

PERFORMANCE EFFECTIVENESS REPORT

NEW MEXICO UNIVERSITIES



COUNCIL OF UNIVERSITY PRESIDENTS
NOVEMBER 2019

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 Institute of Mining and Technology, New Mexico State University, 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-second 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 extends 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 and 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, Ph.D.
Chair

Performance Effectiveness Report

Table of Contents

The Performance Effectiveness Plan of New Mexico’s Seven Public Universities	i
Listing of Data and Tables	ii
Executive Summary	iii
Research Universities	
New Mexico Institute of Mining & Technology	
• Institutional Mission, Profile, and Performance Indicator Tables	1
• Reporting for Accountability in Government Act	7
New Mexico State University	
• Institutional Mission, Profile, and Performance Indicator Tables	9
• Reporting for Accountability in Government Act	16
University of New Mexico	
• Institutional Mission, Profile, and Performance Indicator Tables	19
• Reporting for Accountability in Government Act	25
University of New Mexico - Health Sciences Center	
• Institutional Mission and Performance Indicator Tables	27
• Reporting for Accountability in Government Act	41
Comprehensive Universities	
Eastern New Mexico University	
• Institutional Mission, Profile, and Performance Indicator Tables	45
• Reporting for Accountability in Government Act	51
New Mexico Highlands University	
• Institutional Mission, Profile, and Performance Indicator Tables	53
• Reporting for Accountability in Government Act	60
Northern New Mexico College	
• Institutional Mission, Profile, and Performance Indicator Tables	63
• Reporting for Accountability in Government Act	69
Western New Mexico University	
• Institutional Mission, Profile, and Performance Indicator Tables	71
• Reporting for Accountability in Government Act	77
Appendix	
List of Peer Institutions	79

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.

Performance Effectiveness Report of New Mexico's Public Universities

Listing of Data and Tables

Effective and Efficient Use of Resources

Table 1	Overall Enrollment by Level (Fall 2019)
Table 2	Number of Programs by Degree Level (2019-20)
Table 3	Fiscal Resources
	Total current funds revenue for main campus (four-year trend)
	State Appropriation (four-year trend)
	State Appropriation as a percent of the institutional operating budget
	Percent of fiscal resources allocated to instruction, research and public service
	Percent of fiscal resources allocated to administrative costs

Accessible and Affordable University Education

Table 4	Are University tuition and fees affordable relative to peers? (with peer benchmarks)
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? (three-year trend)
Table 11	What are six-year graduation rates? (three cohorts)
Table 12	What are four-year, five-year and six-year graduation rates? (three cohorts)
Table 13	What degrees and certificates were awarded in 2018-2019?
Table 14	Over time, how many degrees and certificates have been awarded? (five-year trend)

Academic Quality and a Quality Learning Environment

Table 15	How diverse are our full-time faculty and staff? (three-year trend)
Table 16	What is our student-faculty ratio? (five-year trend)
Table 17	Full-Time Instructional Faculty Information (Percent of faculty holding highest degree, average faculty salary, percent of salary of peers from most recently available Integrated Postsecondary Education Data System (IPEDS))

Comparisons (benchmarks) with institutional peers, provided by the Integrated Postsecondary Education Data System (IPEDS), are provided in several tables. Institutions report data to IPEDS several times a year, but there is a lag-time of six to twenty-four months before IPEDS reports from peers are available. The DFA Submittals that appear at the end of each institutional report also use retention and completion benchmarks from the Consortium for Student Retention Data Exchange (CSRDE) for similarly sized institutions.

Executive Summary

Performance Effectiveness Report

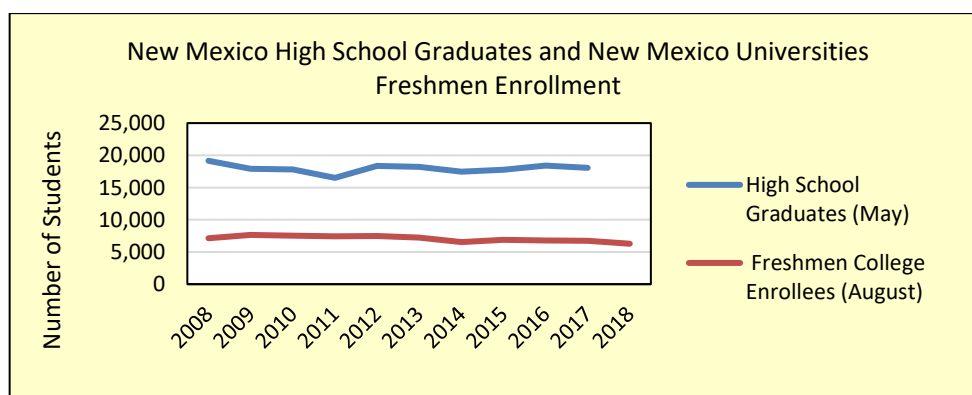
The following information presents the story of our New Mexico universities. Following this summary, institutional reports provide detailed data for New Mexico Institute of Mining and Technology (NMT), New Mexico State University (NMSU), University of New Mexico (UNM), University of New Mexico - Health Sciences Center, Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), Northern New Mexico College (NNMC), and Western New Mexico University (WNMU).

Full Time Equivalent (FTE) Enrollment Overview

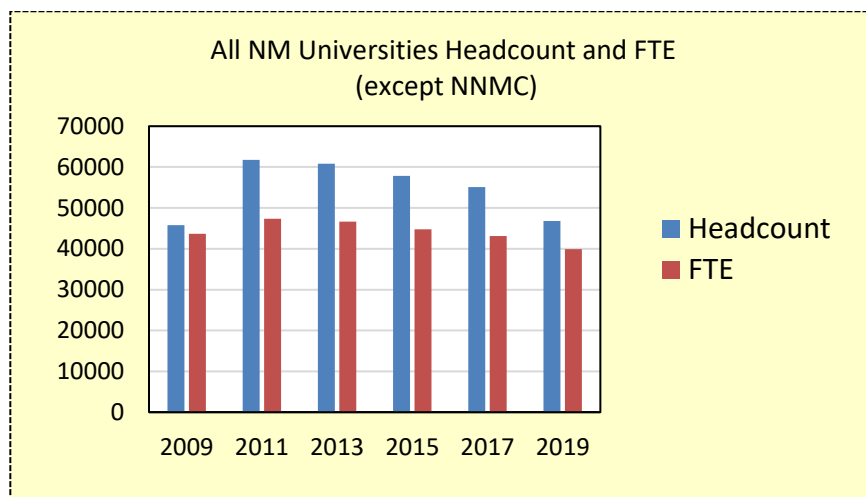
This Fall 2019, New Mexico universities are educating 51,544 students in associates, bachelors, masters, and doctoral programs, providing them with opportunities to improve their lives and the lives of their families and to advance the state of New Mexico with their wider knowledge and greater earning power.

FTE	2015	2016	2017	2018	2019	3-yr Change
NMT	1,831	1,809	1,665	1,612	1,510	-3.2%
NMSU	12,584	12,533	12,250	12,175	12,224	-0.2%
UNM	23,005	22,857	21,982	20,245	18,772	-17.0%
ENMU	4,023	3,899	3,980	3,850	3,710	-6.8%
NMHU	2,637	2,608	2,438	2,348	2,160	-11.4%
NNMC	707	780	786	799	768	-2.3%
WNMU	2,313	2,215	2,046	2,073	1,986	-2.9%
Total	47,100	46,701	45,147	43,102	41,293	-8.5%

As the table above shows, full-time equivalent (FTE) student enrollment decreased 8.5% since 2017. This trend mirrors declines in high school graduation, reported by various state and national entities.



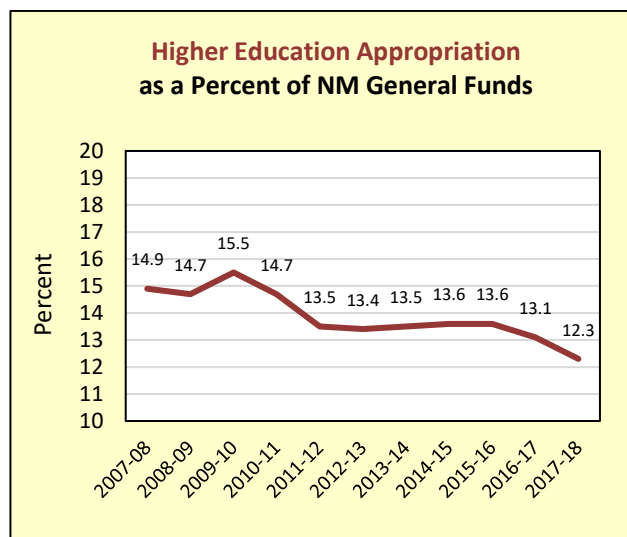
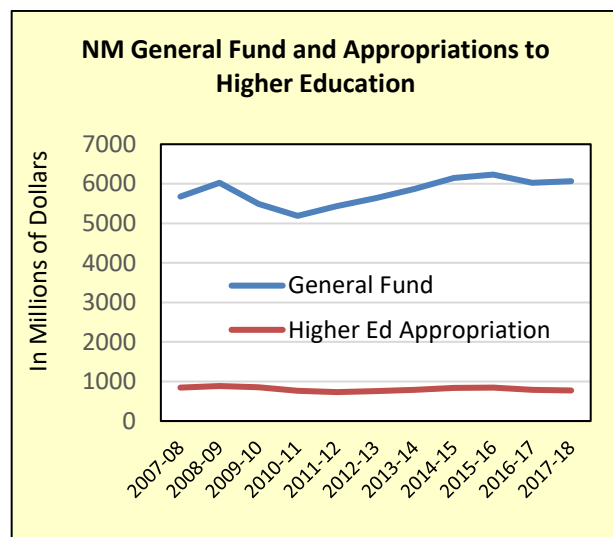
Population: The New Mexico Bureau of Vital Records and Health Statistics (2016) and the U.S. Census report a steady decline in birth rates, 1990- 2016. Nationwide, birth rates declined from 16.7 births per 1,000 (1990) to 11.8 (2017). The *New Mexico Indicator-Based Information System* reported a 6% decline in New Mexico high school students from 35,466 (2007) to 26,288 (2018). The quadrennial *Knocking at the College Door: Projections of High School Graduates* (2016) projects declines in high school graduates beginning in the mid-2020s; however, the decline appears to have already begun.



Note: NNMC was a two-year college until 2011 and is excluded from this graph.

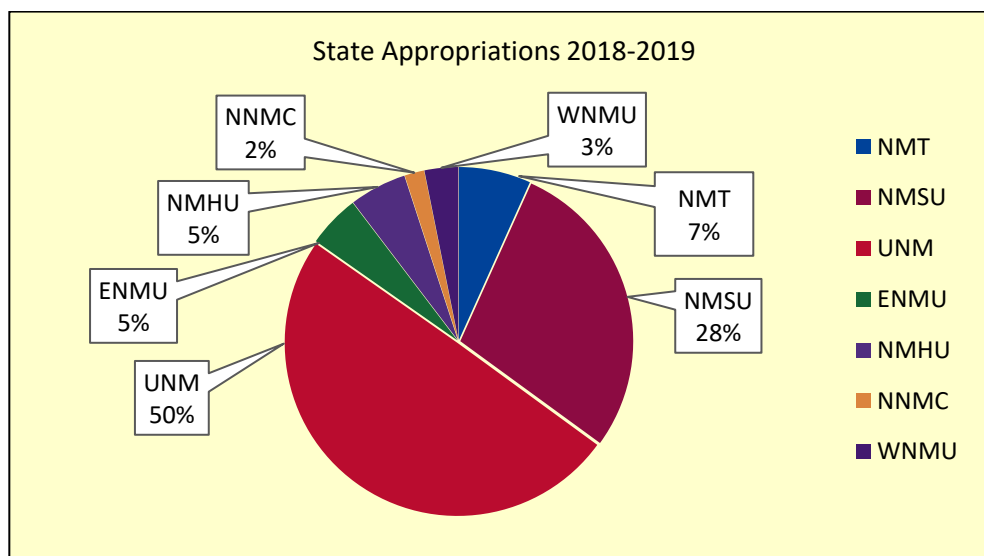
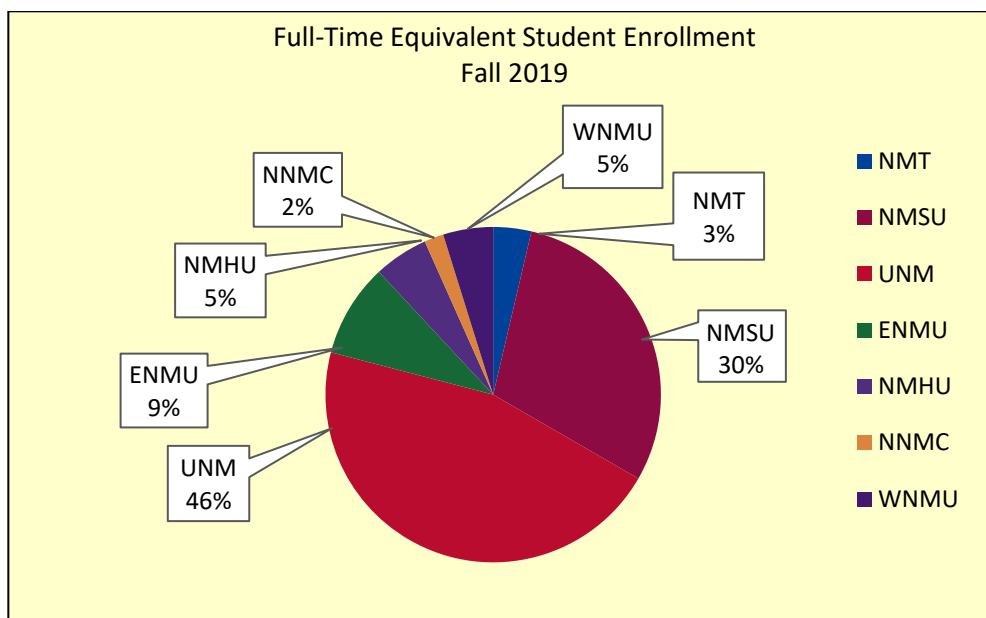
New Mexico universities' headcount dropped 13.5% and 3% in FTE over the past ten years.

From a funding perspective, in roughly the same period (2008-2018), legislative appropriations to higher education also dropped--from 14.7% of the total General Fund (in 2008-09) to 12.3% (2017-18), a dollar reduction of over \$100M.



A full-time equivalent student (FTE) is a measure of one undergraduate student enrolled in 15 credit hours or a graduate student enrolled in 12 credit hours. Since students are a mix of part-time and full-time attendees, FTE is calculated by dividing all credit hours by 15 (for undergraduate) and by 12 (for graduate students) to derive institutional FTE.

The charts below illustrate New Mexico universities' full-time equivalent enrollment and state appropriation relative to each other. Appropriations follow FTE percentages, with some variations in appropriations based on mission.

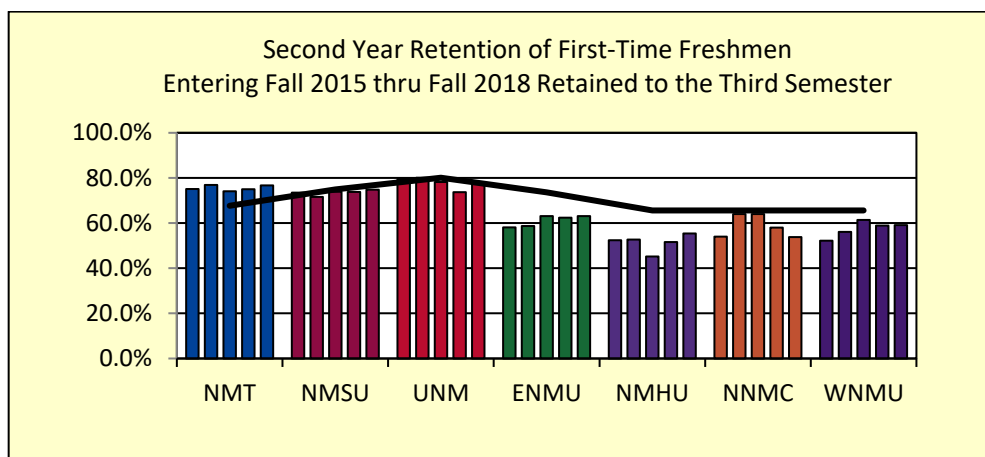


Retention and Completion

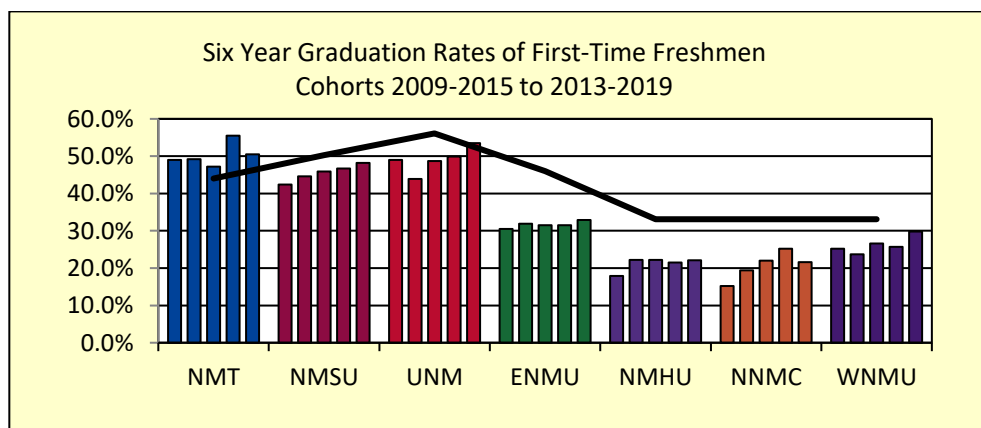
Retention of first-time freshmen to their second Fall and freshmen cohort completion rates are two standard measures of student progress and success. These are also priorities for the state of New Mexico and New Mexico universities. Institutions continue to make progress retaining greater numbers of freshmen and supporting their educational experiences with advising, tutoring, and other services that students require.

Percent of First-Time, Full-Time Freshmen Entering Fall Semester and Still Enrolled Next Fall					
	Entered 2014	Entered 2015	Entered 2016	Entered 2017	Entered 2018
NMT	75.1	76.9	74.1	75.0	75.0
NMSU	73.5	71.6	73.9	73.8	74.8
UNM	79.5	80.1	78.2	73.7	77.3
ENMU	58.1	58.7	63.1	62.4	63.1
NMHU	52.4	52.7	45.2	51.6	55.4
NNMC	54.0	64.0	79.4	58.0	53.8
WNMU	52.2	56.1	61.4	58.9	59.1
Overall	72.7	73.2	73.3	71.0	72.9

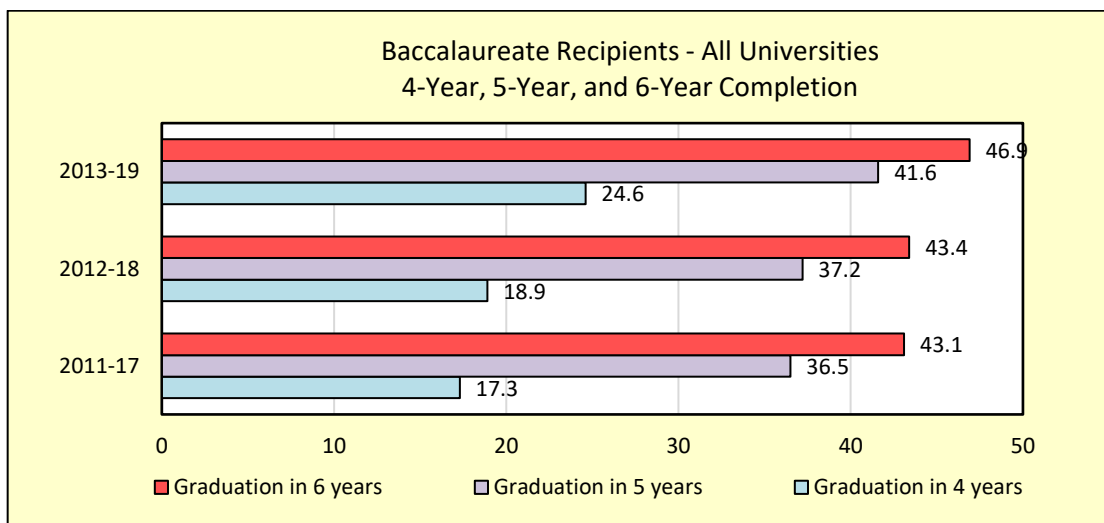
This report uses benchmarks for Fall-to-Fall retention from the Consortium for Student Retention Data Exchange (CSRDE), with peers defined by size and selectivity of the institution. Graphs below show that every institution improved retention and completion percentages over the past five years.



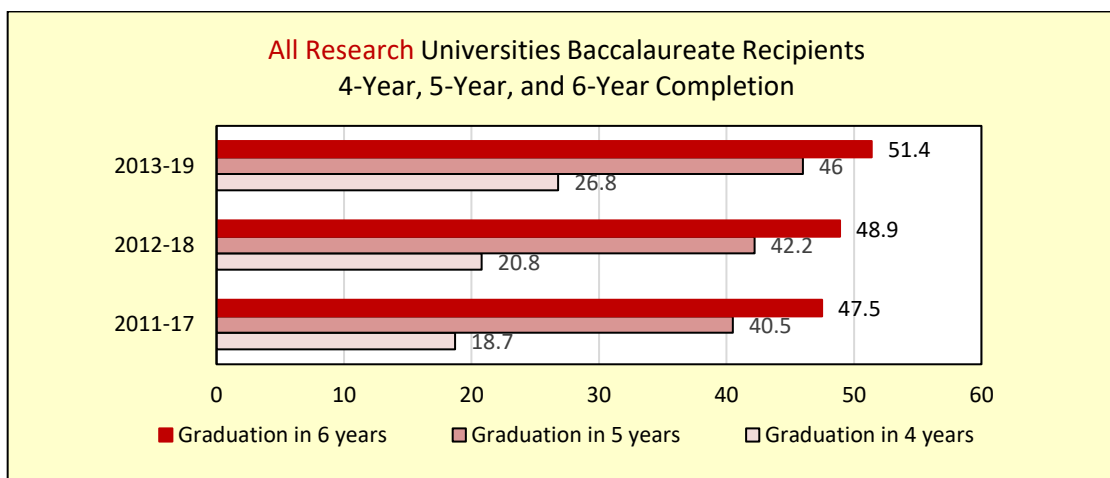
In the graphs above and below, the dark lines indicate the CSRDE benchmark.



