

PERFORMANCE EFFECTIVENESS REPORT

NEW MEXICO UNIVERSITIES



COUNCIL OF UNIVERSITY PRESIDENTS
NOVEMBER 2018

New Mexico Universities

Research Universities

New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico

Socorro
Las Cruces
Albuquerque

Comprehensive Universities

Eastern New Mexico University
New Mexico Highlands University
Northern New Mexico College
Western New Mexico University

Portales
Las Vegas
Española
Silver City

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New Mexico State University
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COUNCIL OF UNIVERSITY PRESIDENTS

Membership: Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, New Mexico Institute of Mining and Technology, Northern New Mexico College, The University of New Mexico, and Western New Mexico University

Letter from the Presidents

On behalf of Eastern New Mexico University; New Mexico Highlands University; New Mexico State University; New Mexico Tech; Northern New Mexico College; The University of New Mexico; and Western New Mexico University; the New Mexico Council of University Presidents presents the twenty-first annual accountability report.

The Performance Effectiveness Report is offered as partial compliance with the Accountability in Government Act (AGA) and includes its reports to the Department of Finance and Administration on common and institution-specific measures. This report culminates a year-long process that began with careful attention to feedback from numerous constituencies including the Governor's Office, the Legislature, the Higher Education Department, university personnel and students, private sector business leaders, analysts, and others interested in university efforts. The performance measures enumerated in this submission are a focused subset of each university's ongoing efforts to respond to the policies and needs of New Mexico in concert with meeting the extensive accreditation and professional standards required of public universities.

The contents of this report are compiled and formatted by a highly skilled institutional research work group. Great care is taken to assure the accuracy of data derived from consistently applied data definitions. Yet, the Council's commitment continues to extend beyond simply reporting data. This report responds to a public imperative for accountability and continuous improvement. Consistent with the provisions for governance prescribed by the New Mexico Constitution, a national initiative to provide citizens with information about higher education institutions, this report demonstrates the resolve of New Mexico's public universities to improve the educational environment in our state, as well as the quality of life for all New Mexicans.

Sincerely,

Joseph Shepard
Chair

Performance Effectiveness Report

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The Performance Effectiveness Plan of New Mexico's Public Universities

Accountability and Performance Reporting Categories

As suggested in the Letter from the Presidents, public universities respond to regional and national accreditation, professional standards, and a host of federal and state reporting requirements. In fact, being accountable has become a full-time and highly complex job of considerable consequence. This document represents a single significant component of each university's extensive reporting efforts.

The New Mexico Council of University Presidents directly responds to the expectations of policy makers and other concerned citizens by publishing an annual Performance Effectiveness Report designed, in part, to comply with the requirements of the Accountability in Government Act (AGA). This report describes each university's AGA performance goals and offers considerable additional accountability information. The Council has identified a set of common indicators of university quality and effectiveness. These indicators measure the progress of New Mexico's universities in meeting statewide performance expectations. Focusing university and public attention on these indicators will promote the improvement of higher education and the achievement of our goals. Indicators of university quality include the following comprehensive categories:

- Effective and efficient use of resources
- Accessible and affordable university education
- Student progress and student success in our universities
- Academic quality and a quality learning environment

For the four quality indicator groups listed above, a common set of performance measures has been selected to provide a means by which each university can demonstrate its performance level. Although the universities use common performance measures, each institution's performance level reflects its unique institutional mission, students, and other constituencies, and the program and service mix it has developed in response to state and regional needs. Each institution uses these measures to set performance improvement goals.

Listing of Data and Tables for the Performance Effectiveness Report of New Mexico's Public Universities

Effective and Efficient Use of Resources

Table 1	Overall Enrollment by Level (Fall 2018)
Table 2	Number of Programs by Degree Level (2018-19)
Table 3	<i>Fiscal Resources</i> (for FY 2015-16) Percent of fiscal resources allocated to instruction, research and public service Percent of fiscal resources allocated to administrative costs, with peer comparisons <i>Institutional Data</i> (for FY 14-15 through 17-18) Total current funds revenue for main campus (four-year trend) State appropriation as a percent of main campus operating budget (four-year trend)

Accessible and Affordable University Education

Table 4	Are University tuition and fees affordable relative to peers?
Table 5	How much financial support do degree-seeking undergraduates receive?
Table 6	How much financial support do degree-seeking graduate students receive?
Table 7	Does enrollment reflect diversity?
Table 8	What proportion of our students transfer from other institutions?
Table 9	What is the profile of baccalaureate degree recipients?

Student Progress and Student Success

Table 10	How many freshmen return for their second year?
Table 11a	What are six-year graduation rates?
Table 11b	What are four-year, five-year and six-year graduation rates?
Table 12	What degrees and certificates were awarded in 2017-2018?
Table 13	Over time, how many degrees and certificates have been awarded?

Academic Quality and a Quality Learning Environment

Table 14	How diverse are our full-time faculty and staff?
Table 15	What is our student-faculty ratio?
Table 16	Full-Time Instructional Faculty Information (Percent of Faculty Holding Highest Degree, Average Faculty Salary, Percent of Salary of Peers)

Executive Summary

Performance Effectiveness Report

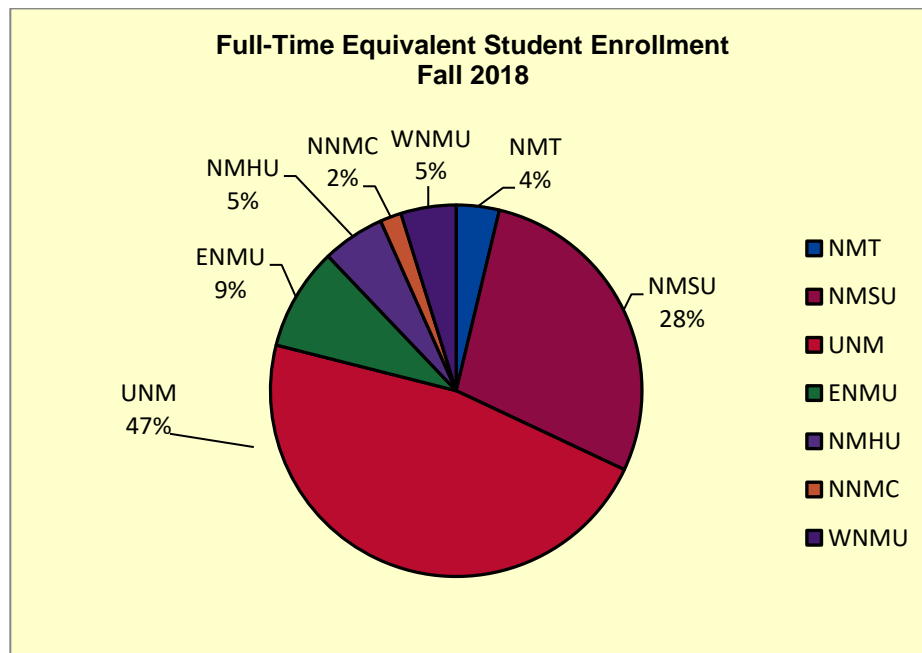
The following information provides a summary and comparative view of performance measures across the institutions. The tables and charts are organized according to the occurrence of the tables in the institutional detail sections of the report that follows. Data is shown individually for New Mexico Institute of Mining and Technology (NMT), New Mexico State University (NMSU), University of New Mexico (UNM), Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), Northern New Mexico College (NNMC), and Western New Mexico University (WNMU). Graphic information for the University of New Mexico - Health Sciences Center is presented within its section of the report.

Full-Time Equivalent (FTE) Student Enrollment

(From Table 1 of the 2018 report)

	2014	2015	2016	2017	2018	% Change Over Past 5 Years
NMT	1,820	1,831	1,809	1,665	1,612	-11.4%
NMSU	12,930	12,584	12,533	12,250	12,175	-5.8%
UNM	23,173	23,005	22,857	21,982	20,245	-12.6%
ENMU	4,032	4,023	3,899	3,980	3,850	-4.5%
NMHU	2,627	2,637	2,608	2,438	2,348	-10.6%
NNMC	856	707	780	786	799	-7.6%
WNMU	2,408	2,313	2,215	2,046	2,073	-13.9%

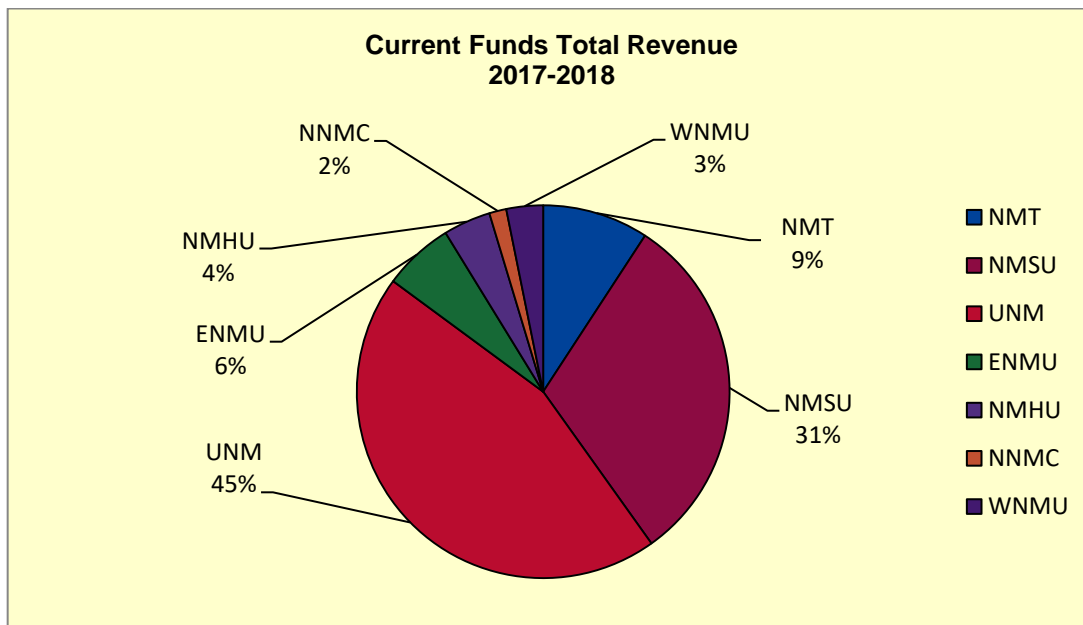
Overall full-time equivalent enrollment has decreased 9.9% since 2014, 4.5% since 2017. This decline is supported by reports from the New Mexico Public Education Department, showing high school enrollments flat or declining over the last four years in New Mexico.



Total Current Funds Revenue

(From Table 3 of the 2018 report)

As would be expected, the distribution of Total Current Funds Revenue is roughly similar to the distribution of FTE students. In 2017-2018, the total Current Funds Revenue for the seven universities is \$1.510 billion, 2.1% less than last fiscal year, and a 3.9% decrease since 2012-13.



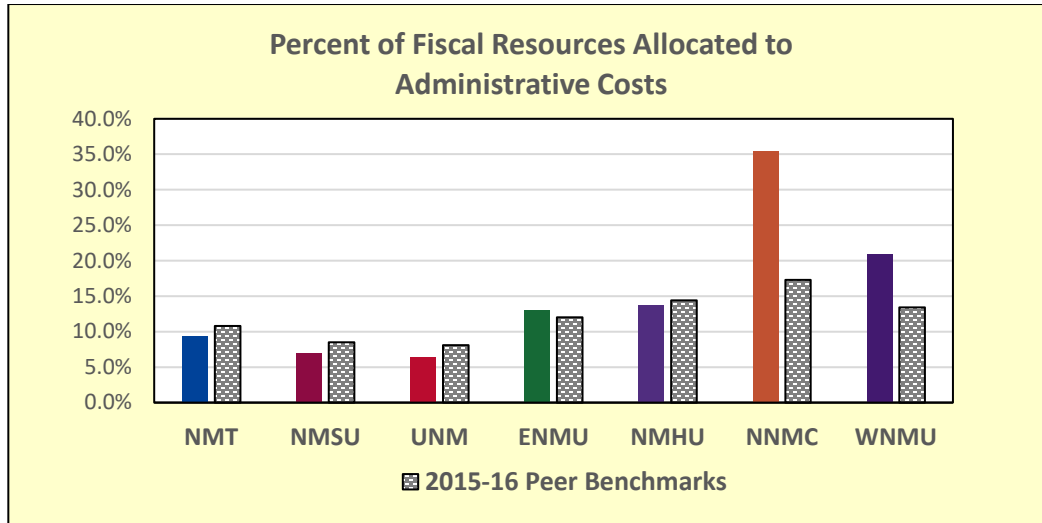
Percent of Fiscal Resources Allocated To Administrative Costs

(From Table 3 of the 2018 report)

One measure of institutional efficiency is the percent of total educational resources dedicated to administrative costs. This chart displays the ratio of Administrative Costs (measured as institutional support) to total Education and General Expenditures (instruction, research, public service, academic support, student services, institutional support, and scholarships and fellowships), as reported in the Integrated Postsecondary Education Data (IPEDS) Finance Survey. Many administrative expenditures are fixed costs (administrative functions that are required regardless of the size of an institution). This can explain the relatively greater percentage of these costs at institutions with smaller budgets.

	2012-13	2013-14	2014-15	2015-16
NMT	7.7%	7.8%	9.8%	9.4%
NMSU	6.6%	6.6%	7.1%	7.0%
UNM	5.9%	6.0%	6.5%	6.4%
ENMU	11.7%	12.5%	12.2%	13.0%
NMHU	13.4%	13.0%	14.1%	13.8%
NNMC	25.4%	29.7%	31.3%	35.5%
WNMU	15.9%	16.0%	16.6%	21.0%

With few exceptions, New Mexico institutions' administrative costs are comparable or lower than expenditures by peers. A list of institutional peers appears in the Appendix. (Most recent comparative data available from IPEDS is 2015-16.)

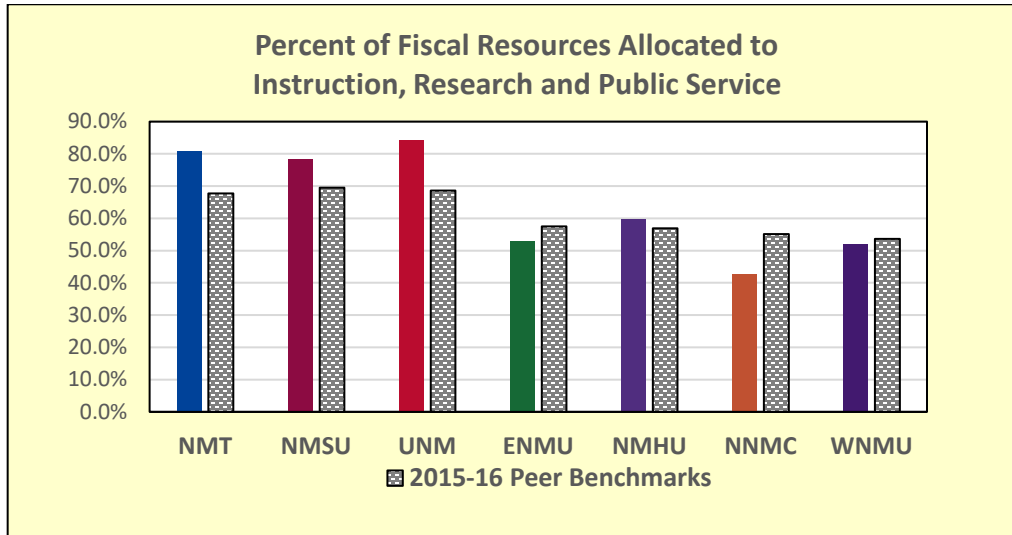


Percent of Fiscal Resources Allocated to Instruction, Research, and Public Service

(From Table 3 of the 2018 report)

The primary mission of our institutions is instruction, research, and public service. Similar to the previous measure of Administrative Costs, this chart examines the ratio of expenditures on the primary mission to total Education and General Expenditures. The ratio of instruction, research, and public service to total educational and general expenditures has remained relatively constant over time for our institutions, and we tend to either exceed or come close to the equivalent ratio at our peer institutions.

	2012-13	2013-14	2014-15	2015-16
NMT	86.7%	85.5%	79.0%	80.7%
NMSU	78.1%	78.5%	78.7%	78.3%
UNM	82.5%	82.2%	77.0%	84.1%
ENMU	48.7%	51.0%	52.7%	52.8%
NMHU	58.7%	59.1%	59.8%	59.8%
NNMC	50.6%	48.2%	46.6%	42.5%
WNMU	60.9%	59.2%	61.4%	52.0%

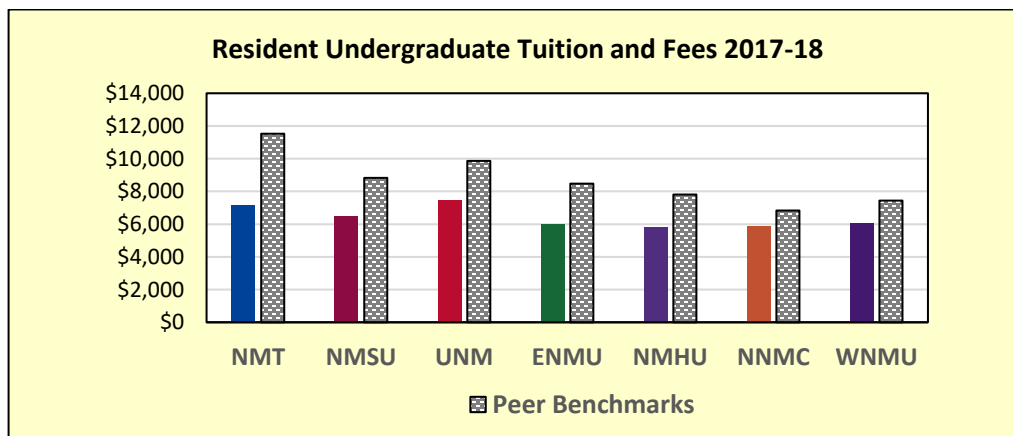


Tuition and Fees Rates

(From Table 4 of the 2018 report)

Despite a 2.8% increase last year, tuition and fees for New Mexico universities remain significantly lower than their peers as reported in the Chronicle of Higher Education, Tuition and Fees at Public Southwestern Four Year Universities, 2017-2018: ENMU (5th lowest), NMHU (7th lowest), WNMU (15th lowest), NMSU (19th lowest), UNM (21st lowest) and NM Tech (23rd lowest). (NNMC is not included in this data set.) The table below reports trends for tuition and fees; the chart shows comparative data with institutional peers approved by the New Mexico Higher Education Department.

	2014-15	2015-16	2016-17	2017-18	2018-19	% Change Over Past 5 Years
NMT	\$6,256	\$6,613	\$6,891	\$7,183	\$7,770	24.2%
NMSU	\$5,950	\$6,094	\$6,094	\$6,461	\$6,686	12.4%
UNM	\$6,846	\$7,071	\$7,340	\$7,448	\$7,663	11.9%
ENMU	\$4,858	\$5,543	\$5,618	\$5,918	\$6,206	27.7%
NMHU	\$4,500	\$4,800	\$5,400	\$5,804	\$6,150	36.7%
NNMC	\$3,961	\$4,367	\$4,560	\$5,848	\$4,952	25.0%
WNMU	\$5,346	\$5,704	\$5,906	\$6,066	\$6,066	13.5%

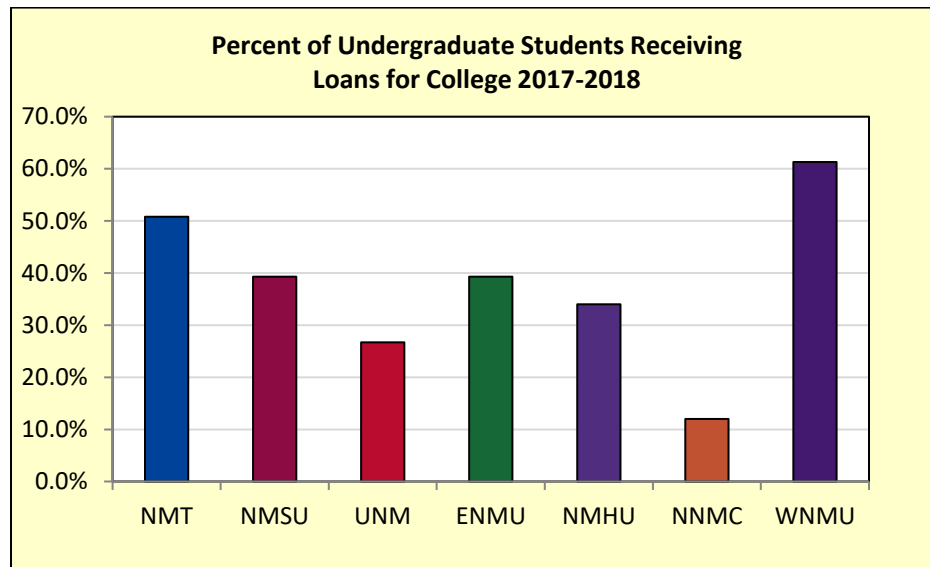


Financial Aid That Must Be Paid Back By Undergraduate Students

(From Table 5 of the 2018 report)

A large percent of undergraduate students must secure student loans to complete their education. Overall, 34% of our students need loans to go to college.

Loans	2013-14	2014-15	2015-16	2016-17	2017-18
NMT	42.7%	45.6%	50.0%	50.8%	51.0%
NMSU	43.2%	42.6%	40.5%	39.3%	40.7%
UNM	41.4%	27.9%	29.6%	26.7%	26.4%
ENMU	37.7%	36.3%	40.2%	39.3%	40.3%
NMHU	42.0%	39.0%	36.0%	34.0%	32.0%
NNMC	15.0%	13.0%	11.0%	12.0%	12.0%
WNMU	49.3%	50.3%	60.6%	61.3%	62.3%

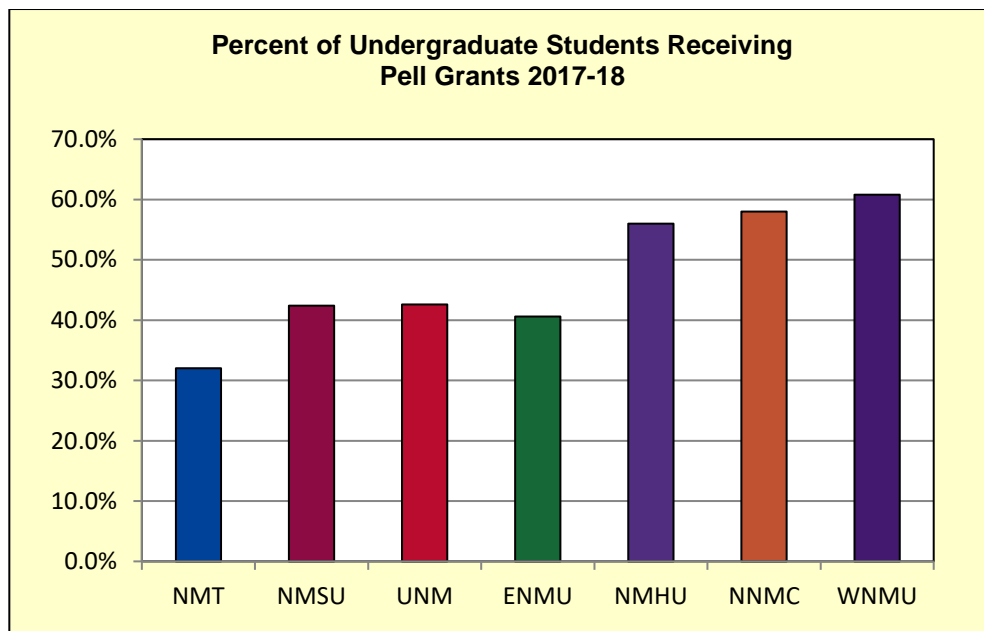
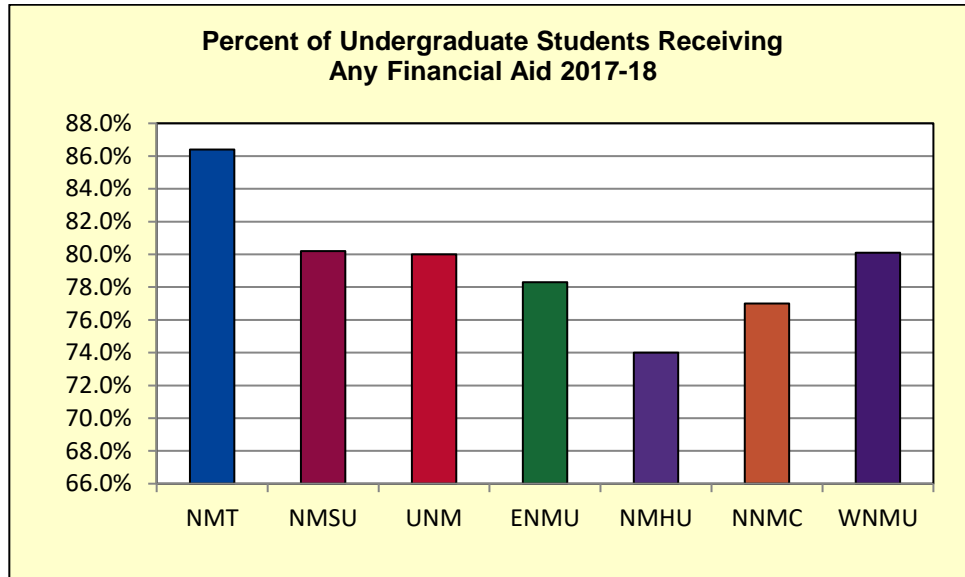


Percent of Undergraduate Students Receiving Any Aid

(From Table 5 of the 2018 report)

Almost 80% of undergraduate students at New Mexico universities receive some sort of financial aid. Over 43% of students at New Mexico universities are Pell grant recipients, who represent the highest level of need of college-attending students. In 2017-18, 29% received Lottery Scholarships, down from 34% in 2016-17.

