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 1999 overall main campus enrollment by level

Degree seeking undergraduates	1047
Non-degree undergraduates	169
Graduates	295
Total enrollment	1511

Number of program majors at the following degree levels

Associate	2
Baccalaureate	21
Master's	16
Doctorate	7

Total main campus FTE: 1274.5

The 2000-2001 total fund revenue for main campus
$83,492,769.00

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

Undergraduate Admission Focus

Traditionally NMT's primary geographic recruitment areas are New Mexico and the Western states with significant minority populations, including Alaska and Hawaii. NMT seeks academically qualified students, interested in a small school with a science and engineering curriculum. New Mexico Tech offers Bachelor of Science degrees in seven Accreditation Board for Engineering and Technology (ABET) accredited engineering fields (chemical, electrical, environmental, materials, mechanics, mineral, and petroleum) and in fourteen other science and technology fields.

Mission-Specific Programs and Activities

NMT Highly Recognized: New Mexico Tech, generally recognized for the quality and good value of its educational programs, was recently cited in several leading college publications.

- NMT was included in the 1999 edition of The Princeton Review Guide to the Best 311 Colleges.
- NMT received a high rating in Peterson's Competitive Colleges for 1998-99.
- Money Magazine has listed it as a "best buy" every year since 1992.
- New Mexico Tech has once again been included on the list of the best engineering schools in the nation in recent rankings compiled by U.S. News & World Report.
- U.S. News & World Report's latest annual rankings of graduate schools has included NMT's graduate program in hydrology among the best in the nation for the fourth year in a row.
- For the first time, the graduate program in petroleum engineering made the guidebook's top ten list in that field of study.

Faculty at New Mexico Tech are awarded many prestigious honors.

- New Mexico Tech presented its Distinguished Research Award for 2000 to Dr. Paul Krehbiel, professor of physics, in recognition of his outstanding record of research in thunderstorm electrification, lightning discharges and radar meteorology over the past 30 years. Dr Krehbiel applied his skills to developing instruments to research thunderstorms and lightning.
- Dr. Deidre Hirshfeld, associate professor of materials engineering, was named recipient of New Mexico Tech's Distinguished Teaching Award, based on letters of recommendation from students.
- A new award at New Mexico Tech, the Student's Choice Award, was presented to Dr. George A. Cunningham, III. associate professor of electrical engineering, for his commitment to students and to excellence.
- Daniel H. López, president of New Mexico Tech, was one of 12 recipients of the New Mexico Distinguished Public Service Awards. Dr López was recognized for having provided more than a quarter century of public service.

- Last summer, New Mexico Bureau of Mines and New Mexico Tech researchers worked alongside NASA astronaut candidates doing geophysical field surveys on Taos mesa. For this work the New Mexico Bureau of Mines and Mineral Resources (NMBMMR) and New Mexico Tech were given NASA's Lyndon B. Johnson Space Center Group Achievement Award.
- Researchers at Tech's Langmuir Laboratory for Atmospheric Research have published the results of their definitive study of lightning rods in both *Geophysical Research Letters* and *The Journal of Applied Meteorology*. The findings from the study have been included in the National Fire Protection Association's 2000 standard for the installation of lightning protection systems.
- Two New Mexico Tech alumni became New Mexico Tech faculty last year. Thomas W. Engler became the newest faculty member at the petroleum and chemical engineering department, while Kenneth Bryan Eack has been appointed to the faculty of the physics department as well as a research physicist at the Langmuir Laboratory for Atmospheric Research.
- Dr Charles Campbell, emeritus professor of humanities, co-edited and wrote a chapter for a book entitled *The Cultural Context in Business Communication (*John Benjamins, Publisher, Amsterdam, 1998).

New Mexico Tech students rank highly in many competitions.

- A team of three New Mexico Tech seniors majoring in computer science took top honors at the recently held Fort Lewis College Computer Programming Contest in Durango, CO. The team correctly solved six out of seven problems with computer programs written on the spot.
- Electrical engineering students posted great results at the Fire-Fighting Home Robot Contest, an international robotics contest held annually at Trinity College. An entry submitted by Julie Wiens placed second overall in the senior division of the fire-fighting robot competition, coming out ahead of nearly 100 other robots. Wiens also designed and built a "back-up" robot for the contest which won ninth place overall. In addition, her resourceful design that included a ring of fire sensors was awarded the contest's "Innovation and Marketability Award." Other New Mexico Tech entries also fared well in the robotics contest, including a fourth-place finish by a robot designed and developed by four juniors.
- A team of New Mexico Tech students defeated more than 300 other teams during the William Lowell Putnam Mathematical Competition, held during December 1999. The team of three undergraduates placed 28th overall among the 346 teams that competed in the six-hour-long problem-solving contest.
- At the student congress of the American Ceramic Society (ACerS) New Mexico Tech's student chapter took honors for the "Best Community Outreach Program."

