

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 the 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 1999 overall main campus enrollment by level:	
Undergraduate	1,645
Non-degree	149
Graduate	321
Total	2,115
Total FTE	1,654

Number of program majors offered at the following degree levels:	
Associate	12
Bachelor's	35
Master's	8

1999-2000 total current fund revenue for main campus:	\$23,352,600
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1999-2000 State appropriations as a percent of main campus operating budget:	56%
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Mission-Specific Programs and Activities

- WNMU is proud that its open admissions policy presents opportunities to students who otherwise might not have access to a quality higher education experience. A large proportion of WNMU students can be characterized as high risk. Placement testing of incoming students identifies those requiring remediation in mathematics, writing or reading.
- WNMU provides academic support for its students 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/V grant for Hispanic Serving Institutions continues to reinforce these institutional efforts.
- 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, and to heighten awareness of the diversity and complexity of the world in which we live. A community service component is included for all students.
- 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.
- 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 local P-12 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 master's level programs in counseling, special education, educational leadership.
- Western began offering its MBA program in Gallup in Fall 1999. Approximately one-third of the 215 students enrolled at Gallup are Native American.

- WNMU signed memoranda of understanding with two higher education institutions in Chihuahua, 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 unique in offering a broad array of two-year programs for undergraduate students. The university serves as the community college for students in Grant, Hidalgo, and Catron counties. The university awarded 375 certificates and degrees at the associates, bachelor's and master's level in 1998–99, and 1425 over the last five years. A relatively high proportion, about 23 percent a year, of undergraduate degrees from Western are at the associate's level, and 77 percent at the bachelor's level. The ratio of degrees awarded to new freshman, transfer and special students who entered over the last five years is about one to 3.6, or one degree for every 3.6 new freshman, transfer and special students who enrolled.
- WNMU is about **opportunities**—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. **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 eight successfully completed accreditation or reaccreditation reviews for WNMU in just three years. WNMU has accepted an invitation to become a member of the Renaissance Group, a consortium of 23 universities across the United States with outstanding teacher preparation programs.
- 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's external financial audits have resulted in only one non-material finding in last three 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 NMHU and NMIT 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.
- WNMU has successfully undergone eight national accreditation visits in the last three years. In addition to a ten-year NCA and OTA (occupational therapy assistant) accreditations, WNMU's programs in teacher education, social work, nursing, business (through the MBA) and basic economic development programs have achieved outstanding results.
- New two-year programs in Computer and Network Technology and Agriculture were initiated in Fall 1998.

Special 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.
- The University, in partnership with the NM Department of Labor, took the lead in providing education and training for workers displaced due to worldwide economic conditions affecting the mining industry.
- 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 in both Canada and Mexico 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.

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

Expected Distribution of Faculty Effort

Faculty at WNMU recognize that evaluation of individual performance must be an ongoing effort. Evaluation is a shared responsibility among individual faculty members, department colleagues, department chairs, and the university administration headed by the president and the vice president for academic affairs. Faculty evaluations, performed annually, are used to make decisions regarding promotion and tenure. This process is known as Management by Objectives (MBO). It is designed to involve the faculty member in the evaluation process by placing the responsibility for setting goals and measuring progress on each individual. Most departments incorporate peer review into the MBO process by jointly setting department goals as a framework for individual faculty members' goals. The goals are intended to assure continuous improvement by using past performance as a baseline, and future performance goals as targets for improvement. The process is conducted in the following phases:

- Departments jointly set goals in the late spring for the coming academic year. Such goals are expected to support the institution's strategic plan. Individual faculty members, working with department chairs at the start of each fall semester, set measurable personal goals that mesh with those of the department and the university. Department chairs also define their MBOs. Each MBO is reviewed jointly with the vice president for academic affairs. Goals fall into five areas: teaching effectiveness; student advising; scholarship, research or other creative activity; professional contribution; personal relationships. A standard form tracks progress in meeting MBO objectives.
- It is expected that faculty objectives will identify opportunities for improvement, and that subsequent review will focus on those opportunities. Department chairs meet again with faculty toward the end of the fall semester to discuss and evaluate progress toward goals. A final performance review is conducted during the spring term when department chairs review individual faculty, and the vice president reviews department chairs.
- The MBO process focuses on faculty development through meaningful objectives. Objectives and the means to attain them may vary from year to year; similarly, the weights of the five categories may change. The focus, however, is on teaching effectiveness, as is consistent with the WNMU mission as a teaching institution. The weight for this criterion shall be 40 percent to 60 percent; the remaining four criteria shall not be weighted less than five percent each, with the total of all weights at 100 percent. Research, professional contribution, student advising and personal relationships may range from 5 to 45 percent, depending upon individual goals. Some faculty members may emphasize scholarly endeavors; some may focus on student advising or service to the department, the institution, the profession or the community.

