

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 threefold:

- *Helping students learn creative approaches to complex issues*
- *Creating and communicating knowledge*
- *Solving technical and scientific problems*

Fall 1999 overall main campus enrollment by level:	
Undergraduate	1,047
Non-degree	169
Graduate	295
Total	1,511
Total FTE	1,274.46

Number of program majors offered at the following degree levels:	
Associate	2
Bachelor's	21
Master's	16
Doctorate	7

1999-2000 total current fund revenue for main campus:	\$70,137,369
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1999-2000 State appropriations as a percent of main campus operating budget:	36%
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Mission-Specific Programs and Activities

Founded more than a century ago as a mining school by the Legislature of the New Mexico Territory, New Mexico Institute of Mining and Technology has developed into a research and educational institution of world renown. Today, New Mexico Tech, offers degrees in seven ABET (Accreditation Board for Engineering and Technology) accredited engineering fields (chemical, electrical, environmental, materials, mechanics, mineral and petroleum) and in fourteen other science and technology fields.

The educational experience at New Mexico Tech stresses the importance of the individual student. With a student-to-faculty ratio of 11-to-1, the undergraduate experience consists of small classes, which foster communication and interaction between professors and students. Hands-on research opportunities are available to both graduate and undergraduate students through the various academic departments, or through New Mexico Tech's associated research entities: the Research and Economic Development Division, the Energetic Materials Research and Testing Center, the Petroleum Recovery and Research Center, and the New Mexico Bureau of Mines and Mineral Resources.

Recent Accomplishments

New Mexico Tech and its alumni, students and faculty are the recipients of significant awards and high academic recognition. As leaders in their fields, New Mexico Tech's alumni are highly respected by their peers.

- In 1999, Dr. Corale Brierley (NMT, B.S., Biology; M.S., Chemistry) received the New Mexico Tech Alumni Association's Distinguished Achievement Award and was awarded membership in the National Academy of Engineering (NAE), one of the highest professional distinctions that can be acquired in engineering.
- New Mexico Tech alumnus and NASA scientist Michael Zolensky, with his collaborator, discovered water in a meteorite that fell on northern Mexico in 1969 and another that came to Earth last year in Texas. The finding implies that water was more prevalent during the formation of the solar system than was previously believed. Results of his study were recently published in *Science*
- Drs. Michael Hiskey and Darren Naud, who earned their doctoral degrees in chemistry at New Mexico Tech, are members of a team of Los Alamos National Laboratory researchers who developed the first low-smoke pyrotechnics. Their work received a prestigious R&D 100 Award, given annually to the 100 most technologically significant products developed worldwide.
- New Mexico Tech was the undergraduate origin of 52 recent (1991-1995) 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 (NSF-96-334), which ranks New Mexico Tech sixth in the nation of 690 "specialized institutions" nationwide. The success in graduate programs is a continuation of a study reported in *The Chronicle of Higher Education* in 1985 in which New Mexico Tech

ranked 28th out of 1500 institutions in the percentage of its B.S. recipients who received Ph.D.s in science or engineering that were awarded between 1951 and 1980. In that study, Tech was tied with Cornell and Johns Hopkins Universities.

- James Wren, recipient of New Mexico Tech's 1999 Langmuir Award for Excellence in Research and a 1996 graduate in astrophysics, together with colleagues at Los Alamos National Laboratory, designed a robotic optical camera which, on January 23, 1999, detected the most powerful gamma-ray explosion ever observed in the universe. The device allowed astronomical observations to begin almost instantly and resulted in a paper in the prestigious journal *Nature* on April 1, 1999.
- Thomas Silverman, who earned his master's degree in hydrology in 1999, received the American Geophysical Union's Outstanding Student Paper Award for a presentation at the 1999 Spring Meeting. Biniam "Ben" Yusuf, a 1996 graduate in metallurgical engineering who works at Hughes Spectrolab as a process engineer, received the Hughes Technical Excellence Award, in recognition of his significant technical contributions.

New Mexico Tech students also rank high in many competitions.

- In May, 1999 at the annual meeting of the Society for Technical Communication (STC), New Mexico Tech's Student Chapter of STC received the Chapter Achievement Award, a Merit Award for its newsletter, and a Distinguished Service Award for former STC chapter president Rebecca Ideus. NMT geochemical doctoral candidate L. Jean Wardell received a prestigious fellowship from one of the major research offices of the U.S. Department of Energy. The award will help support her ongoing research on how volcanic emissions affect global climate change. Computer science master's student Cort Dougan created a Linux-based operating system that outperformed Microsoft's latest version of Windows in an impromptu computer security competition sponsored by Microsoft in August 1999. Nelia Dunbar, a geochemist with the New Mexico Bureau of Mines and Mineral Resources, was awarded a National Science Foundation grant to study ice from Mount Moulton, a 9,000-foot volcano in Antarctica. The ice sheet is likely to hold clues to Earth's climate over the past half-million years.