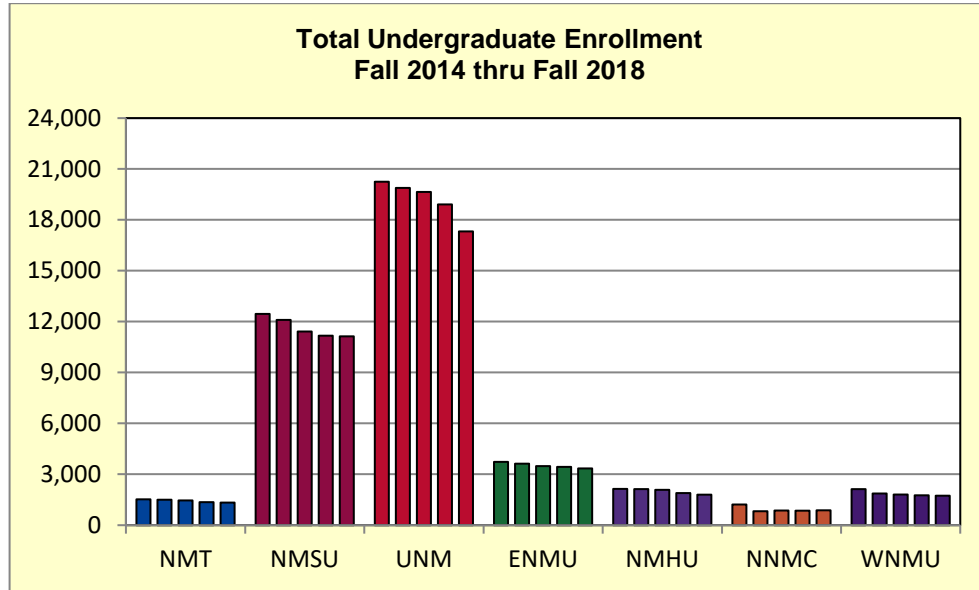
Any Aid	2013-14	2014-15	2015-16	2016-17	2017-18
NMT	86.0%	85.2%	86.3%	87.3%	86.4%
NMSU	78.7%	78.4%	77.5%	79.3%	80.2%
UNM	85.8%	82.0%	81.9%	79.9%	80.0%
ENMU	71.3%	68.0%	75.2%	77.3%	78.3%
NMHU	78.0%	75.0%	74.0%	75.0%	74.0%
NNMC	99.0%	82.0%	70.0%	77.0%	77.0%
WNMU	79.2%	82.4%	81.4%	81.8%	80.1%



Diversity of Undergraduate Students

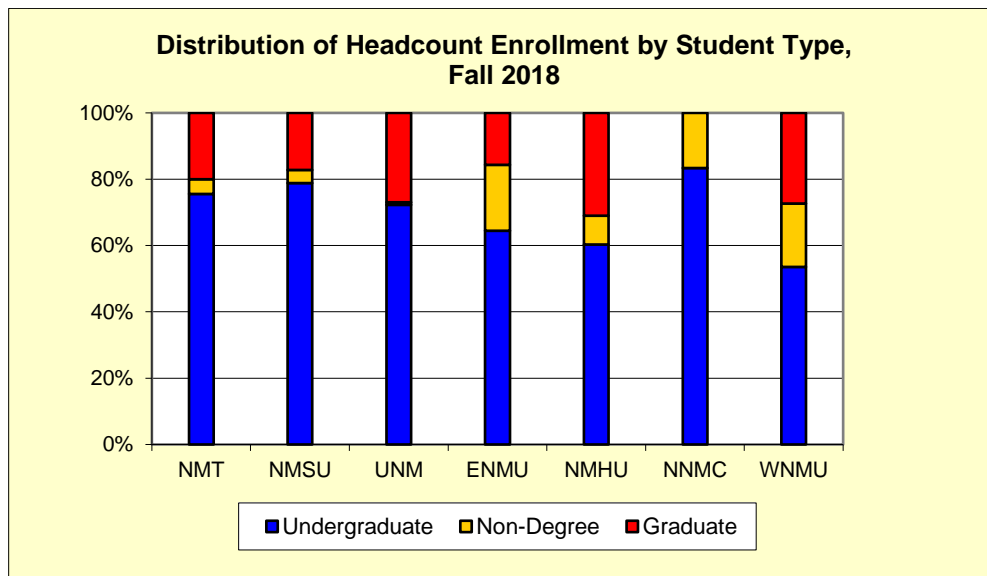
(From Tables 1 and 7 of the 2018 report)

Undergraduate students are students pursuing an undergraduate certificate or degree program (associate or baccalaureate). Total undergraduate enrollment has decreased 13.6% over the past five years. Total headcount enrollment has decreased 10.7%.



Undergraduate students comprise the majority of total enrollment, but each university also has non-degree students (these may be high school dual enrollment students, students without baccalaureate degrees taking classes, or students with baccalaureate degrees taking additional classes) and graduate students (this includes law, medical, and PharmD students at UNM).

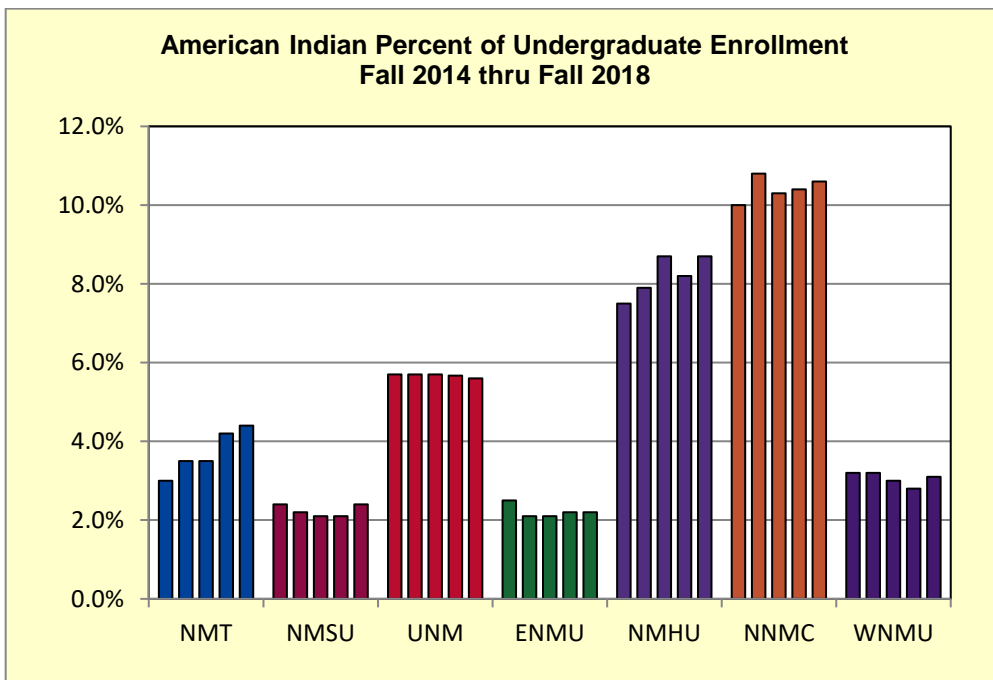
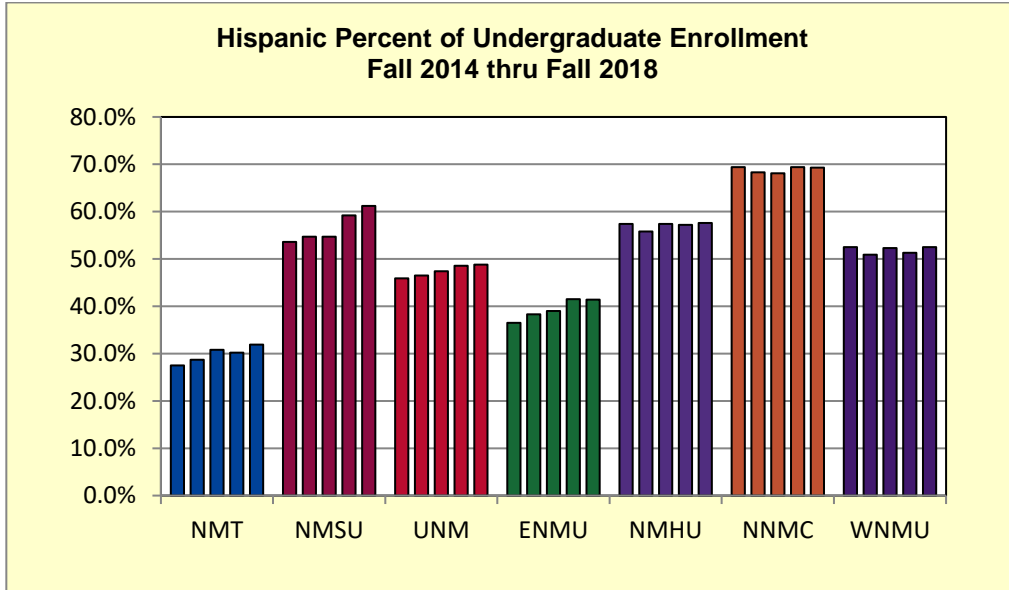
The following chart illustrates the percentage distribution of these three student types, by university, in fall 2018. Undergraduate students comprise 71.5% of total headcount across our universities' graduate students 22.3%, and non-degree seekers, 6.2%.



Hispanic and American Indian Diversity of Undergraduate Enrollment

(From Table 7 of the 2018 report)

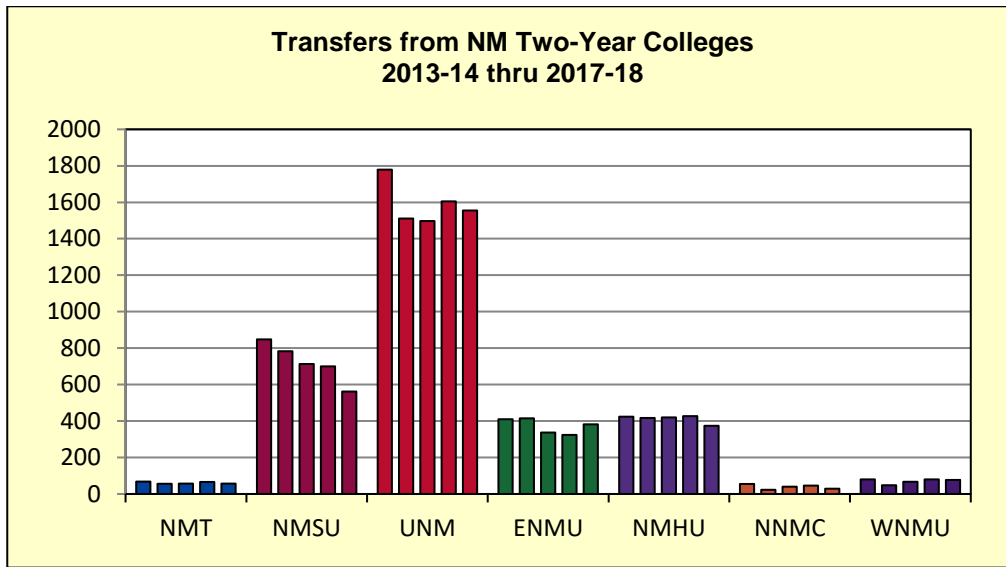
Universities are attentive to the ethnic distribution of their students. While all groups are important, special attention is paid to Hispanic and American Indian percentages since these two groups represent the highest percentage of traditionally under-represented groups in New Mexico. The following charts show five-year trends. The Hispanic percentages at our universities vary, based partly on location in the state and partly on student interest in certain programs. Over 50% of degree-seeking undergraduates at our institutions are Hispanic; 8% are American Indian.



Transfer Students from New Mexico Two-Year Colleges

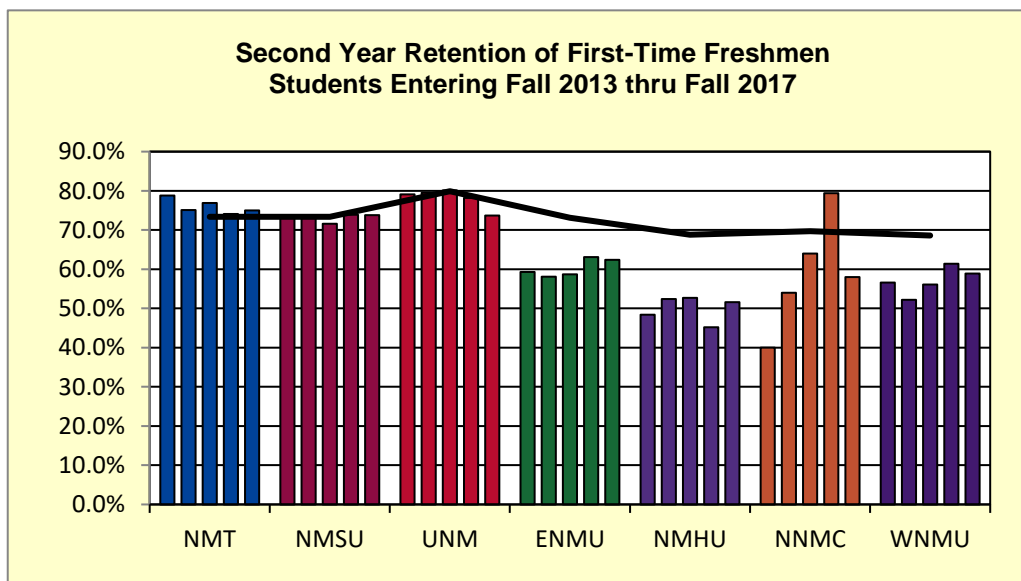
(From Table 8 of the 2018 report)

Another measure of access is transfer students from two-year colleges in New Mexico (including branch campuses) into New Mexico universities. These data are shown in the following chart for 2013-14 through 2017-18 (academic year data is shown since transfer students may enroll in summer, fall or spring terms). Overall, the number of transfer students from New Mexico two-year colleges has declined 17% since 2014. UNM received 51% of transfers in 2017-18, due in part to UNM's close proximity to Central New Mexico Community College, the largest two-year college in the state. Students also transfer from out-of-state institutions (both two-year and four-year) and between the universities within New Mexico.



Retention of First-Time Freshmen to Their Second Year

(From Table 10 of the 2018 report)



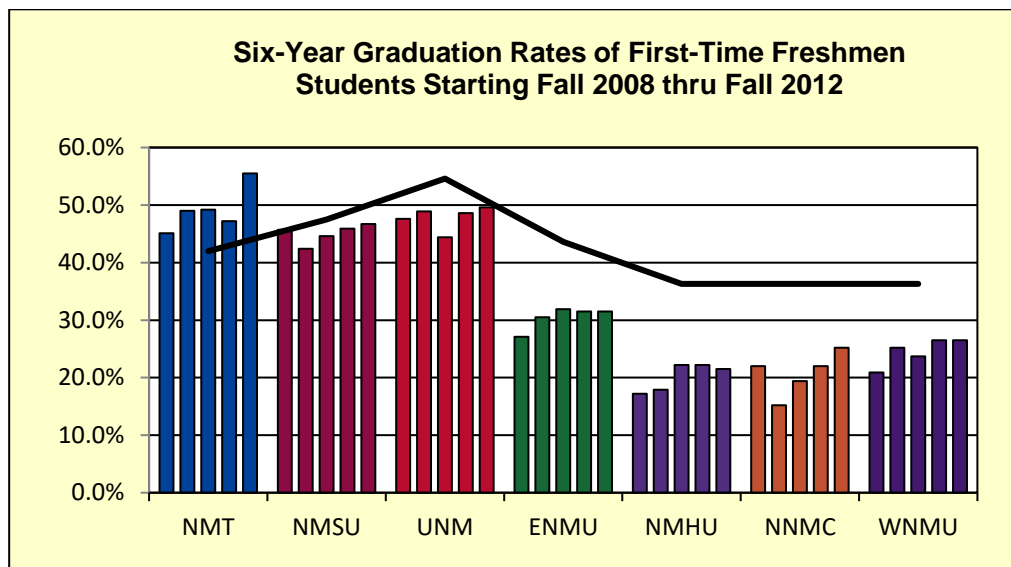
Black line indicates peer cohort averages as reported by CSRDE (2017-18).

Persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at several of the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the chart represents the average retention rate for similar public universities based on size and their admission profile as reported by the Consortium for Student Retention Data Exchange (CSRDE). The research universities are above or substantially above the CSRDE benchmark; the four comprehensive universities are below their benchmarks this year but all show improvement over the past five years. All universities have goals to improve student retention.

Six-Year Graduation Rate of First-Time Freshmen

(From Tables 11a and 11b of the 2018 report)

New Mexico four-year institutions have been working diligently to improve graduation rates of first-time freshmen; all universities show improvement over time, ranging from 1% to 27% increases over 2008 cohort graduation rates. Admission policies of the comprehensive universities partly account for lower graduation rates relative to the research universities. The black line in the chart represents the average six-year graduation rate for similar public universities based on size and their admission profile reported by the Consortium for Student Retention Data Exchange (CSRDE). Across all universities, baccalaureate completion rates have improved at the four-year, five-year and six-year marks. It should be noted, however, that the freshmen full-time cohort is a subset of any university's full graduating class, ranging from as high as 65.5% (NMT) to between 25-30% at the comprehensives.



* NNMC and WNMU include associates and certificate awards in their graduation cohorts.
Black line indicates peer cohort averages as reported by CSRDE (2017-18).

Responding to calls for timely degree completion, New Mexico universities have made progress accelerating degree completion of their students. As the graph below shows, numbers of students completing degrees in 4 years (from 14% to 17%), 5 years (from 34% to 36%), and 6 years (from 41% to 45%) have increased over three cohorts.

Aggregated 4-Year, 5-Year and 6-Year Undergraduate Graduation Rates									
First-time, Full-time Freshman Cohorts	Entered 2010			Entered 2011			Entered 2012		
	4 Years	5 Years	6 Years	4 Years	5 Years	6 Years	4 Years	5 Years	6 Years
Number of Entering Students	7,544	7,211	7,211	6,967	6,643	6,643	7,186	7,186	7,186
Percent Graduating	15.9%	34.1%	41.2%	17.4%	36.5%	43%	19.3%	38.1%	44.5%

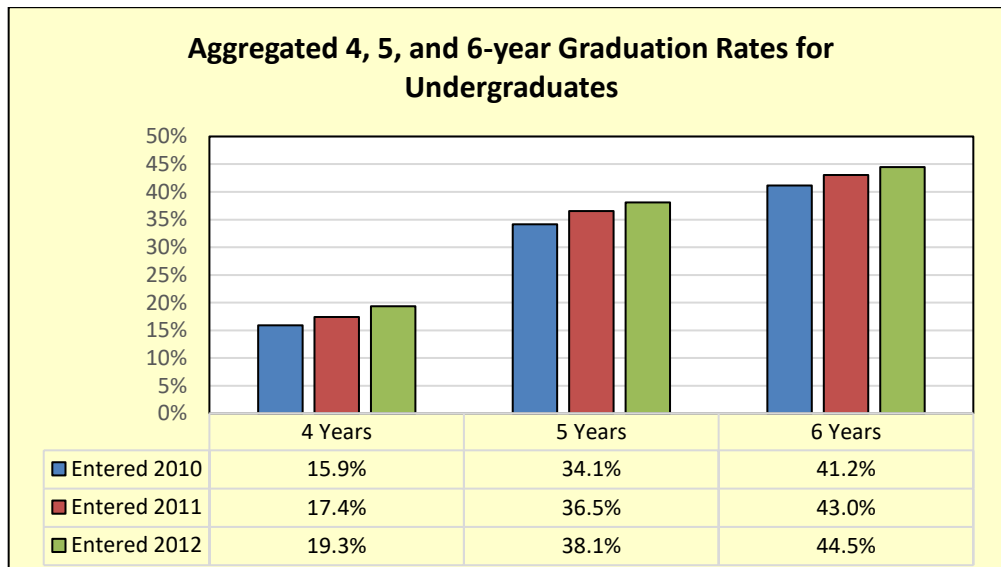
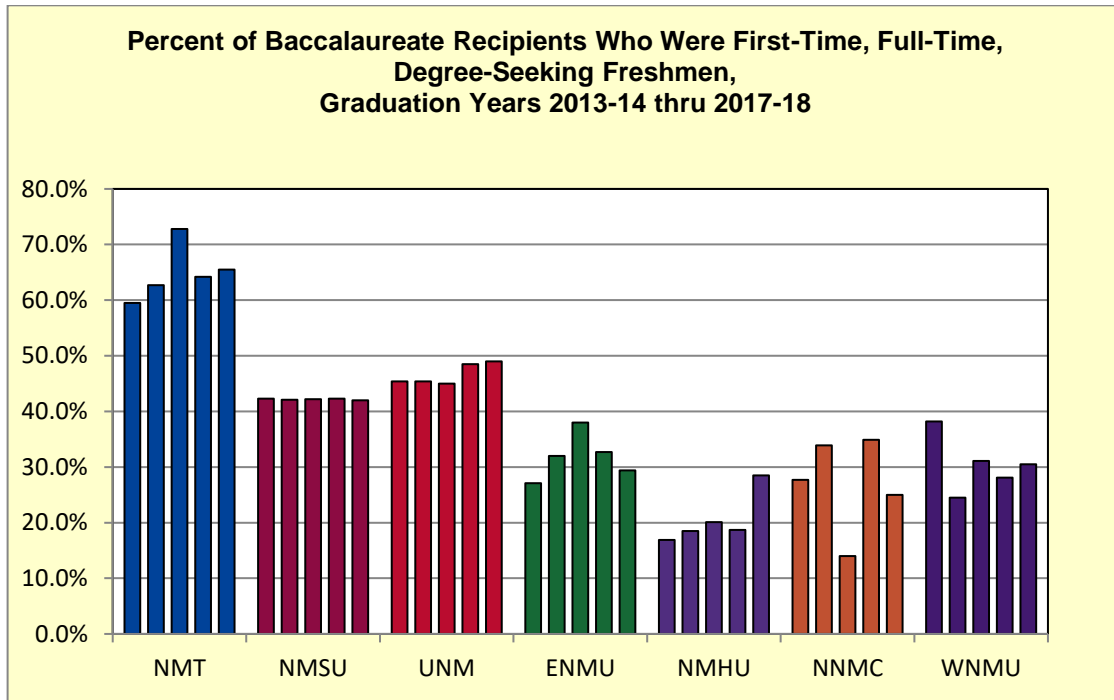


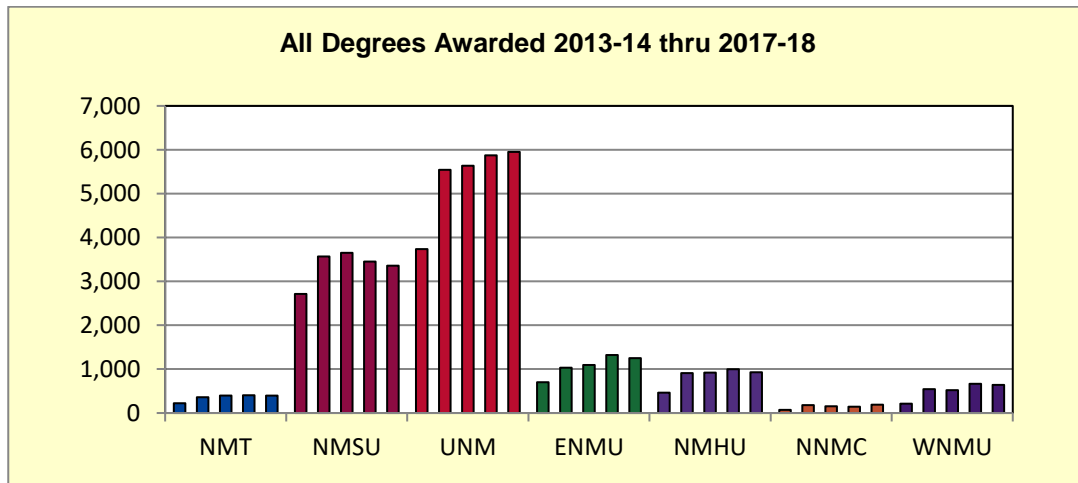
Table 9 in each institution's report provides a profile of all baccalaureate degree recipients. The percentage of degree recipients who entered as first-time, full-time, degree-seeking freshmen within the previous six years varies across institutions. Many successful degree completers need more than six years to complete their degrees, or transfer to other institutions to complete their degrees.



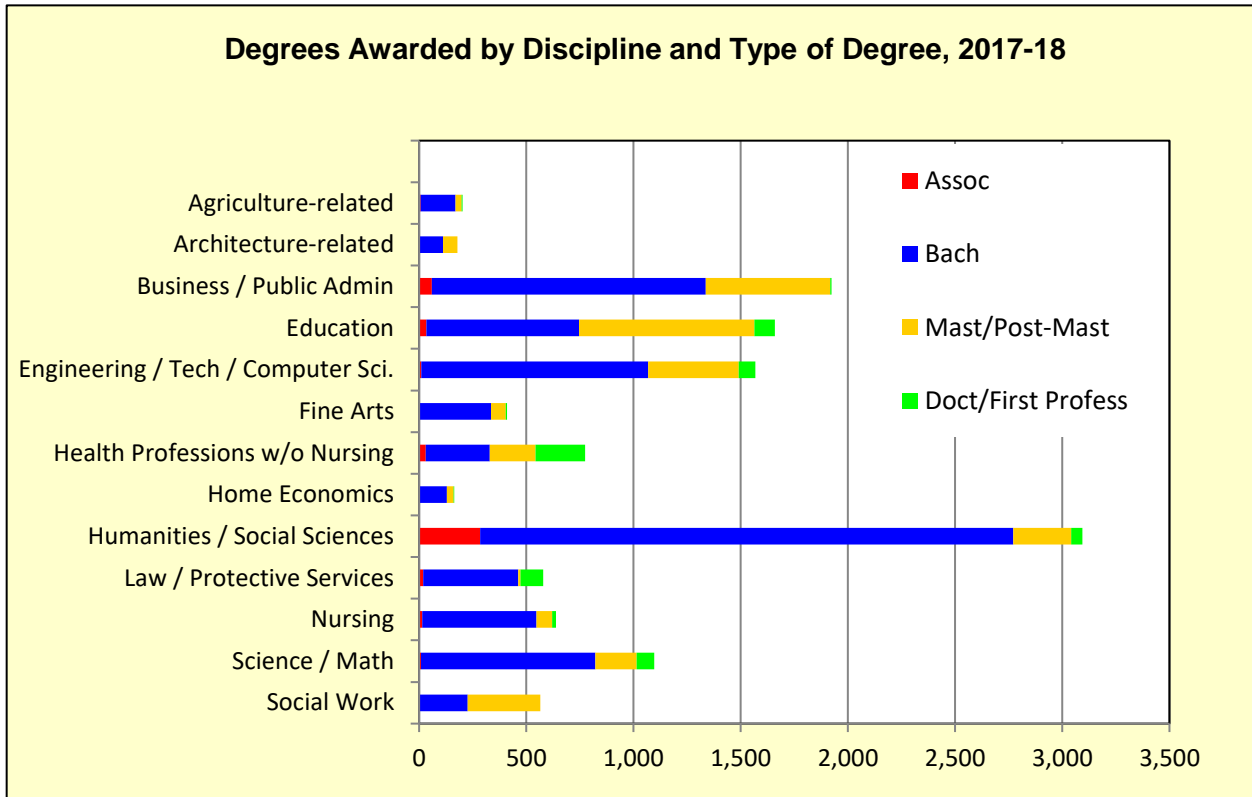
Degrees Awarded

(From Tables 12 & 13 of the 2018 report)

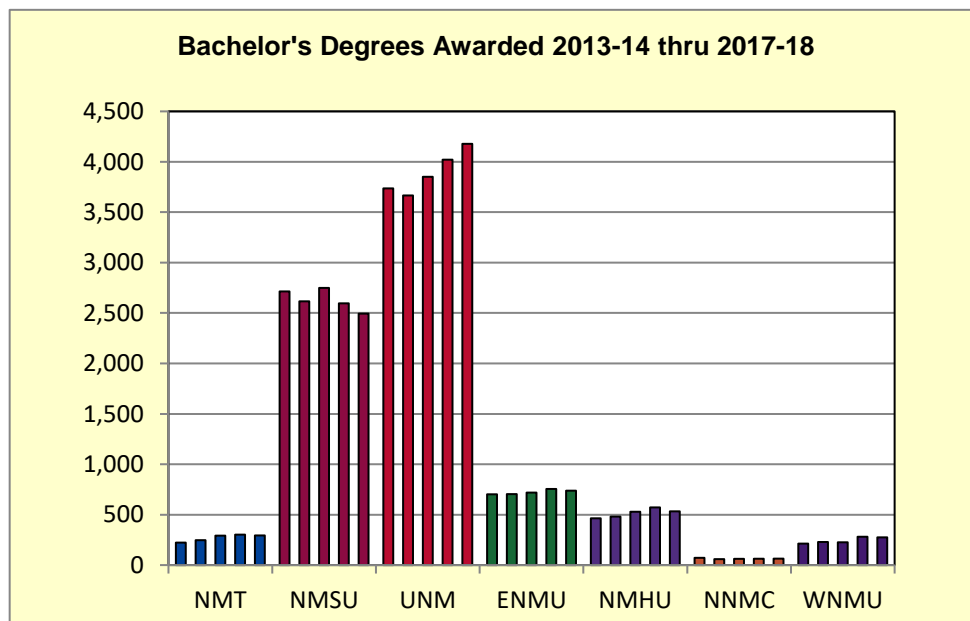
The number of degrees awarded (excluding certificates) has increased over the past five years by 5.4%. There was a slight decrease in degrees awarded this past year, from 12,860 to 12,717 degrees.



