Johnson. Loehr left the Regents when he was appointed by Governor Bill Richardson to the Commission on Higher Education. He has also served on several of Governor Richardson's transition teams and as a trustee of the United World College in Montezuma. He is a board member of Big Brothers/Big Sisters of Santa Fe and served on the Highlands University Foundation Board. Upon appointing Loehr to the Board of Regents Governor Richardson said, "John Loehr is a tough-minded, insightful, and highly effective educator and leader. He knows well both the educational and financial worlds, having been successful in both. I've asked him to help at Highlands and to strengthen our team there."

Walter G. Adams, Secretary/Treasurer

Walter G. Adams, a native of Las Vegas, New Mexico, attended the West Las Vegas Schools and New Mexico Highlands University. He has been a member of the West Las Vegas School Board since 1992 and has served as their Board Chairman for the past five years. Adams recently retired from the New Mexico Department of Transportation, where he was District 4 Area Maintenance Superintendent in charge of maintenance operations. He is a recipient of the Department's Best Special Crew Award. Adams has been involved with the Las Vegas schools and community for many years. He has served on many boards, including Foster Grandparent Senior Companions Advisory Board, New Mexico Highlands University Stu Clark Invitational Basketball Committee and the City of Las Vegas Recreational Committee. He has also served as West Las Vegas Booster Club President, MESA parent advisor, member of the Parent Teacher Organization and has coached several team sports. Walter and his wife, Romie, have two children.



Organizational Structure



As of March 2006

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 or Minor)

With concentrations in: Liberal Arts; K-12 Education

Art; Pre-Professional (BFA)

Music (BA)

With concentrations in: Music Performance; Music Education

Art History (Minor)

Media Arts (BA, BFA or Minor)

Department of Computer and Mathematical Sciences

Computer Science (BA, BS or Minor)

With concentrations in: Software/Hardware Systems (BS, Minor); Information Systems (BA, Minor); Individualized Program (BA, BS)

Engineering (BSE)

Mathematics (BS, BA)

Math and Computer Science for Secondary School Teachers (BA)

Math and Computer Science for Elementary School Teachers (BA)

Computer and Mathematical Modeling (BS)

Physics (Minor)

Department of Humanities

English (BA)

History (BA)

Social Studies (BA)

With concentrations in: Secondary Teaching (Minor)

Political Science (BA)

With concentrations in: Law Emphasis; Liberal Arts

Spanish (BA)

Philosophy (Minor)

Religion Studies (Minor)

Department of Natural Sciences

Biology (BS)

With concentrations in: Teaching; Medical Technology

Biology for Teachers (Minor)

Chemistry (BA or BS)

Environmental Geology (BS)

With concentrations in: Geology; Watershed Management

Environmental Science and Management (Minor)

Geology (Minor)

Forestry (BS)

With concentrations in: Forestry; Wildland Fire

Interdepartmental

Cognitive Science (Minor)

Combined Science (Minor)

General Science (Minor)

General Science for Secondary School Teachers (BA)

With concentrations in: Biology; Geology; Chemistry; and Physics

School of Business (ACBSP accredited)

Business Administration (BBA)

With concentration in: Accounting

Finance

International Business

Management

Management Information Systems

Marketing

School of Education (NCATE accredited)

Bilingual Education (Minor)

English as a Second Language (Minor)

Early Childhood Multicultural 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: Media Arts

Department of Computer and Mathematical Sciences

- Media Arts and Computer Science (MA, MS)
 - With concentrations in: Computer Science

Department of Natural Sciences

- Applied Chemistry (MS)
- Life Science (MS)
 - With concentration in: Biology; Natural Resource 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; Anthropology

School of Business (ACBSP accredited)

- Business Administration (MBA)
 - With concentrations in: General Management; Human Resource Management; International Business; Non-Profit Financial Management

School of Education (NCATE accredited)

- Education (MA)
 - 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

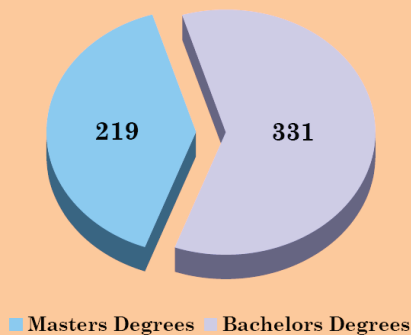
Department of Exercise and Sports Science

- Human Performance and Sport (MA)
 - With concentrations in: Sports Administration; Teacher Education

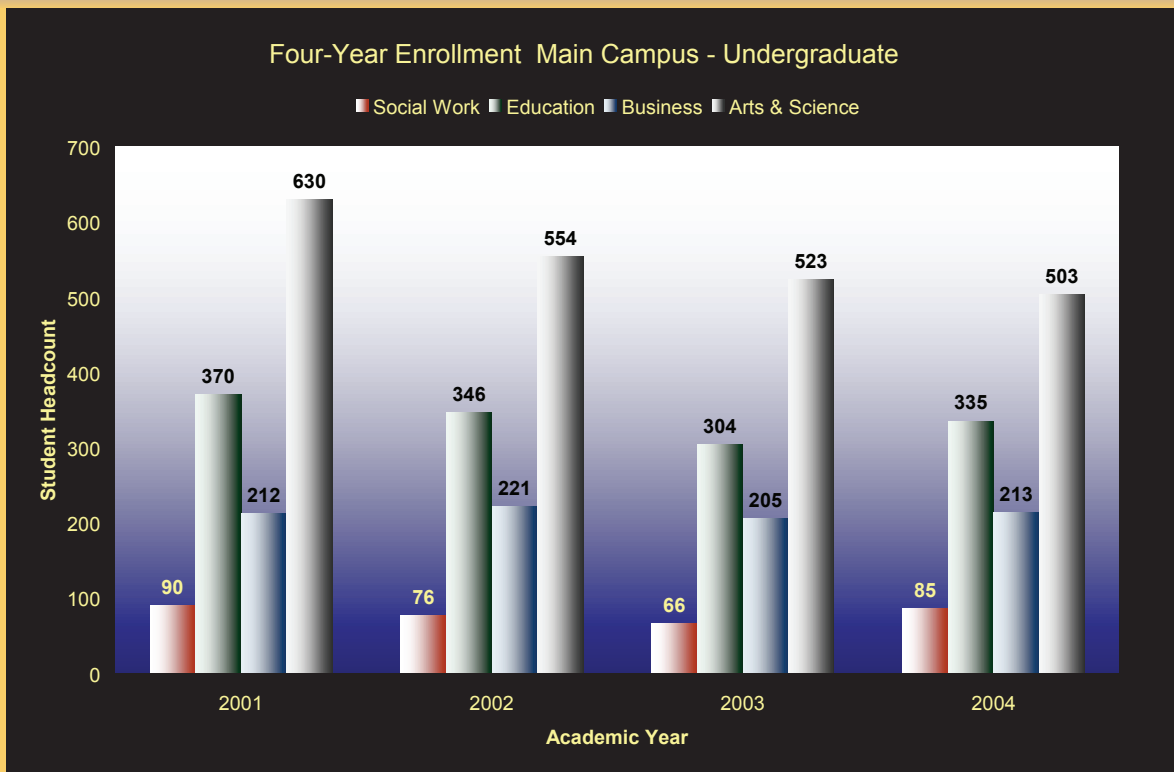
School of Social Work (CSWE accredited)

- Social Work (MSW)
 - Clinical Practice
 - Community Organization
 - Bilingual/Bicultural Social Work Practice

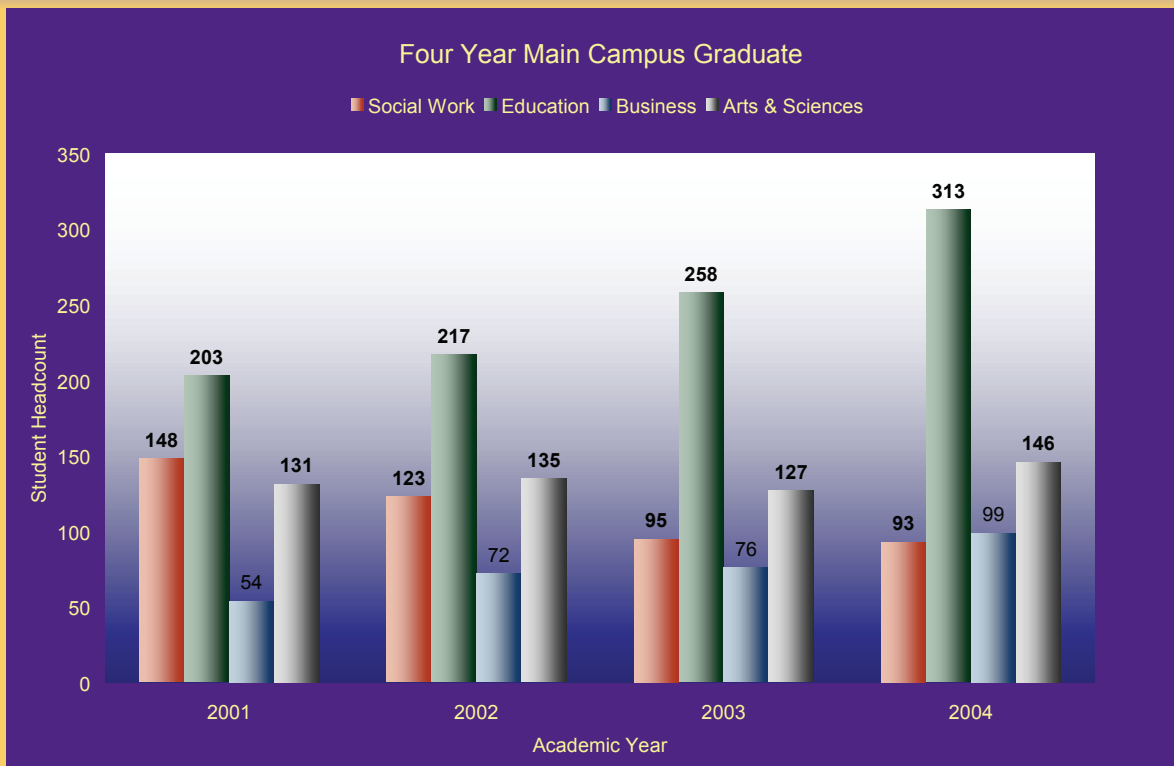
**New Mexico Highlands University
Bachelors vs. Masters Degrees
Fall 2004 Spring 2005 Summer 2005**



