

# 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 by the University community.

*Eastern, a state institution offering associates, bachelors and masters 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

To prepare students for careers and advanced study, impart citizen 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 1999 overall main campus enrollment by level:

Undergraduate	2984
Non-degree	251
Graduate	342
Total Enrollment	3577

### Number of program majors offered at the following degree levels:

Associate's	5
Bachelor's	44
Master's	15

Total Main Campus FTE: 2905

2000-2001 total current fund revenue for main campus:  
**\$49,251,000**

**2000-2001 State appropriations as a percentage of main campus operating budget:**  
**47%**

## Undergraduate Admissions Focus

Since 1990, ENMU has drawn its student population primarily from southeastern New Mexico (Roosevelt, Curry, Chaves, Lea, and Eddy counties) and from Bernalillo County. (In fall 1999, 18.45% of ENMU undergraduates were non-New Mexicans, many of those from west Texas.) Our smaller size and rural setting tends to attract first-generation college students or those who seek a safer, more sheltered learning environment, more hands-on opportunities, and a close faculty-student ratio. ENMU attracts students from a region that is less ethnically diverse than New Mexico; however, population projections in New Mexico's southeast counties show rising percentages of Hispanic students in the school population.

## Mission-specific programs and activities

### Institutional Recognition Continues

- Eastern New Mexico University has been chosen as one of 20 exemplars of comprehensive innovation in undergraduate education as part of an initiative of the Association of American Colleges and Universities (AAC&U) titled "Greater Expectations: The Commitment to Quality as a Nation Goes to College." AAC&U will organize a series of institutes showcasing these institutions.
- ENMU is one of twenty NCATE partners selected to field-test the draft standards for Professional Development School sites. At their May site visit, the NCATE team commended ENMU's PDS partnerships with James Elementary (Portales) and Washington Avenue School (Roswell).
- Increased efforts in freshmen advising and course placement has reduced the percent of first year freshmen students on academic probation (earning GPAs less than 2.0). In spring 2000, only 16.9% of freshmen were on probation, compared to 21% of freshmen on probation in spring 1999 and 23% of freshmen in spring 1998.

## Assessment and Accountability Efforts

- ♦ Students in the College of Business scored in the 86<sup>th</sup> percentile in the spring 2000 administration of the Business Major Field Achievement Test (MFAT), the highest score earned to date. Students in Communicative Disorders scored in the 84<sup>th</sup> percentile on the National Examination in Speech Language Pathology (national average 75%).
- ♦ The ENMU Retention Committee is updating ENMU's retention plan using a report correlating results of 102 Institutional Priorities Survey (IPS) completed by ENMU staff with 559 Student Satisfaction Inventory (SSI) surveys. These data were collected and analyzed by the Assessment Resource Office and ENMU's Planning Office.
- ♦ Exit surveys completed in fall 1999 and spring 2000 indicate that ENMU graduating seniors are either "satisfied" or "very satisfied" with instruction in the major (97%), their overall college experience (96.55%), and the "quality of the intellectual challenge of your program" (95.7%). In a similar survey of 1995-1996 graduates, alumni registered their highest satisfaction with instruction in (92.5%) and outside (94.4%) the major, and with their overall college experience (94.4%).
- ♦ In May and June, 41 faculty members attended a two-day workshop to design classroom-based assessments for use in their fall 2000 classes. This assessment effort will inaugurate a new assessment strategy that will complement departments' program assessments and integrate them with a more qualitative assessment of the general education core.

## Partnerships and Collaborations

- ♦ Five ENMU faculty completed a Goals 2000 grant with 50 educators in Floyd, Clovis, Portales, and Roswell, correlating new competencies for beginning elementary education teachers with curriculum and program requirements. These performance-based teacher preparation standards will be used in methods classes and the student teaching semester.
- ♦ In a partnership with ENMERC, RETA, the Center for Teaching Excellence, and RCC6, ENMU served as the higher education partner in a workshop that concluded a year-long effort to enhance technology literacy. "Walk the Talk" supported the integration of technology into classroom teaching by training teachers in the use of technology, preparing administrators to evaluate the effectiveness of the technology innovation, and providing teachers with state-of-the-art computers and software.
- ♦ This summer, ENMU hosted "Walk the Talk 2000," this year adding as a partner **MCI WorldCom**, who provided two technology trainers for the summer 2000 workshop.
- ♦ ENMU has submitted a Title II grant, in collaboration with ENMERC, to enhance the student teaching experience of ENMU students and providing professional development opportunities for teacher mentors.
- ♦ ENMU's School of Music collaborated with the Portales High School Drama Department for a spring production of the musical *Oklahoma!* The cast and crew performed in Hobbs, NM and Roswell, NM.

