

Institutional Profile of New Mexico Highlands University

Mission: New Mexico Highlands University is committed to excellence in teaching, discovering, preserving and applying knowledge and responsive to new opportunities for teaching, learning, research and public service created by a changing environment.

- ♦ NMHU provides personal attention to students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds. NMHU offers sensitive admissions programs and challenging academic programs that encourage all students to reach 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 identities.

Fall 1999 overall main campus enrollment by level

Degree seeking undergraduates	1,520
Non-degree undergraduates	141
Degree seeking graduate students	378
Non-degree graduate students	<u>406</u>
Total	2,445

Number of program majors at the following degree levels:

Associate's	1
Bachelors	32
Master's	11

Main Campus FTE: 1,789.68

2000-2001 total fund revenue for main campus:
\$60,019,439

2000-2001 total state appropriation for main campus:
31%

Undergraduate Admissions Focus

Beginning in the 1920s, NMHU was the first institution of higher education serving the Hispanic population and remains one of only a few primarily Hispanic institutions in the country. Today, NMHU draws 65% of its new freshmen from the northeastern and north-central sections of NM, with San Miguel and Mora Counties providing the largest proportions. An additional 10% of new freshmen come from northwestern NM. NMHU is proud to offer all interested students the opportunity to pursue post-secondary education through its open admissions process.

Mission-Specific Programs and Activities

Partnerships and Collaborations: NMHU partnerships and collaborations with federal, state, and private entities added over \$40 million to the operating budget for 1999-2000 and fostered the transition from a traditional teaching institution towards a teaching and research university.

- ♦ Engineering faculty headed an effort to establish a center in NM for Autonomous Control Engineering with UNM, NC A&T State University, and the NASA Jet Propulsion Laboratory.
- ♦ Physical Science faculty collaborated on a hydrazine project through an AISTEC partnership with Sandia (SNL) and Los Alamos (LANL) National Laboratories.
- ♦ Through the NMHU Center for Research Excellence in Science and Technology (an NSF CREST) collaborative agreement with New Mexico Tech, students are given the opportunity to pursue Ph.D. degrees in the area of nonlinear optics.
- ♦ Physics faculty continued a collaboration that has established NMHU as a full partner in the University Research Consortium for the Magdalena Ridge Observatory Project.

Special Contributions to New Mexico: A variety of programs at NMHU serve the rural minority populations of the region.

- ♦ The Center for Education and Study of Diverse Populations (CESDP) serves a five-state region (New Mexico, Colorado, Arizona, Utah, and Nevada), supporting rural communities in improving the quality of education for all citizens.
- ♦ The American Indian Science Technology Education Consortium (AISTEC) serves nine states (New Mexico, Colorado, Arizona, Oklahoma, Kansas, South Dakota, Montana, Washington, and California), promoting participation by Native American students in science, mathematics, engineering, and technology.
- ♦ The Utah, Colorado, Arizona, New Mexico Rural Systemic Initiative (UCAN-RSI) serves a four state region, assisting and empowering communities through education, communication and access to resources.
- ♦ The NM WORK program and the GOAL program will place TANF and/or food stamp participants in transitional community employment, transitional subsidized employment, or unsubsidized employment, assisting participants in becoming self-sufficient.
- ♦ Educational Outreach Services offers educational services to outlying areas and place-bound individuals through Off-Campus Instruction, External Academic Programs or Centers, Distance Education, and the Internet. NMHU has developed a Center at Rio Rancho and articulation agreements provide for NMHU Centers at Luna Vocational Technical Institute, Mesa College in Tucumcari, Northern New Mexico Community College, San Juan College, Santa Fe Community College, Southwestern Indian Polytechnic Institute, and [UNM@Taos](#). These programs provide a gateway for growth for many NM residents unable to come to main campus. At some of these locations students have the opportunity to complete Bachelor's and/or Master's degrees in Business, Education and Environmental Science.
- ♦ NMHU provides a financial bonus to the community and state. According to an analysis by the Executive Director of the Council of University Presidents, each dollar coming into the university circulates in the local economy three to five times; this means NMHU adds a minimum of \$150,000,000 to the area.