New Mexico Tech students win awards for academic excellence.

- Alyssa Olson, a Master of Science student in hydrology, was named the Los Alamos National Laboratory (LANL) "Student of the Month." The American Geophysical Union (AGU) also recently chose to honor Olson by naming her as one of the dozen or so nationwide recipients of the AGU Hydrology Section's "Outstanding Student Paper" award.
- Two students in materials engineering, Nathan J. Berg, a senior, and Melissa Valerie Collins, a graduate student, recently were awarded the New Mexico Section of the American Ceramic Society's (ACerS) top undergraduate and graduate student awards.
- A senior majoring in materials engineering at New Mexico Tech co-authored a scientific paper that was published in *Nature*, the weekly British science journal. In the article, Aaron David Stump and his fellow scientists described how their research work resulted in an innovative technique which uses ordinary ink to create pre-programmed microscopic structures that self-assemble as the ink begins to dry.
- New Mexico Tech's highest award for a graduate student went to Dr. Alison Peck, who received her Ph.D. in astrophysics this year. Peck is a postdoctoral fellow at the Max Planck Institute for Radio Astronomy in Germany.
- Two of New Mexico Tech's top awards to undergraduates, the Brown Award and Cramer Award, went to Julie Ann Wiens, an electrical engineering graduate. She was chosen for the Brown Award by the faculty on the basis of her scholarship, leadership, and conduct. The Cramer Award was presented to her on the basis of her high achievements in scholarship. The Cramer Award for the male engineering student with the highest academic achievement was given to two outstanding students, Michael Davis and Timothy Sande. Both young men had perfect 4.0 averages.
- Mark Stanley was named recipient of the Langmuir Award for his outstanding atmospheric physics paper published in *Geophysical Research Letters*.

New Mexico Tech alumni are leaders in their fields.

- Mathew K. Silva (1977, BS Basic Science, MS Petroleum Engr.) was appointed director of New Mexico Tech's Environmental Evaluation Group (EEG), a specialized public health and safety research group.
- Rudy Rouhana (1997, BS, Engineering Mechanics) and Sean McCullough (1998, BS, Computer Science) were among 21 finalists competing in the Texas Venture Capitalist Conference in Austin, TX. Their overnight internet success was the subject of a feature story in the New York Times in June this year.

- The New Mexico Tech Alumni Association presented Distinguished Achievement Awards to Dr Walter Fisher for his achievements as a professor at the University of Texas at El Paso, and to David Matter (1950), who was attending his 50th reunion, for his career in metallurgy.
- Los Alamos astronomer Jim Wren (1996, BS, Physics) and his colleagues used an unusual telescope that scans the entire sky at night to help study a strange galactic object discovered by a NASA satellite.

New Mexico Tech collaborates with many other universities.

- The $40 million Magdalena Ridge Observatory, which will be built in the mountains west of Socorro, is a joint project of New Mexico Tech, New Mexico State University, New Mexico Highlands University, and the University of Puerto Rico. The telescopes will have image resolution capabilities comparable to the Hubble Space Telescope.
- A field of research that has led to much collaboration is the discovery of a material, patented by scientists at New Mexico Tech, which molecularly bonds capsaicin, the natural "heat" of chile peppers into paints, stains and plastics. This substance has been shown to be effective in repelling the Formosan termite and an endangered species of snail during studies conducted at the Center for Urban and Structural Entomology at Texas A&M University. The University of Hawaii is involved with the design of field tests.

Special Contributions to New Mexico: New Mexico Tech generated $22 million in externally funded research in1999-2000. This funding comes from a variety of sources, including federal agencies and private industry.