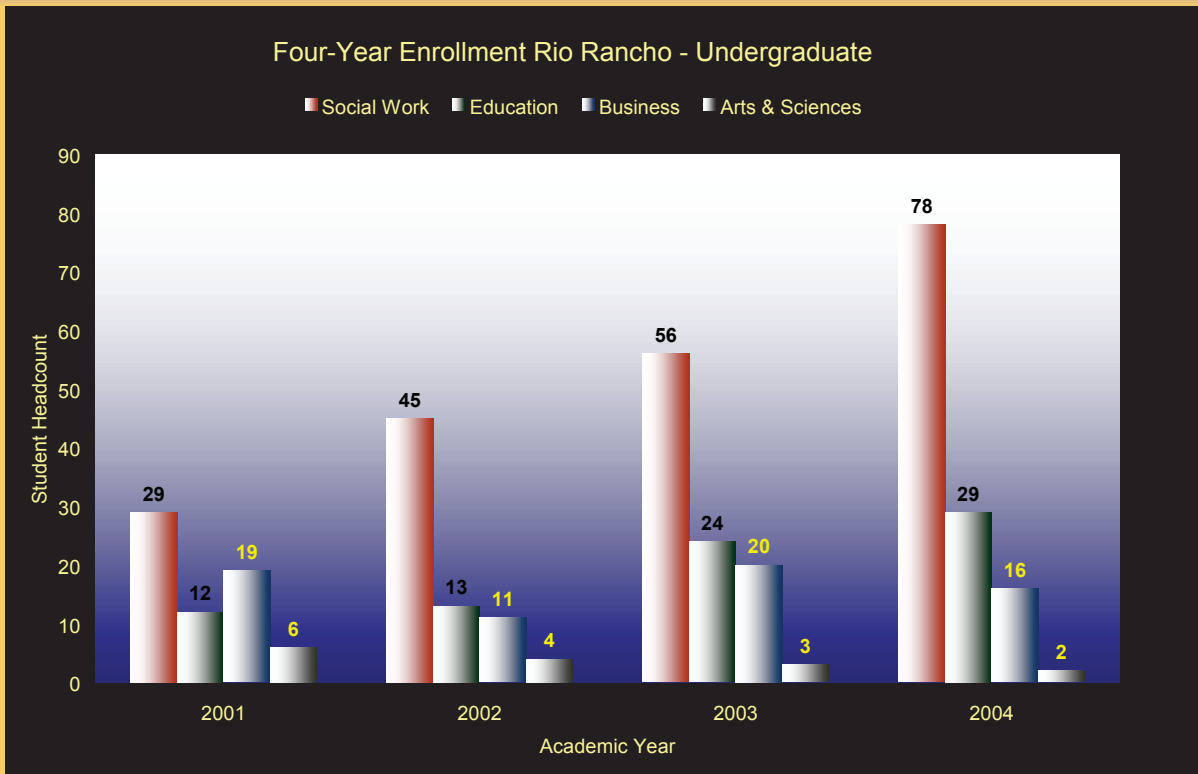
Enrollment Main - Campus - Undergraduate



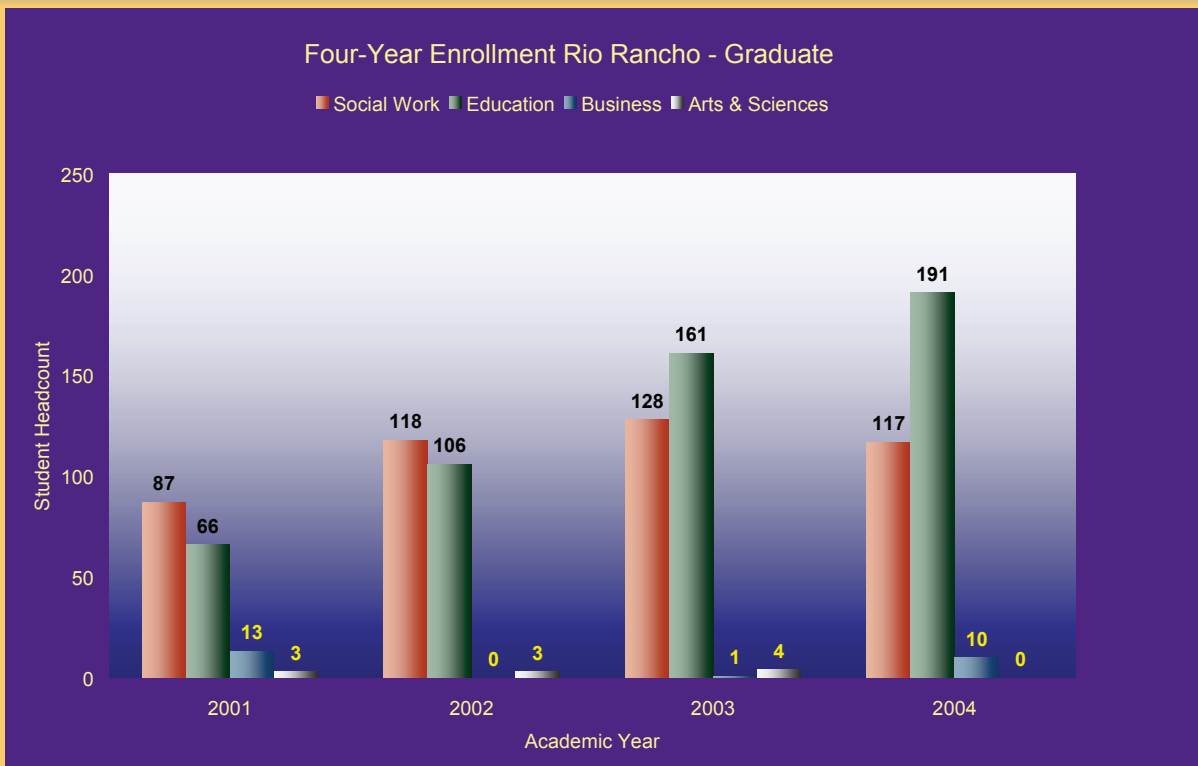
Enrollment Main - Campus - Graduate



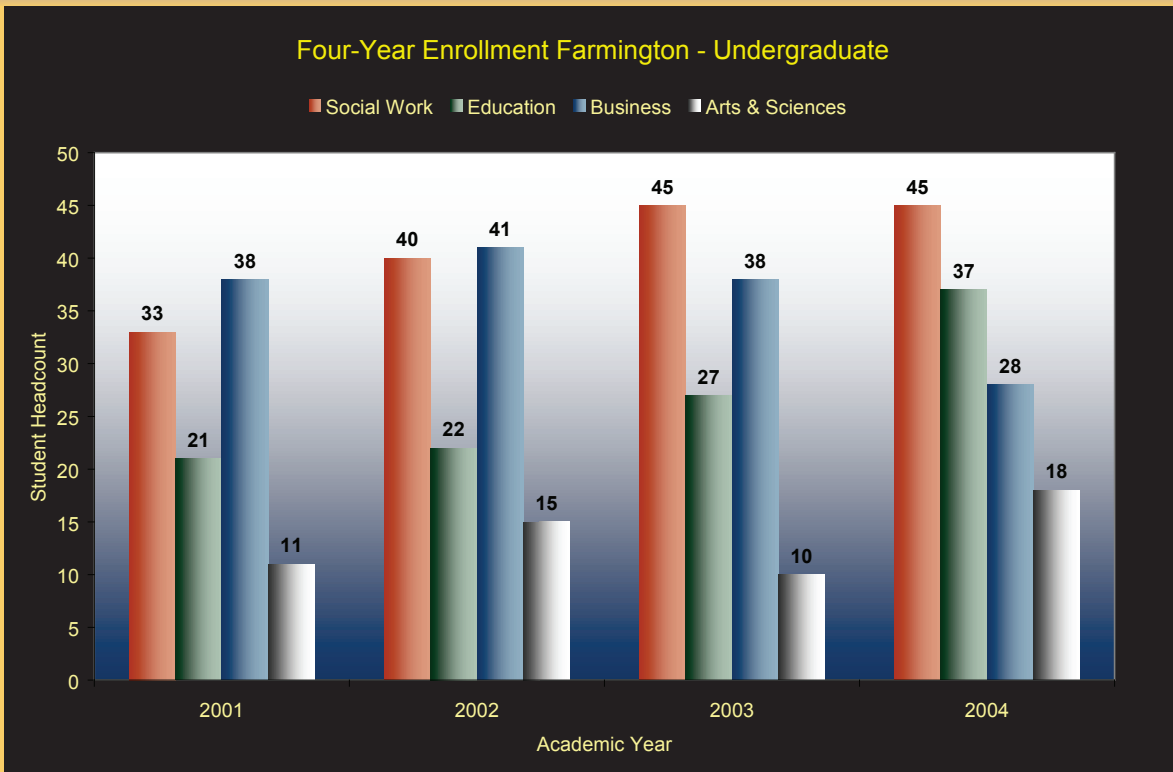
Enrollment Rio Rancho - Center - Undergraduate



