

Performance Effectiveness Report

New Mexico Universities



Council of
University Presidents
November 2004

New Mexico Universities

Research Universities:

New Mexico Institute of Mining & Technology	Socorro
New Mexico State University	Las Cruces
University of New Mexico	Albuquerque

Comprehensive Universities:

Eastern New Mexico University	Portales
New Mexico Highlands University	Las Vegas
Western New Mexico University	Silver City

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Letter from the Presidents

The New Mexico Council of University Presidents is pleased to present its sixth annual accountability and performance report on behalf of our State's six public universities. The Performance Effectiveness Report is offered as partial compliance with the Accountability in Government Act (AGA). This writing culminates a year-long process that began with careful attention to feedback from numerous constituencies including Governor Richardson, the Legislature, the Commission on Higher Education, university personnel and students, private sector business leaders, analysts and others interested in university efforts. The AGA 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 demands placed on public universities.

The contents of this report are compiled and formatted by a highly skilled inter-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, this report is demonstrative of the resolve of New Mexico's public universities to improve the educational environment in our state, as well as the quality of life for all New Mexicans.

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

Sincerely,

COUNCIL OF UNIVERSITY PRESIDENTS

Daniel H. Lopez
Chair

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Performance Effectiveness Report

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THE PERFORMANCE EFFECTIVENESS PLAN OF NEW MEXICO'S PUBLIC UNIVERSITIES

Accountability and Performance Reporting Categories

As suggested in the Letter From the Presidents, public universities respond to regional and national accreditation and 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 deemed to be of particular interest to readers. The Council has identified a set of common indicators of university quality and effectiveness. These indicators are being used to 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 are grouped into the following comprehensive categories:

- I. Accessible and affordable university education
- II. Student progress and student success in our universities
- III. Academic quality and a quality learning environment
- IV. Effective and efficient use of resources
- V. Mission specific institutional reporting highlights

For each of the first four quality indicator groups listed above, a common set of performance measures has been selected to provide a means by which each of our universities can demonstrate its performance level. Although we are using 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 is using these measures to set performance improvement goals.

Performance measures providing data on a cyclical basis are those measures dependent on broad-based surveys of our constituencies. These surveys provide valuable information for reviewing and enhancing our programs. Information includes measures on placement rates of graduates and alumni assessment of institutional quality, both of which are gathered from alumni surveys; students' satisfaction with their undergraduate experiences, which is collected through a survey of graduating seniors; and employers' satisfaction with our graduates, a statewide survey of New Mexico employers conducted by an outside party. Each of these surveys is a major undertaking, and the universities have agreed to a three-year rotation cycle.

I. Accessible and Affordable University Education

- Table 1 - Is university tuition affordable relative to peers and per capita income?
- Table 2 - How much financial aid must be paid back by students?
- Table 3 - How much of the cost of attendance does financial aid cover and what percent of students received aid?
- Table 4 - Does enrollment reflect the diversity of the state?
- Table 5 - What proportion of our transfer students come from 2-year colleges?

II. Student Progress and Student Success

- Table 6 - How many freshmen return for second year?
- Table 7 - What are our graduation rates?
- Table 8 - What degrees were awarded in 2001-02?
- Table 9 - What are our alumni doing?

III. Academic Quality and a Quality Learning Environment

- Table 10 - How diverse are our faculty and staff?
- Table 11 - Do our faculty hold the highest degrees in their fields?
- Table 12 - Are we making progress on faculty pay commensurate with our peers?
- Table 13 - What percent of classroom instruction is delivered by tenured/tenure-track faculty?
- Table 14 - What are our student-to-faculty ratios?
- Table 15 - How large are our classes?
- Table 16 - How satisfied are our students with their educational experience?
- Table 17 - How satisfied are our alumni with their educational experience?

IV. Effective and Efficient Use of Resources

- Table 18 - What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?
- Table 19 - What percent of fiscal resources are allocated to administrative costs?

V. Mission-Specific Institutional Reporting Highlights

- Student Access and Success.
- Economic Development/Research.
- Community Outreach - Workforce Issues

Institutional Profile of New Mexico Institute of Mining and Technology

Mission: New Mexico Tech is an institute of higher learning that serves the people of New Mexico by integrating education, research, public service, and economic development through emphasis on science, engineering, and natural resources. Its mission is threefold:

- Helping students learn creative approaches to complex issues
- Creating and communicating knowledge
- Solving technical and scientific problems

Fall 2004 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1,173	1	1,173
Non-degree seeking undergraduate	171		171
First Professional			
Graduates	439	35	453
Branch students enrolled on Main			
Total Headcount	1,783	36	1,797
Total FTE	1,459.6	16.95	1,476.5

Number of program majors at the following degree levels for 2004-05:

Associate's	2
Bachelor's	22
Master's	17
Post-Master's	
Doctorate	7

2004-2005 total current funds revenue for main campus:
\$142,567,103

2004-2005 total state appropriation for main campus as a percent of total main campus operating budget: 25%

Accessible and Affordable University Education

Table 1

Is university tuition affordable relative to peers and per capita income?

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,074	57.3	\$6,612	72.8
1998-99	\$2,182	57.5	\$6,942	73.1
1999-00	\$2,328	59.8	\$7,328	74.9
2000-01	\$2,499	60.4	\$7,825	76.1
2001-02	\$2,722	61.5	\$8,419	76.1
2002-03	\$2,911	60.2	\$9,122	78.9
2003-04	\$3,080	56.9	\$9,601	70.5
2004-05	\$3,280	Not available	\$9,911	Not available

Context for 2003:

NM Per-Capita Income: \$25,541

Relative to peer states average per capita income: 81.5%

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2002-03 Percent</u>	<u>2003-04 Percent</u>
Gift Aid (not paid back)	45.0	66.2	66.0
Work Study (must work to earn)	10.6	7.1	5.4
Loans (must pay back)	44.4	26.7	28.6

Table 3

How much of the cost of attendance does financial aid cover and what percent of students received aid?

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,105	\$ 9,855	---
2002-03	\$7,655	\$11,254	47.8
2003-04	\$7,350	\$11,256	48.1

Accessible and Affordable University Education

Table 4
Does enrollment reflect diversity of the state?

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2003-04 %	NM ACT Takers 2003-04 %
	Fall 1997 %	Fall 2003 %	Fall 2004 %	Fall 1997 %	Fall 2003 %	Fall 2004 %		
Race/Ethnicity								
American Indian	2.3	2.5	2.7	4.3	0.7	5.8	11.6	9.3
Asian	2.7	2.6	2.6	6.1	1.8	2.4	1.6	1.7
Black	0.6	0.8	1.1	0.0	0.0	1.0	2.3	1.9
Hispanic	15.8	16.2	17.9	26.1	20.6	29.0	43.8	31.8
White/Other	71.0	67.1	65.3	63.5	74.8	61.8	40.8	38.6
Nonresident Alien	7.5	8.9	8.5	0.0	0.7	0.0	0.0	0.0
Unknown	0.1	2.0	1.9	0.0	0.0	0.0	0.0	16.7
Total Number	1,395	1,797	1,797	115	224	282	19,435	11,912

Table 5
What proportion of our transfer students come from 2-year colleges?

	Fall 1997		Fall 2003		Fall 2004	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches			17	20.5	32	36.8
Out-of-state 2-Yr Colleges			13	15.7	11	12.6
Subtotal 2-Yr Colleges			30	36.2	43	49.4
NM Public 4-Yr Universities			14	16.9	15	17.2
All Other Transfers			39	46.9	29	33.3
Grand Total	N A	N A	83	100.0	87	99.9

Student Progress and Student Success

Table 6

How many freshmen return for second year?

<u>Race/Ethnicity & Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2002</u>		<u>Entered in Fall 2003</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian		66.7	10	90.0	2	50.0
Asian		77.8	7	71.0	5	57.1
Black		0.0	2	50.0	4	75.0
Hispanic		82.1	61	72.0	58	69.4
White/Other		78.4	201	75.0	211	70.4
Nonresident Alien		100.0	1	100.0	2	100.0
Unknown		0.0	0	0.0	0	0.0
Men		79.0			235	66.2
Women		78.2			50	86.8
Overall		78.6	282	75.0	285	70.0

* First-time, full-time, degree-seeking freshmen

Table 7

What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1997</u>				<u>Entered Fall 1998</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	0	0.0	7	28.6	0.0	28.6	24	8.3	8.3	16.7
Asian	3	100.0	10	70.0	0.0	70.0	7	28.6	0.0	28.6
Black	0	0.0	0	0.0	0.0	0.0	2	0.0	0.0	0.0
Hispanic	39	41.0	43	46.5	4.7	51.2	54	40.7	3.7	44.4
White/Other	130	50.8	163	39.3	4.3	43.6	167	43.7	6.0	49.7
Nonresident Alien	0	0.0	1	100.0	0.0	100.0	5	40.0	0.0	40.0
Unknown	0	0.0	1	0.0	0.0	0.0	0	0.0	0.0	0.0
Men	124	42.7	151	39.1	5.3	45.7	169	39.1	5.9	45.0
Women	48	66.7	74	47.8	1.4	50.0	90	38.9	4.4	43.3
Overall	172	49.4	225	41.8	4.0	47.1	259	39.0	5.4	44.4

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years

* Includes Associate degree recipients.

Student Progress and Student Success

Table 8

What degrees were awarded in 2003-04?

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Professional</u>	<u>Total</u>
Agriculture-related							
Architecture-related							
Business / Public Administration		5					5
Education			10				10
Engineering / Tech / Computer		104	68		5		177
Health Professions (w/o Nursing)							
Home Economics							
Humanities/Social Science		1					1
Law / Protective Services							
Nursing							
Science and Math		67	30		5		102
Social Work							
Total		177	108		10		295

Table 9

What are our alumni doing?

Percent Employed (may also be in school): 96.0 Percent Continuing Their Education: 23.0

In what fields are they employed?

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	48.0%	8.0%	4.0%	6.6%

What percent of alumni are working in New Mexico?

Percent of employed: 38.0

Academic Quality and a Quality Learning Environment

Table 10

How diverse are our faculty and staff?

	<u>Fall 1997</u>		<u>Fall 2002</u>		<u>Fall 2003</u>	
	Full-Time Faculty % (N = 109)	Full-Time Staff % (N = 458)	Full-Time Faculty % (N = 113)	Full-Time Staff % (N = 643)	Full-Time Faculty % (N = 127)	Full-Time Staff % (N = 712)
Race/Ethnicity & Sex						
American Indian	3.7	2.2	1.8	3.3	0.0	3.2
Asian	11.0	2.8	11.5	2.3	11.8	2.9
Black	1.8	0.7	2.7	0.5	2.4	0.3
Hispanic	1.8	44.8	2.7	44.2	3.9	43.4
White/Other	81.7	49.6	81.4	49.8	80.3	50.1
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.0	1.6	0.0
Men	88.1	63.9	83.2	61.6	83.5	61.5
Women	11.9	36.9	16.8	38.4	16.5	38.5

Table 11

Do our faculty hold the highest degree in their fields?

Percent of faculty holding highest degree

Fall 1997	98.0%
Fall 2002	98.0%
Fall 2003	98.0%

Table 12

Are we making progress on faculty pay commensurate with our peers?

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$48,438	85.6	\$61,032	87.4
Fall 2002	\$61,800	91.6	\$76,790	92.8
Fall 2003	\$64,856	91.9	\$79,773	88.7

Academic Quality and a Quality Learning Environment

Table 13

What percent of classroom instruction is delivered by tenured/tenure-track faculty?

	Fall 1997	Fall 2002	Fall 2003
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Course Level			
Lower Division	70.3	46.8	49.6
Upper Division	87.7	89.4	87.7
Graduate Division	85.8	82.3	84.0
Overall	79.2	65.4	65.7

Classroom instruction excludes labs, theses, internships, independent studies, etc.

Table 14

What are our student to faculty ratios?

Fall 1999	12.4 to 1
Fall 2002	13.1 to 1
Fall 2003	11.0 to 1

* FTE Students/FTE Instructional Faculty

Table 15

How large are our classes?

	Fall 1999 Average	Fall 2002 Average	Fall 2003 Average
Undergraduate, lower division	21.2	24.3	25.2
Undergraduate, upper division	10.2	10.6	11.0
Graduate	3.8	3.9	4.4

Academic Quality and a Quality Learning Environment

Table 16

How satisfied are our students with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	86.5%
Satisfied or Very Satisfied with Student Support	82.5%
Satisfied or Very Satisfied Overall with Institution	86.8%

* See Appendix III (Survey of Graduating Seniors in 2002-03)

Table 17

How satisfied are our alumni with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	92.0%
Satisfied or Very Satisfied with Student Support	83.0%
Satisfied or Very Satisfied Overall with Institution	88.0%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Effective and Efficient Use of Resources

Table 18

What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?

	Percent for Institution	Percent for Peers
1996-97	58.7	65.0
2000-01	71.3	64.9
2001-02*	Not Available	Not Available
2002-03	69.8	70.9

Table 19

What percent of fiscal resources are allocated to administrative costs?

	Percent for Institution	Percent for Peers
1996-97	7.0	8.4
2000-01	5.4	7.1
2001-02*	Not Available	Not Available
2002-03	9.6	7.3

* National data collection was in transition and comparable data were not available.

Listing of Accreditations

NMT	North Central Association of Colleges & Schools
NMT	Attorney General of the United States/ Non-immigrant students attendance
NMT	US Dept. For Exchange Visitor Program P-I-1282
NMT	Veteran's Approval Division of the Office of Military Affairs
NMT	American Society for Engineering Education
NMT Grad. School	Western Association of Graduate Schools
NMT Grad. School	Council for Graduate Schools in the US
Teacher Certification Program	NM State Board of Education
Chemistry Program	Committee on Professional Training of the American Chemical Society
Chemical Engineering Program	Engineering Accred. Comm. Of the Accred. Board for Engineering & Technology EAC/ABET)
Electrical Engineering Program	EAC/ABET
Environmental Engr. Program	EAC/ABET
Engr. Mechanics Program	EAC/ABET
Materials Engineering Program	EAC/ABET
Mineral Engineering Program	EAC/ABET
Petroleum & Natural Gas Engr. Prog.	EAC/ABET

New Mexico Institute of Mining and Technology

Reporting Data for DFA Submittals						
New Mexico Institute of Mining and Technology						
				DFA Column Labels		
				FY 04	FY 05	FY 06
Common Measures						
Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges. No Benchmarks Available.		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			NA	35	40
	Actual	not available	not available	36	30	
Completion Measure: Percent of Full-Time, First-Time Freshmen Completing Their Program Within Six Years.		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05
	Target			NA	40%	42%
	Actual	40.4%	41.0%	42.0%	39.0%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.					39.3%	42.0%
Access Measure: Number of Hispanic and Native American Freshmen in NMT's First-Time Freshman Class.		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census
	Target				60	60
	Actual	49	72	64	88	
Benchmark: Percent ACT test takers in New Mexico who are Hispanic or Native American compared to percent of NMTs 1st-Time Freshman Class that is Hispanic or Native American.					41%	41%
Retention Measure: Percent of Full-Time, First-Time Freshmen Returning for Their Second Fall.		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05
	Target			73.0%	75%	75%
	Actual	73.5%	74.0%	73.0%	70%	
Benchmark: CSRDE retention data for similar institutions				69.6%	69%	69.6%
Institutional Specific Measures --						
Enrollment in NMT's Master of Science Teaching Program		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			35	41	132
	Actual	21	31	34	130	
Enrollment in Distance Education		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			97	105	297
	Actual	46	77	164	276	
Research Expenditures		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			\$55,000,000	\$58,000,000	\$64,000,000
	Actual	\$43,638,235	\$49,478,610	\$71,000,000	\$62,000,000	

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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.

Fall 2004 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	11,922	749	12,145
Non-degree seeking undergraduate	106	12	116
First Professional			
Graduates	2,737	538	3,153
Non-degree seeking post-baccalaureate	241	64	300
Branch students enrolled on Main	663	60	714
Total Headcount	15,669	1,423	16,428
Total FTE	12,410.9	498.8	12,909.8

Number of program majors at the following degree levels for 2004-05:

Associate's	4
Bachelor's	76
Master's	51
Post-Master's	3
Doctorate	22

2004-2005 total current funds revenue for main campus:
\$394,008,713

2004-2005 total state appropriation for main campus as a
percent of total main campus operating budget: 40%

Accessible and Affordable University Education

Table 1

Is university tuition affordable relative to peers and per capita income?

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,196	77.0	\$ 7,152	83.7
1998-99	\$2,346	79.4	\$ 7,650	86.2
1999-00	\$2,502	82.7	\$ 8,166	88.1
2000-01	\$2,790	80.0	\$ 9,162	87.0
2001-02	\$3,006	77.5	\$10,014	89.0
2002-03	\$3,216	74.2	\$10,788	87.5
2003-04	\$3,372	73.6	\$11,250	88.1
2004-05	\$3,666	Not available	\$12,210	Not available

Context for 2003:

NM Per-Capita Income: \$25,541

Relative to peer states average per capita income: 88%

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2002-03 Percent</u>	<u>2003-04 Percent</u>
Gift Aid (not paid back)	46.9	50.5	47.7
Work Study (must work to earn)	4.2	2.9	2.4
Loans (must pay back)	48.8	46.6	49.9

Table 3

How much of the cost of attendance does financial aid cover and what percent of students received aid?

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,691	\$10,800	---
2002-03	\$6,386	\$13,337	63.8
2004-05	\$6,947	\$13,882	64.3

Accessible and Affordable University Education

Table 4
Does enrollment reflect diversity of the state?

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2003-04 %	NM ACT Takers 2003-04 %
	Fall 1997 %	Fall 2003 %	Fall 2004 %	Fall 1997 %	Fall 2003 %	Fall 2004 %		
Race/Ethnicity								
American Indian	2.5	2.9	2.9	3.5	4.4	3.9	11.6	9.3
Asian	1.3	1.3	1.3	2.0	1.1	1.0	1.6	1.7
Black	2.2	2.7	2.7	0.1	1.3	2.2	2.3	1.9
Hispanic	36.1	41.7	41.6	40.9	46.2	46.4	43.8	31.8
White/Other	53.8	47.3	47.8	51.5	46.9	46.6	40.8	38.6
Nonresident Alien	4.0	4.0	3.8	0.0	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7
Total Number	15,067	16,174	16,428	1,213	1,642	1,647	19,435	11,912

High school graduate information not available for 2001-02

Table 5

What proportion of our transfer students come from 2-year colleges?

	Fall 1997		Fall 2003		Fall 2004	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	301	35.4	348	46.4	334	44.9
Out-of-state 2-Yr Colleges	261	30.6	187	25.0	179	24.1
Subtotal 2-Yr Colleges	562	66.0	535	71.4	513	69.0
NM Public 4-Yr Universities	81	9.5	80	10.7	77	10.3
All Other Transfers	209	24.5	134	17.9	154	20.7
Grand Total	852	100.0	749	100.0	744	100.0

Student Progress and Student Success

Table 6
How many freshmen return for second year?

<u>Race/Ethnicity & Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2002</u>		<u>Entered in Fall 2003</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian	45	60.0	70	61.4	75	57.3
Asian	34	85.3	35	68.6	31	80.6
Black	49	73.5	62	75.8	54	74.1
Hispanic	702	72.6	852	72.4	901	70.9
White/Other	843	72.6	943	72.2	946	76.4
Nonresident Alien	22	72.7	15	80.8	10	80.0
Unknown	--	--	--	--	0	0.0
Men	794	71.7	866	72.3	930	70.6
Women	901	73.4	1,111	71.8	1,087	75.5
Overall	1,695	72.6	1,977	72.0	2,017	73.3

* First-time, full-time, degree-seeking freshmen

Table 7
What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1997</u>				<u>Entered Fall 1998</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	81	19.7	45	17.8	8.9	26.7	59	18.6	20.3	38.9
Asian	16	43.8	34	29.4	8.8	38.2	58	51.7	6.9	58.6
Black	20	35.0	49	30.6	12.2	42.8	55	20.0	12.7	32.7
Hispanic	581	47.0	701	39.4	11.8	51.2	820	39.0	10.0	49.0
White/Other	944	51.3	843	47.7	7.4	55.1	1,075	48.2	6.5	54.7
Nonresident Alien	14	78.6	22	54.5	4.5	59.0	11	72.7	0.0	72.7
Unknown	0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Men	809	47.3	793	38.6	11.3	49.9	1,007	37.5	9.1	46.6
Women	847	49.1	901	46.3	7.7	54.0	1,071	48.6	7.7	56.3
Overall	1,656	48.2	1,694	42.7	9.4	52.0	2,078	43.2	8.4	51.6

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years

* Includes Associate degree recipients.

Student Progress and Student Success

Table 8
What degrees were awarded in 2003-04?

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Professional</u>	<u>Total</u>
Agriculture-related		119	40		5		164
Architecture-related		4					4
Business / Public Administration	18	410	79		3		510
Education	6	255	246	3	27		537
Engineering / Tech / Computer	2	337	119		9		467
Health Professions (w/o Nursing)		42	7				49
Home Economics		84	17				101
Humanities/Social Science	23	426	106		12		567
Law / Protective Services	8	98	18				124
Nursing		70	8				78
Science and Math		118	48		22		188
Social Work		49	62				111
Total	57	2,012	750	3	78		2,900

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 92.7

Percent Continuing Their Education: 17.3

In what fields are they employed?

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	46.1%	22.7%	24.6%	6.6%

What percent of alumni are working in New Mexico?

Percent of employed: 39.9%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Academic Quality and a Quality Learning Environment

Table 10

How diverse are our faculty and staff?

