

Institutional Profile of Eastern New Mexico University

Mission Statement

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 associate's, 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 - To prepare students for careers and advanced study, impact citizen and leadership skills and values; support and expand the role of education and excellent teaching at all levels, and enable citizens to respond to a rapidly changing world.

Fall 1999 overall main campus enrollment by level:	
Undergraduate	2,984
Non-degree	251
Graduate	342
Total	3,577
 Total FTE	 2,905

Number of program majors offered at the following degree levels:	
Associate	5
Bachelor's	43
Master's	15

1999-2000 total current fund revenue for main campus:	\$50,403,610
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1999-2000 State appropriations as a percent of main campus operating budget:	46%
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Mission-Specific Programs and Activities

- A new emphasis (Electronic Engineering Technology Composite) and a new degree (Bachelor of Applied Science) were created to address emerging fields in technology.
- Through the efforts of the new Freshman Year Program and the Freshman Year Seminars (inaugurated last year), retention of first-time, full-time freshmen students increased to 61% for fall 1999, the highest percentage in several years. Percentages of minority students retained into their sophomore year also increased (African American from 27% to 44%; Hispanic from 52% to 57%, and Native American from 61% to 71%).
- The Summer Immersion Program in Mérida, Yucatán, México, is in its sixth year, offering Eastern students the opportunity to live in Mérida while studying the language and culture of the area in a four-week intensive program. The program included Spanish teachers from high schools and junior colleges and college students.
- Meeting its commitment to provide students with state-of-the-art technology, Eastern maintains a ratio of one computer for each 12 on-campus students in open computer labs. In addition to these, small computer labs are available in students' residence halls.
- In the Spring 1999 Student Satisfaction Inventory (administered in alternate springs to a cross-section of ENMU students), students reported satisfaction with categories of academic advising, campus climate and support services. These score were above national norms and exceeded scores from 1997. Based on 1997 results, the university concentrated efforts to improve areas of financial aid and registration. Satisfaction with financial aid services increased from 4.47 to 4.72 from 1997 to 1999; satisfaction with ease of registration improved from 4.81 to 5.05, both well above national norms.

Recent Accomplishments

- Eastern was invited to present our model of technology-assisted “engaged learning” at two national meetings, the American Association of Colleges and Universities (AAC&U) and the American Association of State Colleges and Universities (AASC&U).
- Eastern received a planning grant award from the Pew Charitable Trusts to develop a multi-year proposal with five selected collaborating institutions on the portfolio assessment of the undergraduate learning experience.
- Eastern was selected as one of 20 participants (from 99 applicants) in a three-year project for the National Council for Accreditation of Teaching Education (NCATE) to pilot and assess the professional development school standards.
- While each ENMU academic department conducts end-of-program assessments of graduating seniors, we wish to highlight the assessments in the College of Fine Arts. Presentations by students in art, music, and theatre before a panel of students, faculty, professionals in the field, and community members assess the student’s oral and written presentation of his/her portfolio of work.
- Proud of its heritage serving farming and ranching communities, and breaking its own record from last fall, Eastern hosted the largest national intercollegiate rodeo competition in history—over 500 competitors.
- Eastern’s commitment to the academic success of its student athletes resulted in particularly strong performances. Eastern’s student athletes earned cumulative GPAs of 2.88 in the spring 1999 semester.
- Eastern is proud of the 531 students in spring, 1999, receiving the New Mexico Lottery Success Scholarships.

Special Contributions to New Mexico

- Faculty and students of Eastern’s Anthropology Department and Agency of Conservation Archeology conducted the cultural resource surveys on US Highway 70 in Chaves and Roosevelt Counties during recent and on-going road construction and improvements.
- Faculty and students of Eastern’s College of Business conducted marketing audits for ten private businesses in Roosevelt and Chaves Counties and are currently conducting an economic impact study for Roosevelt County.
- President Everett Frost has recently been installed as president of the Western Interstate Commission for Higher Education (WICHE), an organization of 13 western states formed to respond to state and regional issues of higher education. He also serves on the Education Initiative and Accountability Task Force, the only representative from higher education appointed.
- ENMU’s Broadcast Center and Director Duane Ryan celebrated their 25th anniversary of service to the region. Serving as a “hands-on” training laboratory for students majoring in mass communications, graphic arts, and allied courses, these students comprise a large part of the production and operations segment of the Broadcast Center’s work force while they are receiving valuable and practical training in their field of interest.