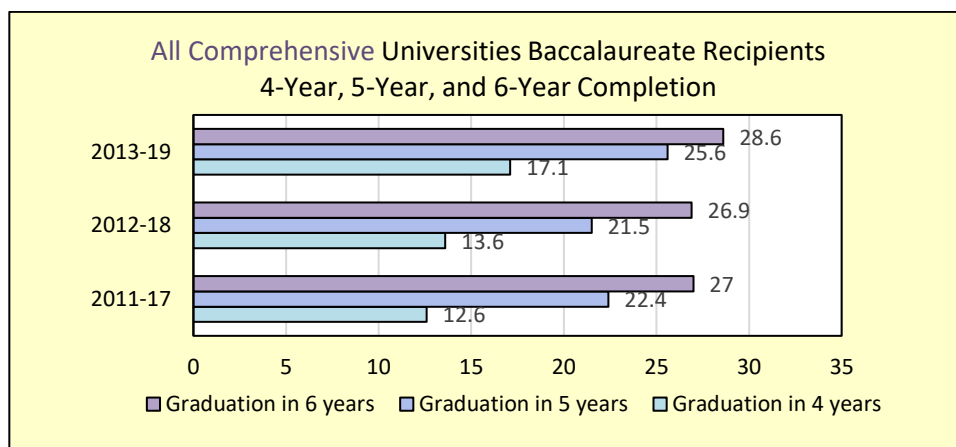
New Mexico universities have made efforts to improve overall time to degree completion as well as six-year completion. The graph below shows steady improvement on 4-year, 5-year, and 6-year graduation rates of the past three first-time, full-time freshmen cohorts.



Improvements are evident across all universities but more dramatic for the research institutions, which improved from 47.5% completion (2011-17 cohort) to 51.4% (2013-19 cohort).



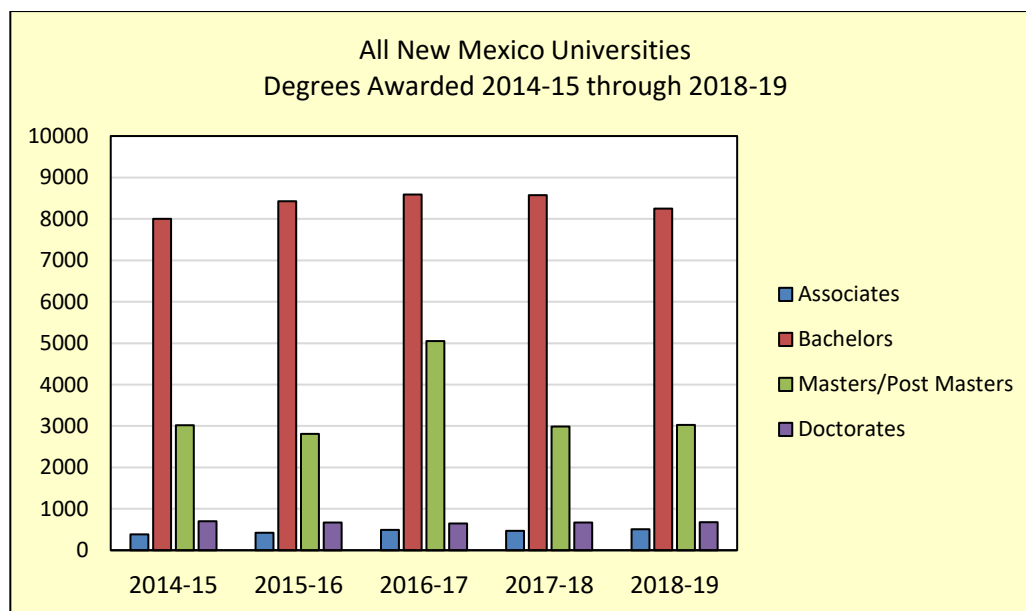
The comprehensive universities, with lower admission requirements (ENMU) or open admissions (NMHU, NNMC, and WNMU), achieved lower six-year completion rates but continue to make progress on students' rates of completion. The 2013-19 average six-year completion rate improved from 27% (2011-17 cohort) to 28.6%, with institutional six-year completion rates ranging from 21.6 to 32.9%. Overall four-year completion rates for the comprehensives also improved, from 12.6% to 17.1%.



Degrees Awarded

Another measure of institution efficiency is the number of degrees and certificates awarded by New Mexico universities. In 2018-19 12,458 degrees were awarded – 4% associates, 66% bachelor's, 24% master's, and 6% doctorates.

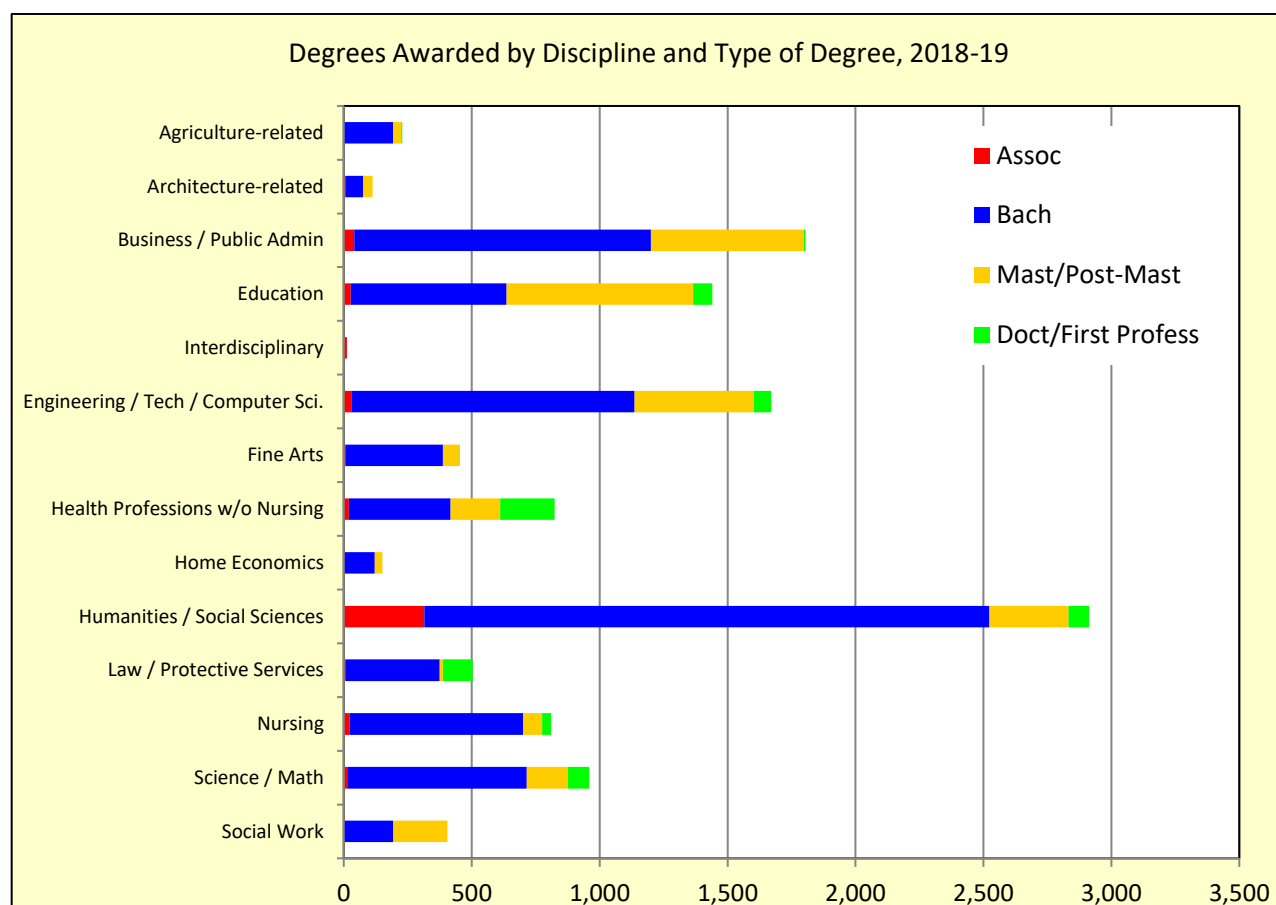
All Degrees -- All Universities						
	2014-15	2015-16	2016-17	2017-18	2018-19	5yr change
Associates	384	425	489	472	506	31.8%
Bachelors	8,002	8,428	8,590	8,576	8,247	3.1%
Masters	3,021	2,813	5,052	2,989	3,023	0.1%
Doctorates	701	670	651	672	682	-2.7%
Total	12,108	12,336	14,782	12,709	12,458	2.9%



Despite declines in enrollment between 2014-15 and 2018-19, the number of degrees awarded increased overall by 2.9% (from 12,108 to 12,458 degrees). Bachelor's (+3%) and associates (+32%) increased, with master's degree numbers remaining flat and doctorates down by 3%.

Types of degrees awarded also reflect higher education's ability to substantially influence the workforce, particularly in the key sectors of education, STEM, and social services.

New Mexico universities awarded over 21% of their degrees in STEM fields, over 13% in health professions and nursing, 11.7% in education, and 14.7% in business. Degrees in the humanities, social science, and fine arts accounted for 27% of degrees awarded.

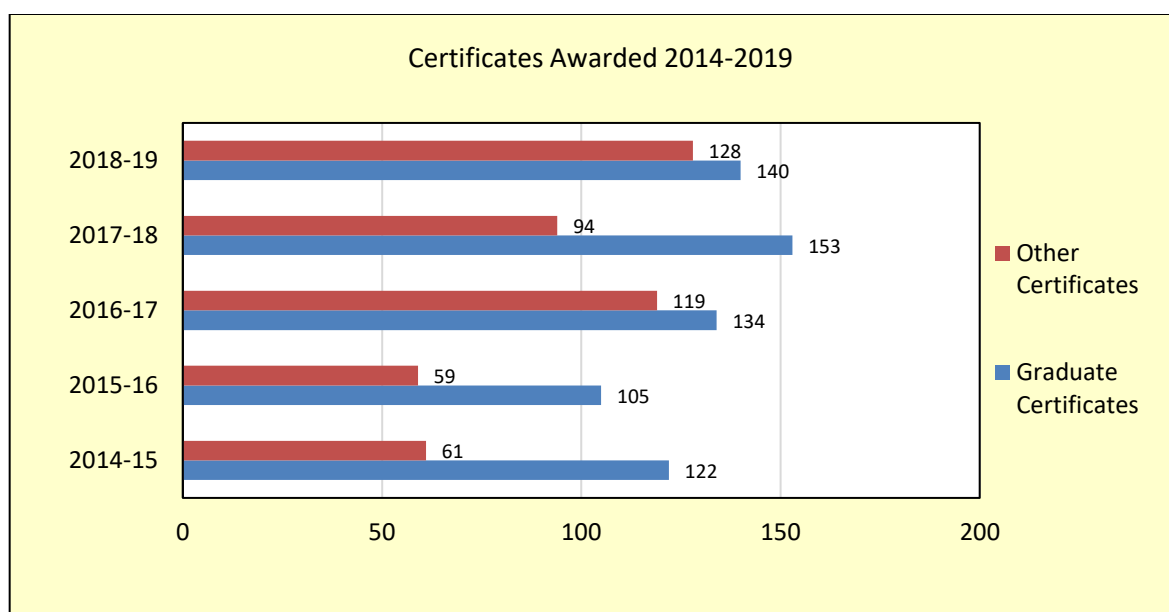


Certificates Awarded

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 2018-19, 212 certificates were awarded; NMSU and WNMU conferred the greatest number of graduate certificates (70); NMHU conferred 42 post-baccalaureate certificates.

Executive Summary

Certificates Awarded		2014-15	2015-16	2016-17	2017-18	2018-19
NMT	Post-BA Cert	2	0	3	0	2
NMSU	Grad Cert	46	29	61	46	70
UNM	Grad Cert	6	13	4	2	9
ENMU	Grad Cert	4		32	16	5
NMHU	Post-BA Cert	3	17	19	30	42
NNMC	Certificates	28	20	27	10	14
WNMU	Grad Cert	35	26	52	95	70
Total		124	105	198	199	210



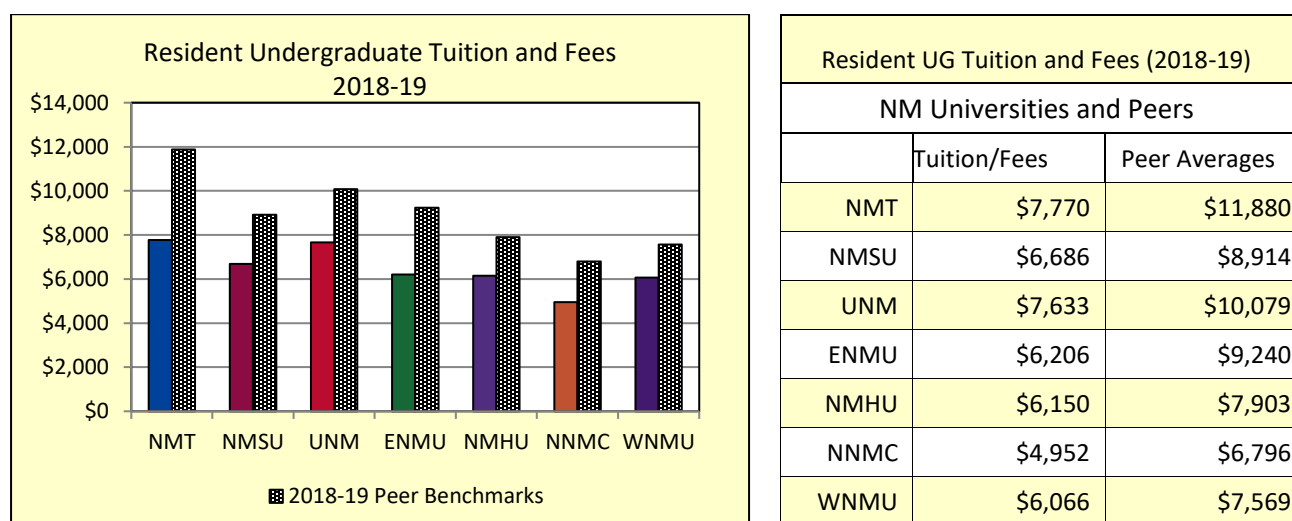
Affordability--Tuition and Fees

Access to education is a priority for the state of New Mexico and to its universities, and cost is a major barrier to college attendance. Universities make every effort to contain costs and keep tuition and fees affordable for students. According to the College Board *Trends in Higher Education*, in 2018-19, New Mexico universities were the fifth lowest in the nation in tuition and fees (after Wyoming, Florida, Utah, and Montana). Averaging \$7,130 in-state tuition/fees, New Mexico universities' costs are 30% less than the national average.

The data below show five-year trend data for tuition and fees at New Mexico universities and comparison with peers. Despite a 3.6% overall 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, 2019-2020*: 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.)

New Mexico Universities Resident Undergraduate Tuition and Fees						
	2015-16	2016-17	2017-18	2018-19	2019-20	1yr change
NMT	\$6,613	\$6,891	\$7,183	\$7,770	\$8,156	5.0%
NMSU	\$6,094	\$6,094	\$6,461	\$6,686	\$7,087	6.0%
UNM	\$7,071	\$7,340	\$7,448	\$7,633	\$7,875	2.8%
ENMU	\$5,543	\$5,618	\$5,918	\$6,206	\$6,450	3.9%
NMHU	\$4,800	\$5,400	\$5,804	\$6,150	\$6,318	2.7%
NNMC	\$4,367	\$4,560	\$5,848	\$4,952	\$4,952	0.0%
WNMU	\$5,704	\$5,906	\$6,066	\$6,066	\$6,306	4.0%

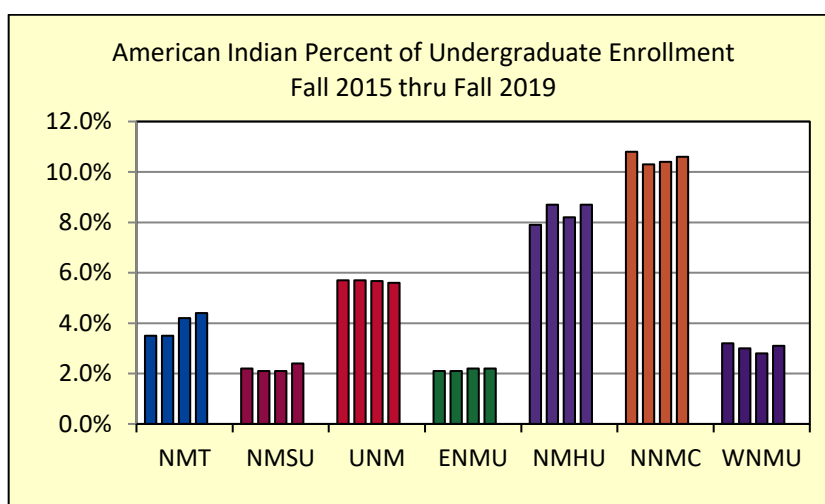
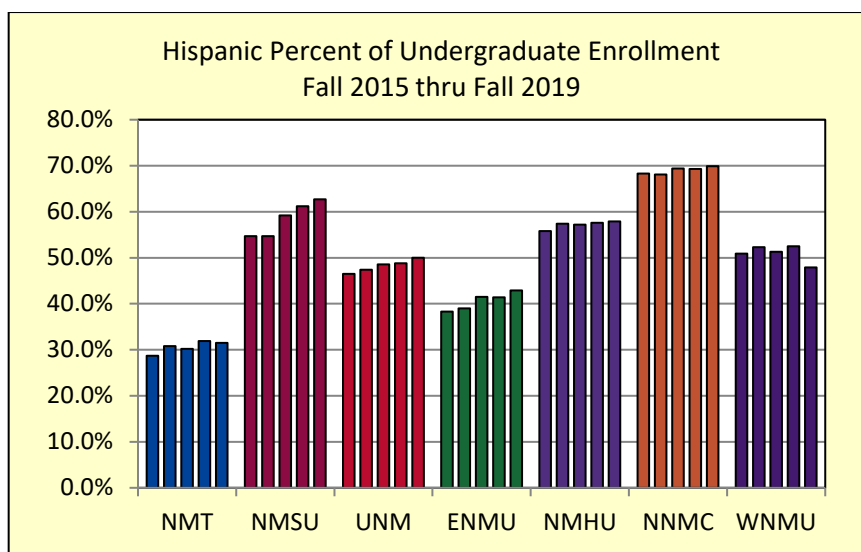
Because IPEDS' report of peer data lags one year, the chart below reports tuition and fees relative to 2018-19 peers' tuition and fees (the most recent available data comparison).



Access – Student Body Diversity

New Mexico universities take seriously the responsibility of providing access to the citizens of New Mexico and of reducing the achievement gap across ethnicities, beginning with retention percentages. Institutional reports demonstrate the freshmen retention and completion rates, by ethnicity of students.

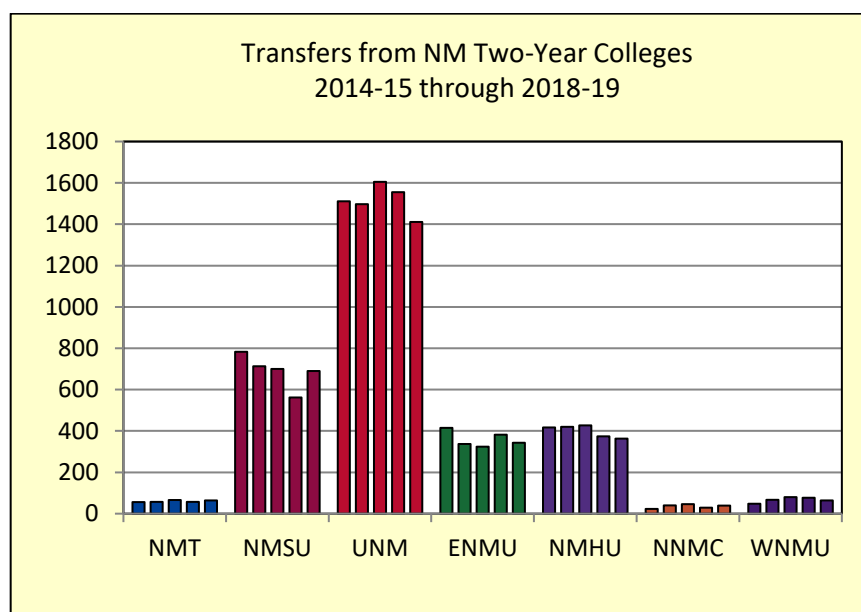
While all groups are important, special attention is paid to Hispanic and American Indian enrollment percentages since these two groups represent historically under-represented groups in New Mexico. The following charts show five-year trends. The Hispanic percentages at our universities vary, based partly 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.



Another measure of access is students transferring from two-year colleges in New Mexico (including branch campuses) into New Mexico universities. These data are shown in the following chart for 2014-15 through 2018-19 (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 8.6% since 2014. UNM received 49% of transfers in 2018-19, 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. These data are reported in Table 8 of each institution's section.

Executive Summary

Transfers from NM 2-Year Colleges					
	2014-15	2015-16	2016-17	2017-18	2018-19
NMT	56	57	66	57	64
NMSU	783	713	700	562	690
UNM	1,511	1,497	1,605	1,555	1,411
ENMU	415	337	324	382	343
NMHU	417	420	427	374	363
NNMC	23	40	46	29	39
WNMU	48	67	80	77	64
TOTAL	3,253	3,131	3,248	3,036	2,974

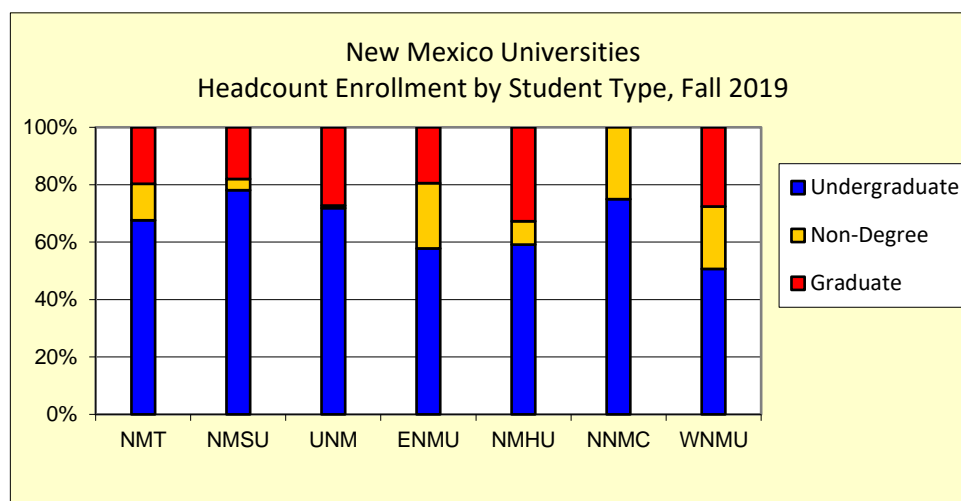


New Mexico universities also track transfers from New Mexico four-year colleges and from out-of-state 2-year and 4-year institutions. The total number of 2018-19 transfers to New Mexico universities, by category, is detailed in the table below.