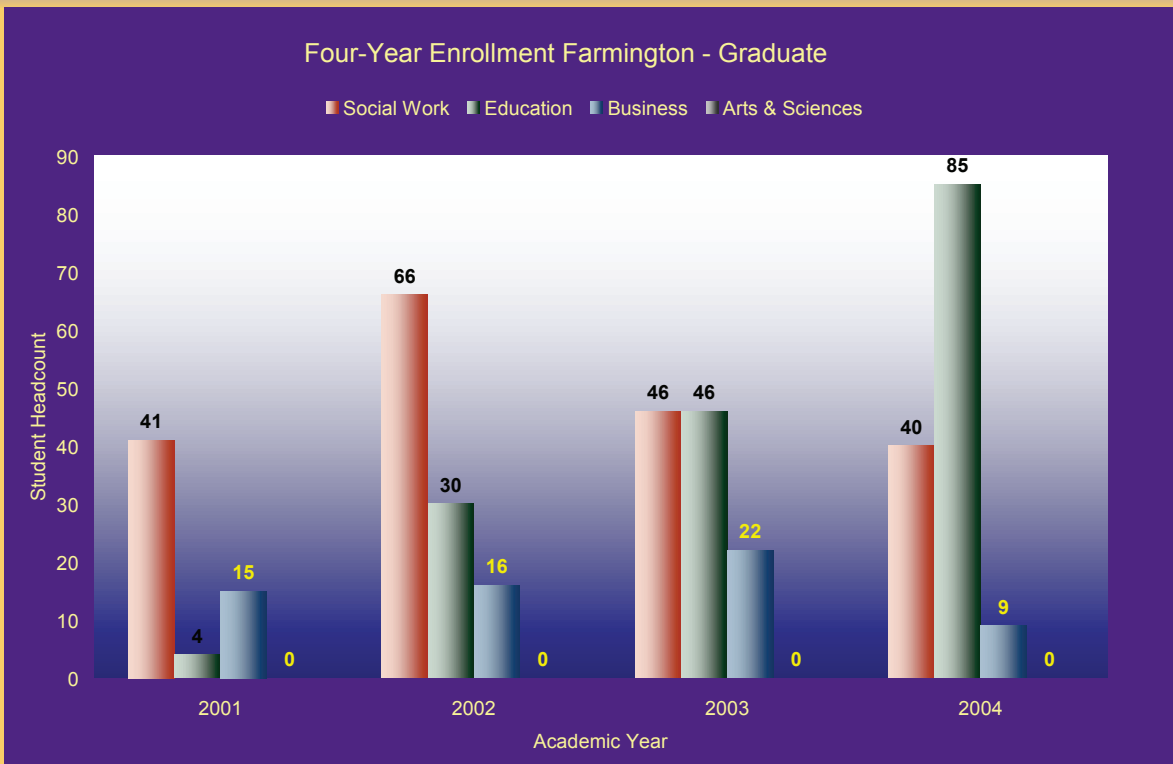
Enrollment Rio Rancho - Center - Graduate



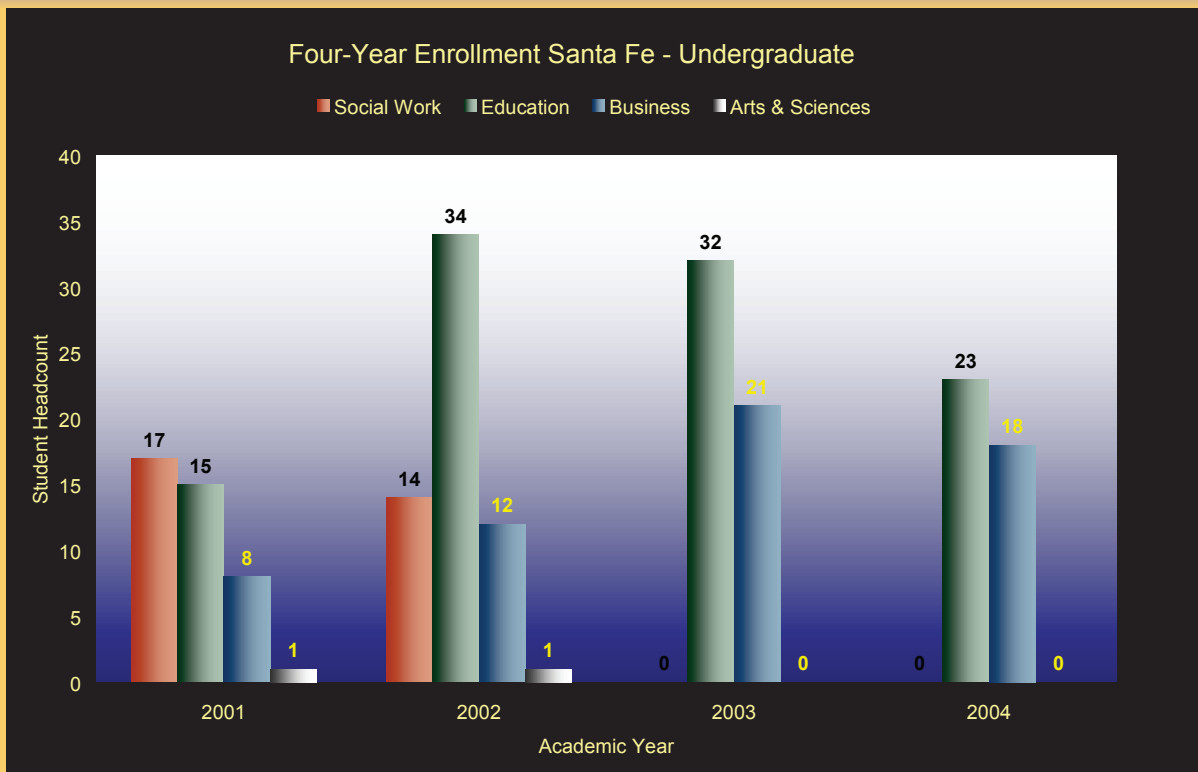
Enrollment Farmington - Center - Undergraduate



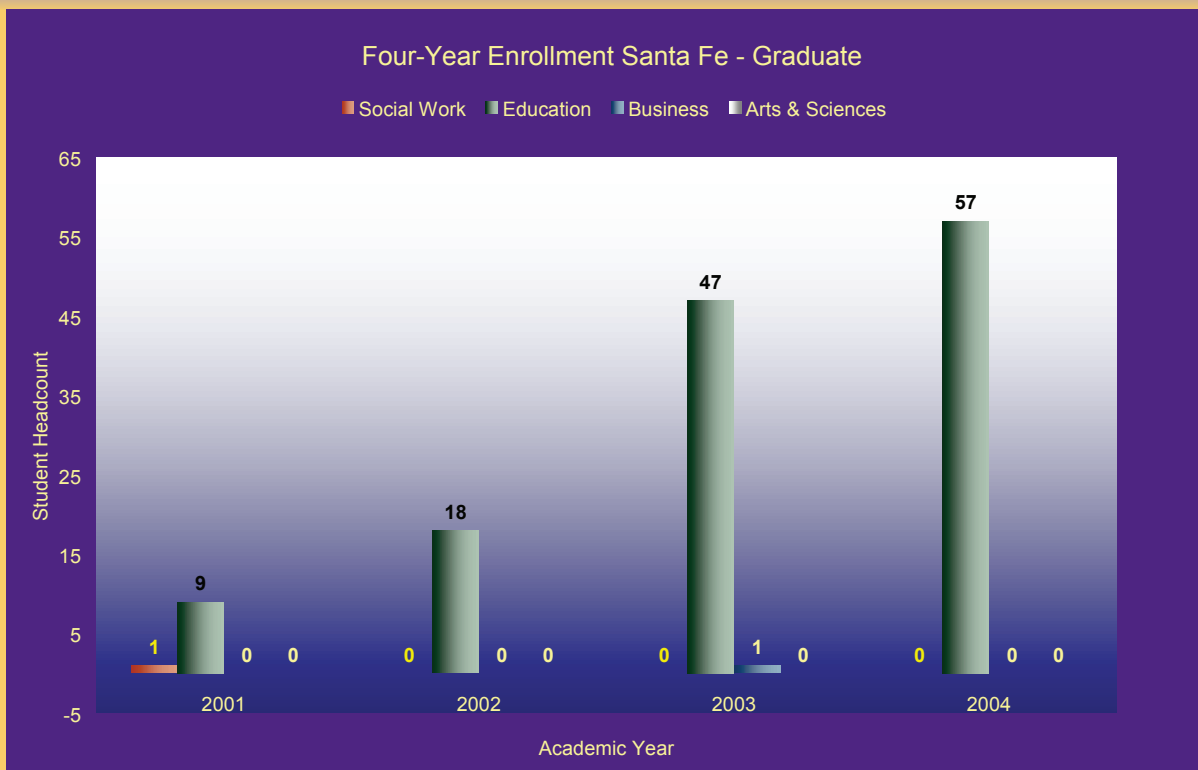
Enrollment Farmington - Center - Graduate



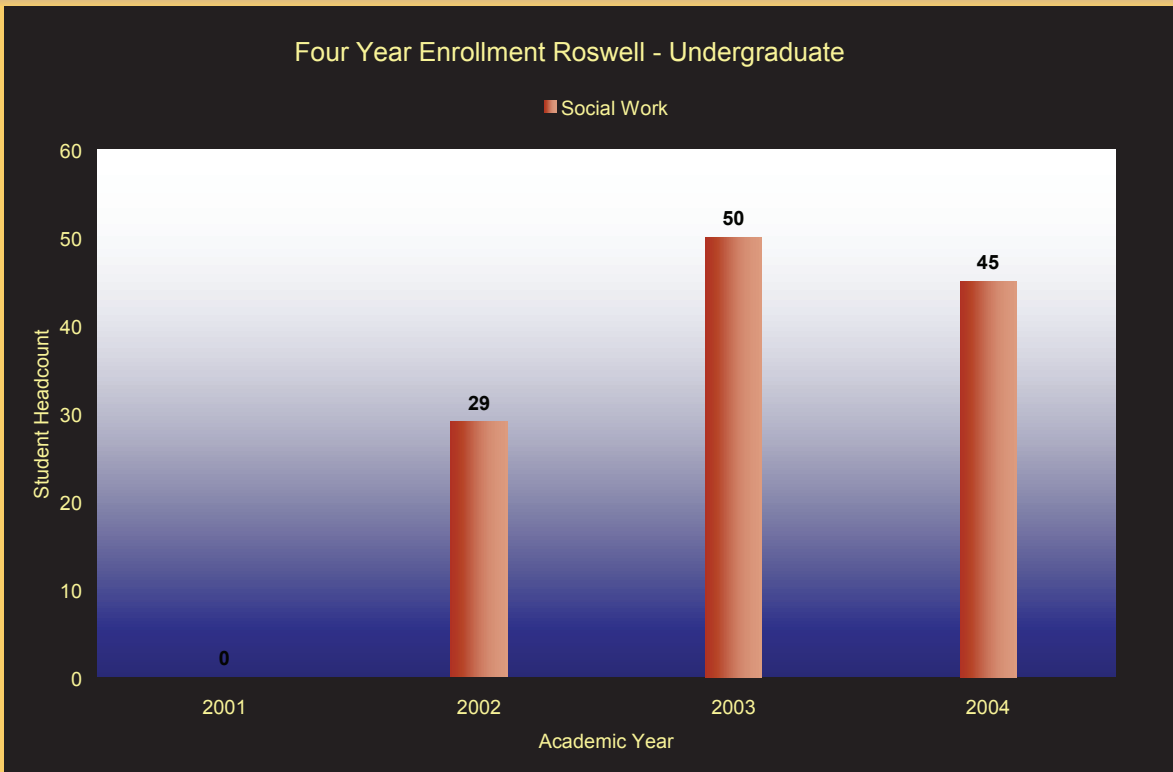
Enrollment Santa Fe - Center - Undergraduate



