

Institutional Profile of New Mexico Institute of Mining and Technology

Mission Statement *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 three fold:*

- 1) *Helping students learn creative approaches to complex issues*
- 2) *Creating and communicating knowledge, and*
- 3) *Solving technical and scientific problems.*

Fall 1998 overall main campus headcount enrollment by level:

Undergraduate	1,013
Non-degree	146
Graduate	290

Number of program majors offered at the following degree levels:

Associate	2
Bachelors	21
Masters	16
Doctorate	6

1998-99 total current fund revenue for main campus:

\$63,868,691

1998-99 State appropriations as a percent of main campus operating budget:

37%

Highlights:

Mission Specific Programs and Activities

- Founded over a century ago by the Legislature of the New Mexico Territory, New Mexico Institute of Mining and Technology began as a mining school but developed into a research and educational institution of world renown. Today New Mexico Tech, the familiar name for New Mexico Institute of Mining and Technology, offers Bachelor of Science degrees in seven engineering fields (electrical, materials, environmental, petroleum, mineral, mechanics, and chemical) and in fourteen other science and technology fields. With a student-to-faculty ratio of 11 to 1, the undergraduate experience consists of small classes and student-centered learning.
- New Mexico Tech alumni lead their fields. New Mexico Tech was the undergraduate origin of 52 recent (1991-95) science and engineering Ph.D.'s nationwide (out of a total of 1,071 Ph.D.'s from all "specialized institutions"), according to the National Science Foundation report, which ranks New Mexico Tech sixth in the nation of 690 "specialized institutions" nationwide.
- The graduate program, begun in 1946, offers master's degrees in sixteen fields and Ph.D.'s in six fields. Undergraduate and graduate education at New Mexico Tech involves the staff and facilities of the entire Institute, including the Research and Economic Development Division, the Energetic Materials Research and Testing Center, the Petroleum Recovery Research Center, and the New Mexico Bureau of Mines and Mineral Resources.

Recent Accomplishments

- Students at New Mexico Tech successfully compete in many national competitions. Environmental Engineering students placed second and won best teamwork honors at the eighth annual Waste-Management Educational and Research Consortium Environmental Design Contest. The New Mexico Tech Physics Club was one of only two chapters in the country awarded the prestigious Blake Lilly Prize for 1997-98 by the Society of Physics Students. New Mexico Tech Electrical Engineering students placed fifth overall in the fifth Annual Fire-Fighting Home Robot Contest, held at Trinity College in Hartford, Connecticut; and three New Mexico Tech Computer Science students took top honors at the 14th annual Fort Lewis College Computer programming Contest. Three New Mexico Tech doctoral candidates in the nationally renowned graduate program in hydrology were awarded prestigious research grants and fellowships. Their program in hydrology was ranked as one of the best in the nation by U.S. News and World Report in its annual ranking of graduate schools.

- Long recognized for its good educational value, New Mexico Tech has recently been cited in several leading college publications. U.S. News & World Report's America's Best Colleges for 1998 placed New Mexico Tech among the 14 elite engineering institutions in the country. New Mexico Tech is included in the 1999 edition of The Princeton Review Guide to the Best 311 Colleges; in Peterson's Competitive Colleges for 1997-98, New Mexico Tech receives a high ranking; and Money Magazine has listed New Mexico Tech as a "best buy" every year since 1992.

Contributions to New Mexico

- New Mexico Tech generates in excess of \$20M in externally funded research each year. This funding comes from a variety of sources, including federal agencies and private industry. When broken down by funding agency and by Division within New Mexico Tech, the sources reflect the mission and traditional research strengths of the Institution. For example, 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. Some of these funds are obtained with the use of matching funds from the state. This year, for instance, New Mexico Tech received a \$ 1.1M grant from the National Science Foundation to operate a seismological center for the Incorporated Research Institution for Seismology. The Principal Investigators responsible for bringing this project to New Mexico have partial support from the Geophysical Research Center at New Mexico Tech. Funding for the Center comes from the state to promote Geophysical Research within the state. The Principal Investigators use their salary support as matching funds to attract external programs. Matching support from the state totaled \$25K for this project. This Center will generate 12 new jobs in the Socorro area and attract over 200 visitors a year to the state. On average, over \$13 of external funding is generated from every \$1 of matching funds from the state with nearly ½ of this funding supporting salaries in New Mexico.

New Mexico Institute of Mining and Technology

******Accessible and Affordable University Education******

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers, 1997-98
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Resident: \$2,073 Percent of Peers: 52.8 Non-resident: \$6,611 Percent of Peers: 66.2

Financial Aid Awarded and Unmet Student Financial Need, 1997-98
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Average Award Paid Per Recipient: \$5,515 Average Unmet Financial Need Per Recipient: \$677

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

Race/ Ethnicity	All NMIMT Students F97	New NMIMT NM Freshmen F97	NM High School Graduates 96-97	NM ACT Test Takers 96-97
	%	%	%	%
American Indian	2.3	4.3	11.2	8.1
Asian	2.7	6.1	1.6	1.9
Black	0.6	0.0	2.2	1.6
Hispanic	15.8	26.1	39.8	31.1
White/Other	71.0	63.5	45.3	40.9
Nonresident alien/Unknown	7.5	0.0	0.0	16.3

******Student Progress and Success in Our Universities******

Freshman Persistence Rates - Fall to Fall Terms
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Race/Ethnicity and Sex	% Entered Fall 1997 (N = 206) and Still Enrolled Fall 1998
American Indian	62.5
Asian	77.8
Black	100.0
Hispanic	82.1
White/Other	71.7
Nonresident alien/Unknown	25.0
Men	69.8
Women	79.1
Overall	72.8

Graduation Rates of Full-time First-time Degree Seeking Freshmen

Race/Ethnicity and Sex	Entered Fall 1991 N	% Assoc. Deg. in 3 yrs.	% Bach. Deg. in 6 yrs.	% Still Enrolled after 6 yrs.	% Graduated or Still Enrolled
American Indian	0	—	—	—	—
Asian	3	0.0	66.7	33.3	100.0
Black	0	—	—	—	—
Hispanic	39	2.6	28.2	10.2	41.0
White/Other	130	0.8	43.8	6.2	50.8
Nonres. alien/Unknown	0	—	—	—	—
Men	124	0.8	37.1	4.8	42.7
Women	48	2.1	50.0	14.6	66.7
Overall	172	1.2	40.7	7.5	49.4

New Mexico Institute of Mining and Technology

******Effective and Efficient Use of Resources******

Primary Mission Expenditures: Instruction, Research and Public Service as a Percent of Total Educational and General Expenditures, 1996-97

Percent for Institution: 58.7 Percent for Peers: 65.0

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97

Percent for Institution: 7.0 Percent for Peers: 8.4

******Academic Quality and a Quality Learning Environment******

Faculty and Staff Profile by Ethnicity and Sex - Fall 1997

Race/Ethnicity and Sex	% Full-time Faculty N = 109	% Full-time Staff N = 525
American Indian	3.8	3.0
Asian	8.6	3.7
Black	1.9	0.9
Hispanic	2.9	37.3
White/Other	82.8	55.1
Nonresident alien/Unknown	0.0	0.0
Men	88.6	62.5
Women	11.4	37.5

Full-time Faculty with Terminal Degrees - Fall 1997: 98%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions, Fall 1997

Average Salary: \$48,438 % of Peer Avg.: 85.6 Average Compensation: \$61,032 % of Peer Avg.: 87.4

Percent of Student Credit Hours Taught by Tenured/Tenure-track Faculty Fall 1997

Course Level	% Regular Instruction	% Irregular Instruction (e.g. labs, theses, internships, indep. studies)
Lower Division	70.3	16.0
Upper Division	87.8	98.6
Graduate Division	85.8	0.0
Overall	79.2	40.1