## ENMU Alums Recognized for Significant Contributions

- ♦ **Ms. Louise Shoemaker (BA, MA in English)** of Portales High School was named New Mexico Teacher of the Year, the second year in a row that this honor has gone to a graduate of ENMU. Ms. Shoemaker will spend the coming year traveling and lecturing about effective teaching. She accepted an invitation to address ENMU's pre-service teachers this spring from ENMU's Field Coordinator, Ms. Patricia Thatcher (ENMU BS), who was Ms. Shoemaker's cooperating teacher when she began teaching.
- ♦ Upon his retirement from UNM, **Dr. Max Bennett (BA in Chemistry)** received a unique honor when two prestigious awards, the Outstanding Class Service Award and the School of Medicine Service Award, were combined and renamed "The Max Bennett Service Award." Dr. Bennett credits his own interaction with ENMU professors for how he views education and his interaction with students over the last 26 years.
- ♦ The contract for a public sculpture for the Bernalillo County Courthouse was awarded to ENMU alumnus Mr. Ken Leap (BFA 1998). This is Mr. Leap's second successful contract award from New Mexico's "Art in Public Places" program.
- ♦ In his epilogue to *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*, David Hurst Thomas singles out the work of **Terry Fifield (MA in Anthropology)** for his work on the Tongass Forest project of the Alaska Native Claims Settlement Act Project in Anchorage. Fifield's relationships with the Tlingit and Haida people, involving Native interns at the site and inviting tribal delegations to visit the lab and site, sets the ethical standard for the obligation that researchers have to the people and materials they study.

## ENMU Students Competitive Academically and in the Marketplace

- ♦ ENMU's Business Policy team placed 2<sup>nd</sup> in a simulated computerized industrial business competition in San Diego, CA this spring. Competing against 39 universities from Holland, Mexico, Canada, and the U.S., ENMU students also were recognized for their outstanding business plan and were asked to submit a copy as a model for future reference for teams entering the competition.
- ♦ Lanier Lopez, a graduate of the Biology program, accepted a two-year position at the National Institute of Health. She was also the recipient, as a junior, of an internship with NIH.
- ♦ Leonard Redhorse III is a recipient of the prestigious Morris K. Udall Scholarship, one of 80 scholars selected and the only New Mexico recipient.

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- ♦ Six students (from CIS and CS) were hired by Data Return in Dallas, TX, and will begin working for mid-\$40,000 salaries this summer.
- ♦ Cathy Nelson, a junior majoring in Graphic Design and minoring in Internet web design, has just completed a photo journalistic project, *Enduring Cowboys: Life in the New Mexico Saddle*. Previously, she was awarded a contract to photograph New Mexico Military Institute and produce *Visions*, a 134-page full-bound book to commemorate the Institute's Centennial.
- ♦ Angela Spraecker, a graduate student in Special Education, has had two papers accepted for publication, one in *Gifted Education International* and another in *North American Journal of Psychology*. Mary Jo Shaffer, an undergraduate, has a paper accepted by ERIC on technology and gifted education. These articles by both students were originally written in courses taken with Dr. Michael Shaughnessy.
- ♦ In spring 2000, 713 ENMU students were receiving New Mexico Lottery Success Scholarships. Eastern is proud of the 33 Lottery Scholars who graduated in 1999-2000.

## Special Recognition to ENMU Faculty

- ♦ Mr. Phil Geraci, professor of Art, has created new corporate identities for "Santa Fe Neighbors" (the city's official welcoming committee), Haverkos Psychology Clinic, and Lightcore Resonance, all of Santa Fe.
- ♦ Ms. Micki Muhlbauer, professor of Art, was selected for inclusion in the 15<sup>th</sup> Annual Arizona Aqueous Exhibition at the Tubac Center of the Arts.
- ♦ Dr. Patrick Rucker, Professor of Theatre, was honored for 15 years of service on the Southwest Theater Association's Board of Directors.
- ♦ Dr. Michael Shaughnessy recently co-edited a special issue of *Educational Psychology Review* on Attribution Theory; in the past year, he has published papers in *The Korean Journal of Thinking and Problem Solving* and has presented papers at conferences in Warsaw, Poland and Edinburgh, Scotland. Dr. Shaughnessy has been appointed by Governor Johnson to the Traumatic Brain Injury Advisory Council.
- ♦

