

Institutional Profile of University of New Mexico

Mission: The mission of the University of New Mexico is to educate students by developing their intellectual and creative skills and capabilities so students may be well-equipped to participate in the world as productive and enlightened individuals. The University, including its branch campuses and educational centers, is a leading partner in the statewide higher education sector, and as such, plays a special role by serving the educational needs of the citizens of the state in ways that take advantage of its special characteristics and its wide range of academic and professional fields.

The University develops and offers comprehensive educational programs at the undergraduate, graduate, post-graduate and professional levels. The University conducts research and engages in scholarly and creative activities to support undergraduate, graduate and professional educational programs and to create, interpret, apply and accumulate knowledge. The University contributes to the quality of life in New Mexico and beyond by providing to the public selected services that are a part of, contribute to, or originate from the University's teaching and scholarly activities.

Fall 1999 overall main campus enrollment by level

Undergraduate	16,156
Non-degree	2,907
First-Professional	1,022
Graduate	<u>4,165</u>
Total	24,250

Number of program majors offered at the following degree levels

Associate	1
Certificate	1
Bachelor's	117
Master's	71
Post-master's	6
First-Professional	3
Doctorate	37

Total Main Campus FTE 18,011

2000-2001 total current funds revenue for
main campus:
\$456,277,998

2000-2001 state appropriations as a percent of
main campus operating budget:
30%

Undergraduate Admissions Focus

UNM provides an outstanding educational opportunity to students throughout New Mexico, with students from all 33 counties. In the past few years, a little over 12 percent of all high school graduates in New Mexico attended UNM, and their ethnic makeup closely matches the profile of all high school graduates. UNM also recruits students from every state and from many foreign countries. Admission as a freshman to UNM is primarily based on successful completion of college preparatory courses in English, math, social and natural science, and foreign language. Transfer is also strongly supported at UNM, with over 1,300 transfers in fall 1999. Over 700 of the transfers were from two-year colleges in New Mexico or from one of UNM's branch campuses. Other transfer students came from New Mexico universities and from institutions throughout the United States and the world.

Mission-Specific Programs and Activities

UNM combines a wide range of academic programs with a distinguished research agenda.

- UNM is a Carnegie Research I University, one of only 59 public institutions in the country with that classification. To be named Research I, an institution must conduct an exceptional level of funded research activity, offer an extensive array of graduate and professional programs, and have a complete complement of high quality undergraduate programs.
- UNM is one of six public Carnegie Research I institutions designated as a Minority-serving institution and one of only two Research I institutions designated as a Hispanic-serving institution.
- UNM offers more than 225 separate degrees and degree programs and has New Mexico's only schools of Law, Medicine, Pharmacy and Architecture.

- ♦ More than two dozen separate programs at UNM have been recognized as being among the best of their kind nationally. UNM is also ranked among the top colleges in the country in terms of the overall quality of its undergraduate programs and has again been named as one of America's Best 100 College Buys, recognizing academic quality at an affordable price.
- ♦ UNM's General Library remains in the top half of research libraries rated by the Association of Research Libraries.

UNM students and programs are recognized nationally.

- ♦ Spring 2000 graduate Robert L. Ward became one of only 40 students in the country to be awarded the prestigious Marshall Scholarship that provides for continued study at Oxford University.
- ♦ Four UNM students -- the maximum number allowed for a single school -- won Goldwater Fellowships for undergraduate excellence in science, engineering and math.
- ♦ *Super Onda*, a national magazine for Hispanic youth, named UNM one of its top ten best universities for Hispanics.
- ♦ *Hispanic Magazine* ranks UNM as seventh on its list of the top 25 colleges and universities for Hispanics.
- ♦ UNM's nationally acclaimed Graduation Project, which helps students who left the University just shy of graduation to return and complete their degrees, celebrates 480 graduates in its two-year history with another 150 approaching their goal.
- ♦ UNM's graduate and professional programs include nine that received exceptional marks in the most recent *U.S. News and World Report* survey: Primary Care Medicine, Rural Medicine, Family Medicine, Clinical Law, Photography, Print-making, Fine Arts, Engineering, Art and Art History.
- ♦ UNM's Tamarind Institute was chosen to represent the United States at the 23rd International Biennial of Graphic Arts – one of the most prestigious modern art exhibitions in the world.
- ♦ Zimmerman Library was named New Mexico's "building of the century" by the American Institute of Architects (AIA) New Mexico.