External Accreditations

NMIMT	North Central Assn. Of Colleges & Schools	NMIMT	Attorney General of the U.S./Nonimmigrant Students Attendance
NMIMT	U.S. Dept. for Exchange Visitor Program P-I-1282	Chemistry	Comm. On Prof. Training of the Am. Chem. Soc.
NMIMT	Veteran's Approval Division	Electrical Eng.	Eng. Accred. Comm. Of the Accred. Board for Eng. & Tech. (EAC/ABET)
Environ. Eng.	EAC/ABET	Materials Eng.	EAC/ABET
Petro. & Nat Gas	EAC/ABET	NMIMT	Am. Soc. For Eng. Education
NMIMT Grad. School	Council for Graduate Schools in the U.S.	NMIMT Grad. School	Western Assn. Of Graduate Schools
Teacher Cert.	NM State Board of Education		

Institutional Profile of New Mexico State University

Mission statement *The mission of New Mexico State University, as the land-grant institution of the state, is to serve the people of New Mexico through education, research, extension education, and public service, with special emphasis on preserving the state's multi-cultural heritage, protecting its environment, and fostering its economic development in an interdependent world. New Mexico State University is an equal opportunity institution welcoming all within our community, regardless of age, ancestry, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.*

Fall 1998 overall main campus headcount enrollment by level:

Undergraduate	12,472
Non-degree	559
Graduate	2,378

Number of program majors offered at the following degree levels:

Associate	7
Bachelors	74
Masters	51
Doctorate	24

1998-99 total current fund revenue for main campus:

\$285,616,862

1998-99 State appropriations as a percent of main campus operating budget:

39%

HIGHLIGHTS

Mission Specific Programs/Activities

- NMSU continues to sustain its Carnegie Research I designation, with funded project expenditures exceeding \$100 million a year. Grants and contracts for research and public service activities now account for about 33 percent of the university's funding. These expenditures have a significant direct impact on the state's economy, through the creation of jobs and the purchase of equipment, supplies and services.
- NMSU serves citizens throughout New Mexico with a great variety of programs through Cooperative Extension offices in all 33 counties. The 4-H program, to cite just one example, reaches about 55,000 young people (kindergarten through high school) each year.

Recent Accomplishments

- The North Central Association of Colleges and Schools has notified New Mexico State University that it meets the requirements for full reaccreditation for the next 10 years. This formal notification concurs with an oral report made in April by a 12-member NCA review team at the end of its campus visit. Areas of particular strength reported by the review team included:
 - Students' perception of faculty as "inspirational mentors."
 - NMSU's student-centered focus, encouragement of strong student leadership, and involvement of students in university decision making.
 - The rich diversity of the NMSU student body and the university's success in graduating minority students.
 - An institutional commitment to low-cost, accessible higher education.
 - The university's well-established status as a Carnegie Research I institution.
 - Buildings and grounds that are conducive to a positive learning environment, and well maintained by the Physical Plant Department despite limited resources.
 - Well executed public service, by the Cooperative Extension Service and other units.
- For the second year in a row, New Mexico State University has been named one of the 100 best college buys in the United States by a publication that rates colleges and universities. "The Student Guide to America's 100 Best College Buys" profiles schools that rate high academically but have below-average costs. Almost 1,800 colleges were surveyed for the rankings.
- New freshman enrollment at NMSU's main campus is up 24.3 percent this fall, due largely to new scholarship assistance programs such as the state's Lottery Success Scholarship. The number of new freshmen from New Mexico showed an even bigger increase, 33 percent. Overall enrollment at the main campus this fall rose by 2.3 percent, to 15,409 students. Total fall enrollment including the four branch campuses -- Dona Ana Branch Community College in Las Cruces, NMSU-Alamogordo, NMSU-Carlsbad and NMSU-Grants -- is 23,356, up 0.8 percent.

- Minority enrollment at the main campus also increased, to 43.7 percent of the total. Hispanic students now represent 37.2 percent of the student population. As the North Central Association accreditation review team wrote in its report, "NMSU has created a unique niche for itself in American higher education as a land grant, Research I, minority institution. NMSU is one of only two Carnegie Research I institutions that is a designated Hispanic-serving institution. " *Hispanic Outlook in Higher Education* ranked NMSU among the top 100 colleges and universities in graduating Hispanic students in all fields. NMSU ranked 11th nationally in the number of bachelor's degrees awarded to Hispanics, 26th in master's degrees and 27th in doctorates.
- Among the NMSU faculty members recognized for outstanding accomplishments in the past year: Anthropology professor Wenda Trevathan was identified by the Chronicle of Higher Education as one of the 15 most influential anthropologists in the country. Her research interests include biological anthropology, childbirth and human evolution. Geophysicist Viatcheslav "Slava" Solomatov was selected by the Alfred P. Sloan Foundation as a Sloan Research Fellow. These prestigious fellowships are awarded each year to 100 of the nation's best young scientists in the fields of physics, chemistry, mathematics, neuroscience, economics and computer science. Two New Mexico State University astronomers -- department head Rene Walterbos and doctoral student Charles Hoopes -- teamed up with colleagues in the Netherlands to discover a large galaxy in the immediate neighborhood of our own Milky Way galaxy. Named Cepheus 1 because it is the first nearby galaxy discovered in the constellation Cepheus, it belongs to a class known as Low Surface Brightness (LSB) galaxies, in which stars are spread farther apart than in most galaxies. Brenda Seevers, associate professor of agriculture and extension education, was one of 10 scholars recognized nationally by the U.S. Department of Agriculture and the National Association of State Universities and Land-Grant Colleges for excellence in teaching food and agricultural sciences. Sarah Harcum, chemical engineering, received a Faculty Early Career Development Program award from the National Science Foundation. The NSF will provide \$200,000 to support her research on the use of bacteria to produce human drugs.

Contributions to New Mexico

- Construction began in the fall on NMSU's Center for Sustainable Development of Arid Lands, a teaching and research facility that will focus on some of the state's most pressing concerns. Areas of research and extension activities will include soil and water use, forestry and reforestation, plant science and other fields relevant to the agricultural, natural resource and environmental challenges facing the arid region of the West. The building also will provide laboratory facilities for science departments university-wide.
- Since 1988, members of NMSU's Department of Civil, Agricultural and Geological Engineering have been checking the safety of New Mexico's bridges through state-of-the-art analysis and non-destructive evaluation techniques. Teams of professional engineers and engineering students inspect New Mexico's interstate highway bridges, steel bridges on federal-aid highways, and other large or critical structures. Last spring, NMSU civil engineer Rola Idriss and her colleagues fitted an Interstate 10 bridge in Las Cruces with sensors and fiber optic cables in an experiment that could revolutionize the way the nation maintains its bridges.
- About 70 public school teachers from southern New Mexico spent two days on the NMSU campus this spring learning how to use new technologies in the classroom. Eighteen of them took computers back to their schools with them, to help them put their new skills into practice. The workshop was sponsored by NASA and NMSU, and the computers were awarded to the teachers who submitted the most compelling proposals for putting the equipment to use in their schools.
- In the only project of its kind in the nation, NMSU is reaching out to New Mexico's Native American colleges to help boost enrollment and retention of American Indian students. The American Indian Bridges Program is made possible by a \$724,000, five-year grant from the W.K. Kellogg Foundation. It involves a variety of outreach activities with Navajo Community College of Shiprock, Crownpoint Institute of Technology, Southwestern Indian Polytechnics Institute at Albuquerque and the Institute of American Indian Arts in Santa Fe.