The student evaluation of instruction process is one method used to measure teaching effectiveness. Written evaluations of all faculty members are conducted each semester in order to assess student satisfaction with the quality of instruction. Methods for evaluating progress in meeting goals associated with other criteria may vary, and are defined at the time the MBO is developed.

Description of Tenure/Promotion Evaluation Process

Academic rank at WNMU includes instructor, assistant professor, associate professor and professor. Promotion to the next rank and initial appointment are in accordance with standards set forth below:

- Appointment to instructor rank assumes the promise of a successful professional career in teaching and/or research, and possession of at least a master's degree or appropriate credentials specific to the discipline.
- Qualifications for assistant professor include a doctorate or appropriate terminal degree, and no prior experience; or exceptional reputation based on professional activities specific to the discipline and at least four years teaching experience in higher education.
- Qualifications for the rank of associate professor include a doctorate or appropriate terminal degree and six years of teaching experience in higher education, four years at the rank of assistant, or six years of professional experience beyond the doctorate.
- The rank of professor requires a doctorate or appropriate terminal degree and ten years of teaching experience in higher education, four at the rank of associate, or ten years of professional experience beyond the doctorate. Alternatively, a master's or appropriate non-terminal degree and at least fifteen years of teaching experience in higher education, four years at the rank of associate, or eighteen years of professional experience.

- Continuous tenure may be awarded after seven years of full-time teaching service, at least one year of which must be at WNMU. Criteria include 1) quality of the faculty member's teaching; 2) quality of research and scholarly work; 3) contributions to public and professional service to the institution and the community. Evaluations must include, at a minimum, student evaluation, peer review, and department chair recommendation.

Description of Post-Tenure Review Process

WNMU's post-tenure review process incorporates peer review and student evaluation of faculty as required elements. Faculty receive peer classroom visitations as well. Tenured faculty are subject to post-tenure review every five years after date of tenure. The review process is incorporated into the MBO method of evaluation, and is conducted by a committee of faculty members. Criteria for post-tenure review parallel those of the tenure application. Faculty whose teaching effectiveness is called into question during the process are placed on a two-year faculty development program designed to correct deficiencies. Tenure is revoked if improvement is not noted after two years.

Instruction Highlights

WNMU faculty in the undergraduate division teach twelve credit hours per semester. Faculty members in graduate programs may teach nine or twelve credit hours per semester, according to the requirements of the accrediting body. School of Education faculty in the graduate division follow the NCATE standard of nine credit hours; faculty in the MBA program follow the ACBSP standard of no more than six distinct course preparations per academic year. Department chairs are granted release time equivalent to one three credit hour course each semester.

- **Average class size by level**
The average section size at WNMU is sixteen for lower division undergraduate classes, ten for upper division undergraduate classes, and eight for graduate classes.
- **Student/Faculty ratio**
The student/faculty ratio in Fall 1998 was 16:1.
- **Measure of Tenured/Tenure-track faculty participation in irregular instruction such as dissertation, independent studies, overseeing internships, and others**
WNMU faculty are versatile: they teach an average of six different courses each academic year. The university prides itself on the quality of instruction as evidenced by small class size, accessibility of the faculty, and the faculty's commitment to course reform and curriculum development. As an example, twelve faculty developed new courses, and about two-thirds of the faculty revised or reformed 75 courses in academic year 1998–99. About one-half the faculty incorporated technology into existing courses. Technological change ranges from student-instructor communication via e-mail to incorporating Web elements into courses, to producing an entire course on a CD to facilitate distributed learning. Faculty in the Humanities Department now teach freshman English composition in a computer writing lab; Spanish language courses have been modified to include computer-based instruction, as well. Communications classes are based on video technology. One faculty member in the School of Education offered an introduction to Web CT (World Wide Web course tools) to twelve faculty during the intersession break. Those faculty were successful in incorporating such elements as chat rooms, threaded discussions and links to other Websites into their own courses.

Curriculum reform is a key element of faculty members' responsibilities. Instructional methods are expected to reflect best practices in higher education. Course content is revised as needed to maintain currency with the latest research, and to reflect the needs of the workplace and post-baccalaureate programs. Faculty at WNMU play a prominent role in carrying out curriculum reform. As an example, the two-year program in Early Care, Education and Family Support was revamped in the last academic year to reflect New Mexico's Early Care and Education competencies for children from birth to eight years. Two faculty members in the WNMU School of Education redesigned the program of studies and course work for the former School Administration, now Educational Leadership, master's program. Courses for math and science teachers have been revised in order to improve teaching effectiveness in K-12 classrooms.

Faculty provide an important, and often unrecognized service to students by offering directed study, independent study and tutorial courses to students whose degree attainment process may be hampered by unusual circumstances. One hundred independent study courses generating over 400 credit hours were delivered in academic year 1998–99. Faculty provided these specialized instructional hours in addition to their regular teaching load.