Faculty Role and Contributions in Instruction, Research, Institutional Service and Public Service **Expected Distribution of Faculty Effort**

As a comprehensive institution, Eastern New Mexico University follows the national norm of expecting 24 credit hours of instruction per year of its full-time faculty. Teaching expectations also include meeting with students, holding office hours, and communicating with students via email; advising students in the major or who are assigned by the advising office; guiding students through master’s theses, senior projects, or other independent research; maintaining the relevance and currency of course content through reading, research, and interaction with professional organizations; and assuring that the department’s or program’s curriculum remains consistent with advances in the field. Faculty are expected to conduct research that is appropriate to their instructional assignment and which advances their effectiveness as an instructor, involving students, whenever possible, in their research. Primary and applied scholarship, creative activity, and research in the scholarship of teaching are all acceptable areas for faculty research. Service expectations are broadly defined as enhancing the student learning environment. Faculty serve as sponsors for campus organizations, as informal advisors, or in other support roles as appropriate. Faculty are expected to contribute to University governance through committee service and to the faculty member’s professional or disciplinary organizations, as appropriate. Faculty are also encouraged to contribute to the community as consultants, volunteers, or in other community roles.

Description of Tenure/Promotion Evaluation Process

ENMU’s tenure/promotion evaluation process follows guidelines recommended by the American Association of University Professors (AAUP) and are defined in ENMU’s Faculty Handbook. Faculty in their first six years of employment or who are applying for promotion are required to submit a file of their teaching, scholarly or creative activity, and service for review by department peers, the chairperson, the college dean, the graduate dean, and the Vice President for Academic Affairs. These

recommendations are forwarded to the President for final disposition. At each stage of this review, written evaluative comments are returned to the candidate, who has the option to respond to the evaluation before the file proceeds to the next level.

Description of Post-Tenure Review Process

ENMU's post-tenure review follows the guidelines mandated by the New Mexico Legislature (21-7-1, effective April 5, 1995). This process addresses the three areas of teaching, scholarly activity, and service, but focuses particularly on teaching. An unsatisfactory evaluation requires a probationary period, with required professional development. The loss of tenure, following due process procedures, is possible if the evaluation remains unsatisfactory. The review of tenured faculty is on a five-year cycle; faculty members under review submit a file documenting their teaching, scholarly activity, and service for review by a committee of peer faculty, the department chair, and the college dean. Appeals are reviewed by an elected university-wide faculty review committee. After review by the Vice President for Academic Affairs, recommendations go to the President for final disposition.

Description of Service Expectations within the Department/University/Profession

Service is a dimension of academic responsibility. Within departments, this may include service as committee chair, program assessment coordinator, service on search committees both within and beyond the department, and work with student organizations as a sponsor or advisor. Student advising and participation in registration activities are also faculty expectations.

Service on university committees, whether appointed or elected, is also an important consultative role that faculty are expected to fill. These include oversight committees for general education, curriculum, assessment, teacher education, and many others that cross college and program boundaries. Some faculty are particularly active in their professional organizations, holding state, regional, or national office. Normally, faculty will balance their service activities to fit their own strengths and to meet department needs. On average, all faculty serve on three or four committees, meeting anywhere from weekly to once a semester, with responsibilities to review materials, contribute to deliberations, and report back to or gather opinions from the faculty members' constituency group.