New Mexico State University

*****Accessible and Affordable University Education*****

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers, 1997-98
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Resident: \$2,196 Percent of Peers: 88.8 Non-resident: \$7,152 Percent of Peers: 83.6

Financial Aid Awarded and Unmet Student Financial Need, 1997-98
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Average Award Paid Per Recipient: \$6,691 Average Unmet Financial Need Per Recipient: \$2,413

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

Race/ Ethnicity	All NMSU Students F97	New NMSU NM Freshmen F97	NM High School Graduates 96-97	NM ACT Test Takers 96-97
	%	%	%	%
American Indian	2.5	3.5	11.2	8.1
Asian	1.3	2.0	1.6	1.9
Black	2.2	2.1	2.2	1.6
Hispanic	36.1	40.9	39.8	31.1
White/Other	53.8	51.5	45.3	40.9
Nonresident alien/Unknown	4.0	0.0	0.0	16.3

*****Student Progress and Success in Our Universities*****

Freshman Persistence Rates - Fall to Fall Terms
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Race/Ethnicity and Sex	% Entered Fall 1997 (N = 1,736) and Still Enrolled Fall 1998
American Indian	60.0
Asian	80.6
Black	72.0
Hispanic	72.3
White/Other	72.3
Nonresident alien/Unknown	69.6
Men	71.2
Women	72.9
Overall	72.1

Graduation Rates of Full-time First-time Degree Seeking Freshmen

Race/Ethnicity and Sex	Entered Fall 1991 N	% Assoc. Deg. in 3 yrs.	% Bach. Deg. in 6 yrs.	% Still Enrolled after 6 yrs.	% Graduated or Still Enrolled
American Indian	81	0.0	11.1	8.6	19.7
Asian	16	0.0	37.5	6.3	43.8
Black	20	0.0	25.0	10.0	35.0
Hispanic	581	0.0	35.3	11.5	46.8
White/Other	945	0.1	44.0	5.5	49.6
Nonres. alien/Unknown	13	0.0	69.2	0.0	69.2
Men	810	0.0	36.8	9.0	45.8
Women	846	0.1	41.6	6.6	48.3
Overall	1,656	0.1	39.2	7.8	47.1

New Mexico State University

*****Effective and Efficient Use of Resources*****

Primary Mission Expenditures: Instruction, Research and Public Service as a Percent of Total Educational and General Expenditures, 1996-97

Percent for Institution: 70.6 Percent for Peers: 65.7

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97

Percent for Institution: 5.6 Percent for Peers: 6.3

*****Academic Quality and a Quality Learning Environment*****

Faculty and Staff Profile by Ethnicity and Sex - Fall 1997

Race/Ethnicity and Sex	% Full-time Faculty N = 664	% Full-time Staff N = 2,289
American Indian	0.6	1.2
Asian	5.0	1.2
Black	0.0	1.0
Hispanic	8.9	42.4
White/Other	85.4	54.0
Nonresident alien/Unknown	0.1	0.2
Men	67.5	51.7
Women	32.5	48.3

Full-time Faculty with Terminal Degrees - Fall 1997: 86%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions, Fall 1997

Average Salary: \$47,472 % of Peer Avg.: 87.8 Average Compensation: \$58,423 % of Peer Avg.: 87.9

Percent of Student Credit Hours Taught by Tenured/Tenure-track Faculty Fall 1997

Course Level	% Regular Instruction	% Irregular Instruction (e.g. labs, theses, internships, indep. studies)
Lower Division	45.0	34.2
Upper Division	74.6	72.7
Graduate Division	86.5	93.9
Overall	58.7	72.2

External Accreditations

NMSU	North Central Association of Colleges & Secondary Schools
Counseling Center	International Assn. of Counseling Services
Student Health Center	Accreditation Association for Ambulatory Health Care
Dept. of Family & Consumer Sciences	Nat. Council for the Accreditation of Teacher Education American Dietetics Association
Dept. of Agricultural and Ext. Educ.	Nat. Council for the Accreditation Teacher Education
Dept. of Animal and Range Sciences	Society for Range Management
Dept. Of Chemistry & Biochemistry (B.S. in Chemistry Program)	American Chemical Society
Dept. of Music	Nat. Assn. of Schools of Music
Master of Public Administration	Nat. Assn. of Schools of Public Affairs and Administration
Master of Business Administration	Am. Assembly of Collegiate Schools of Business--The International Assn. for Management Education
Undergraduate Business Program	Am. Assembly of Collegiate Schools of Business--The International Assn. for Management Education
Bachelor & Master of Accountancy	Am. Assembly of Collegiate Schools of Business--The International Assn. for Management Education
Doctorate in Business	Am. Assembly of Collegiate Schools of Business--The International Assn. for Management Education
Athletic Training Education	Committee on Allied Health Education and Accreditation
Communications Disorders (Masters)	American Speech and Hearing Assn.
Counseling and Guidance (Counseling Psychology)	NM State Dept. of Education Nat. Council for the Accreditation of Teacher Education American Psychological Association
Curriculum and Instruction (Ed. Spec. & Doctoral Prog.)	NM State Dept. of Education Nat. Council for the Accreditation of Teacher Education
Educational Administration (Educational Specialist and Doctoral Programs)	NM State Department of Education Nat. Council for the Accreditation of Teacher Education University Council for Educational Administration
Educational Administration (M.A. Program)	NM State Dept of Education Nat. Council for the Accreditation of Teacher Education
Physical Education (Undergraduate)	NM State Dept. of Education Nat. Council for the Accreditation of Teacher Education

External Accreditations , Continued
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Special Education (Undergraduate and Graduate)	NM State Dept. of Education Nat. Council for the Accreditation of Teacher Education
Teacher Education Program (Undergraduate and Graduate)	NM State Dept. of Education Nat. Council for the Accreditation of Teacher Education
Teaching English as a Second Lang.	NM State Dept. of Education
Agricultural Engineering (Undergraduate (UG) Program)	Accreditation Board for Engineering and Technology (ABET) - Engineering Accreditation Comm. (EAC)
Chemical Engineering (UG)	ABET-EAC
Civil Engineering (UG)	ABET-EAC
Program in Cooperative Education (UG)	ABET-EAC
Electrical Engineering (UG)	ABET-EAC
Environmental Engineering (GR)	ABET-EAC
Industrial Engineering (UG)	ABET-EAC
Mechanical Engineering (UG)	ABET-EAC
Geological Engineering (UG)	ABET-EAC
Civil Engineering Technology (Undergraduate & Associate)	Accreditation Board for Engineering Technology (ABET) - Technology Accreditation Commission (TAC)
Mechanical Engineering Technology (Undergraduate & Associate)	ABET-TAC
Electronic Engineering Technology (Undergraduate & Associate)	ABET-TAC
Surveying	Accred. Bd. for Eng. and Tech. - Related Accred. Comm.
*Cooperative Education Program Accreditation applies to all EAC accredited programs.	
Health Science (UG)	Society of Pub. Health Educ./Assn. for Adv. of Health Educ., Baccalaureate Prog. Approval Committee
Nursing Program (UG & Masters)	National League for Nursing Commission on Collegiate Nursing Education
Social Work Program (UG & Masters)	Council on Social Work Education

Institutional Profile of The University of New Mexico

Mission Statement *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 part of, contribute to, or originate from the University's teaching and scholarly activities.

Fall 1998 overall main campus headcount enrollment by level:

Undergraduate	15,602
Non-degree	2,972
Graduate	4,243
First-Professional	927

Number of program majors offered at the following degree levels:

Associate	2
Certificate	3
Bachelors	109
Masters	65
Post-Masters	8
Doctorate	36
First-Professional	3

1998-99 total current fund revenue for main campus:

\$483,500,000

1998-99 State appropriations as a percent of main campus operating budget:

27%

Highlights

Special Characteristics

- \$ 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 seven public Carnegie Research I institutions that is a designated Minority-serving institution and one of only two Research I institutions that is a designated Hispanic-serving institution.
- Twenty-two separate programs at UNM have been recognized as being among the best of their kind nationally, and last year, UNM was ranked among the top colleges in the country in terms of the overall quality of its undergraduate programs.
- UNM's faculty 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.
- In FY 1997-98, UNM received \$175.8 million in contract and grant awards. Over the last five years, UNM's research funding increased at a greater rate than for any other research university in the country and in a recent national survey, UNM was ranked among the top 30 public universities in terms of the quality and impact of the research it produces.
- In 1997-98, UNM had 138 active patents resulting from its research efforts.
- UNM offers more than 225 separate degree programs and degrees and has New Mexico's only schools of Law, Medicine, Pharmacy and Architecture.
- UNM's General Library is ranked in the top 50 research libraries rated by the Association of Research Libraries.