- Nearly all of the funding from the National Science Foundation results from peer-reviewed proposals submitted by faculty members, where much of the strength lies in basic research. In contrast, nearly all of the Department of Defense funding went to applied research carried out by the Energetic Materials Research and Testing Center(EMRTC).
- Counter-terrorist programs started at the Energetic Materials Research and Testing Center (EMRTC) and focused on developing technology to counter the effects of terrorist bomb attacks. As a result of that work New Mexico Tech is now a training center for the Department of Justice and the State Department with a budget that exceeds $5 million per year. NMT has recently obtained funding to conduct research in developing a detection system that can sense biological agents that could be used in a terrorist attack.
- New programs include: The Magdalena Ridge Observatory, being built near Socorro, a state-of-the-art astronomy observatory, composed of three telescopes which will operate simultaneously to simulate one large telescope; Bio-remediation research to investigate the remediation of mine tailings using vegetation uptake of heavy metals; NSF funded Science and Technology center to study water resources in arid climates, in conjunction with the University of Arizona; IRIS-NSF instrument center for seismic research around the world; Information Technology Research Center to solve security problems and minimize failures with computer networks and web related commerce.
- Research at New Mexico Tech accounts for 47% of the total wages in Socorro County.

Faculty Role and Contributions

Expected Distribution of Faculty Effort: New Mexico Tech requires all faculty members to teach, conduct research towards publication, and provide service to the Institute and professional community. Faculty productivity is evaluated every year on all three areas. Department chairs review their faculty's annual reports of activity and recommend to the Vice President of Academic Affairs a merit rating based on the each report of activity. Faculty are expected to proportion their effort so that no single area is less that 20% or more than 60% of their effort. Their merit evaluations are based on that balance. Among the 109 faculty, a range of activities and weights exists, but the merit rating policy is based on faculty being active and productive to some degree in all three areas.

Description of the Tenure/Promotion Evaluation Process: The normal probationary period for a tenure track appointment is five years, with tenure awarded in the sixth year. The awarding of tenure is based upon the candidate's teaching, research and scholarship, and service, which are reviewed each year by the candidate's tenure review committee, which reports to the candidate, the department chair, the Vice President for Research and Economic Development, the Graduate Dean, the Vice President for Academic Affairs on the faculty member's progress towards tenure and recommends whether to continue the probationary contract.

In the decision year, the committee makes its recommendation regarding tenure after reviewing a complete record of the candidate's teaching, research, and service. The committee requests evaluations and recommendations from tenured faculty in the candidate's department and from scholars in the candidate's field on his or her research and publications. The committee's recommendation is reviewed by the department chair, the Vice President for Research and Economic Development, the Graduate Dean, the Vice President for Academic Affairs, and the President, who also make their recommendations. If the recommendation is for tenure, it is forwarded to the Regents for consideration of awarding of tenure. If the recommendation is to deny tenure, the candidate may remain at New Mexico Tech for a final year before the appointment is terminated.

Recommendations for promotion to full professor are sent to the Promotions Committee from full professors, department chairs, and the Vice President for Academic Affairs. The Promotions Committee is a campus-wide committee of five full professors who carefully review the candidate's teaching, research and scholarship, and service as well as evaluations by outside reviewers prominent in the field. After reviewing all of the materials, the committee makes a recommendation, which is reviewed by the Vice President for Academic Affairs. If the recommendation is for promotion, it is reviewed by the President, who makes a recommendation to the New Mexico Tech Regents, who then have the power to promote faculty.

Description of Post-tenure Review Process: Because New Mexico Tech is committed to excellence in teaching, the department chairs and the Vice President of Academic Affairs evaluate the teaching of all tenured faculty members every year. Should a faculty member receive a "poor" or "unacceptable" rating on teaching two out of three years, then a formal review of the faculty member by a peer-review committee is initiated. If the committee concludes the faculty member's teaching performance is unacceptable a two-year probationary period begins. During this period, the faculty member is offered various programs to enhance his or her teaching skills. At the end of the two-year period, the peer-review committee will again evaluate the faculty member and if the committee finds that the faculty member has failed to improve teaching, the Vice President of Academic Affairs will then initiate proceedings which may lead to the faculty member's loss of tenure and the termination of his or her appointment at New Mexico Tech. This policy has been approved by the New Mexico Tech Faculty Council.

Description of Service Expectations within the Department/University/Professional: New Mexico Tech is a self-governing institution and all full-time New Mexico Tech faculty are expected to perform service for 20-40% of their time. At the department level, that service could involve: serving as department chair, committee work on search committees for new faculty, tenure review committees, and campus-wide committees as department representative. At the university level, faculty might serve as officers of the Faculty Council or Institute Senate or on one of their committees, or on an ad hoc committee to review Institute-wide policy and procedure, such as tenure, promotion or computer use. Professionally, faculty serve in many capacities that might include program chair for a national professional conference, officer or committee member in a professional organization, or editor of a professional journal.