Institutional Public Service Highlights: NMHU provides a variety programs for New Mexico schools, their students, and the local community.

- ♦ The New Mexico Academy of Science Visiting Scientist Program offers classroom visits by some of the most distinguished scientists and mathematicians in New Mexico.
- ♦ Advanced Placement – New Mexico (AP-NM) provides leadership for the administration and continued development of the Advanced Placement program in New Mexico.
- ♦ NMHU Rural Educational Technology Assistance (RETA) provides consultation and assistance on the use of technology in the schools.
- ♦ NMHU is one of twelve universities across the nation working on teacher preparation for rural schools.
- ♦ The NMHU Collaborative for Excellence in Teacher Preparation (CETP) fosters collaboration among faculty in the sciences, education, and Master Teacher fellows from regional schools.
- ♦ NMHU participates in US Counts and US Reads, placing work-study students in K-9 classrooms as tutors in mathematics and reading.
- ♦ Mathematics and Computer Science was awarded a HACU/Microsoft Diversity Institution Grant to develop Windows CE Programs and involve high school students in computer science.
- ♦ NMHU participation in the NM Space Grant initiative provides research grants in space science to local students.
- ♦ University sponsored programs include the Performing Arts Series (in conjunction with the Las Vegas Arts Council); the Celebrity Lecture Series; the President's Lecture Series; and the Faculty Lecture Series.
- ♦ University Departments provide The Fiesta de la Hispanidad; a Christmas Arts and Crafts Fair; History and Political Science Symposia; Design Studies exhibitions; theater productions; and musical programs by the Music Department faculty, the Concert Choir, Madrigal Singers, HU Singers, HU Mariachi Band, and the Pep Band. In addition, the new NMHU Donnelly Library includes an art gallery featuring local artists and an outstanding collection of Southwest books and archival materials used by researchers from around the nation.

Recent Accomplishments

- ♦ The School of Business will house the Hispanic and Native American Economic Development Center, which will become a focal point for economic research, technical assistance, and economic development for Northern New Mexico.
- ♦ The School of Education is coordinating summer school collaboration with East Las Vegas City Schools and West Las Vegas Schools and the NMHU Symposium on Hispanic Issues.
- ♦ As measured by the number of students successfully completing their Field Based 3 experience in Education, NMHU prepared 46 teachers for entry into NM schools during the 1999-2000 academic year. These future educators had the following specialties: Elementary Education (28), General or Secondary Education (9), and Special Education (9).
- ♦ The School of Business received a banner from the Institute of Management Accountants (IMA) for an outstanding student chapter of the IMA and the General Motors Marketing Internship for fall 1999.

Faculty Role and Contributions

Expected Distribution of Faculty Effort: As part of their responsibilities, NMHU faculty are expected to be involved in Teaching and Advising, Scholarship, and Service activities. Although no proportions are designated, at least two of these areas must be represented in the annual evaluation processes.

Description of Tenure/Promotion Evaluation Process: During the fall semester of the fifth year of a five-year probationary period, faculty members are reviewed for permanent status (tenure). Faculty who are eligible and wish to be considered for advancement in rank can be reviewed for promotion in the spring semester each year. Evaluation in both cases consists of a review of the faculty member's years in service, graduate studies, teaching ability, scholarship, and general contributions to the University and community.

Description of Post-Tenure Review Process: The purpose of the post-tenure review is to foster professional development in those cases where deficiencies due to underachievement in an area of performance are found. The review is commensurate with AAUP Post-Tenure review guidelines and is not aimed to procure a dismissal process nor is it punitive in character. Tenured faculty are evaluated on five year cycles. The materials submitted during the review process include an academic year resume; documentation of teaching performance including student evaluations, peer evaluations, and a self-evaluation; and an indication of the weight that should be given to Teaching and Advising, Scholarship, and Service.