Transfers 2018-19	NMT	NMSU	UNM	ENMU	NMHU	NNMC	WNMU	Total of Transfer Categories
New Mexico 2-yr	64	690	1,411	343	363	39	64	2,974
2yr out of state	16	295	200	222	56	9	119	917
New Mexico 4yr	14	87	115	82	62	55	73	488
4yr out-of-state	9	214	454	256	46	28	46	1,053
Total	103	1,286	2,180	903	527	131	302	5,432

Two initiatives of the Higher Education Department continue to assist both non-transfer and transfer students: First, the statewide reduction of program requirements to 120 hours for undergraduate degrees; and second, the common course numbering system, which allows for more seamless transfer of courses between institutions.

Finally, the chart below illustrates the percentage distribution of the three student types at New Mexico universities in Fall 2019. Undergraduate students comprise 70% of total headcount across all institutions, graduate students comprise 23%, and non-degree seekers represent 7%. Non-degree seekers are usually students still enrolled in high school taking a college class or adults enrolled in college classes but not working toward a degree.



Affordability, Access and Student Financial Need

One of the most pressing concerns faced by universities and college attendees is the financing of college education. Despite the assistance of federal funding and the New Mexico Lottery Success Scholarship, many college students must secure loans to complete their education.

- **10,417** students, 29% of undergraduates, are receiving the Lottery scholarship
- **12,841** students, 36% of undergraduates, need loans to go to college.
- **15,652** students, 43% of undergraduates, are Pell eligible, the highest level of need recognized by the Federal government
- **28,510** students, 79% of undergraduates, are receiving some form of aid to attend college.

Percentage of Students Using Loans					
Loans	2014-15	2015-16	2016-17	2017-18	2018-19
NMT	45.6%	50.0%	50.8%	51.0%	50.9%
NMSU	42.6%	40.5%	39.3%	40.7%	38.9%
UNM	38.1%	37.1%	36.0%	33.9%	32.7%
ENMU	36.3%	40.2%	39.3%	40.3%	37.0%
NMHU	39.0%	36.0%	34.0%	32.0%	31.0%
NNMC	13.0%	11.0%	12.0%	12.0%	11.0%
WNMU	50.3%	60.6%	61.3%	62.3%	45.7%

Percentage of Undergraduates Who are Pell Recipients 2018-19					
Pell	2014-15	2015-16	2016-17	2017-18	2018-19
NMT	32.3	31.2	32.0	32.5	33.7
NMSU	42.8	42.0	41.7	44.8	45.4
UNM	41.9	41.4	39.7	37.1	37.5
ENMU	38.1	42.0	44.0	45.9	43.4
NMHU	54.0	53.0	52.0	52.0	51.0
NNMC	54.0	53.0	52.0	52.0	51.0
WNMU	59.9	72.0	71.8	72.9	59.9

While the amount of scholarship, state, and federal aid offered to New Mexico students is impressive, and while financial aid officers are diligent in connecting students with these opportunities, not all students are or remain eligible for this assistance. They drop below the required grade point average or course completion percentage, they are unable to enroll in 15 hours due to job or family obligations, or the time runs out on these opportunities. For example, the Lottery Scholarship covers seven semesters, and most students will need longer than that to complete their degree.

Although most master's degree programs require fewer than four years, doctoral work can take considerably longer. Graduate students also struggle to finance their degrees.

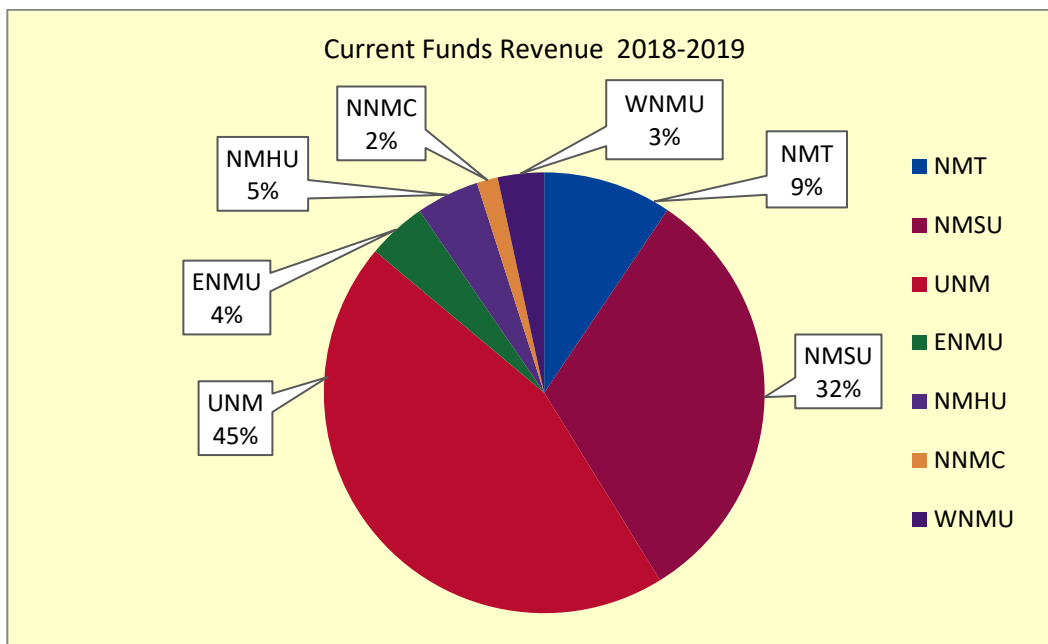
- **4,155** graduate students, 35% of all graduates, need loans to finance their education.
- **6,962** graduate students, 58% of all graduate students, receive some form of aid.

Institutional Efficiency

New Mexico universities are affordable and accessible, but without efficiency, they will not meet the expectations of their stakeholders and the citizens of New Mexico.

Expenditures as a percentage of the current funds of an institution reflect the priorities of the university and the size and complexity of its operations. As would be expected, Current Funds Revenue by institution reflects the distribution of its FTE students. Research institutions, with extensive research and doctoral offerings, have a slightly higher percentage than their FTE distribution. In 2017-2018, the total Current Funds Revenue for the seven universities was \$1.46 billion, 2.1% less than the prior fiscal year, and a 3.9% decrease since 2012-13.

Percent -- FTE and Current Funds			
	2019 FTE	FTE % of state total	% Current Funds
NMT	1,510	3.7%	9.4%
NMSU	12,224	29.7%	31.7%
UNM	18,772	45.7%	44.9%
ENMU	3,710	9.0%	4.3%
NMHU	2,160	5.2%	4.6%
NNMC	768	1.9%	1.5%
WNMU	1,986	4.8%	3.4%

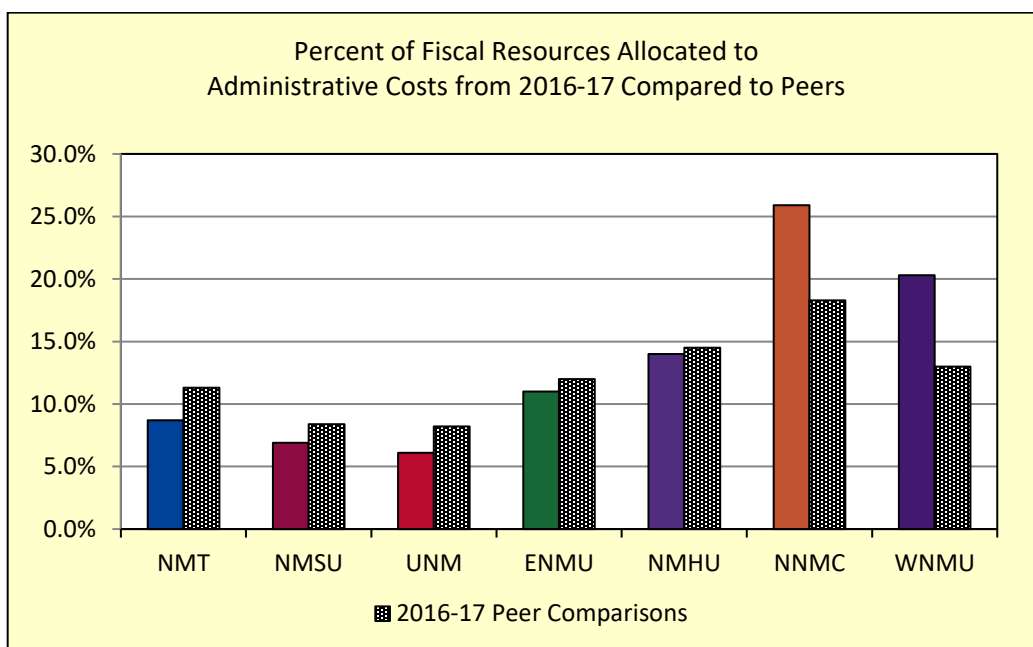


Two measures of institutional effectiveness used to gauge good stewardship are administrative costs and expenditures on instruction, research, and public service. Benchmarks for these measures are provided from IPEDS Financial Reports and lag almost two years behind the current fiscal year. For that reason, comparative data are from fiscal year 2016-17.

The IPEDS Financial Survey peer data lags 12-24 months behind the current fiscal year. For that reason, comparative data from fiscal year 2016-17 are presented. Unfortunately, the timing of this report does not allow us to report more current peer data from the IPEDS Finance Survey.

Current Funds Revenue refers to university revenue sources for institutional operations. These include tuition and fees, government appropriations (excluding financial aid), grants and contracts, sales and services, auxiliary enterprises (housing, the bookstore, etc.), and other sources. Current Funds Revenue exclude federal financial aid that is awarded to students and capital project funding. Data provided is from institutional reporting.

Administrative Costs				
	2015-16	2016-17	16-17 Peers	2017-18
NMT	7.7%	8.7%	11.3%	9.8%
NMSU	7.0%	6.9%	8.4%	7.2%
UNM	6.0%	6.1%	8.2%	6.0%
ENMU	11.0%	11.0%	12.0%	7.4%
NMHU	14.0%	14.0%	14.5%	15.0%
NNMC	31.0%	25.9%	18.3%	22.0%
WNMU	15.9%	20.3%	13.0%	16.6%

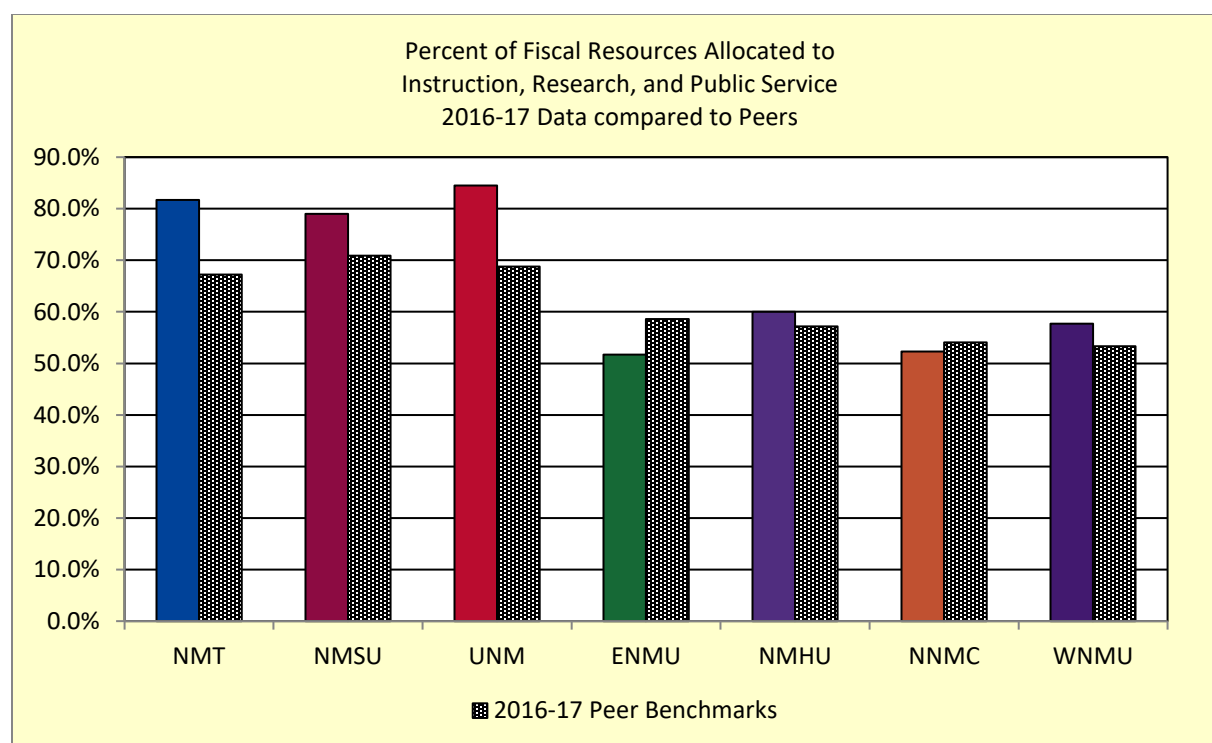


Many administrative expenditures are fixed costs (administrative functions that are required regardless of the size of an institution such as technology). This can explain the relatively greater percentage of these costs at institutions with smaller budgets.

Administrative Costs (or institutional support) refer to expenses for general administrative services, management and long-range planning, legal and fiscal operations, space management, employee personnel and records, logistical services (purchasing, printing, public relations and development) and information technology expenses.

The primary mission of our institutions is instruction, research, and public service. Similar to the previous measure of Administrative Costs, this chart examines the percent of expenditures on these areas. These percentages have remained relatively constant over time for our institutions. Peer comparisons are provided for fiscal year 2016-17 (most recent available data) and trend data is provided for context.

Percent of Fiscal Resources Allocated to Instruction, Research, and Public Service				
	2015-16	2016-17	2016-17 Peers	2017-18
NMT	86.7%	81.7%	67.2%	79.0%
NMSU	78.3%	79.0%	79.0%	70.9%
UNM	84.1%	84.5%	68.8%	79.0%
ENMU	52.8%	51.7%	58.6%	50.1%
NMHU	59.8%	60.0%	57.2%	60.0%
NNMC	42.5%	52.3%	54.1%	44.0%
WNMU	59.4%	57.7%	53.3%	61.4%



Instruction refers to expenses of schools, departments, and other instructional divisions of the institution related to teaching and for departmental research and public service costs that are not separately budgeted. Public Service refers to costs to provide noninstructional services beneficial to groups external to the institution. Research refers to activities organized to produce research outcomes, commissioned by an external agency or budgeted by the institution.

With two exceptions, New Mexico institutions' allocations to these critical elements of the instructional mission are higher than expenditures by peers. A list of institutional peers appears in the Appendix. (Most recent comparative data available are from IPEDS for 2016-17.)

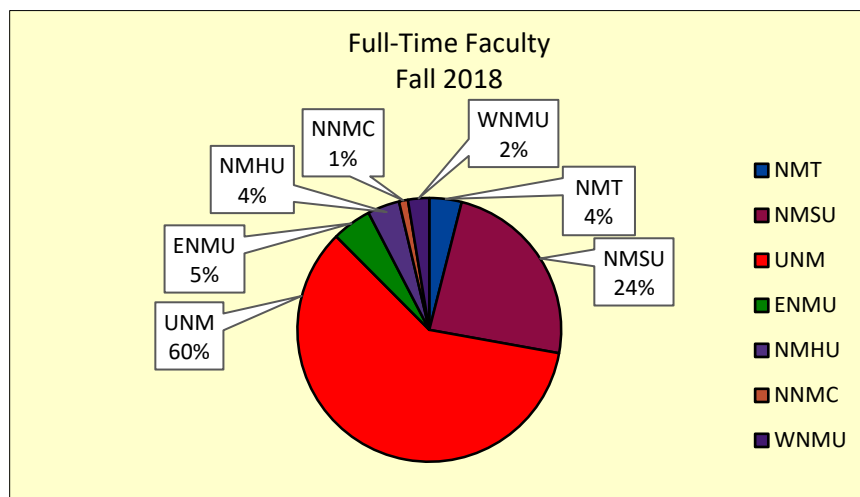
Faculty of New Mexico Universities

For New Mexico universities, the most important room on any campus is not the boardroom or the president's office but the classroom. Students in their exit interviews and surveys constantly remind us that their most significant and life-changing collegiate experiences are their interactions with the faculty--their teachers, mentors and role models. This section reviews the number, make-up, and salaries of our faculty, the first responders in our educational mission.

A continuing concern for New Mexico universities is that, despite efforts, faculty numbers do not reflect the diversity of the students they teach. In Fall 2018, 514 faculty (15.2%) were Hispanic, with the largest percentages (39%) at NMHU and greatest numbers of Hispanic faculty at the larger institutions (UNM, NMSU).

Numbers of American Indian faculty at New Mexico universities remain very low. In Fall 2018, only 56 were identified, most at UNM (38), NMHU (9) and NMSU (7), a total of 1.5% of faculty at all New Mexico universities. In Fall 2019, women represented 48% of faculty statewide. By contrast, 53% of New Mexico's undergraduate students are Hispanic, 4.5% are American Indian, and over 60% are women.

Full-Time Instructional Faculty 2015-2018					
	2015	2016	2017	2018	4yr Change
NMT	130	136	134	134	3.1%
NMSU	840	819	808	808	-3.8%
UNM	2,293	2,305	2,296	2,020	-11.9%
ENMU	156	161	161	164	5.1%
NMHU	136	138	141	133	-2.2%
NNMC	38	39	38	37	-2.6%
WNMU	127	97	102	88	-30.7%
TOTAL	3,720	3,695	3,680	3,384	-9.0%



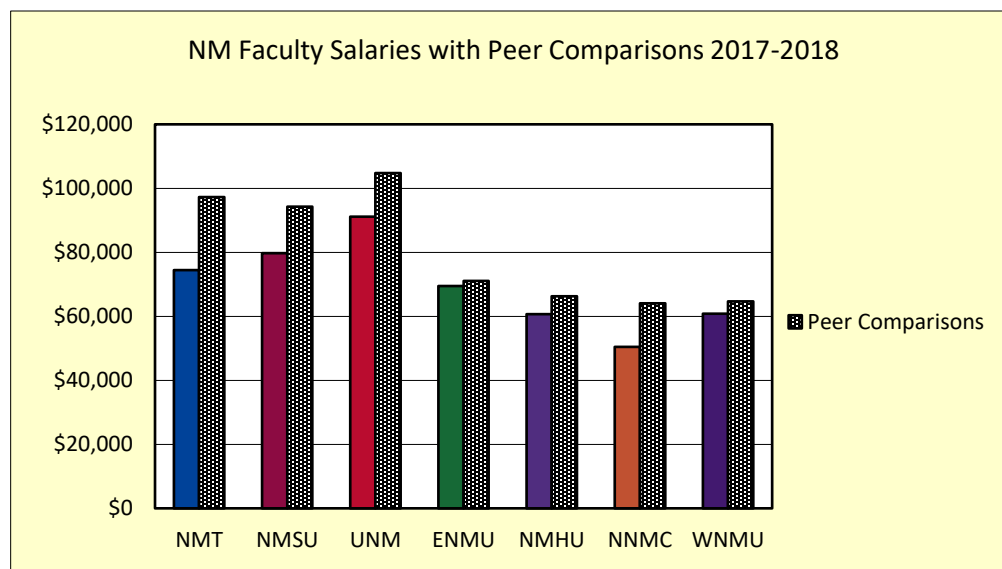
As the table and graph above show, numbers of faculty in the state have decreased over the past five years by 9%, with the largest decreases at WNMU and UNM. All institutions strive to retain a diverse and talented faculty. The greatest threat to the teaching mission remains the inability to attract and retain excellent faculty.

An undeniable factor in recruitment and retention is compensation. Faculty salary increases at New Mexico universities vary. Reported averages are sensitive to the distribution of faculty across ranks. (For example, the retirement of four senior full professors who are replaced with four junior faculty will inflate the salary averages, especially on smaller campuses.)

The table and graph below show faculty compensation. The first shows the state and institutional commitment to increasing faculty salaries. And every university has posted gains over five years—some dramatic gains.

Average Faculty Salaries	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change Over 6 Years
NMT	\$63,817	\$72,772	\$74,446	\$75,400	\$76,741	\$74,444	16.7%
NMSU	\$72,617	\$74,583	\$76,346	\$77,699	\$77,889	\$79,728	9.8%
UNM	\$84,102	\$87,180	\$88,158	\$88,694	\$87,002	\$91,145	8.4%
ENMU	\$61,929	\$64,363	\$65,395	\$66,195	\$68,016	\$69,471	12.2%
NMHU	\$57,381	\$57,798	\$58,011	\$57,810	\$65,376	\$60,678	5.7%
NNMC	\$46,477	\$47,435	\$46,837	\$48,203	\$50,234	\$50,454	8.6%
WNMU	\$53,873	\$56,283	\$57,813	\$55,758	\$61,974	\$60,822	12.9%

Salary averages relative to peer institutions tell a different story. Two comprehensive universities (ENMU, NMHU) are relatively close to their institutional peers, but all lag behind their identified peer institutions; the gaps for research institutions are particularly striking. The graph displays Fall 2017 data, the most recent comparative data available from IPEDS.