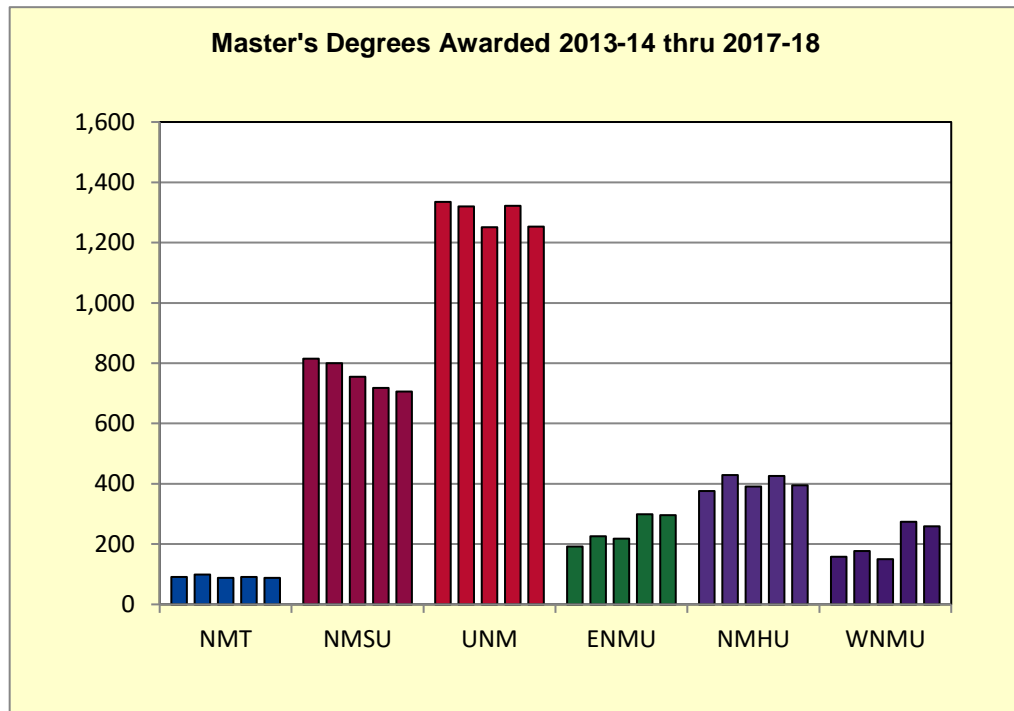
The humanities and social sciences recorded the greatest number of degrees awarded, followed by business/public administration, education, engineering/computer science, and science/math.



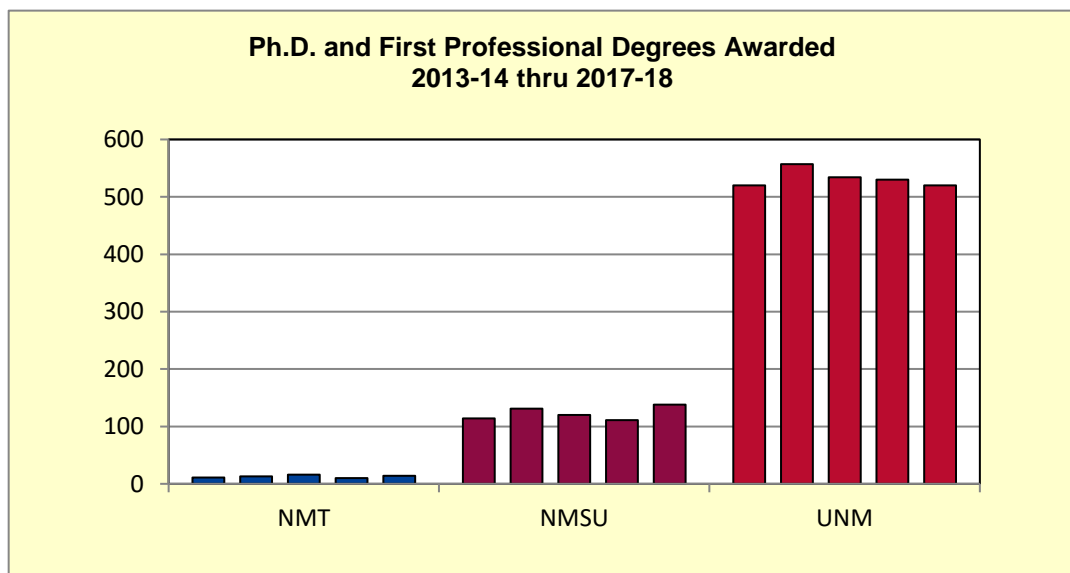
Bachelor's degree awards were relatively stable compared to last year, down fourteen degrees to 8,576 in 2017-18.



The total number of master's and post-master's degrees decreased slightly, from 2,882 in 2012-13 to 2,843 in 2016-17. (NNMC does not award graduate degrees.)



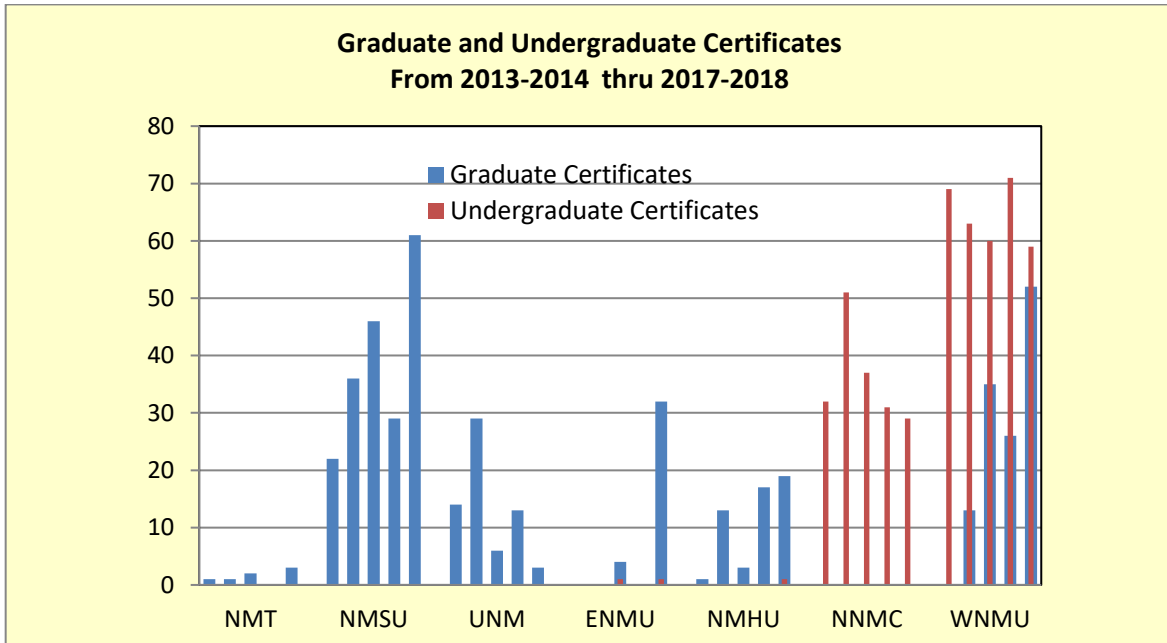
Doctorate Research and Doctorate Professional Practice degrees (medicine, law, and pharmacy) are awarded only by the research universities. These totals have increased from 651 granted in 2016-17 to 672 in 2017-18, an increase of 3.2%.



Certificates Awarded

(From Table 12 of the 2018 report)

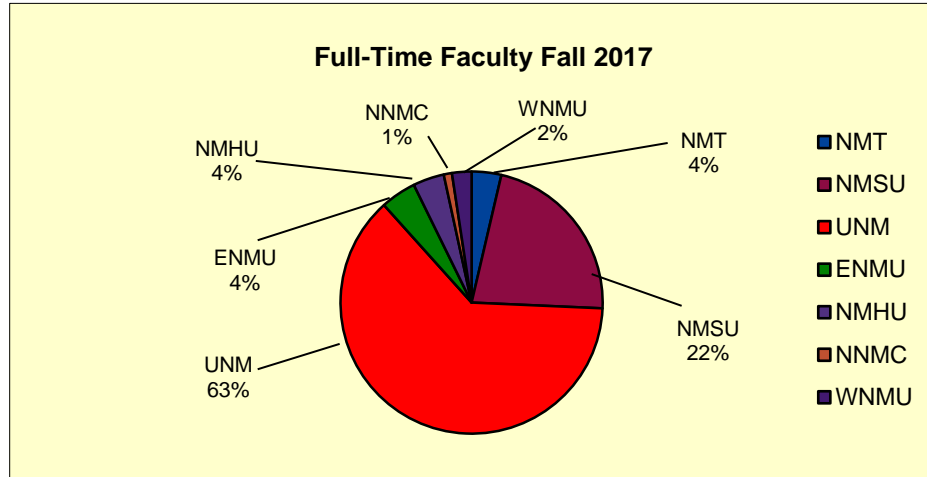
New Mexico students also have the opportunity to secure specialized training and certifications that enhance their employability. Often these complement the degrees students earn or can add another dimension to their contribution to the workforce. In 2016-17, 260 certificates were awarded; NMSU conferred the greatest number of graduate certificates (61) and WNMU the greatest number of undergraduate certificates (59).



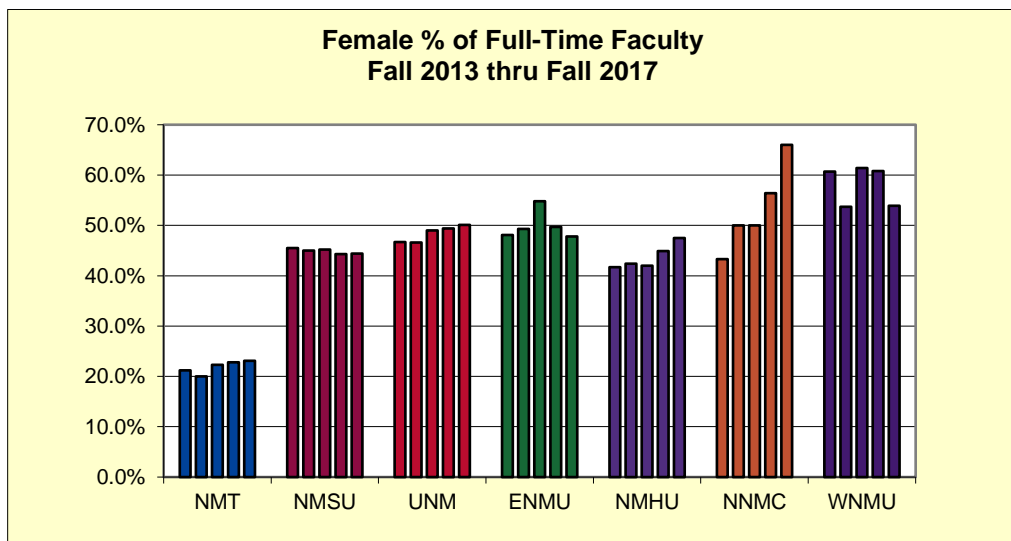
Faculty Diversity

(From Table 14 of the 2018 report)

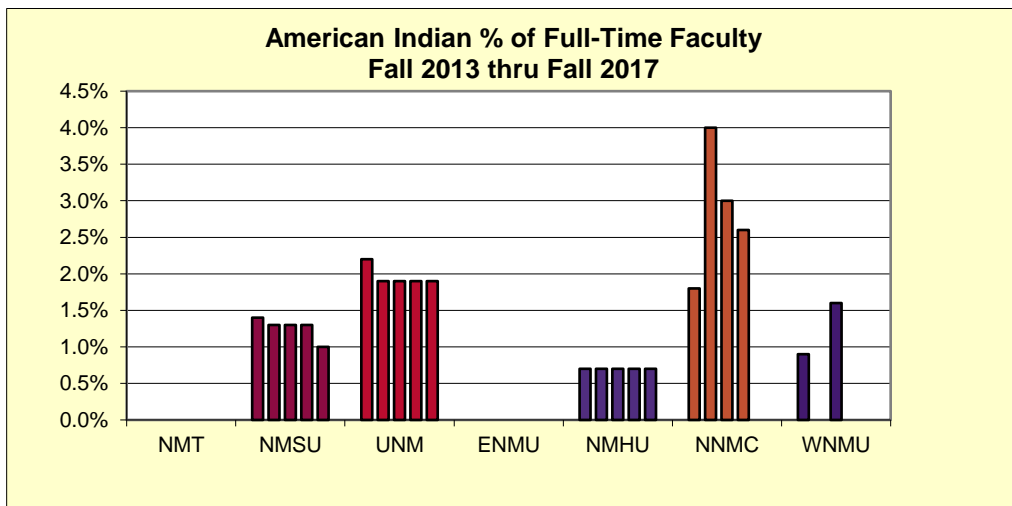
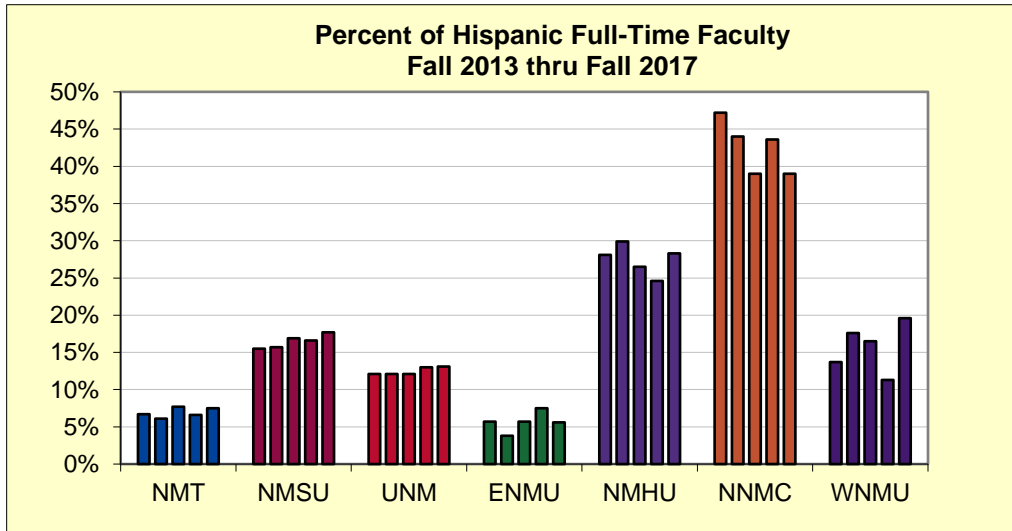
In five years, full-time faculty numbers increased 10.8%, from 3,306 in fall 2016 to 3,665 fall 2017 (10.8% increase). Increases in faculty numbers occurred at UNM and UNM - Health Sciences Center as part of their effort to convert part-time faculty to full-time positions. After UNM and UNM-HSC (2,206 full-time faculty), NMSU has the next largest number of full-time faculty (808 faculty).



In 2017, 48% of full-time faculty (1,761 faculty) were female. In 2016, the percentage was 47.5% (1,756 faculty). The increase over five years is 14.6% (from 1,537 to 1,761). The percentage is more variable for the smaller institutions where a change of one or two faculty members can affect the percentage dramatically.



In the fall of 2017, Hispanics made up almost 15% of full-time faculty. This is an increase of over 13.7% since 2012 (from 461 to 537 faculty). There is quite a bit of variance between universities, with NNMC having the highest percentage.



In contrast, the percentage of American Indian full-time faculty declined from 1.8% (58 faculty) to 1.5% (57 faculty) from 2013 to 2017.. Some institutions report zero American Indian full-time faculty in some years. NMT and ENMU did not report any over the five-year period.

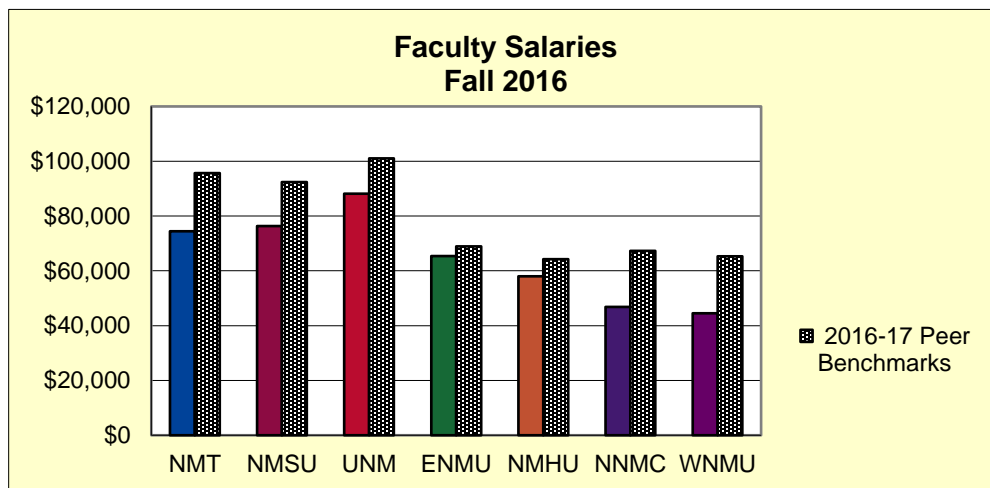
Faculty Salaries

(From Table 15 of the 2018 report)

Faculty salary increases at New Mexico universities vary. Averages are affected by distribution of faculty across ranks.

Faculty Salaries	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change Over Past 5 Years
NMT	\$69,631	\$63,817	\$72,772	\$74,446	\$75,400	8.3%
NMSU	\$69,926	\$72,617	\$74,583	\$76,346	\$77,617	11.0%
UNM	\$80,671	\$84,102	\$87,180	\$88,158	\$88,694	7.5%
ENMU	\$58,162	\$61,929	\$64,363	\$65,395	\$66,195	13.8%
NMHU	\$57,200	\$57,381	\$57,798	\$58,011	\$57,810	1.1%
NNMC	\$46,290	\$46,477	\$47,435	\$46,837	\$48,026	3.8%
WNMU	\$51,295	\$53,873	\$56,283	\$44,485	\$55,758	8.7%

Salary averages relative to peer institutions also vary widely. Two comprehensive universities (ENMU, NMHU) are relatively close to their institutional peers, but all lag behind their identified peer institutions. The graph displays fall 2016 data, the most recent comparative data available from IPEDS.



Conclusion

This executive overview has provided comparative trend data across the seven four-year universities in New Mexico for key performance and efficiency indicators. More specific data by university and from the University of New Mexico Health Sciences Center follow in the next section.

Institutional Profile of New Mexico Institute of Mining and Technology

Mission:

New Mexico Tech serves the state and beyond through education, research, and service, focused in science, technology, engineering, and mathematics. An involved faculty educate a diverse student body in rigorous and collaborative programs, preparing scientists and engineers for the future. Our innovative and interdisciplinary research expands the reach of humanity's knowledge and capabilities. Researchers, faculty, and students work together to solve real world problems. Our economic development and technology transfer benefit the economy of the state and create opportunities for success. We serve the public through applied research, professional development, and teacher education, benefiting the people of New Mexico.

Accreditation:

New Mexico Tech is accredited by the North Central Association of Colleges and Secondary Schools as a doctoral degree granting university.

<http://www.nmt.edu/academicaffairs/accreditation.php>

Contributions to Economic Development:

- NMT is a recognized international leader in hydrology, astrophysics, atmospheric physics, geophysics, homeland security, information technology, geosciences, energetic materials engineering, and petroleum recovery, supplying trained personnel and research in these areas.
- In FY 2018, NMT's extramural research expenditures were \$57 million.
- Research Center Returns on Investment (ROI) were as follows:

<i>RESEARCH CENTER</i>	<i>FY18 State Funding</i>	<i>FY18 Leverage</i>	<i>ROI</i>
Petroleum Recovery & Research Center	\$1,841,217	\$5,091,745	3
Geophysical Research Center	\$1,073,300	\$7,335,970	7
Energetic Materials Research & Testing Center	\$780,803	\$7,521,586	10
Institute for Complex Additive Systems Analysis	\$791,807	\$163,715	0
National Cave & Karst Research Institute	\$355,415	\$321,558	1
Homeland Security Center	\$513,513	\$21,160,837	41

**Table 1. Fall 2018
Overall Enrollment by Level**

Degree-seeking undergraduates	1,333
Degree-seeking graduates	353
Non-degree-seeking undergraduates	79
Total Headcount	1,895
Total FTE	1,612

**Table 2. Number of Programs by
Degree Level 2018-2019**

Associates	2
Bachelors	23
Grad Certificates	5
Masters	19
Doctorates	10

Table 3. Fiscal Resources

For FY 15-16*		% for Institution		% for Peers
Percent of fiscal resources allocated to instruction, research and public service		80.7		67.7
Percent of fiscal resources allocated to administrative costs		9.4		10.8
FY 14-15 thru 17-18**	2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$149M	\$127M	\$132M	\$139M
State appropriation (main campus) as percent of operating budget	25.7	30.4	27.1	34.7

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY15-16.

** Data from institutional reports, audited actuals

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2009-10	\$4,607	55.4	\$13,569	71.5
2010-11	\$4,941	56.3	\$14,620	73.7
2011-12	\$5,301	55.7	\$15,753	74.5
2012-13	\$5,496	55.2	\$16,367	73.8
2013-14	\$5,714	55.0	\$17,074	73.5
2014-15	\$6,256	58.7	\$18,184	76.3
2015-16	\$6,613	59.8	\$19,137	77.4
2016-17	\$6,891	61.2	\$20,041	79.2
2017-18	\$7,183	62.0	\$20,991	81.0
2018-19	\$7,770	N/A	\$22,268	N/A

*List of Peers appears in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	78.3	77.8	78.2	78.8	77.9
Work Study (must work to earn)	13.8	14.6	17.8	16.8	16.1
Loans (must be paid back)	42.7	45.6	50.0	50.8	51.0
Percent of Students Receiving Lottery Scholarships	44.9	44.9	44.1	45.3	42.9
Percent of Students who are Pell recipients	32.0	32.3	31.2	32.0	32.5
Percent of Students Receiving Aid	86.0	85.2	86.3	87.3	86.4
Average Award per Recipient	\$10,152	\$10,312	\$11,095	\$11,636	\$11,198

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	22.7	24.6	22.9	17.9	29.8
Loans (must be paid back)	12.9	10.7	12.0	12.5	9.9
 Percent of Students Receiving Aid	 34.8	 33.5	 34.9	 30.4	 39.4
Average Award per Recipient	\$6,747	\$6,831	\$7,921	\$8,846	\$5,847

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	2.0	1.7	1.5	1.7	2.2	1.8	1.8	1.6
American Indian	2.8	2.8	3.4	3.4	3.5	3.5	4.2	4.4
Asian	3.0	3.8	4.0	4.0	2.8	3.4	3.5	3.4
Hispanic	24.9	26.4	25.6	26.8	28.7	30.8	30.2	31.9
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1
White/Other	53.9	52.2	52.6	53.3	53.5	51.4	52.1	52.3
Two or More Races	3.8	3.9	4.1	3.5	4.9	4.9	4.8	3.6
Nonresident Alien	7.5	7.1	6.3	5.5	2.9	2.6	2.1	1.6
Unknown	2.1	2.0	2.3	1.7	1.5	1.6	1.3	1.3
Total	2,150	2,135	2,009	1,895	1,502	1,460	1,358	1,333

Table 8. What proportion of our students transfer from other institutions?

	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	57	41.6	66	55.0	57	58.2
Out-of-state 2-Year Colleges	30	21.9	17	14.2	15	15.3
Subtotal 2-Year Colleges	87	63.5	83	69.2	72	73.5
NM Public 4-Year Universities	27	19.7	19	15.8	11	11.2
All Other 4-Year Universities	23	16.8	18	15.0	15	15.3
Subtotal 4-Year Universities	50	36.5	37	30.8	26	26.5
Grand Total	137	100.0	120	100.0	98	100.0

Table 9. What is the profile of baccalaureate degree recipients at New Mexico Tech?

	2015-16		2016-17		2017-18	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Recipients who began as first-time, full-time fall semester freshmen who graduated within six years of first enrollment	201	72.8	185	64.2	180	65.5
Transfer students (including branch campuses)	68	24.7	71	24.7	65	23.6
Others (other first-time freshmen, returning students, etc.)	7	2.5	32	11.1	30	10.9
All baccalaureate degree recipients	276	288	288	100.0	275	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity and Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018
African American	2	100.0	3	66.7	3	66.7
American Indian	14	64.3	13	69.2	11	45.5
Asian	9	100.0	12	100.0	3	100.0
Hispanic	109	80.7	104	71.2	63	79.4
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	170	74.1	148	75.7	143	75.5
Two or More Races	18	66.7	14	78.6	12	66.7
Nonresident Alien	9	88.9	4	50.0	4	75.0
Unknown	7	85.7	3	33.3	1	100.0
Men	257	74.3	223	71.7	170	70.0
Women	81	85.2	78	80.8	70	87.1
All Students	338	76.9	301	74.1	240	75.0

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018
African American	3	33.3	3	33.3	2	50.0
American Indian	6	50.0	11	36.4	12	33.3
Asian	6	83.3	5	80.0	7	57.1
Hispanic	82	52.4	101	49.5	96	54.2
Native Hawaiian/Pacific Islander	0	--	1	0.0	0	--
White/Other	227	47.1	195	47.2	208	57.2
Two or More Races	5	40.0	7	14.3	16	56.3
Nonresident Alien	4	75.0	1	100.0	2	50.0
Unknown	0	--	0	--	1	100.0
Men	253	43.9	233	45.1	266	52.6
Women	80	66.3	91	52.7	78	65.4
Overall	333	49.2	324	47.2	344	55.5

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 333			Entered 2011 N = 324			Entered 2012 N = 344		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
18.6	42.0	49.2	20.4	42.6	47.2	24.4	46.5	55.5

Table 12. What degrees were awarded in 2017-18?