Description of Service Expectations: NMHU service is recognized in three categories: campus, community, and profession. Service includes, but is not limited to, faculty committees and task forces, supervisory roles, institutional development activities, special or release-time assignments, and working with student organizations; membership and participation in professional organizations, consultation, and other professional activities; and participation in community affairs.

Instructional Highlights

Average class size

Undergraduate, lower division:	21.20 students per class
Undergraduate, upper division:	8.11 students per class
Graduate:	6.63 students per class

Student/Faculty ratio

NMHU had 13.1 FTE students per FTE instructional faculty.

Measure of Tenured/Tenure-track faculty participation in irregular instruction such as thesis, independent studies, overseeing internships, and others

Tenured/tenure track faculty members taught an average of 7.3 student credit hours of irregular instruction.

Description of instructor/course evaluation process: A teaching evaluation questionnaire is administered every Fall semester in the classes that each faculty member teaches on a form approved by the Provost. The faculty member submits the results for review during the annual faculty evaluation process.

Description of faculty role in advising students: NMHU Faculty members are responsible for advising students in their classes about class work and to serve as departmental advisors for students majoring in their discipline.

Faculty Research Highlights

NMHU faculty are involved in numerous research projects and scholarly activities.

- Dr. Wade Bingham, a communications professor, served as writer, editor, and director of photography and co-producer of *En Pointe: The Lives and Legacies of Ballet's Native Americans*, which premiered at the Smithsonian Museum of the American Indian.
- Music professor Andre Garcia-Nuthmann was invited to the Classical Festival in Vienna, Austria as a guest soloist and is the only New Mexican in the Santa Fe Desert Chorale.
- Dr. Merritt Helvenston and his collaborators have received a provisional patent on prototype hydrazine remediation spill control pads.

- ♦ Dr. Michael Olsen, a history professor, received the Marc Simmons Writing Award of the Santa Fe Trail Association for the best edited and published diary in *Wagon Tracks: The Quarterly* of the Santa Fe Trail Association.
- ♦ Dr. Wayne Summers, a computer science faculty member, receives national and international attention for his website information on computer viruses, security, networking and programming and was interviewed about computer viruses for a British web/tv program.
- ♦ Dr. Carmen Vidal-Lieberman, Languages and Literature, provided a lecture series promoting Hispanic writers and literature.
- ♦ Dr. David West, a Professor in the School of Business and a nationally recognized expert in object oriented programming, was asked to speak at two national conferences.

NMHU faculty gave presentations and/or published the results of their research in a variety of national and international journals.

- ♦ Faculty presentations were made at conferences of ACM Digital Libraries, IEEE Multimedia, NIH 21st Introduction to Biomedical Research Program, American Association of Colleges for Teacher Education, and NM Astronomy Symposium, and in Zurich, Switzerland and Maui, Hawaii. Faculty presented papers and served as panelists at the National Association for Bilingual Education and Information Systems Education conferences.
- ♦ Faculty articles have been published in the *Journal of Biosocial Science*, the *Journal of Aerospace*, *Annual Review of Earth and Planetary Sciences*, and the *Journal of America's Military Past*.
- ♦ Faculty writings include *Hypoxia: Into the Next Millennium*, *Spreading resiliency: Making it happen for schools and communities*, *Popular Modernity in America: Experience, Technology, Mythohistory*; *Phenomenological Approaches to Popular Culture*; and the editing of *Victorian Literature and Culture*.
- ♦ Articles or poems by NMHU faculty can be found in *Popular Music and Society*, *American Poetry: The Next Generation*, *American Poets Under Forty: A Bread Loaf Anthology*, *The Agni Review*, *American Indian Culture and Research Journal* and *Great Plains Quarterly*.

NMHU Faculty involved their students in research projects.

- ♦ Students present papers and posters on their research at national and international meetings.
- ♦ Faculty received MBRS, NIH Bridges, NASA Undergraduate Student Awards for Research, NM Alliance for Minority Participation, WAESO, and PURSUE grants to fund undergraduate and/or graduate student research.
- ♦ A federal long-term training grant in Rehabilitation Counseling provides funding for 10 students each year.