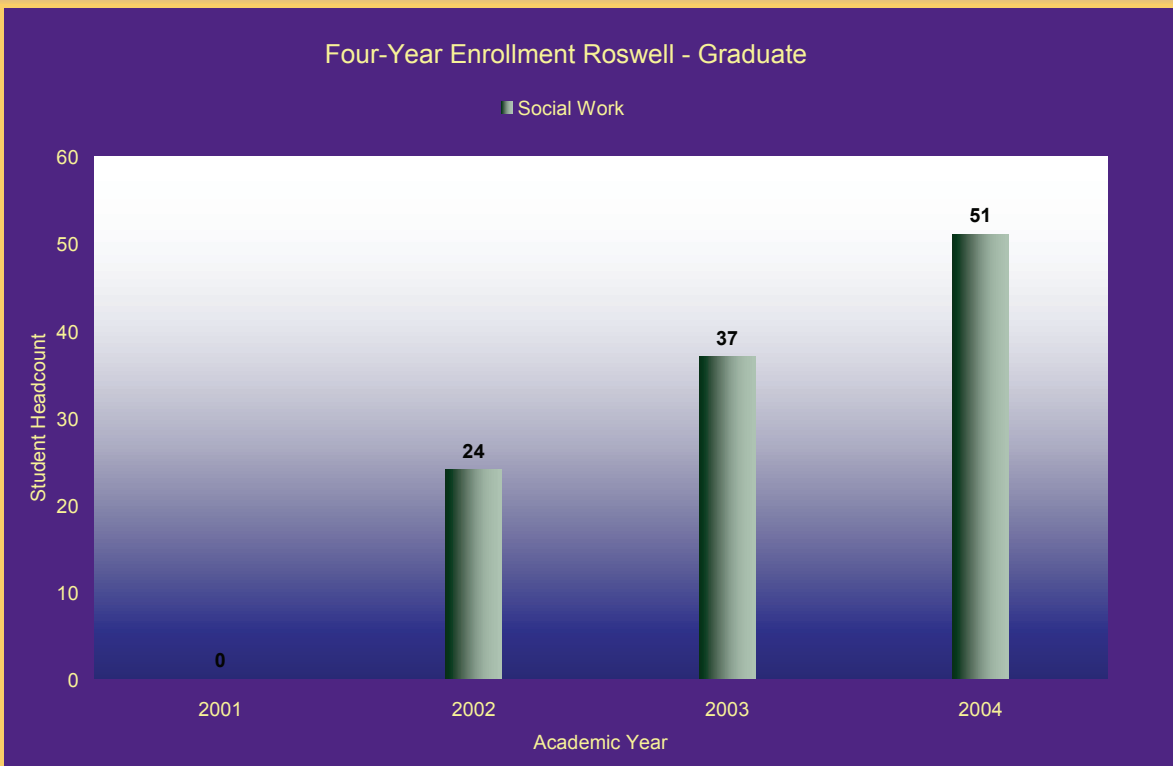
Enrollment Santa Fe - Center - Graduate



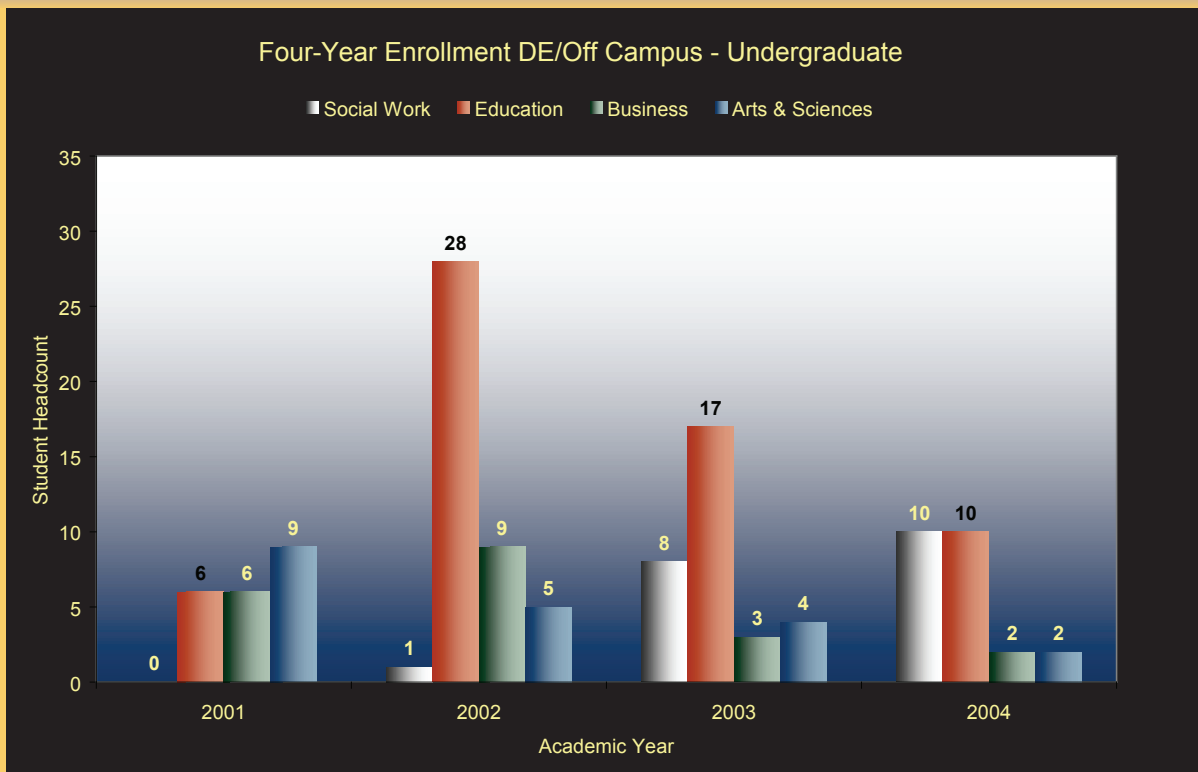
Enrollment Roswell - Center - Undergraduate