Mission-specific Programs and Activities

- UNM ranks among the top 11 percent of colleges and universities in the quality of undergraduate programs in the Gourman Report survey which also placed 10 of UNM's undergraduate programs among the best in the country: American Studies, Anthropology, Art, Art History, Environmental Design, Geology, Latin American Studies, Nuclear Engineering, Portuguese and Spanish.
- UNM's graduate and professional programs include 11 that received high marks in recent national surveys: Primary Care Medicine, Rural Medicine, Family Medicine, Clinical Law, Photography, Print-making, Fine Arts, Intercultural Communications, Anthropology, Latin American Studies and Psychology.
- The vision of UNM as a "University for the Americas" has led to a rapid expansion of ties between all of the University's 11 schools and colleges and educational institutions throughout Latin America. There is no country in Latin America where UNM does not now have a presence through agreements, cooperative ventures, faculty research or student exchanges.
- UNM maintains active relationships with both of New Mexico's national laboratories. The total of active (including multiple year) research contracts from the labs as of 10/31/98 was \$18,221,701: \$14,671,872 from Sandia National Laboratories and \$3,549,879 from Los Alamos National Laboratory. In addition to research funding, UNM maintains personnel agreements with both Los Alamos and Sandia, including UNM faculty serving as guest scientists, consultants and visiting faculty, while lab personnel serve as adjunct professors at UNM.

Contributions to New Mexico

- In 1997-98, UNM awarded 2,733 bachelor's degrees, 1,083 masters' degrees, 204 doctoral degrees and 185 professional degrees. A recent Census Bureau study showed that people with bachelor's degrees were 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 bachelor's degrees.
- UNM educates one-third of the state's doctors, one-third of its lawyers, 25 percent of the public school teachers, and half of the state's pharmacists. In addition, 1,985 graduates of the College of Nursing continue to live in the state.
- The Governor, one-third of the New Mexico legislature, the senior U.S. Senator and many other public officials are UNM graduates.
- UNM is currently one of the state's largest employers, with more than 18,500 people employed statewide, including student employees. The total annual UNM payroll is approximately \$320 million and UNM employees pay more than \$27 million in state and local taxes each year.
- UNM expends approximately \$200 million annually on goods and services purchased in New Mexico.
- Indirect statewide economic activity attributed to UNM approximates \$762 million annually. For every dollar the State of New Mexico spends on UNM from the general fund, UNM leverages another \$3.45 in grants and auxiliary activities to more than triple the state's return on investment.
- University Hospital provides the only Trauma I-level services in the state.
- The UNM Health Sciences Center conducts more than 659,000 clinic visits annually.
- Intercollegiate sports at UNM attract more than 500,000 spectators each year.
- The Center for the Arts hosts more than 250,000 patrons at cultural events annually.
- UNM provides continuing education to more than 40,000 people each year.

University of New Mexico

*****Accessible and Affordable University Education*****

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers, 1997-98
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Resident: \$2,164 Percent of Peers: 82.7 Non-resident: \$8,174 Percent of Peers: 79.8

Financial Aid Awarded and Unmet Student Financial Need, 1997-98
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Average Award Paid Per Recipient: \$7,214 Average Unmet Financial Need Per Recipient: \$2,644

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

Race/ Ethnicity	All UNM Students F97	New UNM NM Freshmen F97	NM High School Graduates 96-97	NM ACT Test Takers 96-97
	%	%	%	%
American Indian	4.5	5.4	11.2	8.1
Asian	3.0	3.3	1.6	1.9
Black	2.4	1.6	2.2	1.6
Hispanic	24.2	34.9	39.8	31.1
White/Other	59.8	53.7	45.3	40.9
Nonresident alien/Unknown	6.1	1.1	0.0	16.3

*****Student Progress and Success in Our Universities*****

Freshman Persistence Rates - Fall to Fall Terms
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Race/Ethnicity and Sex	% Entered Fall 1997 (N = 2,155) and Still Enrolled Fall 1998
American Indian	57.6
Asian	83.8
Black	64.4
Hispanic	71.5
White/Other	70.3
Nonresident alien/Unknown	66.7
Men	68.5
Women	71.8
Overall	70.3

Graduation Rates of Full-time First-time Degree Seeking Freshmen

Race/Ethnicity and Sex	Entered Fall 1991 N	% Assoc. Deg. in 3 yrs.	% Bach. Deg. in 6 yrs.	% Still Enrolled after 6 yrs.	% Graduated or Still Enrolled
American Indian	76	0.0	10.5	18.4	28.9
Asian	43	0.0	53.5	11.6	65.1
Black	38	0.0	42.1	2.6	44.7
Hispanic	582	0.0	32.3	19.1	51.4
White/Other	957	0.0	40.8	12.7	53.5
Nonres. alien/Unknown	20	0.0	60.0	0.0	60.0
Men	801	0.0	31.2	14.6	45.8
Women	915	0.0	42.3	14.9	57.2
Overall	1,716	0.0	37.1	14.7	51.8

University of New Mexico

*****Effective and Efficient Use of Resources*****

Primary Mission Expenditures: Instruction, Research and Public Service as a Percent of Total Educational and General Expenditures, 1996-97

Percent for Institution: 76.1 Percent for Peers: 64.5

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97
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Percent for Institution: 5.1 Percent for Peers: 6.0

*****Academic Quality and a Quality Learning Environment*****

Faculty and Staff Profile by Ethnicity and Sex - Fall 1997

Race/Ethnicity and Sex	% Full-time Faculty N = 1,509	% Full-time Staff N = 4,876
American Indian	1.5	4.0
Asian	3.8	1.5
Black	0.9	2.5
Hispanic	8.7	32.1
White/Other	80.3	57.9
Nonresident alien/Unknown	4.8	2.0
Men	64.4	38.2
Women	35.6	61.8

Full-time Faculty with Terminal Degrees - Fall 1997: 88%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions, Fall 1997
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Average Salary: \$53,736 % of Peer Avg.: 90.2 Average Compensation: \$64,421 % of Peer Avg.: 88.0

Percent of Student Credit Hours Taught by Tenured/Tenure-track Faculty Fall 1997

Course Level	% Regular Instruction	% Irregular Instruction (e.g. labs, theses, internships, indep. studies)
Lower Division	33.1	37.5
Upper Division	65.0	51.1
Graduate Division	81.2	55.6
Overall	52.2	47.9

External Accreditations

UNM	North Central Association of Colleges and Schools
BBA, MBA, EMBA, & 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	Nat. Assn. 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 Education in Journalism & Mass Communication
Ph.D. Clinical Psychology	American Psychological Assn.
Speech/Language Pathology, MS & Audiology, MS	American Speech, Language & Hearing Assn.
M.A. in Art Education, Art Therapy pgm.	Am. Art Therapy Assn. 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 and guidance counselors	Nat. Council for Accreditation of Teacher Education and the New Mexico State Board of Education
B.S. Athletic Training Program	Comm. on Accreditation of Allied Health Ed. Pgms.
B.S. in Nutrition, Nutrition/Dietetics Pgm. Post B.S. in Dietetics	American Dietetic Association
M.A., Ed.S. and Ed.D. All programs in Educational Administration	University Council for Educational Administration
B.S. Chemical Engineering	Engineering Accreditation Comm. of the Accreditation Board for Engineering and Technology (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 / ABE
B.S. Mechanical Engineering	EAC / ABE