New Mexico Tech students also place well in team competitions.

- A team of electrical engineering students placed tenth overall in the senior division of the Sixth Annual Fire-Fighting Home Robot Contest, held at Trinity College in Hartford, CT.,. The international competition pitted 75 robots designed by individuals and teams from throughout the United States, Canada, Israel, Switzerland, and Thailand against one another in a time-dependent challenge. Three teams of environmental engineering students each won second place honors in three different environmental cleanup tasks at the Ninth Annual Waste-Management Education and Research Consortium (WERC) International Environmental Design Contest held at New Mexico State University.

Faculty at New Mexico Tech are awarded many prestigious honors.

- Dr. Allan L. Gutjahr, emeritus professor of mathematics, was named a Fellow of the American Geophysical Union (AGU) in 1999, an honor awarded to scientists who have attained acknowledged eminence in one or more branches of geophysics.
- Chemistry professor Tanja Pietraß received a grant from the Camille and Henry Dreyfus Special Grant Program in the Chemical Sciences to assist with the planned upgrade of the New Mexico Tech chemistry department's solid-state nuclear magnetic resonance (NMR) spectroscopy laboratory.
- Chemistry professor Christopher Paul Palmer was awarded the Presidential Early Career Award for Scientists and Engineers, the nation's highest award honoring young researchers at the start of their research careers. Palmer joined 59 other outstanding young scientists and engineers who were recognized at a White House ceremony on February 10th, 1999. Biology professor Snezna Rogelj received the U.S. Department of Energy Defense Programs Early Career Scientist and Engineer Award, making New Mexico Tech unique in having two young scientists in two years receive this outstanding award.
- Professor John Wilson, Hydrology, was awarded the 1999 New Mexico Tech Research Award, and Emily Nye, a Humanities Department professor and Director of Student Services, won the 1999 Distinguished Teaching Award.

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

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

Special Contributions to New Mexico

New Mexico Tech generates in excess of \$20 million in externally funded research each year. This funding comes from a variety of sources, including federal agencies and private industry.

- Nearly all of the funding from the National Science Foundation results from peer-reviewed proposals submitted by faculty members, where much of the strength lies in basic research. In contrast, nearly all of the Department of Defense funding went to applied research carried out by the Energetic Materials Research and Testing Center.
- Counter-terrorist programs started at the Energetic Materials Research and Testing Center (EMRTC) and was focused on developing technology to counter the effects of terrorist bomb attacks. As a result of that work New Mexico Tech is now a training center for the Department of Justice and the State Department with a budget that exceeds \$5 million per year. NMT has also recently obtained funding to conduct research in developing a detection system that can sense biological agents that could be used in a terrorist attack.
- New programs this year include: the Magdalena Ridge Observatory, a state-of-the-art astronomy observatory which will be built near Socorro, Bio-remediation research to investigate the remediation of mine tailings using vegetation uptake of heavy metals.
- The expansion of existing programs and the addition of new ones will increase the research base in the Socorro area by \$10 million in the coming year.

Faculty Role and Contributions in Instruction, Research, Institutional Service and Public Service

Expected Distribution of Faculty Effort

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

Description of Tenure/Promotion Evaluation Process

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

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

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

Description of Post-Tenure Review Process

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

Description of Service Expectations within the Department/University/Profession

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

Instruction Highlights

- **Average class size by level**

Undergraduate, lower division	20
Undergraduate, upper division	10
Graduate	3

- **Student/Faculty ratio**

FTE students per FTE Instructional Faculty 11:1.

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

Average number of student credit hours from irregular instruction per tenured/tenure-track: 18.6.

- **Description of instructor/course evaluation process**

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

- **Description of how results of outcomes assessments of student learning are used**

New Mexico Tech's Plan for Academic Assessment to the North Central Association of Colleges and Schools was submitted and accepted in 1996. In that Plan, every New Mexico Tech academic program formalized its assessment procedures with the intention of making assessment an integrated feature of the culture of New Mexico Tech. All programs at New Mexico Tech assess the learning of students in their programs through a set of tools that include: standardized tests, capstone courses, portfolio reviews, surveys, and program reviews of student evaluations. In 1999, New Mexico Tech academic programs began gathering data on student learning. In doing so, programs seek to link their learning objectives to New Mexico Tech's Strategic Plan, updated in 1998-1999 and approved by the New Mexico Tech Regents, and the budgeting process. Those programs first make their learning objectives known to students. Faculty then compare their expectations for student learning with student competencies, knowledge, skills, and values, and determine where improvement is needed, and then implement those changes.