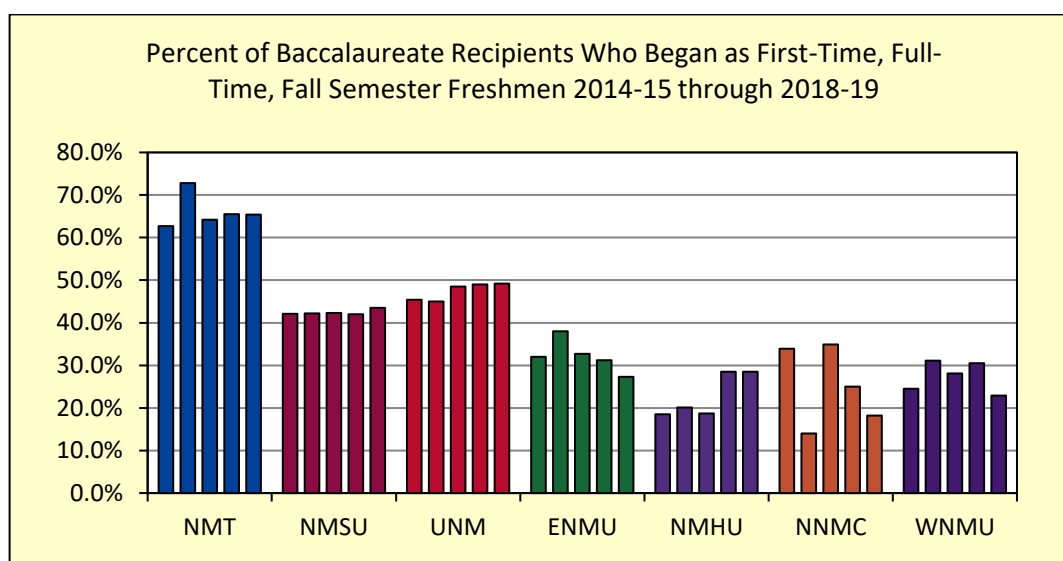


Last Words

For New Mexico's four-year universities, students always have the last word. Table 9 in each institution's report provides a profile of all baccalaureate degree recipients, a snapshot of the students with whom we work and whose graduations we celebrate.

As the graph below illustrates, most of our undergraduates did not begin college where they finally earned their degree. Today, more than ever, college students swirl through higher education institutions, begin at a four-year university, transfer to one or more two-year colleges, stop out for a time, and complete their baccalaureate degree at yet another university in the state, possibly finishing their coursework online.

The traditional profile of a student who enrolls in a university, completes four years of face-to-face classes and graduates on time is not the profile of today's New Mexico college student. The six-year graduation rate of students who start and finish at the same university is certainly one measure of accomplishment, but it is only one.



We encourage readers of this report to see the profile of the diverse and committed students served by New Mexico universities. New Mexico universities' partnerships across educational institutions and grade levels, with businesses, civic organizations, and alumni, and our work as economic engines for New Mexico and its workforce are part of an untold success story, a success story that New Mexico's four-year institutions are committed to sustaining.

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. Thank you for reading.

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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 2019, NMT's extramural research expenditures were \$56 Million.
- Research Center Returns on Investment (ROI) were as follows:

<i>RESEARCH CENTER</i>	<i>FY19 State Funding</i>	<i>FY19 Leverage</i>	<i>ROI</i>
Petroleum Recovery & Research Center	\$1,864,600	\$4,937,948	3:1
Geophysical Research Center	1,088,700	7,241,930	7:1
Energetic Materials Research & Testing Center	788,900	6,119,456	8:1
Institute for Complex Additive Systems Analysis	805,900	1,014,246	1:1
National Cave & Karst Research Institute	358,600	501,821	1:1
Homeland Security Center	519,800	20,266,647	39:1

**Table 1. Fall 2019
Overall Enrollment by Level**

Degree-seeking undergraduates	1,238
Degree-seeking graduates	360
Non-degree-seeking undergraduates	234
Total Headcount	1,832
Total FTE	1,510

**Table 2. Number of Programs by
Degree Level 2019-20**

Associates	2
Bachelors	23
Grad Certificates	5
Masters	19
Doctorates	10

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$127M	\$139M	\$139M
State Appropriation (main campus)	\$39.8M	\$35.9M	\$35.8M
State Appropriation as percent of operating budget	31.3	25.8	25.7
Percent allocated to instruction, research and public service	80.7	81.7	80.6
Percent of fiscal resources allocated to administrative costs	9.4	8.7	5.3

Data from IPEDS Finance Survey

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	\$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	65.0	\$22,268	86.0
2019-20	\$8,156	N/A	\$23,524	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	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	77.8	78.2	78.8	77.9	79.5
Work Study (must work to earn)	14.6	17.8	16.8	16.1	19.5
Loans (must be paid back)	45.6	50.0	50.8	51.0	50.9
Percent of Students Receiving Lottery Scholarships	44.9	44.1	45.3	42.9	46.4
Percent of Students who are Pell recipients	32.3	31.2	32.0	32.5	33.7
Percent of Students Receiving Aid	85.2	86.3	87.3	86.4	87.5
Average Award per Recipient	\$10,312	\$11,095	\$11,636	\$11,198	\$11,769

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

Percent of Graduate Students Receiving Types of Aid	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	24.6	22.9	17.9	29.8	21.0
Loans (must be paid back)	10.7	12.0	12.5	9.9	11.3
Percent of Students Receiving Aid	33.5	34.9	30.4	39.4	30.3
Average Award per Recipient	\$6,831	\$7,921	\$8,846	\$5,847	\$7,665

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	1.7	1.5	1.7	2.1	1.8	1.8	1.6	1.4
American Indian	2.8	3.4	3.4	3.5	3.5	4.2	4.4	4.4
Asian	3.8	4.0	4.0	4.6	3.4	3.5	3.4	4.3
Hispanic	26.4	25.6	26.8	26.6	30.8	30.2	31.9	31.5
Native Hawaiian/Pacific Is	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.2
White/Other	52.2	52.6	53.3	52.4	51.4	52.1	52.3	51.5
Two or More Races	3.9	4.1	3.5	3.4	4.9	4.8	3.6	3.6
Nonresident Alien	7.1	6.3	5.5	5.3	2.6	2.1	1.6	1.5
Unknown	2.0	2.3	1.7	1.9	1.6	1.3	1.3	1.7
Total	2,135	2,009	1,895	1,832	1,460	1,358	1,333	1,238

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

	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	66	65.0	57	58.2	64	62.1
Out-of-state 2-Year Colleges	17	14.2	15	15.3	16	15.6
Subtotal 2-Year Colleges	83	69.2	72	73.5	80	77.7
NM Public 4-Year Universities	19	15.8	11	11.2	14	13.6
All Other 4-Year Universities	18	15.0	15	15.3	9	8.7
Subtotal 4-Year Universities	37	30.8	26	26.5	23	22.3
Grand Total	120	100.0	98	100.0	103	100.0

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

Recipients who began as:	2016-17		2017-18		2018-19	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from NMT within six years	185	64.2	180	65.5	178	65.4
Transferred from another institution (branch campus, in-state or out-of-state college)	71	24.7	65	23.6	63	23.2
Other (returning students, etc.)	32	11.1	30	10.9	31	11.4
All baccalaureate degree recipients	288	100.0	275	100.0	272	100.0

Student Progress and Student Success

<i>Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?</i>						
	Entered Fall 2016		Entered Fall 2017		Entered Fall 2018	
Race/Ethnicity and Sex	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018	Cohort N	% Still Enrolled Fall 2019
African American	3	66.7	3	66.7	4	50.0
American Indian	13	69.2	11	45.5	16	81.3
Asian	12	100.0	3	100.0	10	90.0
Hispanic	104	71.2	63	79.4	107	74.8
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	148	75.7	143	75.5	155	76.8
Two or More Races	14	78.6	12	66.7	9	77.8
Nonresident Alien	4	50.0	4	75.0	0	--
Unknown	3	33.3	1	100.0	4	100.0
Men	223	71.7	170	70.0	225	72.9
Women	78	80.8	70	87.1	80	87.5
All Students	301	74.1	240	75.0	305	76.7

<i>Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?</i>						
	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
Race/Ethnicity & Sex	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018	Cohort N	% Bachelor Degrees through Summer 2019
African American	3	33.3	2	50.0	3	33.3
American Indian	11	36.4	12	33.3	11	36.4
Asian	5	80.0	7	57.1	12	50.0
Hispanic	101	49.5	96	54.2	82	49.4
Native Hawaiian/Pacific Islander	1	0.0	0	--	0	--
White/Other	195	47.2	208	57.2	185	49.2
Two or More Races	7	14.3	16	56.3	19	78.9
Nonresident Alien	1	100.0	2	50.0	0	--
Unknown	0	--	1	100.0	0	--
Men	233	45.1	266	52.6	239	49.9
Women	91	52.7	78	65.4	76	61.8
All Students	324	47.2	344	55.5	315	50.5

Student Progress and Student Success

**Table 12. Four-, Five, and Six-Year Graduation Rates
for First-Time, Full-Time Degree Seeking Students**

First-time, Full-time Freshman Cohorts	Entered 2011 N = 324			Entered 2012 N = 344			Entered 2013 N = 315		
	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	20.4	42.6	47.2	24.4	46.5	55.5	26.7	45.1	50.5

Table 13. What degrees and certificates were awarded in 2018-19?

	Associates	Bachelors	Masters	Doctorates	Total
Agriculture					
Architecture-related					
Business/Agri-Business/Public Administration	2	2	3		7
Education			15		15
Engineering/Tech/Computer Science		213	73	1	287
Fine Arts					
Health Professions (w/o Nursing)		19	2	1	22
Home Economics					
Humanities/Social Science	2	9			11
Law/Protective Services					
Nursing					
Science and Math		38	20	6	64
Social Work					
Total	4	281	113	8	406*
Science/Technology/Engineering/Math/Health	0	270	95	8	373

*Table does not include two Post-Baccalaureate Certificates awarded in 2018-19

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Associates	1	2	2	1	4
Bachelors	247	292	302	294	281
Post-Baccalaureate Certificate	2	0	3	0	2
Masters	99	88	91	88	113
Doctorates	13	16	10	14	8
Total	362	398	408	397	408

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	Fall 2016 Faculty % (N =136)	Fall 2017 Faculty % (N = 134)	Fall 2018 Faculty % (N = 131)	Fall 2016 Staff % (N = 553)	Fall 2017 Staff % (N = 568)	Fall 2018 Staff % (N = 719)
African American	0.0	0.0	0.0	0.7	0.9	0.4
American Indian	0.0	0.0	0.0	4.5	3.7	2.6
Asian	22.1	20.9	22.1	2.7	2.3	6.1
Hispanic	6.6	7.5	6.9	43.9	43.5	35.6
Native Hawaiian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	71.3	70.1	68.7	48.1	47.0	52.9
Two or More Races	0.0	0.0	0.0	0.0	1.6	1.1
Nonresident Alien	0.0	1.5	2.3	0.0	1.1	1.3
Unknown	0.0	0.0	0.0	0.	0.0	0.0
Men	77.2	76.9	77.1	54.8	56.2	59.0
Women	22.8	23.1	22.9	45.2	43.8	41.0

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
14:1	12:1	11:1	11:1	11:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2017	97	\$76,741	78.9
Fall 2018	97	\$74,444	N/A

*Includes instructors, assistant, associate, and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is 2017-18.

New Mexico Institute of Mining and Technology DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	48.0%	48.0%	48.0%	49.0%	50.0%	50.0%
	Actual	49.0%	49.2%	47.2%	55.8%	50.5%	
CSRDE Benchmark		42.6%	42.9%	38.6%	42.0%	44.0%	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for moderately selective public institutions, fewer than 5,000 students

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target	325	325	330	330	350	360
	Actual	362	398	408	397	408	

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Fall 14 to Sum 20
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	5.0
	Actual			4.9	5.1	4.4	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per 100 FTE		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	Fall 19 to Spr 20
Degrees awarded per 100 full-time equivalent students	Target			19.0	19.0	21.0	21.0
	Actual			22.6	24.0	25.3	

		FY16	FY17	FY18	FY19	FY20	FY21
Athletes Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	50.5	

This measure has been discontinued – NM Tech does not have an NCAA-sanctioned athletic program.

		FY16	FY17	FY18	FY19	FY20	FY21
Hydrogeological Assessment Projects		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	Fall 19 to Spr 20
Bureau of geology and mineral resources: number of active hydrogeological assessment projects	Target			5 to 7	7	7	
	Actual			6	6	11	

This measure has been discontinued – the Bureau performs many other types of research in addition to hydrogeological assessments.

New Mexico Institute of Mining and Technology

		FY16	FY17	FY18	FY19	FY20	FY21
Bureau of Geology & Mineral Resources- NEW MEASURE		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	Fall 19 to Spr 20
Bureau of Geology and Mineral Resources: Number of active research projects for most recent fiscal year	Target						65
	Actual					61	

		FY16	FY17	FY18	FY19	FY20	FY21
Petroleum Recovery Research Center		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	Fall 19 to Spr 20
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	1:0	

This measure has been discontinued – the PRRC does not cost share between public and private funding.

		FY16	FY17	FY18	FY19	FY20	FY21
Petroleum Recovery Research Center – NEW MEASURE		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	Fall 19 to Spr 20
Petroleum Research Recovery Center: Return on Investment (ROI) for state funding received	Target						3:1
	Actual					3:1	

		FY16	FY17	FY18	FY19	FY20	FY21
Geophysical Research Center		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	Sum/Fa/Spr 2019-20
Geophysical Research Center: external research funding from non-state government sources	Target	\$7.5M	\$7.5M	\$7.5M	\$7.2M	\$7.5M	\$7.5M
	Actual	\$6.6M	\$6.3M	\$6.1M	\$7.3M	\$7.2M	

		FY16	FY17	FY18	FY19	FY20	FY21
3rd Semester Retention		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Retention of first-time, full-time freshmen to the third semester	Target			77.0	77.0	77.0	77.0
	Actual			74.1	75.0	76.7	
	Benchmark			73.4	67.1	67.7	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for moderately selective public institutions, fewer than 5,000 students

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
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	\$90.0M
	Actual			\$38.7M	\$100.9M	\$97.2M	

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 on February 12, 2018. The next Reaffirmation of Accreditation will be 2027-28.

Contributions to Economic Development

- New Mexico State University's College of Engineering is part of a team that was awarded a U.S. Department of Energy five-year, \$100 million grant to create the Energy-Water Desalination Hub to address water security issues. The hub's objective is to conduct early-stage research and development for energy-efficient and cost-competitive desalination technologies and for treating nontraditional water sources for various end uses. As a member of the National Alliance for Water Innovation team, Pei Xu, the PESCO Endowed Professor and Ward Family Endowed Interdisciplinary Chair in Civil Engineering, is leading NMSU's effort in the consortium that includes Lawrence Berkeley National Laboratory, Oak Ridge National Laboratory, National Renewable Energy Laboratory and National Energy Technology Laboratory along with 19 founding university partners and 10 founding industry partners. The grant has a five-year renewal possibility.
- New Mexico State University is part of a newly created consortium, a public-private partnership designed to help New Mexico in continuing to lead the country in advancing scientific and technological solutions related to the treatment and reuse of produced water generated by the oil and gas industry. During an event to announce the creation of the New Mexico Produced Water Consortium, NGL Energy Partners pledged \$1 million to support the consortium's efforts. Advances identified and developed as part of the consortium will benefit the state of New Mexico, regional stakeholders and the oil and gas industry. These include the development of a technology framework to guide policy and rulemaking that ensures sustainable management and protection of water resources and opportunities for economic development.
- New Mexico State University was awarded a second \$5 million dollar grant from the National Science Foundation to fund Phase II of collaborative smart grid research. The award through the NSF's Center for Research Excellence in Science and Technology (CREST) seeks to strengthen and improve the efficiency, effectiveness and sustainability of the electric energy grid by addressing infrastructure challenges, security issues and working to create a highly trained and flexible workforce to support the future of the industry. Enrico Pontelli, principal investigator of the project and NMSU's dean of the College of Arts and Sciences, explained phase II of the project will take what was learned in phase I of the smart grid research and apply it to other problems. Pontelli's vision for the center cuts across disciplines while offering students a course of study with a path to high-demand careers.
- The New Mexico Federal and State Technology Partnership Program, housed at New Mexico State University's Arrowhead Center, was one of just 24 universities and organizations nationwide to receive a FAST grant this year from the U.S. Small Business Administration. It is the fifth year of support for the NMSU-based program. NM FAST will use the \$125,000 award to provide free Small Business Innovation Research and Small Business Technology Transfer proposal development assistance to small businesses in New Mexico pursuing funding. The SBIR/STTR programs, which are administered by the SBA, provide critical funding support during the fragile research and development and pre-commercialization phase, a time when many small businesses are forced to shelve innovations from lack of funding. Eleven federal agencies have SBIR/STTR programs, and collectively support more than \$2.5 billion in federal research and development funding to small businesses every year.

- New Mexico State University's College of Engineering has received a \$1.5 million award from the U.S. Economic Development Administration's 2019 Regional Innovation Strategies Program i6 Challenge. As one of only 26 recipients, NMSU will create the Innovation and Commercialization for Regional Energy Workforce (I-CREW). For the I-CREW project, NMSU will utilize its resources throughout the state including communities, national laboratories and government agencies along with industry partners in the energy and business sectors. An objective of the project is to promote job creation through education, entrepreneurship, innovation and workforce development. NMSU's Arrowhead Center will be a key partner for the College of Engineering involving entrepreneurship and technology commercialization. I-CREW will strive to identify and accelerate clean energy technology integration and commercialization and develop a statewide clean energy workforce. Additional plans for the I-CREW project involve leveraging a state workforce study, led by New Mexico Workforce Solutions, to align clean energy business creation with New Mexico workforce needs.

**Table 1. Fall 2019
Overall Enrollment by Level**

Degree-seeking undergraduates	11,144
Degree-seeking graduate students	2,577
Non-degree students	558
Total Headcount	14,279
Total FTE	12,224

**Table 2. Number of Programs by
Degree Level 2019-2020**

Associates	1
Bachelors	98
Masters	62
Education Specialists	1
Post-Baccalaureate Certificates	13
Doctorates	31

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$485.4M	\$465.2M	\$450.8M
State Appropriation (main campus)	\$167.9M	\$156.4M	\$154.3M
State Appropriation as percent of operating budget	34.6	33.6	34.2
Percent allocated to instruction, research and public service	78.3	79.0	78.6
Percent of fiscal resources allocated to administrative costs	7.0	6.9	7.2

Data from institutional reports and IPEDS Finance Survey

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	\$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	73.5	\$21,770	87.7
2019-20	\$7,087	N/A	\$23,076	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	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	70.3	69.7	73.0	73.6	74.0
Work Study (must work to earn)	4.6	5.0	4.6	3.9	3.7
Loans (must be paid back)	42.6	40.5	39.3	40.7	38.9
Percent of Students Receiving Lottery Scholarships	32.0	31.9	31.7	28.3	29.0
Percent of Students who are Pell recipients	42.8	42.0	41.7	44.8	45.4
Percent of Students Receiving Aid	78.4	77.5	79.3	80.2	80.6
Average Award per Recipient	\$9,694	\$9,555	\$9,586	\$9,843	\$10,435

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

Percent of Graduate Students Receiving Types of Aid	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	18.2	19.1	20.3	25.0	25.9
Loans (must be paid back)	30.2	28.1	28.8	27.4	26.5
Percent of Students Receiving Aid	41.1	40.5	42.5	43.9	44.9
Average Award per Recipient	\$10,467	\$10,365	\$10,635	\$10,234	\$10,036

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	3.0	2.8	2.6	2.4	3.0	2.8	2.5	2.3
American Indian	2.0	2.0	2.1	2.1	2.1	2.1	2.4	2.4
Asian	1.4	1.4	1.4	1.6	1.2	1.2	1.1	1.2
Hispanic	51.4	54.4	56.5	57.8	54.7	59.2	61.2	62.7
Native Hawaiian/Pacific Is	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2
White/Other	29.5	28.7	27.7	26.9	28.0	27.0	26.0	24.9
Two or More Races	1.8	2.0	2.0	2.1	1.8	2.1	1.9	2.0
Nonresident Alien	7.9	7.2	6.4	5.5	4.9	4.5	3.7	3.1
Unknown	2.8	1.3	1.2	1.5	2.6	1.0	1.1	1.2
Total Number	14,852	14,432	14,289	14,297	11,420	11,173	11,135	11,154

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

	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	700	47.4	562	47.8	690	53.6
Out-of-state 2-Year Colleges	348	24.9	348	29.6	295	22.9
Subtotal 2-Year Colleges	1,048	72.3	920	77.4	985	76.6
NM Public 4-Year Universities	92	7.2	81	6.9	87	6.8
All Other Universities	251	20.5	184	15.7	214	16.6
Subtotal 4-Year Universities	343	27.7	265	22.6	301	23.4
Grand Total	1,391	100.0	1,175	100.0	1,286	100

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

Recipients who began as	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from NMSU within six years	1,020	42.3	975	42.0	1,012	43.5
Transferred from another institution (branch campus, in-state or out-of-state college)	937	38.9	1,017	43.8	948	40.8
Other (returning students, etc.)	453	18.8	330	14.2	364	15.7
All baccalaureate degree recipients	2,410	100.0	2,322	100.0	2,324	100.0

Student Progress and Student Success

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

	Entered Fall 2016		Entered Fall 2017		Entered Fall 2018	
Race/Ethnicity & Sex	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018	Cohort N	% Still Enrolled Fall 2019
African American	51	76.5	42	66.7	37	70.3
American Indian	37	62.2	46	80.4	56	67.9
Asian	16	93.8	21	71.4	24	70.8
Hispanic	1,152	74.0	1,294	72.5	1,494	73.5
Native Hawaiian/Pacific Islander	0	--	1	100.0	3	66.7
White/Other	464	73.7	515	77.7	527	80.1
Two or More Races	33	66.7	52	67.3	45	77.8
Nonresident Alien	42	81.0	44	81.8	39	66.7
Unknown	30	66.7	17	52.9	31	74.2
Men	762	72.3	873	73.2	949	72.9
Women	1,063	75.0	1,159	74.2	1,307	76.1
All Students	1,825	73.9	2,032	73.8	2,256	74.8

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

	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
Race/Ethnicity & Sex	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018	Cohort N	% Bachelor Degrees through Summer 2019
African American	70	34.3	54	27.8	67	47.8
American Indian	63	42.9	41	48.8	39	38.5
Asian	18	50.0	16	68.8	21	42.9
Hispanic	1,168	42.0	1,169	42.0	1,064	45.0
Native Hawaiian/Pacific Islander	6	50.0	2	0.0	5	60.0
White/Other	724	52.8	613	55.5	590	54.4
Two or More Races	29	48.3	46	47.8	33	39.4
Nonresident Alien	56	51.8	46	41.3	40	57.5
Unknown	42	45.2	47	68.1	40	50.0
Men	992	41.9	880	42.4	878	44.1
Women	1,184	49.2	1,154	50.0	1,021	51.7
All Students	2,176	45.9	2,034	46.7	1,899	48.2

Student Progress and Student Success

***Table 12. Four-, Five, and Six-Year Graduation Rates
for First-Time, Full-Time, Degree-Seeking Students***

First-time, Full-time Freshman Cohorts	Entered 2011 N = 2,176			Entered 2012 N = 2,034			Entered 2013 N = 1,899		
	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	17.8	38.1	45.9	18.7	39.8	46.7	22.1	41.7	48.2

Table 13. What degrees and certificates were awarded in 2018-19?