External Accreditations , Continued

B.S. Computer Science	Computer Science Accreditation Commission of the Computing Sciences Accreditation Board
B.S. Construction Management	American Council for Construction Education
B.M., B.A. & 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 for Nursing. Approval also by the NM Board of Nursing
M.S.N. with a certificate in Nurse Midwifery	Am. College of Nurse-Midwives, Div. of Accreditation
B.S.* & Pharm.D., Pharmacy	Am. Council on Pharmaceutical Education
M.D. Medicine Undergraduate Medical Education Curriculum	Liaison Comm. on Medical Educ. representing the Assn. of Am. Medical Colleges & the Am. Med. Assn.
Emergency Med. Svcs. "Part of a B.S. degree program & also a Certificate Program." Paramedic Course.	American Medical Association, Joint Review Committee
B.S. and certificate of completion, Assistant Education	Commission on Accreditation of Allied Health Education Programs
Masters in Public Health in Community Health & Preventive Medicine, through Biomedical Sciences Graduate Program (includes Dental Hygiene, Med. Lab. Sciences, Physical Therapy, Occup. Therapy, Radiography, and the Nuclear Med. Imaging (Cert. Pgm.)	Council on Education for Public Health
B.S. Occupational Therapy Program	Accreditation Council for Occup. Therapy Ed.
B.S. Physical Therapy Program	Comm. on Accreditation in Physical Therapy Ed.
B.S. or certificate for those with a B.S. degree, Medical Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
A.S. (Assoc. of Science) Radiography	Joint Rev. Comm. on Ed. in Radiologic Technology
B.S. Dental Hygiene	Commission on Dental Accreditation
Law	American Bar Assoc. and Assoc. of American Law Schools

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 bachelor's and master's degrees, serves students from New Mexico, other states, and other nations. Educational programs are offered at the Portales campus and also by interactive distance education, public broadcast television, a branch/community college in Roswell, New Mexico, and a university center in Ruidoso, New Mexico.

Eastern's Focus Prepare students for careers and advanced study; impact citizenship and leadership skills and values; support and expand the role of education and excellent teaching at all levels, and enable citizens to respond to a rapidly changing world.

Fall 1998 overall main campus headcount enrollment by level:

Undergraduate	3,005
Non-degree	180
Graduate	325

Number of program majors offered at the following degree levels:

Associate	5
Bachelors	43
Masters	15

1998-99 total current fund revenue for main campus:

\$45,920,100

1998-99 State appropriations as a percent of main campus operating budget:

49%

Highlights:

Mission-specific Programs and Activities

- **The Freshman Year Experience** – Designed (spring 1998) and implemented (fall 1998) an extended August orientation was conducted and a freshman seminar (UNIV 101) required of all freshmen was implemented to enhance retention. Providing collegiate orientation, library, computer and study skills, critical thinking skills, and enhanced advising and career information, the course seeks to assure students' successful transitions from high school or work to college. Instructors are tenured and tenure-track faculty and administrators.
- **The Collaborative for Excellence in Teacher Preparation (CETP)** – In collaboration with New Mexico State University, ENMU is participating in this nationwide program sponsored by the National Science Foundation to improve the quality of teaching in math and science grades K-12. In addition to providing summer workshops for teachers, exploring new technologies and teaching strategies, ENMU faculty since last spring have revised math and science curriculum for pre-service teachers to integrate disciplines and enhance hands-on pedagogical techniques. The homepage for the project was designed by Dr. Andy Sae and is located at www.enmu.edu/cetp.

Recent Accomplishments

- **Pew Leadership Award 1997-1999** – Selected as one of only three institutions nationally for this 1997 recognition, the Pew Leadership Award recognizes ENMU's leadership in undergraduate education. Initially identified as a leader in technology to enhance instruction, ENMU continues to collaborate with other award winners on enhancing engaged student learning in the second award year.
- **WICHE Recognition** – ENMU is showcased in the Western Interstate Commission for Higher Education for "Best Practices in Institutional Planning for Diversity" (August 1998). In addition, ENMU is one of ten invited participants in a U.S. Department of Education study to examine the impact of racial/ethnic diversity on institutions of higher education and their students and faculty.
- **Presentation to AGB** – The Association of Governing Boards of Universities and Colleges (AGB) selected ENMU as one of four institutions to present on "Transformation through Academic Restructuring" at their national conference in Pittsburg, PA, in October 1998.
- **NCATE Accreditation** – In the recent award of accreditation (October 1998) to ENMU's Teacher Education program, ENMU's "lab school" settings were particularly commended by the accreditation team. Professional development sites in

Roswell (Washington Avenue Elementary School) and Portales (James Elementary School) provide on-site classrooms and team-teaching experiences for education students.

- **CASE Professor of the Year** – Dr. Andy Siu Wai Sae, Professor of Chemistry, was selected as the 1998 Carnegie Foundation for the Advancement of Teaching *New Mexico Professor of the Year*. Dr. Betty Clayton Lyon, ENMU Professor Emerita of Mathematics, received this award in 1996.

Contributions to New Mexico

- **Institution-wide Assessment** – A leader in assessment since inaugurating assessment in 1986, ENMU has assessment plans in place for every non-instructional and every academic program. Annually, units conduct multiple-measure assessment of their effectiveness, post their results, and use these results to revise and upgrade annual goals. One example: in the College of Business, which recently received ten-year re-accreditation from the Association of Collegiate Business Schools Program (ACBSP), seniors scored at the 84% percentile on the ETS Business exam.
- **Enrollment Management** – Efforts to enhance recruiting and admissions via enhanced Internet-based information and admissions procedures have resulted in a record class of 587 first-time freshmen, up 20% over last year.
- **The Center for Teaching Excellence** - Established as a state-supported public service project in 1990, the Center is designed to improve the capability of in-service teachers in New Mexico and to enhance K-16 collaborations and exchange to enhance teaching and classroom research. During 1997-1998, the Center funded programs involving five state universities and 48 public school districts, including nearly \$200,000 in federal funds for the “Teacher Dream Fund.”
- **ENMU’s Blackwater Draw Archeological Site** - The archeological site of the earliest Americans in North America added a new structure to enhance site stabilization, preservation, and site interpretation. The site, as well as the Blackwater Draw Museum, is designed to enhance public understanding of, and appreciation for, the rich archeological history of New Mexico.

Eastern New Mexico University

*****Accessible and Affordable University Education*****

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers, 1997-98

Resident: \$1,716 Percent of Peers: 73.8 Non-resident: \$6,378 Percent of Peers: 81.7

Financial Aid Awarded and Unmet Student Financial Need, 1997-98

Average Award Paid Per Recipient: \$6,143 Average Unmet Financial Need Per Recipient: \$3,226

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

Race/ Ethnicity	All ENMU Students F97	New ENMU NM Freshmen F97	NM High School Graduates 96-97	NM ACT Test Takers 96-97
	%	%	%	%
American Indian	2.5	5.3	11.2	8.1
Asian	1.0	0.5	1.6	1.9
Black	3.4	2.7	2.2	1.6
Hispanic	21.5	28.2	39.8	31.1
White/Other	70.1	63.1	45.3	40.9
Nonresident alien/Unknown	1.5	0.2	0.0	16.3

*****Student Progress and Success in Our Universities*****

Freshman Persistence Rates - Fall to Fall Terms

Race/Ethnicity and Sex	% Entered Fall 1997 (N = 504) and Still Enrolled Fall 1998
American Indian	60.9
Asian	50.0
Black	26.7
Hispanic	51.6
White/Other	60.3
Nonresident alien/Unknown	60.0
Men	49.2
Women	64.3
Overall	57.1