Instruction Highlights

- **Average class size by level**

Undergraduate, lower division	24
Undergraduate, upper division	16
Graduate	8

- **Student/Faculty ratio**
17:1

- **Measure of Tenured/Tenure-track faculty participation in irregular instruction such as dissertation, independent studies, overseeing internships, and others**
Out of 111 tenure/tenure-track faculty, 75 faculty taught irregular courses, an average of 13.8 hours per faculty member. A number of ENMU faculty teach labs that do not generate student credit hours and are not part of this calculation.

- **Description of instructor/course evaluation process**
At ENMU, students evaluate instructors in their classes each fall; evaluations are also administered in the classes of all probationary faculty and most tenured faculty in the spring semester, as well as in their summer classes. While departments have always required annual evaluations of instructors by their classes, with a review of these results by the department chair, a committee of the Faculty Senate is now designing a new, campus-wide instrument for students' evaluation of their instructors. A required classroom visitation by a teaching colleague is also under discussion as a part of the annual evaluation of teaching for all faculty.

- **Description of how results of outcomes assessments of student learning are used**
Since 1986, ENMU has administered various assessments of student learning and used them to revise curriculum, adjust teaching pedagogy, and modify requirements. Currently, each program has in place an assessment plan that is reviewed by the department faculty each semester, during the university's Assessment Day activities. An example of changes that have occurred as a result of assessment data are as follows: implementation of new end-of-program assessments that prepare students for the job market and work force; revision of general education requirements; the implementation of Freshman Seminar, with strong components in writing, critical thinking, and technology use; the revision of academic developmental programs, including changes to the cut-off scores for placement. Several programs have added oral components to their end-of-program assessments; others have implemented portfolio assessments in senior capstone courses. Recognizing that many campus services support student learning, ENMU regularly assesses student satisfaction with campus services such as tutoring, health services, computer services, and student life offices.

- **Description of faculty role in advising students**

Since all first-year students take Freshman Seminar, their first academic advisor is their Freshman Seminar faculty instructor. By the end of their sophomore year, students select or are assigned a faculty advisor in their major field. Transfer students are assigned or request a faculty member in their area of interest. Faculty advisors provide academic and career advice to students. They also serve as a liaison or referral for students in obtaining information about scholarships, tutoring assistance, or any other campus service. Faculty advisors keep in contact with advisees via email, phone, and personal contact. Students receive midterm grades from their advisors and meet periodically to review course schedules, progress toward degree completion, and career advising.

Research Highlights

- Faculty from the College of Business have published recent articles in *The New Accountant: High School edition*, *Agribusiness: An International Journal*, and *Southwest Business Symposium Proceedings*. They have also presented papers at the following regional and national conferences: New Mexico Higher Education Assessment Conference, National Conference of Students in Transition, Southwest Business Symposium, International Conference of Information Resources Management Association, Mountain States Management Conference, Association of Business Communications Conference, Southwestern Business Administration Teaching Conference. Two of the papers presented were also published in conference proceedings.
- Music faculty of the College of Fine Arts performed in several national and international forums, including the Marion Anderson Vocal Competition in Baltimore, MD; the Illinois Summer Youth Music Trombone Campus; the “August in Hiroshima” Arts Series; and the New Jersey International Verismo Opera; art faculty members presented a solo photography show in Abilene Christian University and exhibited at three juried exhibits.
- Four faculty from the College of Education and Technology are recent recipients of nationally competitive grants: two grants for recruiting Native American and Hispanic students for a “Multicultural Scholars” grant, a child care training and technical assistance program (through CYFD) to serve five counties in eastern New Mexico, a GOALS 2000 grant for collaborations with K-12 educators to design an assessment tool for elementary education students, and a career ladder grant for teacher paraprofessional interested in entering the teaching ranks; Education faculty has submitted a book manuscript for consideration; two articles and a review essay have been submitted in the past year by the same faculty member.
- The College of Liberal Arts and Sciences wishes to showcase several faculty publications in the *Journal of Steroid Biochemistry and Molecular Biology*, *J. Phytopathology*, *The Smithsonian Book of North American Mammals*, and the *Journal of Archaeological Science*, *Language, Speech and Hearing Services in the Schools*. A senior anthropology faculty member has been invited to contribute an essay on prehistoric technology’s effect on new Mexico for the last State Government Blue Book of the 20th century.
- Faculty publications include an anthology, *The Emerging Cyberculture: Literacy, Paradigm, and Paradox*; the instructor and student guide for the textbook, *America: A Concise History*.