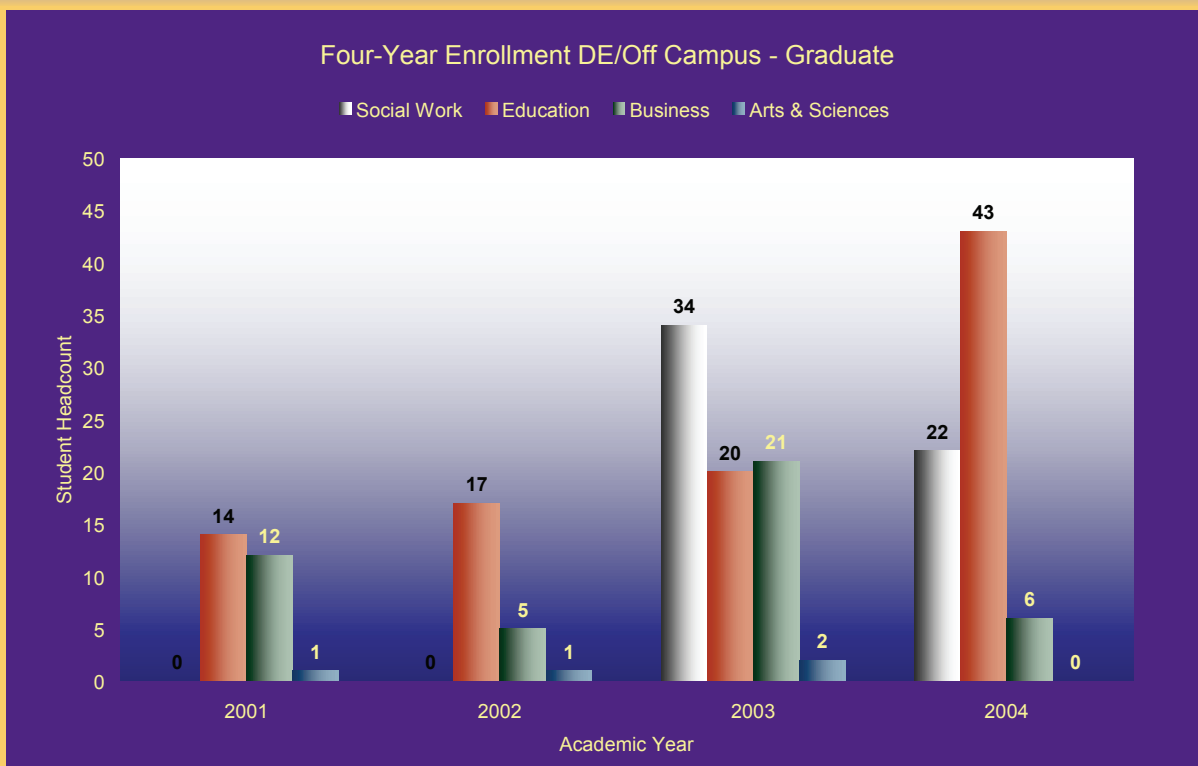
Enrollment Roswell - Center - Graduate



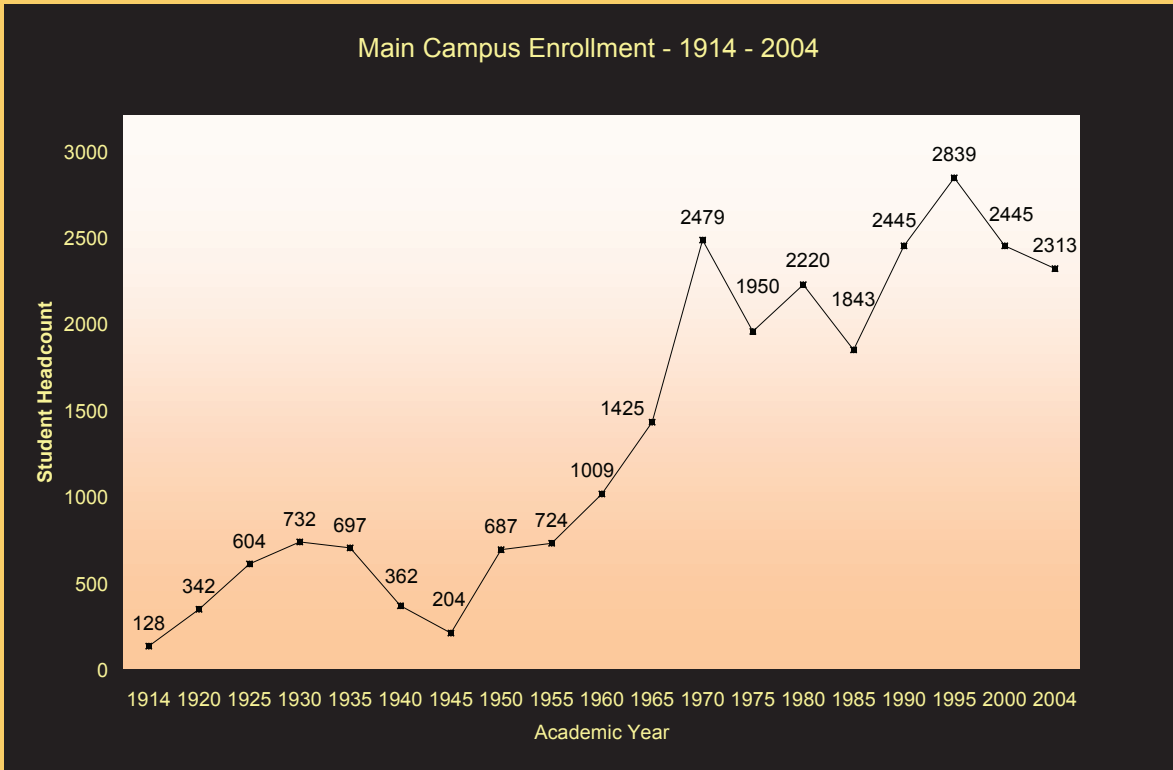
Enrollment Distance Ed - Off-Campus - Undergraduate



Enrollment Distance Ed - Off-Campus - Graduate



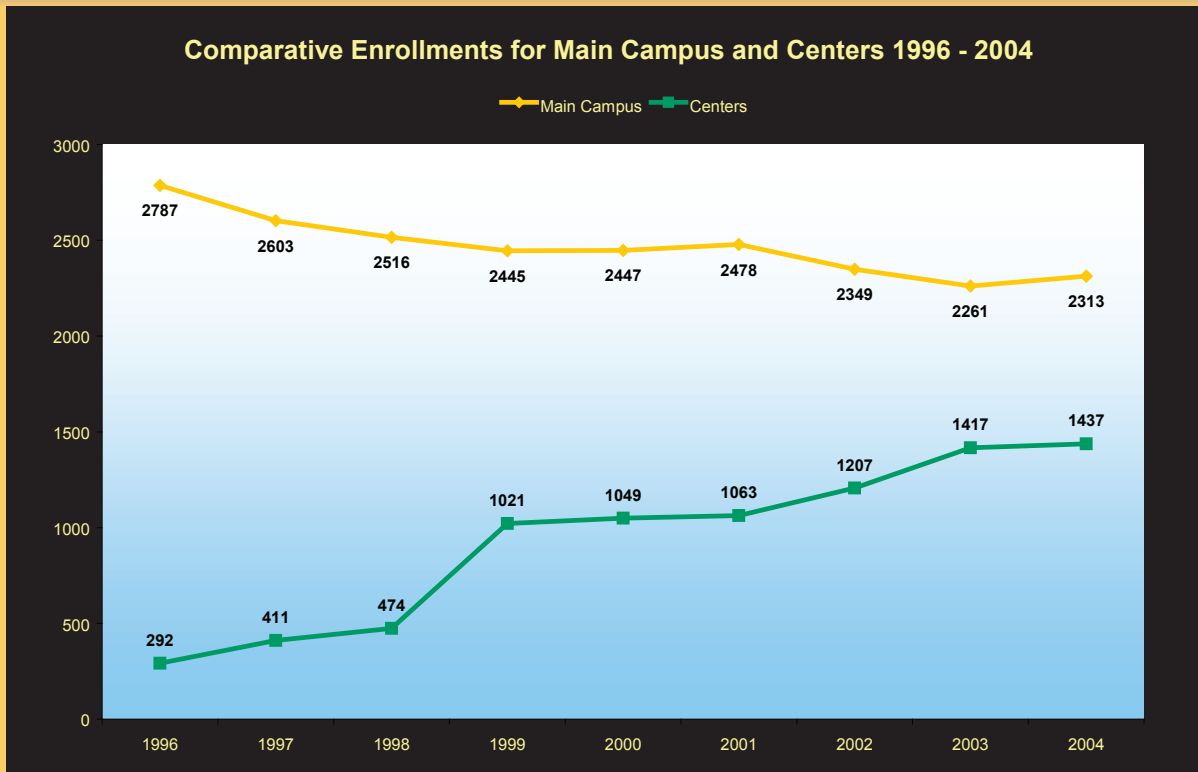
Enrollment Trends Main Campus - 1914 - 2004



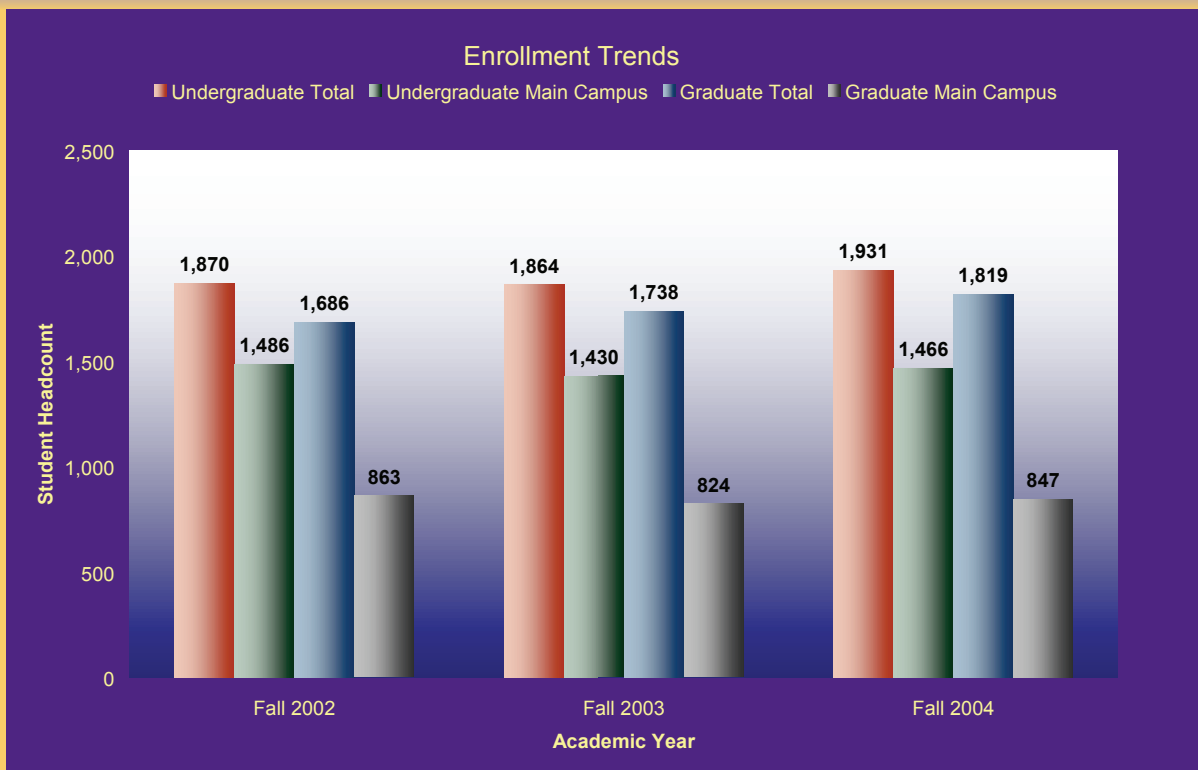
Ethnic Enrollment Trends



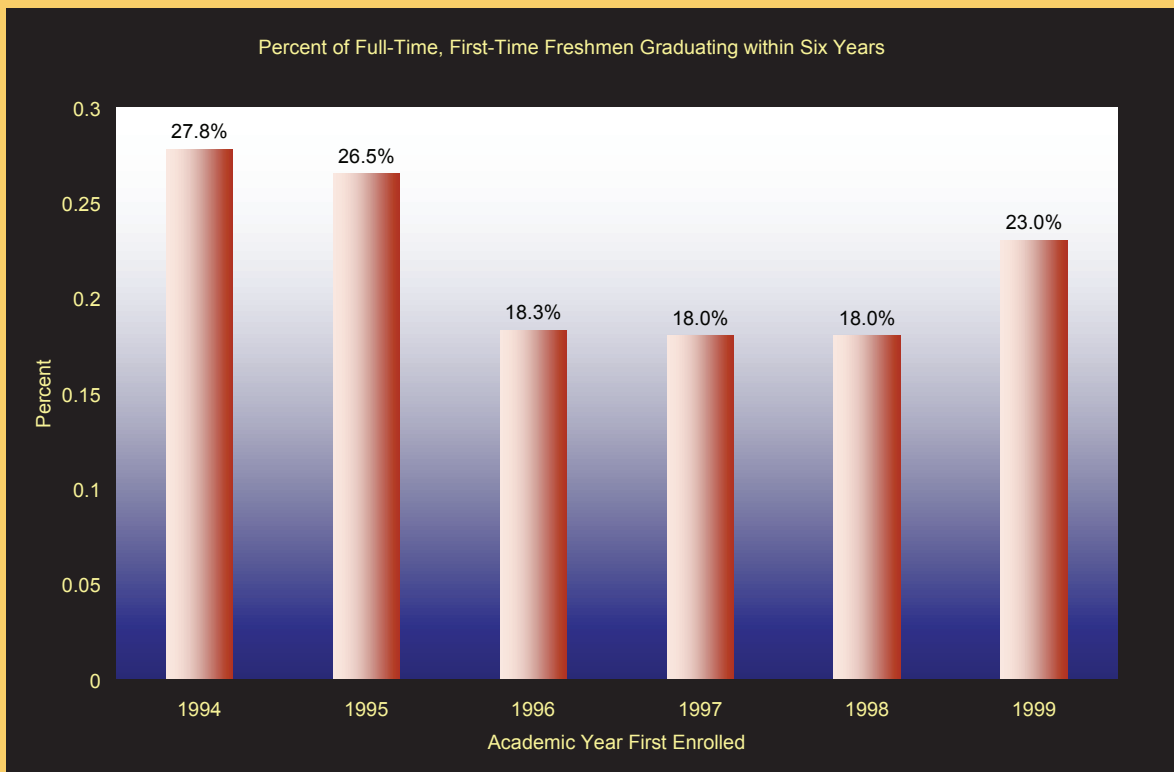
Comparative Enrollments for Main Campus and Centers