	Associates	Bachelors	Masters	Ed Specialist	Grad Certs	Ed./PhD	Total
Agriculture		147	32			4	183
Business/Agri-Business/Public Adm	10	371	94		1	6	482
Education		193	154	1	19	29	396
Engineering/Tech/Computer Sci		503	133		6	28	670
Fine Arts		91	14				105
Health Professions (w/o Nursing)		76	23		4		103
Home Economics		34	19				53
Humanities/Social Science		598	97	6	35	20	756
Law/Protective Services		156	12				168
Nursing		106	4		5	21	136
Science and Math		148	49			26	223
Social Work		42	56				98
Total	10	2,465	687	7	70	134	3,373
Science/Technology/Engineering/Math/Health		980	251	0	15	79	1,325

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Associates	21	27	27	20	10
Bachelors	2,616	2,749	2,596	2,494	2,465
Masters	794	746	711	699	687
Ed Specialists	6	9	7	7	7
Graduate Certificates	46	29	61	46	70
Ph.D/Ed.D	131	120	111	138	134
Total	3,614	3,680	3,513	3,404	3,373

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	Faculty			Staff		
	Fall 2016 Faculty % (N = 819)	Fall 2017 Faculty % (N = 808)	Fall 2018 Faculty % (N = 785)	Fall 2016 Staff % (N = 2,058)	Fall 2017 Staff % (N = 1,949)	Fall 2018 Staff % (N = 1,948)
African American	1.6	1.1	1.7	1.3	1.5	1.6
American Indian	1.3	1.0	0.9	1.0	1.4	1.4
Asian	7.8	8.4	8.5	1.9	2.0	1.8
Hispanic	16.6	17.7	18.6	49.1	50.6	52.2
Native Hawaiian/Pacific	0.0	0.1	0.0	0.1	0.2	0.2
White/Other	65.4	65.8	64.3	41.4	41.8	39.8
Two or More Races	1.1	1.2	0.9	0.7	0.9	1.1
Nonresident Alien	4.5	4.6	4.8	2.6	1.5	1.7
Unknown	1.6	0.1	0.3	2.0	0.1	0.2
Men	55.7	55.6	54.5	46.7	46.1	46.6
Women	44.3	44.4	45.5	53.3	53.9	53.4

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
17:1	16:1	16:1	17:1	17:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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	82.4
Fall 2017	93.3	\$77,889	82.4
Fall 2018	93.8	\$79,728	N/A

*Includes assistant, associate and full professors
This report uses data from IPEDS for faculty salary comparisons. The latest data available in IPEDS is 2017-18.

New Mexico State University DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Sum 20
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%	48%	49%
	Actual	42%	45%	46%	47%	48%	
CSRDE Benchmark		46%	45%	45%	48%	50%	

Source: CSRDE Retention Report 2018-19 (2008-19 cohorts) for moderately selective public institutions, 5,000 – 17,999 students

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded		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	Su/Fa/Sp 2019-20
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	3,300
	Actual			3,418	3,331	3,286	

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
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	\$300M
	Actual			\$281.3M	\$279.1M	\$294.1M	

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Su/Fa/Sp 2019-20
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	4.8
	Actual			5.2	5.2	5.1	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per 100 FTE		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	Su/Fa/Sp 2019-20
Degrees awarded per 100 full-time equivalent students	Target			30	30	30	30
	Actual			27	27	27	

New Mexico State University

		FY16	FY17	FY18	FY19	FY20	FY21
Nursing Degrees Awarded		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	Su/Fa/Sp 2019-20
Total number of nursing degrees awarded	Target			160	155	155	155
	Actual			191	179	131	

		FY16	FY17	FY18	FY19	FY20	FY21
Athletes Six-Year Graduation Rate		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	Fall 14 to Sum 20
Six-year athlete graduation rate	Target			75%	78%	80%	82%
	Actual			80%	81%		

		FY16	FY17	FY18	FY19	FY20	FY21
Public Television Broadcast Production Hours		FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Total public television local broadcast production hours	Target			175	185	185	215
	Actual			212	215		

		FY16	FY17	FY18	FY19	FY20	FY21
Agriculture Station Measure		FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Total dollars of grants and contracts leveraged by agricultural experiment station faculty and researchers, in millions	Target			\$18.0M	\$18.0M	\$18.0M	\$18.0M
	Actual			\$14.9M	\$15.5M	\$16.9M	

		FY16	FY17	FY18	FY19	FY20	FY21
Cooperative Extension Measure		FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Number of clientele contacts with the public by the cooperative extension service	Target			650,000	650,000	650,000	650,000
	Actual			6,577,883	81,638,683		

Note: 638,683 traditional contacts and 81,000,000 contacts through social media

		FY16	FY17	FY18	FY19	FY20	FY21
NMDA Measure		FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
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	170,000
	Actual			163,232	139,417		

		FY16	FY17	FY18	FY19	FY20	FY21
3rd Semester Retention		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	Fall 19 to Fall 20
Percent of full-time degree-seeking first-time freshmen retained to third semester	Target	74%	74%	74%	75%	75%	76%
	Actual	74%	72%	74%	74%	75%	
CSRDE Benchmark		73%	72%	73%	73%	75%	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for moderately selective public institutions, 5,000 – 17,999 students

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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 2019
Overall Enrollment by Level**

Degree-seeking undergraduates	16,170
Non-degree seeking undergraduates	189
Graduate students	4,983
Graduate, professional practice	1,147
Total Headcount (includes HSC)	22,489
Total FTE (includes HSC)	18,772

**Table 2. Number of Programs by
Degree Level 2019-2020**

Bachelors	95
Undergraduate Certificates	9
Masters	89
Post-Master & Graduate Certificates (includes Ed Spec)	19
Doctorate-Research	41
Doctorate-Professional Practice	5

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$712M	\$705M	\$679M
State Appropriation (main campus)	\$287	\$291	\$282
State Appropriation as percent of operating budget	25	25	26
Percent allocated to instruction, research and public service	77	79	79
Percent of fiscal resources allocated to administrative costs	6	6	6

Data from institutional reports and IPEDS Finance Survey

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	\$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	\$7,633	76.0	\$22,586	80.0
2019-20	\$7,875	N/A	\$23,292	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	2014-15	2015-16	2016-17	2017-18	2018-19
Gift Aid (not paid back)	75.5	76.5	77.8	72.9	71.3
Work Study (must work to earn)	4.2	4.5	4.6	3.8	3.8
Loans (must be paid back)	38.1	37.1	36.0	33.9	32.7
Percent of Students Receiving Lottery Scholarships	38.6	39.2	39.3	34.8	33.9
Percent of Students who are Pell recipients	41.9	41.4	39.7	37.1	37.5
Percent of Students Receiving Aid	82.0	82.6	83.1	79.1	77.9
Average Award per Recipient	\$9,213	\$9,221	\$9,120	\$8,855	\$9,160

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

Percent of Graduate Students Receiving Types of Aid	2014-15	2015-16	2016-17	2017-18	2018-19
Gift Aid (not paid back)	51.3	54.6	55.6	54.8	53.6
Loans (must be paid back)	41.1	40.5	39.8	36.8	36.6
Percent of Students Receiving Aid	71.3	74.3	73.9	70.3	70.3
Average Award per Recipient	\$16,123	\$15,512	\$15,670	\$15,724	\$16,044

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	%Fall 2016	%Fall 2017	%Fall 2018	%Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	2.3	2.3	2.3	2.3	2.5	2.4	2.4	2.5
American Indian	5.2	5.2	5.2	5.1	5.7	5.7	5.6	5.3
Asian	3.7	3.9	4.0	4.1	3.6	3.9	4.0	4.0
Hispanic	42.1	43.1	43.2	43.9	47.4	48.6	48.8	50.0
Native Hawaiian/PI	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2
White	36.7	35.4	35.0	34.0	34.1	32.5	32.0	30.9
Two or More Races	3.2	3.3	3.3	3.3	3.4	3.5	3.4	3.5
Nonresident Alien	4.9	4.9	5.1	5.3	1.8	2.0	2.4	2.6
Unknown	1.8	1.7	1.7	1.7	1.4	1.2	1.3	1.3
Total	27,060	26,278	24,393	22,792	19,886	19,648	17,321	16,170

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

	2016-2017		2017-2018		2018-2019	
	Sum/Fall/Spring		Sum/Fall/Spring		Sum/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	1,605	61.9	1,555	59.7	1,411	64.7
Out-of-state 2-Year Colleges	224	8.6	247	9.4	200	9.2
Subtotal 2-Year Colleges	1,829	70.5	1,802	69.2	1,611	73.9
NM Public 4-Year Universities	164	6.3	209	8.0	115	5.3
All Other 4-Year Universities	601	23.2	591	22.7	454	20.8
Subtotal 4-Year Universities	765	29.5	800	30.7	569	26.1
Grand Total	2,594	100.0	2,602	100.0	2,180	100.0

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

Recipients who began as	2016-17		2017-18		2018-19	
	Sum/Fall/Spr		Sum/Fall/Spr		Sum/Fall/Spr	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from UNM within six years	1,899	48.5	1,996	49.0	1908	49.2
Transferred from another institution (branch campus, in-state or out-of-state college)	1,411	36.1	1,488	36.6	1482	38.3
Other (returning students, etc.)	602	15.4	585	14.4	482	12.5
All baccalaureate degree recipients	3,912	100.0	4,069	100.0	3,872	100.0

Student Progress and Student Success

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

	Entered Fall 2016		Entered Fall 2017		Entered Fall 2018	
Race/Ethnicity and Sex	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018	Cohort N	% Still Enrolled Fall 2019
African American	82	78.1	78	60.3	70	75.7
American Indian	137	67.2	115	61.7	91	72.5
Asian	140	90.0	139	81.3	122	88.5
Hispanic	1,756	78.4	1,684	73.0	1,368	76.4
Native Hawaiian/Pacific Islander	9	88.9	8	62.5	7	57.1
White	1,003	78.7	930	76.1	752	78.2
Two or More Races	140	73.6	129	71.3	108	72.2
Nonresident Alien	68	80.9	62	82.3	51	84.3
Unknown	30	63.3	22	81.8	26	80.8
Men	1,489	74.6	1,355	70.3	1,137	75.3
Women	1,876	81.1	1,812	76.3	1,458	78.9
Overall	3,365	78.2	3,167	73.7	2,595	77.3

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

	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
Race/Ethnicity and Sex	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018	Cohort N	% Bachelor Degrees through Summer 2019
African American	79	38.0	87	37.9	87	42.5
American Indian	167	30.5	191	34.0	149	26.8
Asian	117	70.9	109	63.3	104	74.0
Hispanic	1,604	45.2	1,640	45.7	1,771	53.2
Native Hawaiian/Pacific Islander	4	50.0	6	50.0	4	50.0
White	1,106	54.0	1,114	57.1	1,144	56.5
Two or More Races	129	48.8	165	53.3	134	53.0
Nonresident Alien	27	51.9	22	50.0	41	73.2
Unknown	34	64.7	38	68.4	30	50.0
Men	1,409	44.8	1,443	47.6	1487	49.8
Women	1,858	51.5	1,929	51.5	1977	56.6
All Students	3,267	48.6	3,372	49.9	3,464	53.7

Student Progress and Student Success

**Table 12. Four-, Five, and Six-Year Graduation Rates
for First-Time, Full-Time Degree Seeking Students**

First-time, Full-time Freshman Cohorts	Entered 2011 N = 3,167			Entered 2012 N = 3,372			Entered 2013 N = 3,464		
	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	19.2	41.9	48.6	21.7	43.2	49.9	29.4	48.4	53.7

Table 13. What degrees and certificates were awarded in 2018-19?

	Bachelors	Masters	Post Masters	Grad Certificates	Doctorates	Total
Agriculture	10					10
Architecture-related	68	29	7			104
Business/Agri-Business/Public Administration	572	283		5		860
Education	257	184	41		45	527
Engineering/Tech/Computer Science	332	256			40	628
Fine Arts	248	48			3	299
Health Professions (w/o Nursing)	206	115	3		211	535
Home Economics	79	11				90
Humanities/Social Science	1,238	113	7		60	1,418
Law/Protective Services	110				117	227
Nursing	432	50		4	14	500
Science and Math	419	69			50	538
Social Work						
Total	3,971	1,158	58	9	540	5,736
Science/Technology/Engineering/ Math/Health	1,467	519	10	4	315	2,315

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Associate	0	0	0	0	0
Bachelors	3,666	3,851	4,021	4,178	3,971
Masters	1,266	1,184	1,242	1,178	1,158
Post-Masters (Includes Ed Spec)	24	27	54	67	58
Graduate Certificates	6	13	4	2	9
Doctoral-Research	222	199	195	199	220
Doctoral-Professional	335	335	335	321	320
Total	5,549	5,649	5,879	5,953	5,736

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	2016 Faculty % (N = 2,062)	2017 Faculty % (N = 2,067)	2018 Faculty % (N = 2,020)	2016 Staff % (N = 4,389)	2017 Staff % (N = 4,297)	2018 Staff % (N = 4,187)
African American	1.9	1.8	1.6	2.1	2.0	2.3
American Indian	1.9	1.9	2.0	3.9	3.9	3.8
Asian	8.5	9.0	8.9	2.6	2.4	2.3
Hispanic	13.5	13.4	13.8	40.9	41.0	41.6
Native Hawaiian/PI	0.1	0.1	0.0	0.1	0.1	0.2
White	63.2	62.5	62.1	45.6	45.8	45.1
Two or More Races	1.0	1.1	1.4	1.6	1.5	1.5
Nonresident Alien	5.0	5.1	4.9	1.0	1.1	1.0
Unknown	5.0	5.3	5.3	2.3	2.2	2.3
Men	50.7	50.1	49.5	37.0	36.9	36.8
Women	49.3	49.9	50.5	63.0	63.1	63.2

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
19.4:1	17.0:1	20.0:1	16.0:1	17.0:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2017	85.9	\$87,002	83.0
Fall 2018	86.7	\$91,145	N/A
<p>**Includes assistant, associate and full professors Peer averages data comes from IEDS. The latest data available in IPEDS is 2017-18.</p>			

University of New Mexico DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Sum 20
Percent of first-time, full-time freshmen completing an academic program within six years	Target	48.0	47.0	48.5	48.0	50.0	54.0
	Actual	49.0	43.9	48.7	49.9	53.5	
CSRDE Benchmark	Benchmark	49.3	49.5	51.9	54.6	56.1	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for moderately selective public institutions, 18,000 or more students

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters, and doctorate degrees.	Target				5,700	5,800	5,700
	Actual			5,879	5,953	5,630	

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Amount of external dollars supporting all programs from federal or nongovernmental sources for the most recent fiscal year, excluding state governmental funding sources.	Target	\$129.0M	\$129.0M	\$129.0M	\$120.0M	\$120.0M	\$95.0M
	Actual	\$124.7M	\$96.7M	\$119.1M	\$91.5M	\$94.5M	

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Sum/Fa/Spr 2019-20
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			4.9	4.9	4.9	

University of New Mexico

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per 100 FTE		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of degrees awarded per 100 full-time equivalent students	Target			22.5	24.0	24.0	25.0
	Actual			24.0	27.3	27.8	

		FY16	FY17	FY18	FY19	FY20	FY21
Athletes Six-Year Graduation Rate		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	Sum/Fa/Spr 2019-20
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	49	50
	Actual			44	49	60	

		FY16	FY17	FY18	FY19	FY20	FY21
Public Television Broadcast Production Hours		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	Sum/Fa/Spr 2019-20
Total public television local broadcast production hours	Target				17,254	17,240	17,240
	Actual			17,254	17,240	17,240	

		FY16	FY17	FY18	FY19	FY20	FY21
3rd Semester Retention		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	Fall 19 to Fall 20
Percent of first-time, full-time degree-seeking students enrolled third semester	Target	79.2	79.6	80.0	80.0	80.0	80.0
	Actual	79.5	80.1	78.2	73.7	77.3	
CSRDE Benchmark	Benchmark	76.0	76.4	76.6	79.9	80.1	

Source: CSRDE Retention Report 2018-19 (2008-17 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.

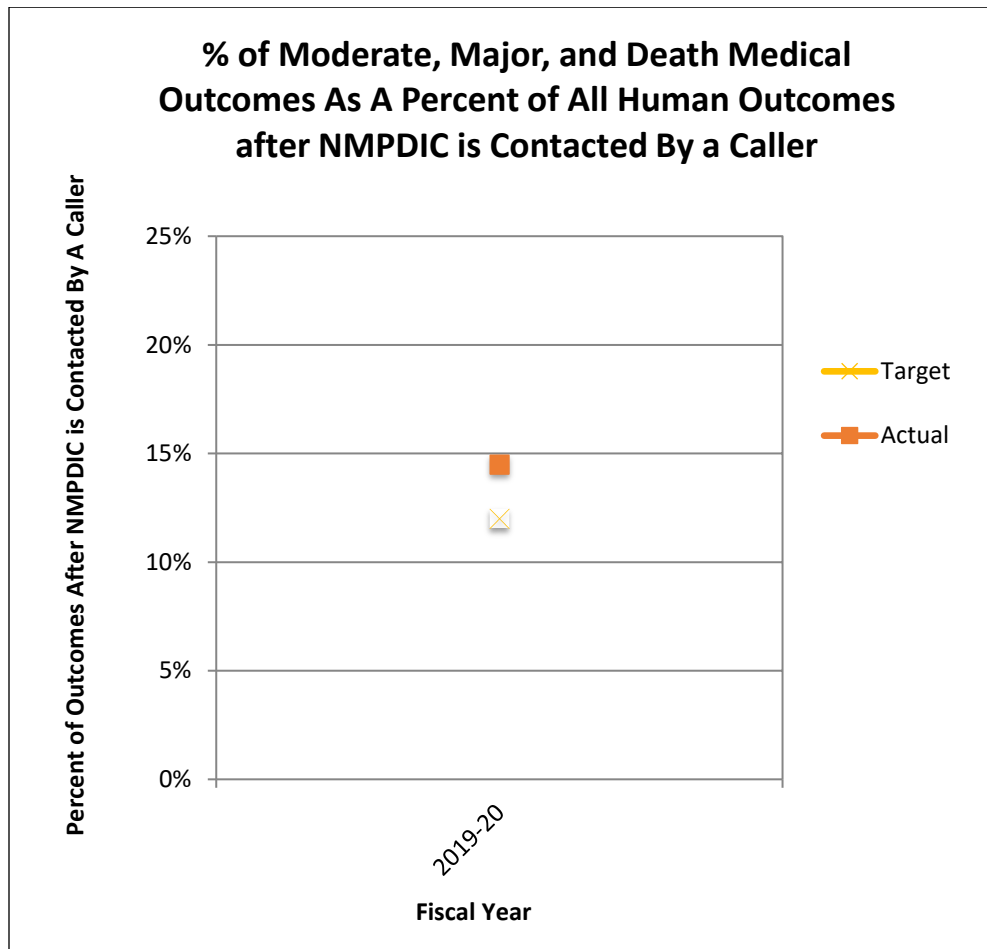
Contributions to Economic Development

- In FY19, UNM HSC received about \$190 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. In addition, 9 new companies in CY 19 were either spun off from the HSC or used HSC technology to start up. Another 12 companies did the same in FY19.
- The UNM HSC continues to partner 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 University of New Mexico College of Nursing is partnering with Presbyterian Healthcare Services to expand access to health care in rural communities by creating a nurse practitioner residency program. The program will be funded by a \$3.2 million Health Resources and Services Administration (HRSA).
- The New Mexico Poison and Drug Information Center (NMPDIC), which is a part of the UNM College of Pharmacy, is available to the public and health care professionals 24-hours a day, 7-days a week with expert staff to assess and make treatment recommendations during possible poisonings and to assist emergency personnel during hazardous material incidents. The NMPDIC receives more than 25,000 calls per year on average, with approximately 80% of cases managed by phone with the expertise of the NMPDIC poison specialists.

The following performance measures and outcomes demonstrate our dedication to the education, health and wellbeing 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

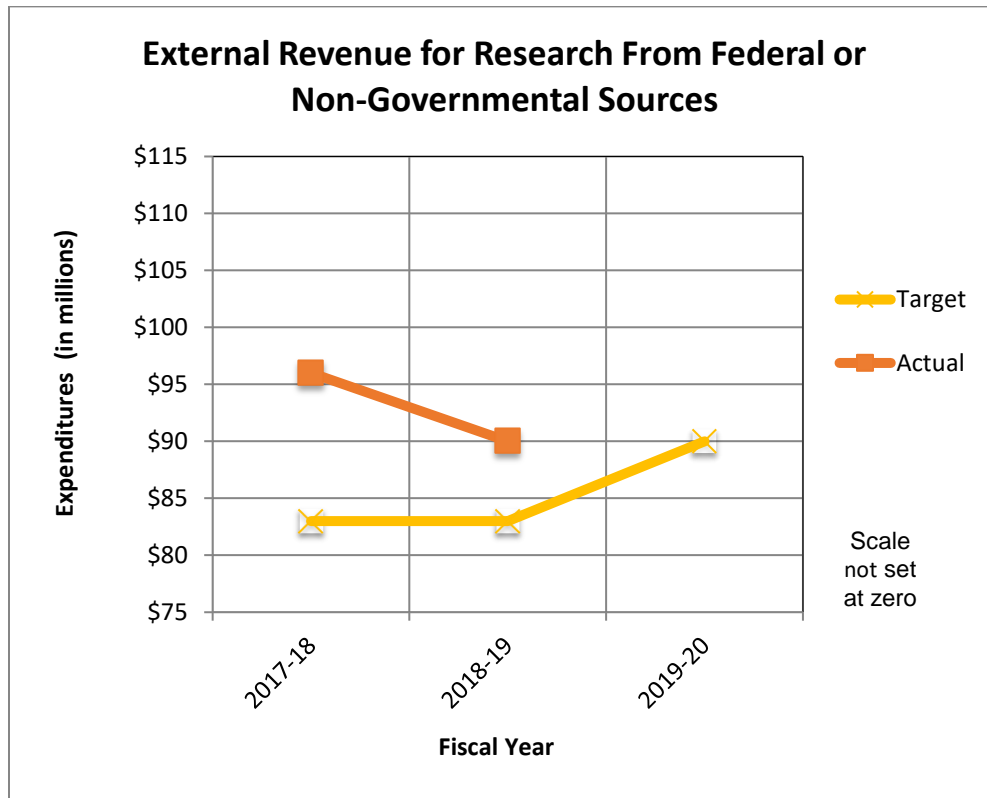
Fiscal Year		
	2019-20	2020-21
UNM-HSC		
Target	12.0%	14.0%
Actual	14.5%	



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. The actual for 2019-2020 reflects an ongoing trend toward more complicated and serious cases reported via hospitals to the poison center.