UNM contributes to New Mexico in many ways.

- ♦ In 1999– 2000, UNM awarded 2,723 bachelors' degrees, 976 masters' degrees, 184 doctoral degrees as well as 226 professional degrees in medicine, law, and pharmacy. A Census Bureau study shows that people with bachelor's degrees are likely to earn 74% more in a lifetime than high school graduates, while those with professional degrees more than double the earnings of those with bachelors' degrees.
- ♦ Indirect statewide economic activity attributed to UNM approximates \$1.5 billion annually. Of this, the impact of federal research dollars is about \$275 million, using a multiplier of 1.8 as recommended by UNM's Bureau of Business and Economic Research.
- ♦ UNM's activity generated 2,848 new jobs in the New Mexico economy (per the application of the Ryan New Jersey model: 31.4% of UNM FTE employment = spin-off jobs).
- ♦ Technology developed at UNM has led to the creation of 19 spin-off companies in New Mexico and another five outside of the state.
- ♦ The Science and Technology Park @ UNM is home to both start-ups and spin-offs, both UNM and non-UNM. Thirteen start-up companies use the business incubator located in the Park.
- ♦ UNM's technology commercialization arm – Science and Technology Corporation @ UNM – is patenting and marketing approximately 300 UNM inventions, including 127 issued patents, 15 executed licensing agreements and \$1 million in cumulative licensing revenue.
- ♦ More than 75 UNM faculty members from the School of Engineering, Anderson Schools of Management and the School of Medicine are participating in the Next Generation Economy Initiative, a Central New Mexico economic development project.
- ♦ College of Education faculty developed the needs assessment for the New Mexico Plan for Vocational and Adult Education which presents data and interpretation of data as it relates to poverty and educational needs; the economy of urban and rural areas; the multi-language impact of adult education programs; Native American programs and their needs for culturally specific education; and research that pertains directly to the needs in New Mexico for special services.
- ♦ UNM Education faculty work with the committee which provides support and oversight to the New Mexico State Department of Education on matters pertaining to assessment and evaluation, especially state-mandated testing programs for the K-12 schools.
- ♦ University Hospital provides the only Trauma I-level services in the state.
- ♦ The New Mexico Poison and Drug Information Center at the College of Pharmacy responded to more than 62,000 calls from New Mexicans during 1999 and the Drug Utilization Program reviewed more than 259,000 Medicaid prescriptions.
- ♦ Intercollegiate sports and cultural activities at UNM are attended by more than 750,000 people each year.
- ♦ Unity in Government, a new innovative student educational reform effort launched by UNM's graduate and undergraduate student governments, matches UNM students with Albuquerque public school students who together identify educational issues to bring before the New Mexico Legislature. The goal is to take this mentoring program statewide.

Faculty Role and Contributions

UNM has a large and distinguished faculty which includes a Nobel Laureate, a MacArthur Fellow, several members of the country's prestigious National Academies, five faculty designated as Presidential Young Investigators by the National Science Foundation, and more than one hundred faculty who have won Fulbright Fellowships or have been elected as Fellows in national professional societies.

Expected Distribution of Faculty Effort: The categories in which faculty performance is evaluated include: teaching, scholarly work, service, and personal characteristics. The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction, and supervision of individual undergraduate, graduate, post-doctoral, and professional students. The typical load for a tenured/tenure-track, full-time faculty member is nine credit hours each semester. Teaching also includes the direction or supervision of students in reading, research, internships, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.