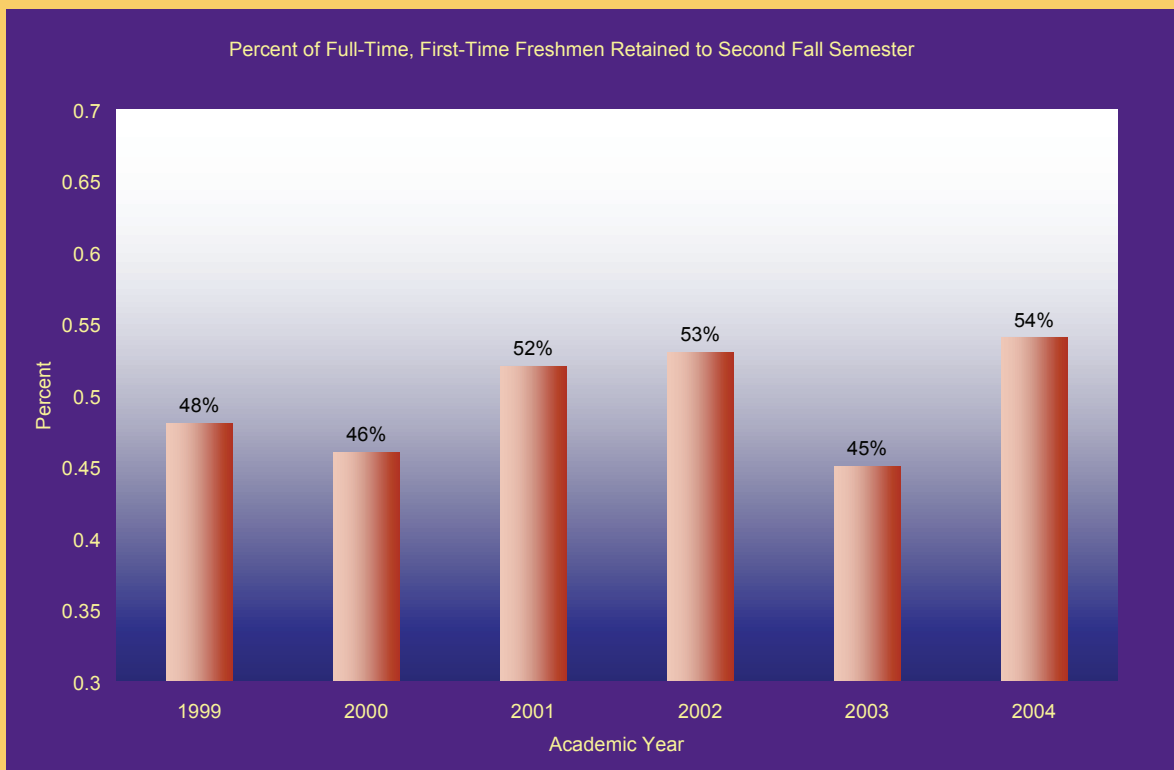
Enrollment Trends



First-Time, Full-Time Freshmen Graduating within Six Years



First-Time, Full-Time Freshmen Retained to 2nd Fall Semester



High School GPA for First-Time Freshmen

<i>High School GPA</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>
<i>4.0-4.99</i>	<i>1.8%</i>	<i>3.9%</i>	<i>3.8%</i>	<i>4.0%</i>
<i>3.5-3.9</i>	<i>17.3%</i>	<i>13.8%</i>	<i>15.5%</i>	<i>17.4%</i>
<i>3.0-3.49</i>	<i>24.1%</i>	<i>28.1%</i>	<i>21.6%</i>	<i>29.0%</i>
<i>2.5-2.99</i>	<i>27.4%</i>	<i>26.3%</i>	<i>28.3%</i>	<i>26.0%</i>
<i>2.25-2.49</i>	<i>14.5%</i>	<i>15.8%</i>	<i>18.3%</i>	<i>12.0%</i>
<i>2.0-2.24</i>	<i>8.3%</i>	<i>8.2%</i>	<i>6.7%</i>	<i>7.3%</i>
<i>< 1.9</i>	<i>6.2%</i>	<i>3.9%</i>	<i>5.7%</i>	<i>4.3%</i>
<i>Total Reporting</i>	<i>276</i>	<i>231</i>	<i>212</i>	<i>230</i>
<i>Overall GPA Mean</i>	<i>2.66</i>	<i>2.92</i>	<i>2.78</i>	<i>2.99</i>

Freshman Enrollment in Development Courses

First-time, Degree-seeking Freshman Cohort - Full-time and Part-time Students from NM High Schools
Enrollments in Developmental Courses

<i>Course Type</i>	<i>Fall 2002</i>		<i>Fall 2003</i>		<i>Fall 2004</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>English</i>	<i>175</i>	<i>71.1%</i>	<i>181</i>	<i>69.0%</i>	<i>141</i>	<i>51.7%</i>
<i>Math</i>	<i>136</i>	<i>55.2%</i>	<i>173</i>	<i>66.0%</i>	<i>160</i>	<i>58.6%</i>
<i>Reading</i>	<i>88</i>	<i>35.7%</i>	<i>124</i>	<i>47.3%</i>	<i>117</i>	<i>42.9%</i>
<i>Unduplicated count of students enrolled in only one developmental course</i>	<i>67</i>	<i>27.2%</i>	<i>43</i>	<i>16.4%</i>	<i>75</i>	<i>27.4%</i>
<i>Unduplicated count of students enrolled in two or more developmental courses</i>	<i>124</i>	<i>50.4%</i>	<i>157</i>	<i>59.9%</i>	<i>126</i>	<i>46.1%</i>
<i>Overall unduplicated count of students enrolled in developmental courses</i>	<i>191</i>	<i>77.6%</i>	<i>200</i>	<i>76.3%</i>	<i>226</i>	<i>82.8%</i>
<i>Total Number in Cohort</i>	<i>246</i>		<i>262</i>		<i>273</i>	

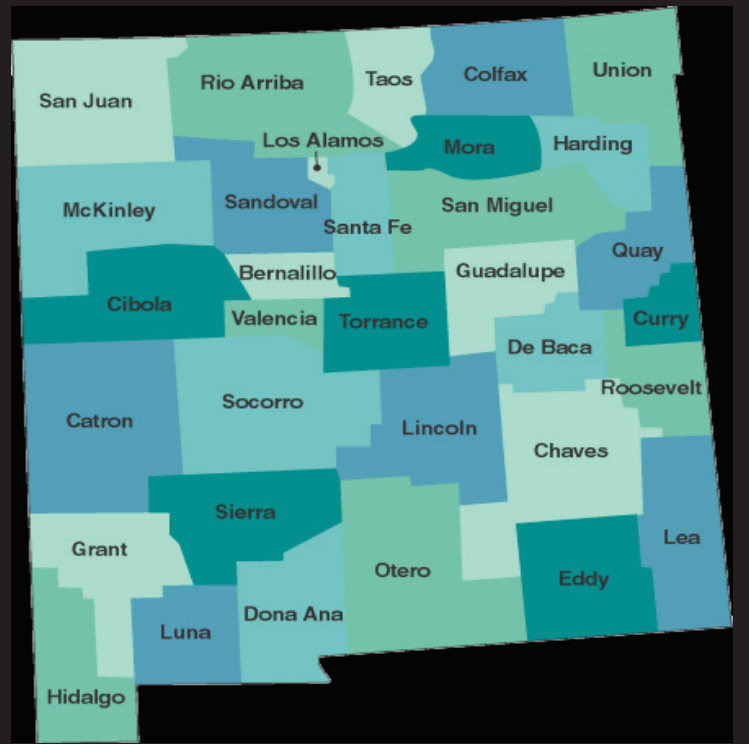
High School Ranking for First-Time Freshmen

<i>High School Percentile</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>
<i>>= 90</i>	<i>9.6%</i>	<i>11.8%</i>	<i>9.0%</i>	<i>12.9%</i>
<i>70-89</i>	<i>24.3%</i>	<i>20.6%</i>	<i>18.1%</i>	<i>25.9%</i>
<i>50-69</i>	<i>22.0%</i>	<i>28.0%</i>	<i>24.0%</i>	<i>25.9%</i>
<i>30-49</i>	<i>25.2%</i>	<i>19.7%</i>	<i>25.1%</i>	<i>20.4%</i>
<i>< 29</i>	<i>18.8%</i>	<i>19.7%</i>	<i>23.5%</i>	<i>14.9%</i>
<i>Total Reporting</i>	<i>218</i>	<i>203</i>	<i>187</i>	<i>201</i>