	<u>Fall 1997</u>		<u>Fall 2002</u>		<u>Fall 2003</u>	
	Full-Time Faculty % (N = 664)	Full-Time Staff % (N = 2,289)	Full-Time Faculty % (N = 669)	Full-Time Staff % (N = 2,320)	Full-Time Faculty % (N = 696)	Full-Time Staff % (N = 2,556)
Race/Ethnicity & Sex						
American Indian	0.6	1.2	0.5	1.2	0.7	1.6
Asian	5.0	1.2	6.6	1.3	5.8	1.4
Black	0.0	1.0	0.8	1.3	0.7	1.4
Hispanic	8.9	42.4	10.0	43.4	11.1	43.5
White/Other	85.4	54.0	77.1	51.4	80.8	51.4
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	0.1	0.3	5.1	1.4	1.0	0.7
Men	67.5	51.7	63.2	48.6	62.8	46.2
Women	32.5	48.3	36.8	51.4	37.2	53.8

Table 11

Do our faculty hold the highest degree in their fields?

Percent of faculty holding highest degree

Fall 1997	83.0
Fall 2002	84.0
Fall 2003	84.0

Table 12

Are we making progress on faculty pay commensurate with our peers?

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$47,472	87.8	\$57,810	87.1
Fall 2002	\$56,528	86.2	\$70,899	86.6
Fall 2003	\$57,898	86.6	\$73,437	87.5

Academic Quality and a Quality Learning Environment

Table 13

What percent of classroom instruction is delivered by tenured/tenure-track faculty?

	Fall 1997	Fall 2002	Fall 2003
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	45.0	41.0	37.5
Upper Division	74.6	66.5	67.8
Graduate Division	86.5	81.5	82.8
Overall	58.7	53.1	53.6

Classroom instruction excludes labs, theses, internships, independent studies, etc.

Table 14

What are our student to faculty ratios?

Fall 1999	18.9 to 1
Fall 2002	17.3 to 1
Fall 2003	16.7 to 1

* FTE Students/FTE Instructional Faculty

Table 15

How large are our classes?

	Fall 1999 Average	Fall 2002 Average	Fall 2003 Average
Undergraduate, lower division	24	37	37
Undergraduate, upper division	16	32	22
Graduate	8	9	10

Academic Quality and a Quality Learning Environment

Table 16

How satisfied are our students with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	82.9%
Satisfied or Very Satisfied with Student Support	83.1%
Satisfied or Very Satisfied Overall with Institution	87.8%

* See Appendix III (Survey of Graduating Seniors in 2002-03)

Table 17

How satisfied are our alumni with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	93.0%
Satisfied or Very Satisfied with Student Support	84.2%
Satisfied or Very Satisfied Overall with Institution	94.3%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Effective and Efficient Use of Resources

Table 18

What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?

	Percent for Institution	Percent for Peers
1996-97	70.6	65.7
2000-01	68.1	65.6
2001-02*	Not Available	Not Available
2002-03	76.3	71.0

Table 19

What percent of fiscal resources are allocated to administrative costs?

	Percent for Institution	Percent for Peers
1996-97	5.6	6.3
2000-01	5.3	6.2
2001-02*	Not Available	Not Available
2002-03	5.5	6.4

* National data collection was in transition and comparable data were not available.

Listing of Accreditations

NMSU	North Central Association of Colleges & Secondary Schools
Counseling Center	International Association of Counseling Services
Student Health Center	Accreditation Association for Ambulatory Health Care
Department. of Family & Consumer Sciences	National Council for the Accreditation of Teacher Education Commission on Accreditation for Dietetics Education
Department of Agricultural & Extension Education	National Council for the Accreditation Teacher Education
Department of Animal & Range Sciences	Society for Range Management
Department of Chemistry & Biochemistry (B.S. in Chemistry Program)	American Chemical Society
Department of Journalism & Mass Communications	Accrediting Council on Education for Journalism & Mass Communications
Department of Music	National Association of Schools of Music
Department of Psychology (Graduate Programs in Engineering Psychology)	Human Factors and Ergonomics Society
Master of Public Administration	National Association of Schools of Public Affairs & Administration
Master of Business Administration	American Assembly of Collegiate Schools of Business (AACSB) – The International Association for Management Education
Undergraduate Business Program	AACSB – The International Association for Management Education
Bachelor & Master of Accountancy	AACSB – The International Association for Management Education
Doctorate in Business Administration	AACSB – The International Association for Management Education
Athletic Training Education	Committee on Allied Health Education & Accreditation
Communications Disorders (Masters)	American Speech & Hearing Association
Counseling & Guidance (School Counseling Track)	NM State Department of Education National Council for the Accreditation of Teacher Education American Psychological Association Council for Accreditation of Counseling & Related Educational Programs
Curriculum & Instruction (Educ. Specialist & Doctoral Programs)	NM State Department of Education National Council for the Accreditation of Teacher Education
Educational Administration (Educ. Specialist & Doctoral Programs)	NM State Department of Education National Council for the Accreditation of Teacher Education University Council for Educational Administration

New Mexico State University

Educational Administration (M.A. Program)	NM State Department of Education National Council for the Accreditation of Teacher Education
Physical Education (Undergraduate)	NM State Department of Education National Association for Sports and Physical Education National Council for the Accreditation of Teacher Education
Special Education (Undergraduate & Graduate)	NM State Department of Education National Council for the Accreditation of Teacher Education
Teacher Education Program (Undergraduate & Graduate)	NM State Department of Education National Council for the Accreditation of Teacher Education
Teaching English as a Second Language	NM State Department of Education
Chemical Engineering (Undergraduate)	ABET – Engineering Accreditation Commission (EAC)
Civil Engineering (Undergraduate)	ABET – EAC
Electrical Engineering (Undergraduate)	ABET – EAC
Industrial Engineering (Undergraduate)	ABET – EAC
Mechanical Engineering (Undergraduate)	ABET – EAC
Geological Engineering (Undergraduate)	ABET – EAC
Civil Engineering Technology (Undergraduate & Associate)	ABET – Technology Accreditation Commission (TAC)
Mechanical Engineering Technology (Undergraduate & Associate)	ABET – TAC
Electronic Engineering Technology (Undergraduate & Associate)	ABET – TAC
Surveying Engineering	ABET – Related Accreditation Commission
Health Science (Undergraduate)	Society of Public Health Education/American Association of Health Education, Baccalaureate Program Approval Committee
Health Science (Masters)	Council for Education in Public Health
Nursing Program (Undergraduate & Masters)	National League for Nursing
Social Work Program (Undergraduate & Masters)	Council on Social Work Education

New Mexico State University

New Mexico State University - Main Campus						
				DFA Column Labels		
				FY 04	FY 05	FY06
Common Measures						
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			NA	974	1,028
	Actual	858	929	872	926	
Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05
	Target			48%	50%	50%
	Actual	43.1%	45.9%	42.7%	43.2%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.				41.2%	42.10%	
Access Measure: Number of Native American first-year students enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05census
	Target		84	100	116	116
	Actual	75	86	85	75	
Benchmark: Percent ACT test takers in New Mexico who are Native American compared to percent of NMSU's 1st-Time Freshman Class that is Native American.				9.1% (NMSU = 3.6%)	9.3 (NMSU = 3.3%)	
Retention Measure: Percent of full-time, degree-seeking, first-time freshmen persisting to second year.		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05
	Target			73.0%	75%	75%
	Actual	72.0%	70.6%	71.7%	73.3%	
Benchmark: CSRDE retention data for similar institutions				71.5%	71.8%	
Institutional Specific Measures -- Main Campus						
Number of degree programs offered via distance education			FY 2001-02	FY 2002-03	FY2003-04	FYr 2004-05
	Target			9	17	21
	Actual		6	13	16	
departments/programs using the results of direct outcomes assessments of student learning		FY 2000-01	FY 2001-02	FYr 2002-03	FY 2003-04	FY2004-05
	Target		75%	75%	75%	85%
	Actual		90.0%	92.0%	84.0%	
Number of NMSU teacher preparation programs available at NM community college sites		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target			2	3	5
	Actual		1	3	4	
Total restricted research, public service expenditures, and student aid expenditures for all NMSU campuses		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target			\$167.4	\$175.8	\$175.8
	Actual		\$152.2	\$165.9	\$160.7	

Institutional Profile of University of New Mexico

Mission: The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

Fall 2004 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	17,474	350	18,027
Non-degree seeking undergraduate	2,132	121	2,247
First Professional - Medicine	298		298
First Professional - Law	344		344
First Professional - PharmD	339		339
Graduates	4,933	196	5,084
Branch students enrolled on Main	171	199	0
Total Headcount	25,691	866	26,339
Total FTE			20,425.0

Number of program majors at the following degree levels for 2004-05:

Associate's	2
Bachelor's	92
Master's	69
Post-Master's	5
Graduate Certificates	5
Doctorate	38
First Professional	3

2004-2005 total current funds revenue for main campus:
\$509,146,431

2003-2004 total state appropriation for main campus
as a percent of total main campus operating
budget: **25.5%**

Accessible and Affordable University Education

Table 1

Is university tuition affordable relative to peers and per capita income?

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$2,165	71.8	\$ 8,174	86.3
1998-99	\$2,242	71.2	\$ 8,461	85.2
1999-00	\$2,430	75.0	\$ 9,172	87.7
2000-01	\$2,795	81.5	\$10,548	96.0
2001-02	\$3,026	82.9	\$11,424	97.5
2002-03	\$3,169	78.6	\$11,436	89.3
2003-04	\$3,313	70.7	\$11,954	84.9
2004-05	\$3,738	Not available	\$12,500	Not available

Context for 2003:

NM Per-Capita Income: \$25,541 Relative to peer states average per capita income: 88.3%

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2002-03 Percent</u>	<u>2003-04 Percent</u>
Gift Aid (not paid back)	38.0	46.8	42.3
Work Study (must work to earn)	4.1	3.6	3.4
Loans (must pay back)	57.9	49.7	54.3

Table 3

How much of the cost of attendance does financial aid cover and what percent of students received aid?

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$7,858	\$12,242	53.5
2002-03	\$8,432	\$13,766	64.8
2003-04	\$8,130	\$14,097	63.3

Accessible and Affordable University Education

Table 4
Does enrollment reflect diversity of the state?

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2003-04 %	NM ACT Takers 2003-04 %
	Fall 1997 %	Fall 2003 %	Fall 2004 %	Fall 1997 %	Fall 2003 %	Fall 2004 %		
Race/Ethnicity								
American Indian	4.7	5.6	5.8	5.9	4.7	5.9	11.6	9.3
Asian	3.0	3.4	3.3	3.7	3.4	3.3	1.6	1.7
Black	2.4	2.4	2.5	1.2	2.2	2.8	2.3	1.9
Hispanic	24.4	29.5	29.8	36.3	40.1	40.2	43.8	31.8
White/Other	60.2	50.0	48.8	52.2	44.8	42.3	40.8	38.6
Nonresident Alien	2.6	3.6	3.4	0.0	0.0	0.1	0.0	0.0
Unknown	2.8	5.5	6.3	0.8	4.8	5.4	0.0	16.7
Total Number	24,063	25,793	26,339	1,695	2,607	2,707	19,435	11,912

Table 5
What proportion of our transfer students come from 2-year colleges?

	Fall 1997		Fall 2003		Fall 2004	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	583	39.0	714	52.3	760	53.5%
Out-of-state 2-Yr Colleges	191	12.8	141	10.3	162	11.4%
Subtotal 2-Yr Colleges	774	51.8	855	62.6	922	64.9%
NM Public 4-Yr Universities	154	10.3	137	10.0	122	8.6%
All Other Transfers	566	37.9	374	27.4	377	26.5%
Grand Total	1,494	100.0	1,366	100.0	1,421	100.0%

Student Progress and Student Success

Table 6
How many freshmen return for second year?

<u>Race/Ethnicity & Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2002</u>		<u>Entered in Fall 2003</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian	118	56.8	135	68.1	142	62.7
Asian	74	83.8	96	84.4	102	83.3
Black	43	67.4	76	72.4	91	78.0
Hispanic	691	71.3	955	76.4	1,101	74.0
White/Other	1,158	72.3	1,351	76.2	1,353	76.3
Nonresident Alien	8	87.5	22	77.3	15	60.0
Unknown	21	66.7	125	78.4	140	80.0
Men	959	69.4	1,192	72.3	1,281	71.4
Women	1,154	73.1	1,568	79.1	1,663	78.1
Overall	2,113	71.4	2,760	76.2	2,944	75.2

* First-time, full-time, degree-seeking freshmen

Table 7
What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1997</u>				<u>Entered Fall 1998</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	79	27.8	118	20.3	20.3	40.7	127	20.5	14.2	34.6
Asian	39	64.1	74	50.0	18.9	68.9	101	42.6	10.9	53.5
Black	34	44.1	43	39.5	7.0	46.5	82	31.7	14.6	46.3
Hispanic	573	48.2	691	41.0	10.4	51.4	937	39.3	12.9	52.2
White/Other	954	53.2	1,158	45.0	9.1	54.1	1,299	42.5	8.8	51.3
Nonresident Alien	19	68.4	8	62.5	0.0	62.5	21	47.6	4.8	52.4
Unknown	3	66.7	21	52.4	14.3	66.7	43	46.5	7.0	53.5
Men	795	44.75	959	36.8	11.4	48.2	1,142	35.5	12.1	47.5
Women	906	56.0	1,154	47.2	9.7	56.9	1,468	43.6	9.7	53.3
Overall	1,701	50.6	2,113	42.5	10.5	53.0	2,610	40.0	10.7	50.8

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years

* Includes Associate degree recipients.

Student Progress and Student Success

Table 8

What degrees were awarded in 2003-04?

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Professional</u>	<u>Total</u>
Agriculture-related							
Architecture-related		31	48				79
Business / Public Administration		524	255	2			781
Education		383	343	14	45		785
Engineering / Tech / Computer		211	136		32		379
Health Professions (w/o Nursing)	10	86	76		11	152	335
Home Economics		52	7				59
Humanities/Social Science		1,290	146		72		1,508
Law / Protective Services		89				91	180
Nursing		112	29	2			143
Science and Math		251	50		35		336
Social Work							
Total	10	3,029	1,090	18	195	243	4,585

Table 9

What are our alumni doing?

Percent Employed (may also be in school): 88.6% Percent Continuing Their Education: 19.3%

In what fields are they employed?

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	45.0%	31.4%	16.5%	5.5%

What percent of alumni are working in New Mexico?

Percent of employed: 66.1%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Academic Quality and a Quality Learning Environment

Table 10

How diverse are our faculty and staff?

Race/Ethnicity & Sex	<u>Fall 1997</u>		<u>Fall 2002</u>		<u>Fall 2003</u>	
	Full-Time Faculty % (N = 1,375)	Full-Time Staff % (N = 4,544)	Full-Time Faculty % (N = 1,462)	Full-Time Staff % (N = 4,315)	Full-Time Faculty % (N = 1,488)	Full-Time Staff % (N = 4,442)
American Indian	1.6	3.5	2.1	4.6	2.3	4.5
Asian	4.1	1.5	5.7	1.8	6.0	1.7
Black	0.8	2.4	1.4	2.3	1.5	2.3
Hispanic	8.8	31.9	8.8	33.2	8.9	33.5
White/Other	81.0	58.8	78.2	56.2	77.5	55.9
Nonresident Alien	2.6	0.7	2.9	0.5	2.8	0.8
Unknown	1.1	1.1	0.9	1.5	1.1	1.4
Men	63.9	39.2	60.3	37.2	59.7	37.0
Women	36.1	60.8	39.7	62.8	40.3	63.0

Table 11

Do our faculty hold the highest degree in their fields?

Percent of faculty holding highest degree

Fall 1997	87.1
Fall 2002	86.7
Fall 2003	85.6

Table 12

Are we making progress on faculty pay commensurate with our peers?

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$53,736	90.2	\$64,421	88.0
Fall 2002	\$65,313	90.9	\$78,491	87.9
Fall 2003	\$68,090	92.1	\$82,351	89.1

Academic Quality and a Quality Learning Environment

Table 13

What percent of classroom instruction is delivered by tenured/tenure-track faculty?

<u>Course Level</u>	Fall 1997	Fall 2002	Fall 2003
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Lower Division	33.4	28.3	27.1
Upper Division	65.4	56.6	54.8
Graduate Division	82.7	74.3	73.1
Overall	52.6	43.3	41.9

Classroom instruction excludes labs, theses, internships, independent studies, etc.

Table 14

What are our student to faculty ratios?

Fall 1999	18.8 to 1
Fall 2002	18.8 to 1
Fall 2003	19.1 to 1

* FTE Students/FTE Instructional Faculty

Table 15

How large are our classes?

	Fall 1999 Average	Fall 2002 Average	Fall 2003 Average
Undergraduate, lower division	39	36	37
Undergraduate, upper division	22	22	21
Graduate	11	12	11

Academic Quality and a Quality Learning Environment

Table 16

How satisfied are our students with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	77.6%
Satisfied or Very Satisfied with Student Support	70.2%
Satisfied or Very Satisfied Overall with Institution	76.0%

* See Appendix III (Survey of Graduating Seniors in 2002-03)

Table 17

How satisfied are our alumni with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	80.2%
Satisfied or Very Satisfied with Student Support	67.1%
Satisfied or Very Satisfied Overall with Institution	82.5%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Effective and Efficient Use of Resources

Table 18

What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?

	Percent for Institution	Percent for Peers
1996-97	76.1	64.5
2000-01	79.5	64.3
2001-02*	Not Available	Not Available
2002-03	76.7	70.6

Table 19

What percent of fiscal resources are allocated to administrative costs?

	Percent for Institution	Percent for Peers
1996-97	5.1	6.0
2000-01	4.9	6.4
2001-02*	Not Available	Not Available
2002-03	4.5	6.6

* National data collection was in transition and comparable data were not available.

University of New Mexico

Listing of Accreditations

UNM	North Central Association
B.B.A., M.B.A., E.M.B.A., & Masters of Accountancy	American Assembly of Collegiate Schools of Business
Accounting, undergraduate & graduate programs	American Assembly of Collegiate Schools of Business
Masters in Public Administration	National Association of Schools of Public Affairs & Admin.
Master of Architecture	National Architectural Accrediting Board
Master of Community & Regional Planning	Planning Accreditation Board
Master of Landscape Architecture	Landscape Architectural Accreditation Board
Undergraduate Program	American Chemical Society
Ph.D. Clinical Psychology	American Psychological Association
Speech/Language Pathology, M.S. & Audiology, M.S.	American Speech Language Hearing Association
M.A. and Ph.D. Counselor Education	Council for the Accreditation of Counseling & Related Education Programs
B.A., M.A., & Ph.D. All programs for preparation of teachers, school administrators, and guidance counselors	National Council for Accreditation of Teacher Education and the New Mexico State Board of Education
B.S. Athletic Training Program	Commission on Acc. Of Allied Health Educ. Programs
B.S. in Nutrition, Nutrition/Dietetics Program. Post B.S. in Dietetics	Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association
M.A., Ed.S. and Ed.D. All programs in Educational Administration and Leadership	University Council for Educational Administration
B.S. Chemical Engineering	EAC / ABET
B.S. Nuclear Engineering	EAC / ABET
B.S. Civil Engineering	EAC / ABET
B.S. Construction Engineering	EAC / ABET
B.S. Electrical Engineering	EAC / ABET
B.S. Computer Engineering	EAC / ABET
B.S. Mechanical Engineering	EAC / ABET
B.S. Computer Science	Computer Science Accreditation Comm. Of the Computing Sciences Accreditation Board
B.S. Construction Management	American Council for Construction Education
B.M., B.A., B.M.E. & M.M. Music	National Association of Schools of Music
B.A., B.F.A. & M.A. Theatre	National Association of Schools of Theatre
B.A. and M.A. Dance	National Association of Schools of Dance
Nursing	National League of Nursing Approval by the NM Board of Nursing.