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

Fiscal Year				
	2017-18	2018-19	2019-20	2020-21
UNM-HSC				
Target	\$83.0	\$83.0	\$90.0	\$90.0
Actual	\$96.0	\$90.0		

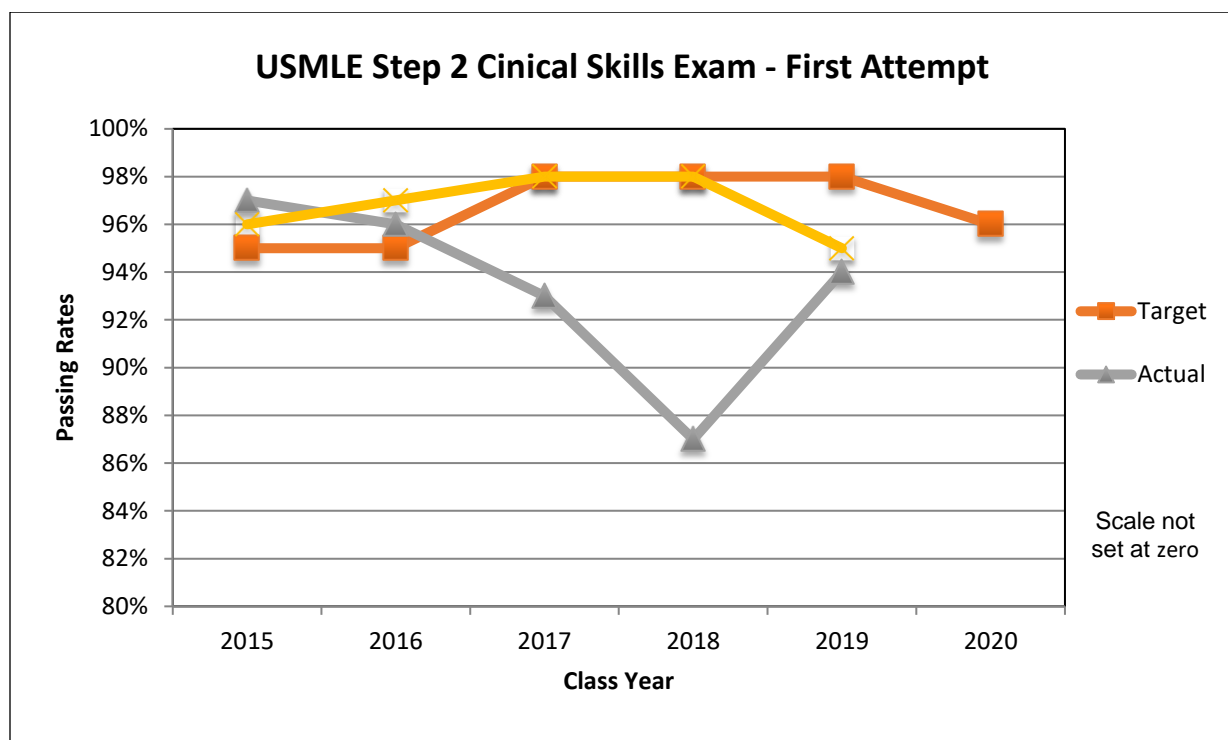


External funding from federal and non-governmental sources provides crucial support for the research and public service mission of the University and helps maximize the impact of State funding and resources. The HSC Office of Research seeks to foster innovation and translate research into clinical or educational practice by maintaining strong support structures for faculty and staff, by facilitating teams toward new funding opportunities and by participating in university consortiums. Our investigators are committed to conducting basic and clinical research that will improve the health of communities in New Mexico and around the world. Over the last three years, the HSC has secured more than \$90 million per year in external funding.

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

Class Year								
	2014	2015	2016	2017	2018	2019	2020	2021
UNM-HSC								
Target	95%	95%	95%	98%	98%	98%	96%	96%
Actual	98%	97%	96%	93%	87%	94%		
Benchmark*	97%	96%	97%	98%	98%	95%		

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

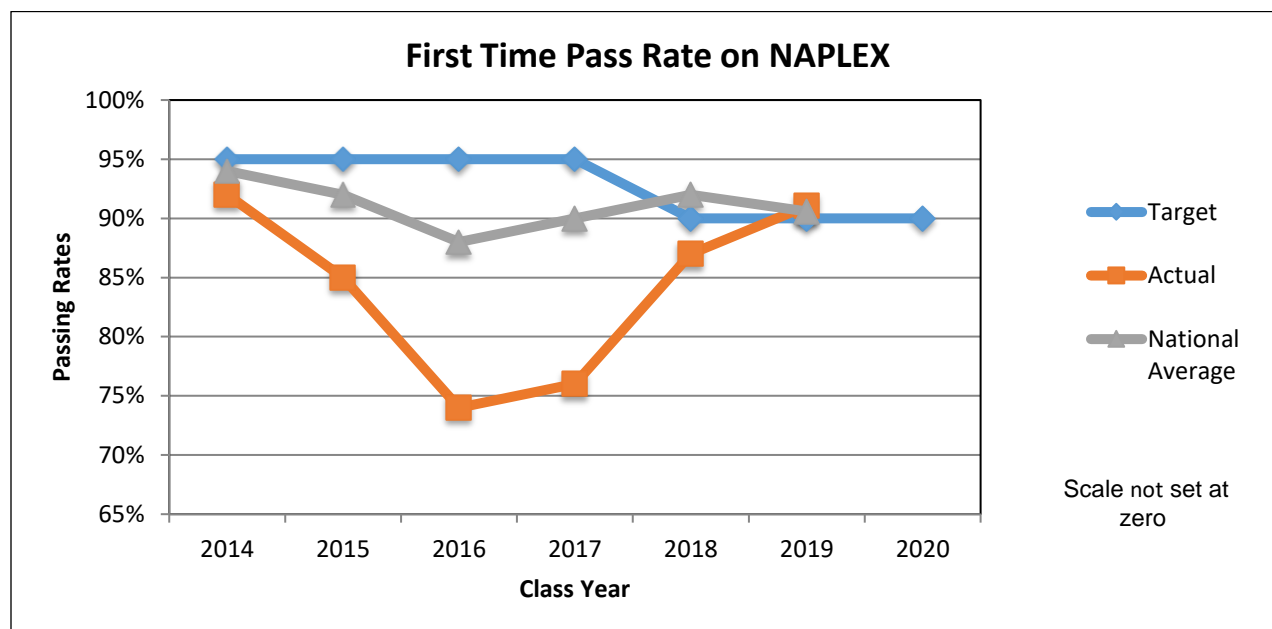


The US Medical Licensing Exam, Step 2 Clinical Skills, assesses the ability of examinees to apply medical knowledge, skills and understanding of clinical science essential for the provision of patient care under supervision, and includes emphasis on health promotion and disease prevention. This exam uses standardized patients to test medical students and graduates on their ability to gather information from patients, perform physical examinations, and communicate their findings to patients and colleagues. Although our students do well on this exam with greater than 90% of students passing on the first attempt, the results from the current year were slightly below our target and the national benchmark. This class did however show a substantial increase in the actual percentage passing on the first attempt from the prior year after considerable effort on the part of the School of Medicine to address the deficiencies.

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 portions of the exam, 98-100% of students who took the exam passed these sections (versus 94-96% nationally). For the Integrated Clinical Encounter portion of the exam, 94% of the students passed this section (vs. 96% nationally). We are currently employing additional changes in our medical note-writing experience in order to help address this deficit.

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

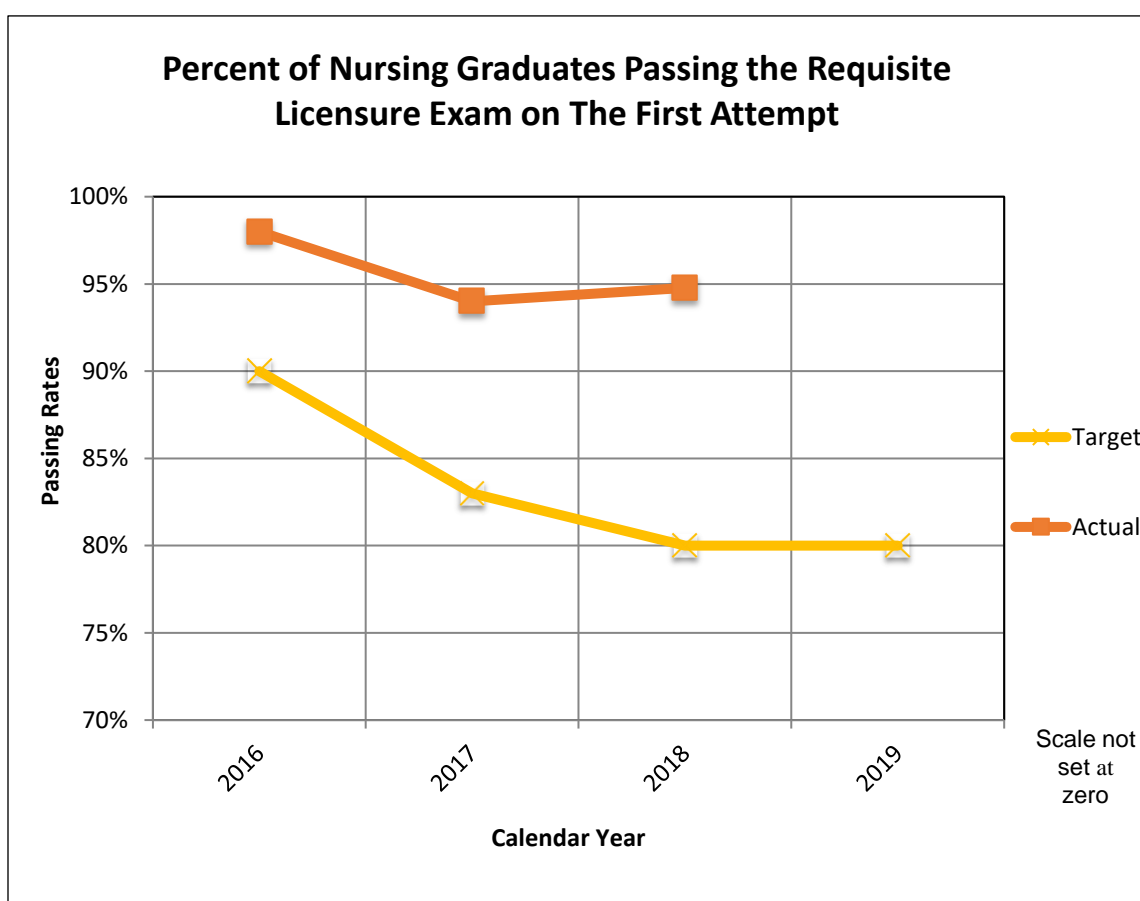
Class Year							
	2014	2015	2016	2017	2018	2019	2020
UNM-HSC							
Target	95%	95%	95%	95%	90%	90%	90%
Actual	92%	85%	74%	76%	87%	91.05%	
National Average	94%	92%	88%	90%	92%	90.59%	



The College of Pharmacy is very proud to have exceeded our goal of 90% first-time pass rate on the NAPLEX. This year we also exceeded the national first-time pass rate. The College followed a very similar program of preparing the Class of 2019 for the NAPLEX as we did for the Class of 2018 (online and book-based preparation program, bringing students back to campus for mini-cumulative mock NAPLEX, and the earlier delivery of a 2-day review course). One improvement for the Class of 2019 was to require the 2019 cohort to attend the 2-day review course at the end of their third year when it was offered to the 2018 cohort. It is the opinion of the college that this allowed the Class of 2019 to have an earlier indication of the level of knowledge required to pass the NAPLEX, a motivator to prepare for the NAPLEX throughout their fourth year.

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

	Calendar Year				
	2016	2017	2018	2019	2020
UNM-HSC					
Target	90.00%	83.00%	80.00%	80.00%	80.00%
Actual	98.00%	94.00%	94.78%		

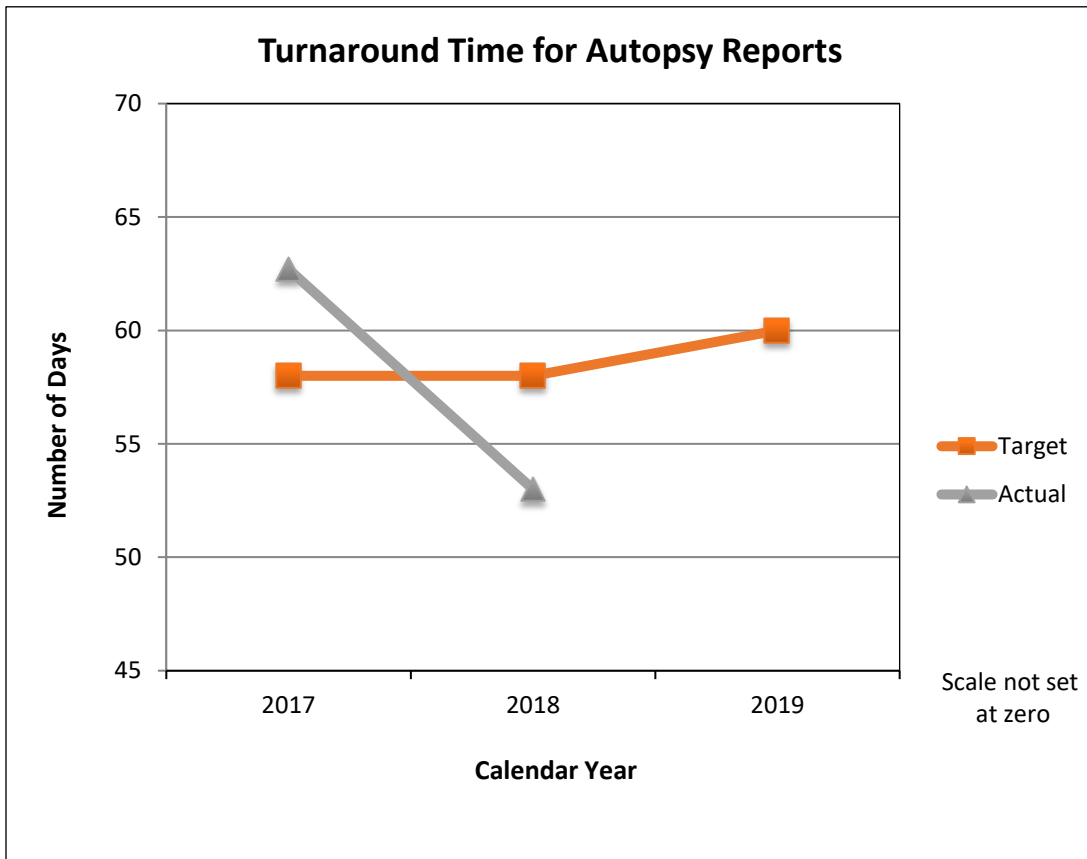


The College of Nursing exceeded its target in CY19. This target is consistent with the New Mexico Board of Nursing requirements for the National Council Licensure Examination (NCLEX) required pass rate of 80% and our credentialing agency, Commission on Collegiate Nursing Education (CCNE), which also requires an 80% pass rate. Factors contributing to the success of our high pass rate include 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 adequate test performance.

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

Calendar Year				
	2017	2018	2019	2020
UNM-HSC				
Target	58	58	60	<60
Actual	63	53		

*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 manner of death in these cases and provides formal death certification. The target is to finalize Autopsy Reports within 60 days or fewer from the date of the exam. In calendar year 2018, OMI took on average of 53 days to finalize an autopsy report. Our improved response time is due to the office conducting more pathologist external exams with the new CT scanner the OMI was able to purchase because of a capital appropriation from the 2019 legislative session. Historically, those cases would have required full autopsies. The external exam takes less time to complete than a full autopsy.

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

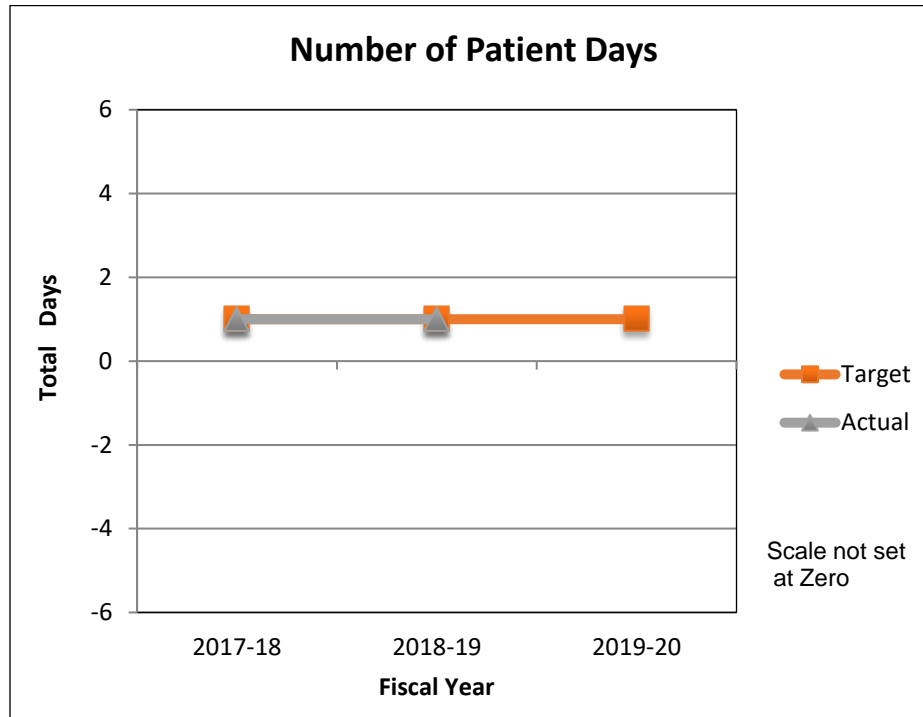
In calendar year 2018, the Children's Psychiatric Center (CPC) outpatient services, provided expert behavioral health care for 13,510 therapeutic encounters with youth and their families. Of those encounters, 14% were for youth living in counties other than Bernalillo. We provided primarily psychiatric evaluations and treatment recommendations for youth living in Sandoval, Valencia, Santa Fe, Torrance, Curry, Cibola, Quay, McKinley, San Juan, Chaves, Dona Ana, Los Alamos, Apache, Taos, San Miguel, Rio Arriba, Socorro, Lea, Luna, Sierra, Grant, Lincoln, Otero, De Baca, Roosevelt, Guadalupe, Eddy, and Union counties. We also provided psychiatric evaluations and treatment recommendations for youth from out of state. These young clients are predominantly Native American, living on reservations that cross state lines. In our Outpatient Programs, the ratio of Bernalillo County residents compared to other counties changed to 92.6% from Bernalillo residents and 7.4% from other counties, which represents a slight increase from FY18. The larger percentage of outpatient visits from youth within Bernalillo County represents several different factors that continue to occur. Some of the youth who have been referred by rural providers for expert consultation are seen only once for consultation and treatment recommendations. Many would like to continue being seen by CPC outpatient providers but were unable to arrange transportation or had other barriers to treatment continuation. Services provided at CPC outpatient clinics include psychiatric evaluation, psychological testing, Trauma Informed Care, treatment interventions for very young children and their caregivers (through the 0-5 age clinic), urgent visits, medication management, Multi-Systemic Therapy, Comprehensive Community Support Services, psychotherapy, telemedicine, Carelink behavioral health home services and care coordination, Connect services for transition age clients, and early intervention services for clients experiencing first episode psychosis. Our overall outpatient statistics were 31,658 for FY 19, which represents a 7.5% increase over FY18. We plan to expand access to care by 5% through our Carelink behavioral health home services and care coordination, 0-5 age clinic for our very young children and their caregivers, Early clinic for first episode psychosis, psychological testing, and ongoing medication management, pending funding allocations from the 2019 New Mexico Legislative Session and continued growth in faculty clinical time. This expansion is supported by the School of Medicine, with an expectation of 5% growth for outpatient visits for both FY20 and FY21. Also pending legislative approval, CPC proposes to address the gaps in the current continuum of care for child and adolescent behavioral health in New Mexico through the addition of partial hospitalization and intensive outpatient levels of care.

Number of New Mexico Clinicians and Staff attending Extension for Community Healthcare Outcomes Educational Events (Project ECHO) (Explanatory) *A Telementoring Platform*

In FY 2019, 1,566 healthcare professionals participated in telementoring sessions. With respect to the HSC strategic focus areas, Project ECHO has areas of emphasis that fall within those focus areas. Specifically, four of these programs focus on behavioral health, three on child wellbeing, and nineteen are related to geriatric health and healthy aging. Overall, participation spanned 45 unique programs on a wide variety of health-related topics including chronic pain, bone health, and diabetes management. Collectively, these programs held more than 740 sessions in FY 2019, helping thousands of patients. Participation in ECHO telementoring sessions helped providers to expand access to care and provide quality care to their patients throughout the state and reduced provider isolation and burnout. In addition to our work servicing the citizens of New Mexico, Project ECHO also trains specialists from around the country and world on how to implement ECHO programs. In FY 2019, 853 individuals attended our monthly 3-day training conducted at our training center in Albuquerque. In addition, 630 individuals from 15 countries participated in our global MetaECHO conference held at the Albuquerque Convention Center. Currently, Project ECHO has 332 Partners in 37 countries. 104 new partners joined our community during FY 2019.