Graduation Rates of Full-time First-time Degree Seeking Freshmen

Race/Ethnicity and Sex	Entered Fall 1991 N	% Assoc. Deg. in 3 yrs.	% Bach. Deg. in 6 yrs.	% Still Enrolled after 6 yrs.	% Graduated or Still Enrolled
American Indian	13	7.7	7.7	7.7	23.1
Asian	8	0.0	37.5	0.0	37.5
Black	33	0.0	18.2	3.0	21.2
Hispanic	151	0.0	21.8	5.3	27.1
White/Other	374	0.2	31.8	4.3	36.3
Nonres. alien/Unknown	<u>1</u>	0.0	0.0	0.0	0.0
Men	258	0.8	20.9	5.0	26.7
Women	<u>322</u>	0.0	33.5	4.0	37.5
Overall	580	0.3	27.9	4.5	32.7

Eastern New Mexico University

*****Effective and Efficient Use of Resources*****

Primary Mission Expenditures: Instruction, Research and Public Service as a Percent of Total Educational and General Expenditures, 1996-97

Percent for Institution: 48.4 Percent for Peers: 48.3

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97
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Percent for Institution: 8.3 Percent for Peers: 11.6

*****Academic Quality and a Quality Learning Environment*****

Faculty and Staff Profile by Ethnicity and Sex - Fall 1997

Race/Ethnicity and Sex	% Full-time Faculty N = 139	% Full-time Staff N = 364
American Indian	1.4	0.6
Asian	3.6	0.6
Black	1.4	3.3
Hispanic	8.6	21.9
White/Other	85.0	73.6
Nonresident alien/Unknown	0.0	0.0
Men	61.2	42.3
Women	38.8	57.7

Full-time Faculty with Terminal Degrees - Fall 1997: 85%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions, Fall 1997
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Average Salary: \$42,374	% of Peer Avg.: 92.8	Average Compensation: \$52,565	% of Peer Avg.: 92.1
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Percent of Student Credit Hours Taught by Tenured/Tenure-track Faculty Fall 1997

Course Level	% Regular Instruction	% Irregular Instruction (e.g. labs, theses, internships, indep. studies)
Lower Division	54.1	66.5
Upper Division	73.6	24.1
Graduate Division	88.1	100.0
Overall	62.2	45.1

External Accreditations

ENMU	North Central Assn. Of Colleges & Schools
School of Music	Nat. Assn. Of Schools of Music
College of Business	Assn. Of Collegiate Business Schools & Programs
Communicative Disorders	Am. Speech, Language & Hearing Assn.
Nursing	Nat. League for Nursing
Teacher Ed. Prog.	Nat. Council for Accred. Of Teacher Education

Institutional Profile of New Mexico Highlands University

Excerpts and paraphrasing from NMHU's Mission Statement *New Mexico Highlands University is a comprehensive state institution offering programs in liberal arts, sciences, and professional disciplines; 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. Acknowledging its commitment to the individual student, New Mexico Highlands University provides personal attention to undergraduates and graduate students; brings together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds; and offers every student educational opportunities through a sensitive admissions program and challenging academic programs which create and promote an environment in which all students are encouraged to reach their full potential. New Mexico Highlands University 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. New Mexico Highlands University's larger obligation is to a society in which all groups participate on an equitable and mutually rewarding basis. The University celebrates diversity in its student and faculty community and promotes an environment in which personal respect, tolerance, and understanding are valued by all. The University aspires to develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. In essence, through educational excellence and a dedication to society's needs, the University is committed to the cultivation and enrichment of the human mind and spirit.*

Fall 1998 overall main campus headcount enrollment by level:

Undergraduate	1577
Non-degree	129
Graduate	806

Number of program majors offered at the following degree levels:

Associate	1
Bachelors	37
Masters	13

1998-99 total current fund revenue for main campus:

\$52,189,404

1998-99 State appropriations as a percent of main campus operating budget:

37%

Highlights

Mission-specific Programs and Activities

- Founded as a Normal School in 1893, NMHU, the only five year public institution on the Santa Fe Trail, is geared to the culture and history of the region. 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. NMHU is known for the success of its graduates throughout NM and the West in Education, Social Work, Social Sciences, History, Fine Arts, Performing Arts, Life Sciences, and Physical Sciences. In addition to main campus programs in Las Vegas, off campus instruction, distance education, and external academic programs at centers in Rio Rancho, Espanola, Farmington, and Santa Fe offer opportunities for students in all of Northern New Mexico and the Rio Grande Valley to continue and enhance their education. Fall 1998 enrollment in all these NMHU programs is 2987.
- In Fall 1998, the NMHU Academic Center for Excellence began its Freshman Leadership Program to provide all new freshmen the opportunity to develop skills for success in their educational endeavors. Other university support programs for the encouragement of all students include academic advising; financial assistance; scholarships; career services; testing center; student support services; personal counseling; a variety of student activities, including cultural and social clubs and programs; international education; and intercollegiate athletic programs. Disability Services are provided for both students and NM citizens. NMHU student support programs have been especially effective in increasing Native American retention rates.
- Partnerships and collaborations are developing Highlands as a research institution. Funds from NASA, NSF, Dept. of Energy, BLM, NIH, National Park Service, EPA, US Fish and Wildlife, LANL, Sandia NL, Oakridge NL, US Forest

Service, NM Dept. of Game and Fish and cooperative projects with ASU, UNM, and NMSU provide for approximately 50 projects in the sciences, such as the Alliance for Nonlinear Optics, MBRS, and HICREST. Over 30 projects in education, including the Center for Education and Study of Diverse Populations, UCAN -Rural Systemic Initiative, and the Collaborative for Excellence in Teacher Preparation have been funded by NASA, NSF, US Dept. of Education, NM Dept. of Education, BLM, NCAA, and/or NM CHE. In the social sciences, social work and humanities, 10 additional projects such as Permanency Planning/CYFD JPA, NM Welfare to Work have been funded by Children/Youth and Families, NM Dept. of Health, NM Dept. of Human Services, INDENA, and NM Arts. The Hispanic and Native American Economic Development Center is scheduled to begin operation in the fall of 1999.

Recent Accomplishments

- During the past year, New Mexico Highlands University has received funding for a variety of new initiatives. These include an NSF Center for Research Excellence in Science and Technology emphasizing nonlinear optical research, a NASA Planetary Astronomy project involving studies of asteroid collisions, a US Department of Education Career Ladder program emphasizing bilingual education, and a National Endowment for the Humanities program on Hispanic literature.
- The Schools of Business and Social Work have both renewed their external accreditation this year. The School of Education was recently positively reviewed for accreditation by a site team for the National Council for Accreditation of Teacher Education (NCATE).

Contributions to New Mexico

- The programs and projects described above, which range from educational improvement, social service, environmental protection/improvement, to important scientific advances, provide a variety of services to Northern New Mexico, the state, the Southwest, and the country. These services are particularly important to the rural minority population 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. CESDP provides assistance with proposal development, training and technical assistance in implementing new educational legislation, and outreach and awareness.
- The American Indian Science Technology Education Consortium (AISTEC) serves nine states (New Mexico, Colorado, Arizona, Oklahoma, Kansas, South Dakota, Montana, Washington, and California). AISTEC promotes 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. These communities promote capacity building through education by integrating spirituality, science, mathematics, and technology within the context of the many unique cultural traditions of our American Indian, Hispanic and other rural communities, thereby empowering students to become makers of their own destinies.
- The NMHU Collaborative for Excellence in Teacher Preparation (CETP), in cooperation with the NMHU Council for Science, Mathematics, and Computer Education, has established a strong liaison/collaboration between the faculty in the sciences and mathematics and the science and math educators in the School of Education, developing and implementing a methods course in secondary science and math education and redesigning a physical science course. CETP Master Teacher fellows from schools in the project service area are providing support for pre-service and novice teachers of science and mathematics.
- Advanced Placement – New Mexico (AP-NM) provides leadership for the administration and continued development of the Advanced Placement program in New Mexico. AP-NM provides professional development activities to support the teaching of AP and Pre-AP content so students will learn how to be critical thinkers and problem solvers.
- The New Mexico Academy of Science Visiting Scientist Program offers classroom visits by some of the most distinguished scientists and mathematicians in New Mexico. These guest lecturers represent a wide variety of areas including the standard sciences and some of the specialized fields as well.
- NMHU provides a variety of additional community service programs such as 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. In addition, the new NMHU Donnelly Library includes an art gallery featuring local artists and an outstanding collection of Southwest books and archival materials which are used by researchers from around the nation.
- In addition to the programs listed above, 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.