Faculty, department chairs, and the Academic Affairs Associate Vice President are engaged in an ongoing conversation to improve student learning, retention, and graduation rates. A recently formed committee to design a First Year Experience at New Mexico Tech will work closely with the Assessment Committee to evaluate the data from assessment to improve the first year experience for New Mexico Tech students.

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

Faculty advisors serve as career and curricular mentors to New Mexico Tech students, who are assigned an advisor from their major department when they matriculate at New Mexico Tech.

When registering for each semester students meet with their advisors about what and how many courses to take. Advisors also meet during the course of the semester whenever the student wishes. Additionally, the advisor intervenes if the student is not performing well.

Research Highlights

New Mexico Tech research projects brought in \$22 million in funding FY1999-2000, in addition to \$8 million for research from the state of New Mexico. NMT's 194 research projects frequently include undergraduate students in research that would normally include only graduate students at most other universities. A total of 467 undergraduate students are employed to work on research contracts at New Mexico Tech in 1999.

- Langmuir Laboratory - Undergraduate students gain practical experience by joining New Mexico Tech professors in research on thunderstorms and lightning at Langmuir Laboratory west of Socorro and at other locations in the United States. In 1999 four NMT undergraduate students worked closely with their professors in building and testing the instruments that use radio waves to reveal the location of lightning channels inside thunderclouds. Other undergraduate students were in charge of building and firing small rockets to trigger lightning at Langmuir Laboratory in 1999 to determine what kind of lightning rods work best to protect people and property.
- The Magdalena Ridge Observatory (MRO) - New Mexico Tech and its partners have recently been funded for the initial year of a \$40 million project in building the Magdalena Ridge Observatory near South Baldy Peak in the Magdalena Mountains. Before the telescopes can be built the best site for the observatory must be found, based on the initial research in atmospheric turbulence. The report on turbulence will be a chapter in the environmental impact statement for MRO. Two undergraduate physics majors operate the telescope at the MRO test sites on Magdalena Ridge and have trained other students to continue their work.

Another project involving six undergraduate students is the Direct Measurement System, an improved version of a previous instrument that was effective but very expensive to run. The new System, designed by two students of electrical engineering, is also operated under contract for Trex Enterprises on the White Sands Missile Range. Therefore, the instruments serve both science and defense.

Over the past seven years, twenty-two undergraduate students have worked on MRO and its precursor projects. Of those, thirteen have finished their bachelor's degrees and gone on to high-paying jobs in industry. Two have obtained master's degrees; another is working on a Ph.D. Six are still undergraduates.

- Electrical Engineering Robotics Program - An interdisciplinary robotics research effort, which has led to the construction of a semi-autonomous mobile robot for humanitarian landmine detection, involved more than of ten undergraduate students over the last 18-months. The students played a pivotal role in the design, fabrication, and testing of custom analog/digital circuit boards. They also participated in writing driver software to interface these boards with available computers. In addition, during this past summer, electrical engineering professors worked with upper-division undergraduate electrical engineering students to teach a high school-level course involving the design, construction, and programming of mobile robots that can perform tasks such as navigate a maze and avoid objects.

Institutional/Public Service Highlights

- New Mexico Tech supports a State-approved teacher training program leading to secondary teacher certification in science and mathematics. Many teachers in: Socorro High School, Socorro Middle School, Belen High School, St. Pius X High School in Albuquerque, as well as other schools in New Mexico, have received their teacher training at New Mexico Tech. Many residents of Socorro have obtained their certification through New Mexico Tech's education program.
- Most New Mexico Tech faculty, through NMT's Consulting Scientist program, give lectures to high schools and middle schools throughout New Mexico. Faculty also participate as advisors and judges in the Science and Engineering Fair and the Science Olympiad, held annually on the New Mexico Tech campus.
- The Master of Science Teaching (MST) program currently enrolls 76 teachers actively seeking degrees in science teaching. Since its beginning in 1969 the MST program's focus has been to provide science, mathematics, engineering, and technology (SMET) content to practicing New Mexico educators. Approximately 10-20 MST students complete their degrees each year.
- The MST program received funding last summer from the prestigious Fulbright-Hayes Group Projects Abroad program, which allowed the MST program to send teachers enrolled in two of the eleven MST classes to Ghana, Africa, to conduct environmental science field-and-lab work there. The Fulbright-Hayes program is a part of the U.S. Department of Education.