## Special Contributions to New Mexico

- ♦ Dr. Randy McFerrin and four of his undergraduate economics students compiled a study of the economic impact of ENMU on the Portales community. The total direct and indirect financial effect of ENMU on the local community is estimated at \$62,843,077. The study estimates the differential multiplier to be 1.511. Thus, for every dollar spent by the University community, an additional one and one half dollars of revenue is added to the local economy through re-expenditure.
- ♦ ENMU hosted the Eastern Regional Roundtable "Education K-16" on April 20, 2000, jointly sponsored with the CHE and the State Board of Education. Over 200 educators attended and discussed how to enhance education through partnerships across the state.
- ♦ Thirty-five teachers from Hobbs, Lovington, and Ruidoso have completed the second of a 4-course sequence to earn ESL endorsement and credit toward a master's degree in Education. Course delivery is an innovative combination of videotapes, school-based learning teams, and on-site visits of the faculty coordinator, supplemented with email contact.
- ♦ ENMU sponsored four major regional competitions for southeastern New Mexico—the Department of Theatre and Dance's annual High School Drama Festival; the Department of Languages and Literature's Festival Romanico, the annual foreign language competition; the New Mexico Speech Tournament; and the southeast regional Science Fair. In addition, this June 2000, over 200 young men attended Boys State on ENMU's campus.

## Faculty Role and Contributions

**Expected Distribution of Faculty Effort:** As a comprehensive institution, Eastern New Mexico University follows the national norm of expecting 24 credit hours of instruction per year of its full-time faculty. In addition to excellent classroom teaching, expectations include holding regular office hours, advising students, and directing master's theses, senior projects, or other independent research. Faculty are expected to conduct research appropriate to their instructional assignment and to assure the currency of their program content through reading, research, and interaction with professional organizations. Service expectations are broadly defined as enhancing the student learning environment. Faculty serve as campus organization sponsors or in other support roles as appropriate. Faculty contribute to University governance through University and state committee service and to professional organizations. They are also encouraged to contribute to the community as consultants, volunteers, or in other roles.

**Description of Tenure/Promotion Evaluation Process:** NMU's evaluation process follows guidelines recommended by the American Association of University Professors (AAUP) and defined in ENMU's *Faculty Handbook*. Faculty in their first six years of employment and those applying for promotion submit a portfolio of their teaching, scholarly or creative activity, and service for review by department peers, the chair, the college and graduate deans, and the Vice President for Academic Affairs. Recommendations are forwarded to the President for final disposition.

**Description of Post-tenure Review Process:** ENMU's post-tenure review follows the guidelines mandated by the New Mexico Legislature (21-7-1, effective April 5, 1995) and addresses the areas of scholarly activity, service, and, primarily, teaching. An unsatisfactory evaluation requires a probationary period, with required professional development, and can result in loss of tenure, following due process procedures. Operating on a five-year cycle, faculty undergoing review submit a portfolio documenting their teaching, scholarly activity, and service to a committee of peer faculty, the department chair, and the college dean. An elected university-wide faculty review committee reviews appeals. After review by the Vice President for Academic Affairs, recommendations go to the President for final disposition.

**Description of Service Expectations within the Department/University/Profession:** Service is an important dimension of academic responsibility. Faculty balance their service activities to fit their strengths and meet department needs. This may mean service as department or committee chair, service on search committees, or university committees. Most faculty serve on three to four committees, each meeting anywhere from weekly to once a semester. Many faculty are also active in professional organizations, holding state, regional, or national offices.

## Instruction Highlights

### Average class size:

Undergraduate, lower division	25
Undergraduate, upper division	9
Graduate	8.5

### Student/Faculty Ratio

FTE students per FTE Instructional Faculty 17:1

**Measure of Tenured/Tenure-track Faculty Participation in Irregular Instruction such as Dissertations, Independent Studies, Overseeing Internships, and Others:** Out of 68 tenure/tenure-track faculty, 40 faculty taught irregular courses, an average of 8 hours per faculty member. A number of ENMU faculty teach labs that do not generate student credit hours and are not part of this calculation.

**Description of Instructor/Course Evaluation Process:** At ENMU, all students evaluate instructors each fall; evaluations are also administered in the classes of all probationary faculty and most tenured faculty in the spring semester, as well as in many summer classes. While departments have always required annual teaching evaluations, reviewed by the department chair, a Faculty Senate committee has recently designed and will implement (fall 2000) a campus-wide instrument for course evaluations.