University of New Mexico

M.S.N. with a certificate in Nurse Midwifery	American College of Nurse-Midwives, Division of Accreditation
B.S. & Pharm.D., Pharmacy	American Council on Pharmaceutical Education
M.D. Medicine Undergraduate Medical Education Curriculum	Liaison Committee on Medical Education Representing the Association of American Medical Colleges & the American Medical Association
"Part of a B.S. degree program & also a cert. Program." Paramedic Course.	Comm. For Accreditation Of Health Education Programs, Joint Review Committee
B.S. and cert. Of completion Physician Asst. Educ.	Comm. On Accreditation Of Allied Health Education Programs
Masters in Public Health in Community Health & Preventive Medicine, through Biomedical Sciences Graduate Program	Council on Education for Public Health
B.S. Occupational Therapy Program	Accreditation Council for Occupational Therapy Education
B.S. Physical Therapy Program	Commission on Accreditation. In Physical Therapy Education
B.S. or cert. For those with a B.S. Degree, Med. Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
B.S. Dental Hygiene	Commission on Dental Accreditation
Dental Assisting	Commission on Dental Accreditation
Law	American Bar Assoc. and Association of American Law Schools

Reporting Data for DFA Submittals						
University of New Mexico - Main Campus						
				DFA Column Labels		
				FY 04	FY 05	FY06
Common Measures						
Transfer Measure: Number of Undergraduate Transfer Students From Two-Year Colleges		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target				1,560	1,590
	Actual	1,358	1,416	1,516	1,611	
Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05
	Target				41.0%	42.5%
	Actual	45.2%	45.8%	42.5%	40.0%	
Benchmark					45.2%	45.9%
Access Measure: Increase Number of First-Year, Native American Students from New Mexico Enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census
	Target		101	135	162	184
	Actual	85	117	122	161	
Benchmark					249	249
Retention Measure: Percent of Full-Time, First-Time Freshmen Who Re-enroll the Following Fall Semester		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05
	Target		73.5%	75.0%	75.5%	76.0%
	Actual	73.3%	76.3%	76.2%	75.2%	
Benchmark					74.8%	74.8%
Institutional Specific Measures -- Main Campus						
Number of Degrees Awarded Utilizing Extended University Courses		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2003-04
	Target			125	150	170
	Actual	119	155	145	212	
Number of Post-baccalaureate Degrees Awarded: Main Campus		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			1,210	1,275	1,300
	Actual	1,276	1,256	1,250	1,296	
Increase External Research and Public Service Expenditures: Main Campus		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			\$110.0	\$112.2	\$114.4
	Actual	\$118.8	\$100.8	\$96.6	\$103.3	

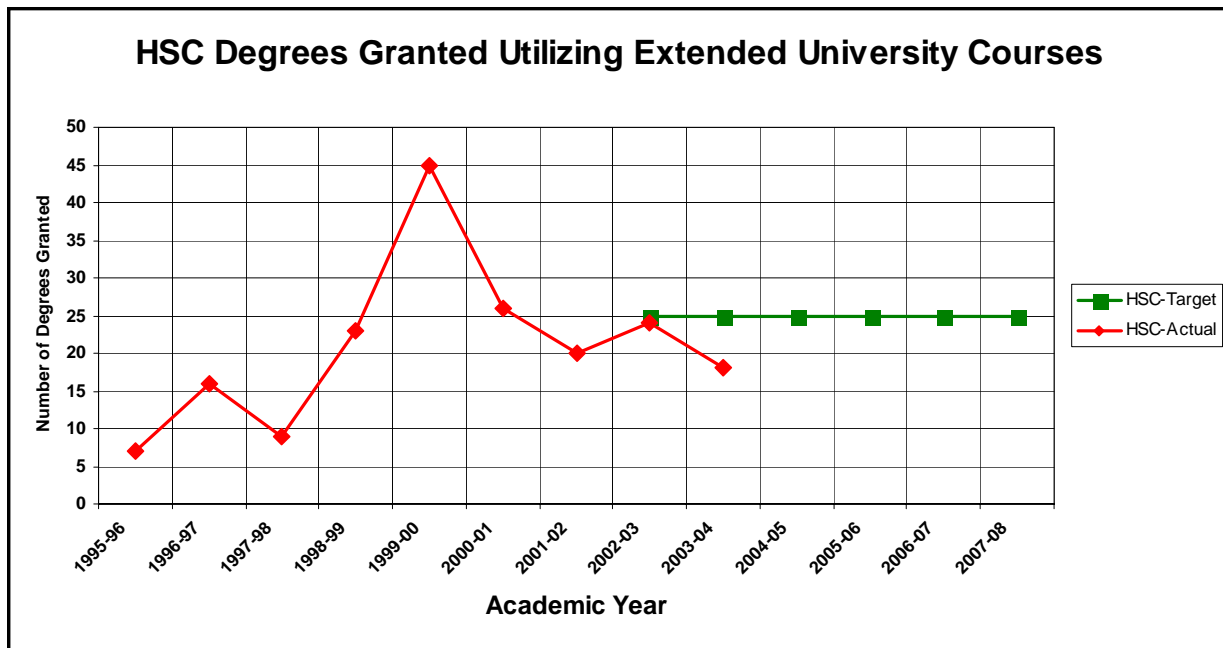
Institutional Profile of University of New Mexico - Health Sciences Center

Mission: The mission of the University of New Mexico’s Health Sciences Center is to provide added value to health care through leadership in: providing innovative, collaborative education; advancing frontiers of science through research critical to the future of health care; delivering health care services that are at the forefront of science; and facilitating partnerships with public and private biomedical and health enterprises.

Number of Degrees Awarded Utilizing Extended University Courses

Academic Years Include Summer, Fall, and Spring Semesters

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
UNM-HSC													
Target								25	25	25	25	25	25
Actual	7	16	9	23	45	26	20	24	18				

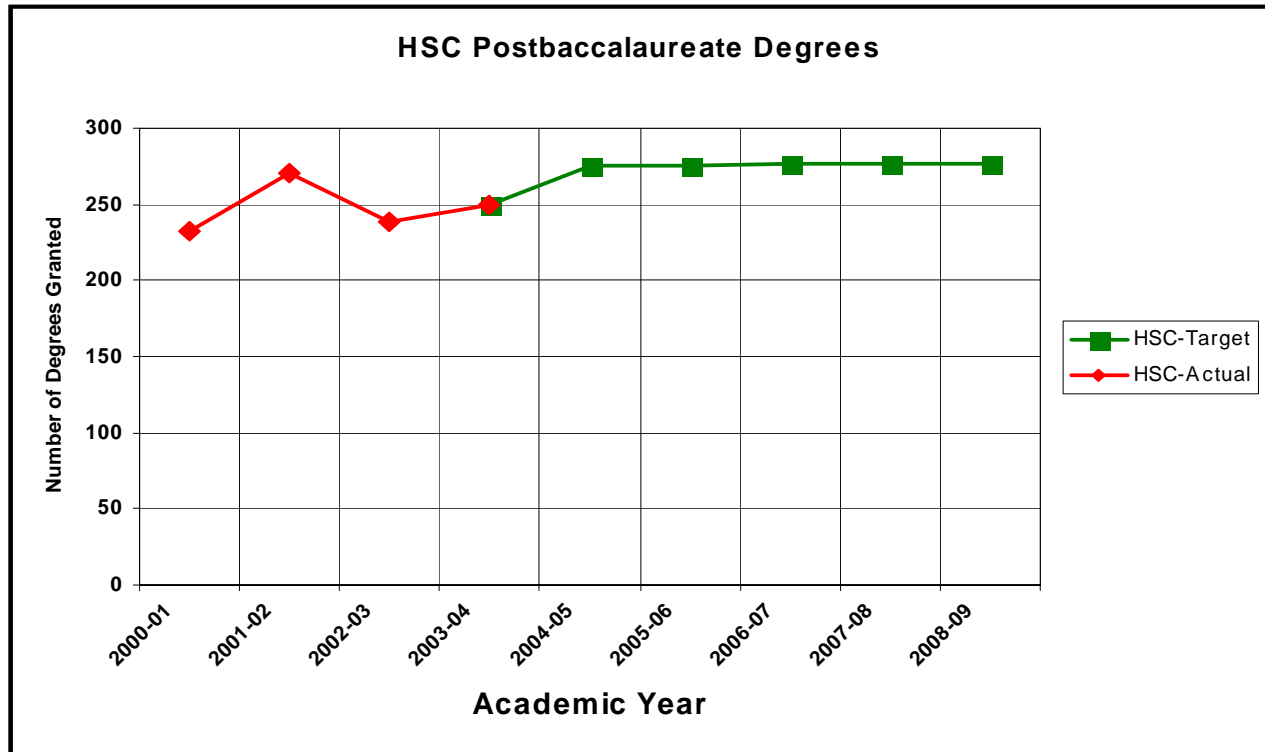


Providing access to courses has been important to UNM for many years. With the advent of the Extended University (EU) four years ago, this became a priority, with the emphasis now on providing the necessary course work for students to be able to complete the last two years for an undergraduate degree of most of the necessary course work for a masters degree. The UNM definition of “degrees granted utilizing Extended University Courses” covers some graduates of the College of Nursing. Based on the UNM definition, EU graduates are not expected to increase significantly in the coming years.

Number of of Post-baccalaureate Degrees Awarded

Academic Years Include Summer, Fall, and Spring Semesters

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
UNM-HSC									
Target				250	275	275	277	277	277
Actual	232	270	238	249					

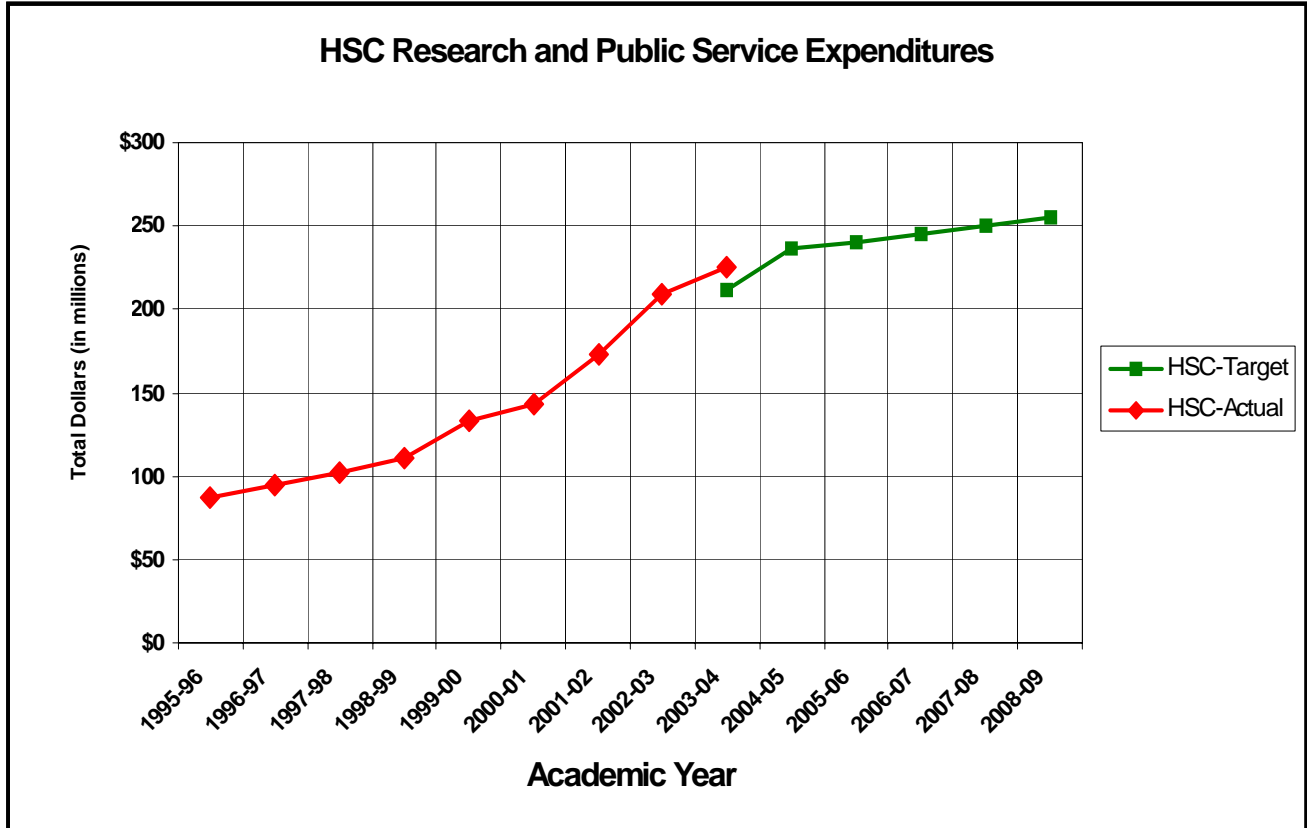


Providing a highly trained workforce for New Mexico is one of the primary missions of the University. In particular, the Health Sciences Center (HSC) is the only provider of many unique professional programs in New Mexico (e.g., Medicine and Pharmacy). Note that both Main Campus and HSC programs depend on units across the university. Because of class size limits in most HSC post-baccalaureate programs, increasing the number of degrees depends on additional funding for the programs.

Increase External Research and Public Service Expenditures

Academic Years Include Summer, Fall, and Spring Semesters (values are in Millions)

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
UNM-HSC														
Target									\$212.0	\$236.0	\$240.7	\$245.5	\$250.4	\$255.5
Actual	\$ 87.1	\$ 94.4	\$ 101.5	\$ 110.8	\$ 133.1	\$143.5	\$172.5	\$209.7	\$225.9					

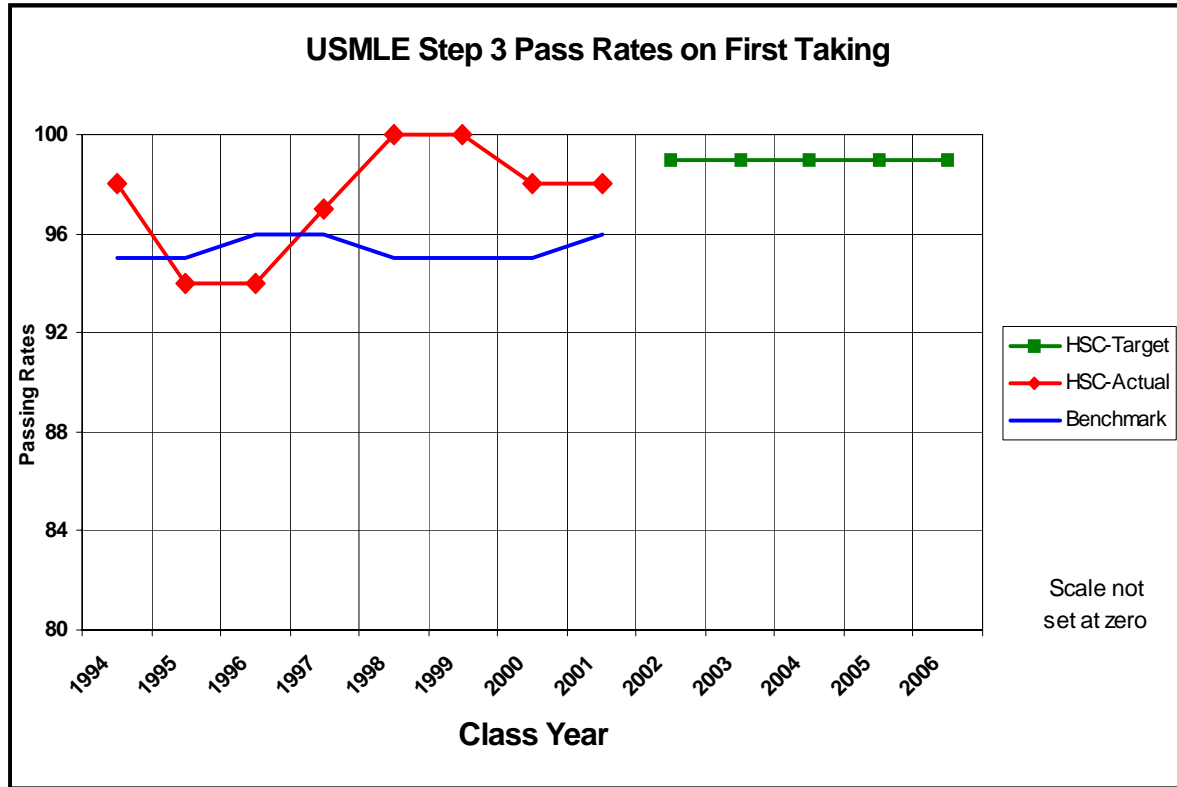


Bringing external dollars into New Mexico is one way that UNM contributes to economic development and to help support the research and public service mission of the University. Expenditures are tracked separately for Main Campus and the Health Sciences Center (HSC), even though many research and public service projects are joint, interdisciplinary projects across both divisions of the university. The graph above shows the HSC expenditures. The University's goal (Main Campus and HSC) is to increase our target by 2% per year for the next five years.

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

Class Years

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
UNM-HSC													
Target									99	99	99	99	99
Actual	98	94	94	97	100	100	98	98					



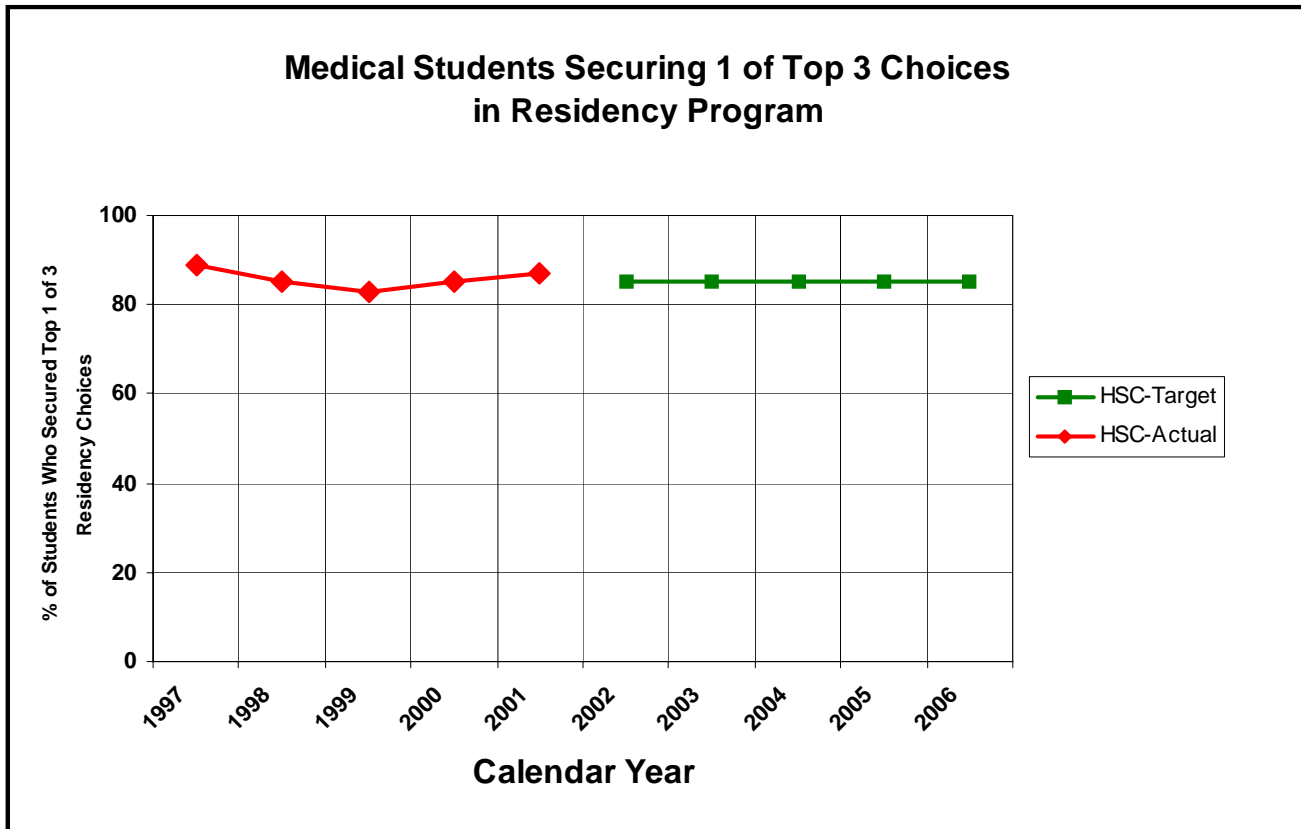
* Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.

The graph above shows that the HSC SOM's high quality medical education has produced students that have surpassed the national average on its national exam test for the past several years. The target is the average SOM pass rate over previous four class years.

Percent Medical Students Who Secured One of Their Top Three Choices in the Residency Program

Calendar Years

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
UNM-HSC										
Target						85	85	85	85	85
Actual	89	85	83	85	87					

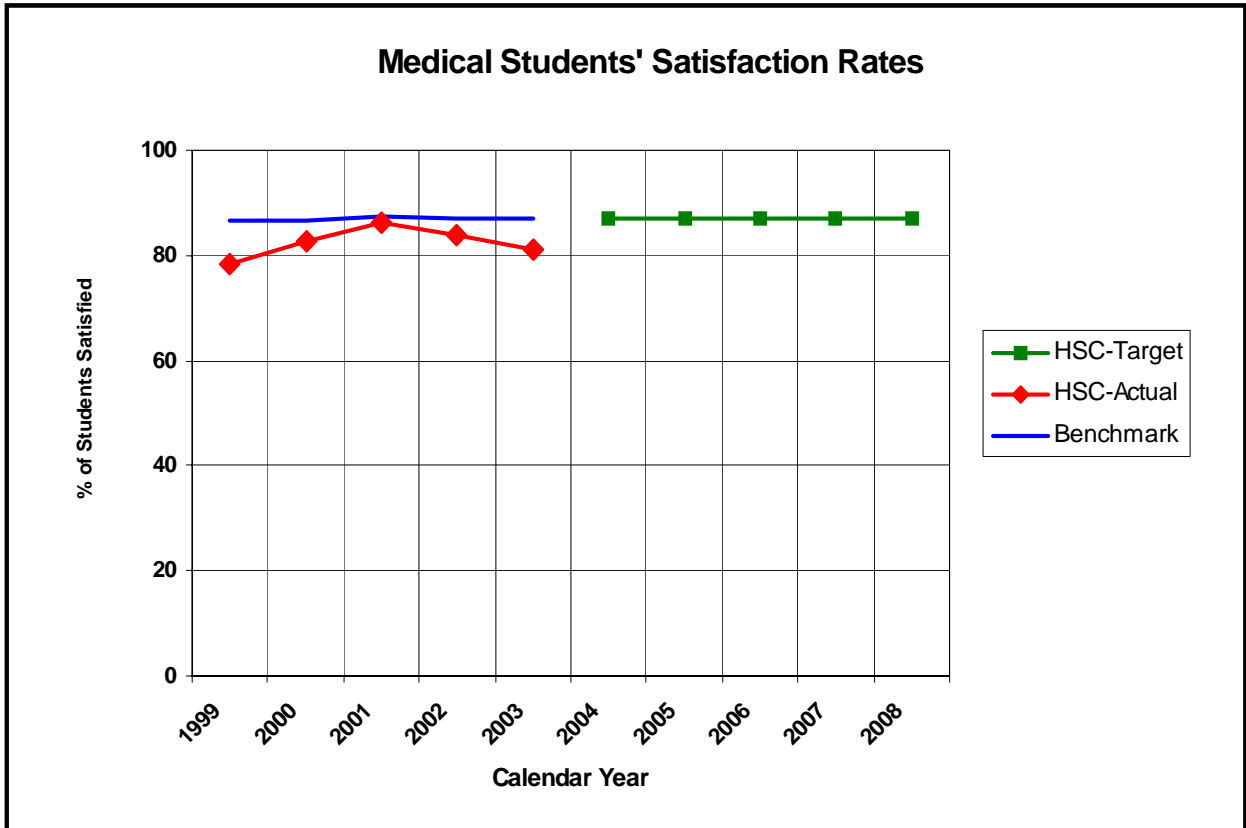


The graph above shows that a high percentage of HSC School of Medicine medical students secured one of their top three choices in a residency program, but an important aspect is that 100% of the SOM's graduates make it into a residency program - illustrating the SOM's high quality medical education. The target is the average of the last four years of data, rolling the average forward. Note that the actual data is influenced by the students' agreement to self-report because it is not mandatory.