Faculty Public Service Highlights

NMHU faculty are involved in providing services to their community and region.

- ♦ Professors in Computer Science received recognition from the State of New Mexico "For Outstanding Contribution to the Children of New Mexico" for their work in networking the schools in Las Vegas to the Internet.
- ♦ Faculty and their students provide assistance for the Northeast NM Regional Science and Engineering Fair, NM MESA design competitions, and NMHU Discovery Day.
- ♦ The School of Business runs a Volunteer Individual Tax Assistance Program and the Highlands Summer Technical Institute.
- ♦ NMHU faculty serve on the IDEA Advisory Panel, Northeast Regional Center Cooperative; the New Mexico Golden Apple Board of Directors; and as the vice-president for the Board of Trustees for Northeastern Regional Hospital (NRH).
- ♦ Individual faculty provide consultation and workshops for local school districts, provide a weather monitoring program with updates on the physics website, arrange for future student involvement in a project which helps build houses for indigent people in Guatemala, and clean the hot springs at Montezuma.

Accessible and Affordable University Education

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers

Per-Capita Income	Relative to Nation: 77.4%	Relative to Peers: 79.5%
	Resident	Non-Resident
	Percent of Peers	Percent of Peers
1997-98	\$1,602 72.4%	\$6,786 90.7%
1998-99	\$1,742 74.4%	\$7,082 91.1%
1999-00	\$1,866 76.1%	\$7,578 95.1%

Financial Aid Awarded and Average Student Total Costs

	Average Award Paid Per Recipient	Average Total Cost of Attendance Per Recipient
1997-98	\$5,242	\$11,005
1998-99	\$6,805	\$11,259

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

Race/Ethnicity	Total Enrollment			First-Time Freshmen from New Mex			NM HS Graduates 1998-99	NM ACT Takers 1998-99
	Fall 1997	Fall 1998	Fall 1999	Fall 1997	Fall 1998	Fall 1999	1998-99	1998-99
%	%	%	%	%	%	%	%	%
American Indian	4.9	5.8	6.4	10.2	8.1	8.9	10.7	8.4
Asian	0.9	1.0	1.0	1.1	0.0	0.0	1.3	1.7
Black	3.5	3.4	2.6	3.2	0.7	1.7	2.1	1.5
Hispanic	59.9	55.7	53.2	69.6	76.5	73.2	42.0	29.9
White/Other	28.0	30.9	33.3	12.4	11.1	11.9	43.9	40.3
Nonresident Alie:	1.1	0.8	1.1	0.0	0.0	0.0	-	-
Unknown	1.7	2.4	2.5	3.5	3.6	4.3	-	18.2
Total N	2,543	2,987	3,205	283	307	302	18,695	11,915

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

NM 2-Yr and Brancher Tot:	152
NM Public 4-Yr Total	51
<u>All Other Transfers</u>	<u>104</u>
All Fall 1999 Transfers	307

Student Progress and Student Success

Freshman Persistence Rates – Fall to Fall Terms

<u>Race/Ethnicity & 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	48.5	44.1
Asian	50.0	66.7
Black	45.5	50.0
Hispanic	50.6	60.7
White/Other	48.7	63.6
Nonresident Alien	-	-
<u>Unknown</u>	57.1	35.3
Men	45.7	50.3
<u>Women</u>	54.8	64.4
Overall	50.0	58.2