	Associates	Bachelors	Masters	Doctorates	Total
Agriculture					
Architecture-related					
Business/Agri-Business/Public Administration		3	1		4
Education			15		15
Engineering/Tech/Computer Science		209	48	5	262
Health Professions (w/o Nursing)					
Home Economics					
Humanities/Social Science	1	5			6
Law/Protective Services					
Nursing					
Science and Math		77	24	9	110
Social Work					
Total	1	294	88	14	397
Science/Technology/Engineering/Math/Health	0	286	72	14	372

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Associates	2	1	2	2	1
Bachelors	223	247	292	302	294
Masters	91	99	88	91	88
Doctorates	11	13	16	10	14
Total	327	360	398	405	397

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	Fall 2015 Faculty % (N = 130)	Fall 2016 Faculty % (N = 136)	Fall 2017 Faculty % (N = 134)	Fall 2015 Staff % (N = 588)	Fall 2016 Staff % (N = 553)	Fall 2017 Staff % (N = 568)
African American	0.0	0.0	0.0	0.9	0.7	0.9
American Indian	0.0	0.0	0.0	4.4	4.5	3.7
Asian	20.0	22.1	20.9	2.6	2.7	2.3
Hispanic	7.7	6.6	7.5	44.2	43.9	43.5
Native Hawaiian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	72.3	71.3	70.1	48.0	48.1	47.0
Two or More Races	0.0	0.0	0.0	0.0	0.0	1.6
Nonresident Alien	0.0	0.0	1.5	0.0	0.0	1.1
Unknown	0.0	0.0	0.0	0.0	0.	0.0
Men	77.7	77.2	76.9	53.6	54.8	56.2
Women	22.3	22.8	23.1	46.4	45.2	43.8

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
13:1	14:1	12:1	11:1	11:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2012	99	\$69,631	79.4
Fall 2013	99	\$63,817	72.7
Fall 2014	95	\$72,772	81.1
Fall 2015	95	\$74,446	78.9
Fall 2016	95	\$75,400	79.0

*Includes instructors, assistant, associate, and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is for Fall 2016.

New Mexico Institute of Mining and Technology DFA Submittals October 2018

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target	45.0%	48.0%	48.0%	48.0%	49.0%	50.0%
	Actual	45.1%	49.0%	49.2%	47.2%	55.8%	
CSRDE Benchmark		38.2%	42.6%	42.9%	38.6%	42.0%	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for moderately selective public institutions, fewer than 5,000 students

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target	310	325	325	330	330	350
	Actual	328	362	398	408	397	

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target				5.0	5.0	5.0
	Actual				4.9	5.1	

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded per 100 FTE		Fall 13 to Spr 14	Fall 14 to Spr 15	Fall 15 to Spr 16	Fall 16 to Spr 17	Fall 17 to Spr 18	Fall 18 to Spr 19
Degrees awarded per 100 full-time equivalent students	Target				19.0	19.0	21.0
	Actual				22.6	24.0	

		FY15	FY16	FY17	FY18	FY19	FY20
Athletes Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen athletes who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target				48.0%	48.0%	50.0%
	Actual				47.2%	55.8%	

New Mexico Institute of Mining and Technology

		FY15	FY16	FY17	FY18	FY19	FY20
Hydrogeological Assessment Projects		Fall 13 to Spr 14	Fall 14 to Spr 15	Fall 15 to Spr 16	Fall 16 to Spr 17	Fall 17 to Spr 18	Fall 18 to Spr 19
Bureau of geology and mineral resources: number of active hydrogeological assessment projects	Target				5 to 7	7	7
	Actual				6	6	

		FY15	FY16	FY17	FY18	FY19	FY20
Petroleum Recovery Research Center		Fall 13 to Spr 14	Fall 14 to Spr 15	Fall 15 to Spr 16	Fall 16 to Spr 17	Fall 17 to Spr 18	Fall 18 to Spr 19
Petroleum recovery research center: public to private PRRC cost sharing ratio	Target			2:0	2:0	2:0	2:0
	Actual			1:0	1:0	1:0	

		FY15	FY16	FY17	FY18	FY19	FY20
Geophysical Research Center		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Geophysical research center: external research funding from non-state government sources	Target		\$7.5M	\$7.5M	\$7.5M	\$7.2M	\$7.5M
	Actual		\$6.6M	\$6.3M	\$6.1M	ongoing	

		FY15	FY16	FY17	FY18	FY19	FY20
Retention		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Retention of first-time, full-time freshmen to the third semester	Target				77.0%	77.0%	77.0%
	Actual				74.1%	75.0%	
	Benchmark				73.4%		

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for moderately selective public institutions, fewer than 5,000 students

		FY15	FY16	FY17	FY18	FY19	FY20
External Funds		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources	Target				\$65.0M	\$65.0M	\$90.0M
	Actual				\$38.7M	\$100.9M	

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Institutional Profile of New Mexico State University

Mission

The New Mexico State University System is the state's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service.

New Mexico State University (NMSU) is accredited by the Higher Learning Commission (HLC). A comprehensive repository of all NMSU accreditation activity can be found at <https://accreditation.nmsu.edu>. NMSU completed its 2017-2018 Reaffirmation of Accreditation February 12, 2018. The next Reaffirmation of Accreditation will be 2027-28.

Contributions to Economic Development:

- NMSU received a \$1.2 million grant from the USDA and the National Institute of Food and Agriculture to work with farmers and ranchers to develop short- and long-term strategies that are proactive with the goal of maintaining ecological, social, and economic resilience in rural communities. Resilience-based management strategies developed through this process will be shared via extension and outreach programs around the state to impact agricultural production.
- NMSU received \$7.3 million of a \$20 million National Science Foundation five-year grant for New Mexico's SMART Grid Center, which falls under its Established Program to Stimulate Competitive Research (EPSCoR). The research program seeks to transform existing electricity distribution feeders into interconnected microgrids and will utilize multiple testbeds across New Mexico. While training students and developing research will build up the infrastructure for smart grid technology, its ultimate goal is to work with New Mexico's electric suppliers to translate the research into practice and take the technology statewide to create cheaper, sustainable energy use.
- Arrowhead Center's Studio G student and alumni business incubator is now also operating at NMSU-Alamogordo, NMSU-Carlsbad, NMSU-Grants, the Burrell College of Osteopathic Medicine, Doña Ana Community College, Eastern New Mexico University, Navajo Technical University, New Mexico Tech, San Juan College, Santa Fe Community College, the University of New Mexico, and Western New Mexico University. Studio G is also piloting its entrepreneurial training program at Sandia National Laboratories, working with current students and post-docs in this cutting-edge research and development setting.
- Support from the New Mexico Gas Company, an Emera Company, created Arrowhead Center's Startup Sprint programs: industry-and export-focused business accelerators that are developing promising ventures in areas like agricultural technology and digital health. In the last two years, 46 companies have participated in Arrowhead's Sprint programs.

**Table 1. Fall 2018
Overall Enrollment by Level**

Degree-seeking undergraduates	11,135
Degree-seeking graduate students	2,556
Non-degree students	598
Total Headcount	14,289
Total FTE	12,175

**Table 2. Number of Programs by
Degree Level 2018-2019**

Associates	2
Bachelors	92
Masters	58
Education Specialists	2
Post-Baccalaureate Certificates	16
Doctorates	27

Table 3. Fiscal Resources

Table 3. Fiscal Resources				
		% for Institution	% for Peers	
For FY 15-16*				
Percent of fiscal resources allocated to instruction, research and public service		78.3	69.5	
Percent of fiscal resources allocated to administrative costs		7.0	8.3	
FY 14-15 thru FY17-18**	2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$520.6M	\$494.5M	\$486.3M	\$467.0M
State appropriation (main campus) as percent of operating budget	32.0	34.0	33.8	33.2

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY15-16.

** Data from institutional reports, audited actual.

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2009-10	\$4,998	83.7	\$15,150	89.6
2010-11	\$5,400	81.5	\$16,680	90.7
2011-12	\$5,825	82.6	\$18,266	95.7
2012-13	\$6,041	80.3	\$19,068	94.9
2013-14	\$6,221	80.4	\$19,644	94.5
2014-15	\$5,950	74.6	\$19,111	89.1
2015-16	\$6,094	73.6	\$19,651	87.6
2016-17	\$6,094	71.6	\$19,651	84.2
2017-18	\$6,461	73.0	\$21,022	87.2
2018-19	\$6,686	N/A	\$21,770	N/A

*List of peers appears in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	70.4	70.3	69.7	73.0	73.6
Work Study (must work to earn)	5.0	4.6	5.0	4.6	3.9
Loans (must be paid back)	43.2	42.6	40.5	39.3	40.7
Percent of Students Receiving Lottery Scholarships	33.0	32.0	31.9	31.7	28.3
Percent of Students who are Pell recipients	42.4	42.8	42.0	41.7	44.8
Percent of Students Receiving Aid	78.7	78.4	77.5	79.3	80.2
Average Award per Recipient	\$9,470	\$9,694	\$9,555	\$9,586	\$9,843

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	18.1	18.2	19.1	20.3	25.0
Loans (must be paid back)	32.8	30.2	28.1	28.8	27.4
Percent of Students Receiving Aid	44.2	41.1	40.5	42.5	43.9
Average Award per Recipient	\$10,789	\$10,467	\$10,365	\$10,635	\$10,234

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	3.0	3.0	2.8	2.6	3.0	3.0	2.8	2.5
American Indian	2.0	2.0	2.0	2.1	2.2	2.1	2.1	2.4
Asian	1.3	1.4	1.4	1.4	1.2	1.2	1.2	1.1
Hispanic	49.6	51.4	54.4	56.5	54.7	54.7	59.2	61.2
Native Hawaiian/Pacific Is	0.2	0.2	0.1	0.1	0.2	0.2	0.1	0.1
White/Other	30.9	29.5	28.7	27.7	29.4	28.0	27.0	26.0
Two or More Races	1.8	1.8	2.0	2.0	1.8	1.8	2.1	1.9
Nonresident Alien	8.3	7.9	7.2	6.4	4.9	4.9	4.5	3.7
Unknown	2.9	2.8	1.3	1.2	2.6	2.6	1.0	1.1
Total Number	15,490	14,852	14,432	14,289	12,104	11,420	11,173	11,135

Table 8. What proportion of our students transfer from other institutions?

	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring	Summer/Fall/Spring	Summer/Fall/Spring	Summer/Fall/Spring	Summer/Fall/Spring	Summer/Fall/Spring
	N	N	N	%	N	%
NM 2-Year Colleges and Branches	713	47.3	700	47.4	562	47.8
Out-of-state 2-Year Colleges	375	24.9	348	24.9	348	29.6
Subtotal 2-Year Colleges	1,088	72.2	1,048	72.3	920	77.4
NM Public 4-Year Universities	108	7.2	92	7.2	81	6.9
All Other Universities	310	20.6	251	20.5	184	15.7
Subtotal 4-Year Universities	418	27.8	343	27.7	265	22.6
Grand Total	1,506	100.0	1,391	100.0	1,175	100.0

Table 9. What is the profile of our baccalaureate degree recipients?

Recipients who began as	2015-2016 Summer/Fall/Spring		2016-2017 Summer/Fall/Spring		2017-2018 Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time, degree-seeking fall semester freshmen graduating within six years of first enrollment	1,077	42.2	1,020	42.3	975	42.0
Transfer students (including branch campuses)	1,047	41.0	937	38.9	1,017	43.8
Others (other first-time freshmen, returning students, etc.)	430	16.8	453	18.8	330	14.2
All baccalaureate degree recipients	2,554	100.0	2,410	100.0	2,322	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018
African American	60	66.7	51	76.5	42	66.7
American Indian	40	52.5	37	62.2	46	80.4
Asian	18	77.8	16	93.8	21	71.4
Hispanic	1,130	69.4	1,152	74.0	1,294	72.5
Native Hawaiian/Pacific Islander	1	100.0	0	--	1	100.0
White/Other	558	76.0	464	73.7	515	77.7
Two or More Races	53	64.2	33	66.7	52	67.3
Nonresident Alien	79	83.5	42	81.0	44	81.8
Unknown	38	81.6	30	66.7	17	52.9
Men	920	68.5	762	72.3	873	73.2
Women	1,057	74.3	1,063	75.0	1,159	74.2
All Students	1,977	71.6	1,825	73.9	2,032	73.8

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018
African American	96	32.3	70	34.3	54	27.8
American Indian	60	30.0	63	42.9	41	48.8
Asian	38	44.7	18	50.0	16	68.8
Hispanic	1,164	41.0	1,168	42.0	1,169	42.0
Native Hawaiian/Pacific Islander	1	100.0	6	50.0	2	0.0
White/Other	700	53.9	724	52.8	613	55.5
Two or More Races	23	39.1	29	48.3	46	47.8
Nonresident Alien	46	56.5	56	51.8	46	41.3
Unknown	127	39.4	42	45.2	47	12.8
Men	1,074	42.6	992	41.9	880	42.4
Women	1,181	46.5	1,184	49.2	1,154	50.0
All Students	2,255	44.6	2,176	45.9	2,034	46.7

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 2,254			Entered 2011 N = 2,176			Entered 2012 N = 2,034		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
16.9	36.9	44.6	17.8	38.1	45.9	18.7	39.8	46.7

Table 12. What degrees were awarded in 2017-18?

	Associates	Bachelors	Masters	Ed Specialist	Grad Certs	Ed./PhD	Total
Agriculture		135	26			4	165
Business/Agri-Business/Public Adm	20	422	87		1	6	536
Education		224	155	1	7	36	423
Engineering/Tech/Computer Science		430	131		8	19	588
Fine Arts		86	14				100
Health Professions (w/o Nursing)		81	25		4		110
Home Economics		38	17				55
Humanities/Social Science		569	106	6	23	19	718
Law/Protective Services		150	12				162
Nursing		155	3		3	21	180
Science and Math		150	59			33	240
Social Work		54	64				118
Total	20	2,494	699	7	46	138	3,404
Science/Technology/Engineering/Math/Health		951	263		15	77	1,306

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Associates	18	21	27	27	20
Bachelors	2,714	2,616	2,749	2,596	2,494
Masters	807	794	746	711	699
Ed Specialists	8	6	9	7	7
Graduate Certificates	36	46	29	61	46
Ph.D/Ed.D	114	131	120	111	138
Total	3,697	3,614	3,680	3,513	3,404

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	Faculty			Staff		
	Fall 2015 Faculty % (N = 840)	Fall 2016 Faculty % (N = 819)	Fall 2017 Faculty % (N = 808)	Fall 2015 Staff % (N = 2,167)	Fall 2016 Staff % (N = 2,058)	Fall 2017 Staff % (N = 1,949)
African American	1.5	1.6	1.1	1.3	1.3	1.5
American Indian	1.3	1.3	1.0	1.1	1.0	1.4
Asian	7.9	7.8	8.4	1.9	1.9	2.0
Hispanic	16.9	16.6	17.7	50.0	49.1	50.6
Native Hawaiian/Pacific	0.0	0.0	0.1	0.1	0.1	0.2
White/Other	66.2	65.4	65.8	43.3	41.4	41.8
Two or More Races	0.8	1.1	1.2	0.8	0.7	0.9
Nonresident Alien	4.4	4.5	4.6	1.5	2.6	1.5
Unknown	1.0	1.6	0.1	0.0	2.0	0.1
Men	54.8	55.7	55.6	46.7	46.7	46.1
Women	45.2	44.3	44.4	53.3	53.3	53.9

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
17:1	17:1	16:1	16:1	17:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2012	89.3	\$69,926	85.3
Fall 2013	88.8	\$72,617	85.8
Fall 2014	90.3	\$74,583	85.1
Fall 2015	92.6	\$76,346	83.2
Fall 2016	92.9	\$77,699	84.1

*Includes assistant, associate and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is for Fall 2016.

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		FY15	FY16	FY17	FY18	FY19	FY20
Graduation Rate Measure		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of full-time, degree-seeking, first-time freshmen completing an academic program within one hundred fifty percent of graduation time	Target	47%	47%	47%	47%	47%	48%
	Actual	46%	42%	45%	46%	47%	
CSRDE Benchmark		47%	46%	45%	45%	48%	

Source: CSRDE Retention Report 2018 (2007-16 cohorts) moderately selective public institutions, 5,000 --17,999 students

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded Measure		Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17	Su/Fa/Sp 2017-18	Su/Fa/Sp 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target				3,420	3,300	3,200
	Actual				3,418	3,331	

		FY15	FY16	FY17	FY18	FY19	FY20
Expenditures Measure		FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources	Target				\$300.0M	\$300M	\$300M
	Actual				\$279.1M		

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree Measure		Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17	Su/Fa/Sp 2017-18	Su/Fa/Sp 2018-19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target				4.9	4.8	4.8
	Actual				5.2		

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees vs Enrollment Measure		Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17	Su/Fa/Sp 2017-18	Su/Fa/Sp 2018-19
Degrees awarded per 100 full-time equivalent students	Target				30	30	30
	Actual				27		

		FY15	FY16	FY17	FY18	FY19	FY20
Nursing Degrees Measure		Su/Fa/Sp 2013-14	Su/Fa/Sp 2014-15	Su/Fa/Sp 2015-16	Su/Fa/Sp 2016-17	Su/Fa/Sp 2017-18	Su/Fa/Sp 2018-19
Total number of nursing degrees awarded	Target				160	155	155
	Actual				191	177	

New Mexico State University

		FY15	FY16	FY17	FY18	FY19	FY20
Athlete Graduation Rate Measure		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Six-year athlete graduation rate	Target				75%	78%	80%
	Actual				80%		

		FY15	FY16	FY17	FY18	FY19	FY20
Public Television Measure		FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Total public television local broadcast production hours	Target				175	185	185
	Actual				212		

		FY15	FY16	FY17	FY18	FY19	FY20
Agriculture Station Measure		FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Total dollars of grants and contracts leveraged by agricultural experiment station faculty and researchers, in millions	Target				\$18.0M	\$18.0M	\$18.0M
	Actual				\$15.5M		

		FY15	FY16	FY17	FY18	FY19	FY20
Cooperative Extension Measure		FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Number of clientele contacts with the public by the cooperative extension service	Target				650,000	650,000	650,000
	Actual				6,577,883		

		FY15	FY16	FY17	FY18	FY19	FY20
NMDA Measure		FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Total number of inspections completed by the standards and consumer services division of the New Mexico Department of Agriculture	Target				170,000	170,000	170,000
	Actual				163,232		

		FY15	FY16	FY17	FY18	FY19	FY20
Retention Measure		Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18	Fall 18 to Fall 19
Percent of full-time degree-seeking first-time freshmen retained to third semester	Target	73%	74%	74%	74%	75%	75%
	Actual	74%	74%	72%	74%	74%	
CSRDE Benchmark*		73%	73%	72%	73%	73%	

Source: CSRDE Retention Report 2018 (2007-16 cohorts) for moderately selective public institutions, 5,000-17,999 students

Institutional Profile of The University of New Mexico

Mission

The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

UNM has many individual accreditations. These are listed at: <http://accreditation.unm.edu>.

Contributions to Economic Development:

- UNM consistently ranks among the top three largest employers in the state with a total of 25,000 jobs.
- UNM is the driver behind Innovate ABQ, an economic development partnership with the City of Albuquerque and other government and private investors. This initiative will strengthen the economic base of the mid Rio Grande region and the State of New Mexico by creating opportunities for knowledge workers such as students graduating from our educational institutions and spin-off jobs for experienced workers in the community as well as providing entrepreneurial training and support.
- During FY17, UNM Main Campus expended approximately \$123 million in externally funded grants and contracts, which boosts the state economy.
- Since 1996, researchers through STC.UNM disclosed 107 new inventions, received 51 U.S. Patents, and spun off 11 start-up companies. Among its peer institutions, UNM is 2nd in the number of licenses and options signed for every \$2 million in research funds spent.

**Table 1. Fall 2018
Overall Enrollment by Level**

Degree-seeking undergraduates	17,321
Non-degree seeking undergraduates	185
Graduate students	5,349
Graduate, professional practice	1,185
Total Headcount (includes HSC)	24,393
Total FTE (includes HSC)	20,245

**Table 2. Number of Programs by
Degree Level 2018-2019**

Bachelors	98
Undergraduate Certificates	9
Masters	84
Post-Master & Graduate Certificates (includes Ed Spec)	19
Doctorate-Research	41
Doctorate-Professional Practice	5

Table 3. Fiscal Resources

For FY 15-16*	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research, and public service	84.1		68.6	
Percent of fiscal resources allocated to administrative costs	6.4		8.1	
FY 14-15 thru FY 17-18**	2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$719M	\$712M	\$705M	\$679M
State appropriation (main campus) as percent of operating budget	25.0	25.0	25.0	26.0

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY15-16.

** Data from institutional reports, audited actual.

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2009-10	\$5,101	67.4	\$17,254	78.7
2010-11	\$5,506	66.5	\$18,691	79.8
2011-12	\$5,809	65.1	\$19,919	79.9
2012-13**	\$6,049	71.3	\$20,688	90.0
2013-14	\$6,846	78.5	\$20,688	87.5
2014-15	\$6,846	76.0	\$20,664	85.0
2015-16	\$7,071	77.0	\$21,304	84.0
2016-17	\$7,340	77.0	\$21,936	83.0
2017-18	\$7,448	75.0	\$22,038	80.0
2018-19	\$7,663	N/A	\$22,586	N/A

***List of Peers appears in Appendix**

Table 5. How much financial support do undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Gift Aid (not paid back)	79.5	70.0	68.3	71.0	71.1
Work Study (must work to earn)	3.8	2.0	1.9	2.1	2.4
Loans (must be paid back)	41.4	27.9	29.6	26.7	26.4
Percent of Students Receiving Lottery Scholarships	42.6	39.3	39.8	39.7	35.2
Percent of Students who are Pell recipients	42.6	42.7	42.1	40.2	37.5
Percent of Students Receiving Aid	85.8	82.0	81.9	79.9	80.0
Average Award per Recipient	\$9,655	\$9,213	\$9,220	\$9,120	\$8,855

Table 6. How much financial support do graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Gift Aid (not paid back)	55.1	52.3	54.5	55.2	58.3
Loans (must be paid back)	40.9	46.8	44.7	43.7	40.6
Percent of Students Receiving Aid	71.6	67.8	69.4	68.9	70.0
Average Award per Recipient	\$15,086	\$16,352	\$15,515	\$15,677	\$15,724

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	%Fall 2015	%Fall 2016	%Fall 2017	%Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	2.3	2.3	2.3	2.3	2.5	2.5	2.4	2.4
American Indian	5.2	5.2	5.2	5.2	5.7	5.7	5.7	5.6
Asian	3.5	3.7	3.9	4.0	3.4	3.6	3.9	4.0
Hispanic	41.1	42.1	43.1	43.2	46.5	47.4	48.6	48.8
Native Hawaiian/PI	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2
White	37.8	36.7	35.4	35.0	35.4	34.1	32.5	32.0
Two or More Races	3.2	3.2	3.3	3.3	3.5	3.4	3.5	3.4
Nonresident Alien	5.0	4.9	4.9	5.1	1.5	1.8	2.0	2.4
Unknown	1.9	1.8	1.7	1.7	1.5	1.4	1.2	1.3
Total	27,353	27,060	26,278	24,393	20,251	19,886	19,648	17,321

Table 8. What proportion of our students transfer from other institutions?

	2015-2016		2016-2017		2017-2018	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	1,497	63.7	1,605	61.9	1,555	59.7
Out-of-state 2-Year Colleges	160	6.8	224	8.6	247	9.4
Subtotal 2-Year Colleges	1,657	70.5	1,829	70.5	1802	69.2
NM Public 4-Year Universities	165	7.0	164	6.3	209	8.0
All Other 4-Year Universities	529	22.5	601	23.2	591	22.7
Subtotal 4-Year Universities	694	29.5	765	29.5	800	30.7
Grand Total	2,351	100.0	2,594	100.0	2,602	100.0

Table 9. What is the profile of baccalaureate degree recipients at UNM?

Recipients who began as	2015-16		2016-17		2017-18	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen who graduated within six years of first enrollment	1,690	45.0	1,899	48.5	1,996	49.0
Transfer students (including branch campuses)	1,474	39.3	1,411	36.1	1,488	36.6
Others (other first-time freshmen, returning students, etc.)	591	15.7	602	15.4	585	14.4
All baccalaureate degree recipients	3,755	100.0	3,912	100.0	4,069	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity and Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018
African American	64	84.4	82	78.1	78	60.3
American Indian	114	71.3	137	67.2	115	61.7
Asian	149	87.9	140	90.0	139	81.3
Hispanic	1,706	79.7	1,756	78.4	1,684	73.0
Native Hawaiian/Pacific Islander	6	50.0	9	88.9	8	62.5
White	1,060	80.9	1,003	78.7	930	76.1
Two or More Races	117	76.1	140	73.6	129	71.3
Nonresident Alien	50	86.0	68	80.9	62	82.3
Unknown	21	76.2	30	63.3	22	81.8
Men	1,418	77.2	1,489	74.6	1,355	70.3
Women	1,869	82.3	1,876	81.1	1,812	76.3
Overall	3,287	80.1	3,365	78.2	3,167	73.7

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity and Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018
African American	96	33.3	79	38.0	87	37.9
American Indian	158	23.4	167	30.5	191	34.0
Asian	90	57.8	117	70.9	109	63.3
Hispanic	1,687	44.8	1,604	45.2	1,640	45.7
Native Hawaiian/Pacific Islander	9	33.3	4	50.0	6	50.0
White	1,276	49.5	1,106	54.0	1,114	57.1
Two or More Races	108	38.0	129	48.8	165	53.3
Nonresident Alien	25	60.0	27	51.9	22	50.0
Unknown	28	46.4	34	64.7	38	68.4
Men	1,534	39.4	1,409	44.8	1,443	47.6
Women	1,943	48.4	1,858	51.5	1,929	51.5
Overall	3,477	44.4	3,267	48.6	3,372	49.9

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 3,477			Entered 2011 N = 3,267			Entered 2012 N = 3,372		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
16.7	36.9	44.4	19.2	41.9	48.6	21.7	43.2	49.9

Table 12. What degrees were awarded in 2017-18?