Instructional Highlights

Average class size

Undergraduate, lower division	21
Undergraduate, upper division	9
Graduate	3

Student faculty ratio

FTE students per FTE Instructional Faculty	12.4:1

Measure of tenured/tenure-track faculty participation in irregular instruction such as dissertation, independent studies, overseeing internships, and others: Average number of student credit hours from irregular instruction per tenured/tenure/track: 10.7

Description of Instruction/Course Evaluation Process: During the final weeks of each semester, all New Mexico Tech instructors must distribute the New Mexico Tech Course Evaluation Form, which asks students to rate the course content, presentation, textbooks, fairness of grading and make any additional comments. Course evaluations are seriously considered in merit reviews, tenure decisions, and promotions, although they are not the only form of information about teaching.

Description of Faculty Role in Advising Students: Faculty advisors serve as career and curricular mentors to New Mexico Tech students, who are assigned an advisor from their major department when they matriculate at New Mexico Tech. When registering for each semester, students meet with their advisors about what and how many courses to take. Advisors also meet during the course of the semester whenever the student wishes. Additionally, the advisors intervenes if the student is not performing well.

Faculty Research Highlights

New Mexico Tech research projects brought in $22 million in funding in 1999-2000, in addition to $8 million for research from the state of New Mexico. NMT's 194 research projects frequently include undergraduate students in research that would include only graduate students at most other universities. A total of 467 undergraduate students are employed to work on research contracts at New Mexico Tech in 1999-2000.

Langmuir Laboratory: Undergraduate students gain practical experience by joining New Mexico Tech professors in research on thunderstorms and lightning at Langmuir Laboratory west of Socorro and at other locations in the United States. In 1999 five New Mexico Tech undergraduate students worked closely with their professors in building, testing, and processing data collected from instruments that use radio waves to reveal the location of lightning channels inside thunderclouds. Other undergraduate students were in charge of building and firing small rockets to trigger lightning at Langmuir Laboratory to determine what kind of lightning rods work best to protect people and property. Another group participated in studies of chemical constituents in the atmosphere produced by lightning currents. Langmuir Laboratory has received substantial NSF funding as part of a national field program to understand the connection between lightening and large hail from severe storms on the great plains. Over a dozen Langmuir Laboratory faculty and students are affiliated with The Severe Thunderstorm Electrification and Participation Study (STEPS).

The Magdalena Ridge Observatory (MRO): A $40 million state-of-the-art optical observatory that produces images that are sharper and far more detailed than those obtained from the Hubble Space Telescope is scheduled for construction atop the Magdalena Mountains near Socorro. This year $3.5 million has been appropriated to begin the planning, design, and eventual construction of the optical telescope facility, which will be used to track missile tests conducted at White Sands Missile Range during the day and to study nearby planets and faraway stars at night. Over the past seven years, twenty-four undergraduate students have worked on MRO and its precursor projects. Of those, fourteen have finished their bachelor's degrees and gone on to high-paying jobs in industry. Three have obtained master's degrees; another is working on a Ph.D. Five are still undergraduates.

Science and Technology Center (STC): New Mexico Tech has teamed with the University of Arizona in obtaining NSF STC funding, the first new STC funding from NSF in eight years, for a center for hydrology and water resources. Hydrology and social science researchers will study water, demographic-economic shifts, and changing public attitudes toward sustainable water management and then transfer what they learn to those who can apply it to water resources management. The center will serve to educate a new generation of water resource managers, giving them an interdisciplinary perspective and new technological skills and tools. New Mexico Tech's participation in the center will focus on water resources problems in the Rio Grande basin. In particular, NMT researchers will attempt to find solutions to salinity buildup in the basin, to better quantify groundwater recharge and to improve prediction of hydrologic effects of long-term droughts in the Rio Grande basin.

Faculty Institutional/Public Service Highlights

- New Mexico Tech supports a State-approved teacher training program leading to secondary teacher certification in science and mathematics. Many teachers in: Socorro High School, Socorro Middle School, Belen High School, St. Pius X High School in Albuquerque, as well as other schools in New Mexico, have received their teacher training at New Mexico Tech. Many residents of Socorro have obtained their certification through New Mexico Tech's education program.
- Many NMT faculty through the Consulting Scientist program give lectures to high schools and middle schools throughout New Mexico. Faculty also participate as advisors and judges in the Science and Engineering Fair and the Science Olympiad, held annually on the New Mexico Tech campus.
- The Master of Science Teaching (MST) program currently enrolls 68 teachers in science teaching. Since the MST program at New Mexico Tech began in 1969, its focus has been to provide science, mathematics, engineering, and technology (SMET) content to practicing New Mexico educators. The MST program fosters content-based, hands-on, experiential learning. Approximately 10-20 MST students complete their degrees each year.
- The MST program received funding this summer from the prestigious Fulbright-Hayes Group Projects Abroad program, which allowed the MST program to send 12 New Mexico teachers primarily from rural, ethnically diverse areas of New Mexico to China to conduct environmental science field-and-lab work there. The Fulbright-Hayes program is a part of the U.S. Department of Education.