**Description of Faculty Role in Advising Students:** For first-year students, their first academic advisor is their Freshman Seminar faculty instructor. By the end of their sophomore year, students select or are assigned a faculty advisor in their major field. Transfer students are assigned or request a faculty member in their area of interest. Faculty advisors provide academic and career advice to students and serve as liaisons for students in obtaining information about scholarships, tutoring assistance, or any campus service. Faculty advisors stay in touch with advisees via email, phone, and personal contact.

## Faculty Research Highlights

- ENMU Faculty and staff have been awarded in excess of \$3.8 million in grants and contracts, from private, state, and federal agencies. ENMU's Ruidoso Center is the recipient of over \$45,000 in private funding from the McCune Foundation (for a graphic arts lab), the Coalition for Literacy (for a literacy program) and NASA (for a summer camp for Rural Minorities and Girls). Other grants from the Pew Charitable Trusts, New Mexico Department of Game and Fish, the New Mexico State Land Office, MIPR Corps of Engineers, WAESO, and the New Mexico Department of Health involve faculty research, institutional enhancement, and frequent partnerships with environmental or community groups.
- Faculty in the College of Liberal Arts and Sciences presented papers at international (5), national (5), regional (23) and state (6) conferences and published sixteen articles in referred journals and scholarly anthologies. To showcase five examples of faculty activity in the college, Dr. Jennifer Frey and her students are conducting research on the Lesser Prairie Chicken as part of grant funding; Dr. Zhiming Liu is conducting research on the effects of lindane on ovarian development of mosquito fish; and Dr. Manuel Varela and four students co-authored an article on mutants of the lactose carrier of *Escherichia coli* in the *Journal of Membrane Biology*. Dr. Kathy Roler and Dr. Stephen Durand published articles in *Faunal Extinction in an Island Society* and a book chapter in *Great House Communities Across the Chacoan Landscape*.

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- ♦ Faculty from the College of Education and Technology are conducting grant-funded research in the effectiveness of two-way dual language programs in New Mexico schools.
- ♦ Two faculty in the College of Fine Arts were showcased in international performances: Dr. Offerle at the Operafestival di Roma and Dr. Ayer with the Polish/Japanese Choirs in Miyajima, Japan. Faculty in the College presented papers at international (1), regional (2), and state (4) conferences.

## Faculty Institutional/Public Service Highlights

- ♦ ENMU takes seriously its responsibility to provide cultural enrichment to its region. Over 80 events in theatre, dance, art shows and exhibits, and music are offered each semester. Of these, over 95% of events are free and open to the public as well as the campus community. In addition, ENMU's College of Fine Arts offers the Children's Summer Theatre Workshop (in Portales and Ruidoso) and ENMU Choir Camp. During the year, ENMU ensembles visit area schools and perform for communities and schools. Most recently, ENMU Choirs performed Beethoven's Ninth Symphony with the Santa Fe Symphony and Chorus in Santa Fe and the Steel Drum Ensemble toured and performed in Hobbs and Roswell, NM.
- ♦ ENMU's Office of Extended Learning sponsors courses every semester and summer that offer enrichment opportunities to community members. These workshops and classes—over 120 in the past year—support the University's commitment to lifelong learning and its investment in its community.

## Accessible and Affordable University Education

### Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers

<b>Per-Capita Income</b>	<b>Relative to Nation:</b> 77.4%	<b>Relative to Peers:</b> 82.2%
	<b>Resident</b>	<b>Non-Resident</b>
	<b>Percent of Peers</b>	<b>Percent of Peers</b>
<b>1997-98</b>	\$1,716 69.8%	\$6,378 76.4%
<b>1998-99</b>	\$1,786 68.3%	\$6,682 76.5%
<b>1999-00</b>	\$1,830 65.3%	\$6,714 74.5%

### Financial Aid Awarded and Average Student Total Costs

	<b>Average Award Paid Per Recipient</b>	<b>Average Total Cost of Attendance Per Recipient</b>
<b>1997-98</b>	\$6,143	\$10,755
<b>1998-99</b>	\$6,164	\$11,296

### Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers

<b>Race/Ethnicity</b>	<b>Total Enrollment</b>			<b>First-Time Freshmen from New Mex</b>			<b>NM HS Graduates</b>	<b>NM ACT Takers</b>
	<b>Fall 1997</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 1997</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>1998-99</b>	<b>1998-99</b>
<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
American Indian	2.5	2.5	2.3	5.3	3.2	2.8	10.7	8.4
Asian	1.0	1.0	1.0	0.5	1.4	0.5	1.3	1.7
Black	3.4	3.7	3.2	2.7	3.7	1.5	2.1	1.5
Hispanic	21.5	22.1	23.8	28.2	29.0	32.9	42.0	29.9
White/Other	70.1	68.9	67.9	63.1	61.1	59.0	43.9	40.3
Nonresident Alie	0.9	0.7	0.7	0.0	0.2	0.0	-	-
Unknown	0.6	1.0	1.3	0.2	1.4	3.3	-	18.2
<b>Total N</b>	3,495	3,510	3,577	412	493	395	18,695	11,915

### Transfer Students from NM 2-Yr Colleges, Including Branches in Fall 1999

NM 2-Yr and Brancher Tot:	184
NM Public 4-Yr Total	26
All Other Transfers	86
<b>All Fall 1999 Transfers</b>	<b>296</b>

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## Student Progress and Student Success

### Freshman Persistence Rates – Fall to Fall Terms

<u>Race/Ethnicity &amp; Sex</u>	<u>Percent of Fall 1997 Class Enrolled in Fall 1998</u>	<u>Percent of Fall 1998 Class Enrolled in Fall 1999</u>
American Indian	60.9	72.2
Asian	50.0	55.6
Black	26.7	41.4
Hispanic	51.6	58.7
White/Other	60.3	64.0
Nonresident Alien	100.0	100.0
<u>Unknown</u>	<u>0.0</u>	<u>37.5</u>
Men	49.2	57.0
<u>Women</u>	<u>64.3</u>	<u>64.5</u>
<b>Overall</b>	<b>57.1</b>	<b>61.3</b>

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

<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1992</u>		<u>Entered Fall 1993</u>			
	<u>N</u>	<u>% Grad &amp; Still Enr</u>	<u>N</u>	<u>% Grad &amp; Still Enr</u>	<u>N</u>	<u>% Bach. Deg 6 Yrs</u>	<u>% Still Enr After 6 Yrs</u>	<u>% Grad &amp; Still Enr</u>
American Indian	13	23.1	9	22.2	17	11.8	0.0	11.8
Asian	8	37.5	4	50.0	5	0.0	0.0	0.0
Black	33	21.2	19	26.3	10	10.0	0.0	10.0
Hispanic	151	27.1	167	26.9	132	16.7	5.3	22.0
White/Other	374	36.3	372	31.5	355	32.1	5.4	37.5
Nonres. Alien	1	0.0	2	0.0	1	0.0	0.0	0.0
Unknown	0	-	0	-	0	-	-	-
Men	258	26.7	248	21.8	256	20.7	5.5	26.2
Women	322	37.5	325	36.0	265	32.5	4.5	37.0
<b>Overall</b>	<b>580</b>	<b>32.7</b>	<b>573</b>	<b>29.8</b>	<b>521</b>	<b>26.7</b>	<b>5.0</b>	<b>31.7</b>

### Degrees Awarded by Level and Discipline Grouping in 1998-99

	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Masters</u>	<u>Doctors</u>	<u>First-Prof</u>
Education		156	44			
Humanities/Social Science	16	202	19			
Business/Pub Ad/Social Work		83	6			
Science and Math		33	8			
Engineering/Tech/CompSci		12				
Health Professions		42	21			
Law/Protective Services		6				
Agriculture Related		11				
Home Economics	1	9				
Architecture Related						
<b>Total</b>	<b>17</b>	<b>554</b>	<b>98</b>			

### Placement Rates of Graduates Employed and Continuing Their Education Alumni Survey of 1995-96 Bachelors Degree Recipients

<u>Percent Employed (may also be in school)</u>	96.8%	<u>Percent Continuing Their Education</u>	50.5%
<u>Employment Fields</u>	<u>Private or Self</u> 38.0%	<u>Education</u> 34.8%	<u>Government or Military</u> 20.7%
		<u>Other</u> 6.5%	
<u>Of those Employed, Percent Working in New Mexico</u>	41.3%		