County of Origin for Incoming Freshman

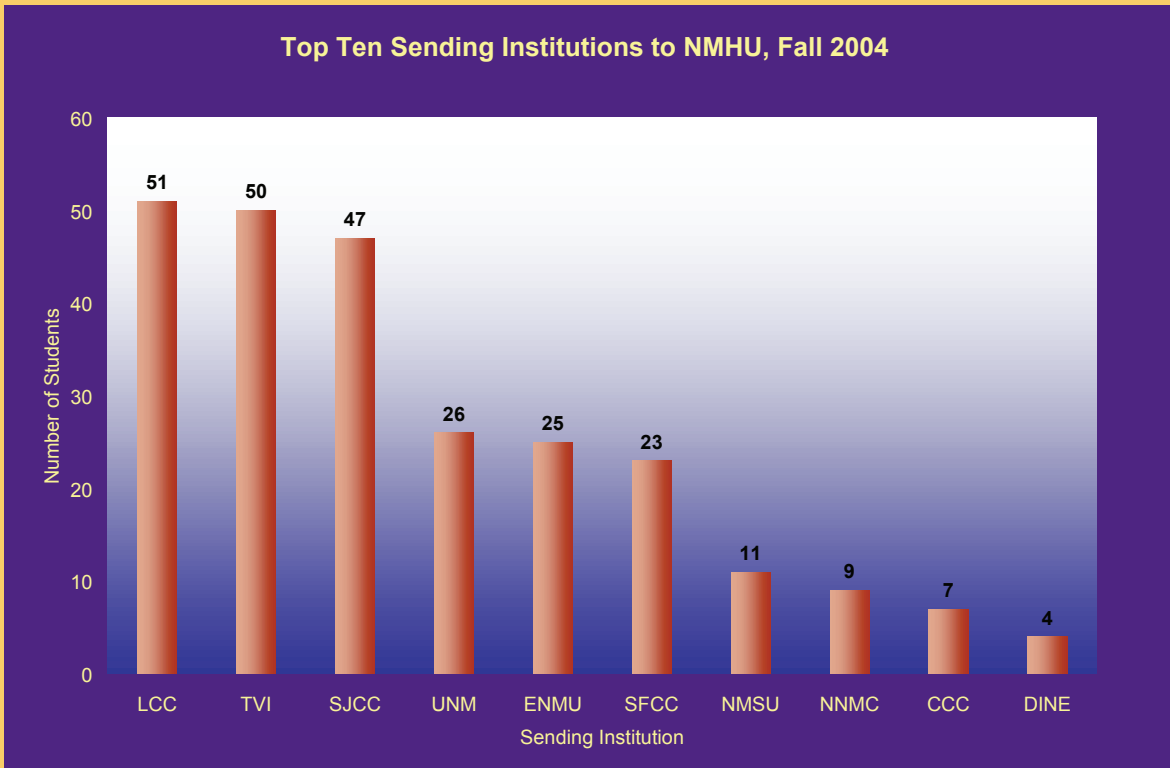
Academic Year 2004

Bernalillo	11	Luna	0
Catron	0	McKinley	8
Chaves	0	Mora	9
Cibola	4	Otero	4
Colfax	4	Quay	2
Curry	3	Rio Arriba	8
DeBaca	0	Roosevelt	0
Dona Ana	3	Sandoval	6
Eddy	4	San Juan	11
Grant	0	San Miguel	118
Guadalupe	9	Santa Fe	11
Harding	2	Sierra	0
Hidalgo	0	Socorro	5
Lea	1	Taos	9
Lincoln	0	Torrance	1
Los Alamos	0	Union	0
		Valencia	2



Top Ten Sending Institutions

Top Ten Sending Institutions to NMHU, Fall 2004

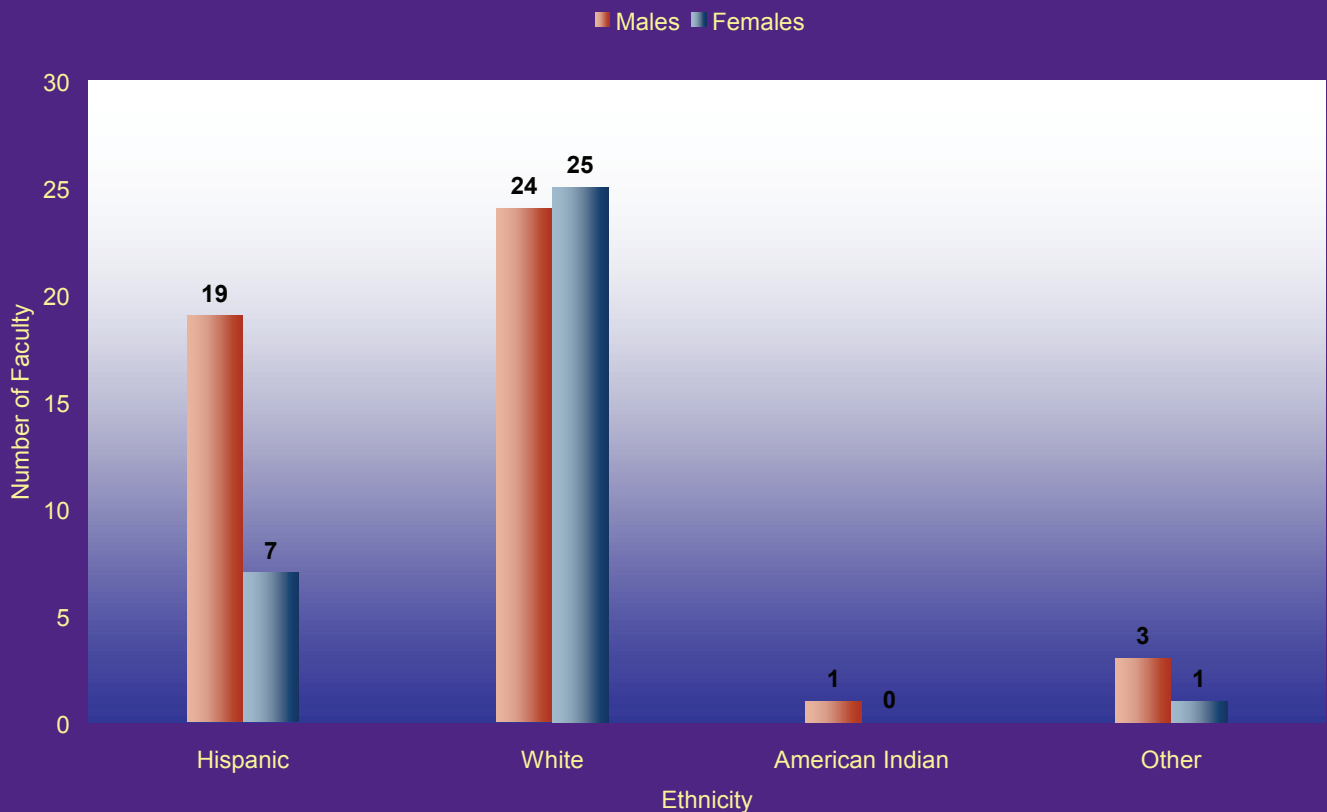


Tenure and Tenure Track Faculty Positions

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Behavioral Sciences	10	10	9	9	8
Business	13	9	9	9	9
Communication & Fine Arts	7	7	6	6	5
Computer & Math Sciences	15	16	9	7	7
Education	22	24	22	19	16
Humanities	19	18	16	14	13
Natural Sciences	12	11	12	12	12
Social Work	16	14	11	11	11
Totals	114	108	94	87	81

Full-Time Faculty Demographics

Full-Time Faculty Demographics, Fall 2004



Full-Time Staff

Full-Time Staff Fall 2004

	Administrators	Professional	Clerical	Maintenance	FT Tech
Males	24	71	4	58	21
Females	11	76	65	10	30
African American	1	5	2	0	0
American Indian	0	6	2	1	1
Asian/Pacific/Islander	1	1	0	0	0
Hispanic	30	90	54	63	40
Anglo	3	45	7	2	9
Other/No Response	0	0	4	2	1
TOTALS	35	147	69	68	51

Financial Aid Data

Aid Awarded to Undergraduates Academic Year 2003-2004

	Need-Based	Non Need-Based
Federal	\$3,706,759	\$29,018
State	\$774,004	\$0
Institutional	\$0	\$187,172
External Scholarships/Grants	\$8,200	\$183,972
Total Scholarships/Grants	\$4,488,963	\$400,162
Student Loans	\$2,278,593	\$828,973
Federal Work Study	\$585,511	\$0
State Work Study	\$187,128	\$24,579
Total Self-Help	\$3,051,232	\$853,552
Parent Loans	\$49,079	
Tuition Waivers	\$0	\$41,737
Athletic Awards	\$0	\$439,807



Student Award Data - Fall 2004

Degree Seeking Undergraduates	1265
Number who applied for need-based aid	1156
Number who qualified	1136
Number awarded any financial aid	1136
Number awarded need-based scholarship/grant	1095
Number awarded need based self-help aid	573
Number awarded non need-based scholarship/grant aid	636
Number awarded any financial aid whose need was fully met	182
Overall percent whose need was fully met	6.3%
Average financial aid package	8037
Average need-based scholarship/grant	\$3584
Average need-based self-help award	\$5479
Average need-based loan	\$3458

Financial Aid - Freshman Scholarships

Scholarship	Criteria	Semester Value
Legislative Gold	NM resident; 3.75 GPA and 25 ACT or class valedictorian. Covers tuition & fees, \$400 annual book award, campus housing stipend, and \$650 meal plan each semester. (Renewable)	\$3600*
Legislative Silver	NM resident; 3.50 GPA and 22 ACT or class salutatorian. Covers tuition & fees, \$350 annual book award, and campus housing stipend. (Renewable)	\$2900*
NM Scholars	NM resident; 25 ACT or top 5% of class Covers tuition, Fees and \$600 annual book award. (Renewable)	\$1400*
Road to Success	NM resident; 2.5 GPA; (Covers tuition only for First semester)	\$900*
Computational Engineering	23 ACT or Performance Based Diagnostic Test (Renewable)	\$2000**
Gear-Up	Performance Based Diagnostic Test (First Semester)	\$2000**
NMHU Zia	NM resident; 3.0 GPA or 25 ACT. Covers tuition and fees and \$200 annual book award. (Renewable)	\$1250*
NM Lottery	2nd Semester Freshman - Who completes their 1st semester with a 2.5 GPA in 12 or more credit hours (Renewable - (8) consecutive semester)	\$900*