- **Description of instructor/course evaluation process**
Instructor-course evaluation is carried out each semester for all courses taught by non-tenured faculty, and three courses per year taught by tenured faculty. A standardized assessment instrument is used to collect information on instructor performance. The information is used as one factor in reviewing performance, and is incorporated into the hiring, promotion and tenure process. The instrument contains sixteen measures to be evaluated on a seven point scale, five open-ended questions and a space for comments and remarks. Student responses are tabulated and distributed to department chairs and the vice president for academic affairs. Department chairs review results with each faculty member each semester as part of the MBO process.

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

Students at WNMU participate in the learning outcomes assessment program for the university's general education program and individual major programs. Faculty oversee and guide the assessment process through participation in the Assessment Committee and the General Education Task Force. Multiple assessment tools are used at WNMU, including standardized testing, writing samples, survey instruments, performances, exhibitions, recitals, and portfolios. Assessment enables students to better understand the purposes of the major and how their courses relate to these purposes. Faculty use assessment instruments to gauge how effectively program goals are being met. If results indicate that particular goals are not being met, assessment information provides evidence to guide decisions about where curriculum changes need to be made to enhance the educational program.

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

WNMU faculty play an important role in advising student majors and minors, formulating and monitoring degree plans, and assisting new, continuing and transfer students in course selection and schedule planning. This area of faculty responsibility supports the university's mission as a teaching institution, and is formulated in the MBO process. Each of WNMU's 92 permanent faculty lists student advising among his/her contributions to the institution. A majority of faculty also list mentoring and "casual" advising in addition to the formal roles specified above. About ten percent of faculty serve as advisors to student clubs and organizations.

Research Highlights

Most faculty at WNMU remain current in their disciplines and active in their professions through course work and training, attendance at conferences, workshops and professional meetings; membership and office holding in professional organizations; publications, performances, lectures, public appearances, exhibitions; judging, reviewing, curating; consulting; and writing grant funding proposals, and administering grants. One-third of WNMU's permanent faculty completed course work or training in the past academic year; two-thirds attended one or more conferences, workshops and/or professional meetings; faculty membership in professional organizations totals 140; and thirty-five faculty hold an office or sit on the board of a professional organization.

- Two faculty serve on school boards, four on the boards of professional organizations, three on boards of health care organizations, one on the board of the New Mexico Endowment for the Humanities, and others serve on boards for community service, environmental and philanthropic organizations.
- WNMU faculty have made significant contributions to the professional higher education community at meetings and conferences. During the past academic year faculty presented sixty papers and seven workshops at regional, state, national and international professional meetings and conferences. Twenty faculty were panelists, chairs or moderators at meeting sessions; an equal number organized a conference or workshop. Such activities indicate that faculty are recognized for their expertise and professional commitment.
- Faculty members published five books in the last year, eleven faculty published book reviews, and twenty-one faculty reviewed proposals or manuscripts. Two faculty members in the humanities department who were awarded sabbatical leave in the past two years have written a total of three books and several journal articles. WNMU faculty delivered twenty-five lectures to outside groups last year; twenty faculty organized a conference, workshop or symposium; and fifteen served as judges, evaluators or curators.
- Faculty in the Expressive Arts Department curate exhibitions, serve as jurors, exhibit their own work. Music faculty, in addition to educating future musicians and music educators, regularly organize clinics for high school students, conduct and perform with ensembles, bands, choruses, orchestras. Each of the music faculty members contributes in a unique way: one conducts voice ensembles in Asia, Europe and across the U. S. Another performs as featured soloist with the Tucson Concert Band; a third travels throughout New Mexico, the southwest and the midwest and as a guest conductor for high school bands. WNMU's sole theatre professor teaches a full twelve credit hour class load, and prepares, auditions, casts, directs and produces two performances per year.
- Faculty members from several disciplines, including applied technology and education, serve as consultants to local school districts in curriculum planning, special education, and vocational education.
- Faculty members in the social sciences and wellness and movement sciences are consultants to academic departments at other universities. Professors in the Natural Sciences Department are consultants to the mining industry, the New Mexico Game and Fish Division, the Rocky Mountain Research Station, and the U. S. Forest Service. Faculty in the sciences assist in organizing the Science Olympiad for students in the secondary schools, and serve as advisors, consultants and judges at the annual event. One faculty member in the Math and Computer Science Department is a consultant on statistical analysis to other departments; another organizes the annual Expanding Your Horizons conference, designed to stimulate interest in math, science and engineering among girls in middle school.
- A faculty member in the social work program is an expert witness in the judicial system on social welfare issues. Faculty in the allied health department (nursing and occupational therapy assisting) work with local health care providers as board members and as volunteer managers/directors at local clinics. Occupational therapy faculty are consultants to local schools, health care providers and professional organizations. A faculty member from social sciences is a consultant-evaluator for this region's higher education accrediting body, North Central Association.
- Faculty are generous in providing professional service to both the university and the broader community. Nearly all faculty members list service on one or more university committees, from search committees to holding an elected office in faculty government. Sixteen faculty served as chair of a university committee last year; another eighteen served on task forces. Thirty faculty are active

participants in community organizations; three write regular columns in a local newspaper. Eleven individuals received awards or commendations last year. Two faculty members were awarded Fulbright fellowships for research abroad—one in Hungary and Poland, and one in Turkey. One math professor was invited to a summer institute on algebraic geometry sponsored by Princeton University.