Institutional/Public Service Highlights

- Eastern faculty members serve as technology consultants to Portales and Clovis schools; they are members of civic organizations and serve on finance committees and as board of directors for the Chamber of Commerce, La Casa de Buena Salud, the Community Services Center, and many other organizations.
- Eastern music faculty and students regularly perform at civic events and in area schools to communicate the important role of the arts in education. The ENMU Steel Drum Band was featured at “Cannon Fest” at Cannon AFB.
- The Broadcast Center at Eastern New Mexico University continues to provide daily radio and television broadcasts to the citizens of Eastern New Mexico. KENW/KMTH-FM are regional FM radio stations serving all of Eastern New Mexico and parts of West Texas with a full service public radio schedule 24 hours per day. KENW-TV provides the public with 19 hours a day of public television programming as the only public TV station available to those who live on the eastern side of New Mexico. During the weekdays during the normal school year, the station’s broadcast schedule is primarily devoted to instructional programming that can be used in elementary and secondary classrooms. A programming guide is furnished to each teacher in the viewing area, and to those “Home Schoolers” who request it. The Broadcast Center also serves as the distribution center for four channels of interactive live college level instructional classes to the Roswell and Ruidoso campuses, Clovis Community College, New Mexico Junior College, Cannon Air Force Base. In addition to college level courses, various high schools can receive ITFS classes that allow high school seniors to take some college level courses.
- Blackwater Draw Museum and Site are extremely popular educational and interpretive venues for students and tourists in the area. Over 10,000 visitors were welcomed last year, many of whom had the opportunity to see the newly stabilized excavation site.

- The College of Education launched an innovative professional development program via distance technology to prepare in-service teachers to earn ESL endorsement. Through a series of videos, collaborative group work, school-based research, and regular contact by phone and email with faculty, program participants with complete 12 credit hours toward alternative endorsement in ESL.
- The Assessment Resource Office annually organizes a statewide assessment conference. Last year's event attracted over 300 participants, demonstrating strong statewide interest in assessment. This year's submission of thirty-nine proposals was the highest in the conference's history; 12 of those proposals were from faculty at ENMU.

Eastern New Mexico University

Accessible and Affordable University Education

<u>Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers</u>				
Per-Capita Income	Relative to Nation:	75.5%	Relative to Peers:	81.1%
	<u>Resident</u>	<u>Percent of Peers</u>	<u>Non-Resident</u>	<u>Percent of Peers</u>
1997-98	\$1,716	73.8%	\$6,378	81.7%
1998-99	\$1,752	71.8%	\$6,510	80.3%

<u>Financial Aid Awarded and Unmet Student Financial Need</u>		
	<u>Average Award Paid Per Recipient</u>	<u>Average Unmet Financial Need Per Recipient</u>
1997-98	\$6,143	\$3,226
1998-99	\$6,164	\$3,454

<u>Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers</u>						
Race/Ethnicity	<u>Total Enrollment</u>		<u>Freshmen</u>		<u>NM HS Graduates</u>	<u>NM ACT Takers</u>
	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>1997-98</u>	<u>1997-98</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
American Indian	2.5	2.5	5.3	3.2	11.2	8.7
Asian	1.0	1.0	0.5	1.4	1.5	1.6
Black	3.4	3.7	2.7	3.7	2.1	1.7
Hispanic	21.5	22.1	28.2	29.0	41.5	31.0
White/Other	70.1	68.9	63.1	61.1	43.7	40.4
Nonresident Alien/Unknown	1.5	1.7	0.2	1.6	0.0	16.6