Carrie Tingley Hospital - Number of Days to the next available appointment for orthopedic patients

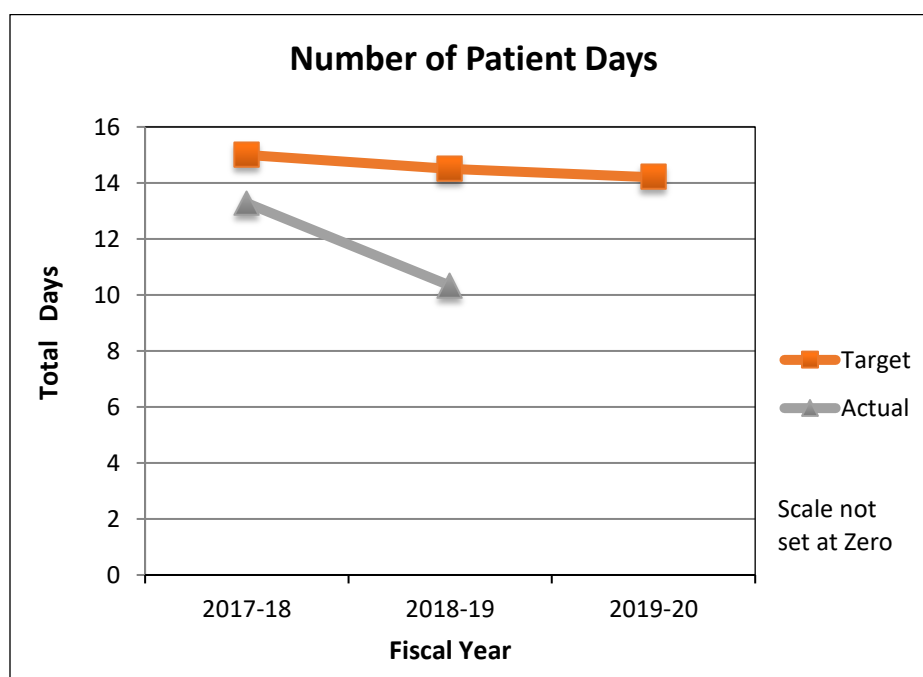
Fiscal Year				
	2017-18	2018-19	2019-20	2020-21
UNM-HSC				
Target	1	1	1	1
Actual	1	1		



UNM Carrie Tingley Hospital (CTH) has provided compassionate family-centered care for children and adolescents with complex musculoskeletal orthopedic and rehabilitation conditions throughout New Mexico for over 80 years. With a specialized team of pediatric orthopedic surgeons, we created a dedicated team to address urgent and emergent skeletal fractures referred to CTH from local emergency departments and community hospitals. This program has allowed CTH to provide same or next-day access to skill practitioners and allow children to begin the healing process.

Average Length of Stay in Newborn Intensive Care

Fiscal Year				
	2017-18	2018-19	2019-20	2019-20
UNM-HSC				
Target	15.0	15.0	14.0	14.0
Actual	13.0	10.3		

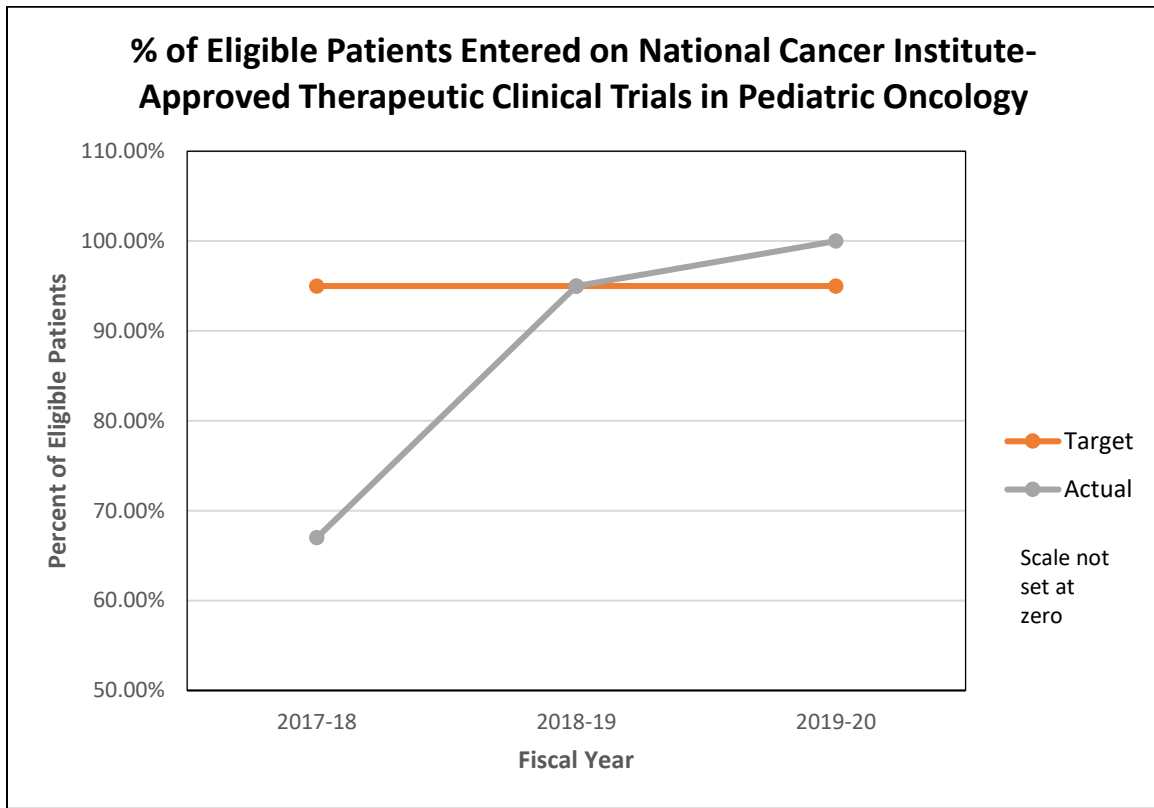


Most babies are born healthy, but if one arrives prematurely or with a medical condition, they will find the best care available at University of New Mexico Hospital. When a newborn needs continuous monitoring or treatment, he or she will be in expert hands at our neonatal intensive care unit (NICU). Each infant will benefit from advanced, specialized technology and services such as bedside imaging tests that can help doctors quickly, easily and accurately diagnose conditions; cardiac catheterization, or minimally invasive heart testing and treatment; extracorporeal membrane oxygenation to circulate blood as a newborn's lungs and heart rest or heal; neonatal surgery; respiratory therapy; ventilator support for infants whose lungs are recovering or still developing; and whole-body cooling to help protect the brains of babies who experienced reduced blood flow.

The decrease in length of stay could be secondary to our decreased census (the average number of patients per day in a hospital in a given time period) due to the overall decreased birth rate in the State. In addition, we have continued to work on quality improvement projects that have positively affected the length of stay. Our census has increased over the last several months so it is hard to estimate what our length of stay will be in the future.

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

Fiscal Year				
	2017-18	2018-19	2019-20	2020-21
UNM-HSC				
Target	95%	95%	95%	95%
Actual	67%	95%	100%	

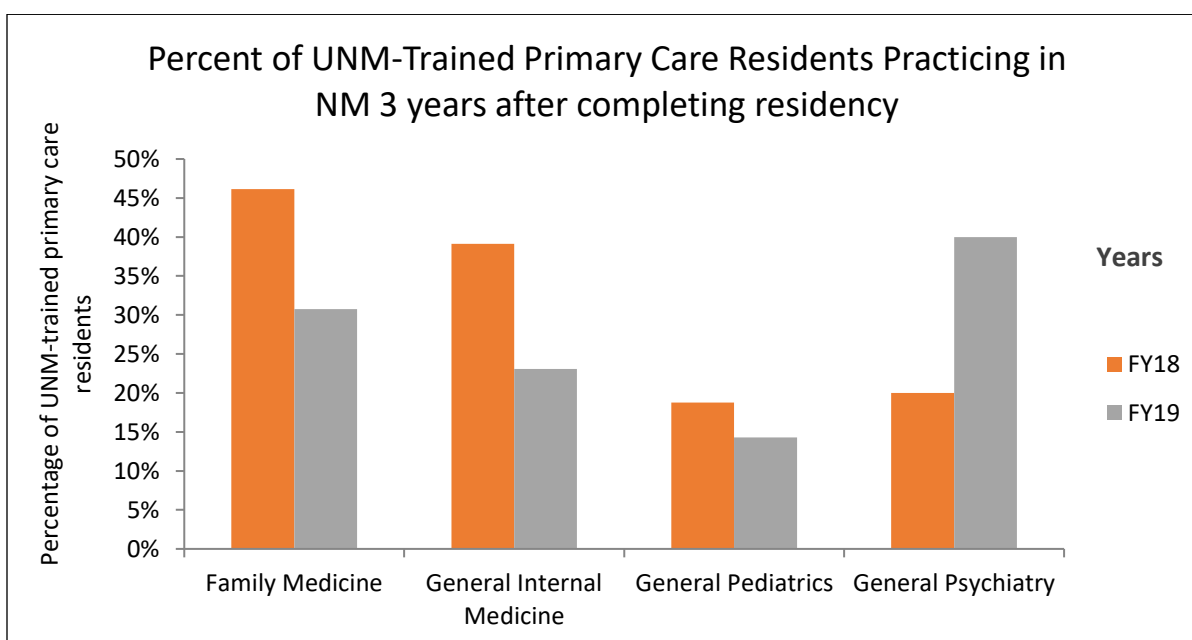
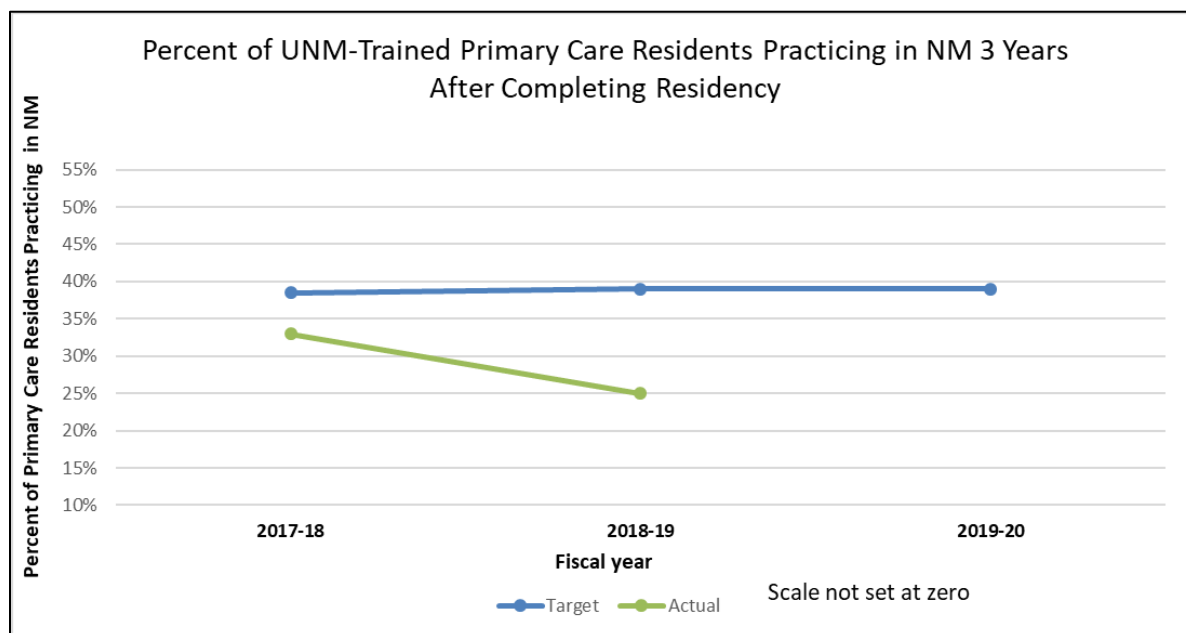


Our program's mission is to decrease the burden of childhood cancer in children and families of New Mexico through clinical service, research, and education.

One of our goals in fiscal year 2019 was to enroll up to 95% of eligible new patients in National Cancer Institute (NCI) approved therapeutic clinical trials. Due to an increase in staffing and more available studies, all eligible patients were approached for enrollment into NCI approved therapeutic trials. The increase in staff and availability of clinical trials positively affected our ability to recruit patients into clinical trials. Despite closure of multiple NCI/Children's Oncology Group (COG) trials for newly diagnosed patients, we did achieve more than 95 percent enrollment into available therapeutic trials. We are in the process of opening newly available therapeutic trials as well as the NCI-COG Pediatric Match trial (Precision Medicine trial).

Percent of University of New Mexico-Trained Primary Care Residents Practicing in NM Three Years after Completing Residency

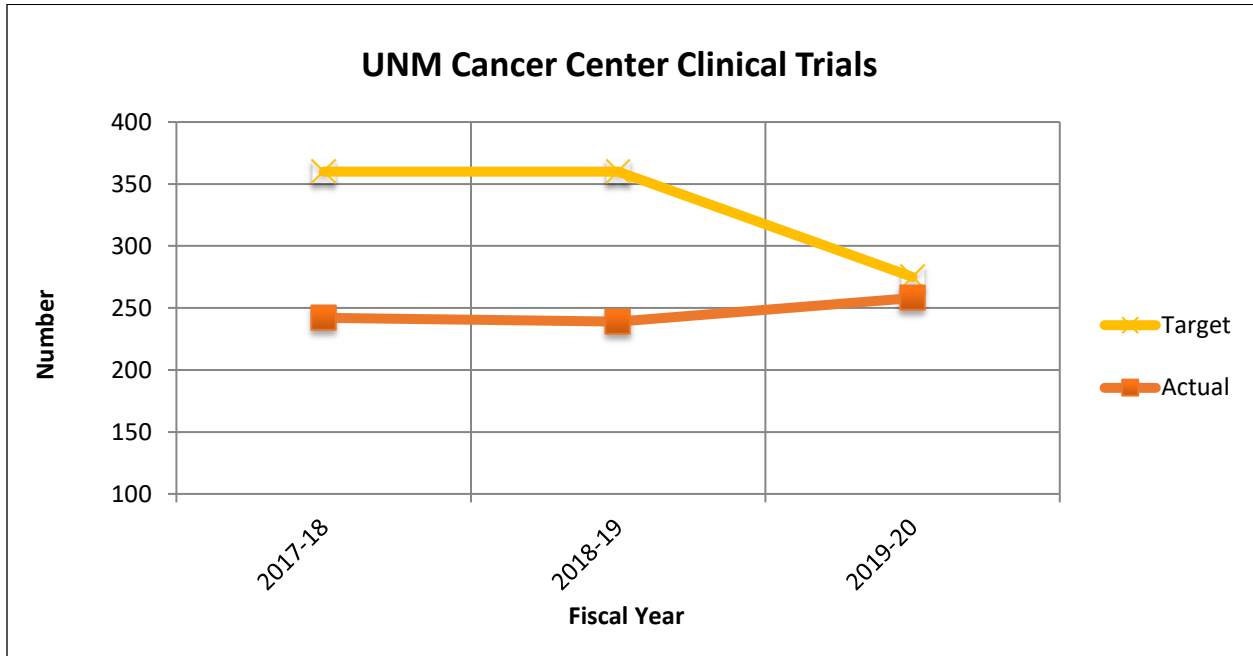
	Fiscal Year			
UNM HSC	2017-18	2018-19	2019-20	2020-21
Target	39%	39%	39%	39%
Actual	33%	25%		



In FY 19, many of the residents choose to practice out of state, post residency. For many of those residents, they were returning to their home states. In addition, although a low number of residents complete a General Psychiatry residency each year, a high percentage choose to practice in NM.

Number of UNM Cancer Clinical Trials

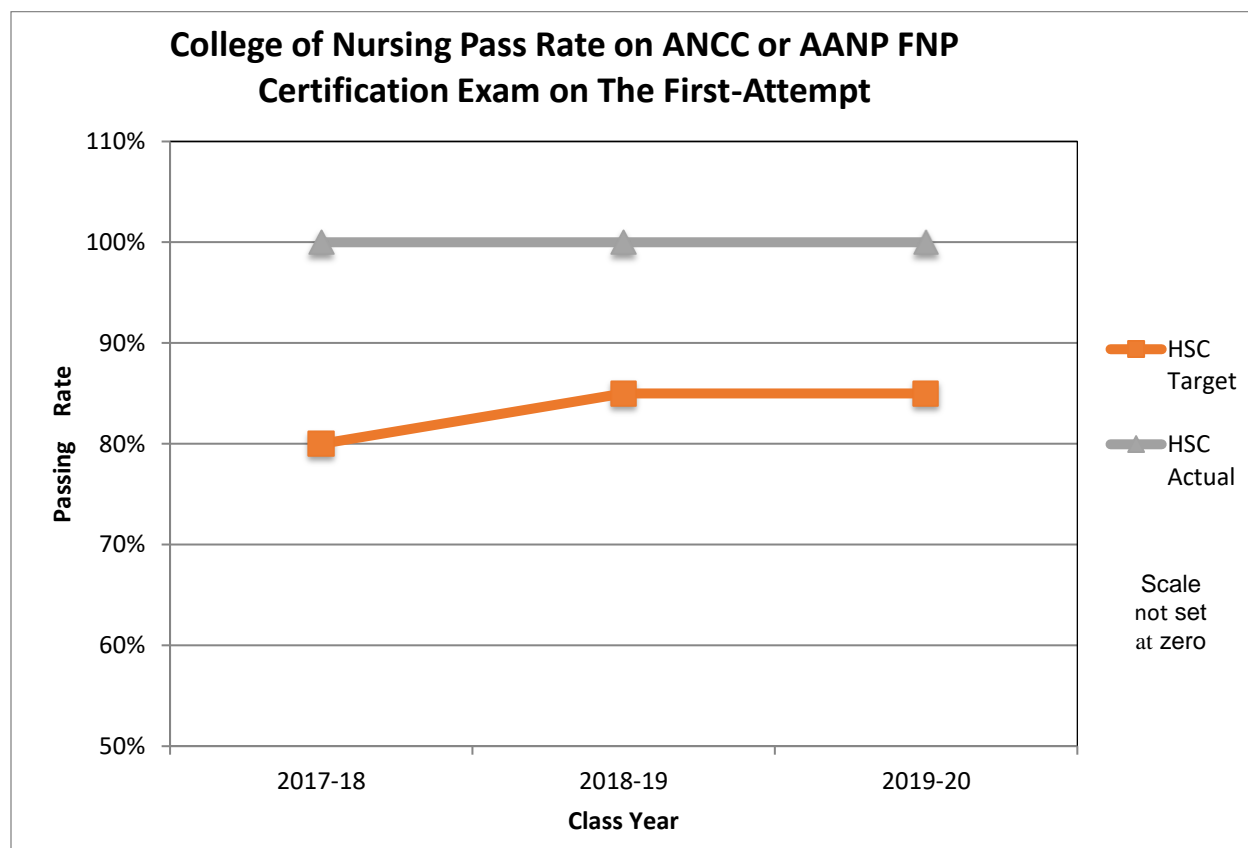
Fiscal Years				
	2017-18	2018-19	2019-20	2020-21
UNM-HSC				
Target	360	360	275	299
Actual	242	239	258	



In 2018 and 2019, the Clinical Trials Office underwent a significant process improvement initiative. This resulted in a significant reorganization of the staff responsibilities as well as reorganization of trial review, activation and accrual. It was also required that staff be trained in the new processes. During this transition, new trial initiation declined. Despite this, since completion of the reorganization and implementation of the new processes, studies reviewed and implemented has begun to increase, and it is anticipated that this increase in study activation will continue.

First Time Pass Rate for Graduate Family Nurse Practitioner (FNP) Students on the National Certification Exam Offered by either the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP)

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



The College of Nursing exceeded its target. The overall American Nurses Credentialing Center (ANCC) FNP first-time pass-rate was 100% with 13 of 13 students passing successfully. A factor 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 2019

HSC Measure 0001 Outcome New Mexico Poison & Drug Information Center		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
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	12.0%	14.0%	
	Actual			14.5%		

HSC Measure A-4 HSC Research		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
External revenue for research from federal or non-governmental sources, in millions	Target	New	\$83M	\$83M	\$90M	\$90M
	Actual	New	\$96M	\$90M		

HSC Measure B-2 HSC School of Medicine		Test Year 2016	Test Year 2017	Test Year 2018	Test Year 2019	Test Year 2020	Test Year 2021
Pass rate of medical school students on United States medical licensing examination, step two clinical skills exam, on first attempt	Target	98%	98%	98%	98%	96%	96%
	Actual	93%	93%	87%	94%		
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		97%	98%	98%	95%		

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
Pass rate of doctor of pharmacy graduates on the North American pharmacist licensure examination (NAPLEX) on first attempt	Target	95%	95%	95%	95%	95%	90.00%
	Actual	98%	92%	85%	74%	76%	91.05%
	National Average	94%	92%	88%	90%	92%	90.59%

University of New Mexico Health Science Center

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	Test Year 2021
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%	96%
	Actual	97%	96%	93%	93%	87%	94%		
Benchmark: U.S./Canadian Medical Students Passing Rates from the National Board of Medical Examiners		97%	96%	97%	98%	98%	95%		

HSC Measure C-12 College of Nursing		CY 2015	CY 2016	CY 2017	CY 2018	CY 2019	CY 2020
Percent of nursing graduates passing the requisite licensure exam on first attempt	Target	New	90%	83%	80%	80%	80%
	Actual	New	98%	94%	94.78%		

HSC Measure C-13 Office of Medical Investigator (OMI)		CY 2016	CY 2017	CY 2018	CY 2019	CY 2020	CY 2021
Turnaround time for autopsy reports at the office of the medical investigator	Target	New	<58	<58	<60	<60	
	Actual	New	63	53			

HSC Measure C-14 UNM Children's Psychiatric Center		FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Number of children's psychiatric hospital outpatient and community-based visits	Target	New	Explanatory	Explanatory	Explanatory
	Actual	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 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Number of days to the next available appointment for orthopedic patients at Carrie Tingley Hospital	Target	New	1	1	1	1
	Actual	New	1	1		

HSC Measure C-16 University of New Mexico Hospital		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Average length of stay in newborn intensive care	Target	New	15.0	15.0	14.0	14.0
	Actual	New	13.0	10.3		

HSC Measure C-17 Pediatric Oncology		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Percent of eligible patients entered on National Cancer Institute-approved therapeutic clinical trials in pediatric oncology	Target	New	95%	95%	95%	95%
	Actual	New	67%	95%	100%	

HSC Measure C-18 Project ECHO		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Number of New Mexico clinicians and staff attending extension for community healthcare outcomes educational events	Target	New	Explanatory	Explanatory	Explanatory
	Actual	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 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Percent of university of New Mexico-trained primary care residents practicing in New Mexico three years after completing residency	Target	New	39%	39%	39%	
	Actual	New	33%	25%		

HSC Measure C-20 UNM Comprehensive Cancer Center		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Number of University of New Mexico cancer center clinical trials	Target	New	360	360	275	299
	Actual	New	242	239	258	

HSC Measure C-21 College of Nursing		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
American nurses credentialing center family nurse practitioner certification exam first attempt pass rate	Target	New	80%	85%	85%	85%
	Actual	New	100%	100%	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

- ENMU faculty active engaged students in research that significantly impacts wildlife/fisheries and farm/ranch/agricultural production, including studies of local mosquito populations (*Diptera Culicidae*), egg and larval fish surveys in eastern New Mexico, biochar's enhancements to crop production and soil properties, hormonal induction in propagation of the jujube (*Ziziphus jujuba*), biofuels research, and cultivation of native algae using whey wastewater with a pilot-scale algal turf scrubber. All of these projects have immediate relevant potential to impact the local economy.
- ENMU is working to increase the numbers of high-quality New Mexico teachers. Partnering with Educators Rising, ENMU faculty and staff support high school organizations in seven rural schools to encourage students to consider careers in teaching. ENMU actively promoted the *Greyhound Promise Scholarship*, funded by the New Mexico Legislature in March 2019, and awarded 30 scholarships for August 2019. Scholarship recipients are being mentored by faculty advisors in the College of Education.
- In other high-need areas, in 2018-19 ENMU graduated 39 BSN's and 20 MSN's, 51 master's-prepared speech language and hearing professionals, 40 social workers, 56 bachelor's and 150 master's degrees in education. Overall, 312 of ENMU's 1,328 degrees awarded were in STEM fields.