Medical Student Satisfaction Rates on National Standardized Survey

Calendar Years

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
UNM-HSC										
Target						87.1	87.1	87.1	87.1	87.1
Actual	78.3	82.5	86.4	83.7	81.0					

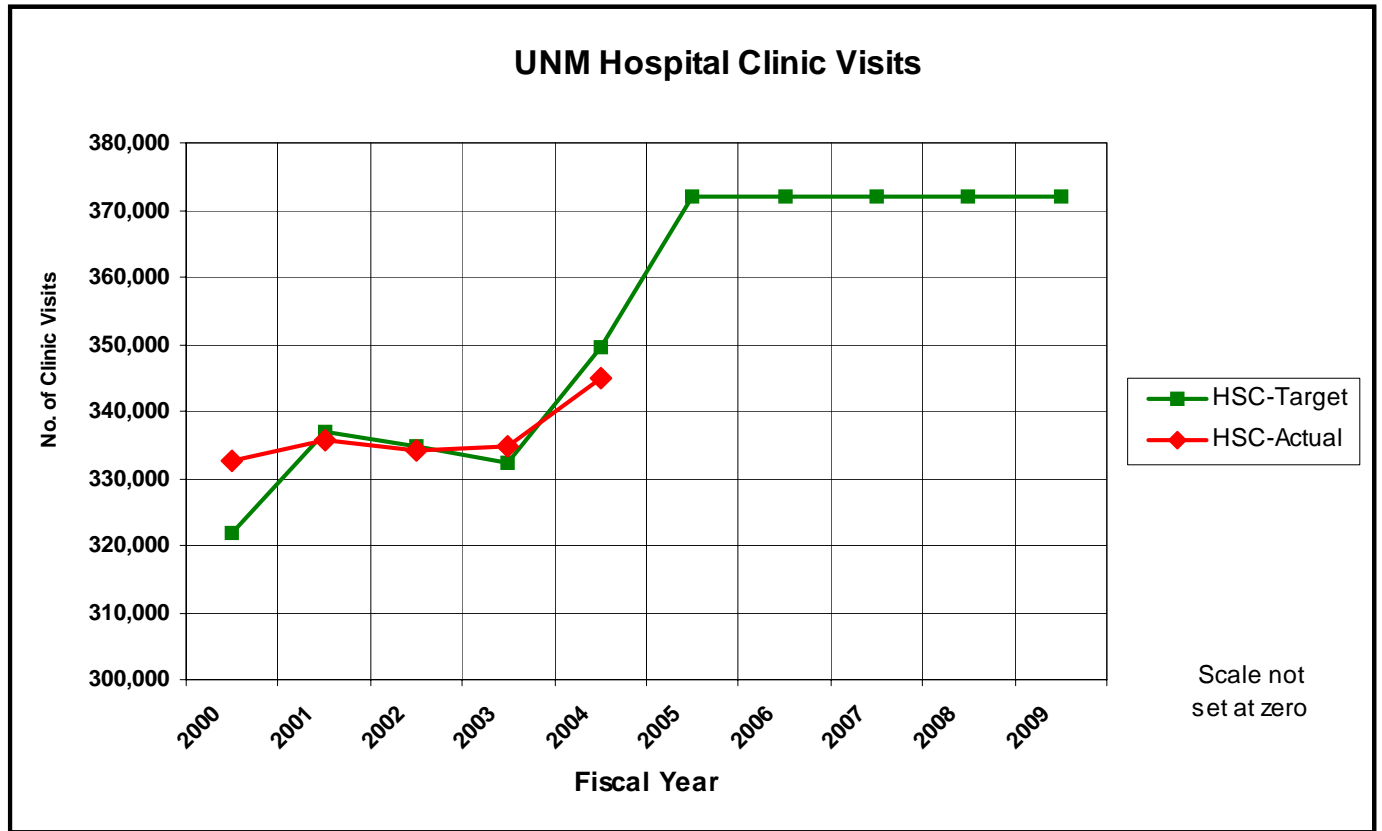


* Benchmark is overall satisfaction ratings of all AAMC schools participating in graduation questionnaire.

The graph above shows that the SOM’s medical students’ overall satisfaction with the quality of their medical education at the HSC SOM is close to what is experienced nationally. The target is the benchmark level of the latest available reported year. Note that the actual data is influenced by the students’ agreement to self-report because it is not mandatory.

Total Number of UNM Hospital Clinic Visits

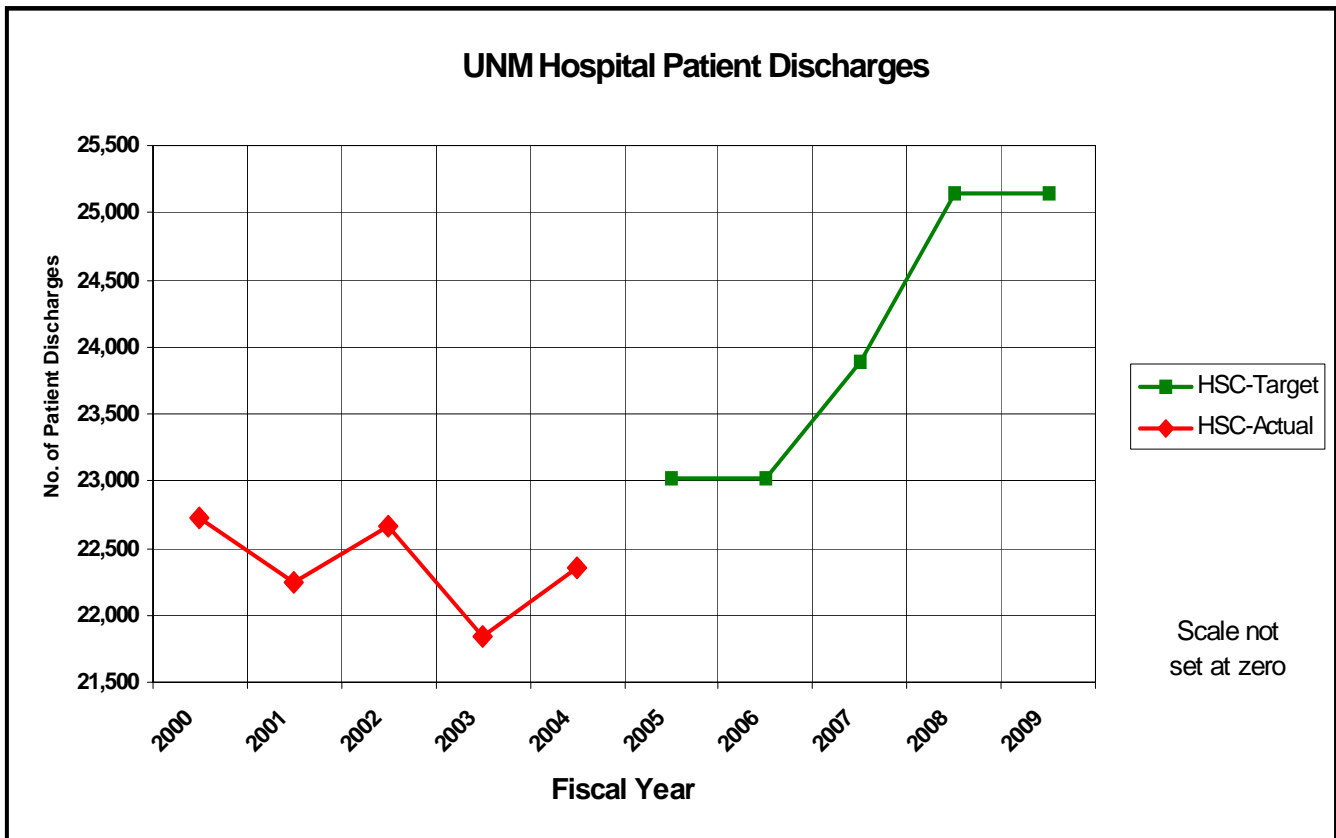
		Fiscal Years									
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UNM-HSC											
Target		321,864	336,876	334,649	332,166	349,417	372,031	372,031	372,031	372,031	372,031
Actual		332,606	335,805	334,195	334,843	344,999					



The graph above shows a steady increase in the Hospital's patient base to its clinics with an upturn expected in the near future. The Hospital's target represents budgeted clinic visits.

Total Number of UNM Hospital Inpatient Discharges

		Fiscal Years									
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UNM-HSC											
Target							23,022	23,022	23,888	25,136	25,136
Actual		22,724	22,238	22,666	21,844	22,349					

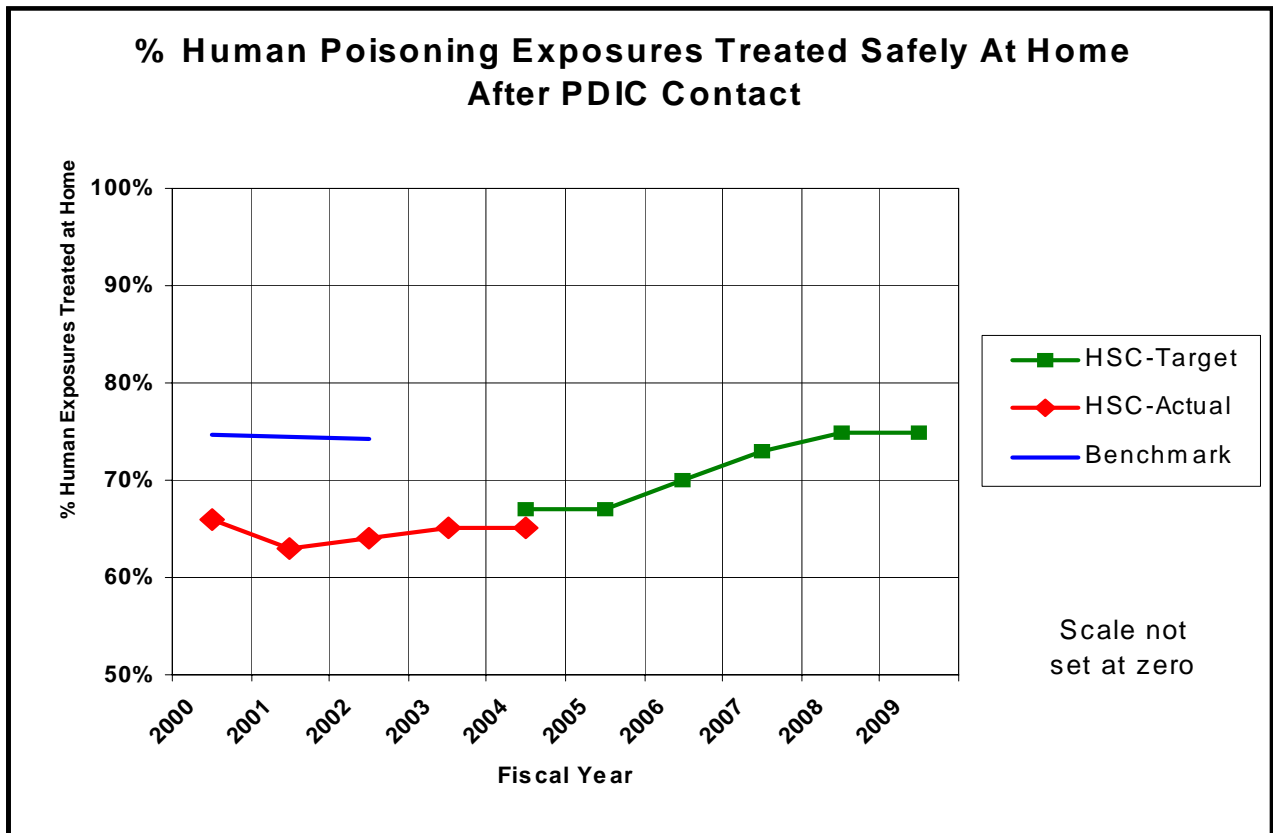


The graph above shows an overall downturn in the number of Hospital patient discharges over recent history. The trend is expected to turn around after the Hospital expands its capacity in its pediatrics and women’s inpatient services from its West Wing Expansion project.

Percent Human Poisoning Exposures Treated Safely at Home After Poison & Drug Information Center (PDIC) Contact

Fiscal Years

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UNM-HSC										
Target					67%	67%	70%	73%	75%	75%
Actual	66%	63%	64%	65%	65%					



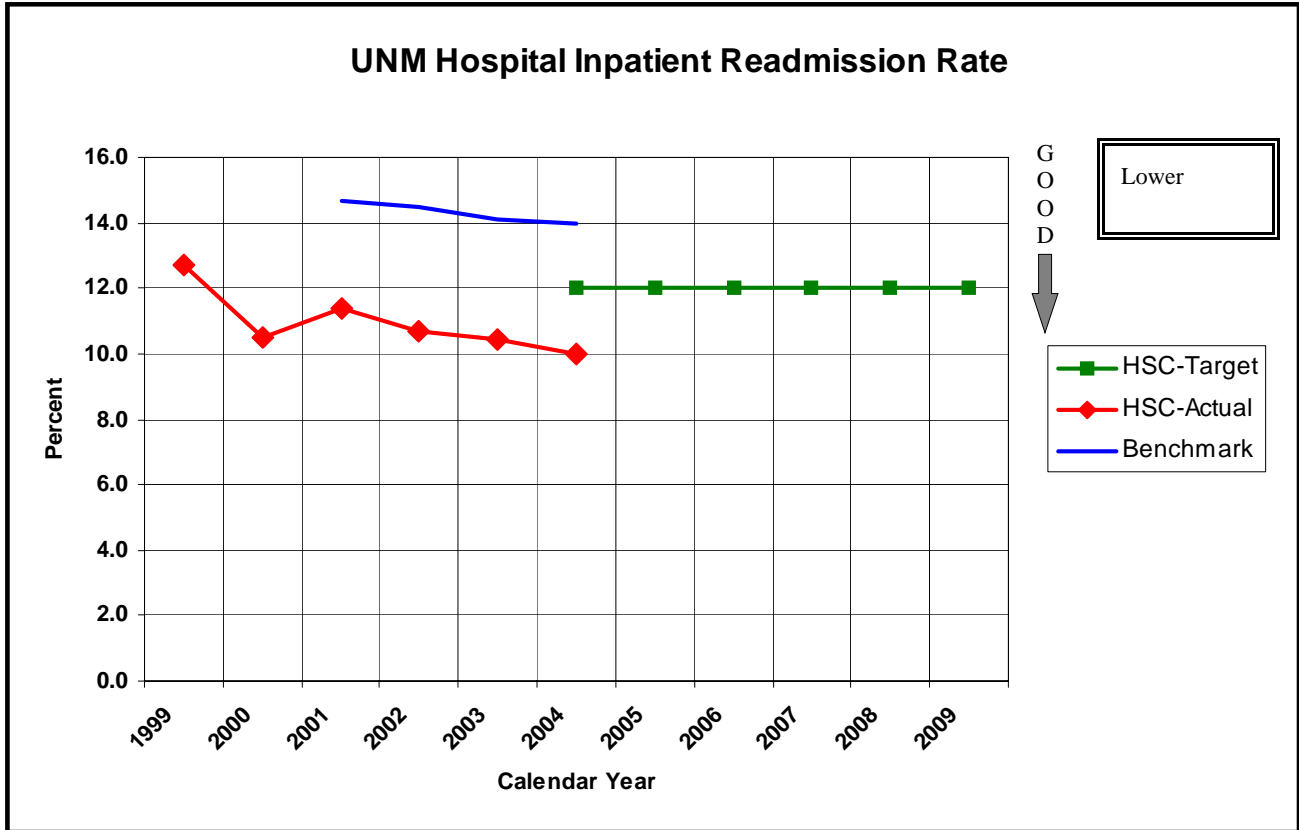
* Benchmark is the aggregate value for all national poison centers.

The graph above shows that the COP PDIC has made progress relative to the successful treatment of poisoning exposures at home after patients have called. The target is to reach the national benchmark in five years. The measure is calculated by dividing the number of human exposures calls. The number of human exposures treated at home was 15,177 in FY 2004, and 13,771 in FY 2000. In FY 2003, the total number of calls received by the center was 40,510, up 2,733 from FY 2001.

UNM Hospital Inpatient Readmission Rate

Calendar Years

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UNM-HSC											
Target						12.0	12.0	12.0	12.0	12.0	12.0
Actual	12.7	10.5	11.4	10.7	10.5	10.0					

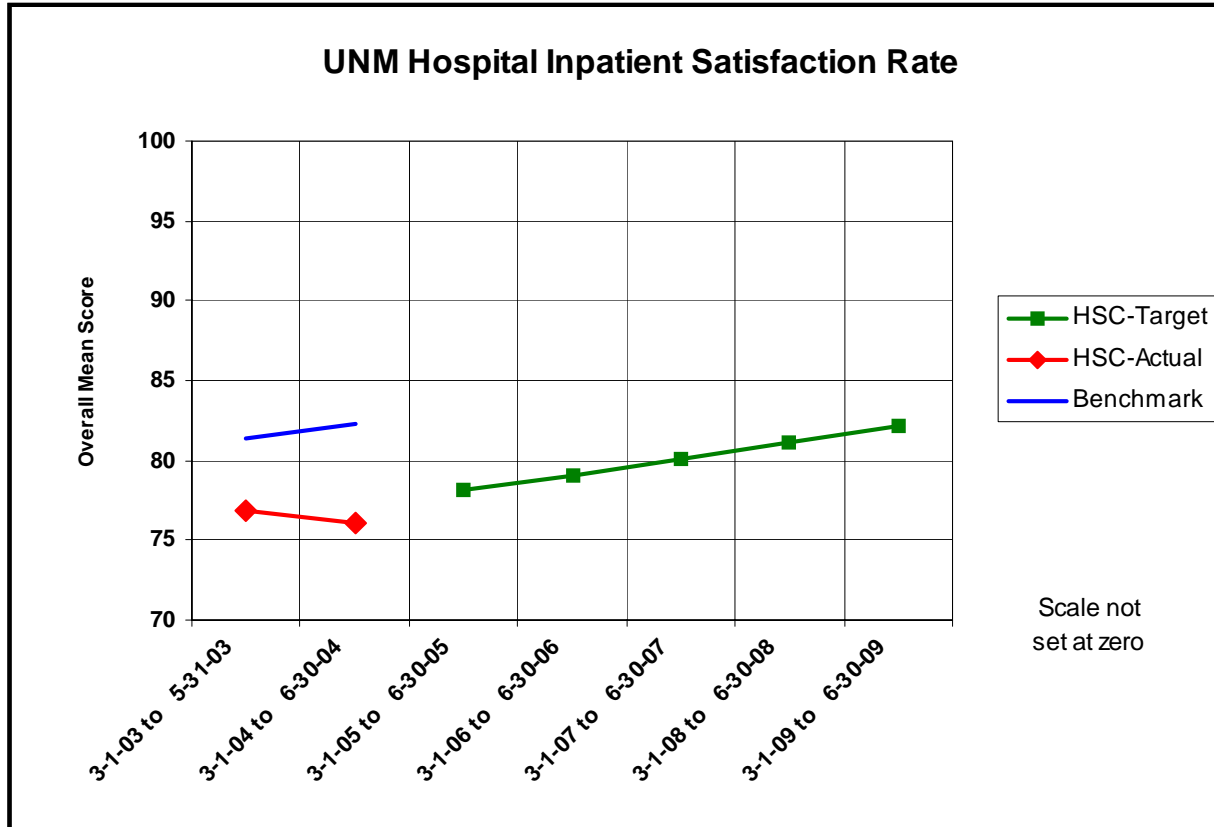


* Benchmark is the 50th Percentile of all UHC hospital readmission rates and is weighted average of the two most recent quarters of data.

The graph above shows that the Hospital has consistently made improvements in its inpatient readmission rates over time. The Hospital's target is the 25th percentile of the UHC Clinical Data Base. The target is to be at least below 12%, while peers are around 14%.

UNM Hospital Inpatient Satisfaction Rate

		Survey Periods						
		3-1-03 to 5-31-03	3-1-04 to 6-30-04	3-1-05 to 6-30-05	3-1-06 to 6-30-06	3-1-07 to 6-30-07	3-1-08 to 6-30-08	3-1-09 to 6-30-09
UNM-HSC				78.1	79.1	80.1	81.1	82.1
Target								
Actual		76.8	76.1					

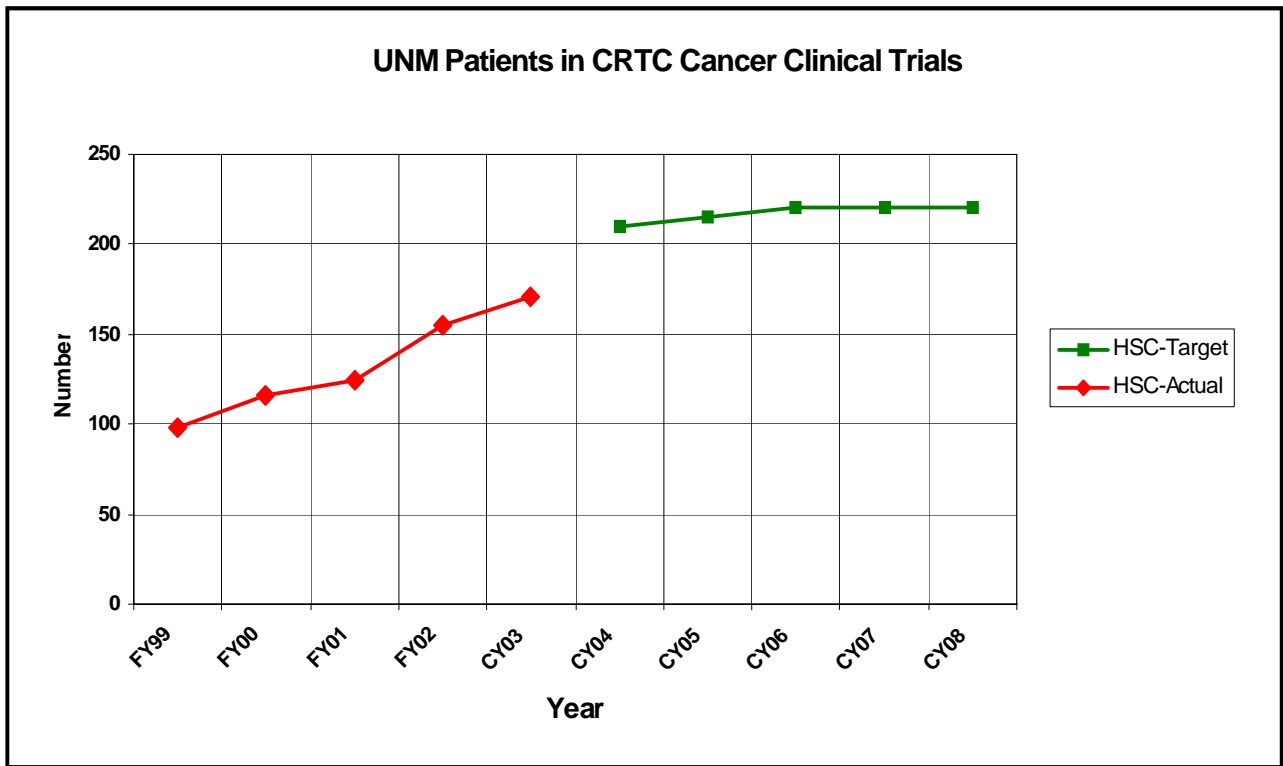


* Benchmark is the 20-member UHC Comparison Group mean score.