	Bachelors	Masters	Post Masters	Grad Certificate	Doctorate	Total
Agriculture	15					15
Architecture-related	54	54	8			115
Business/Agri-Business/Public Administration	633	308		1		941
Education	318	181	55		39	584
Engineering/Tech/Computer Science	328	223	1		42	594
Fine Arts	228	59			10	297
Health Professions (w/o Nursing)	194	122	7		207	530
Home Economics	43	4				47
Humanities/Social Science	1,463	119	4		48	1,632
Law/Protective Services	138				111	249
Nursing	301	35		1	15	352
Science and Math	463	73			48	584
Social Work						15
Total	4,178	1,178	75	2	520	5,953
Science/Technology/Engineering/ Math/Health	1,355	507	16	1	312	2,191

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Associate	0	0	0	0	0
Bachelors	3,736	3,666	3,851	4,021	4,178
Masters	1,308	1,266	1,184	1,242	1,178
Post-Masters (Includes Ed Spec)	24	27	54	67	75
Graduate Certificates	29	6	13	4	2
Doctoral-Research	231	222	199	195	199
Doctoral-Professional	289	335	335	335	321
Total	5,620	5,549	5,649	5,879	5,953

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	2015 Faculty % (N = 2,293)	2016 Faculty % (N = 2,305)	2017 Faculty % (N = 2,296)	2015 Staff % (N = 4,788)	2016 Staff % (N = 4,690)	2017 Staff % (N = 4,618)
African American	1.9	1.7	1.6	2.1	2.1	2.0
American Indian	1.9	1.9	1.9	3.8	3.9	3.9
Asian	8.6	8.7	8.9	2.5	2.7	2.5
Hispanic	12.1	13.0	13.1	39.2	39.8	40.0
Native Hawaiian/PI	0.0	0.0	0.0	0.1	0.1	0.1
White	64.8	64.3	63.4	47.4	46.4	46.6
Two or More Races	1.0	1.0	1.2	1.5	1.7	1.5
Nonresident Alien	4.2	4.6	4.7	0.9	1.0	1.1
Unknown	5.1	4.8	5.2	2.4	2.3	2.3
Men	51.0	50.6	49.9	35.5	36.1	36.1
Women	49.0	49.4	50.1	64.5	63.9	63.9

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
20.4:1	19.4:1	17.0:1	20.0:1	16.0:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2012	85.3	\$80,671	92.5
Fall 2013	87.2	\$84,102	92.4
Fall 2014	87.4	\$87,180	92.6
Fall 2015	88.0	\$88,158	85.8
Fall 2016	79.4	\$88,694	86.0
*Includes full-time assistant, associate and full professors			

University of New Mexico DFA Submittals October 2018

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of first-time, full-time freshmen completing an academic program within six years	Target	48.0	48.0	47.0	48.5	48.0	50.0
	Actual	47.6	49.0	43.9	48.7	49.9	
CSRDE Benchmark	Benchmark	46.7	49.3	49.5	51.9	54.6	

Source: CSRDE Retention Report 2018 (2007-16 cohorts) for moderately selective public institutions, 18,000 or more students

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded (new measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters, and doctorate degrees.	Target					5,700	5,700
	Actual				5,879	5,953	

		FY15	FY16	FY17	FY18	FY19	FY20
External Funds		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Amount of external dollars supporting all programs from federal or nongovernmental sources for the most recent fiscal year, excluding state governmental funding sources.	Target	\$130.0M	\$129.0M	\$129.0M	\$129.0M	\$120.0M	\$120.0M
	Actual	\$127.9M	\$124.7M	\$96.7M	\$119.1M	\$91.5M	

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree (new measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree.	Target					4.9	4.9
	Actual				4.9	4.9	

University of New Mexico

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees awarded per 100 FTE (new measure)		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of degrees awarded per 100 full-time equivalent students	Target				22.5	24.0	24.0
	Actual				24.0	27.3	

		FY15	FY16	FY17	FY18	FY19	FY20
Athletics Graduation Rate (new measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Percent of a cohort of first-time, full-time, degree-seeking freshmen athletes who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target					44%	45%
	Actual				44%	49%	

		FY15	FY16	FY17	FY18	FY19	FY20
Broadcast Production Hours (new measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total public television local broadcast production hours	Target					17,254	17,240
	Actual				17,254	17,240	

		FY15	FY16	FY17	FY18	FY19	FY20
Retention Measure 3rd Semester		Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18	Fall 18 to Fall 19
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	78.8	79.2	79.6	80.0	80.0	80.0
	Actual	79.1	79.5	80.1	78.2	73.7	
CSRDE Benchmark	Benchmark	76.0	76.0	76.4	76.6	79.9	

Source: CSRDE Retention Report 2018 (2007-16 cohorts) for moderately selective public institutions, 18,000 or more students

Institutional Profile of University of New Mexico – Health Sciences Center

Vision

The University of New Mexico Health Sciences Center will work with community partners to help New Mexico make more progress in health and health equity than any other state.

Mission

Our mission is to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences. We will advance health sciences in the most important areas of human health with a focus on the priority health needs of our communities. As a majority-minority state, our mission will ensure that all populations in New Mexico have access to the highest quality health care.

In order to realize our Vision and Mission, we will achieve the following goals:

- Improve health and health care to the populations we serve with community-wide solutions
- Build the workforce of New Mexico by providing a premier education and transformative experience that prepares students to excel in the workplace
- Foster innovation, discovery and creativity; and translate our research and discoveries into clinical or educational practice
- Provide the environment and resources to enable our people and programs to do their best
- Deliver a well-integrated academic health center that provides high quality of care and service while being accessible to all New Mexicans
- Nurture and embrace an environment of diversity, integrity and transparency.

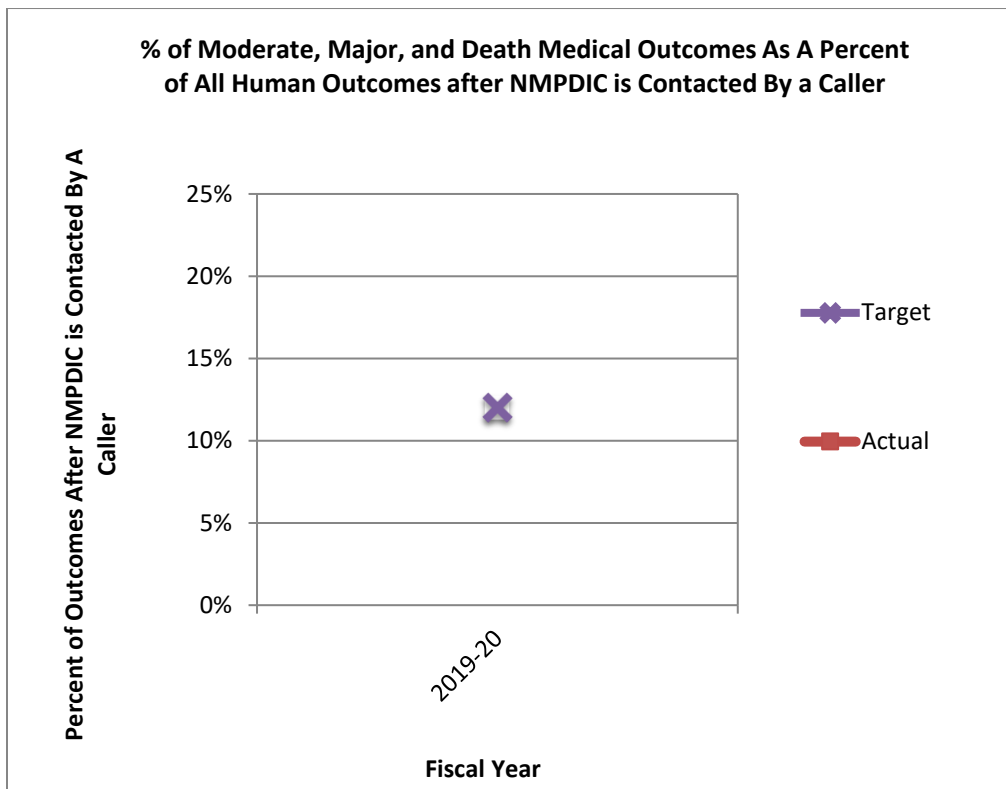
Contributions to Economic Development:

- In FY18, UNM HSC received about \$185 million in grant funding—the second-highest year on record—in the quest to understand the causes of disease and find cures to improve the well-being of those we serve.
- The UNM HSC partnered with Presbyterian Healthcare Services to pursue sustainable access to pediatric specialty care in New Mexico. This partnership seeks to improve coordination of care, health outcomes and experiences for children and their families across New Mexico as well as recruitment and retention of pediatric specialists.
- The UNM School of Medicine (SOM) has been internationally recognized with the prestigious ASPIRE-to-Excellence Award for Social Accountability, emphasizing a departments social accountability plans within the organization, tis education and research programs and partnerships on health care in its community. Only 10 medical schools in the world were selected for the award, and of those, only 3 were distinguished as exemplars, including UNM SOM.
- The Bone Marrow Transplant Program at UNM’s Comprehensive Cancer Center has enabled New Mexicans to receive the care they need close to home. This is the only such center in the state that treats blood cancer patients.

The following performance measures and outcomes demonstrate our dedication to the education, health and well-being of New Mexicans.

Percent of moderate, major and death medical outcomes as a percent of all human outcomes after New Mexico Poison and Drug Information Center (NMPDIC) is contacted by a caller

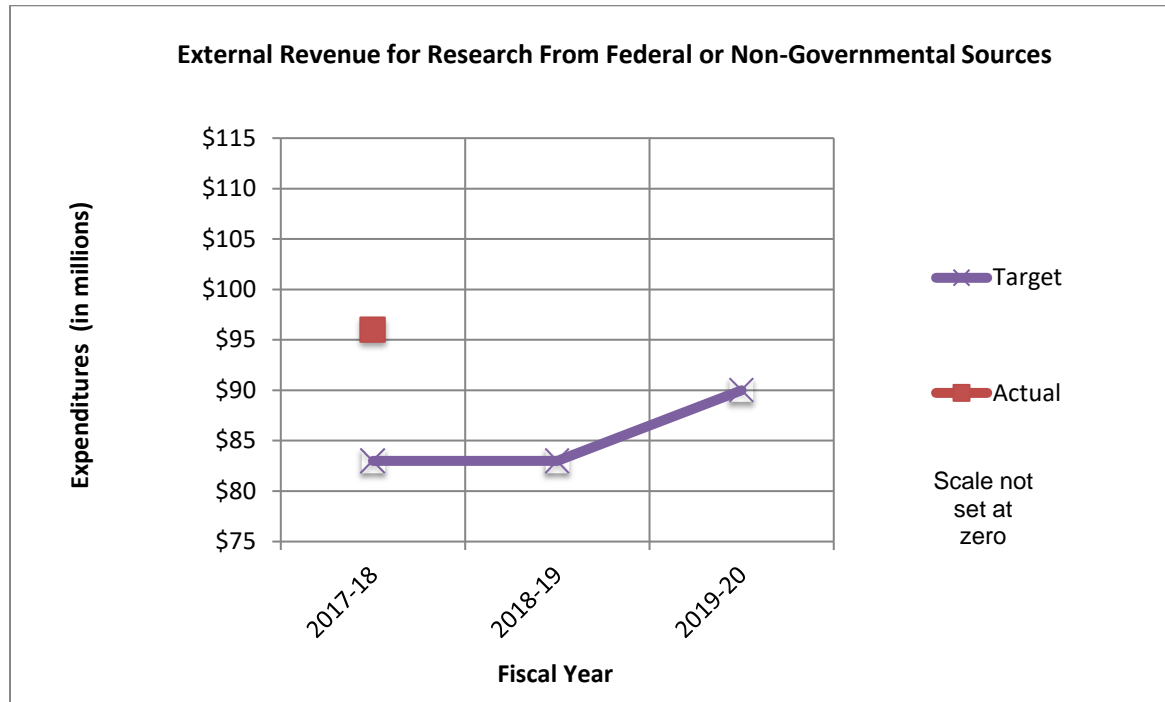
Fiscal Year	
	2019-20
UNM-HSC	
Target	12%
Actual	



The New Mexico Poison and Drug Information Center (NMPDIC) improves the health of New Mexicans by reducing illness and death associated with poisoning and by encouraging proper use of medications. NMPDIC has selected this new measure to reflect the increasing complexity of calls they receive and to take into consideration opioid overdoses and suicide.

External Revenue for Research from Federal or Non-Governmental Sources, In Millions

Fiscal Year			
	2017-18	2018-19	2019-20
UNM-HSC			
Target	\$ 83.0	\$ 83.0	\$ 90.0
Actual	\$ 96.0		

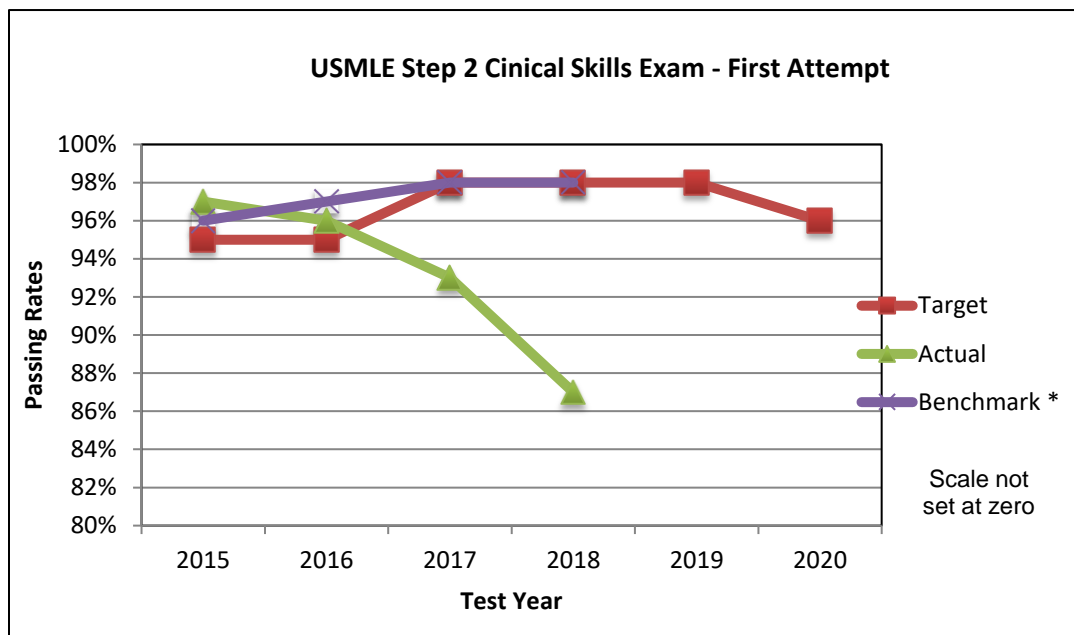


The HSC Office of Research seeks to foster innovation and translate our research into clinical or educational practice. External research funding from federal and non-governmental sources has steadily grown in recent years and has increased by 4% from FY 2017 to FY 2018. We attribute this success to our core strategies of maintaining strong support structures for faculty and staff, facilitating new teams toward new funding opportunities, and participating in university consortiums. Our investigators are committed to the mission of conducting basic and clinical research that will greatly impact the health of communities in New Mexico, as well as making significant contributions in health care worldwide.

Pass Rates on National USMLE Step 2 Clinical Skills Exam - First Attempt

Class Year							
	2014	2015	2016	2017	2018	2019	2020
UNM-HSC							
Target	95%	95%	95%	98%	98%	98%	96%
Actual	98%	97%	96%	93%	87%		
Benchmark *	97%	96%	97%	98%	98%		

* Benchmark is the U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners.

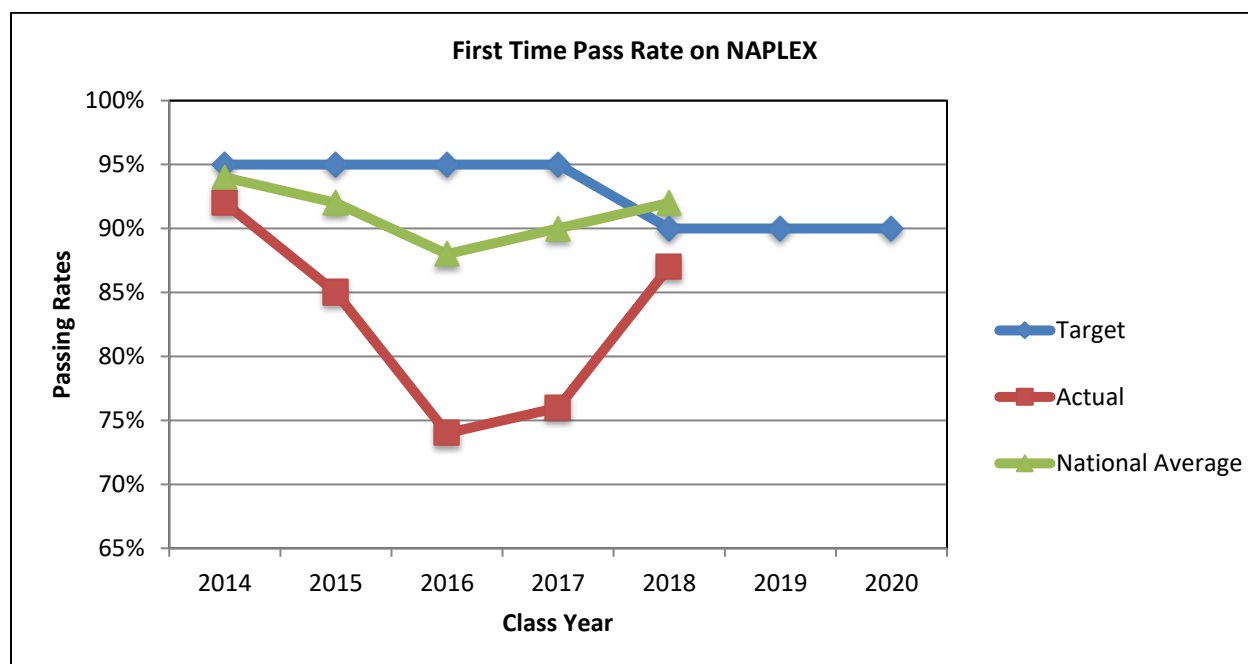


The US Medical Licensing Exam, Step 2 Clinical Skills, assesses the ability of examinees to apply medical knowledge, skills, and understanding of clinical science essential for the provision of patient care under supervision, and includes emphasis on health promotion and disease prevention. This exam uses standardized patients to test medical students and graduates on their ability to gather information from patients, perform physical examinations, and communicate their finds to patients and colleagues. Although our students do well on this exam with greater than 87% passing on the first attempt, the results from the current year were below our target and the national benchmark.

The target of 98% was not met due to less than outstanding performance on one of the three parts of the exam. For the Communication and Interpersonal Skills and the Spoken English Proficiency sections of the exam, 100% of students who took the exam passed these sections (versus 98% nationally). For the Integrated Clinical Encounter portion of the exam, 87% of the students passed this section (vs. 96% nationally). We are currently employing some changes in our medical note-writing curriculum in order to address this result.

First-Time Pass Rate on the North American Pharmacist Licensure Examination (NAPLEX) by Doctor of Pharmacy Graduates

Class Year							
	2014	2015	2016	2017	2018	2019	2020
UNM-HSC							
Target	95%	95%	95%	95%	90%	90%	90%
Actual	92%	85%	74%	76%	87%		
National Average	94%	92%	88%	90%	92%		

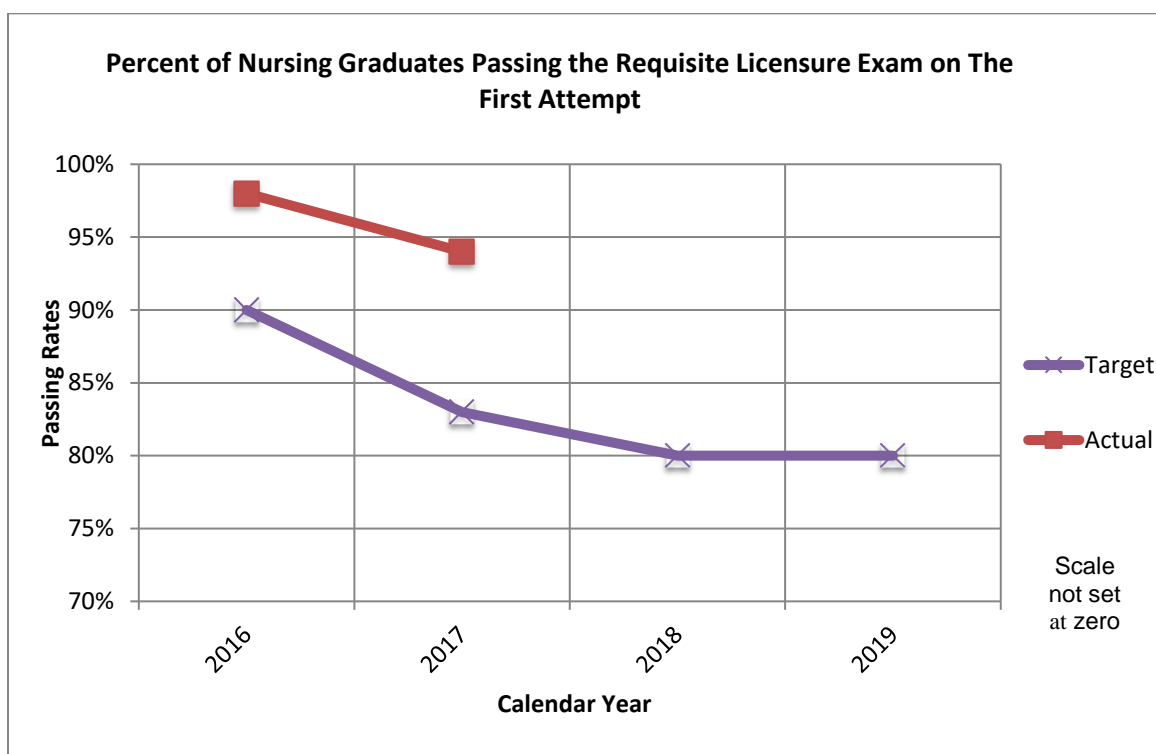


As the state's only College of Pharmacy and UNM's oldest health professional school, the College of Pharmacy graduates over 66% of New Mexico's practicing pharmacists. .

Although the College of Pharmacy Class of 2018 did not meet the 90% target first time pass rate for the NAPLEX, a pass rate of 86.84% is a significant improvement over the Class of 2017's rate of 76.39%. For the class of 2018, we made several modifications to the test preparation program, and this included scheduling the live 2-day review course six weeks earlier than for the Class of 2017. That change in schedule allowed the students more time to use the material presented in the course to prepare for the exam. Furthermore, the company providing the review course also designed an online preparation program consisting of web-based lectures and practice questions linked to those lectures. Students were very engaged with this online resource. In addition, faculty-led review sessions started in October 2017 (instead of January 2017 for the Class of 2017) and occurred monthly through March 2018. This schedule allowed the students to have more time to review and reflect. For the Class of 2019, the College will continue this proactive approach and we are confident that we will meet or exceed our target in FY20.

Percent of Nursing Graduates Passing the Requisite Licensure Exam on the First Attempt

Calendar Years				
	2016	2017	2018	2019
UNM-HSC				
Target	90.00%	83.00%	80.00%	80.00%
Actual	98.00%	94.00%		



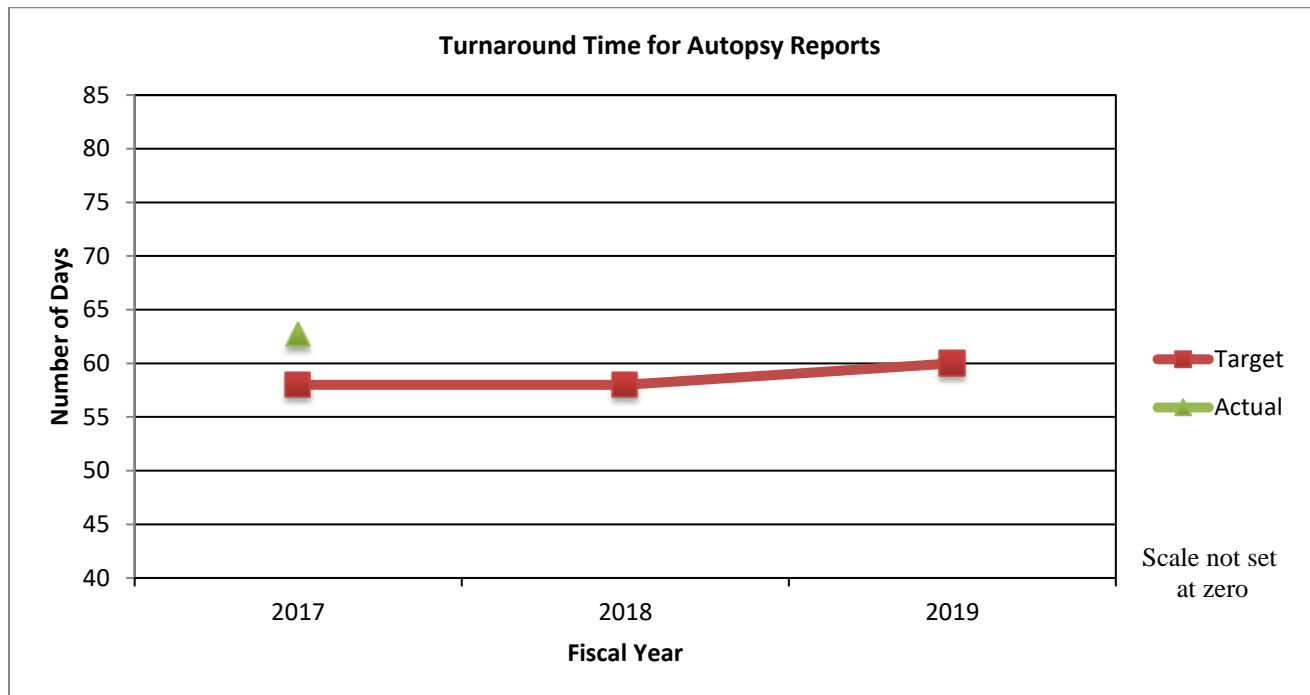
The College of Nursing (CON) is ranked 7th nationwide for its nursing-midwifery program, 10th nationally in best value BSN programs and ranked 15th overall among schools of nursing in the southwest.

The College of Nursing exceeded its target. This target is consistent with the New Mexico Board of Nursing requirements for the National Council Licensure Examination (NCLEX) required pass rate of 80% and our credentialing agency, Commission on Collegiate Nursing Education (CCNE), which also requires an 80% pass rate. Factors contributing to the success of our high pass rate includes establishing a full-time Student Success Coach as a resource available for our students as well as providing periodic preparatory Health Education Services Incorporated (HESI) exams to ensure strong test performance.

Turnaround Time for Autopsy Reports at the Office of the Medical Investigator (OMI)

Calendar Year			
	2017	2018	2019
UNM-HSC			
Target	58	58	60
Actual	63		

*The Target is < 58/60 Days



The Office of the Medical Investigator (OMI) investigates any death occurring in the State of New Mexico that is sudden, violent, untimely, unexpected, or when a person is found dead and the cause of death is unknown. The OMI determines the cause and matter of death in these cases and provides formal death certification.