Scholarly Work comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. Research is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions. The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence.

Service includes service to the University, to the faculty member's profession, and to the local, national, and international communities beyond the University. Evidence of performance in this area includes committee work at the University, college and department levels; participation in professional organizations of the discipline; and work in the community in the faculty member's professional capacity.

Description of Tenure/Promotion Evaluation Process: Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member's strengths in teaching and scholarly work. (The criteria for clinical educators in the Medical School, however, are somewhat different in that clinical educators are expected to also be excellent in clinical service and administration.) New faculty are reviewed annually; it normally takes six years to achieve tenure. Midway through their probationary period, faculty are formally reviewed to indicate whether they are on track to achieve tenure and if they are deficient in any areas.

Description of Post-tenure Review Process: The purpose of UNM's post-tenure review is to determine levels of performance efficiently, equitably, and in conformity with tenure rights expressed in the Policy on Academic Freedom and Tenure and guaranteed by the Contract Clause of the U.S. Constitution. The Post-tenure Review Policy ensures that all tenured faculty members receive an annual review and that those with either exceptionally good performance or deficiency in one or more areas of teaching, scholarly work, and service are identified.

Description of Service Expectations within the Department/University/ Profession: Service is defined in two broad categories: professional and public. Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including facilitation of the day-to-day operations of academic life, mentoring students and colleagues, and, in the Health Sciences Center, providing patient care. Universities, along with their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Beyond the University, professional service includes service to professional organizations and other groups that engage in or support educational and research activities.

Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

Instruction Highlights

Average class size by level

(For regularly scheduled courses. Excludes dissertations, independent studies, and other arranged classes)

Lower Division	38.9
Upper Division	21.5
Graduate Level	10.5

Student faculty ratio

The ratio of full-time equivalent students to full-time equivalent faculty in fall 1999 was 15.2:1.

Measure of Tenured/Tenure-track faculty participation in irregular instruction such as dissertation, independent studies, overseeing internships, and others: There were 545 tenured/tenure-track faculty teaching irregular instruction classes in fall 1999. On average, they generated 23.9 student credit hours apiece. This is an indication of the large amount of instruction that goes on outside of regularly scheduled classes.

Description of instructor/course evaluation process: The University utilizes a standard course evaluation form, called the Instructional Course Evaluation Survey (ICES), which is used by many faculty to provide teaching evaluations. Faculty who do not choose to use ICES often use alternative survey forms developed by their department. Peer evaluations, visits by chairs to individual classrooms, mentoring by senior faculty members, and other methods are also used. The evaluation of teaching effectiveness by students and faculty is a very important component of tenure and post-tenure review and is a part of every faculty member's annual review.

Description of faculty role in advising students: The University has professional advisors for undergraduates in University Studies and in most colleges and in some departments. But faculty also play a very important role in advising students. Some specific examples include: College of Education students in all teacher education programs are part of a cohort not to exceed 30 students in size with each cohort being taught by a regular faculty member who then becomes an advisor for his or her students; in Arts & Sciences, advising is also part of supervising undergraduates' honor theses and graduate students' theses, dissertations, and independent research projects as well as serving on graduate students' committees; and in Fine Arts, professional mentoring, often one-on-one, is an important and common role for faculty in the arts.