The graph above shows that while the Hospital is under its desired level of patient satisfaction, it is still early in the tracking process since converting to working with a national survey company with a national database. Since subscribing to Press-Ganey, the reporting periods for the survey have changed periodically prior to a standardized survey period that began with the March 1, 2004 to June 30, 2004 survey period. The target represents a previous satisfaction high point (78.1) for the Hospital with a 1.0 percentage point annual increase for the years 2006-2009. This target is an internal working number that can change at any time. The hospital's overall inpatient satisfaction mean score of 76.1 (n=365) places it in the 5th percentile ranking among the UHC Comparison Group hospitals (n=20). The benchmark represents the 50th percentile of the UHC Comparison Group hospitals.

Number of UNM Patients Participating in Cancer Research & Treatment Center (CRTC) Cancer Clinical Trials

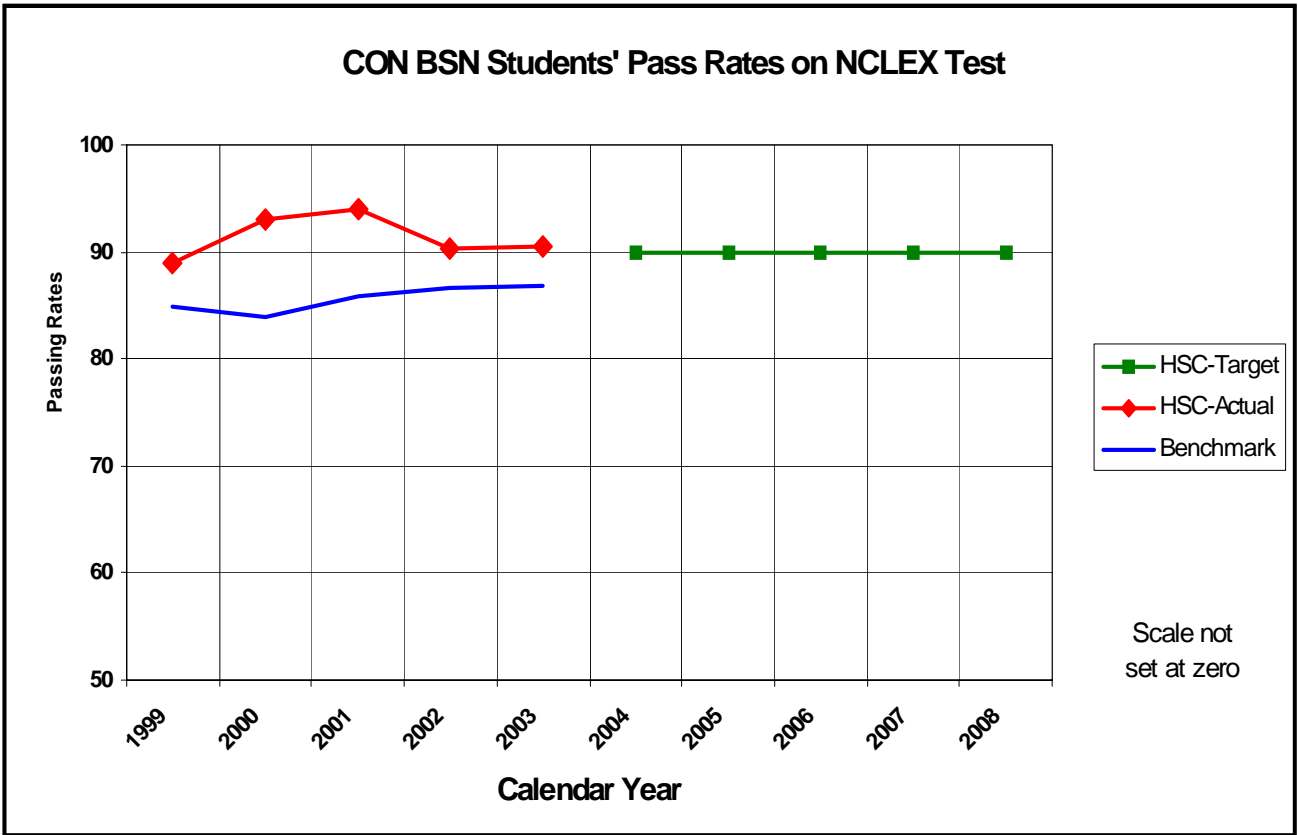
	Years										
	FY98	FY99	FY00	FY01	FY02	CY03	CY04	CY05	CY06	CY07	CY08
UNM-HSC											
Target							210	215	220	220	220
Actual	79	98	116	125	155	171					



In the graph above, the UNM CRTC has experienced steady growth in cancer clinical trials and expects the trend to continue through its completion of the National Cancer Institute designation within the next year or so. Note that the data reporting time frames changed to calendar years beginning with CY 2003 as required by National Cancer Institute (NCI). The data for CRTC’s CY 2003 represents totals through May 2004. In FY 2002, the CRTC reported all trials of 210 instead of only therapeutic trials and normalized the data at 155 therapeutic trials as a best estimate for the year. In 2003, the CRTC changed back to reporting only therapeutic trials as required by the NCI.

Pass Rates on NCLEX Test by College of Nursing BSN Students

		Calendar Years									
		1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
UNM-HSC											
Target						90.0	90.0	90.0	90.0	90.0	
Actual		89.0	93.0	94.0	90.3	90.6					

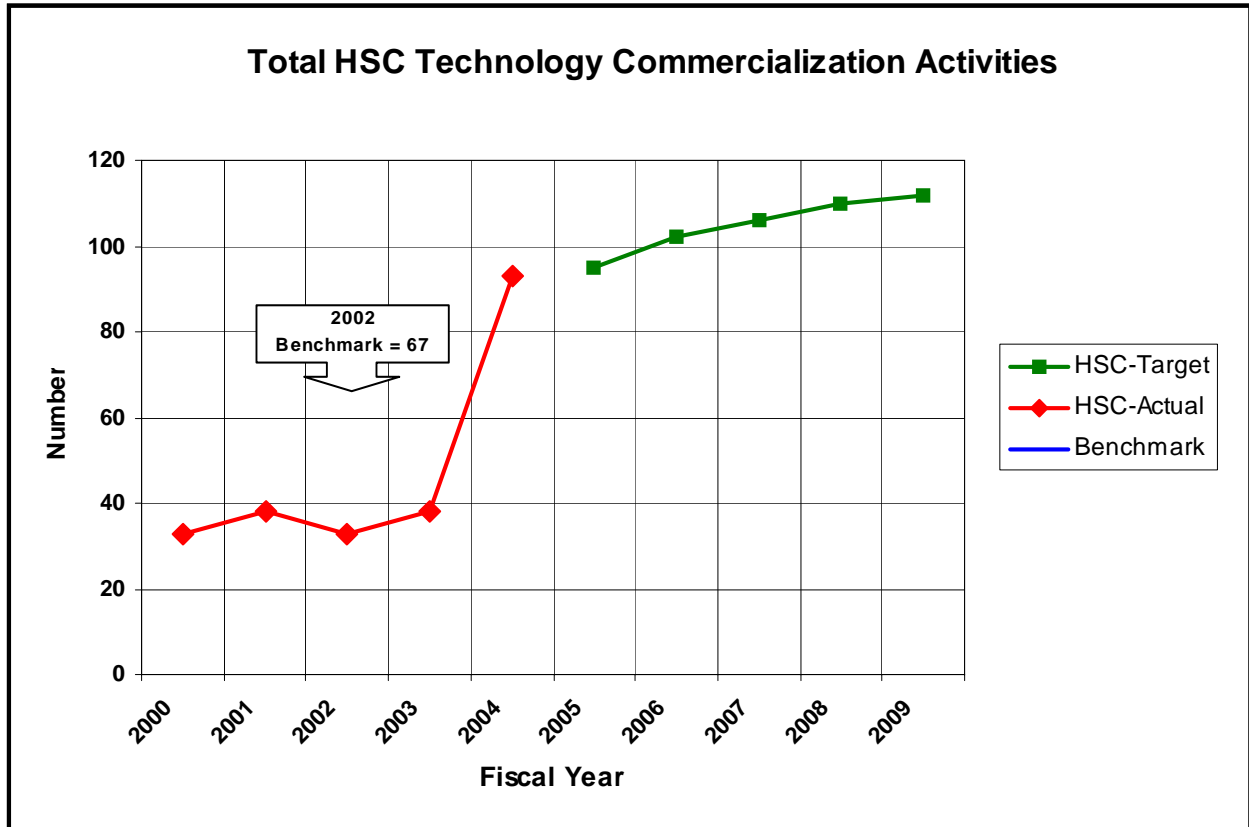


* Benchmark is the national rate for the BSN students taking the NCLEX test.

The graph above shows that the HSC College of Nursing's students have consistently scored above the national average for all BSN students taking the standardized NCLEX test showing high quality graduates and teaching in the CON.

Total Number of HSC Technology Commercialization Activities

		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UNM-HSC											
Target							95	102	106	110	112
Actual		33	38	33	38	93					



* Benchmark is the average (67) of the total commercialization activity levels among the 4-member group of UNM peer institutions (1) with health sciences components separately reporting in the Association of University Technology Managers FY 2002 Licensing Survey and (2) research expenditures under \$120 million.

The graph above shows that the HSC’s increased emphasis on licensing and related activities caused a large jump in 2004 with the enhanced partnership with the Science & Technology Corporation (STC) at UNM. Levels of awareness among the faculty and administration will help to support the HSC technology commercialization activities over the near future. The targets have been developed in consultation with STC.

Commercialization (Licensing) Measures	Detail for Actual Data					Detail for Target Data				
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Year:										
Disclosures	16	21	19	17	41	40	40	40	40	40
New Patent Applications Filed	10	2	8	10	37	40	40	40	40	40
Issued Patents	7	13	4	5	7	7	12	14	16	18
Options/License Agreements	0	2	2	5	6	6	8	10	12	12
Start-up based on HSC Tech.	0	0	0	1	2	2	2	2	2	2
Total	33	38	33	38	93	95	102	106	110	112

**Reporting Data for Accountability in Government Act
University of New Mexico - HSC Only**

Measures	Trend Data			DFA Column Labels	
				FY 05	FY 06
Institutional Specific Measures -- HSC Only (Main Campus reports same measures)					
(HSC Measure A-1) Number of Degrees Awarded Utilizing Extended University Courses	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			25	25
	Actual	26	20	24	18
(HSC Measure A-2) Number of Post-baccalaureate Degrees Awarded: HSC	Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			250	275
	Actual	232	270	238	249
(HSC Measure A-3) Increase External Research and Public Service Expenditures: HSC	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			\$212.0M	\$236.0M
	Actual	\$143.5M	\$172.5M	\$209.7M	\$225.9M
Institutional SOM Specific Measures -- HSC Only (Specific to HSC and not Main Campus)					
(SOM Measure B-1) Pass Rates on National USMLE Step 3 Board Exam – First Attempt	Class Year 1999	Class Year 2000	Class Year 2001	Class Year 2002	Class Year 2003
	Target			99	99
	Actual	100	98	98	n/a
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.					
	95	95	96		
(SOM Measure B-2) Percent Medical Students Who Secured One of Their Top Three Choices in the Residency Program	CY 1999	CY 2000	CY 2001	CY 2002	CY 2003
	Target			85	85
	Actual	83	85	87	n/a
(SOM Measure B-3) Medical Student Satisfaction Rates on National Standardized Survey	CY 2001	CY 2002	CY 2003	CY 2004	CY 2005
	Target			87.1	87.1
	Actual	86.4	83.7	81.0	n/a
Benchmark: Overall satisfaction ratings of all AAMC schools participating in graduation questionnaire.					
	87.3	87.2	87.1		

**Reporting Data for Accountability in Government Act
University of New Mexico - HSC Only**

Measures	Trend Data			DFA Column Labels	
				FY 05	FY 06
Institutional HSC Specific Measures -- HSC Only (Specific to HSC and not Main Campus)					
(HSC Measure C-1) Total Number of UNM Hospital Clinic Visits	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			349,417	372,031
	Actual	335,805	334,195	334,843	344,999
(HSC Measure C-2) Total Number of UNM Hospital Inpatient Discharges	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			n/a	23,022
	Actual	22,238	22,666	21,844	22,349
(HSC Measure C-3) Percent Human Poisoning Exposures Treated Safely at Home After PDIC Contact	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			67.0%	67.0%
	Actual	63.0%	64.0%	65.0%	
Benchmark: Aggregate value for all national poison centers.	74.5%	74.2%	n/a		
(HSC Measure C-4) UNM Hospital Inpatient Readmission Rate	CY 2001	CY 2002	CY 2003	CY 2004	CY 2005
	Target			12.0	12.0
	Actual	11.4	10.7	10.5	10.0
Benchmark: 50th Percentile of all UHC hospital readmission rates and is a weighted average of the two most recent quarters of data.	14.7	14.5	14.1	14.0	
(HSC Measure C-5) UNM Hospital Inpatient Satisfaction Rate			3-1-03 to 5-31-03	3-1-04 to 6-30-04	3-1-05 to 6-30-05
	Target			n/a	78.1
	Actual		76.8	76.1	
Benchmark: 20-member UHC Comparison Group mean score.			81.4	82.3	
(HSC Measure C-6) Number of UNM Patients Participating in CRTC Cancer Clinical Trials	FY 2000-01	FY 2001-02	CY 2003	CY 2004	CY 2005
	Target			210	215
	Actual	125	155	171	n/a
(HSC Measure C-7) Pass Rates on NCLEX Test by College of Nursing BSN Students	CY 2001	CY 2002	CY 2003	CY 2004	CY 2005
	Target			90.0	90.0
	Actual	94.0	90.3	90.6	n/a
Benchmark: National rate for the BSN students taking the NCLEX test.	85.9	86.7	86.9		
(HSC Measure C-8) Total Number of HSC Technology Commercialization Activities	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target			n/a	95
	Actual	38	33	38	93
Benchmark: Average (67) of the total commercialization activity levels among the 4-member group of UNM peer institutions (1) with health sciences components separately reporting in the Association of University Technology Managers FY 2002 Licensing Survey and (2) research expenditures under \$120 million.		67			

Institutional Profile of Eastern New Mexico University

Mission:

Eastern New Mexico University combines a traditional learning environment with twenty-first 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 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, a branch community college in Roswell, New Mexico, and a university center in 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.

Fall 2004 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	2,873	272	3,012
Non-degree seeking undergraduate	219	7	226
First Professional			
Graduates	541	242	721
Branch students enrolled on Main			
Total Headcount	3,633	521	3,959
Total FTE	2,910.0	188.0	3,098.8

Number of program majors at the following degree levels for 2004-05:

Associate’s	5
Bachelor’s	48
Master’s	14

2004-2005 total current funds revenue for main campus:
\$56,2317,998

2004-2005 total state appropriation for main campus as a percent
of total main campus operating budget: 44.7%

Accessible and Affordable University Education

Table 1

Is university tuition affordable relative to peers and per capita income?

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,716	68.3	\$6,378	97.7
1998-99	\$1,786	67.8	\$6,682	97.7
1999-00	\$1,830	66.1	\$6,714	94.0
2000-01	\$1,944	68.9	\$7,128	96.5
2001-02	\$2,088	69.0	\$7,644	96.7
2002-03	\$2,292	69.0	\$7,848	91.1
2003-04	\$2,472	65.5	\$8,028	84.4
2004-05	\$2,616	Not Available	\$8,172	Not Available

Context for 2003:

NM Per-Capita Income: \$25,541 Relative to peer states average per capita income: 87.4%

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2002-03 Percent</u>	<u>2003-04 Percent</u>
Gift Aid (Not paid back)	43.2	45.0	44.6
Work Study (Must work to earn)	8.6	7.0	5.9
Loans (Must pay back)	48.2	48.0	49.4

Table 3

How much of the cost of attendance does financial aid cover and what percent of students received aid?

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$6,143	\$10,755	---
2002-03	\$6,831	\$13,489	71.7
2003-04	\$7,326	\$13,755	72.9

Accessible and Affordable University Education

Table 4
Does enrollment reflect diversity of the state?

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2003-04 %	NM ACT Takers 2003-04 %
	Fall 1997 %	Fall 2003 %	Fall 2004 %	Fall 1997 %	Fall 2003 %	Fall 2004 %		
Race/Ethnicity								
American Indian	2.5	2.5	2.6	5.3	4.1	4.5	11.6	9.3
Asian	1.0	0.9	1.0	0.5	0.7	1.3	1.6	1.7
Black	3.4	5.8	5.7	2.7	3.6	4.7	2.3	1.9
Hispanic	21.5	26.8	26.9	28.2	38.2	29.9	43.8	31.8
White/Other	70.1	59.1	58.9	63.1	49.6	55.2	40.8	38.6
Nonresident Alien	0.9	1.1	1.2	0.0	0.0	0.0	0.0	0.0
Unknown	0.6	3.9	3.7	0.2	3.8	4.5	0.0	16.7
Total Number	3,495	3,725	3,959	434	442	469	19,435	11,912

Table 5
What proportion of our transfer students come from 2-year colleges?

	Fall 1997		Fall 2003		Fall 2004	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	186	60.2	157	54.0	176	54.7
Out-of-state 2-Yr Colleges			63	21.6	75	23.3
Subtotal 2-Yr Colleges	186	60.2	220	75.6	251	78.0
NM Public 4-Yr Universities	28	9.1	21	6.2	28	8.7
All Other Transfers	95	30.7	53	18.2	43	13.4
Grand Total	309	100.0	294	100.0	322	100.0

Student Progress and Student Success

Table 6
How many freshmen return for second year?

<u>Race/Ethnicity & Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2002</u>		<u>Entered in Fall 2003</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian	23	61.0	16	62.5	19	63.2
Asian	2	50.0	4	50.0	4	100.0
Black	15	27.0	41	53.7	44	59.1
Hispanic	123	52.0	170	57.6	199	56.3
White/Other	328	61.0	266	62.8	264	60.9
Nonresident Alien	3	100.0	1	0.0	1	0.0
Unknown	--	--	30	68.3	23	56.5
Men	235	48.9	272	52.9	273	64.4
Women	261	62.1	256	68.0	281	53.8
Overall	496	57.3	528	60.2	554	59.2

* First-time, full-time, degree-seeking freshmen

Table 7
What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1997</u>				<u>Entered Fall 1998</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	13	16.0	23	30.4	8.7	39.1	18	27.8	5.6	33.3
Asian	8	38.0	2	50.0	0.0	50.0	9	22.2	0.0	22.2
Black	34	21.0	15	6.7	6.7	13.4	27	22.2	0.0	22.2
Hispanic	147	26.0	121	26.4	6.6	33.0	163	30.7	6.7	37.4
White/Other	370	36.0	327	33.9	5.2	39.1	368	34.2	6.3	40.5
Nonresident Alien	1	0.0	3	66.7	0.0	66.7	1	0.0	0.0	0.0
Unknown	0	0.0	0	0.0	0.0	0.0	8	25.0	0.0	25.0
Men	255	24.0	234	26.4	6.8	33.7	253	26.1	5.9	32.0
Women	318	38.0	259	35.1	5.0	40.1	341	36.7	5.9	42.5
Overall	573	32.0	493	31.2	5.9	37.1	594	32.2	5.9	38.1

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years

* Includes Associate degree recipients.

Student Progress and Student Success

Table 8
What degrees were awarded in 2003-04?

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related	2	22					24
Architecture-related							
Business / Public Administration		138	7				145
Education		102	40				142
Engineering / Tech / Computer Science		9					9
Health Professions (w/o Nursing)		7	5				12
Home Economics	1	12					13
Humanities/Social Science	12	218	13				243
Law / Protective Services		29					29
Nursing		11					11
Science and Math		43	5				48
Social Work							
Total	15	591	70				676

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 79.6%

Percent Continuing Their Education: 24.0%

In what fields are they employed?

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	30.1%	30.1%	19.3%	6.6%

What percent of alumni are working in New Mexico?

Percent of employed: 54.2

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Academic Quality and a Quality Learning Environment

Table 10

How diverse are our faculty and staff?

	<u>Fall 1997</u>		<u>Fall 2002</u>		<u>Fall 2003</u>	
	Full-Time Faculty % (N = 139)	Full-Time Staff % (N =364)	Full-Time Faculty % (N = 134)	Full-Time Staff % (N = 363)	Full-Time Faculty % (N = 140)	Full-Time Staff % (N = 371)
Race/Ethnicity & Sex						
American Indian	1.4	0.6	0.8	1.1	0.7	2.2
Asian	3.6	0.6	3.7	0.5	4.3	0.5
Black	1.4	3.3	2.2	1.7	2.1	1.1
Hispanic	8.6	21.9	6.7	23.1	5.0	21.8
White/Other	85.0	73.6	85.1	73.3	86.4	73.6
Nonresident Alien	--	--			1.4	0.0
Unknown	--	--	1.5	0.3	0.0	0.8
Men	61.2	42.3	55.2	40.2	53.6	41.2
Women	38.8	57.7	44.8	59.8	46.4	58.8

Table 11

Do our faculty hold the highest degree in their fields?