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:** 83.7%

	Resident	Percent of Peers	Non-Resident	Percent of Peers
1997-98	$2,074	58.9%	$6,612	70.1%
1998-99	$2,182	59.2%	$6,942	69.0%
1999-00	$2,328	62.3%	$7,328	71.1%

Financial Aid Awarded and Average Student Total Costs

	Average Award Paid Per Recipient	Average Total Cost of Attendance Per Recipient
1997-98	$6,105	$9,855
1998-99	$6,558	$9,159

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

	Total Enrollment			First-Time Freshmen from New Mex			NM HS Graduates	NM ACT Takers
	Fall 1997	Fall 1998	Fall 1999	Fall 1997	Fall 1998	Fall 1999	1998-99	1998-99
Race/Ethnicity	%	%	%	%	%	%	%	%
American Indian	2.3	2.8	3.0	4.3	6.9	5.5	10.7	8.4
Asian	2.7	1.7	2.1	6.1	1.4	3.0	1.3	1.7
Black	0.6	0.7	0.5	0.0	0.0	1.5	2.1	1.5
Hispanic	15.8	17.5	16.1	26.1	24.3	19.6	42.0	29.9
White/Other	71.0	70.0	70.1	63.5	67.4	70.4	43.9	40.3
Nonresident Alie	7.5	7.2	8.2	0.0	0.0	0.0	–	–
Unknown	0.1	0.0	0.0	0.0	0.0	0.0	–	18.2
Total N	1,395	1,451	1,511	115	144	199	18,695	11,915

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

NM 2-Yr and Branchfer Tot	11
NM Public 4-Yr Total	10
All Other Transfers	45
All Fall 1999 Transfers	**66**

Student Progress and Student Success

Freshman Persistence Rates – Fall to Fall Terms

Race/Ethnicity & Sex	Percent of Fall 1997 Class Enrolled in Fall 1998	Percent of Fall 1998 Class Enrolled in Fall 1999
American Indian	62.5	72.7
Asian	77.8	25.0
Black	100.0	–
Hispanic	82.1	71.8
White/Other	71.7	72.5
Nonresident Alien	25.0	100.0
Unknown	–	–
Men	69.8	71.8
Women	79.1	70.1
Overall	**72.8**	**71.2**

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

Race/Ethnicity and Sex	Entered Fall 1991 N	Entered Fall 1991 % Grad & Still Enr	Entered Fall 1992 N	Entered Fall 1992 % Grad & Still Enr	Entered Fall 1993 N	Entered Fall 1993 % Bach. Deg 6 Yrs	Entered Fall 1993 % Still Enr After 6 Yrs	Entered Fall 1993 % Grad & Still Enr
American Indian	0	–	14	7.1	2	50.0	0.0	50.0
Asian	3	100.0	6	83.3	9	22.2	0.0	22.2
Black	0	–	6	33.3	2	50.0	0.0	50.0
Hispanic	39	41.0	60	41.7	37	24.3	5.4	29.7
White/Other	130	50.8	153	47.7	163	35.0	10.4	45.4
Nonres. Alien	0	–	5	20.0	12	25.0	0.0	25.0
Unknown	0	–	0	–	0	–	–	–
Men	124	42.7	161	41.0	154	31.8	7.1	39.0
Women	48	66.7	83	49.4	71	33.8	11.3	45.1
Overall	**172**	**49.4**	**244**	**43.9**	**225**	**32.4**	**8.4**	**40.9**

Degrees Awarded by Level and Discipline Grouping in 1998-99

	Associate	Bachelors	Masters	Post-Masters	Doctors	First-Prof
Education			6			
Humanities/Social Science	3	18				
Business/Pub Ad/Social Work		6				
Science and Math		65	29		5	
Engineering/Tech/CompSci		85	19		2	
Health Professions						
Law/Protective Services						
Agriculture Related		5				
Home Economics						
Architecture Related						
Total	**3**	**179**	**54**		**7**	