* - *Approximately*

** *See Financial Aid Advisor for Eligibility and Details*



Budgets, Revenues and Resources

Summary of Salaries
Estimated Actual 2004-2005

Category	Unrestricted		Restricted	
	FTE	Amount	FTE	Amount
Professional Salaries	134.09	\$5,903,740	50.67	\$2,787,008
Full-Time Faculty	102.53	\$5,004,136	4.3	\$236,729
Part-Time Faculty	82.61	\$1,652,199	7.97	\$159,449
Clerical Salaries	68.26	\$1,677,353	12.7	\$444,615
Technical Salaries	96.73	\$1,942,875	4.89	\$171,158
GA/TA Salaries	18.07	\$537,616	0.81	\$24,156
Other Salaries	56.03	\$932,400	37.16	\$618,280
Federal Work Study	8.35	\$138,896	23.74	\$394,997
State Work Study	2.15	\$35,849	11.49	\$191,165
Totals	568.82	\$17,825,064	153.73	\$5,027,557

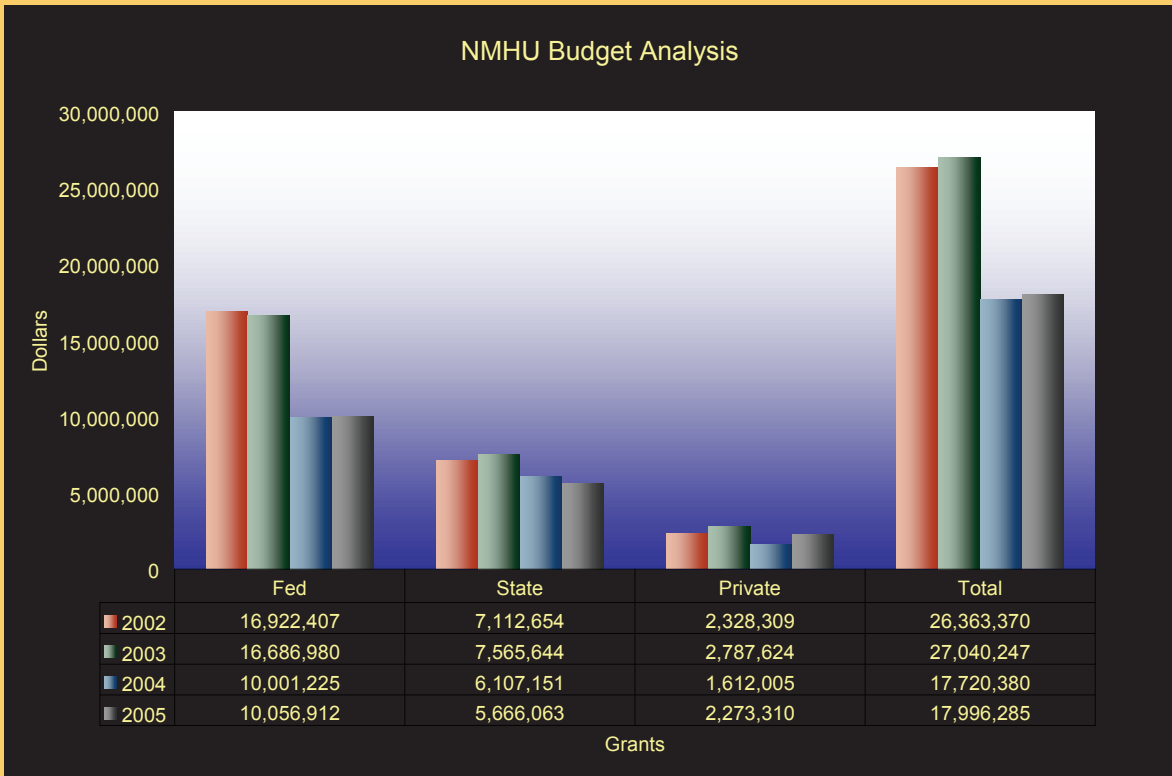
Revenues by Source
Estimated Actual 2004-2005

Source	Unrestricted	Restricted
Tuition and Fees	\$6,893,692	\$742,449
State Appropriations	\$25,740,106	\$0
Federal Grants/Contracts	\$21,708	\$10,056,912
State Grants/Contracts	\$6,041	\$5,543,686
Private Gifts Grants/Contracts	\$130,058	\$1,395,914
Endowment/Land/Permanent Fund	\$179,877	\$0
Sales and Services	\$2,697,305	\$45,062
Other Sources	\$1,986,950	\$212,262
Totals	\$37,655,737	\$17,996,285

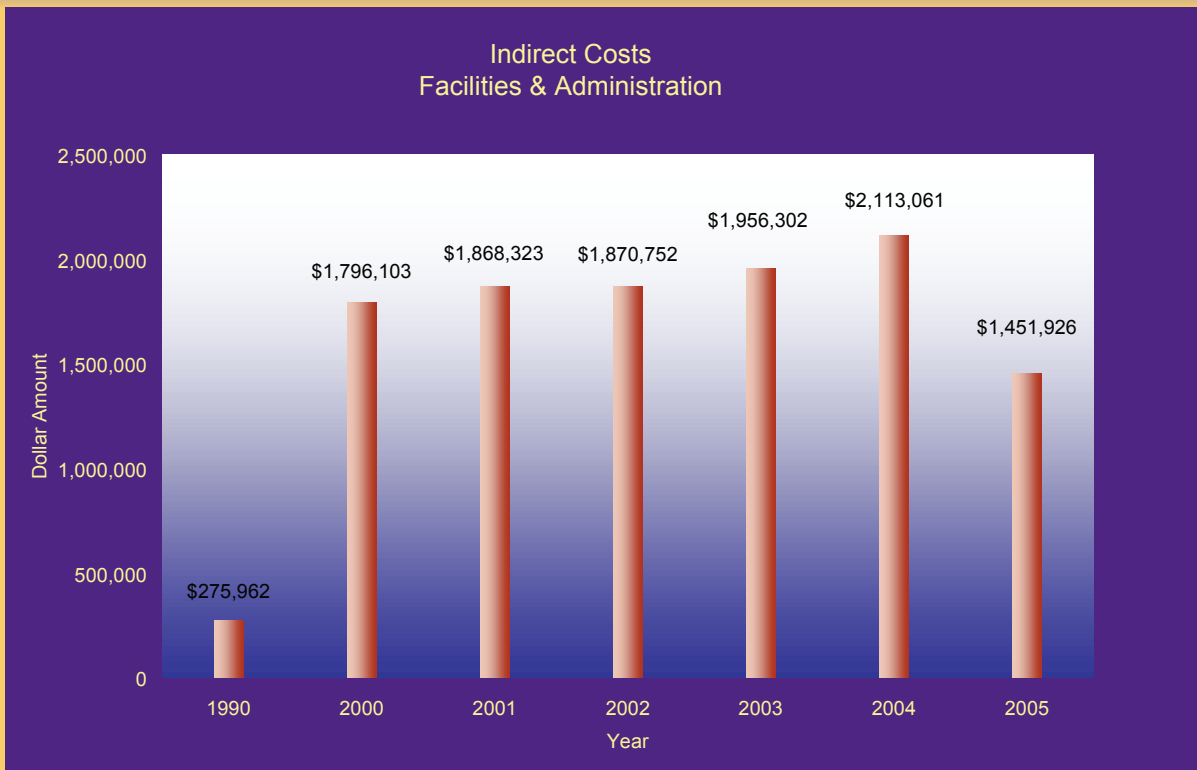
Campus Facilities

- **Main Campus – 85 acres**
- **Golf Course – 165 acres**
- **Buildings – 45**
- **Area – 1,000,000+ sq. ft.**
- **Forty percent (40%) of buildings are on the historical preservation register.**

Budget Analysis



Facilities & Administration Costs (F & A)



Information Technology

Information Technology Services (ITS) manages New Mexico Highlands University's computing, communications, and other information technology resources. It works with all members of the campus community to provide guidance, management, and expertise on technology plans and strategies designed to support the mission and goals of the university. While the highly integrated campus technology environment provides voice, video, and data to classrooms, offices, and residence halls, ITS staff work to keep up with rapidly changing applications and technologies to provide faculty, staff and students with the tools and technologies needed to compete and succeed. NMHU continues to expand its web-based services, specifically online courses and programs, enhanced e-mail services, and self-service functionality to students, faculty, staff, and administration.

Overview:

- (42) easily accessible computer labs across campus and remote centers.
- Complete wireless coverage is available at all campus and center locations.
- High-speed Ethernet ports are available in all residence halls.
- A student-run radio station is available online through NMHU's website.



Campus Map



New Mexico
HIGHLANDS
University

Campus Map

13	Alumni Centennial Tower	SC	21	Lora M Shields Science Bldg
ARCH-	27 Archuleta Hall	MAF	4	Media Arts East
ARI-	30 Arch House	MAW	5	Media Arts West
BSL	23 Baptist Student Center	MEJH	21	Melody Hall
BI-	16 Bantz Hall	MH	17	Monimer Hall
COL	40 Campus Police Bldg		42	Perkins Stadium
ML	35 Champ Tyrone Music Bldg	PB	6	Purchasing Bldg
GLAC	37 Child Development Center/Guadalupe	RAB	14	Rodgers Administration Bldg
	46 Conception Island	SM	1	Salle de Madrid
CH	26 Connor Hall	SCA	20	Science Annex
LJD	19 Donnelly Library	SH	24	Shinger Hall
LIBG	18 Donnelly Library Ground Floors		43	Softball Field
DH	3 Douglas Hall	STU	34	Student Center
CLCI	29 El Conquistador Hall	DWM	29	Swimming Pool
ENGR	26 Engineering Bldg		48	Tennis Courts
FS	41 Facilities Services	STEC	28	Victoria D de-Sanchez Teacher Education Center
FM	12 Felix Martinez Bldg			
FLD-	38 Field House			
	44 Football Practice Field			
FI	2 Ford Hall			
GRE-	33 Gregg House			
	46 Harold K Brundt Baseball Field			
HEAT	25 Heating Plant			
H-	11 Heaver Hall			
ILF	15 Iffeld Auditorium			
IA	22 Industrial Arts Education			
-SC	22 Ivan Hilton Science Technology Bldg			
PE	47 John A Wilson Physical Education Complex			
KENs	7 Kennedy East			
KENn	10 Kennedy North			
KEND	8 Kennedy South			
KENW	6 Kennedy West			



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