Percent of faculty holding highest degree

Fall 1997	85.0
Fall 2002	82.2
Fall 2003	81.2

Table 12

Are we making progress on faculty pay commensurate with our peers?

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$39,328	92.7	\$48,432	92.3
Fall 2002	\$46,518	90.9	\$57,591	90.0
Fall 2003	\$48,519	92.5	\$60,637	92.4

Academic Quality and a Quality Learning Environment

Table 13

What percent of classroom instruction is delivered by tenured/tenure-track faculty?

	Fall 1997 <u>Percent</u>	Fall 2002 <u>Percent</u>	Fall 2003 <u>Percent</u>
<u>Course Level</u>			
Lower Division	54.1	48.9	52.9
Upper Division	73.6	76.4	75.3
Graduate Division	88.1	81.6	87.7
Overall	62.2	59.5	62.4

Classroom instruction excludes labs, theses, internships, independent studies, etc.

Table 14

What are our student to faculty ratios?

Fall 1999	17 to 1
Fall 2002	18 to 1
Fall 2003	17 to 1

* FTE Students/FTE Instructional Faculty

Table 15

How large are our classes?

	Fall 1999 Average	Fall 2002 Average	Fall 2003 Average
Undergraduate, lower division	24	23	23.1
Undergraduate, upper division	16	11	10.0
Graduate	8	7	6.1

Academic Quality and a Quality Learning Environment

Table 16

How satisfied are our students with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	91.0%
Satisfied or Very Satisfied with Student Support	84.0%
Satisfied or Very Satisfied Overall with Institution	93.4%

* See Appendix III (Survey of Graduating Seniors in 2002-03)

Table 17

How satisfied are our alumni with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	87.0%
Satisfied or Very Satisfied with Student Support	78.3%
Satisfied or Very Satisfied Overall with Institution	88.0%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Effective and Efficient Use of Resources

Table 18

What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?

	Percent for Institution	Percent for Peers
1996-97	48.4	48.3
2000-01	44.7	48.4
2001-02*	Not Available	Not Available
2002-03	46.0	52.6

Table 19

What percent of fiscal resources are allocated to administrative costs?

	Percent for Institution	Percent for Peers
1996-97	8.3	11.6
2000-01	8.9	11.2
2001-02*	Not Available	Not Available
2002-03	15.1	11.6

* National data collection was in transition and comparable data were not available.

Listing of Accreditations

Higher Learning Commission of the North Central Association of Colleges and Schools
National Association of Schools of Music
Association of Collegiate Business Schools and Programs
American Speech-Language-Hearing Association
National League for Nursing
National Council for Accreditation of Teacher Education
American Chemical Societies

Eastern New Mexico University

Eastern New Mexico University-Main Campus							
						DFA Fiscal Years	
						FY05	FY 06
Common Measures							
Transfer Measure: Number of Undergraduate Transfer Students from Two-Year Colleges.		S/F/S	S/F/S	S/F/S	S/F/S	S/F/S	
		2000-01	2001-02	2002-03	2003-04	2004-05	
	Target				350	360	
No Benchmarks available.	Actual	Not available	415	331	356		
Completion Measure: Percent of Full-Time, First-Time Freshmen Completing Their Program Within Six Years		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05	
	Target				31.5%	32.0%	
	Actual	28.7%	29.3%	31.2%	32.1%		
Benchmark: CSRDE 6-yr graduation rate data for similar institutions							
		34.60%	35.20%	36.50%	36.10%	34.9%	
		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census	
Access Measure: Number of Hispanic First-time Freshmen	Target			185	200	210	
	Actual	183	168	193	159		
Benchmark: ENMU's service area is 38% Hispanic; percent of Hispanic First-time Freshmen should reflect that percentage.		33.8% of first-time freshmen are Hispanic	32.4% of first-time freshmen are Hispanic	35.5% of first-time freshmen are Hispanic	27.6% of first-time freshmen are Hispanic		
		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05	
Retention Measure: Percent of Full-time, first-time freshmen returning for their second fall.	Target			60%	61%	62.0%	
	Actual	62.9%	57.4%	60%	59.2%		
Benchmark: CSRDE retention data for similar institutions		70.2%	69.8%	69.8%	67.0%	67.1%	
Institutional Specific Measures -- Main Campus							
Number of Internet-based courses offered		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	
	Target			45	55	65	
	Actual	10	37	44	55		
ENMU student/staff ratio, staff defined as FTE faculty and staff paid from unrestricted I&G		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05	
	Target			6.1 : 1	6.2 : 1	6.2 : 1	
	Actual	5.7 : 1	6.0 : 1	6.1:1	5.7 : 1		
External funding support: Main Campus (excludes restricted accounts)		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	
	Target			\$5.25M	\$8.5M	\$8.6M	
	Actual	\$5.21M*	\$7.58M	\$8.29M	\$8.3M		
*Excluded some grant monies.							

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Institutional Profile of New Mexico Highlands University

Mission:

- New Mexico Highlands University is committed to excellence in teaching, discovering, preserving and applying knowledge. NMHU is responsive to any new opportunities for teaching, learning, research, and public service that are created by a changing environment.
- NMHU provides personal attention to students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds. NMHU offers a sensitive admissions program and challenging academic programs that provide all students with the opportunity to achieve their full potential.
- NMHU is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures, and clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identifies.

Fall 2004 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1,369	425	1,700
Non-degree seeking undergraduate	105	40	145
First Professional			
Graduates	830	864	1,686
Branch students enrolled on Main			
Total Headcount	2,304	1,329	3,531
Total FTE	1,639.3	687.2	2,326.5

Number of program majors at the following degree levels for 2004-05:

Associate's	1
Bachelor's	33
Master's	11

2004-2005 total current funds revenue for main campus:
61,104,095

2004-2005 total state appropriation for main
campus as a percent of total main campus operating
budget: 43.8%

Accessible and Affordable University Education

Table 1

Is university tuition affordable relative to peers and per capita income?

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,602	67.6	\$6,786	101.1
1998-99	\$1,742	69.8	\$7,082	99.9
1999-00	\$1,866	71.5	\$7,578	102.6
2000-01	\$2,017	74.2	\$8,300	107.4
2001-02	\$2,114	73.5	\$8,834	108.2
2002-03	\$2,184	70.5	\$9,096	103.0
2003-04	\$2,184	63.2	\$9,096	94.6

Context for 2003:

NM Per-Capita Income: \$25,541 Relative to peer states average per capita income: 87.5%

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<u>Type of Aid</u>	<u>1999-00 Percent</u>	<u>2002-03 Percent</u>	<u>2003-04 Percent</u>
Gift Aid (Not paid back)	60.0	46.0	45.0
Work Study (Must work to earn)	6.8	5.0	5.0
Loans (Must pay back)	33.2	49.0	49.0

Table 3

How much of the cost of attendance does financial aid cover and what percent of students received aid?

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$5,242	\$11,005	---
2002-03	\$5,235	\$14,087	77.0
2003-04	\$5,576	\$13,948	90.0

Accessible and Affordable University Education

Table 4
Does enrollment reflect diversity of the state?

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2003-04 %	NM ACT Takers 2003-04 %
	Fall 1997 %	Fall 2003 %	Fall 2004 %	Fall 1997 %	Fall 2003 %	Fall 2004 %		
Race/Ethnicity								
American Indian	4.9	7.2	7.0	10.2	7.6	15.0	11.6	9.3
Asian	0.9	1.0	1.0	1.1	2.0	0.0	1.6	1.7
Black	3.5	3.0	3.0	3.2	4.0	3.0	2.3	1.9
Hispanic	59.9	49.1	49.0	69.6	65.0	66.0	43.8	31.8
White/Other	28.0	35.0	35.0	12.4	17.2	12.0	40.8	38.6
Nonresident Alien	1.1	1.3	1.0	0.0	0.0	0.0	0.0	0.0
Unknown	1.7	3.4	4.0	3.5	4.2	4.0	0.0	16.7
Total Number	2,534	3,447	3,633	283	208	234	19,435	11,912

Table 5
What proportion of our transfer students come from 2-year colleges?

	Fall 1997		Fall 2003		Fall 2004	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	145	28.8	162	58.6	193	56.0
Out-of-state 2-Yr Colleges	26	5.2	50	18.2	57	16.0
Subtotal 2-Yr Colleges	171	34.0	212	76.8	250	72.0
NM Public 4-Yr Universities	184	36.5	42	15.3	69	20.0
All Other Transfers	149	29.5	22	7.9	27	8.0
Grand Total	504	100.0	276	100.0	346	100.0

Student Progress and Student Success

Table 6
How many freshmen return for second year?

<u>Race/Ethnicity & Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2002</u>		<u>Entered in Fall 2003</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian	30	53.0	26	61.5	17	47.0
Asian	2	50.0	2	50.0	4	50.0
Black	10	50.0	11	54.5	10	70.0
Hispanic	170	53.0	152	60.5	146	47.0
White/Other	38	47.0	39	58.9	36	44.0
Nonresident Alien	5	80.0	0	0.0	0	0.0
Unknown	1	0.0	7	28.5	10	50.0
Men	136	46.0	124	56.6	121	50.0
Women	120	59.0	237	57.3	102	44.0
Overall	256	52.0	361	57.0	223	47.0

* First-time, full-time, degree-seeking freshmen

Table 7
What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1997</u>				<u>Entered Fall 1998</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	22	27.2	37	8.0		8.0	33	15.0	3.0	18.0
Asian	0	0.0	2	20.0		50.0	6	50.0	2.0	52.0
Black	8	25.0	12	25.0		25.0	5	0.0	0.0	0.0
Hispanic	278	33.8	179	19.5	2.0	21.5	243	26.0	14.0	40.0
White/Other	40	32.5	46	19.5	4.0	23.5	44	11.0	2.0	13.0
Nonresident Alien	0	0.0	7	0.0		0.0	12	17.0	0.0	17.0
Unknown	1	0.0	2	0.0		0.0	3	33.0	0.0	33.0
Men	163	26.4	152	15.0	3.0	18.0	157	17.0	8.0	25.0
Women	186	38.7	133	21.0	1.0	22.0	189	27.0	13.0	40.0
Overall	349	33.0	285	18.0	2.0	20.0	346	23.0	11.0	34.0

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years

* Includes Associate degree recipients.

Student Progress and Student Success

Table 8
What degrees were awarded in 2003-04?

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>	<u>Total</u>
Agriculture-related		2					2
Architecture-related							
Business / Public Administration		79	20				99
Education		110	47				157
Engineering / Tech / Computer		5					5
Health Professions (w/o Nursing)							
Home Economics							
Humanities/Social Science		72	16				88
Law / Protective Services							
Nursing							
Science and Math		7	4				11
Social Work		60	117				177
Total		335	204				539

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 90.0% Percent Continuing Their Education: 32.5%

In what fields are they employed?

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	21.0%	34.0%	35.0%	10.0%

What percent of alumni are working in New Mexico?

Percent of employed: 86.0

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Academic Quality and a Quality Learning Environment

Table 10

How diverse are our faculty and staff?

Race/Ethnicity & Sex	<u>Fall 1997</u>		<u>Fall 2002</u>		<u>Fall 2003</u>	
	Full-Time Faculty % (N = 142)	Full-Time Staff % (N =247)	Full-Time Faculty % (N = 125)	Full-Time Staff % (N = 293)	Full-Time Faculty % (N = 116)	Full-Time Staff % (N = 331)
American Indian	0.0	0.8	0.0	0.8	0.0	2.1
Asian	0.7	9.3	0.0	0.0	0.0	0.3
Black	0.7	2.0	0.7	0.6	0.8	2.1
Hispanic	29.6	67.2	25.6	72.0	27.5	71.6
White/Other	69.0	20.7	74.4	27.0	71.5	20.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.3
Unknown	0.0	0.0	0.0	0.0	0.0	3.6
Men	63.4	36.0	63.2	50.0	61.9	39.6
Women	36.6	64.0	36.8	50.0	37.9	60.4

Table 11

Do our faculty hold the highest degree in their fields?

Percent of faculty holding highest degree

Fall 1997	83.0%
Fall 2002	83.6%
Fall 2003	89.4%

Table 12

Are we making progress on faculty pay commensurate with our peers?

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$39,151	89.2	\$49,722	91.6
Fall 2002	\$46,846		\$59,982	
Fall 2003	\$45,735	86.5	\$59,456	88.8

Academic Quality and a Quality Learning Environment

Table 13

What percent of classroom instruction is delivered by tenured/tenure-track faculty?

	Fall 1997	Fall 2002	Fall 2003
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	51.3	41.5	41.0
Upper Division	69.3	50.7	43.0
Graduate Division	57.2	49.4	51.0
Overall	59.2	47.2	45.0

Classroom instruction excludes labs, theses, internships, independent studies, etc.

Table 14

What are our student to faculty ratios?

Fall 1999	13 to 1
Fall 2002	19 to 1
Fall 2003	18 to 1

* FTE Students/FTE Instructional Faculty

Table 15

How large are our classes?

	Fall 1999 Average	Fall 2002 Average	Fall 2003 Average
Undergraduate, lower division	21.2	19.1	18.4
Undergraduate, upper division	8.1	11.2	8.5
Graduate	6.6	6.9	7.9

Academic Quality and a Quality Learning Environment

Table 16

How satisfied are our students with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	88.0%
Satisfied or Very Satisfied with Student Support	66.3%
Satisfied or Very Satisfied Overall with Institution	89.5%

* See Appendix III (Survey of Graduating Seniors in 2002-03)

Table 17

How satisfied are our alumni with their educational experience?

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	78.0%
Satisfied or Very Satisfied with Student Support	66.2%
Satisfied or Very Satisfied Overall with Institution	85.9%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Effective and Efficient Use of Resources

Table 18

What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?

	Percent for Institution	Percent for Peers
1996-97	58.4	45.8
2000-01	60.8	46.0
2001-02*	Not Available	Not Available
2002-03	62.1	51.7

Table 19

What percent of fiscal resources are allocated to administrative costs?

	Percent for Institution	Percent for Peers
1996-97	8.5	11.0
2000-01	7.9	11.1
2001-02*	Not Available	Not Available
2002-03	10.9	11.3

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

* National data collection was in transition and comparable data were not available.

Listing of Accreditations

NMHU	North Central Association of Colleges and Schools
School of Business	Association of Collegiate Business Schools and Programs
School of Education	NM State Department of Education
School of Education	National Council for Accreditation of Teacher Education
School of Social Work	Council on Social Work Education
Chemistry Program	American Chemical Society

New Mexico Highlands University

Reporting Data for DFA Submittals
New Mexico Highlands University

Reporting Data for DFA Submittals						
New Mexico Highlands University						
		Trend Data		DFA Column Labels		
				FY 04	FY 05	FY06
Common Measures						
Transfer Measure: Number of undergraduate transfer students from two-year colleges. No Benchmarks Available.		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			NA	145	250
	Actual	133	142	131	242	
Completion Measure: Percent of full-time, degree-seeking, first-time freshmen completing programs within six years.		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05
	Target			NA	24.0%	24.0%
	Actual	26.5%	18.3%	NA	18.0%	
Benchmark: CSRDE 6-yr graduation rate data for similar institutions.					36.1%	34.9%
Access Measure: Number of Native American first-year students enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05census
	Target				8.0%	8.0%
	Actual	7.8%	9.5%	7.6%	6.5%	
Benchmark: The percent Native American population in Mora county is approximately 1% and in San Miguel count, 2%. NMHU Native American enrollment exceeds the expected proportional representation.		2.0%	2.0%	2.0%	2.0%	2.0%
Retention Measure: Percent of full-time, degree-seeking, first-time freshmen persisting to second year.		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05
	Target			63.0%	64.0%	53.0%
	Actual	61.2%	41.5%	57.3%	45.0%	
Benchmark: CSRDE retention data for similar institutions					67.0%	67.1%
Institutional Specific Measures -- Main Campus						
Number of students enrolled in Extended Services courses		FY2000-01	FY 2001-02	FY 2002-03	FY2003-04	FYr 2004-05
	Target				1,090	1,300
	Actual	829	840	991	1,329	
Percent of graduating seniors indicating "Satisfied" or "Very Satisfied" with NMHU in all		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target			86.7%	91.0%	93.0%
	Actual	88.0%	85.0%	89.5%	93.0%	
Increase external dollars for research and student learning initiatives		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target				\$20,000,000.0	\$19,561,000.0
	Actual	\$19,748,038.0	\$19,836,327.0	\$19,664,659.0	\$20,041,224.7	
Percent of total funds generated by grants & contracts		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY2004-05
	Target					31.0%
	Actual				30.0%	

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Institutional Profile of Western New Mexico University

Vision:

Western New Mexico University’s vision is to be a leader in higher education known throughout the southwest as the university of choice for our students, faculty, and staff because of the following:

- We provide relevant education that is affordable, accessible and of the highest quality.
- We encourage innovation and scholarly work.
- We are committed to enhancing the quality of life for all WNMU students, faculty, and staff.
- We promote responsive and responsible community and public service, and
- We are guardians of the public’s trust and champions of diversity.

Fall 2004 Overall Main Campus Enrollment by Level

	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Unduplicated Count</u>
Degree-seeking undergraduate	1,680	421	1,980
Non-degree seeking undergraduate	200	46	239
First Professional			
Graduates	294	276	535
Branch students enrolled on Main			
Total Headcount	2,174	743	2,754
Total FTE	1,602.0	392.9	1,996.9

Number of program majors at the following degree levels for 2004-05:

Certificate’s	8
Associate’s	15
Bachelor’s	39
Master’s	8

2004-2005 total current funds revenue for main campus:
\$30,695,678

2004-2005 total state appropriation for main
campus as a percent of total main campus operating
budget: 54%

Accessible and Affordable University Education

Table 1

Is university tuition affordable relative to peers and per capita income?

	<u>Resident Undergraduate</u>	<u>Percent of Peers*</u>	<u>Non-Resident Undergraduate</u>	<u>Percent of Peers*</u>
1997-98	\$1,564	69.7	\$5,652	92.6
1998-99	\$1,710	72.7	\$6,206	97.1
1999-00	\$1,768	72.1	\$6,456	97.0
2000-01	\$1,984	78.2	\$7,120	100.5
2001-02	\$2,124	77.7	\$7,788	102.1
2002-03	\$2,262	76.4	\$8,478	103.6
2003-04	\$2,470	71.3	\$9,022	99.9
2004-05	\$2,687	Not Available	\$9,695	Not Available

Context for 2003:

NM Per-Capita Income: \$25,541 Relative to peer states average per capita income:

* List of peers in Appendix

Table 2

How much financial aid must be paid back by students?

<u>Type of Aid</u>	<u>2000-01 Percent</u>	<u>2001-02 Percent</u>	<u>2002-03 Percent</u>	<u>2003-04 Percent</u>
Gift Aid (Not paid back)	54.9	57.0	61.3	57.9
Work Study (Must work to)	5.5	8.4	7.0	6.6
Loans (Must pay back)	39.5	29.8	26.3	34.7

Table 3

How much of the cost of attendance does financial aid cover and what percent of students received aid?

	<u>Average Award Paid Per Recipient</u>	<u>Average Total Cost of Attendance Per Recipient</u>	<u>Percent of Students who Received Aid</u>
1997-98	\$4,868	\$7,565	---
2002-03	\$4,422	\$9,228	75.9
2003-04	\$4,730	\$10,402	78.0

Accessible and Affordable University Education

Table 4

Does enrollment reflect diversity of the state?

	Total Enrollment			First-Time Freshmen from New Mexico			NM HS Graduates 2003-04 %	NM ACT Takers 2003-04 %
	Fall 1997 %	Fall 2003 %	Fall 2004 %	Fall 1997 %	Fall 2003 %	Fall 2004 %		
Race/Ethnicity								
American Indian	2.0	4.2	3.7	0.4	2.9	1.7	11.6	9.3
Asian	0.4	1.0	0.9	0.0	0.0	0.7	1.6	1.7
Black	1.7	1.8	2.3	0.7	2.0	1.3	2.3	1.9
Hispanic	38.4	43.7	40.6	44.8	56.5	53.5	43.8	31.8
White/Other	53.2	42.0	44.0	49.0	31.5	33.3	40.8	38.6
Nonresident Alien	2.1	0.4	0.5	1.1	0.0	0.3	0.0	0.0
Unknown	2.1	7.0	7.9	4.0	7.1	9.1	0.0	16.7
Total Number	2,624	2,911	2,754	453	409	297	19,435	11,912

Table 5

What proportion of our transfer students come from 2-year colleges?

	Fall 1997		Fall 2003		Fall 2004	
	N	%	N	%	N	%
NM 2-Yr Colleges and Branches	6	4.8	11	6.9	19	13.6
Out-of-state 2-Yr Colleges			71	44.4	79	56.4
Subtotal 2-Yr Colleges	6	4.8	82	51.2	98	70.0
NM Public 4-Yr Universities	17	13.2	44	27.5	22	15.7
All Other Transfers	105	82.0	34	21.3	20	14.3
Grand Total	128	100.0	160	100.0	140	100.0

Student Progress and Student Success

Table 6

How many freshmen return for second year?

<u>Race/Ethnicity & Sex</u>	<u>Entered in Fall 1997</u>		<u>Entered in Fall 2002</u>		<u>Entered in Fall 2003</u>	
	<u>Cohort N</u>	<u>Percent Enrolled in Fall 1998</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2003</u>	<u>Cohort N</u>	<u>Percent Enrolled in Fall 2004</u>
American Indian		100.0	18	38.9	11	0.7
Asian		0.0	5	20.0	4	50.0
Black		25.0	8	50.0	11	45.5
Hispanic		53.6	186	48.4	222	53.6
White/Other		53.4	149	50.3	127	50.4
Nonresident Alien		66.7	2	0.0	0	0.0
Unknown		31.3	26	55.6	29	55.2
Men		46.5	156	41.7	169	40.2
Women		57.1	239	53.1	234	62.8
Overall		52.3	395	48.7	404	53.2

* First-time, full-time, degree-seeking freshmen

Table 7

What are our graduation rates?