The OMI missed its target for two primary reasons. In CY 2017, OMI had a critical shortage of death investigators, which prolonged the amount of time it took for the pathologist to obtain the investigative information necessary for case completion. The staffing shortage has since been remedied. In addition, due to software flaws in the current database, the turn-around time (TAT) report falsely inflates the TAT data as a result of completion status flags not transferring to the pathologist's screen. This creates delays as the pathologist waits to receive the finalized investigative report, when in reality the investigative report has already been completed. Once this is recognized, the resolution usually adds more days to the TAT, especially when the investigator is off-shift (the correction is made when he or she returns). OMI is currently in the process of replacing the current database with a new case management system.

Number of Children's Psychiatric Hospital Outpatient and Community-Based Visits
(Explanatory)

In calendar year 2017, CPC outpatient services provided expert behavioral health care for 6,247 therapeutic encounters with youth and their families. Of those encounters, 21% were for youth living in counties other than Bernalillo. We provided primarily psychiatric evaluations and treatment recommendations for youth living in Catron, Chaves, Cibola, Curry, Doña Ana, Grants, Guadalupe, Lea, Lincoln, Los Alamos, Luna, McKinley, Quay, Rio Arriba, Roosevelt, San Juan, San Miguel, Sandoval, Santa Fe, Sierra, Socorro, Taos, Torrance, and Valencia counties. We also provided psychiatric evaluations and treatment recommendations for youth from out of state. These young clients are predominately Native American, living on reservations that cross state lines.

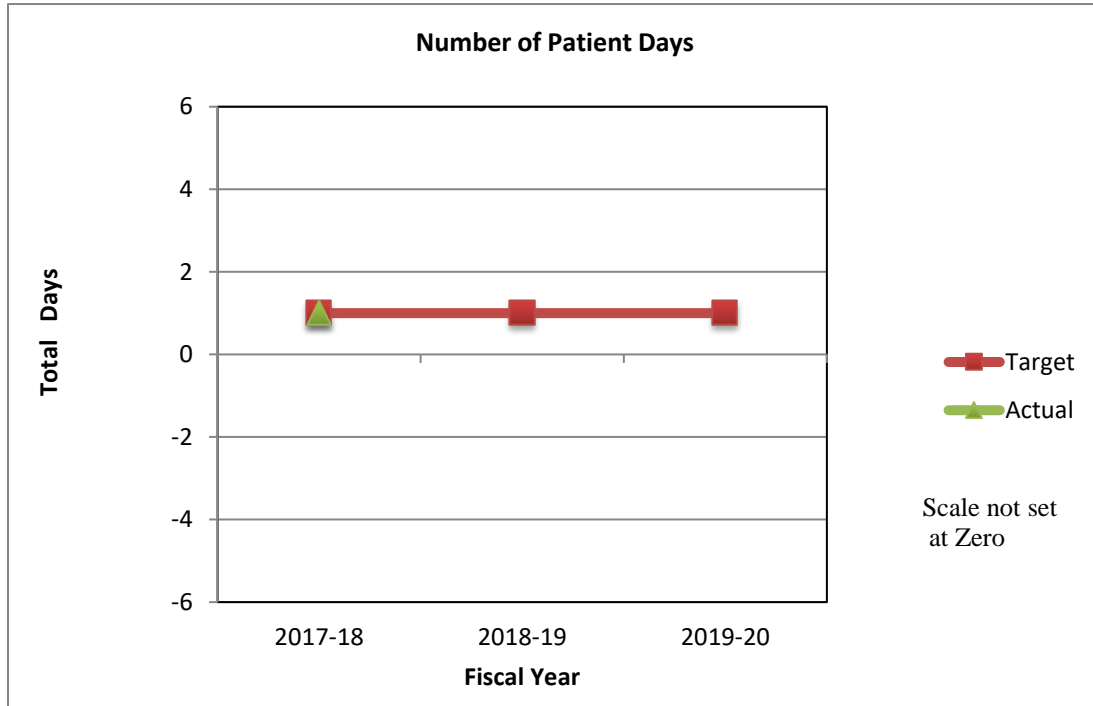
In our Outpatient Programs, the ratio of Bernalillo County residents compared to other counties changes to 95% from Bernalillo residents and 5% from other counties. This change represents several different factors. Many of the youth who have been referred by rural providers who are requesting expert consultation. Some of the youth who are seen only once would have liked to continue being seen by outpatient providers but were not able to arrange transportation or had other barriers to treatment continuation. The services we provide at in our outpatient clinics include psychiatric evaluation, psychological testing, Trauma Informed Care, treatment for very young children and their caregivers (age zero-five clinic), urgent visits, medication management, Multi-systemic Therapy, Comprehensive Community Support Services, psychotherapy, telemedicine, and early intervention for first episode psychosis. Our overall outpatient statistics were 29,442 for FY 18. We expect to expand, by 5% our ability to care for the very young children, first episode psychosis and ongoing medication management, pending funding allocations from the 2019 New Mexico Legislative Session and an increase in faculty clinical time. This expansion is supported by the School of Medicine. This expectation of 5% growth is planned for FY 18 and FY 19.

Number of New Mexico clinicians and staff attending Extension for Community Healthcare Outcomes Educational Events (Project ECHO)
(Explanatory)

Project ECHO had 1,445 different New Mexico-based clinicians and staff attend its educational programming during FY18. Participation spanned 43 unique programs on a variety of topics—including Hepatitis C, Reproductive Health, Miners' Wellness, to name a few—which collectively held over 900 individual sessions in FY18. Project ECHO plans to continue its current programmatic offerings moving forward, while also expanding into new topic areas like Geriatrics, Child Wellness, and Behavioral Health pending funding allocations from the 2019 New Mexico Legislative Session. In addition to its work in New Mexico, Project ECHO trains partner sites around the world in the ECHO model to further support rural practitioners globally; during FY18, Project ECHO supported the launch of 86 new sites, resulting in a cumulative 222 sites in 31 countries.

**Carrie Tingley Hospital - Number of Days to the Next Available Appointment
for Orthopedic Patients**

Fiscal Year			
	2017-18	2018-19	2019-20
UNM-HSC			
Target	1	1	1
Actual	1		

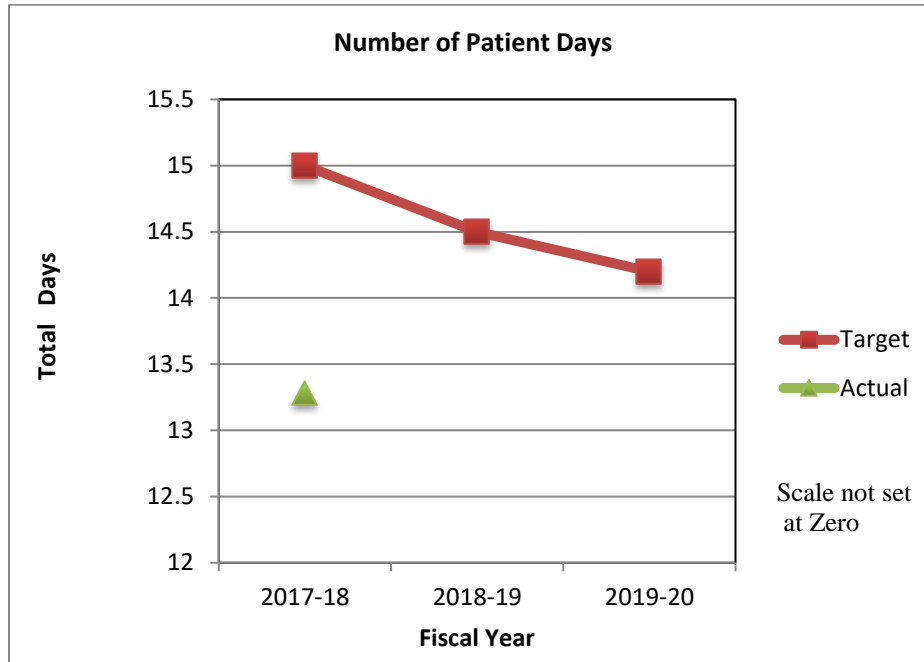


UNM Health's Carrie Tingley Hospital (CTH) has provided compassionate, coordinated health care to children and adolescents with complex musculoskeletal and orthopedic conditions, rehabilitation needs, developmental issues and long-term physical disabilities for more than 70 years.

CTH orthopedics has streamlined a specialty fracture clinic to help meet this goal, which has been extremely successful. The providers also have allocated slots for those urgent needs of children.

Average Length of Stay in Newborn Intensive Care

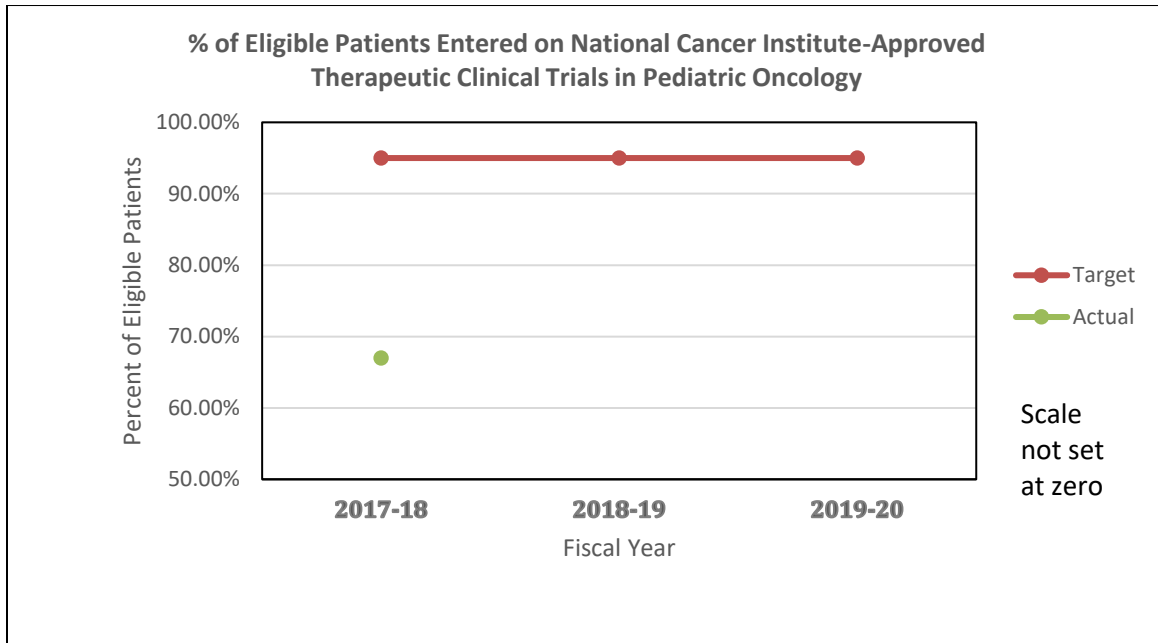
Fiscal Year			
	2017-18	2018-19	2019-20
UNM-HSC			
Target	15	15	14
Actual	13		



Quality improvement measures have made the greatest contribution to reducing the length of stay of patients in the NICU. Dr. Stefanescu, Neonatology faculty, fellows and staff in the Division of Neonatology implemented quality care measures that resulted in significant improvements in the overall health and a shortened length of stay of infants in the NICU at the University of New Mexico hospital.

Percent of Eligible Patients Entered on National Cancer Institute-Approved Therapeutic Clinical Trials in Pediatric Oncology

Fiscal Year			
	2017-18	2018-19	2019-20
UNM-HSC			
Target	95%	95%	95%
Actual	67%		

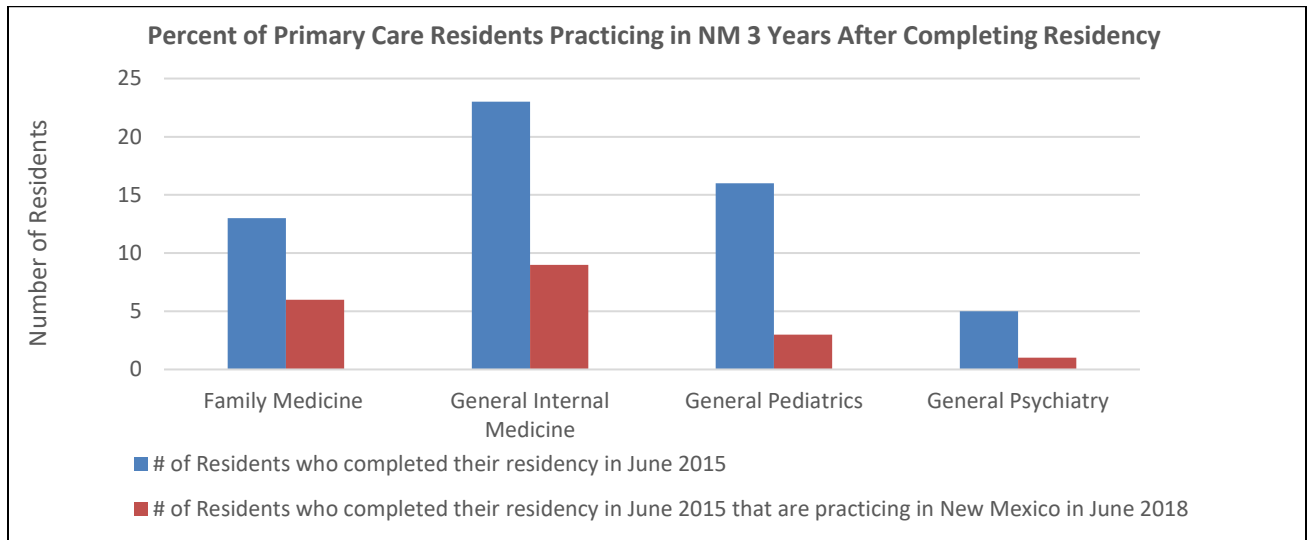
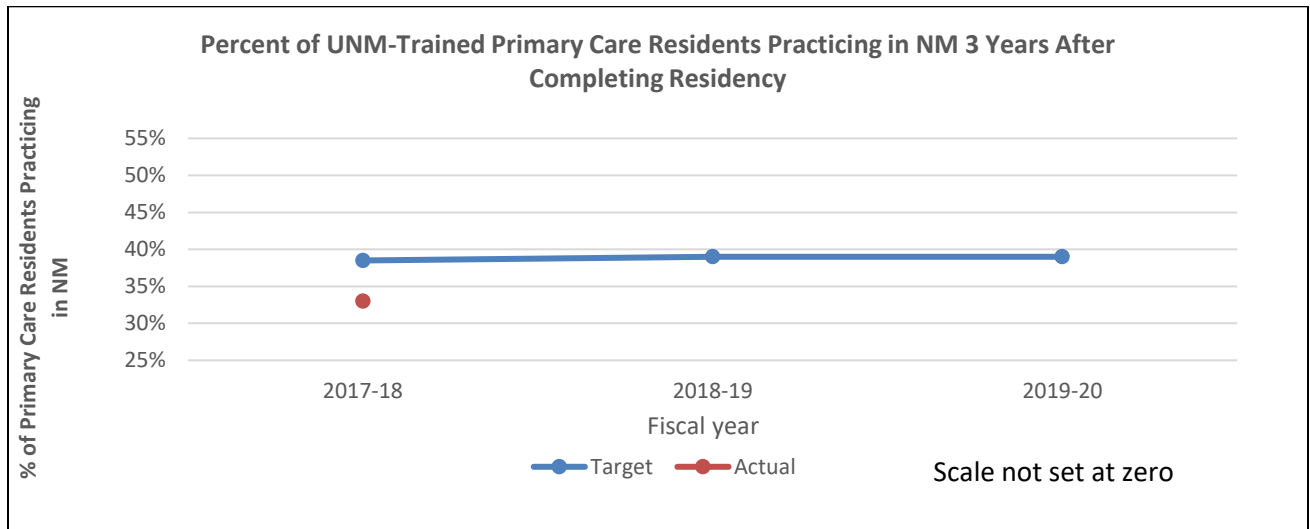


Our program's mission is to decrease the burden of childhood cancer in children and families of New Mexico through clinical service, research, and education.

One of our goals in the fiscal year 2018, was to enroll up to 95% of eligible new patients in a National Cancer Institute (NCI) approved therapeutic clinical trials. In FY 2018, we had a total of 78 potential patient enrollment; a total of 43 were eligible to enroll in an NCI approved clinical trial. Unfortunately, 33% of these patients did not enroll in clinical studies due to the following reasons: 5% refused to assent, 2% transferred care from UNM, 2% PI's decided not to proceed and 23% did not enroll due to high employee turnover. During FY 2018, our division experienced a high employee turnover in our clinical research area, losing two clinical research associates (CRA), including the lead CRA. Due to this circumstance and a significant amount of time invested in training new hires, we were only able to reach 67% of our enrollment goal. Now that we have three FTEs covering our clinical research area, including a new manager of clinical research, the following action plan is being implemented to ensure our future goal is met: A). weekly screening emails will be sent out to the providers and nurses to make them aware of potential enrollment; B). A CRA will be at the clinic at the time of the appointment to remind providers of patients who should be approached for consent; C). A consent form will be placed in the patient charts in advance before the day of the appointment; D). Revisit consenting results during our bi-weekly clinical trial meetings with providers and nurses.

Percent of University of New Mexico-Trained Primary Care Residents Practicing in NM three years after completing residency

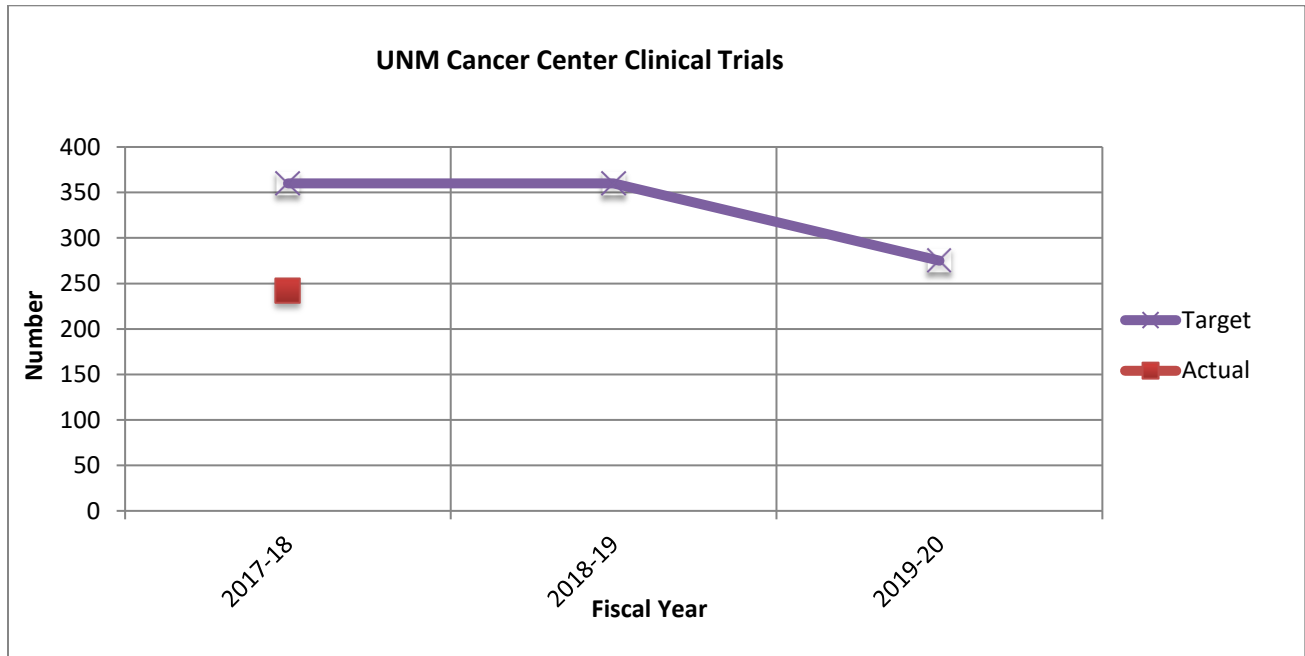
	Fiscal Year		
	2017-18	2018-19	2019-20
UNM-HSC			
Target	39%	39%	39%
Actual	33%		



Our result for FY18 was negatively impacted because we did not include general surgery (they are not primary care residents). In addition, for general pediatrics, fewer residents remained in NM because the majority of this class came from out of state. It was a bad recruitment year as well, meaning we had several residents transfer out of state and this required us to recruit outside the MATCH to fill vacancies.

Number of UNM Cancer Clinical Trials

Fiscal Years			
	2017-18	2018-19	2019-20
UNM-HSC			
Target	360	360	275
Actual	242		

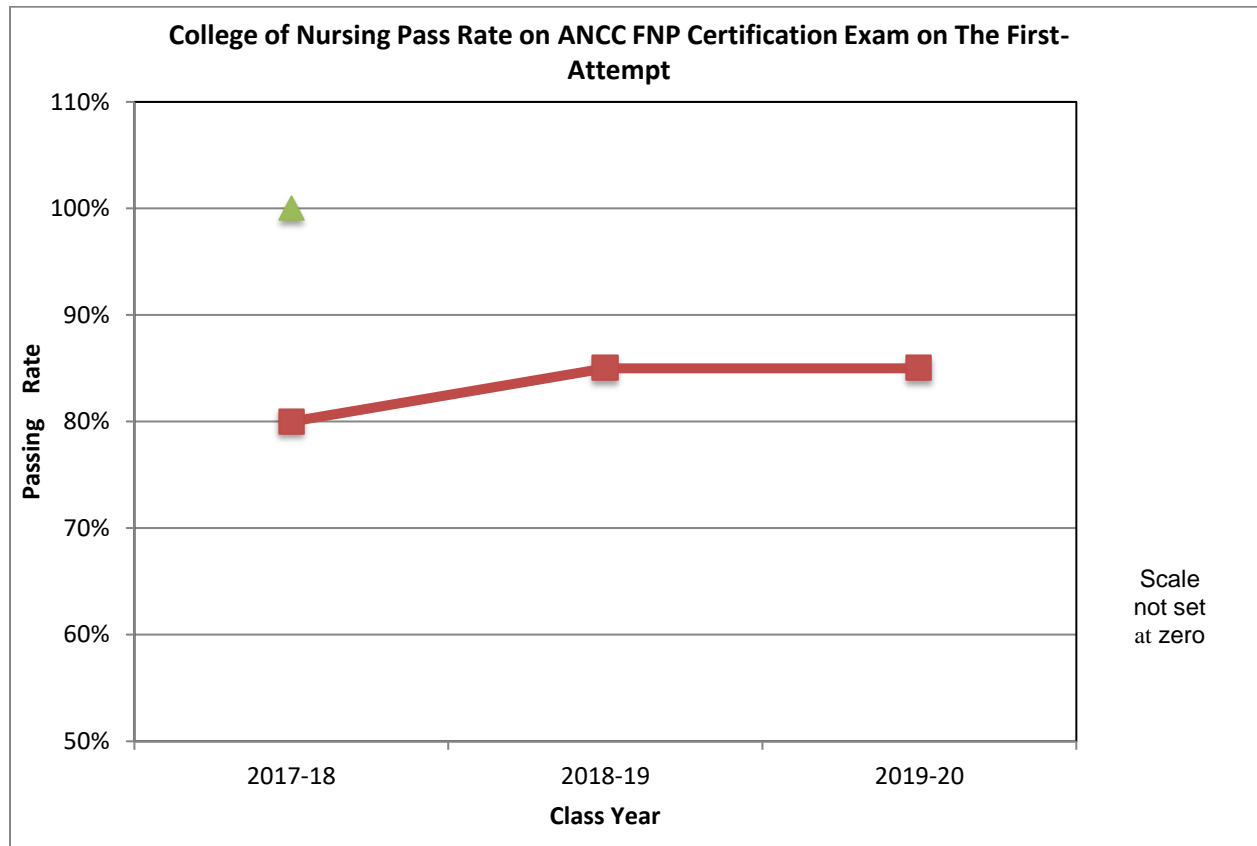


The UNM Comprehensive Cancer Center (UNM CCC) provides world-class care to all New Mexicans affected by cancer. The UNM CCC treats about sixty percent of New Mexico's adults and nearly all of the state's children diagnosed with cancer.

The missed target was due to the transition of faculty recruited outside of New Mexico. With our successful faculty recruitment initiative, we should be on target for FY19.

American Nurses Credentialing Center (ANCC) Family Nurse Practitioner (FNP) Certification Exam First-Attempt Pass Rate

Class Year			
	2017-18	2018-19	2019-20
UNM-HSC			
HSC Target	80%	85%	85%
HSC Actual	100%		



The College of Nursing (CON) is ranked 15th as one of the top schools of nursing in the southwest. The CON is ranked 7th nationwide for the nursing-midwifery program and 10th nationally in best value BSN programs.

The College of Nursing exceeded the target. The overall American Nurses Credential Center (ANCC) FNP first-time pass-rate was 100% with 9 of 9 students passing successfully. Factors contributing to the success of our high pass rate is the appointment of a faculty Student Success Coordinator. The college has also increased the number of periodic Objective Structured Clinical Exams (OSCEs) to further enhance student performance.

University of New Mexico Health Science Center DFA Submittals October 2018

HSC Measure 0001 Outcome New Mexico Poison & Drug Information Center		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Percent of moderate, major, and death medical outcomes as a percent of all human outcomes after New Mexico Poison and Drug Information Center is contacted by a caller	Target	New	New	New	New	New	New	12%
	Actual	New	New	New	New	New	New	

HSC Measure A-4 HSC Research		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
External revenue for research from federal or non-governmental sources, in millions	Target	New	New	New	New	\$83M	\$83M	\$83M
	Actual	New	New	New	New	\$96M		

HSC Measure B-2 HSC School of Medicine		Test Year 2014	Test Year 2015	Test Year 2016	Test Year 2017	Test Year 2018	Test Year 2019	Test Year 2020
Pass rate of medical school students on United States medical licensing examination, step two clinical skills exam, on first attempt	Target	95%	95%	98%	98%	98%	98%	96%
	Actual	97%	96%	93%	93%	87%		
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		97%	96%	97%	98%	98%		

HSC Measure C-9 College of Pharmacy		Class Year 2014	Class Year 2015	Class Year 2016	Class Year 2017	Class Year 2018	Class Year 2019	Class Year 2020
Pass rate of doctor of pharmacy graduates on the North American pharmacist licensure examination (NAPLEX) on first attempt	Target	95%	95%	95%	95%	95%	90%	90%
	Actual	98%	92%	85%	74%	76%		
	National Average	94%	92%	88%	90%	92%		

University of New Mexico Health Science Center

HSC Measure C-12 College of Nursing		CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018	CY 2019
Percent of nursing graduates passing the requisite licensure exam on first attempt	Target	New	New	New	90%	83%	80%	
	Actual	New	New	New	98%	94%		

HSC Measure C-13 Office of Medical Investigator (OMI)		CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018	CY 2019
Turnaround time for autopsy reports at the office of the medical investigator	Target	New	New	New	New	<58	<58	<60
	Actual	New	New	New	New	63		

HSC Measure C-14 UNM Children's Psychiatric Center		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Number of children's psychiatric hospital outpatient and community-based visits	Target	New	New	New	New	New	Explanatory	Explanatory
	Actual	New	New	New	New	New		

Explanatory- An explanatory measure does not have a set target. It is a reporting measure for informational purposes only.