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

Percent Employed (may also be in school) 98.0% **Percent Continuing Their Education** 9.8%

	Private or Self	Education	Government or Military	Other
Employment Fields	50.0%	10.0%	30.0%	10.0%

Of those Employed, Percent Working in New Mexico 50.0%

Academic Quality and a Quality Learning Environment

Faculty and Staff Profile by Ethnicity and Sex

Race/Ethnicity & Sex	Fall 1997 Full-Time Faculty % (N=109)	Fall 1997 Full-Time Staff % (N=458)	Fall 1999 Full-Time Faculty % (N=103)	Fall 1999 Full-Time Staff % (N=522)
American Indian	3.7	2.2	0.0	2.5
Asian	11.0	2.8	6.8	2.9
Black	1.8	0.7	1.0	0.2
Hispanic	1.8	44.8	1.0	43.5
White/Other	81.7	49.6	85.4	50.4
Nonresident Alien	0.0	0.0	5.8	0.6
Unknown	0.0	0.0	0.0	0.0
Men	88.1	63.1	88.3	61.9
Women	11.9	36.9	11.7	38.1

Full-Time Faculty with Terminal Degrees

Fall 1997	98%
Fall 1999	97%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions

	Average Salary	Peer Avg. %	Average Comp.	Peer Avg. %
Fall 1997	$48,438	85.6	$61,032	87.4
Fall 1998	$51,647	89.4	$62,492	88.0
Fall 1999	$54,447	87.9	$66,927	87.7

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

Course Level	Fall 1997 Regular Instruction %	Fall 1997 Irregular * Instruction %	Fall 1998 Regular Instruction %	Fall 1998 Irregular * Instruction %	Fall 1999 Regular Instruction %	Fall 1999 Irregular * Instruction %
Lower Division	70.3	16.0	57.8	19.1	46.2	14.5
Upper Division	87.8	98.6	91.7	78.0	83.4	65.4
Graduate Division	85.8	91.0	91.3	94.3	83.9	93.8
Overall	**79.2**	**40.1**	**74.9**	**70.2**	**62.6**	**56.5**

* 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	86.1%
Satisfied or Very Satisfied with Institutional Support	67.4%
Satisfied or Very Satisfied Overall with Institution	88.7%

Alumni Satisfaction
Alumni Survey of 1995-96 Bachelors Recipients

Satisfied or Very Satisfied with Curriculum and Instruction	88.6%
Satisfied or Very Satisfied with Institutional Support	73.0%
Satisfied or Very Satisfied Overall with Institution	84.3%

Effective and Efficient Use of Resources

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

	Percent for Institution	Percent for Peers
1996-97	58.7%	65.0%
1997-98	60.5%	64.5%
1998-99	58.4%	64.6%

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

	Percent for Institution	Percent for Peers
1996-97	7.0%	8.4%
1997-98	6.0%	8.7%
1998-99	5.2%	9.0%

Flagging of Low Enrollment / Low Degree Graduate Programs

Number of Graduate Level Programs:	**Masters**	**Doctors**
	16	7

Names of Graduate Level Programs Added or Deleted since 1997-98:
No Changes

Results from Commission on Higher Education Graduate Degree Program Study:

Program Name	Level	CHE Recommendation
General Engineering	M.S.	continue with review in 3 years
Mineral Engineering	M.S.	continue with review in 3 years
Geophysics	M.S.	continue
Earth & Environmental Sciences – Geology	Ph.D.	consolodate into one E&ES degree
Earth & Environmental Sciences – Geochemistry	Ph.D.	consolodate into one E&ES degree
Earth & Environmental Sciences – Geophysics	Ph.D.	consolodate into one E&ES degree
Chemistry	Ph.D.	continue
Computer Science	Ph.D.	continue

External Accreditations

NMT	North Central Assn. Of Colleges & Schools
NMT	Attorney General of the US/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 Eng. Educ.
NMT Grad. School	Western Association of Graduate Schools
NMT Grad. School	Council for Graduate Schools in the US
Teacher Certification	NM State Board of Education
Chemistry	Committee on Professional Training of the American Chemical Society
Chemical Eng.	Engineering Accred. Comm. of the Accred. Brd for Eng. & Technology (EAC/ABET)
Electrical Eng.	(EAC/ABET)
Environmental Eng.	(EAC/ABET)
Eng. Mechanics	(EAC/ABET)
Materials Engineering	(EAC/ABET)
Mineral Engineering	(EAC/ABET)
Petrol. & Nat. Gas Eng.	(EAC/ABET)