New Mexico Highlands University

******Accessible and Affordable University Education******

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers, 1997-98

Resident: \$1,602 Percent of Peers: 72.8 Non-resident: \$6,786 Percent of Peers: 89.8

Financial Aid Awarded and Unmet Student Financial Need, 1997-98

Average Award Paid Per Recipient: \$5,242 Average Unmet Financial Need Per Recipient: \$3,509

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

Race/ Ethnicity	All NMHU Students F97	New NMHU NM Freshmen F97	NM High School Graduates 96-97	NM ACT Test Takers 96-97
	%	%	%	%
American Indian	4.9	10.2	11.2	8.1
Asian	0.9	1.1	1.6	1.9
Black	3.5	3.2	2.2	1.6
Hispanic	59.9	69.6	39.8	31.1
White/Other	28.0	12.4	45.3	40.9
Nonresident alien/Unknown	2.7	3.5	0.0	16.3

******Student Progress and Success in Our Universities******

Freshman Persistence Rates - Fall to Fall Terms

Race/Ethnicity and Sex	% Entered Fall 1997 (N = 262) and Still Enrolled Fall 1998
American Indian	48.5
Asian	50.0
Black	45.5
Hispanic	50.6
White/Other	48.7
Nonresident alien/Unknown	57.1
Men	45.7
Women	54.8
Overall	50.0

Graduation Rates of Full-time First-time Degree Seeking Freshmen

Race/Ethnicity and Sex	Entered Fall 1991 N	% Assoc. Deg. in 3 yrs.	% Bach. Deg. in 6 yrs.	% Still Enrolled after 6 yrs.	% Graduated or Still Enrolled
American Indian	22	0.0	13.6	13.6	27.2
Asian	0	—	—	—	—
Black	8	0.0	12.5	12.5	25.0
Hispanic	278	0.0	24.1	9.7	33.8
White/Other	40	0.0	32.5	0.0	32.5
Nonres. alien/Unknown	<u>1</u>	0.0	0.0	0.0	0.0
Men	163	0.0	18.4	8.0	26.4
Women	<u>186</u>	0.0	29.0	9.7	38.7
Overall	349	0.0	24.1	8.9	33.0

New Mexico Highlands University

*****Effective and Efficient Use of Resources*****

Primary Mission Expenditures: Instruction, Research and Public Service as a Percent of Total Educational and General Expenditures, 1996-97

Percent for Institution: 58.4 Percent for Peers: 45.8

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97
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Percent for Institution: 8.5 Percent for Peers: 11.0

*****Academic Quality and a Quality Learning Environment*****

Faculty and Staff Profile by Ethnicity and Sex - Fall 1997

Race/Ethnicity and Sex	% Full-time Faculty N = 142	% Full-time Staff N = 247
American Indian	0.0	0.8
Asian	0.7	9.3
Black	0.7	2.0
Hispanic	29.6	67.2
White/Other	69.0	20.7
Nonresident alien/Unknown	0.0	0.0
Men	63.4	36.0
Women	36.6	64.0

Full-time Faculty with Terminal Degrees - Fall 1997: 83%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions, Fall 1997
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Average Salary: \$39,151 % of Peer Avg.: 89.2 Average Compensation: \$49,722 % of Peer Avg.: 91.6

Percent of Student Credit Hours Taught by Tenured/Tenure-track Faculty Fall 1997

Course Level	% Regular Instruction	% Irregular Instruction (e.g. labs, theses, internships, indep. studies)
Lower Division	70.1	32.5
Upper Division	73.7	65.0
Graduate Division	77.9	36.5
Overall	72.2	52.4

External Accreditations

NMHU	North Central Assn. Of Colleges & Schools
School of Education	NM State Dept. of Education, Nat. Council for Accred. Of Teacher Education (pending)
School of Social Work	Council on Social Work Education
Chemistry Program	Am. Chemical Soc.
School of Business	Assn. Of Collegiate Business Schools & Programs

Institutional Profile of Western New Mexico University

Mission Statement *Western New Mexico University provides affordable, accessible, quality educational opportunities for citizens of New Mexico; emphasizes teaching excellence; offers certificate, associate, baccalaureate; and graduate programs; focuses on strong teacher preparation, other professional programs, and vocational education; incorporates strong comprehensive general education based on defined outcomes; creates opportunities through advanced technology and telecommunications for communities it serves; promotes access to information and outreach to global community; seeks to preserve and enhance rich cultural heritage of region; proudly supports unique opportunities afforded by its diversity; commits to professional growth for faculty, staff and students; seeks continuous improvement in its academic, fiscal, and community activities; builds collaborative relationships within communities that support educational, cultural, community, and economic development needs of the region and state.*

Fall 1998 overall main campus headcount enrollment by level:

Undergraduate	1,645
Non-degree	149
Graduate	321

Number of program majors offered at the following degree levels:

Associate	12
Bachelors	35
Masters	8

1998-99 total current fund revenue for main campus:

\$18,421,388

1998-99 State appropriations as a percent of main campus operating budget:

71%

HIGHLIGHTS:

Mission-Specific Programs and Activities

- Certificate, two year, four year, and graduate programs in education, business administration, social work, vocational training, nursing, occupational therapy assistant, the arts and sciences prepare students for workforce employment and for more advanced academic work. WNMU's 51-hour general education program is based on specifically stated outcomes designed to enhance skills of writing, oral communication, critical thinking, computer literacy, and mathematics. A community service component is included for all students.
- WNMU is proud that its open admissions policy presents opportunities to students who otherwise might not have access to a quality higher education experience through its open admissions policy. A large proportion of WNMU students can be characterized as high risk. Placement testing of incoming students puts about 90 percent into remedial mathematics, writing or reading courses. WNMU provides academic support in addition to remedial course work through a coordinated system of academic advising and placement, an early alert system, tutoring, supplemental instruction, an academic skills course, and a learning resource center. Encouraged by recent improvements in the freshman retention rate, WNMU continues to improve and expand programs for at-risk students. A Title III grant for Hispanic Serving Institutions continues to reinforce these institutional efforts.
- Access also requires that a high quality education be affordable. About 92% of WNMU students qualify for financial aid of some sort. WNMU, cognizant of students severely limited ability to afford the cost of higher education, practices fiscal conservatism in an effort to moderate tuition and fees increases.
- WNMU is committed to excellence in teaching. Students' evaluation of instructors indicate that overall, instructors are consistently rated very good to excellent. Recent faculty and staff training and professional development opportunities include workshops in diversity, programs to encourage understanding and celebration of the cultures of the southwestern region, grant writing, and developing World Wide Web-based courses. Exemplary teaching grants also serve as an incentive to faculty to introduce innovations in the classroom.
- The National Council for Teacher Accreditation (NCATE) accredited School of Education (SOE) is known for its innovative teacher education curriculum and its cooperative programs with PD12 schools. SOE initiatives include course reform, sponsored by the Collaborative for Excellence in Teacher Preparation (CETP), and designed to incorporate math, science and technology into the teacher preparation curriculum; sharing a faculty member with a local school district; school-based sites; and incorporating classroom-based research projects into the teacher preparation program. The Gallup Graduate Studies Center offers masters level programs in counseling, special education and educational leadership. Approximately one-third of the 215 students at Gallup are Native American.