HSC Measure C-15 Carrie Tingley Hospital		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Number of days to the next available appointment for orthopedic patients at Carrie Tingley Hospital	Target	New	New	New	New	1	1	
	Actual	New	New	New	New	1		

HSC Measure C-16 University of New Mexico Hospital		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Average length of stay in newborn intensive care	Target	New	New	New	New	15	15	14
	Actual	New	New	New	New	13		

HSC Measure C-17 Pediatric Oncology		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Percent of eligible patients entered on National Cancer Institute- approved therapeutic clinical trials in pediatric oncology	Target	New	New	New	New	95%	95%	95%
	Actual	New	New	New	New	67%		

HSC Measure C-18 Project ECHO		FY 2012-13	FY 2012-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Number of New Mexico clinicians and staff attending extension for community healthcare outcomes educational events	Target	New	New	New	New	New	Explanatory	Explanatory
	Actual	New	New	New	New	New		

Explanatory- An explanatory measure does not have a set target. It is a reporting measure for informational purposes only.

HSC Measure C-19 Primary Care Residents Practicing in NM		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Percent of university of New Mexico-trained primary care residents practicing in New Mexico three years after completing residency	Target	New	New	New	New	39%	39%	39%
	Actual	New	New	New	New	33%		

HSC Measure C-20 UNM Comprehensive Cancer Center		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Number of university of New Mexico cancer center clinical trials	Target	New	New	New	New	360	360	275
	Actual	New	New	New	New	242		

HSC Measure C-21 College of Nursing		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
American nurses credentialing center family nurse practitioner certification exam first attempt pass rate	Target	New	New	New	New	80%	85%	85%
	Actual	New	New	New	New	100%		

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Institutional Profile of Eastern New Mexico University

Mission

Eastern New Mexico University combines an engaging learning environment with current technology to provide a rich educational experience. ENMU focuses on:

- Preparing students for careers and advanced study.
- Promoting citizenship and leadership skills and values.
- Supporting excellence in teaching and research.
- Empowering students to respond to a rapidly changing world

ENMU is fully accredited by the North Central Association, and its business, education, music, nursing, social work, and speech-language and hearing programs hold full accreditation through their professional accreditations. For details please see <http://www.enmu.edu/about/accreditation.shtml>.

Contributions to Economic Development:

- To assure eastern New Mexicans have access to higher education, ENMU has maintained its low tuition and efficient staffing. ENMU's tuition is fifth lowest of the 85 public southwestern universities, lowest of the New Mexico universities. In a study of 692 4-year public institutions, ENMU's administrative staffing levels ranked 421 of the 692, the lowest of 4-year New Mexico institutions save one. Data was reported in the *Chronicle of Higher Education*, 2017-18.
- In the past year, ENMU sponsored over 400 music events and athletic performances, including a regional state high school track meet, band and choir camps, drama fest, and high school language competition. Revenue from visitors to campus, overnight stays, meals, etc. contribute positively to the Portales economy.
- Each semester over 240 students complete (unpaid) practicums, internships or field placements in communicative disorders, nursing, or social work substantially enhancing the local work force.
- STEM programs recorded 33% acceptance of ENMU applicants into medical school (5-year average). Electrical Engineering Technology graduates achieved 100% placement following graduation.

Table 1. Fall 2018 Overall Enrollment by Level	
Degree-seeking undergraduate students	3,347
Degree-seeking graduate students	1,177
Non-degree students	1,491
Total Headcount	6,015
Total FTE	3,850

Table 2. Number of Programs by Degree Level 2018-2019	
Associates	9
Bachelors	48
Masters	13
Undergraduate Certificates	2
Graduate Certificates	3

Table 3. Fiscal Resources				
FY 15-16*	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	52.8		57.5	
Percent of fiscal resources allocated to administrative costs	13.0		12.0	
FY 14-15 thru 17-18**	2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$92.6	\$92.7M	\$102.9M	\$93.2M
State appropriation (main campus) as percent of operating budget	47.7	47.4	45.5	43.5

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY 15-16.

** Data from institutional reports, audited actuals

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate**	Percent of Peers*
2009-10	\$3,552	60.8	\$9,102	65.9
2010-11	\$3,900	62.0	\$9,432	64.4
2011-12	\$4,147	60.9	\$9,658	61.5
2012-13	\$4,350	60.4	\$9,860	59.5
2013-14	\$4,559	61.1	\$10,069	58.3
2014-15	\$4,858	62.6	\$10,633	59.8
2015-16	\$5,543	61.0	\$11,085	58.0
2016-17	\$5,618	68.0	\$11,393	60.0
2017-18	\$5,918	71.0	\$11,693	61.0
2018-19	\$6,206	N/A	\$8,127	N/A

*List of Peers appears in Appendix

**In spring 2018, ENMU reduced out-of-state tuition to 150% of in-state tuition.

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	66.4	62.1	68.4	70.9	70.8
Work Study (must work to earn)	8.5	7.4	11.8	8.5	7.6
Loans (must be paid back)	37.7	36.3	40.2	39.3	40.3
Percent of Students Receiving Lottery Scholarships	26.1	25.8	24.8	18.2	16.6
Percent of Students who are Pell recipients	40.6	38.1	42.4	44.0	45.9
Percent of Students Receiving Aid	71.3	68.0	75.2	77.3	78.3
Average Award per Recipient	\$8,576	\$7,670	\$9,171	\$9,394	\$9,433

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	10.1	7.1	6.3	5.9	6.8
Loans (must be paid back)	33.5	28.5	33.5	33.3	32.0
Percent of Student Receiving Aid	37.7	32.1	37.5	40.6	36.7
Average Award per Recipient	\$11,896	\$11,002	\$14,952	\$13,682	\$13,233

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	4.5	4.9	4.8	4.6	5.5	6.4	6.0	6.0
American Indian	2.3	2.0	2.4	1.9	2.1	2.1	2.2	2.2
Asian	1.1	1.1	1.3	1.4	0.8	0.6	0.9	1.2
Native Hawaiian/Pacific Is	0.5	0.5	0.5	0.4	0.6	0.7	0.7	0.6
Hispanic	32.6	32.5	35.6	35.6	38.3	39.0	41.5	41.4
White/Other	45.2	42.2	42.7	40.2	45.9	44.2	41.7	41.6
Two or More Races	2.3	2.2	2.3	2.0	2.8	2.8	3.0	2.7
Nonresident Alien	1.9	1.8	1.5	1.9	2.0	2.0	1.6	2.3
Unknown	9.8	12.8	8.9	11.9	2.0	2.2	2.3	2.0
Total	5,946	6,014	6,027	6,015	3,627	3,484	3,438	3,347

Table 8. What proportion of our students transfer from other institutions?

	2015-2016*		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	337	35.4	324	38.2	382	42.8
Out-of-state 2-Year Colleges	193	16.6	210	24.7	219	24.6
Subtotal 2-Year Colleges	530	52.0	534	62.9	601	67.4
NM Public 4-Year Universities	90	14.3	71	8.4	76	8.5
All Other 4-Year Universities	287	33.8	244	28.7	214	24.0
Subtotal 4-Year Universities	377	48.1	315	37.1	291	32.6
Grand Total	907	100.0	849	100.0	891	100.0

*Numbers corrected in 2017

Table 9. What is the profile of baccalaureate degree recipients at ENMU?

Recipients who began as	2015-16		2016-17		2017-18	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	N	N	%	N	%
First-time, full-time fall semester freshmen graduating within six years of first enrollment	264	38.0	241	32.7	213	29.4
Transfer students (including branch campuses)	389	56.0	396	53.7	418	57.7
Others (other first-time freshmen, returning students, etc.)	42	6.0	100	13.6	94	12.9
All baccalaureate degree recipients	695	100.0	737	100.0	725	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?						
Race/Ethnicity and Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018
African American	41	53.7	51	58.8	32	71.9
American Indian	7	71.4	13	76.9	7	71.4
Asian	2	100.0	2	50.0	4	100.0
Hispanic	271	57.9	257	63.0	295	57.3
Native Hawaiian/Pacific Islander	4	50.0	3	100.0	8	87.5
White/Other	241	60.2	248	62.5	238	64.7
Two or More Races	23	47.8	25	60.0	22	63.6
Nonresident Alien	3	66.7	8	100.0	5	80.0
Unknown	9	77.8	16	56.2	12	75.0
Men	283	57.2	291	60.8	275	57.8
Women	318	60.1	332	65.1	348	66.1
All Students	601	58.7	623	63.1	623	62.4

Table 11a. What are six-year graduation rates for first-time, full-time Degree-seeking students?						
Race/Ethnicity and Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018
African American	28	25.0	38	18.4	39	25.6
American Indian	13	7.7	25	16.0	23	13.0
Asian	3	33.3	1	0.0	1	0.0
Hispanic	257	28.1	264	31.8	307	28.7
Native Hawaiian/Pacific Islander	0	--	1	0.0	3	66.7
White/Other	281	36.8	306	34.6	268	37.7
Two or More Races	8	50.0	18	27.8	35	31.4
Nonresident Alien	8	0.0	6	50.0	5	20
Unknown	3	100.0	20	25.0	18	22.2
Men	283	30.1	345	24.9	330	23.9
Women	318	33.4	334	38.3	369	38.2
Overall	601	31.9	679	31.5	699	31.5

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 601			Entered 2011 N = 679			Entered 2012 N = 699		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
15.1	27.0	31.9	16.6	28.5	31.5	17.3	26.9	31.5

Table 12. What degrees were awarded in 2017-18?

	Associates	Bachelors	Masters	Graduate Certificates	Total
Agriculture	0	24	0	0	24
Architecture-related	0	0	0	0	0
Business/Agri-Business/Public Adm	0	61	74	0	135
Education	0	56	126	16	198
Engineering/Tech/Computer Science	1	50	0	0	51
Fine Arts	0	37	0	0	37
Health Professions (w/o Nursing)	1	65	45	0	111
Home Economics	1	7	0	0	8
Humanities/Social Science	214	254	33	0	501
Law/Protective Services	0	50	0	0	50
Nursing	0	47	9	0	56
Science and Math	0	46	9	0	55
Social Work	0	41	0	0	41
Total	217	738	296	16	1,267
Science/Technology/Engineering/Math/Health	2	242	63	0	307

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Associates	92	103	158	268	217
Bachelors	702	704	719	755	738
Masters	192	226	218	299	296
Certificate of Completion		1		1	0
Graduate Certificates		4		32	16
Total	986	1,038	1,095	1,355	1,267

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2015 Faculty % (N = 156)	2016 Faculty % (N = 161)	2017 Faculty % (N = 161)	2015 Staff % (N = 341)	2016 Staff % (N = 338)	2017 Staff % (N = 313)
African American	3.7	0.6	1.2	3.0	3.3	2.2
American Indian	0.0	0.0	0.0	0.3	0.6	0.6
Asian	3.7	1.9	1.9	1.9	0.3	0.6
Hispanic	5.7	7.5	5.6	14.9	23.4	23.3
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.4	0.6	0.0
White/Other	79.8	75.8	76.4	75.4	68.3	68.1
Two or More Races	2.0	0.6	0.6	1.7	1.2	2.2
Nonresident Alien	0.2	10.6	11.2	0.0	1.8	2.6
Unknown	4.9	3.1	3.1	2.3	0.6	0.3
Men	45.2	50.3	52.2	44.4	42.9	45.4
Women	54.8	49.7	47.8	55.6	57.1	54.6

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
19:1	19:1	20:1	17:1	17:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peers Average
Fall 2012	92.3	\$58,162	88.4
Fall 2013	86.7	\$61,929	91.6
Fall 2014	98.3	\$64,363	96.0
Fall 2015	93.5	\$65,595	94.3
Fall 2016	96.5	\$67,866	96.0

*Includes assistant, associate and full professors

This report uses IPEDS for faculty salary data comparisons. The latest data available in IPEDS is for Fall 2016.

DFA Submittals October 2018

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target				900	1,060	1,075
	Actual					1,021 725 bach; 298 master	

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree (new measure)		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target				5.00	4.80	4.75
	Actual					5.20	

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded per 100 FTE (new measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Degrees awarded per 100 full-time equivalent students	Target				25.0	32.0	33.0
	Actual					30.8	

		FY15	FY16	FY17	FY18	FY19	FY20
Nursing Degrees Awarded (new measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of nursing degrees awarded	Target				55	50	56
	Actual					56	

		FY15	FY16	FY17	FY18	FY19	FY20
Athletes Six-Year Graduation Rate (new measure)		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen athletes who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target				42.0%	42.0%	36.0%
	Actual					31.6%	

Eastern New Mexico University

		FY15	FY16	FY17	FY18	FY19	FY20
Public Television Broadcast Production Hours (new measure)		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Public television: total local broadcast production hours	Target				175	175	185
	Actual					341	

		FY15	FY16	FY17	FY18	FY19	FY20
Retention Measure 3rd Semester		Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18	Fall 18 to Fall 19
Percent of first-time, full-time freshmen retained to the third semester	Target	64.5%	64.5%	64.5%	64.5%	65.0%	65.0%
	Actual	59.3%	58.1%	58.7%	63.1%	62.4%	
CSRDE Benchmark		71.6%	72.9%	72.7%	73.5%	73.1%	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, 5,000 – 19,999 students

		FY15	FY16	FY17	FY18	FY19	FY20
External Funds		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources	Target	\$6.0M	\$5.5M	\$6.0M	\$6.0M	\$6.0M	\$5.0M
	Actual	\$5.04M	\$6.2M	\$5.3M	\$5.3M	\$4.03M	

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target	30.0	30.0	32.0	35.0	34.0	34.0
	Actual	27.1	30.6	31.9*	31.5	31.5	
CSRDE Benchmark		40.6	42.7	43.3	44.0	43.6	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, 5,000 – 19,999 students

Institutional Profile of New Mexico Highlands University

Mission:

New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

Agencies through which NMHU and its academic programs are accredited can be found at:
<http://www.nmhu.edu/institutional-research/highlands-university-accreditations/>.

NMHU Recognition:

- NMHU is recognized as a leader in the southwest and around the country for their Facundo Valdez School of Social Work. The majority of our students move directly from graduation into jobs with CYFD, school districts and or private sector.
- NMHU graduated over 766 students in academic year 2018. Additionally, NMHU has one of the highest graduate degree production ratios – nearly 41% of our graduating students receive their degree. Typically, most master's degree-conferring institution ratios are around 18 to 20%.
- NMHU's online RN to BSN continues to produce a record number of nurses with bachelor level credentials. These types of credentials are becoming the norm for the health care industry. NMHU has not experienced a ceiling of applicants to the program. The program is asynchronous, tailored to the working adult professional.
- NMHU student athletes are performing well on and off the field. NMHU athletes earned the highest overall cumulative GPA for the past eight years, achieving a 3.10.

Contributions to Economic Development:

- The goal of NMHU's "Campus Life Initiative" ~~whose goal~~ is to revitalize the main campus's life activities. Since its inception, NMHU has hosted over 5 major acts and 25 smaller acts. These events are free to all students and open to the public. We have hosted such acts as "Gabriel Iglesias "Fluffy", Grammy and Country Music Award Nominee Josh Turner, and up and coming act called the "Black Violin". These three acts alone brought in over \$200K in revenues to NMHU's program and over \$1M in economic development for local community. These programs have helped with improving NMHU's fall-to-fall retention rates by 8.3%.
- NMHU consistently ranks between the top two largest employers in Northern New Mexico with 1,300 jobs annually.
- During FY18, NMHU expended approximately \$15.3 million in externally funded grants, student aid, and contracts, which boosts the local and state economy.
- NMHU has collaborated with the San Miguel Economic Board to collaborate on projects that help promote economic development and educational opportunities for NMHU students majoring in Business or Media Arts.

**Table 1. Fall 2018
Overall Enrollment by Level**

Degree-seeking undergraduates	1,800
Degree-seeking graduates	1,080
Non-degree students	301
Total Headcount	3,181
Total FTE	2,348

**Table 2. Number of Programs by
Degree Level 2018-2019**

Associates	3
Undergraduate Certificates	8
Bachelors	39
Post-Baccalaureate Certificates	17
Masters	19

Table 3. Fiscal Resources

For FY 15-16*	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	59.8		56.9	
Percent of fiscal resources allocated to administrative costs	13.8		14.4	
FY 14-15 thru FY 17-18**	2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$45.9M	\$52.0M	\$52.8M	\$52.1M
State appropriation (main campus) as percent of operating budget	62	61	59	56

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY15-16.

**Data from institutional reports, audited actual.

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2009-10	\$2,741	51.9	\$4,308	32.7
2010-11	\$2,952	51.1	\$4,632	32.6
2011-12	\$3,264	59.7	\$5,328	44.8
2012-13	\$3,504	59.4	\$5,671	44.3
2013-14	\$4,000	64.2	\$6,383	48.0
2014-15	\$4,500	68.5	\$7,104	51.2
2015-16	\$4,800	69.5	\$7,534	54.6
2016-17	\$5,400	75.0	\$8,500	59.0
2017-18	\$5,804	76.0	\$9,138	60.0
2018-19	\$6,150	N/A	\$10,302	N/A

***List of Peers appears in Appendix**

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	72	68	68	67	66
Work Study (must work to earn)	7	8	5	7	4
Loans (must be paid back)	42	39	36	34	32
Percent of Students Receiving Lottery Scholarships	14	13	14	13	13
Percent of Students who are Pell recipients	56	54	53	52	52
Percent of Students Receiving Aid	78	75	74	75	74
Average Award per Recipient	\$8,347	\$8,387	\$8,437	\$8,275	\$8,112

Table 6. How much financial support do degree-seeking graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	6	8*	9	10	14
Loans (must be paid back)	30	32	33	34	40
Percent of Students Receiving Aid	36	42*	43	44	49
Average Award per Recipient	\$11,492	\$10,034	\$10,300	\$10,568	\$11,814

*Starting in 2014-2015 a change in posting tuition waivers occurred to reduce tuition for non-residents or international students.

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	4.4	4.1	4.4	4.2	5.8	5.2	5.5	5.6
American Indian	7.2	7.6	7.9	8.3	7.9	8.7	8.2	8.7
Asian	0.9	0.9	1.1	0.9	0.7	0.5	0.9	0.7
Hispanic	52.3	53.5	53.8	53.7	55.8	57.4	57.2	57.6
Native Hawaiian/Pacific Is	0.4	0.5	0.4	0.4	0.6	0.5	0.6	0.7
White/Other	24.4	23.5	23.4	23.8	20.8	20.2	20.5	20.7
Two or More Races	1.4	1.7	1.6	1.7	1.4	1.7	2.0	1.9
Nonresident Alien	5.8	5.4	5.1	4.7	5.9	4.9	4.3	3.2
Unknown	3.2	2.8	2.3	2.2	1.2	0.9	0.8	0.8
Total	3,563	3,471	3,284	3,181	2,128	2,085	1,894	1,800

Table 8. What proportion of our students transfer from other institutions?

	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	420	68.2	427	70.8	374	68.8
Out-of-state 2-Year Colleges	69	11.2	65	10.7	65	11.9
Subtotal 2-Year Colleges	489	79.4	492	81.6	439	80.7
NM Public 4-Year Universities	75	12.2	78	13.0	62	11.4
All Other 4-Year Universities	52	8.4	33	5.5	43	7.9
Subtotal 4-Year Universities	127	20.6	111	18.4	105	19.3
Grand Total	616	100.0	603	100.0	544	100.0

Table 9. What is the profile of baccalaureate degree recipients at NMHU?

Recipients who began as	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time degree seeking fall semester freshmen graduating within six years	99	20.1	97	18.7	148	28.5
Transfers (including branch campuses)	342	69.7	351	67.8	362	69.6
Others (other freshmen, returning students, etc.)	50	10.2	70	13.5	10	1.9
All baccalaureate degree recipients	491	100.0	518	100.0	520	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?

Race/Ethnicity and Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018
African American	20	20.0	27	11.1	23	47.8
American Indian	19	26.3	31	38.7	22	31.8
Asian	0	--	2	100.0	2	0
Hispanic	188	59.6	201	47.7	164	54.3
Native Hawaiian/Pacific Islander	2	100.0	0	--	2	50.0
White/Other	49	49.0	29	58.6	29	62.1
Two or More Races	6	66.7	10	40.0	3	33.3
Nonresident Alien	12	50.0	10	60.0	9	44.5
Unknown	2	0	2	50.0	0	-
Men	151	45.7	152	37.5	137	46.7
Women	147	59.9	160	52.5	117	57.3
All Students	298	52.7	312	45.2	254	51.6

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity and Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Bachelor Degrees through Summer 2016	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018
African American	28	17.9	26	11.5	32	15.6
American Indian	31	19.4	34	14.7	33	15.2
Asian	1	0	0	--	2	50.0
Hispanic	161	24.8	256	25.7	259	25.9
Native Hawaiian/Pacific Islander	1	0	1	0	2	0
White/Other	56	17.9	49	18.3	48	8.3
Two or More Races			7	14.2	10	0
Nonresident Alien	27	29.6	35	22.8	32	21.9
Unknown	7	28.6	6	0	6	33.3
Men	164	18.3	192	20.8	212	17.5
Women	156	26.3	222	23.4	212	25.5
Overall	320	22.2	414	22.2	424	21.5

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 320			Entered 2011 N = 414			Entered 2012 N = 424		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
10.3	18.8	22.2	8.0	17.2	22.2	10.4	19.3	21.5

Table 12. What degrees were awarded in 2017-18?

	Associates	Undergraduate Certificate	Bachelors	Post-BA Certificates	Masters	Total
Agriculture						
Architecture-related			5			5
Business/Agri-Business/Public Adm		1	76	1	93	171
Education			105	22	125	252
Engineering/Tech/Computer Sci	1		10		2	13
Fine Arts			3			3
Health Professions (w/o Nursing)						
Home Economics						
Humanities/Social Science			99		24	123
Law/Protective Services			18			18
Nursing			48			48
Science and Math			36	7	13	56
Social Work			133		138	271
Total		1	533	30	395	960
Science/Tech/Eng/Math/Health	1	1	232	0	153	387

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Associates	0	0	1	0	1
Undergraduate Cert					1
Bachelors	464	481	529	572	533
Post-BA Certificates	13	3	17	19	30
Masters	376	429	391	426	395
Total	853	914	939	1,018	960

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2015 Faculty % (N = 136)	2016 Faculty % (N = 138)	2017 Faculty % (N = 141)	2015 Staff % (N = 371)	2016 Staff % (N = 361)	2017 Staff % (N = 315)
African American	2.2	1.5	1.4	3.0	3.0	2.5
American Indian	0.7	0.7	0.7	1.6	2.5	1.6
Asian	4.4	4.3	3.6	0.5	0.6	0.3
Hispanic	26.5	24.6	28.3	71.2	69.5	71.7
Native Hawaiian/Pacific Is	0	0	0	0.3	0.3	0
White/Other	59.6	55.1	53.9	18.9	17.5	17.8
Two or More Races	1.5	2.2	1.4	0.8	0.8	1.0
Nonresident Alien	4.4	9.4	7.1	0.5	1.1	1.9
Unknown	0.7	2.2	3.6	3.2	4.7	3.2
Men	58.0	55.1	52.5	49.6	50.1	47.3
Women	42.0	44.9	47.5	50.4	49.9	52.7

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
15:1	13:1	14:1	15:1	12:1

Table 16. Full-Time Instructional Faculty Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2012	92.9	\$57,200	99.7
Fall 2013	92.9	\$57,381	95.0
Fall 2014	92.9	\$57,798	96.1
Fall 2015	93.1	\$58,011	94.6
Fall 2016	93.1	\$57,810	90.0

*Includes full-time assistant, associate and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2016.

New Mexico Highlands University DFA Submittals October 2018

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target	20.0	20.0	20.0	20.0	22.0	20.0
	Actual	17.2	17.9	22.2	22.2	21.5	
CSRDE Benchmark		37.1	35.8	37.9	37.6	36.3	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, fewer than 5,000 students

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-2016	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target				812	790	800
	Actual					917	

		FY15	FY16	FY17	FY18	FY19	FY20
External Funds		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources	Target	\$17.0M	\$18.2M	\$17.8M	\$15.1M	\$15.5M	\$20.7M
	Actual	\$15.6M	\$15.5M	\$15.3M	\$15.1M	\$15.4M	

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target				4.7	4.7	4.6
	Actual					4.7	

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded per 100 FTE		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Degrees awarded per 100 full-time equivalent students	Target				21	21	18
	Actual					18	

		FY15	FY16	FY17	FY18	FY19	FY20
Nursing Degrees Awarded		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of nursing degrees awarded	Target				55	55	50
	Actual					48	

		FY15	FY16	FY17	FY18	FY19	FY20
Athletes Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen athletes who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target				24%	24%	28%
	Actual					45%	

		FY15	FY16	FY17	FY18	FY19	FY20
Retention to 3rd Semester		Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18	Fall 18 to Fall 19
Percent of first-time, full-time freshmen retained to the third semester	Target	53%	53%	53%	53%	53%	53%
	Actual	48.4%	52.4%	52.7%	45.2%	51.6%	
CSRDE Benchmark		70.0%	68.6%	69.9%	69.7%	68.6%	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, fewer than 5,000 students

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Institutional Profile of Northern New Mexico College

Mission

The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

Vision

Northern New Mexico College is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

NNMC is accredited by the Higher Learning Commission (230 S. LaSalle St., Ste 7-500 • Chicago, IL 60604 • info@hlcommission.org • 800.621.7440). <https://nnmc.edu/home/academics/accreditation/>

Contributions to Economic Development:

- NNMC serves as a source of STEM college graduates for the state, as 99 of the 206 degrees/certificates (48%) awarded in 2018 were in STEM majors.
- In 2017-18, NNMC contributed 16 certificates, 126 associate degrees, and 64 bachelor degrees to the workforce, effectively doubling earning power of college over high school graduates.
- Fiscal year 2017 SBDC at NNMC was awarded the NMSBDC States: "2017 Job Creator of the Year" Award; "One Million Dollars of Increased Sales" Award; "300% or more of Capital Infusion Benchmark" Award; Award for "30 or more Legislative Visits"; and the "2017 Center of the Year" Award. Ten new businesses created; 176.5 jobs created; 225 jobs retained; 1075.4 consulting hours with clients, assisted in 32 Capital Loans & Equity totaling \$4,810,289.38.
- NNMC's High School Equivalency Program (HEP) has been ranked the best in the nation for 2016 and 2017. Northern's Department of Education's HEP achieved a 96% graduation rate, the highest among the 43 HEP programs operating nation-wide (national average for graduation from HEP is 68%). Ninety-six percent (96%) of NNMC HEP graduates enter postsecondary education or training, upgraded employment, or the military. The national average is 81%.