Faculty Research Highlights

- Contact and grant awards for FY 1999 hit an all time high for the University -- \$218.7 million, a 24% increase over the previous year. Main campus brought in \$148.7 million while \$70 million is attributed to the UNM Health Sciences Center.
- DYNAMX, a project spearheaded by UNM physics professors, has been selected by NASA as one of the five physics experiments to be tested on the International Space Station in 2004. DYNAMX required the development of the world's most advanced thermometer.
- Researchers at UNM's Center for Particle Physics helped build a detector on PHENIX, the world's newest and largest high-energy nuclear accelerator, located at the Brookhaven National Laboratory on Long Island, NY.
- UNM's High Performance Computing, Education and Research Center has successfully tested the LosLobos supercluster, which puts UNM in the top 5 in the country in computing power.
- A UNM psychiatrist has captured a \$1.9 million grant from the National Institute of Drug Abuse to study the barriers raised in caring for people with stigmatized illnesses (like HIV and drug abuse) in rural New Mexico and Alaska.
- UNM's Center for High Technology Materials will serve as the lead institution for a four-year, multi-university partnership – High-Capacity Optoelectronic Interconnects – that combines two major technological trends to maintain growth in the technology industry.
- UNM's Cancer Research and Treatment Center has entered into a collaboration with UNM's High Performance Computing Center and Sandia National Laboratories to study the genomic implications of human cancer. The collaboration is funded by a prestigious Keck Foundation grant.

Faculty Institutional/Public Service Highlights

- In cooperation with the Small Business Administration, the Small Business Institute at the Anderson Schools of Management provides direct consulting services to hundreds of individuals and small business across the state each year.
- The Management Development Center at the Anderson Schools of Management has developed an aggressive outreach program to meet the changing needs of the Central New Mexico business community, with more than 400 business people enrolled in certification and continuing business education.
- The School of Architecture and Planning's Design Planning and Assistance Center (DPAC) has provided planning and design services to hundreds of New Mexico clients and communities since 1969.
- Architecture and Planning's Resource Center for Raza Planning works with traditional communities on planning processes that are multidisciplinary, intergenerational and directly responsive to community needs.
- The Bosque Environmental Mentoring Program in the Biology Department trains teachers and supplies them with the basic equipment needed to conduct ecological monitoring along the Rio Grande.
- UNM's Center for Alcoholism, Substance Abuse and Addictions is evaluating the San Juan County DWI Jail and Treatment Center, a program of incarceration and innovative treatment designed to reduce the numbers of repeat DWI offenses.

- ♦ A MADD/VIP grant received by the Department of Communication and Journalism underwrites testing of the impact of victim-impact panels on those convicted of driving while intoxicated.
- ♦ The Writers' Inn in the English Department encourages writers from elementary school children to senior citizens to submit their poetry and fiction by email for a professional writing response from English faculty.
- ♦ In agreement with the New Mexico State Highway and Transportation Department and the Traffic Safety Bureau, UNM's Division of Continuing Education provides the DWI awareness class for first time licensees. The program was delivered in 28 communities to 30,000 people in FY 99.
- ♦ The Center for Family and Community Partnerships in the College of Education oversees six funded area projects that provide links between families, community organizations and institutions of higher education.
- ♦ School of Engineering faculty and students, with support from the Waste Management Engineering and Research Consortium, are investigating technologies for groundwater remediation of uranium mill and mine wastes in western New Mexico.
- ♦ Created in 1992, the College of Fine Arts Outreach Program provides artistic and educational activities annually in locations throughout New Mexico.
- ♦ The Rozier E. Sanchez Judicial Education Center of New Mexico provides training and educational programs for NM judges and court personnel at every level of the judicial branch.

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: 82.6%
	Resident	Percent of Peers
1997-98	\$2,165	82.8%
1998-99	\$2,242	82.2%
1999-00	\$2,430	86.0%
	Non-Resident	Percent of Peers
1997-98	\$8,174	79.8%
1998-99	\$8,461	80.0%
1999-00	\$9,172	84.5%

Financial Aid Awarded and Average Student Total Costs

	Average Award Paid Per Recipient	Average Total Cost of Attendance Per Recipient
1997-98	\$7,214	\$11,612
1998-99	\$7,576	\$12,441