- WNMU signed memoranda of understanding with two higher education institutions in Chihuahua, Mexico, that promote student and faculty exchanges, guest lectures, intensive language and culture courses, and economic development activities for citizens of both nations.
- WNMU is about opportunities for academically under-prepared students to explore educational options and enhance their earning capacities. Opportunities for business and industry in a rural remote section of the state to use appropriate technology and to employ a trained workforce; opportunities for the public schools and the healthcare providers to collaborate on programs that enrich the lives of Southwest New Mexicans; opportunities for enrichment through celebration of the diverse cultures of the region, and; opportunities to help develop the region into a more diversified, viable economy and to establish business relationships with Mexico.

Recent Accomplishments

- WNMU's School of Education received NCATE approval for both its initial and advanced teacher preparation programs. Noted in the team report were the attention to multicultural and global perspectives incorporated into the program, the high quality of instruction in a caring environment, and collaboration with area school districts. NCATE accreditation marked the seventh in a series of successfully completed accreditation or reaccreditation reviews for WNMU in just two years.
- The university participates in the Quality New Mexico Award Program. WNMU received Piñon Awards in 1994 and 1995, and moved up to Roadrunner Awards in the last three years. The award application provides a framework for setting performance goals tied to its strategic plan, establishing benchmarks, and identifying relevant accountability standards. The University is recognized as a leader in using continuous quality improvement as a management tool in higher education. University leaders were invited to chronicle the quality journey at the 1998 North Central Association annual meeting.
- The University external financial audit had no material findings in the last two years.
- The Office of Financial Aid is among 147 schools that participate in the U. S. Department of Education's Quality Assurance Program. This program sets performance goals, establishes benchmarks, and identifies relevant accountability standards.
- WNMU is collaborating with ENMU, NMHU and NMIMT in installing a new management information system to improve service to the students and enhance data collection and reporting capabilities.
- The WNMU Foundation increased its assets by 75 percent and disbursements by 100 percent over the past two years.

Contributions to New Mexico

WNMU efforts to enhance the workplace opportunities for citizens of southwestern New Mexico include the following initiatives:

- WNMU administers a Welfare to Work grant for the region. The program, offered at centers in Deming, Lordsburg, Silver City and Truth or Consequences, is designed to decrease dependency on public assistance. Activities include assessing current welfare recipients' skills, attributes, and needs; providing job training and work skills development to recipients; and identifying potential employment opportunities.
- The Adult Education Services program was cited as a model state program. Its mission is to provide literacy training, citizenship, computer skills, and GED preparation for hundreds of citizens in the region.
- WNMU's Small Business Development Center supports efforts to diversify the economy. Program staff work with the small business community by providing entrepreneurship and financial consulting, educational opportunities, and planning assistance.
- Technology training carried out in collaboration with regional public school districts enhances essential skills for both teachers and students.
- Economic development professionals from throughout the region attend WNMU's annual Economic Development course. It is one of only twenty nationally accredited American Economic Development Council courses in the nation.
- The NAFTA Institute is an opportunity for business people on both sides of the border to acquire practical knowledge in international trade. Participants in the institute report success in developing viable businesses.
- WNMU offers continuing professional education opportunities to teachers, counselors, social workers, nurses, and occupational therapy assistants in the southwestern New Mexico region, giving these service providers the opportunity to remain current in their profession. The Continuing Education program also provides general education courses in Deming and Truth or Consequences, and coordinates the Elderhostel program.
- The Southwest Center for Resource Analysis works with local and county governments, businesses and ranchers to carry out applied research on resource use and economic development issues.
- The WNMU Museum holdings include a nationally recognized collection of Mimbres pottery and regional artifacts of interest to students and researchers, as well as community members and tourists.

Western New Mexico University

*******Accessible and Affordable University Education*******

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers, 1997-98
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Resident: \$1,564 Percent of Peers: 71.6 Non-resident: \$5,652 Percent of Peers: 73.2

Financial Aid Awarded and Unmet Student Financial Need, 1997-98
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Average Award Paid Per Recipient: \$4,868 Average Unmet Financial Need Per Recipient: \$1,941

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

Race/ Ethnicity	All WNMU Students F97	New WNMU NM Freshmen F97	NM High School Graduates 96-97	NM ACT Test Takers 96-97
	%	%	%	%
American Indian	2.0	0.4	11.2	8.1
Asian	0.4	0.0	1.6	1.9
Black	1.7	0.7	2.2	1.6
Hispanic	38.4	44.8	39.8	31.1
White/Other	53.2	49.0	45.3	40.9
Nonresident alien/Unknown	4.3	5.1	0.0	16.3

*******Student Progress and Success in Our Universities*******

Freshman Persistence Rates - Fall to Fall Terms
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Race/Ethnicity and Sex	% Entered Fall 1997 (N = 321) and Still Enrolled Fall 1998
American Indian	100.0
Asian	—
Black	25.0
Hispanic	53.6
White/Other	53.4
Nonresident alien/Unknown	36.8
Men	46.5
Women	57.1
Overall	52.3

Graduation Rates of Full-time First-time Degree Seeking Freshmen

Race/Ethnicity and Sex	Entered Fall 1991 N	% Assoc. Deg. in 3 yrs.	% Bach. Deg. in 6 yrs.	% Still Enrolled after 6 yrs.	% Graduated or Still Enrolled
American Indian	13	0.0	7.7	0.0	7.7
Asian	1	0.0	0.0	0.0	0.0
Black	9	0.0	11.1	0.0	11.1
Hispanic	123	0.8	9.7	4.9	15.4
White/Other	119	0.8	21.8	5.9	28.5
Nonres. alien/Unknown	<u>8</u>	0.0	25.0	0.0	25.0
Men	153	1.3	15.0	3.3	19.6
Women	<u>120</u>	0.0	15.8	6.7	22.5
Overall	273	0.7	15.4	4.8	20.9

Western New Mexico University

*****Effective and Efficient Use of Resources*****

Primary Mission Expenditures: Instruction, Research and Public Service as a Percent of Total Educational and General Expenditures, 1996-97

Percent for Institution: 45.2 Percent for Peers: 46.8

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97

Percent for Institution: 11.1 Percent for Peers: 11.9

*****Academic Quality and a Quality Learning Environment*****

Faculty and Staff Profile by Ethnicity and Sex - Fall 1997

Race/Ethnicity and Sex	% Full-time Faculty N = 91	% Full-time Staff N = 198
American Indian	1.1	1.0
Asian	0.0	0.0
Black	0.0	1.0
Hispanic	14.3	57.1
White/Other	84.7	40.4
Nonresident alien/Unknown	0.0	0.5
Men	50.5	36.4
Women	49.5	63.6

Full-time Faculty with Terminal Degrees - Fall 1997: 92%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions, Fall 1997

Average Salary: \$37,110 % of Peer Avg.: 87.5 Average Compensation: \$48,259 % of Peer Avg.: 91.4

Percent of Student Credit Hours Taught by Tenured/Tenure-track Faculty Fall 1997

Course Level	% Regular Instruction	% Irregular Instruction (e.g. labs, theses, internships, indep. studies)
Lower Division	77.2	56.0
Upper Division	74.8	96.1
Graduate Division	66.6	100.0
Overall	75.7	68.8

External Accreditations

WNMU	North Central Assn. Of Colleges & Schools
Business, Econ. & Publ. Admin. (Bachelors and masters degree progs.)	Assn. Of Collegiate Business Schools & Programs
Nursing (Associate degree prog.)	Nat. League for Nursing
Occupational Therapy Asst. (Associate degree prog.)	Accred. Council for Occupational Therapy Education
School of Education (Bachelor & Masters degree progs.)	Nat. Council for Accred. Of Teacher Education
Child Develop. Center	Nat. Academy of Early Childhood Programs