New Mexico Institute of Mining and Technology

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: 84.3%		
	<u>Resident</u>	<u>Percent of Peers</u>	<u>Non-Resident</u>	<u>Percent of Peers</u>	
1997-98	\$2,073	52.8%	\$6,611	66.2%	
1998-99	\$2,181	57.5%	\$6,942	68.9%	

<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	\$6,105	\$1,761
1998-99	\$6,559	\$1,768

<u>Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers</u>						
<u>Race/Ethnicity</u>	<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	2.3	2.8	4.3	6.9	11.2	8.7
Asian	2.7	1.7	6.1	1.4	1.5	1.6
Black	0.6	0.7	0.0	0.0	2.1	1.7
Hispanic	15.8	17.5	26.1	24.3	41.5	31.0
White/Other	71.0	70.0	63.5	67.4	43.7	40.4
Nonresident Alien/Unknown	7.5	7.2	0.0	0.0	0.0	16.6

<u>Transfer Students from NM 2-Yr Colleges, Including Branches in Fall 1994</u>	
NM 2-Yr and Branches Total	19
NM Public 4-Yr Total	23
<u>All Other Transfers</u>	<u>58</u>
All Fall 1994 Transfers	100

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:	58.7%	Percent for Peers:	65.0%

<u>Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97</u>			
Percent for Institution:	7.0%	Percent for Peers:	8.4%

New Mexico Institute of Mining and Technology

Student Progress and Student Success

<u>Freshman Persistence Rates – Fall to Fall Terms</u>		
<u>Race/Ethnicity & Sex</u>	<u>Entered Fall 1997 (N=206) % Enrolled Fall 1998</u>	<u>Entered Fall 1998 (N=198) % Enrolled Fall 1999</u>
American Indian	62.5	72.7
Asian	77.8	25.0
Black	100	NA
Hispanic	82.1	71.8
White/Other	71.7	72.5
<u>Nonresident Alien/Unknown</u>	25	100.0
Men	69.8	71.8
<u>Women</u>	79.1	70.1
Overall	72.8	71.2

<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	0	NA	14	0.0	7.1	0.0	7.1
Asian	3	100.0	6	0.0	83.3	0.0	83.3
Black	0	NA	6	0.0	33.3	0.0	33.3
Hispanic	39	41.0	60	0.0	33.3	8.3	41.7
White/Other	130	50.8	153	0.0	39.9	7.8	47.7
Nonres. Alien/Unknwn	0	NA	5	0.0	20.0	0.0	20.0
Men	124	42.7	161	0.0	33.5	7.5	41.0
Women	48	66.7	83	0.0	43.4	6.0	49.4
Overall	172	49.4	244	0.0	36.9	7.0	43.9

<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	725	19	23	58
% Grad by Aug '99	53.8%	21.1%	30.4%	32.8%
% Still Enrolled in Sep '99	6.9%	5.3%	4.3%	6.9%

New Mexico Institute of Mining and Technology

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=109)</u>	<u>Full-Time Staff % (N=458)</u>
American Indian	3.7	2.2
Asian	11.0	2.8
Black	1.8	0.7
Hispanic	1.8	44.8
White/Other	81.7	49.6
<u>Nonresident Alien/Unknown</u>	<u>0.0</u>	<u>0.0</u>
Men	88.1	63.1
Women	11.9	36.9

Full-Time Faculty with Terminal Degrees – Fall 1997: 98%

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	\$48,438	85.6	\$61,032	87.4
Fall 1998	\$51,647	89.4	\$62,492	88.0

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	70.3	16.0	57.8	19.1
Upper Division	87.8	98.6	91.7	78.0
<u>Graduate Division</u>	<u>85.8</u>	<u>91.0</u>	<u>91.3</u>	<u>94.3</u>
Overall	79.2	40.1	74.9	70.2

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

External Accreditations

NMT	North Central Assn. Of Colleges & Schools	Chemistry	Committee on Professional Training of the
NMT	Attorney General of the US/Non-immigrant students attendance		American Chemical Society
NMT	US Dept. for Exchange Visitor Program P-I-1282	Chemical Eng.	Engineering Accred. Comm. of the
NMT	Veteran's Approval Division of the Office of Military Affairs		Accred. Brd for Eng. & Technology
NMT	American Society for Eng. Educ.	Electrical Eng.	(EAC/ABET)
NMT Grad. School	Western Association of Graduate Schools	Environmental Eng.	(EAC/ABET)
NMT Grad. School	Council for Graduate Schools in the US	Eng. Mechanics	(EAC/ABET)
Teacher Cert.	NM State Board of Education	Materials Engineering	(EAC/ABET)
		Mineral Engineering	(EAC/ABET)
		Petrol. & Nat. Gas Eng.	(EAC/ABET)