**Table 1. Fall 2018
Overall Enrollment by Level**

Degree-seeking undergraduates	878
Non-degree seeking undergrad	218
Graduate Certificate students	0
Total Headcount	1,096
Total FTE	799

**Table 2. Number of Programs by
Degree Level 2018-2019**

Associates	24
Bachelors	10
Undergraduate Certificates	11
Graduate Certificates	1
Alternative Licensure Programs	3

Table 3. Fiscal Resources

For FY 15-16*		% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service		42.5		55.1	
Percent of fiscal resources allocated to administrative costs		35.5		17.3	
FY 14-15 thru FY 17-18**		2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus		\$28.4M	\$26.0M	\$23.6M	\$22.4M
State appropriations (main campus) as percent of operating budget		39	42	44	43

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY 15-16.

** Data from institutional reports, audited actual.

Accessible and Affordable University Education

Table 4. Are University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2010-11	2,696	68.5	10,249	113.6
2011-12	2,822	65.2	10,622	111.9
2012-13	2,827	59.7	10,627	92.8
2013-14	4,060	78.1	11,523	96.4
2014-15	3,961	71.2	11,523	93.1
2015-16	4,367	74.8	12,494	98.5
2016-17	4,560	72.0	13,032	98.0
2017-18	5,848	70.0	13,676	96.0
2018-19	4,952	N/A	13,676	N/A

*List of Peers appears in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	73	75	70	73	82
Work Study (must work to earn)	4	4	5	5	6
Loans (must be paid back)	15	13	11	12	12
Percent of Students Receiving Lottery Scholarships	15	15	14	13	15
Percent of Students who are Pell recipients	58	59	59	58	61
Percent of Students Receiving Aid	99	82	70	77	77
Average Award per Recipient*	\$5,400	\$5,804	\$6,234	\$6,157	\$6,237

*Percent awards were calculated as a percent of all degree-seeking students (full-time and part-time). Average award per recipient includes student loans.

Table 6. How much financial support do degree-seeking graduate students* receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16
Grant and Scholarship Aid (not paid back)			
Work Study (must work to earn)			
Percent of Students Receiving Aid			
Average Award per Recipient			

* NNMC does not have graduate programs.

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	2.5	2.4	2.3	2.3	3.0	3.1	2.9	2.1
American Indian	9.5	9.0	9.0	10.3	10.8	10.3	10.4	10.6
Asian	1.2	1.3	1.3	1.4	1.2	1.2	1.5	1.5
Hispanic	68.9	69.2	72.0	71.1	68.3	68.1	69.4	69.3
Native Hawaiian/Pacific Is	0.0	0.0	0.1	0.2	0.0	0.0	0.1	0.2
White/Other	11.8	10.9	9.4	7.8	10.5	9.6	8.8	8.2
Two or More Races	4.9	5.4	4.3	5.6	5.2	5.8	5.1	5.7
Nonresident Alien	0.5	0.7	0.5	0.6	0.6	0.9	0.7	0.7
Unknown	0.6	1.0	1.1	0.9	0.4	1.0	1.1	1.0
Total	1,052	1,124	1,148	1,096	823	865	856	827

Table 8. What proportion of our students transfer from other institutions?

	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	23	32.9	40	29.6	29	27.9
Out-of-state 2-Year Colleges	2	2.8	5	3.7	5	4.8
Subtotal 2-Year Colleges	25	35.7	45	33.3	34	32.7
NM Public 4-Year Universities	21	30.0	44	32.6	44	42.3
All Other 4-Year Universities	24	34.3	46	34.1	26	25.0
Subtotal 4-Year Universities	45	64.3	90	66.7	70	67.3
Grand Total	70	100.0	135	100	104	100.0

Note: Many of NNMC's associate degree recipients stay to earn their bachelor's degrees.

Table 9. What is the profile of baccalaureate degree recipients at Northern New Mexico College?

Recipients who began as	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time fall semester freshmen graduating within six years of first enrollment	8	14.0	22	34.9	16	25.0
Transfer students (including branch campuses)	13	22.0	21	33.3	17	26.6
Other (other first-time students, returning students, etc.)	38	64.0	20	32.0	31	48.4
All baccalaureate degree recipients	59	100.0	63	100.0	64	100.0

Student Progress and Student Success

Table 10. How many first-time, full--time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018
African American	5	80.0	5	80.0	2	0
American Indian	9	56.0	9	56.0	17	47.1
Asian	0	--	0	--	3	66.7
Hispanic	86	65.0	86	65.0	97	59.8
Native Hawaiian/Pacific Islander	0	--	0	--	1	100.0
White/Other	7	71.0	7	71.0	4	100.0
Two or More Races	9	44.0	9	44.0	10	50.0
Nonresident Alien	0	--	0	--	2	50.0
Unknown	0	--	0	--	0	--
Men	54	69.0	54	69.0	65	48.0
Women	62	60.0	62	60.0	71	67.6
All Students	116	64.0	116	64.0	136	58.0

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Bachelor's Degrees through Summer 2016	Cohort N	% Bachelor's Degrees through Summer 2017	Cohort N	% Bachelor's Degrees through Summer 2018
African American	2	0.0	3	33.3	4	75.0
American Indian	22	9.1	23	0	28	25.0
Asian	0	--	0	--	1	100.0
Hispanic	115	21.7	171	25.1	160	23.1
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	9	22.2	12	25.0	8	37.5
Two or More Races	0	--	0	--	0	--
Nonresident Alien	0	--	0	--	1	100.0
Unknown	1	0.0	0	--	0	--
Men	62	9.7	89	10.1	96	34.4
Women	87	26.4	120	23.3	106	17.0
Overall	149	19.4	209	22.0	202	25.2

Note: NNMC includes Associate and Certificate awards in cohorts (this accounts for "STACKABLE" programs). The percentage of Bachelor's Degrees does not account for students who sought and obtained an associate's degree AND succeeded.

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 213			Entered 2011 N = 186			Entered 2012 N = 202		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
9.0	15.0	19.4	7.0	14.0	22.0	7.0	9.0	25.2

Table 12. What degrees were awarded in 2017-18?

	Undergrad Certificates	Associates	Bachelors	Alternative Licensure	Total
Agriculture					
Architecture-related	1	4			5
Business/Agri-Business/Public Administration		33	17		50
Education		7	3	6	16
Engineering/Tech/Computer Science	1	20	10		31
Health Professions (w/o Nursing)		11			11
Humanities/Social Science		8	13		21
Law/Protective Services		6	3		9
Nursing	3	27	2		32
Science and Math		10	16		26
CTE*	5				5
Total	10	126	64	6	206
Science/Technology/Engineering/Math/Health		68	28	3	99

*Career Technical Education Programs include Barbering, Cosmetology, Electrical Technology, etc.

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate Certificates	30	28	20	27	10
Associates	109	121	92	81	126
Bachelors	72	59	62	63	64
Alternative Licensure	21	9	11	2	6
Total	232	217	185	173	206

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	2016 Faculty % (N = 39)	2017 Faculty % (N = 38)	2018 Faculty % (N = 37)	2016 Staff % (N = 111)	2017 Staff % (N = 117)	2018 Staff % (N = 110)
African American	0.0	0.0	0.0	1.0	2.0	0.7
American Indian	2.6	0.0	0.0	9.0	9.0	6.1
Asian	10.3	11.0	10.8	0.0	0.0	2.7
Hispanic	43.6	39.0	43.2	74.0	71.0	66.7
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	33.3	39.0	35.1	13.0	10.0	17.7
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	1.0	1.0	0.7
Unknown	10.3	11.0	10.8	3.0	7.0	5.4
Men	43.6	34.0	35.1	45.0	45.0	43.5
Women	56.4	66.0	64.8	55.0	55.0	56.4

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
15:1	13:1	10:1	14:1	11:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary**	% of Peer Average
Fall 2012	*	\$46,290	90.1
Fall 2013	*	\$46,477	87.8
Fall 2014	*	\$47,435	85.6
Fall 2015	*	\$46,837	71.8
Fall 2016	*	\$48,203	71.0

*Not currently collected electronically.
 **Averages are for all full-time instructional faculty (ranked and unranked).
 This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is for Fall 2016.

Northern New Mexico College DFA Submittals October 2018

		FY15	FY16	FY17	FY18	FY19	FY20
Retention Measure 3rd Semester		Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18	Fall 18 to Fall 19
Percent of first-time, full-time degree-seeking students enrolled to the third semester	Target	66.5	66.5	66.5	66.5	66.5	66.5
	Actual	39.0	54.0	63.8	55.0	58.0	
CSRDE Benchmark	Benchmark			69.9	69.7	68.8	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, fewer than 5,000 students

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target				25.0	25.0	25.0
	Actual				23.0	21.2	
CSRDE Benchmark	Benchmark				37.6	36.3	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, fewer than 5,000 students

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded		Sum/Fall/Spr 2013-14	Sum/Fall/Spr 2014-15	Sum/Fall/Sr 2015-16	Sum/Fall/Spr 2016-17	Sum/Fall/Spr 2017-18	Sum/Fall/Spr 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target	80.0	80.0	80.0	80.0	80.0	80.0
	Actual	74.0	68.5	81.0	78.0	68.0	

		FY15	FY16	FY17	FY18	FY19	FY20
External Funds		Sum/Fall/Spr 2013-14	Sum/Fall/Spr 2014-15	Sum/Fall/Sr 2015-16	Sum/Fall/Spr 2016-17	Sum/Fall/Spr 2017-18	Sum/Fall/Spr 2018-19
External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources	Target					\$5.0M	\$5.0M
	Actual					\$6.8M	

Northern New Mexico College

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target					6.0	6.0
	Actual					5.8	

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded per 100 FTE		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Degrees awarded per 100 full-time equivalent students	Target					20	20
	Actual					28	

		FY15	FY16	FY17	FY18	FY19	FY20
Nursing Degrees Awarded		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of nursing degrees awarded	Target					20	20
	Actual					29	

		FY 15	FY1 6	FY 17	FY 18	FY 19	FY 20
Athletes Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen athletes who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target					25	25
	Actual					37	

Institutional Profile of Western New Mexico University

Mission

WNMU engages and empowers learners in a multicultural, inclusive, creative, and caring community of teaching, scholarship/research, and service. We aspire to be the premier teaching university excelling in student-centeredness, the liberal arts and sciences, professional programs, and career and technical preparation. We educate with rigor and compassion diverse learners, who achieve career goals, gain civic literacy, practice social responsibility, and engage in lifelong pursuit of learning. Valuing the traditional academy and taking pride in our history and regional cultural heritages, we embrace innovation and transformation for a sustainable future in an ever-changing world of local and global connections.

WNMU is accredited by the Higher Learning Commission as an Academic Quality Improvement Program Participant. See <http://www.hlcommission.org/Directory-of-HLC-Institutions.html> for details.

Contributions to Economic Development

- Economic Development: New Mexico Economic Development Course - 22 attendees
- Small Bus Dev. Center: New businesses - 12, Jobs created – 39, Capital infusion - \$2,395,588
- International Business Accelerator: New businesses – 2; Jobs created – 138; Jobs Retained – 0; Exports \$303,119,819; Imports \$19,350; Sales Generated \$2,593,210; Investments \$21,300,000, New Clients 18
- School of Business Community business projects - 9, student internships - 7

**Table 1. Fall 2018
Overall Enrollment by Level**

Degree-seeking undergraduates	1,739
Degree-seeking graduate students	888
Non-degree seeking students	622
Total Headcount	3,249
Total FTE	2,073

**Table 2. Number of Programs by
Degree Level 2018-2019**

Associates	15
Bachelors	41
Undergraduate certificates	11
Masters	9
Graduate Certificates	26

*based on Census numbers

Table 3. Fiscal Resources

For FY 15-16*	% for Institution		% for Peers	
Percent of fiscal resources allocated to instruction, research and public service	52.0		53.6	
Percent of fiscal resources allocated to administrative costs	21.0		13.4	
FY 14-15 thru FY 17-18**	2014-15	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$49M	\$51M	\$50M	\$48M
State appropriation (main campus) as percent of operating budget	37.8	36.2	38.2	39.3

*Data from IPEDS for financial comparisons. The latest comparative data available in IPEDS is FY 15-16.

** Data from institutional reports, audited actual.

Accessible and Affordable University Education

Table 4. Is University tuition and fees affordable relative to peers?

	Resident Undergraduate	Percent of Peers*	Non-Resident Undergraduate	Percent of Peers*
2008-09	\$3,431	71.7	\$12,719	107.3
2009-10	\$3,589	70.9	\$12,825	103.4
2010-11	\$3,812	70.6	\$13,412	102.4
2011-12	\$4,054	68.6	\$13,438	95.8
2012-13	\$4,315	69.2	\$12,514	85.1
2013-14	\$4,723	73.9	\$12,763	81.9
2014-15	\$5,346	81.1	\$13,184	88.0
2015-16	\$5,704	83.0	\$13,364	86.1
2016-17	\$5,906	82.8	\$13,806	85.4
2017-18	\$6,066	82.0	\$13,539	82.0
2018-19	\$6,066	N/A	\$13,539	N/A

*List of Peers appears in Appendix

Table 5. How much financial support do degree-seeking undergraduate students receive?

Percent of UG Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	69.0	73.0	92.4	90.5	91.4
Work Study (must work to earn)	5.4	11.9	7.5	8.1	8.1
Loans (must be paid back)	49.3	50.3	60.6	61.3	62.3
Percent of Students Receiving Lottery Scholarships	11.8	4.5	11.8	12.5	12.8
Percent of Students who are Pell recipients	60.8	59.9	71.9	71.8	72.9
Percent of Students Receiving Aid	79.2	82.4	81.4	81.8	80.1
Average Award per Recipient	\$8,807	\$10,075	\$11,450	\$11,411	\$12,763

Table 6. How much financial support do graduate students receive?

Percent of Graduate Students Receiving Types of Aid	2013-14	2014-15	2015-16	2016-17	2017-18
Grant and Scholarship Aid (not paid back)	4.6	9.0	15.6	18.9	18.6
Loans (must be paid back)	41.7	45.4	88.3	90.2	89.8
Percent of Students Receiving Aid	44.0	50.8	63.6	63.0	57.4
Average Award per Recipient	\$13,376	\$13,131	\$14,595	\$15,144	\$15,429

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2015	% Fall 2016	% Fall 2017	% Fall 2018
African American	6.5	6.9	6.7	6.1	6.8	6.7	6.8	7.1
American Indian	3.2	2.9	3.4	3.0	3.2	3.0	2.8	3.1
Asian	2.0	2.9	1.7	1.2	2.0	2.6	1.7	1.2
Hispanic	37.0	36.4	40.3	39.4	50.9	52.3	51.3	52.5
Native Hawaiian/Pacific Is	0.1	0.1	0.6	0.5	0.2	0.2	1.1	1.0
White/Other	31.2	28.9	30.4	31.1	28.7	27.6	27.9	27.4
Two or More Races	0.5	0.4	0.9	1.5	0.8	0.6	1.1	1.8
Nonresident Alien	1.3	1.4	1.7	1.7	1.8	1.9	2.3	2.2
Unknown	18.1	20.7	14.3	15.5	5.6	5.0	5.0	3.7
Total	3,371	3,478	3,088	3,248	1,869	1,826	1,762	1,738

Table 8. What proportion of our students transfer from other institutions?

	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	67	21.5	80	25.0	77	23.7
Out-of-state 2-Year Colleges	109	35.0	104	32.5	118	36.3
Subtotal 2-Year Colleges	176	56.6	184	57.5	195	60.0
NM Public 4-Year Universities	50	16.0	47	14.7	54	16.6
All Other 4-Year Universities	85	27.3	89	27.8	76	23.4
Subtotal 4-Year Universities	135	43.4	136	42.5	130	40.0
Grand Total	311	100.0	320	100.0	325	100.0

Table 9. What is the profile of baccalaureate degree recipients at WNMU?

Recipients who began as	2015-2016		2016-2017		2017-2018	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
First-time, full-time degree-seeking fall semester freshmen graduating within six years	70	31.1	79	28.1	84	30.5
Transfers (including branch campuses)	109	48.5	159	56.6	144	52.4
Other (first-time freshmen, returning students, etc.)	46	20.4	43	15.3	47	17.1
All baccalaureate degree recipients	225	100.0	281	100.0	275	100.0

Student Progress and Student Success

Table 10. How many first-time full-time degree-seeking freshmen return for their second year?

Race/Ethnicity & Sex	Entered Fall 2015		Entered Fall 2016		Entered Fall 2017	
	Cohort N	% Still Enrolled Fall 2016 (*)	Cohort N	% Still Enrolled Fall 2017 (*)	Cohort N	% Still Enrolled Fall 2018 (*)
African American	32	62.5	16	62.5	17	64.7
American Indian	8	50.0	5	40.0	5	60.0
Asian	7	42.9	6	33.3	8	87.5
Hispanic	160	56.3	161	61.49	161	57.1
Native Hawaiian/Pacific Islander	1	100.0	7	100.0	2	50.0
White/Other	55	54.5	50	52.0	61	54.1
Two or More Races	2	50.0	2	100.0	5	0
Nonresident Alien	4	50.0	9	100.0	9	100.0
Unknown	8	50.0	8	62.5	10	70.0
Men	149	55.0	125	60.0	125	54.4
Women	128	57.3	139	62.5	153	62.0
All Students	277	56.1	264	61.4	278	58.9

* Includes **certificate/associate** completions in the same year, if not returned.

Table 11a. What are six-year graduation rates for first-time, full-time degree-seeking students?

Race/Ethnicity & Sex	Entered Fall 2010		Entered Fall 2011		Entered Fall 2012	
	Cohort N	% Degrees through Summer 2016	Cohort N	% Degrees through Summer 2017	Cohort N	% Degrees through Summer 2018
African American	16	12.5	5	0.0	21	9.5
American Indian	8	37.5	2	0.0	6	33.3
Asian	4	25.0	0	0.0	2	50.0
Hispanic	194	23.2	192	21.9	239	27.6
Native Hawaiian/Pacific Islander	1	0.0	0	0.0	1	0.0
White/Other	89	30.3	42	38.1	90	18.9
Two or More Races	1	0.0	2	50.0	0	0.0
Nonresident Alien	6	33.3	8	62.5	7	57.1
Unknown	27	7.4	84	29.8	58	29.3
Men	165	20.0	150	28.7	215	24.7
Women	181	27.0	185	24.9	209	26.8
Overall	346	23.7	335	26.5	424	25.7

WNMU includes Associate and Certificate awards in cohorts.

Student Progress and Student Success

Table 11b. What are four-, five- and six-year graduation rates for first-time, full-time degree-seeking students?

Entered 2010 N = 346			Entered 2011 N = 335			Entered 2012 N = 424		
% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years	% 4 years	% 5 years	% 6 years
10.4	19.4	23.8	13.1	20.9	26.6	13.7	20.9	25.7

WNMU includes Associate and Certificate awards in cohorts.

Table 12. What degrees were awarded in 2017-18?

	Undergrad Certificate	Associate	Bachelors	Master's	Grad Certs	Total
Agriculture						
Architecture-related			1			1
Business /Agri-Business/Public Admin		13	33	22	1	69
Digital Communication/Media Education	1	1				2
Education		6	25	34	22	87
Engineering / Tech / Computer Science	90	24	1			115
Fine Arts						
Health Professions (w/o Nursing)		16	33		1	50
Humanities / Social Science	1	26	111	203	70	411
Law / Protective Services	10	9	26		1	46
Manufacturing						
Nursing		11	30			41
Public Administration and Social Services		1				1
Science and Math			28			28
Total (*)	102	107	288*	259	95	851
Science/Technology/Engineering/Math/Health	22	36	57		2	117

* Includes double majors in bachelors.

Table 13. Over time, how many degrees have been awarded?

	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate Certificates	63	60	71	59	102
Associate	113	138	145	111	107
Bachelors	213	229	226	281	275
Masters	158	177	150	222	259
Graduate Certificates	13	35	26	52	95
Total	560	639	618	725	838

Summer/Fall/Spring

Academic Quality and a Quality Learning Environment

Table 14. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2016 Faculty % (N = 97)	2017 Faculty % (N = 102)	2018 Faculty % (N = 88)	2016 Staff % (N = 344)	2017 Staff % (N = 231)	2018 Staff % (N = 254)
African American	1.0	1.0	2.3	2.0	1.7	0.8
American Indian	0.0	0.0	0.0	1.7	3.5	2.7
Asian	6.2	5.9	5.7	2.0	2.6	3.1
Hispanic	11.3	19.6	18.2	34.3	39.4	38.6
Native Hawaiian/Pacific Is.	0.0	0.0	0.0	0.3	0.0	0.0
White/Other	61.9	53.9	57.9	49.1	45.4	46.1
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	0.0	0.0	0.0
Unknown	19.6	19.6	15.9	10.5	7.4	8.7
Men	39.2	46.1	46.6	39.0	38.5	37.4
Women	60.8	53.9	53.4	61.0	61.5	62.6

Table 15. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
16:1	16:1	14:1	16:1	15:1

Table 16. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
Fall 2012	97.1	\$51,295	86.6
Fall 2013	85.6	\$53,873	90.9
Fall 2014	86.6	\$56,283	93.1
Fall 2015	82.7	\$57,813	69.8
Fall 2016	70.7	\$55,758	85.0

*Includes tenure-track assistant, associate and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is Fall 2016.

Western New Mexico University DFA Submittals October 2018

		FY15	FY16	FY17	FY18	FY19	FY20
Time to Degree		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Sum 19
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target				5.0	6.0	4.0
	Actual					4.0	

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded per FTE		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Degrees awarded per 100 full-time equivalent students	Target				11.0	11.0	16.0
	Actual					16.0	

		FY15	FY16	FY17	FY18	FY19	FY20
Nursing Degrees Awarded		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of nursing degrees awarded	Target				33	34	36
	Actual	36	52	44	34	41	

		FY15	FY16	FY17	FY18	FY19	FY20
Degrees Awarded (New Measure)		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate and masters degrees	Target						535
	Actual	371	406	376	503	534	

		FY15	FY16	FY17	FY18	FY19	FY20
Certificates and Associate Degrees Awarded New Measure		Sum/Fa/Spr 2013-14	Sum/Fa/Spr 2014-15	Sum/Fa/Spr 2015-16	Sum/Fa/Spr 2016-17	Sum/Fa/Spr 2017-18	Sum/Fa/Spr 2018-19
Total number of certificates and associate degree awarded within the most recent academic year	Target						211
	Actual	176	198	216	170	209	

Western New Mexico University

		FY15	FY16	FY17	FY18	FY19	FY20
Retention		Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to Fall 16	Fall 16 to Fall 17	Fall 17 to Fall 18	Fall 18 to Fall 19
Percent of first-time, full-time freshmen retained to the third semester	Target	66.5	66.5	53.0	56.2	61.0	59.0
	Actual	56.8	51.5	56.1	61.4	58.9	

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, fewer than 5,000

		FY15	FY16	FY17	FY18	FY19	FY20
External Funds		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources	Target	\$3.0M	\$1.9M	\$1.9M	\$2.1M	\$3.0M	\$2.1M
	Actual	\$1.9M	\$2.8M	\$3.1M	\$3.5M	\$2.1M	

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Fall 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target	23.0	23.0	25.0	25.0	26.0	25.0
	Actual	20.9	25.2	23.7	26.6	25.7	
	Benchmark				37.6	36.3	

WNMU includes Certificates, Associates, and Baccalaureates awards in cohorts

Source: CSRDE Retention Report 2017-18 (2007-16 cohorts) for less selective public institutions, fewer than 5,000

		FY15	FY16	FY17	FY18	FY19	FY20
Six-Year Athlete Graduation Rate		Fall 08 to Sum 14	Fall 09 to Sum 15	Fall 10 to Sum 16	Fall 11 to Sum 17	Fall 12 to Sum 18	Fall 13 to Fall 19
Percent of a cohort of first-time, full-time, degree-seeking freshmen athletes who complete a baccalaureate program within one hundred fifty percent of standard graduation time	Target				23.0	35.0	31.5
	Actual	23.0	31.0	35.0	31.0	31.0	

APPENDIX

PEER INSTITUTIONS

New Mexico Institute of Mining and Technology

Colorado School of Mines
Georgia Institute of Technology–Main Campus
Michigan Technological University
Montana Tech of the University of Montana
New Jersey Institute of Technology
North Dakota State University–Main Campus
South Dakota School of Mines and Technology
SUNY College of Environmental Science and Forestry
Tennessee Technological University
University of Missouri–Rolla

New Mexico State University

University of Arizona
Colorado State University
University of Idaho
Iowa State University
Kansas State University
Montana State University-Bozeman
University of Nevada - Reno
University of New Mexico–Main Campus
Oklahoma State University–Main Campus
Oregon State University
University of Texas at El Paso
Texas Tech University
Utah State University
Washington State University
University of Wyoming

University of New Mexico

Arizona State University
Florida International University
New Mexico State University–Main Campus
Oklahoma State University–Main Campus
Texas A&M University–College Station
Texas Tech University
The University of Tennessee
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at El Paso
University of Arizona
University of California–Riverside
University of Colorado at Boulder
University of Colorado–Denver
University of Houston
University of Iowa
University of Kansas
University of Missouri–Columbia
University of Nebraska–Lincoln
University of Nevada–Las Vegas
University of Oklahoma–Norman Campus
University of Utah

Northern New Mexico College

Adams State College
Ft Lewis State College
Eastern New Mexico University
New Mexico Highlands University
Western New Mexico University

Brazosport College (TX)
Sul Ross State University

Eastern New Mexico University

Central Washington University
Emporia State University
Henderson State University
Montana State University-Billings
Northeastern Illinois University
Northwest Missouri State University
Pittsburg State University
Southeastern Oklahoma State University
Texas A & M University–Kingsville
Truman State University
University of Central Oklahoma
University of Colorado at Colorado Springs
University of Montevallo
University of North Florida
Western Oregon University
Winthrop University

New Mexico Highlands University

University of West Alabama
Adams State College
Colorado State University-Pueblo
Alcorn State University
Eastern New Mexico University–Main Campus
Western New Mexico University
East Central University
Northeastern State University
Lincoln University of Pennsylvania
Sul Ross State University
The University of Texas of the Permian Basin

Western New Mexico University

University of West Alabama
Henderson State University
Adams State College
University of Colorado at Colorado Springs
Albany State University
Indiana University-South Bend
Fort Hays State University
Montana State University–Billings
Chadron State College
Wayne State College
East Central University
Southeastern Oklahoma State University
Western Oregon University
Texas A & M International University
Sul Ross State University
University of Wisconsin–Superior

Note: Updated peer groups for NMSU (2010), NMHU (2011), and UNM (2013) were approved by the Higher Education Department.

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*Please consult the following web pages for additional information
about New Mexico's public universities:*

New Mexico Institute of Mining & Technology
Socorro, New Mexico 87801
www.nmt.edu

New Mexico State University
Las Cruces, New Mexico 88003-8001
www.nmsu.edu

University of New Mexico
Albuquerque, New Mexico 87131
www.unm.edu

Eastern New Mexico University
Portales, New Mexico 88130
www.enmu.edu

New Mexico Highlands University
Las Vegas, New Mexico 87701
www.nmhu.edu

Northern New Mexico College
Española, NM 87532
www.nnmc.edu

Western New Mexico University
Silver City, New Mexico 88062
www.wnmu.edu

Council of University Presidents
www.nmcup.us