# Academic Quality and a Quality Learning Environment

## Faculty and Staff Profile by Ethnicity and Sex

<u>Race/Ethnicity &amp; Sex</u>	<u>Fall 1997</u>		<u>Fall 1999</u>	
	<u>Full-Time</u>	<u>Full-Time</u>	<u>Full-Time</u>	<u>Full-Time</u>
	<u>Faculty %</u>	<u>Staff %</u>	<u>Faculty %</u>	<u>Staff %</u>
	<u>(N=139)</u>	<u>(N=364)</u>	<u>(N=136)</u>	<u>(N=377)</u>
American Indian	1.4	0.6	0.7	1.1
Asian	3.6	0.6	2.9	0.8
Black	1.4	3.3	0.7	1.1
Hispanic	8.6	21.9	8.8	24.1
White/Other	85.0	73.6	86.8	72.9
Nonresident Alien	0.0	0.0	0.0	0.0
<u>Unknown</u>	0.0	0.0	0.0	0.0
Men	61.2	42.3	54.4	40.8
Women	38.8	57.7	45.6	59.2

## Full-Time Faculty with Terminal Degrees

<u>Fall 1997</u>	85%
<u>Fall 1999</u>	83%

## Comparison of Average Faculty Salaries/Compensation with Peer Institutions

	<u>Average</u>	<u>Peer Avg.</u>	<u>Average</u>	<u>Peer Avg.</u>
	<u>Salary</u>	<u>%</u>	<u>Comp.</u>	<u>%</u>
<u>Fall 1997</u>	\$39,328	92.7	\$48,432	92.3
<u>Fall 1998</u>	\$41,047	91.3	\$50,583	90.4
<u>Fall 1999</u>	\$43,059	92.8	\$53,945	93.9

## Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 1998</u>		<u>Fall 1999</u>	
	<u>Regular</u>	<u>Irregular *</u>	<u>Regular</u>	<u>Irregular *</u>	<u>Regular</u>	<u>Irregular *</u>
	<u>Instruction</u>	<u>Instruction</u>	<u>Instruction</u>	<u>Instruction</u>	<u>Instruction</u>	<u>Instruction</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lower Division	54.1	66.5	54.0	56.9	57.2	54.3
Upper Division	73.6	24.1	66.9	30.6	67.3	26.1
Graduate Division	<u>88.1</u>	<u>100.0</u>	<u>77.3</u>	<u>93.9</u>	<u>89.6</u>	<u>100.0</u>
<b>Overall</b>	<b>62.2</b>	<b>45.1</b>	<b>59.0</b>	<b>44.9</b>	<b>61.9</b>	<b>42.8</b>

\* Irregular instruction includes labs, theses, internships, independent studies, etc.

## Student Satisfaction Student Survey of 1999-2000 Graduating Seniors

Satisfied or Very Satisfied with Curriculum and Instruction	90.4%
Satisfied or Very Satisfied with Institutional Support	88.9%
Satisfied or Very Satisfied Overall with Institution	95.8%

## Alumni Satisfaction Alumni Survey of 1995-96 Bachelors Recipients

Satisfied or Very Satisfied with Curriculum and Instruction	87.6%
Satisfied or Very Satisfied with Institutional Support	81.1%
Satisfied or Very Satisfied Overall with Institution	91.5%

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## Effective and Efficient Use of Resources

### Primary Mission Expenditures: Instruction, Research, and Public Service as a Percent of Total Educational and General Expenditures

	<u>Percent for Institution</u>	<u>Percent for Peers</u>
1996-97	48.4%	48.3%
1997-98	48.0%	47.5%
1998-99	44.8%	47.3%

### Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General Expenditures

	<u>Percent for Institution</u>	<u>Percent for Peers</u>
1996-97	8.3%	11.6%
1997-98	8.5%	11.5%
1998-99	9.2%	11.3%

### Flagging of Low Enrollment / Low Degree Graduate Programs

Number of Graduate Level Programs: Masters  
15

#### Names of Graduate Level Programs Added or Deleted since 1997-98:

School Guidance, MED, **Added**, June 1997  
Counseling, MA, **Added**, June 1997

#### Results from Commission on Higher Education Graduate Degree Program Study:

<u>Program Name</u>	<u>Level</u>	<u>CHE Recommendation</u>
Master of Music (Education)	MA	continue
Counseling	MA	continue with review in 3 years

## External Accreditations

ENMU	North Central Association of Colleges and Schoc
School of Music	National Association of Schools of Music
College of Business	Association of Collegiate Business Schools and Programs
Communicative Disorders	American Speech-Language-Hearing Associatio
Nursing	National League for Nursing
Teacher Education Program	National Council for Accreditation of Teacher Education
Chemistry Program	American Chemical Society