- During 1998–99 WNMU faculty submitted twenty proposals for contracts and grants requesting a total of \$2,078,000 from federal, state and private sources. Sixteen proposals, or 75 percent of those submitted, were funded for a total of \$1,600,000. WNMU faculty in the School of Education collaborated with the CHE and other higher education institutions on a successful proposal for \$984,000 for a three-year Teacher Quality Enhancement project. Funds will be used to improve K–12 teaching statewide by focusing on teacher recruitment and retention, pre-service preparation and professional development.

Western New Mexico University

Accessible and Affordable University Education

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers

Per-Capita Income	Relative to Nation:	75.5%	Relative to Peers:	78.2%
	Resident	Percent of Peers	Non-Resident	Percent of Peers
1997-98	\$1,564	71.6%	\$5,652	73.2%
1998-99	\$1,710	73.7%	\$6,206	77.6%

Financial Aid Awarded and Unmet Student Financial Need

	Average Award Paid Per Recipient	Average Unmet Financial Need Per Recipient
1997-98	\$4,868	\$1,941
1998-99	\$4,848	\$2,240

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

Race/Ethnicity	Total Enrollment		Freshmen		NM HS Graduates	NM ACT Takers
	Fall 1997	Fall 1998	Fall 1997	Fall 1998	1997-98	1997-98
	%	%	%	%	%	%
American Indian	2.0	2.6	0.4	1.6	11.2	8.7
Asian	0.4	0.6	0.0	0.0	1.5	1.6
Black	1.7	1.8	0.7	0.8	2.1	1.7
Hispanic	38.4	39.8	44.8	53.8	41.5	31.0
White/Other	53.2	49.4	49.0	36.7	43.7	40.4
Nonresident Alien/Unknown	4.3	5.8	5.1	7.2	0.0	16.6

Transfer Students from NM 2-Yr Colleges, Including Branches in Fall 1994

NM 2-Yr and Branches Total	7
NM Public 4-Yr Total	16
All Other Transfers	69
All Fall 1994 Transfers	92

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%
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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%
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Western 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=321) % Enrolled	Entered Fall 1998 (N=296) % Enrolled
	Fall 1998	Fall 1999
American Indian	100.0	50.0
Asian	NA	NA
Black	25.0	33.3
Hispanic	53.6	46.3
White/Other	53.4	43.7
<u>Nonresident Alien/Unknown</u>	36.8	56.5
Men	46.5	37.8
<u>Women</u>	57.1	54.1
Overall	52.3	45.9

<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>
				<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	7.7	15	0.0	13.3	6.7	20.0
Asian	1	0.0	2	0.0	0.0	0.0	0.0
Black	9	11.1	14	0.0	7.1	0.0	7.1
Hispanic	123	15.4	160	0.6	8.8	5.0	13.8
White/Other	119	28.5	135	2.2	8.9	1.5	10.4
Nonres. Alien/Unknwn	8	25.0	8	0.0	12.5	0.0	12.5
Men	153	19.6	178	0.0	8.4	1.7	10.1
Women	120	22.5	156	2.6	9.6	5.1	14.7
Overall	273	20.9	334	1.2	9.0	3.3	12.3

<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	400	7	16
% Grad by Aug '99	40.5%	28.6%	37.5%	44.9%
% Still Enrolled in Sep '99	4.9%	14.3%	0.0%	1.4%

Western 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=91)</u>	<u>Full-Time Staff % (N=198)</u>
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
<u>Nonresident Alien/Unknown</u>	<u>0.0</u>	<u>0.5</u>
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

	<u>Average Salary</u>	<u>Peer Avg. %</u>	<u>Average Comp.</u>	<u>Peer Avg. %</u>
Fall 1997	\$37,110	87.5	\$48,259	91.4
Fall 1998	\$39,033	85.8	\$50,800	89.6

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	77.2	56.0	77.9	53.7
Upper Division	74.8	96.1	84.5	75.5
<u>Graduate Division</u>	<u>66.6</u>	<u>100.0</u>	<u>82.3</u>	<u>NA</u>
Overall	75.7	68.8	79.9	56.7

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

External Accreditations

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