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1997</u>				<u>Entered Fall 1998</u>			
	<u>Cohort N</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>	<u>Cohort N</u>	<u>% Bachelors Degree in 6 Years</u>	<u>% Still Enrolled After 6 Years</u>	<u>% Grad or Still Enrolled After 6 Years*</u>
American Indian	13	7.7	1	100.0	0.0	100.0	4	25.0	0.0	25.0
Asian	1	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Black	9	11.1	4	0.0	0.0	0.0	3	0.0	0.0	0.0
Hispanic	123	15.4	141	20.6	11.3	31.9	139	20.1	11.5	31.6
White/Other	119	28.5	109	23.9	4.6	28.5	108	21.3	5.6	26.9
Nonresident Alien	6	16.7	3	0.0	0.0	0.0	1	0.0	0.0	0.0
Unknown	2	50.0	14	21.4	0.0	21.4	23	26.1	8.7	34.8
Men	153	19.6	128	24.2	1.6	25.8	138	18.1	5.8	23.9
Women	120	22.5	144	19.4	13.2	32.6	140	23.6	11.4	35.0
Overall	273	20.9	272	21.7	6.3	28.0	278	20.9	8.6	29.5

Graduation/Retention Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years

* Includes Associate degree recipients.

Student Progress and Student Success

Table 8
What degrees were awarded in 2003-04?

	<u>Certificates</u>	<u>Assoc</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Total</u>
Agriculture-related			4		4
Architecture-related					
Business / Public Administration		8	30	13	51
Education	9	8	48	110	175
Engineering / Tech / Computer Science	1	57	1		59
Health Professions (w/o Nursing)		9	5		14
Home Economics					
Humanities/Social Science		2	40	5	47
Law / Protective Services	12		6	3	21
Nursing		13			13
Science and Math			5		5
Social Work			5		5
Total	22	103	141	128	394

Table 9
What are our alumni doing?

Percent Employed (may also be in school): 95.8%

Percent Continuing Their Education: 25.0%

In what fields are they employed?

	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>	<u>Other</u>
Employment Fields	8.7%	65.2%	21.7%	4.3%

What percent of alumni are working in New Mexico?

Percent of employed: 75.0

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Academic Quality and a Quality Learning Environment

Table 10

How diverse are our faculty and staff?

	<u>Fall 1997</u>		<u>Fall 2002</u>		<u>Fall 2004</u>	
	Full-Time Faculty % (N =97)	Full-Time Staff % (N =198)	Full-Time Faculty % (N = 93)	Full-Time Staff % (N = 189)	Full-Time Faculty % (N = 103)	Full-Time Staff % (N = 214)
Race/Ethnicity & Sex						
American Indian	1.1	1.0	0.0	1.6	0.0	2.3
Asian	0.0	0.0	0.0	0.0	0.0	0.5
Black	0.0	1.0	0.0	1.1	1.0	1.9
Hispanic	14.3	57.1	14.0	38.1	15.5	48.1
White/Other	87.7	40.4	86.0	53.4	83.5	46.7
Nonresident Alien	0.0	0.5	0.0	0.0	0.0	0.0
Unknown	0.0	0.0	0.0	0.0	0.0	0.5
Men	50.5	36.4	52.7	28.6	47.6	32.7
Women	49.5	63.6	47.3	71.4	52.4	67.3

Table 11

*Do our faculty hold the highest degree in their fields?*Percent of faculty holding highest degree

Fall 1997	92.0
Fall 2003	89.5
Fall 2004	91.0

Table 12

Are we making progress on faculty pay commensurate with our peers?

	<u>Average Salary</u>	<u>% of Peer Average</u>	<u>Average Compensation</u>	<u>% of Peer Average</u>
Fall 1997	\$37,100	87.5	\$48,257	91.4
Fall 2002	\$44,559	84.1	\$57,701	84.5
Fall 2003	\$46,402	84.9	\$62,179	89.5

Academic Quality and a Quality Learning Environment

Table 13

What percent of classroom instruction is delivered by tenured/tenure-track faculty?

	Fall 1997	Fall 2002	Fall 2003
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
<u>Course Level</u>			
Lower Division	77.2	52.0	54.1
Upper Division	74.8	80.7	70.6
Graduate Division	66.6	60.3	52.9
Overall	75.7	64.3	56.9

Classroom instruction excludes labs, theses, internships, independent studies, etc.

Table 14

What are our student to faculty ratios?

Fall 1997	15 to 1
Fall 2002	14 to 1
Fall 2003	15 to 1

* FTE Students/FTE Instructional Faculty

Table 15

How large are our classes?

	Fall 1997 Average	Fall 2002 Average	Fall 2003 Average
Undergraduate, lower division	17.5	18.7	18.5
Undergraduate, upper division	12.3	10.9	11.2
Graduate	7.0	7.1	11.1

Academic Quality and a Quality Learning Environment

Table 16***How satisfied are our students with their educational experience?***

	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	82.5%
Satisfied or Very Satisfied with Student Support	80.2%
Satisfied or Very Satisfied Overall with Institution	86.0%

* See Appendix III (Survey of Graduating Seniors in 2002-03)

Table 17***How satisfied are our alumni with their educational experience?***

	1999-2000	2002-2003
Satisfied or Very Satisfied with Curriculum and Instruction	90.9%	90.0%
Satisfied or Very Satisfied with Student Support	85.5%	90.0%
Satisfied or Very Satisfied Overall with Institution	94.6%	97.1%

* See Appendix II for survey instrument (2002-03 Survey of 1998-99 Bachelors Degree Recipients)

Effective and Efficient Use of Resources

Table 18

What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?

	Percent for Institution	Percent for Peers
1996-97	45.2	46.8
1999-00	59.5	46.0
2000-01	45.0	45.5
2001-02	Not Available	Not Available
2002-03	46.8	50.9

Table 19

What percent of fiscal resources are allocated to administrative costs?

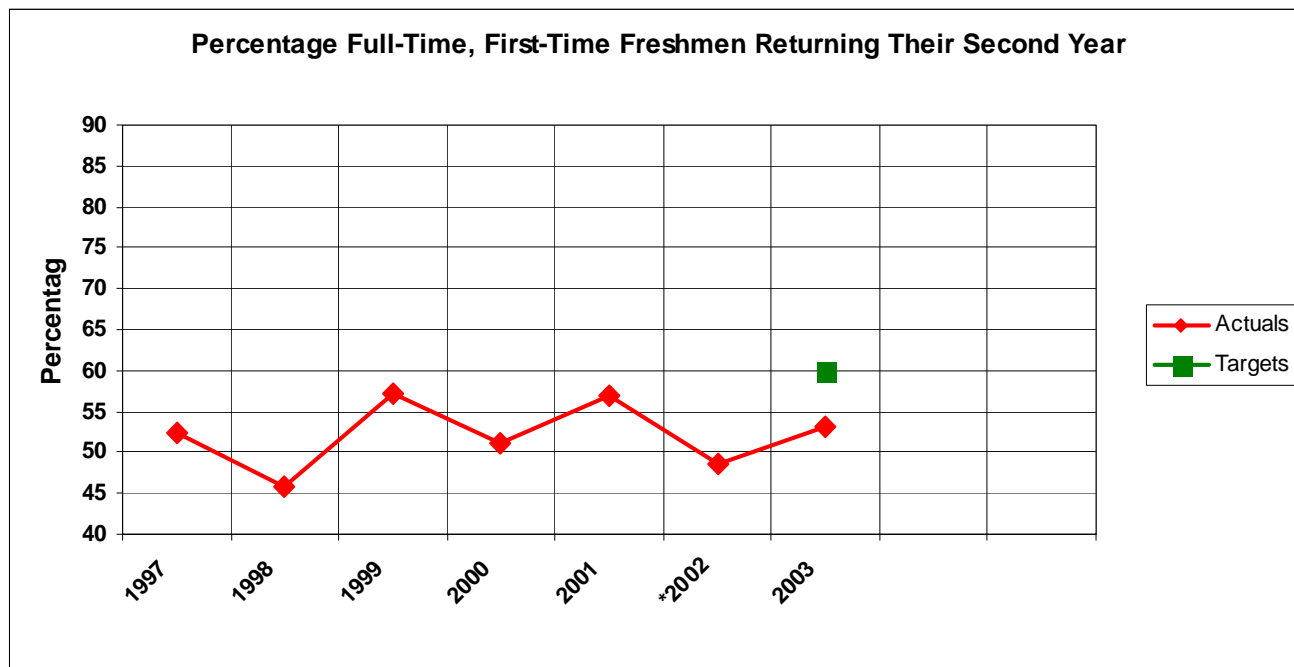
	Percent for Institution	Percent for Peers
1996-97	11.1	11.9
1999-00	11.9	11.0
2000-01	11.0	10.8
2001-02	Not Available	Not Available
2002-03	13.3	12.4

Data for 2001-02 not available for peer comparison purposes because IPEDS survey changed methodology and many peer institutions did not use new methodology. Comparison should be possible in next year's report.

Retention Measure: Percent of full-time, first-time freshmen returning for their second semester

Retention to the Second Year for Full-Time, First-Year Freshmen Starting in Fall

	1997	1998	1999	2000	2001	*2002	2003	2004
Target							60	54
Actual	52.3	45.9	57.2	51	56.8	48.7	53.2	



* Significant impact from displaced workers.

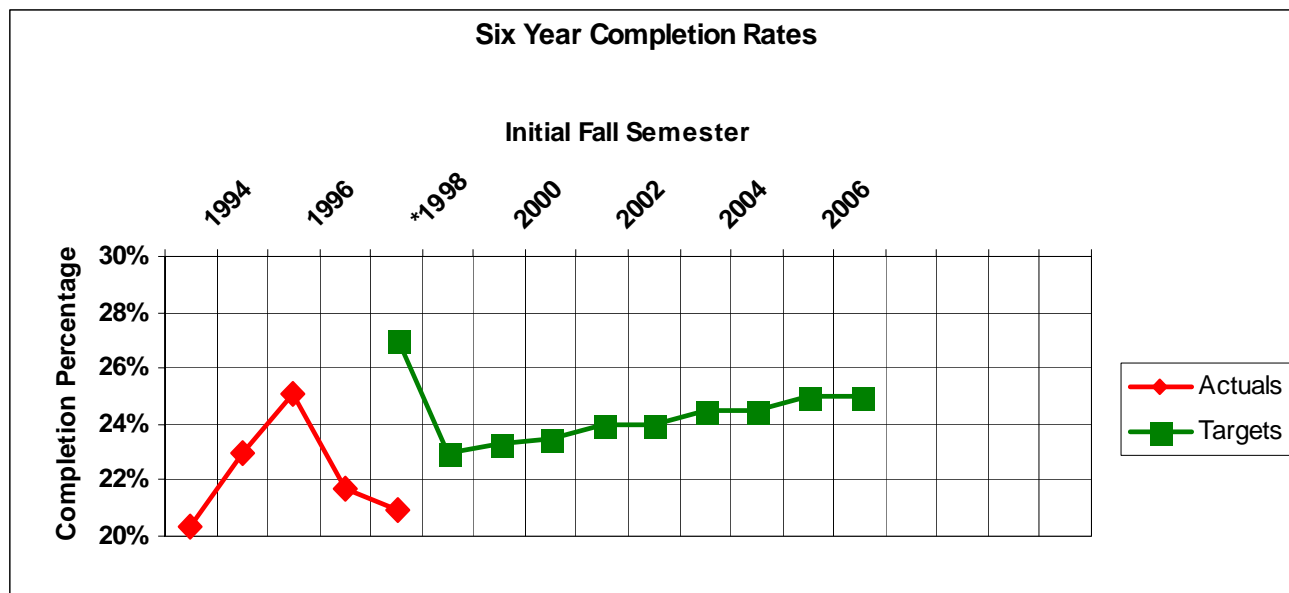
* Benchmark: Western New Mexico University has chosen for its benchmark the CSRDE retention data for similar institutions.

Data includes not only 1st time baccalaureate students but also certificate and associate students.

Improving the success rates for students is a primary goal for WNMU. While the long-term goal is for students to complete their programs, retention to the second fall is an important indicator that they are on track for eventual success. New programs for student success were implemented at WNMU, starting in fall 2001, and retention has improved steadily. Many factors can increase students persistence in college, increasing the likelihood of meeting their academic goal. WNMU commits not only to giving students access to the college experience but to making that first experience a positive and successful one. WNMU is unique among New Mexico 4-year universities, in that a very significant portion of entering full-time, first-time students are seeking certificates or associates. Therefore certificates will be excluded in the cohort. Persistence will only include first-time, full-time associate and baccalaureate degree seeking students in its persistence rate.

Completion Measure: Percent of Full-Time, Degree-Seeking, First-Time Freshmen Completing an Academic Program Within Six Years

Graduation After Six Years For Full-Time, First-Time Freshmen Starting in the Fall														
	1994	1995	1996	*1997	*1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Target					27.0%	23.0%	23.3%	23.5%	24.0%	24.0%	24.5%	24.5%	25.0%	25.0%
Actual	20.3%	23.0%	25.1%	21.7%	20.9%									



* Significant impact from displaced workers.

* Benchmark: Data drawn from previous academic year.

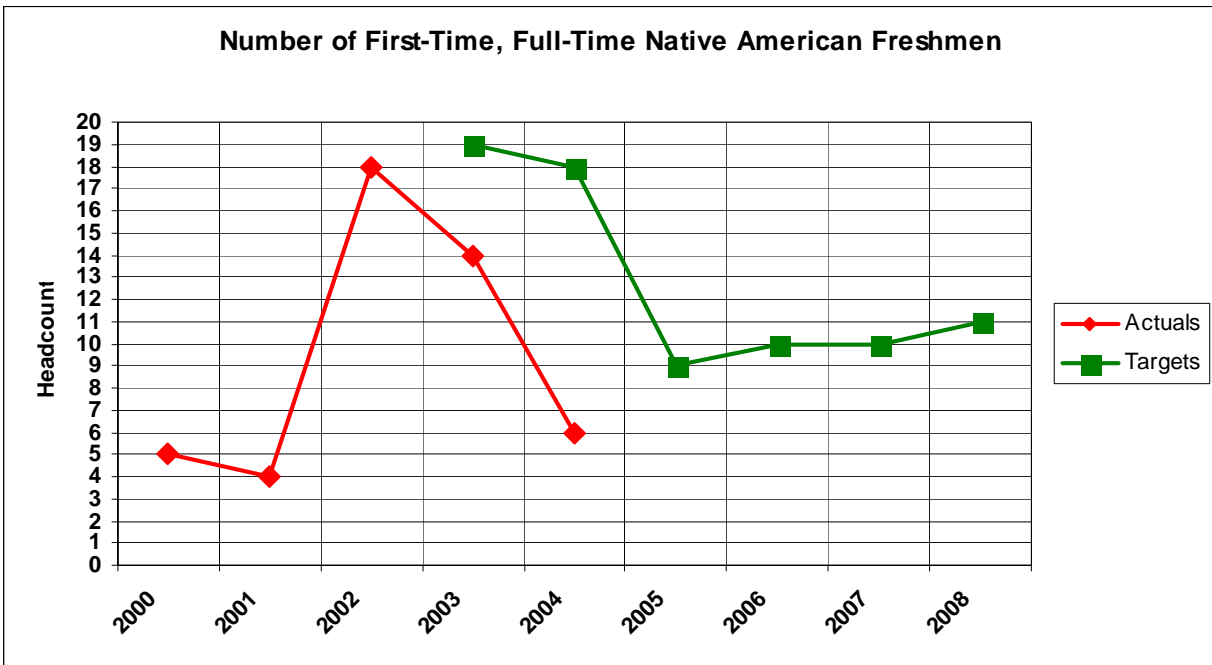
Data includes not only 1st time baccalaureate students but also certificate and associate students.

Given the economic impact and increased earning power of college graduates in the work force, New Mexico is well served when students can complete their degrees in a timely fashion. New Mexico's 4-year institutions will report the six year completion rates for the full-time, first-time, freshman cohort. Western New Mexico University is unique among New Mexico 4-year universities, in that, a very significant portion of entering full-time students are not seeking baccalaureate degrees. A large number of students are pursuing certificate and associate degrees. Therefore, WNMU's graduation rate will include first-time, full-time students who have achieved certificate, associate and baccalaureate degrees in the six year period.

Access Measure: Increase Number of Native American Full-Time, First-Year Students Enrolled

Number of Native American Full-Time, First-Year Students Enrolled

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Target				19	18	9	10	10	11
Actual	5	4	18	14	6				



* Benchmark: Percent of Native Americans in Grant, Luna, Hidalgo, and Catron Counties is less than two percent.

To serve the citizens of New Mexico, Western New Mexico University believes its student body should reflect the demographics of New Mexico and the region. WNMU shows steady increases in recruiting Native American students to college through a series of outreach programs and orientations and improved student services.

Listing of Accreditations

WNMU

Business Administration
and Criminal Justice
(Bachelors and Masters programs)
Child Development Center
Economic Development Course
Nursing (Associate degree program)
Occupational Therapy
(Associate degree program)
School of Education
(Bachelor and Masters programs)
Social Work

North Central Association of Colleges and Schools
Association of Collegiate Business Schools and Programs

National Academy of Early Childhood Programs
International Economic Development Council
National League for Nursing
Accrediting Council for Occupational Therapy Education

National Council for Accreditation of Teacher Education

Council on Social Work Education

Reporting Data for DFA Submittals						
Western New Mexico University						
		Trend Data		DFA Column Labels		
		FY04	FY05	FY06		
Common Measures						
Transfer Measure: Number of undergraduate transfer students from two-year colleges.		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2004-05
	Target			NA	168	150
	Actual	NA	NA	120	144	
Benchmark: Drawn from previous academic year				last school attended		
Completion Measure: Percent of full-time, first-time students completing programs within six years.		Fall 95 Thru Sum 01	Fall 96 Thru Sum 02	Fall 97 Thru Sum 03	Fall 98 Thru Sum 04	Fall 99 Thru Sum 05
	Target			NA	27%	23%
	Actual	23%	25.1%	21.7%	20.9%	
Benchmark: CSRDE retention data for similar institutions				significant impact from displaced workers		*NA
Access Measure: Number of Native American full-time, first-year students enrolled		Fall 01 census	Fall 02 census	Fall 03 census	Fall 04 census	Fall 05 census
	Target			19	18	9
	Actual	4	18	14	6	
Percent of Native Americans in Grant, Luna, Hidalgo, and Catron Counties is less than two percent.						1.273%
Retention Measure: Percent of full-time, degree-seeking, first-time students persisting to second year.		Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 04 to Fall 05
	Target				60%	54%
	Actual	51.0%	56.7%	48.7%	53.2%	
Benchmark: CSRDE retention data for similar institutions				significant impact from displaced workers		*NA

Reporting Data for DFA Submittals Western New Mexico University						
		Trend Data			DFA Column Labels	
					FY04	FY05
Institutional Specific Measures						
Increase the number of School of Education graduates (CHE)		2000-01	2001-02	2002-03	2003-04	2004-05
	Target				145	150
	Actual	135	135	142	171	
Benchmark: Education graduates drawn from previous academic year						Future significant impact from displaced workers
External dollars to be used for programs to facilitate WNMU's mission accomplishment		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target				3,100,000	3,700,000
	Actual	2,531,459	2,370,463	3,030,650	3,619,500	
Benchmark: Grant expenditure for fiscal year 04-05 for grants focusing on mission accomplishment						
Number of courses available through instructional television and on-line via the World Wide Web		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2003-04
	Target		20	28	45	115
	Actual	13	41	68	107	
		updated since last report - system clean up				
Maintain a year end instruction and general balance of at least 3% of instruction and general expenditures		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target				3-5%	3-5%
	Actual	8%	10%	5%	5%	

* Data includes not only 1st time baccalaureate students but also certificate and associate students.

Reporting Data for DFA Submittals						
Western New Mexico University						
		Trend Data		DFA Column Labels		
				FY04	FY05	FY06
		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
External dollars to be used for programs to facilitate WNMU's mission accomplishment	Target				3,100,000	3,700,000
	Actual	2,531,459	2,370,463	3,030,650	3,619,500	
Benchmark: Grant expenditure for fiscal year 04-05 for grants focusing on mission accomplishment						
Number of courses available through instructional television and on-line via the World Wide Web		Sum/Fall/Spr 2000-01	Sum/Fall/Spr 2001-02	Sum/Fall/Spr 2002-03	Sum/Fall/Spr 2003-04	Sum/Fall/Spr 2003-04
	Target		20	28	45	115
	Actual	13	41	68	107	
updated since last report - system clean up						
Maintain a year end instruction and general balance of at least 3% of instruction and general expenditures		FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
	Target				3-5%	3-5%
	Actual	8%	10%	5%	5%	

APPENDIX I: PEER INSTITUTIONS

New Mexico Institute of Mining & Technology

Colorado School of Mines
Georgia Institute of Technology
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 & Technology
SUNY College of Environmental Science & Forestry
Tennessee Technological University
University of Missouri – Rolla

New Mexico State University

Clemson University
Colorado State University
Iowa State University
Kansas State University
Louisiana State University
Oklahoma State University
Oregon State University
Texas A & M University
The University of Tennessee
University of Arizona
University of Arkansas
University of Missouri-Columbia
University of Wyoming
Utah State University
Virginia Polytechnic Institute & State University
Washington State University

University of New Mexico

University of Arizona
University of Arkansas
University of Colorado at Boulder
University of Iowa
University of Kansas
University of Kentucky
University of Missouri-Columbia
University of Nebraska at Lincoln
University of Oklahoma – Norman
University of Oregon
University of South Carolina at Columbia
The University of Tennessee
The University of Texas at Austin
University of Utah
University of Virginia
University of Washington

Eastern New Mexico State University

Central Washington University
Emporia State University
Henderson State University
Northeastern Illinois University
Montana State University – Billings
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

Adams State University
Albany State University
Central Washington University
Fort Hays State University
Henderson State University
Lincoln University
Montana State University – Billings
Southeastern Oklahoma State University
Texas A & M University – Corpus Christi
Truman State University
The University of Texas – Pan American
University of Colorado at Colorado Springs
University of Montevallo
University of North Florida
University of Wisconsin – Superior
Western Oregon University

Western New Mexico University

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

APPENDIX II

NEW MEXICO'S UNIVERSITIES 2002-2003 SURVEY OF STUDENT SATISFACTION WITH UNDERGRADUATE EDUCATION

The Council of University Presidents is committed to seeking regular feedback from appropriate constituencies on the quality and effectiveness of our universities' academic programs and services. Students currently enrolled in our universities are a valuable source of information, which can be used to improve our programs. During the 2002-2003 academic year, New Mexico's six universities surveyed graduating seniors in their respective student bodies to elicit students' perceptions regarding their undergraduate educational experiences. The universities had developed a common set of questions, so all institutions would have comparable information on their students' satisfaction with their educational experiences.