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 & Still Enr</u>	<u>N</u>	<u>% Grad & Still Enr</u>	<u>N</u>	<u>% Bach. Deg 6 Yrs</u>	<u>% Still Enr After 6 Yrs</u>	<u>% Grad & Still Enr</u>
American Indian	22	27.2	24	4.2	28	3.6	3.6	7.1
Asian	0	-	0	-	2	100.0	0.0	100.0
Black	8	25.0	11	9.1	12	8.3	0.0	8.3
Hispanic	278	33.8	270	30.4	246	24.0	5.7	29.7
White/Other	40	32.5	57	35.1	54	31.5	1.9	33.3
Nonres. Alien	0	-	2	0.0	0	-	-	-
Unknown	1	0.0	0	-	0	-	-	-
Men	163	26.4	182	25.3	169	17.2	4.1	21.3
Women	186	38.7	182	31.9	173	29.5	5.2	34.7
Overall	349	33.0	364	28.6	342	23.4	4.7	28.1

Degrees Awarded by Level and Discipline Grouping in 1998-99

	<u>Post-</u>					
	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Masters</u>	<u>Doctors</u>	<u>First-Prof</u>
Education	1	86	62			
Humanities/Social Science		53	7			
Business/Pub Ad		50	15			
Science and Math		14	8			
Engineering/Tech/CompSci		11				
Clinical Social Work		29	61			
Law/Protective Services						
Environmental Science		6				
Home Economics						
Architecture Related						
Total	1	249	153			

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>	94.1%	<u>Percent Continuing Their Education</u>	28.4%
	<u>Private or Self</u>	<u>Education</u>	<u>Government or Military</u>
<u>Employment Fields</u>	27.1%	28.1%	36.5%
			<u>Other</u>
			8.3%
<u>Of those Employed, Percent Working in New Mexico</u>	85.4%		

Academic Quality and a Quality Learning Environment

Faculty and Staff Profile by Ethnicity and Sex

<u>Race/Ethnicity & 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=142)</u>	<u>(N=247)</u>	<u>(N=142)</u>	<u>(N=333)</u>
American Indian	0.0	0.8	0.0	0.6
Asian	0.7	9.3	3.5	0.9
Black	0.7	2.0	1.4	1.8
Hispanic	29.6	67.2	16.2	57.4
White/Other	69.0	20.7	60.6	18.9
Nonresident Alien	0.0	0.0	0.7	0.0
<u>Unknown</u>	<u>0.0</u>	<u>0.0</u>	<u>17.6</u>	<u>20.4</u>
Men	63.4	36.0	62.7	44.7
Women	36.6	64.0	37.3	55.3

Full-Time Faculty with Terminal Degrees

Fall 1997	83%
Fall 1999	78%

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>
Fall 1997	\$39,151	89.2	\$49,722	91.6
Fall 1998	\$42,326	91.4	\$54,178	93.7
Fall 1999	\$46,940	95.6	\$60,227	98.3

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	70.1	32.5	63.0	63.9	54.4	49.4
Upper Division	73.7	65.0	71.1	46.7	58.5	57.4
<u>Graduate Division</u>	<u>77.9</u>	<u>36.5</u>	<u>77.9</u>	<u>61.7</u>	<u>58.0</u>	<u>74.4</u>
Overall	72.2	52.4	67.5	59.6	56.2	56.2

* 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	91.2%
Satisfied or Very Satisfied with Institutional Support	80.6%
Satisfied or Very Satisfied Overall with Institution	89.7%

Alumni Satisfaction Alumni Survey of 1995-96 Bachelors Recipients

Satisfied or Very Satisfied with Curriculum and Instruction	87.5%
Satisfied or Very Satisfied with Institutional Support	79.6%
Satisfied or Very Satisfied Overall with Institution	82.4%

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	58.4%	45.8%
1997-98	61.6%	44.8%
1998-99	61.3%	44.4%

**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	8.5%	11.0%
1997-98	8.4%	11.4%
1998-99	8.1%	11.9%

Flagging of Low Enrollment / Low Degree Graduate Programs

Number of Graduate Level Programs Masters
11

Names of Graduate Level Programs Added or Deleted since 1998
No Changes

Results from Commission on Higher Education Graduate Degree Program

<u>Program Name</u>	<u>Level</u>	<u>CHE Recommendation</u>
no programs flagged for re		

External Accreditations

NMHU
School of Education
School of Education
School of Social Work
School of Business
Chemistry Program

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