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

Race/Ethnicity	Total Enrollment			First-Time Freshmen from New Mexi			NM HS Graduates	NM ACT Takers
	Fall 1997	Fall 1998	Fall 1999	Fall 1997	Fall 1998	Fall 1999	1998-99	1998-99
%	%	%	%	%	%	%	%	%
American Indian	4.5	4.5	4.5	5.4	4.8	3.2	10.7	8.4
Asian	3.0	3.3	3.4	3.3	3.8	3.5	1.3	1.7
Black	2.4	2.4	2.5	1.6	2.5	2.1	2.1	1.5
Hispanic	24.2	25.6	26.6	34.9	39.6	36.8	42.0	29.9
White/Other	59.8	57.8	56.0	53.7	47.9	52.6	43.9	40.3
Nonresident Alien	2.6	2.5	2.8	0.0	0.0	0.0	-	-
Unknown	3.5	3.8	4.3	1.1	1.5	1.8	-	18.2
Total N	23,521	23,545	24,268	1,802	2,179	2,344	18,695	11,915

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

NM 2-Yr and Brancher Totals	716
NM Public 4-Yr Total	143
All Other Transfers	451
All Fall 1999 Transfers	1,310

Student Progress and Student Success

Freshman Persistence Rates – Fall to Fall Terms

<u>Race/Ethnicity & Sex</u>	Percent of Fall 1997 Class Enrolled in Fall 1998	Percent of Fall 1998 Class Enrolled in Fall 1999
American Indian	57.6	61.5
Asian	83.8	77.2
Black	64.4	71.1
Hispanic	71.5	68.0
White/Other	70.3	70.1
Nonresident Alien	-	78.9
<u>Unknown</u>	66.7	75.0
Men	68.5	67.3
<u>Women</u>	71.8	71.0
Overall	70.3	69.4

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	76	28.9	67	31.3	86	25.6	16.3	41.9
Asian	43	65.1	53	62.3	77	45.5	16.9	62.3
Black	38	44.7	44	27.3	57	38.6	8.8	47.4
Hispanic	582	51.4	592	52.2	641	33.5	14.2	47.7
White/Other	957	53.5	917	50.4	1,024	39.5	12.5	52.0
Nonres. Alien	18	61.1	25	44.0	18	33.3	5.6	38.9
Unknown	2	50.0	2	4.0	7	42.9	0.0	42.9
Men	801	45.8	754	47.9	843	31.3	14.1	45.4
Women	915	57.2	946	51.6	1,067	41.5	12.5	54.0
Overall	1,716	51.8	1,700	49.9	1,910	37.0	13.2	50.2

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		340	323	33	55	
Humanities/Social Science		1,117	166		65	
Business/Pub Ad/Social Work		328	209			
Science and Math		257	50		42	
Engineering/Tech/CompSci		219	121		20	
Health Professions	30	357	94	5	8	74
Law/Protective Services		73				93
Agriculture Related						
Home Economics		42	5			
Architecture Related		47	58			
Total	30	2,780	1,026	38	190	167

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>	88.8%	<u>Percent Continuing Their Education</u>	22.1%
<u>Employment Fields</u>	54.1%	22.6%	5.1%
	<u>Private or Self Education</u>	<u>Government or Military</u>	<u>Other</u>

Of those Employed, Percent Working in New Mexico 62.5%

Academic Quality and a Quality Learning Environment

Faculty and Staff Profile by Ethnicity and Sex

<u>Race/Ethnicity & Sex</u>	Fall 1997		Fall 1999	
	Full-Time Faculty % (N=1509)	Full-Time Staff % (N=4876)	Full-Time Faculty % (N=1547)	Full-Time Staff % (N=6829)
American Indian	1.5	4.0	1.6	3.9
Asian	3.8	1.5	4.8	2.5
Black	0.9	2.5	0.8	2.2
Hispanic	8.7	32.1	9.0	29.3
White/Other	80.3	57.9	78.2	59.1
Nonresident Alien	3.8	0.7	4.8	1.5
<u>Unknown</u>	1.0	1.3	0.8	1.6
Men	64.4	38.2	63.7	43.2
Women	35.6	61.8	36.3	56.8

Full-Time Faculty with Terminal Degrees

Fall 1997	88%
Fall 1999	88%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions

	Average <u>Salary</u>	Peer Avg. <u>%</u>	Average <u>Comp.</u>	Peer Avg. <u>%</u>
Fall 1997	\$53,736	90.2	\$64,421	88.0
Fall 1998	\$55,900	90.8	\$67,344	89.1
Fall 1999	\$58,442	90.5	\$70,520	88.4

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

<u>Course Level</u>	Fall 1997		Fall 1998		Fall 1999	
	Regular Instruction %	Irregular * Instruction %	Regular Instruction %	Irregular * Instruction %	Regular Instruction %	Irregular * Instruction %
Lower Division	33.1	37.5	30.5	45.9	30.1	42.0
Upper Division	65.0	51.1	62.0	64.7	62.4	61.6
Graduate Division	<u>81.2</u>	<u>55.6</u>	<u>76.8</u>	<u>90.2</u>	<u>78.2</u>	<u>93.5</u>
Overall	52.2	47.9	46.8	74.2	46.4	73.3

* 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	79.6%
Satisfied or Very Satisfied with Institutional Support	75.5%
Satisfied or Very Satisfied Overall with Institution	78.0%

Alumni Satisfaction

Alumni Survey of 1995-96 Bachelors Recipients

Satisfied or Very Satisfied with Curriculum and Instruction	82.7%
Satisfied or Very Satisfied with Institutional Support	71.7%
Satisfied or Very Satisfied Overall with Institution	89.2%

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	76.1%	64.5%
1997-98	75.8%	64.1%
1998-99	73.9%	64.4%

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	5.1%	6.0%
1997-98	4.7%	6.0%
1998-99	3.9%	6.0%

Flagging of Low Enrollment / Low Degree Graduate Programs

Number of Graduate Level Programs:	<u>Masters</u>	<u>Post-Masters</u>	<u>Doctors</u>	<u>First-Prof</u>
	71	6	37	3

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

Health Teacher Education, Ed.S., **Deleted**, effective 09/2000
 Physical Education Teaching, Ed.S., **Deleted**, effective 09/2000
 Masters in Occupational Therapy, **Added**, effective 09/2000
 Masers in Physical Therapy, **Added**, effective 09/2000
 Masters of Fine Arts in Dramatic Writing, **Added**, effective 09/2000
 Masters of Landscape Archetecture, **Added**, effective 09/2000

Results from Commission on Higher Education Graduate Degree Program Study:

<u>Program Name</u>	<u>Level</u>	<u>CHE Recommendation</u>
Health Teacher Education	Ed.S.	terminate
Physical Education Teaching	Ed.S.	terminate
Master of Music (Education)	M.A.	technical correction, this was not a separate degree program
Portuguese	M.A.	continue

University of New Mexico

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
Undergraduate Program	American Chemical Society
Journalism, undergraduate program	Accrediting Council on Educ. In Journalism & Mass Comm.
Ph.D. Clinical Psychology	American Psychological Association
Speech/Language Pathology, M.S. & Audiology, M.S.	American Speech Language Hearing Association
M.A. in Art Education, Art Therapy Program	American Art Therapy Association Educational Board
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 Educ. 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. Commission on Collegiate Nursing Educ.
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 Educ. Representing the Assoc. of American Medical Colleges & the American Medical Assoc.
"Part of a B.S. degree program & also a cert. Program." Paramedic Course.	Comm. For Accred. Of Health Educ. Programs, Joint Review Committee
B.S. and cert. Of completion Physician Asst. Educ.	Comm. On Accred. Of Allied Health Educ. 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 Educ
B.S. Physical Therapy Program	Commission on Accred. In Physical Therapy Educ.
B.S. or cert. For those with a B.S. Degree, Med. Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
A.S. (Assoc. of Science) Radiography	Joint Review Committee on Educ. In Radiologic Tech.
B.S. Dental Hygiene	Commission on Dental Accreditation
Law	American Bar Assoc. and Association of American Law Schools