<u>Transfer Students from NM 2-Yr Colleges, Including Branches in Fall 1994</u>	
NM 2-Yr and Branches Total	202
NM Public 4-Yr Total	42
<u>All Other Transfers</u>	<u>143</u>
All Fall 1994 Transfers	387

Effective and Efficient Use of Resources

<u>Primary Mission Expenditures: Instruction, Research, and Public Service as a Percent of Total Educational and General Expenditures, 1996-97</u>			
Percent for Institution:	48.4%	Percent for Peers:	48.3%

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

Eastern New Mexico University

Student Progress and Student Success

<u>Freshman Persistence Rates – Fall to Fall Terms</u>		
<u>Race/Ethnicity & Sex</u>	Entered Fall 1997 (N=504) % Enrolled Fall 1998	Entered Fall 1998 (N=607) % Enrolled Fall 1999
American Indian	60.9	72.2
Asian	50.0	55.6
Black	26.7	41.4
Hispanic	51.6	58.7
White/Other	60.3	64.0
<u>Nonresident Alien/Unknown</u>	60.0	44.4
Men	49.2	57.0
<u>Women</u>	64.3	64.5
Overall	57.1	61.3

<u>Graduation Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years</u>							
<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1992</u>				
	<u>N</u>	<u>% Grad & Still Enr</u>	<u>N</u>	<u>% Assoc. Deg 3 Yrs</u>	<u>% Bach. Deg 6 Yrs</u>	<u>% Still Enr After 6 Yrs</u>	<u>% Grad & Still Enr</u>
American Indian	13	23.1	9	0.0	22.2	0.0	22.2
Asian	8	37.5	4	0.0	50.0	0.0	50.0
Black	33	21.2	19	0.0	26.3	0.0	26.3
Hispanic	151	27.1	167	0.0	24.0	3.0	26.9
White/Other	374	36.3	372	0.3	27.2	4.3	31.5
Nonres. Alien/Unknwn	1	0.0	2	0.0	0.0	0.0	0.0
Men	258	26.7	248	0.0	18.5	3.2	21.8
Women	322	37.5	325	0.3	32.0	4.0	36.0
Overall	580	32.7	573	0.2	26.2	3.7	29.8

<u>Transfer Student Completers</u>				
	<u>Students Who First Started at the Institution</u>	<u>Transfers from NM 2-Yr and Branches</u>	<u>Transfers from NM Pub 4-Yr Colleges</u>	<u>All Other Transfer Students</u>
Total Enrolled in Fall 1994	1,819	202	42	143
% Grad by Aug '99	39.1%	30.7%	19.0%	28.0%
% Still Enrolled in Sep '99	5.3%	4.5%	4.8%	4.9%

Eastern New Mexico University

Academic Quality and a Quality Learning Environment

Faculty and Staff Profile by Ethnicity and Sex – Fall 1997

<u>Race/Ethnicity & Sex</u>	<u>Full-Time Faculty % (N=139)</u>	<u>Full-Time Staff % (N=364)</u>
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
<u>Nonresident Alien/Unknown</u>	<u>0.0</u>	<u>0.0</u>
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

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

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

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 1998</u>	
	<u>Regular Instruction %</u>	<u>Irregular* Instruction %</u>	<u>Regular Instruction %</u>	<u>Irregular* Instruction %</u>
Lower Division	54.1	66.5	54.0	56.9
Upper Division	73.6	24.1	66.9	30.6
<u>Graduate Division</u>	<u>88.1</u>	<u>100.0</u>	<u>77.3</u>	<u>93.9</u>
Overall	62.2	45.1	59.0	44.9

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

External Accreditations

ENMU
 School of Music
 College of Business
 Communicative Disorders
 Nursing
 Teacher Education Program
 Chemistry Program

North Central Association of Colleges and Schools
 National Association of Schools of Music
 Association of Collegiate Business Schools and Programs
 American Speech-Language-Hearing Association
 National League for Nursing
 National Council for Accreditation of Teacher Education
 American Chemical Society