In the body of this PEP report, each institution has reported summary information on its graduating seniors' satisfaction with a number of factors related to the university's undergraduate curriculum/instruction, support services and an overall assessment of their educational experiences at the university. The common set of questions asked of graduating seniors is provided below. Interested parties are encouraged to contact each university for further and more detailed data on the responses of its students. The survey results will be shared throughout each university community and will contribute to future program improvements.

2002-2003 Student Satisfaction Survey

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

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

Curriculum/Instruction

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

Student Support

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

Overall Assessment

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

Your major(s):

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

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

What's next?

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

Will you be staying in New Mexico after graduation?

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

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

APPENDIX III

NEW MEXICO'S UNIVERSITIES 2002-2003 SURVEY OF ALUMNI ASSESSMENT OF UNDERGRADUATE EDUCATIONAL PREPARATION

Alumni are a critical source of evaluative information on the quality of a university's academic programs and support services for students. Alumni can offer their perceptions of the quality of the programs and services in place while they were at the university. Alumni also have the advantage of knowing now what would have been useful university preparation for their current employment or educational pursuits. During the 2002-2003 academic year, New Mexico's six universities surveyed alumni who were in the graduating class of 1998-1999. At the time they received the survey, these alumni had been employed and/or enrolled in further education for three years. The universities developed a common set of questions to be asked of all alumni surveyed in order to have comparable information relating to their alumni's satisfaction with their undergraduate educational preparation.

The alumni survey provided feedback to each university on what its alumni are doing three years after receiving their baccalaureate degrees. This information on alumni employment and further education contributes to a more complete picture of our students' progress and success. Each university has provided the placement data on its alumni. Also included with the data for each institution in this PEP report is a summary of alumni responses regarding their satisfaction with their undergraduate curriculum and instruction, academic support available to them, and their overall assessment of how well their undergraduate programs developed their skills and prepared them for work and further education. The specific set of questions asked in this alumni survey is provided below. Anyone seeking additional information related to the results of these alumni surveys is encouraged to contact the specific university for a complete report.

2002-2003 Alumni Survey of 1998-1999 Academic Year Graduates

Employment and Further Education

Which of the following best describes what you are currently doing? (Choose only one.)

- | | |
|--------------------------------------|-------------------------|
| Employed | Continuing my education |
| Employed and continuing my education | Unemployed |
| Caring for home/family | Military |

What is your occupation? _____

If employed, which category best describes your employer? (Choose only one.)

- | | | | |
|------------|---------------|----------|----------------|
| Private | Education | Military | Does Not Apply |
| Government | Self-Employed | Other | |

What is your position? _____

If employed, are you employed in New Mexico or outside the state? _____

If employed outside of New Mexico, please indicate the state/country where you are employed. _____

What is your (individual) annual salary/income? _____

If employed, how satisfied ((1) *Very Satisfied*, (2) *Satisfied*, (3) *Dissatisfied*, (4) *Very Dissatisfied*, (5) *Does Not Apply*) are you with the following aspects of your job?

Intellectual and personal challenge	1	2	3	4	5
Advancement potential	1	2	3	4	5
Location	1	2	3	4	5

Have you continued your education since graduating from this university?

Your Experience While at This University

Please rate your satisfaction ((1)Very Satisfied, (2)Satisfied, (3)Dissatisfied, (4)Very Dissatisfied, (5)Does Not Apply) with the quality of your undergraduate education in the following aspects:

Curriculum

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

Student Support

Quality of career advisement	1	2	3	4	5
Contact with faculty outside of class	1	2	3	4	5
Adequacy of facilities (labs, library, computers, equipment)	1	2	3	4	5

Overall Assessment

Your preparation to communicate effectively (oral and written)	1	2	3	4	5
Your preparation to think analytically and logically	1	2	3	4	5
Your preparation to define and solve problems	1	2	3	4	5
Your preparation for your current job	1	2	3	4	5
Your preparation for graduate study	1	2	3	4	5
Your satisfaction with your college experience	1	2	3	4	5

If you had to do it over again, would you attend this university?

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

Comments and Suggestions

Please comment about your experience at this university or list suggestions for program and university improvement.

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

APPENDIX IV

Council of University Presidents Employer Perceptions of New Mexico Universities Survey

Executive Summary

November 2002

Prepared for:
New Mexico Council of University Presidents
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Prepared by:
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METHODOLOGY

Research Objectives

This study was commissioned by the Council of University Presidents (CUP). The major objectives of the survey were to ascertain employer satisfaction with the educational preparation of students by the four-year public universities in New Mexico, identify employers' suggestions for how these universities may be improved from the perspective of the end-user, and identify employer hiring practices.

The survey focused strictly on the four-year public universities in New Mexico, which are comprised of: the University of New Mexico (UNM), New Mexico State University (NMSU), New Mexico Highlands University (Highlands), the New Mexico Institute of Mining and Technology (Tech), Eastern New Mexico University (ENMU), and Western New Mexico University (WNMU). The random sample of New Mexico businesses represented all types, sizes, and regions of employers.

Questionnaire Design

Research & Polling worked closely with the Council of University Presidents (CUP) to identify specific research objectives to be used in the development and refinement of questionnaire survey drafts. The questionnaire was comprised of both closed-ended and open-ended items, the latter of which allowed CUP to identify issues from employers in an unaided format. Closed-ended questions were structured in such a way that would allow for comparisons among questionnaire items using quantitative statistical techniques. The questionnaire is presented in the Appendix of this report.

Sampling Method

Research & Polling generated the random sample of New Mexico industries for the survey using its data bases, which include employers of all sizes, industrial sectors, and geographic areas throughout New Mexico. Only employers who reported having hired at least one employee over the past three years who attended one of the six New Mexico public four-year universities were interviewed since one of the primary research objectives of the survey was to ascertain the image of these higher education institutions.

Statistical Confidence

Five hundred and one employers were interviewed, resulting in an overall margin of error of $\pm 4.4\%$ at the 95% confidence interval. In theory, in 95 out of 100 cases, the results based on a sample of 501 will differ by no more than 4.4 percentage points in either direction from what would have been obtained by interviewing all New Mexico employers hiring those who have attended one of the four-year New Mexico public universities.

Interviewing Method

Interviews were conducted over the telephone during business hours Monday through Friday in April 2002. Interviews were conducted by professional executive interviewers briefed on the particular specifications for the survey. Those unavailable at the time of the initial call were called back in an attempt to interview the relevant individual at the organization.

The questionnaire instrument was pre-tested prior to survey administration to ascertain that the survey items were understood by the respondents and to determine how to best procure an interview with the relevant person at each organization. It was found that it was appropriate to screen for the 'manager,' or 'head of personnel' to obtain the most accurate information for the survey.

Data Processing & Analysis

All completed questionnaires were edited, coded, and entered into Research & Polling's custom survey research software. Responses to open-ended questions were coded for the purpose of allowing quantitative analysis of the results to open-ended questions. Chi-square analysis revealed whether statistically significant differences existed among employer subgroups such as employer geographic region, size, and hiring practice profiles. When such differences are noted, they are pointed out in the report.

SUMMARY OF RESULTS

New Mexico's four-year public universities play an extremely important role not only in the lives of their students, but in the quality of life of New Mexico as a whole. The universities have an important responsibility to provide a quality education to students while contributing to the economic vitality of the state. Higher education is important to prospective employers. In fact, the majority (55%) of employers who within the last three years have hired at least one employee who attended one of New Mexico's four-year public universities say it is important for prospective employees to have a four-year college degree. Furthermore, 30% of employers say they have actively recruited employees at universities throughout the state.

Overall, employers give the universities relatively high marks for preparing students for life beyond college. In fact, just over two-thirds (69%) of employers give the universities an 'A' or 'B' grade for providing students with a well-rounded education and 64% give a grade of 'A' or 'B' for preparing students for the workforce. The majority (54%) also give the universities high grades for preparing employees for their specific type of business. Although the majority of employers give high marks for each of the attributes listed, there is room for improvement as indicated by the fact 14% of employers give grades of 'D' or 'F' for the job being done to prepare employees for *their* type of business and another 27% give the universities a 'C' grade.

In addition to asking employers to grade the universities on the attributes mentioned above, they were asked to rate the importance of various skills and attributes employees may possess and also asked to rate how well the universities are doing in preparing students for each skill or attribute. All of the skills listed were deemed to be important by the large majority of employers, though integrity/honesty, a positive work attitude, responsibility/accountability and a willingness to learn new things are rated as being the most important. Interestingly, the skills and attributes that are deemed to be the most important are perhaps the most difficult for the universities to instill into students for they are more personal in nature, unlike tangible skills such as reading, writing and arithmetic.

In addition to asking employers to rate the importance of various skills and attributes, they were asked to rate how well prepared students are when they come out of New Mexico's four-year public universities. Overall, employers feel students are best prepared in their reading skills, willingness to work in teams, computer skills and math skills. Conversely, students are perceived to be least prepared in leadership skills, creative thinking, decision making and problem solving. These are areas that may warrant further exploration as universities work to develop the skills employees will need to be successful in their careers.

It is also interesting to note there is often a large discrepancy in the perceived importance of various skills and attributes and how well students are being prepared. For instance, while 90% of employers feel problem solving skills are important, just 49% feel the universities are doing a good job preparing students in this area. Furthermore, 91% say listening skills are important, though 53% feel the students are well prepared. The disparity between perceived importance of employee skills and attributes to how well they are being prepared should be looked into more closely so that ways can be found to better prepare students for the workforce.

Finally, it is important to note that there are opportunities to promote the New Mexico four-year public universities. Media and promotional programs can emphasize the types of educational programs and skills employers desire that are offered at these universities. For example, promotion of the four-year public universities might emphasize curriculum that focus on work ethics and the partnership of such universities for on-the-job training programs. The promotion of the four-year public universities is particularly important in counteracting any negative perceptions regarding the funding of these institutions that may have resulted from media reports regarding funding challenges.

Importance of a Four-Year College Degree to New Mexico Employers

IMPORTANCE OF A COLLEGE DEGREE TO EMPLOYERS

<i>TOTAL SAMPLE</i>	
<i>APR. 2002 (N = 501)</i>	
5 - Very important	36%
4	19%
3	24%
2	9%
1 - Not at all important	12%
Don't know/refused	1%
<i>MEAN †</i>	3.6

† The mean score is derived by taking the average score based on the 5-point scale. The very important response is assigned a value of 5, the not at all important response is assigned a value of 1, etc. The “don’t know/won’t say” responses are excluded from the calculation of the mean.

As previously mentioned, the majority of employers (55%) say it is important for prospective employees of their company to have a four-year college degree. In fact, 36% say a four-year degree is *very important* for prospective employees. Employers in the field of education (90%), government (71%) and those with 101 or more employees (79%) are most apt to feel a four-year college degree is important.

Hiring Practices & Employment Recruitment

PERCENT OF NEW MEXICO EMPLOYERS HIRING FROM EACH 4-YEAR NEW MEXICO PUBLIC UNIVERSITY

<i>TOTAL SAMPLE</i>	
<i>APR. 2002 (N = 501)</i>	
University of New Mexico (UNM)	65%
New Mexico State University (NMSU)	51%
Eastern New Mexico University (ENMU)	21%
New Mexico Highlands University (Highlands)	18%
Western New Mexico University (WNMU)	11%
NM Institute of Mining and Technology (Tech)	10%

The table above shows the percentage of employers who have hired at least one employee from New Mexico’s public universities in the past three years. Approximately two-thirds (65%) of employers say they have hired at least one employee who attended UNM, while half (51%) have hired an employee who attended NMSU and approximately one-fifth have hired employees from ENMU (21%) or Highlands (18%).

Evaluation of Student Preparedness & Work Skills Employers Desire

GENERAL PREPARATION OF STUDENTS

APRIL 2002 - TOTAL SAMPLE (N = 501)

	A	B	C	D	F
Providing students with a well-rounded education	23%	46%	21%	3%	1%
Preparation of students for the workforce	18%	46%	24%	4%	2%
Preparing employees for your type of business	17%	37%	27%	9%	5%

Employers were asked to grade various aspects of New Mexico's four-year public universities as a group using an academic grading system of A, B, C, D, and F. As shown above, the universities receive the highest overall grades for providing a well-rounded education as 23% of employers assign a grade of 'A' and 46% give a 'B' grade. The majority (64%) of employers also give the universities grades of 'A' (18%) or 'B' (46%) for preparing students for the workforce, though it should be noted that 24% give a grade of 'C' and 6% give a lower grade. Finally, while the majority (54%) of employers give the universities a grade of 'A' or 'B' for preparing students for their type of business, 27% have a 'C' grade and 14% give grades of 'D' or 'F' for such specific training.

PERCEIVED IMPORTANCE OF EMPLOYEE SKILLS/ATTRIBUTES
Ranked By Highest Percentage "Very Important"

	APRIL 2002 TOTAL SAMPLE (N = 501)						MEAN †
	VERY IMPORTANT 5	4	3	2	1	NOT AT ALL IMPORTANT DON'T KNOW/ WON'T SAY	
Integrity and honesty	90%	6%	2%	*	*	1%	4.9
Positive work attitude	85%	11%	2%	-	*	1%	4.8
Responsibility & accountability	85%	11%	3%	1%	*	1%	4.8
Willingness to learn new things	83%	13%	3%	1%	-	1%	4.8
Reading skills	72%	20%	4%	1%	2%	1%	4.6
Problem solving skills	69%	21%	8%	1%	1%	1%	4.6
Listening skills	68%	23%	6%	2%	1%	1%	4.6
Willingness to work in teams	68%	20%	8%	1%	1%	1%	4.5
Decision making skills	60%	26%	11%	2%	1%	-	4.4
Writing skills	53%	26%	13%	4%	3%	1%	4.2
Creative thinking skills	49%	31%	16%	2%	2%	1%	4.2
Computer skills	48%	30%	15%	3%	4%	1%	4.2
Leadership skills	45%	34%	16%	4%	2%	*	4.2
Math skills	45%	29%	18%	5%	2%	1%	4.1

* *Less than 1% reported.*

† *The mean score is derived by taking the average score based on the 5-point scale. The very important response is assigned a value of 5, the not at all important response is assigned a value of 1, etc. The "don't know/won't say" responses are excluded from the calculation of the mean.*

Employers were asked to rate the importance of various employee skills and attributes based on a 5-point scale where 5 is *very important* and 1 is *not at all important*. As shown above, over four-in-five employers feel each of the following attributes is *very important*: integrity and honesty (90%), positive work attitude (85%), responsibility and

accountability (85%), and the willingness to learn new things (83%). Furthermore, two-thirds or more employers believe reading skills (72%), problem solving skills (69%), listening skills (68%), and willingness to work in teams (68%) is *very important*. It should also be noted that approximately one-fifth of the employers assign a rating of ‘4’ to each of these attributes indicating they are important to these employers.

The majority of employers feel decision making skills (60%) and writing skills (53%) are *very important* skills with another 26% giving a rating of ‘4’ to each. The large majority of employers also feel creative thinking skills, computer skills, leadership skills and math skills are important with approximately half of the employers saying these attributes are *very important*.

**PERCEIVED PREPAREDNESS OF EMPLOYEE SKILLS/ATTRIBUTES BY UNIVERSITIES
Ranked By Highest Percentage “Very Well Prepared”**

APRIL 2002 TOTAL SAMPLE (N = 501)

	VERY WELL PREPARED		3	2	NOT AT ALL PREPARED DON'T KNOW/ WON'T SAY		MEAN †
	5	4			1		
Reading skills	32%	38%	19%	5%	2%	4%	4.0
Willingness to work in teams	31%	35%	22%	7%	3%	3%	3.9
Computer skills	25%	37%	25%	6%	1%	6%	3.8
Math skills	20%	35%	30%	9%	2%	4%	3.6
Writing skills	19%	31%	30%	13%	4%	3%	3.5
Listening skills	18%	35%	32%	8%	4%	4%	3.6
Problem solving skills	17%	32%	35%	8%	4%	4%	3.5
Decision making skills	15%	31%	39%	11%	3%	2%	3.5
Creative thinking skills	15%	31%	38%	9%	4%	3%	3.5
Leadership skills	12%	26%	42%	12%	3%	5%	3.3

† The mean score is derived by taking the average score based on the 5-point scale. The very well prepared response is assigned a value of 5, the not at all prepared response is assigned a value of 1, etc. The “don’t know/won’t say” responses are excluded from the calculation of the mean.

In addition to asking employers to rate the importance of various skills and attributes, they were asked to rate how well students are prepared in these areas at the state’s four-year public universities. Ratings are based on a 5-point scale where 5 is *very well prepared* and 1 is *not at all prepared*. As shown above, 70% of employers feel students are well prepared in reading skills as indicated by a score of 4 or 5, with 32% saying they are *very well prepared*. Two-thirds also believe students are well prepared in the willingness to work in teams as 31% say students are *very well prepared*. The majority of employers also believe students are well prepared in computer skills (62%), math skills (55%), and listening skills (53%).

Half of the employers believe students are well prepared in writing skills (50%), and problem solving skills (49%). It should be noted that less than 20% of employers feel students are *very well prepared* in these skill areas. Less than half of employers feel the universities are doing a good job of preparing students in decision making skills (46%), creative thinking skills (46%) and leadership skills (38%). For many of these attributes the plurality of employers give neutral or mixed reviews as indicated by a score of ‘3’ on a 5-point scale which suggests that while employers are not being overly critical of the universities, they do believe that more can be done to improve these skills.

PERCEIVED IMPORTANCE & PREPAREDNESS OF EMPLOYEE SKILLS/ATTRIBUTES
COMBINED 4 & 5 SCORES BASED ON A 5-POINT SCALE
 ('5' = 'VERY IMPORTANT/VERY WELL PREPARED;' '1' = 'NOT AT ALL IMPORTANT/NOT AT ALL PREPARED')

APRIL 2002 TOTAL SAMPLE (N = 501)

COMBINED 4 & 5 SCORES
 BASED ON A 5-POINT SCALE

	<i>IMPORTANCE</i>	<i>PREPAREDNESS</i>
Reading skills	92%	70%
Listening skills	91%	53%
Problem solving skills	90%	49%
Willingness to work in teams	88%	66%
Decision making skills	86%	46%
Creative thinking skills	80%	46%
Writing skills	79%	50%
Leadership skills	79%	38%
Computer skills	78%	62%
Math skills	74%	55%

The table above shows the percentage of employers who give combined ratings of 4 and 5 on a 5-point rating scale for the importance of employee attributes and how well students are being prepared by the state's four-year public universities. The results show a disparity between perceived importance and overall preparedness of students. For example, while 91% of employers rate listening skills as being important, just 53% feel students are well prepared in this area. Furthermore, 90% of employers believe problem solving skills are important, yet just 49% feel students are well prepared by the universities. Similar results are observed for many of the attributes tested, though it should be noted the universities are doing relatively well when it comes to computer skills, math skills, reading skills, and willingness to work in teams as the gap between importance and preparedness is smaller in these areas.

APPENDIX V

Data Sources (in order of appearance in report)

Enrollments	Institutional files
Program majors-counts	Institutional files
Current funds revenues	Exhibit 1 of "Santa Fe" budget document <i>CHE Overview of Institutional Operating Budgets</i>
State appropriation as percent of operating budgets	<i>CHE Overview of Institutional Operating Budgets</i>
Annual undergraduate tuition/required fee rates compared with peers	IPEDS <i>Institutional Characteristics</i> survey
State personal per capita income for New Mexico and peers	University of New Mexico – Bureau of Business and Economic Research
Financial Aid – average award and average cost	<i>CHE Financial Aid File</i> and <i>Financial Aid File</i> ,
Financial aid – by Aid Type	<i>CHE Financial Aid File</i> and <i>Student Financial Aid File</i>
Enrollment by race/ethnicity	<i>CHE Student Files</i>
NM high school graduates	NM State Department of Education
NM ACT test takers	<i>ACT – The College Board</i>
Undergraduate Transfer Students	Institutional files
Freshman persistence rates	Institutional files
Graduation rates	IPEDS <i>Graduation Rate Survey</i>
Degrees Awarded	IPEDS <i>Completions Survey</i>
Faculty and staff profile by race/ethnicity and sex	Institutional files
Full-time faculty with terminal degrees	Institutional files
Comparison of average faculty salaries/compensation with peers	<i>AAUP Full-time Instructional Faculty Salary Survey (Academe)</i>
Percent of student credit hours taught by tenured/tenure-track faculty	Institutional files
Student/Faculty ratio	Institutional files
Average class size	<i>CHE Course File</i>
Primary mission (instruction, research & public service) as a percent of Education and General expenditures	IPEDS <i>Finance Survey</i>
Administrative cost (institutional support) as a percent of Education and General expenditures	IPEDS <i>Finance Survey</i>
External Accreditations	Institutional files

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

New Mexico Institute of Mining & Technology
Socorro, New Mexico 87801
<http://www.nmt.edu/>

New Mexico State University
Las Cruces, New Mexico 88003-8001
<http://www.nmsu.edu/>

University of New Mexico
Albuquerque, New Mexico 87131
<http://www.unm.edu/>

Eastern New Mexico University
Portales, New Mexico 88130
<http://www.enmu.edu/>

New Mexico Highlands University
Las Vegas, New Mexico 87701
<http://www.nmhu.edu/>

Western New Mexico University
Silver City, New Mexico 88062
<http://www.wnmu.edu/>