**Table 1. Fall 2019
Overall Enrollment by Level**

Degree-seeking undergraduate students	3,292
Degree-seeking graduate students	1,108
Non-degree students	1,294
Total Headcount	5,694
Total FTE	3,710

**Table 2. Number of Programs by
Degree Level 2019-2020**

Associates	10
Bachelors	55
Masters	13
Undergraduate Certificates	1
Graduate Certificates	3

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$60.9M	\$60.8M	\$61.4M
State Appropriation (main campus)	\$28.8M	\$26.9M	\$26.7M
State Appropriation as percent of operating budget	47.3	44.2	43.5
Percent allocated to instruction, research and public service	40.2	40.1	50.1
Percent of fiscal resources allocated to administrative costs	11.0	11.0	7.4

Data from IPEDS Finance Survey

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*
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	68.0	\$8,127	40.0
2019-20	\$6,450	N/A	\$8,448	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	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	62.1	68.4	70.9	70.8	71.2
Work Study (must work to earn)	7.4	11.8	8.5	7.6	9.3
Loans (must be paid back)	36.3	40.2	39.3	40.3	37.0
Percent of Students Receiving Lottery Scholarships	25.8	24.8	18.2	16.6	17.2
Percent of Students who are Pell recipients	38.1	42.4	44.0	45.9	43.4
Percent of Students Receiving Aid	68.0	75.2	77.3	78.3	77.1
Average Award per Recipient	\$7,670	\$9,171	\$9,394	\$9,433	\$9,452

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

Percent of Graduate Students Receiving Types of Aid	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	7.1	6.3	5.9	6.8	7.8
Loans (must be paid back)	28.5	33.5	33.3	32.0	32.4
Percent of Student Receiving Aid	32.1	37.5	40.6	36.7	38.5
Average Award per Recipient	\$11,002	\$14,952	\$13,682	\$13,233	\$12,680

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	4.9	4.8	4.6	4.5	6.4	6.0	6.0	5.8
American Indian	2.0	2.4	1.9	2.4	2.1	2.2	2.2	2.1
Asian	1.1	1.3	1.4	1.2	0.6	0.9	1.2	0.9
Native Hawaiian/Pacific Is	0.5	0.5	0.4	.5	0.7	0.7	0.6	0.8
Hispanic	32.5	35.6	35.6	35.2	39.0	41.5	41.4	42.9
White/Other	42.2	42.7	40.2	38.5	44.2	41.7	41.6	39.5
Two or More Races	2.2	2.3	2.0	2.2	2.8	3.0	2.7	2.8
Nonresident Alien	1.8	1.5	1.9	2.0	2.0	1.6	2.3	2.3
Unknown	12.8	8.9	11.9	13.4	2.2	2.3	2.0	2.9
Total	6,014	6,027	6,015	5,694	3,484	3,438	3,347	3,292

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

	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	324	38.2	382	42.8	343	37.9
Out-of-state 2-Year Colleges	210	24.7	219	24.6	222	24.6
Subtotal 2-Year Colleges	534	62.9	601	67.4	565	62.6
NM Public 4-Year Universities	71	8.4	76	8.5	82	9.1
All Other 4-Year Universities	244	28.7	214	24.0	256	28.3
Subtotal 4-Year Universities	315	37.1	291	32.6	338	37.4
Grand Total	849	100.0	891	100.0	903	100.0

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

Recipients who began as	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from ENMU within six years	234	31.7	226	31.2	187	27.3
Transferred from another institution (branch campus, in-state or out-of-state college)	413	55.9	428	59.0	422	61.6
Other (returning students, etc.)	92	12.4	71	9.8	76	11.1
All baccalaureate degree recipients	739	100.0	725	100.0	685	100.0

Student Progress and Student Success

Table 10. How many first-time, full-time degree-seeking freshmen return for their second year?						
	Entered Fall 2016		Entered Fall 2017		Entered Fall 2018	
Race/Ethnicity and Sex	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018	Cohort N	% Still Enrolled Fall 2019
African American	51	58.8	32	71.9	34	55.8
American Indian	13	76.9	7	71.4	12	41.7
Asian	2	50.0	4	100.0	5	60.0
Hispanic	257	63.0	295	57.3	255	61.6
Native Hawaiian/Pacific Islander	3	100.0	8	87.5	5	60.0
White/Other	248	62.5	238	64.7	194	67.0
Two or More Races	25	60.0	22	63.6	20	75.0
Nonresident Alien	8	100.0	5	80.0	13	38.5
Unknown	16	56.2	12	75.0	12	83.3
Men	291	60.8	275	57.8	266	53.4
Women	332	65.1	348	66.1	284	72.2
All Students	623	63.1	623	62.4	550	63.1

Table 11. What are six-year graduation rates for first-time, full-time degree-seeking students?						
	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
Race/Ethnicity and Sex	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018	Cohort N	% Bachelor Degrees through Summer 2019
African American	38	18.4	39	25.6	24	33.3
American Indian	25	16.0	23	13.0	18	5.6
Asian	1	0.0	1	0.0	4	50.0
Hispanic	264	31.8	307	28.7	285	27.7
Native Hawaiian/Pacific Islander	1	0.0	3	66.7	2	50.0
White/Other	306	34.6	268	37.7	280	38.2
Two or More Races	18	27.8	35	31.4	23	34.8
Nonresident Alien	6	50.0	5	20	9	33.3
Unknown	20	25.0	18	22.2	9	66.7
Men	345	24.9	330	23.9	313	26.2
Women	334	38.3	369	38.2	341	39.0
All Students	679	31.5	699	31.5	654	32.9

Student Progress and Student Success

**Table 12. Four-, Five, and Six-Year Graduation Rates
for First-Time, Full-Time Degree Seeking Students**

First-time, Full-time Freshman Cohorts	Entered 2011 N = 679			Entered 2012 N = 699			Entered 2013 N = 654		
	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	16.6	28.5	31.5	17.3	26.9	31.5	21.8	30.3	32.9

Table 13. What degrees and certificates were awarded in 2018-19?

	Associates	Bachelors	Masters	Graduate Certificates	Total
Agriculture	0	27	0	0	27
Architecture-related	0	0	0	0	0
Business/Agri-Business/Public Adm	0	80	86	0	166
Education	0	56	150	5	211
Engineering/Tech/Computer Science	2	40	0	0	42
Fine Arts	0	35	0	0	35
Health Professions (w/o Nursing)	0	66	51	0	117
Home Economics	2	6	0	0	8
Humanities/Social Science	274	233	27	0	534
Law/Protective Services	0	45	0	0	45
Nursing	0	39	20	0	59
Science and Math	0	40	9	0	49
Social Work	0	40	0	0	40
Total	278	707	343	5	1,333
Science/Technology/Engineering/Math/Health	2	230	80	0	312

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Associates	103	158	268	217	278
Bachelors	704	719	755	738	707
Masters	226	218	299	296	343
Certificates of Completion	1	0	1	0	0
Graduate Certificates	4	0	32	16	5
Total	1,038	1,095	1,355	1,267	1,333

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2016 Faculty % (N = 161)	2017 Faculty % (N = 161)	2018 Faculty % (N = 164)	2016 Staff % (N = 338)	2017 Staff % (N = 313)	2018 Staff % (N = 321)
African American	0.6	1.2	1.2	3.3	2.2	2.8
American Indian	0.0	0.0	0.0	0.6	0.6	1.3
Asian	1.9	1.9	1.8	0.3	0.6	.3
Hispanic	7.5	5.6	6.7	23.4	23.3	21.5
Native Hawaiian/Pacific Is	0.0	0.0	0.0	0.6	0.0	.3
White/Other	75.8	76.4	73.8	68.3	68.1	67.3
Two or More Races	0.6	0.6	.6	1.2	2.2	2.8
Nonresident Alien	10.6	11.2	12.2	1.8	2.6	3.1
Unknown	3.1	3.1	3.7	0.6	0.3	.6
Men	50.3	52.2	53.7	42.9	45.4	43.6
Women	49.7	47.8	46.3	57.1	54.6	56.4

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
19:1	20:1	17:1	17:1	17:1

Table 17. Full-time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peers Average
Fall 2013	86.7	\$61,929	91.6
Fall 2014	98.3	\$64,363	96.0
Fall 2015	93.5	\$65,395	94.3
Fall 2016	96.5	\$66,195	96.0
Fall 2017	96.6	\$68,016	95.8
Fall 2018	96.0	\$69,471	N/A

*Includes assistant, associate and full professors
Peer averages data comes from IPEDS. The latest data available in IPEDS is 2017-18.

Eastern New Mexico University DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded		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	Sum/Fa/Spr 2019-20
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	1,050
	Actual				1,021 725 bach; 298 master	1,028 685 bach; 343 master	

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Fall 14 to Sum 20
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	4.75
	Actual				5.20	4.71	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per 100 FTE		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	Sum/Fa/Spr 2019-20
Degrees awarded per 100 full-time equivalent students	Target			25.0	32.0	33.0	33.0
	Actual				30.8	34.1	

		FY16	FY17	FY18	FY19	FY20	FY21
Nursing Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of nursing degrees awarded	Target			55	50	56	56
	Actual				56	59 20 MSN 39 BSN	

		FY16	FY17	FY18	FY19	FY20	FY21
Athletes Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	37.0
	Actual				31.6	37.1	

Eastern New Mexico University

		FY16	FY17	FY18	FY19	FY20	FY21
Public Television Broadcast Production Hours		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Public television: total local broadcast production hours	Target			175	175	185	340
	Actual				341	345	

		FY16	FY17	FY18	FY19	FY20	FY21
3rd Semester Retention		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	Fall 19 to Fall 20
Percent of first-time, full-time freshmen retained to the third semester	Target	64.5	64.5	64.5	65.0	65.0	64.0
	Actual	58.1	58.7	63.1	62.4	63.1	
CSRDE Benchmark		72.9	72.7	73.5	73.1	73.6	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for less selective public institutions, 5,000 – 17,999 students

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
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	\$5.5M	\$6.0M	\$6.0M	\$6.0M	\$5.0M	\$5.0M
	Actual	\$6.2M	\$5.3M	\$5.3M	\$4.03M	\$4.35M	

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	32.0	35.0	34.0	34.0	34.0
	Actual	30.6	31.9*	31.5	31.5	32.9	
CSRDE Benchmark		42.7	43.3	44.0	43.6	46.0	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for less selective public institutions, 5,000 – 17,999 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/>.

Contributions to Economic Development

- NMHU consistently ranks among the largest employers in Northern New Mexico with approximately 1,300 jobs annually.
- NMHU recently launched the Alternative Teacher Licensure Program, which aims to recruit and train individuals with college degrees who have an interest in becoming teachers. This program, which welcomed 31 students in fall 2019, will help to address the critical teacher shortage in New Mexico and thereby contribute significantly to economic growth and social capital.
- NMHU is estimating spending an additional \$4 million dollars in Fiscal Year 2020 with the completion of the Rodgers Hall renovation and other upgrades on main campus. The University's capital outlay projects have contributed millions of dollars in gross receipts tax revenues to the Las Vegas area. With these monetary infusions, NMHU is a major contributor to the local and state economy.
- NMHU recently received a grant from the Regional Development Corporation to establish the Hospitality Management Training program, which provides training in the hospitality industry to prepare participants to be workforce ready. Program will promote economic development in northern New Mexico while cultivating an appreciation of local culture and cuisine.
- The School of Business has been working with the Las Vegas – San Miguel Chamber of Commerce to help promote local businesses and attract new businesses to the area. These activities contribute significantly to local economic development.

***Table 1. Fall 2019
Overall Enrollment by Level***

Degree-seeking undergraduates	1,717
Degree-seeking graduates	948
Non-degree students	237
Total Headcount	2,902
Total FTE	2,160

***Table 2. Number of Programs by
Degree Level 2019-2020***

Associates	4
Undergraduate Certificates	8
Bachelors	37
Post Bac. Certificates	17
Masters	21

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$52.0M	\$52.8M	\$52.1M
State Appropriation (main campus)	\$31.6M	\$29.3M	\$29.0M
State Appropriation as percent of operating budget	61	55	56
Percent allocated to instruction, research and public service	60	60	60
Percent of fiscal resources allocated to administrative costs	14	14	15

Data from IPEDS Finance Survey

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	\$2,952	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	78.0	\$10,302	68.0
2019-20	\$6,318	N/A	\$10,590	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	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	68	68	67	66	70
Work Study (must work to earn)	8	5	7	4	11
Loans (must be paid back)	39	36	34	32	31
Percent of Students Receiving Lottery Scholarships	13	14	13	13	14
Percent of Students who are Pell recipients	54	53	52	52	51
Percent of Students Receiving Aid	75	74	75	74	74
Average Award per Recipient	\$8,387	\$8,437	\$8,275	\$8,112	\$8,506

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

Percent of Graduate Students Receiving Types of Aid	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	8*	9	10	14	10
Loans (must be paid back)	32	33	34	40	41
Percent of Students Receiving Aid	42*	43	44	49	48
Average Award per Recipient	\$10,034	\$10,300	\$10,568	\$11,814	\$11,871

*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 2016	% Fall 2017	% Fall 2018	% Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	4.1	4.4	4.2	4.6	5.2	5.5	5.6	5.9
American Indian	7.6	7.9	8.3	8.8	8.7	8.2	8.7	9.2
Asian	0.9	1.1	0.9	0.7	0.5	0.9	0.7	0.4
Hispanic	53.5	53.8	53.7	53.7	57.4	57.2	57.6	57.9
Native Hawaiian/P.I.	0.5	0.4	0.4	0.2	0.5	0.6	0.7	0.3
White/Other	23.5	23.4	23.8	23.3	20.2	20.5	20.7	18.6
Two or More Races	1.7	1.6	1.7	2.0	1.7	2.0	1.9	2.2
Nonresident Alien	5.4	5.1	4.7	4.4	4.9	4.3	3.2	3.5
Unknown	2.8	2.3	2.2	2.6	0.9	0.8	0.8	1.6
Total	3,471	3,284	3,181	2,902	2,085	1,894	1,800	1,717

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

	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	427	70.8	374	70.8	363	68.9
Out-of-state 2-Year Colleges	65	10.7	65	10.7	56	10.6
Subtotal 2-Year Colleges	492	81.6	439	81.6	419	79.5
NM Public 4-Year Universities	78	13.0	62	13.0	62	11.8
All Other 4-Year Universities	33	5.5	43	5.5	46	8.7
Subtotal 4-Year Universities	111	18.4	105	18.4	108	20.5
Grand Total	603	100.0	544	100.0	527	100.0

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

Recipients who began as	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from NMHU within six years	97	18.7	148	28.5	136	28.5
Transferred from another institution (branch campus, in-state or out-of-state college)	351	67.8	362	69.6	340	71.0
Other (returning students, etc.)	70	13.5	10	1.9	2	0.5
All baccalaureate degree recipients	518	100.0	520	100.0	478	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 2016		Entered Fall 2017		Entered Fall 2018	
	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018	Cohort N	% Still Enrolled Fall 2019
African American	27	11.1	23	47.8	28	35.8
American Indian	31	38.7	22	31.8	15	46.7
Asian	2	100.0	2	0	0	0
Hispanic	201	47.7	164	54.3	181	60.8
Native Hawaiian/Pacific Islander	0	--	2	50.0	3	0
White/Other	29	58.6	29	62.1	39	46.2
Two or More Races	10	40.0	3	33.3	3	66.7
Nonresident Alien	10	60.0	9	44.5	9	77.8
Unknown	2	50.0	0	-	2	50.0
Men	152	37.5	137	46.7	146	47.3
Women	160	52.5	117	57.3	134	64.2
All Students	312	45.2	254	51.6	280	55.4

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

Race/Ethnicity and Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Bachelor Degrees through Summer 2017	Cohort N	% Bachelor Degrees through Summer 2018	Cohort N	% Bachelor Degrees through Summer 2019
African American	26	11.5	32	15.6	28	14.3
American Indian	34	14.7	33	15.2	26	19.3
Asian	0	--	2	50.0	2	0
Hispanic	256	25.7	259	25.9	195	23.1
Native Hawaiian/Pacific Islander	1	0	2	0	4	50.0
White/Other	49	18.3	48	8.3	54	20.4
Two or More Races	7	14.2	10	0	14	14.3
Nonresident Alien	35	22.8	32	21.9	23	30.5
Unknown	6	0	6	33.3	3	33.4
Men	192	20.8	212	17.5	191	17.3
Women	222	23.4	212	25.5	158	29.9
All Students	414	22.2	424	21.5	349	22.1

Student Progress and Student Success

Table 12. Four-, Five, and Six-Year Graduation Rates for First-Time, Full-Time Degree Seeking Students

First-time, Full-time Freshman Cohorts	Entered 2011 N = 414			Entered 2012 N = 424			Entered 2013 N = 349		
	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	8.0	17.2	22.2	10.4	19.3	21.5	10.9	20.1	22.1

Table 13. What degrees and certificates were awarded in 2018-19?

	Associates	Undergrad Certificate	Bachelors	Post-BA Certificates	Masters	Total
Agriculture			9			9
Architecture-related						
Business/Agri-Business/PublicAdm			68		111	179
Education			80	37	150	267
Engineering/Tech/Computer Sci			10		3	13
Fine Arts			4			4
Health Professions (w/o Nursing)						
Home Economics						
Humanities/Social Science	2		91		18	111
Law/Protective Services			21			21
Nursing			68			68
Science and Math			26	5	15	46
Social Work			112		155	267
Total	2	0	489	42	452	985
Science/Tech/Engineering/Math/Health			223	5	173	401

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Associates	0	1	0	1	2
Undergraduate Cert				1	0
Bachelors	481	529	572	533	489
Post-BA Certificates	3	17	19	30	42
Masters	429	391	426	395	452
Total	914	939	1,018	960	985

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2016 Faculty % (N = 138)	2017 Faculty % (N = 141)	2018 Faculty % (N = 133)	2016 Staff % (N = 361)	2017 Staff % (N = 315)	2018 Staff % (N = 314)
African American	1.5	1.4	1.5	3.0	2.5	1.9
American Indian	0.7	0.7	0.7	2.5	1.6	1.0
Asian	4.3	3.6	3.8	0.6	0.3	0.3
Hispanic	24.6	28.3	29.3	69.5	71.7	72.2
Native Hawaiian/Pacific Is	0	0	0	0.3	0	0
White/Other	55.1	53.9	54.9	17.5	17.8	18.5
Two or More Races	2.2	1.4	1.5	0.8	1.0	1.0
Nonresident Alien	9.4	7.1	6.0	1.1	1.9	1.3
Unknown	2.2	3.6	2.3	4.7	3.2	3.8
Men	55.1	52.5	53.4	50.1	47.3	47.1
Women	44.9	47.5	46.6	49.9	52.7	52.9

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
13:1	14:1	15:1	12:1	14:1

Table 17. Full-Time Instructional Faculty Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2017	93.1	\$65,376	98.6
Fall 2018	93.1	\$60,678	N/A

*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 2017-18.

New Mexico Highlands University DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	22.0	20.0	22.0
	Actual	17.9	22.2	22.2	21.5	22.1	
CSRDE Benchmark		35.8	37.9	37.6	36.3	33.1	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for less selective public institutions, fewer than 5,000 students

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target			812	790	800	825
	Actual				917	935	

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
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	\$18.2M	\$17.8M	\$15.1M	\$15.5M	\$20.7M	\$13.8M
	Actual	\$15.5M	\$15.3M	\$15.1M	\$15.4M	\$13.7M	

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Fall 14 to Sum 20
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	4.5
	Actual				4.7	4.6	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per 100 FTE		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	Sum/Fa/Spr 2019-20
Degrees awarded per 100 full-time equivalent students	Target			21	21	18	19
	Actual				18	19	

New Mexico Highlands University

		FY16	FY17	FY18	FY19	FY20	FY21
Nursing Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of nursing degrees awarded	Target			55	55	50	55
	Actual				48	68	

		FY16	FY17	FY18	FY19	FY20	FY21
Athletes Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	28
	Actual				45	36	

		FY16	FY17	FY18	FY19	FY20	FY21
3rd Semester Retention		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	Fall 19 to Fall 20
Percent of first-time, full-time freshmen retained to the third semester	Target	53	53	53	53	53	53
	Actual	52.4	52.7	45.2	51.6	55.4	
CSRDE Benchmark		68.6	69.9	69.7	68.6	65.6	

Source: CSRDE Retention Report 2018-19 (2008-17 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 86 of the 201 degrees/certificates (43%) awarded in 2019 were in STEM majors.
- In 2018-19, NNMC contributed 19 certificates, 110 associate degrees, and 72 bachelor degrees to the workforce, effectively doubling earning power of college over high school graduates.
- SBDC at NNMC surpassed all SBA benchmarks for the year. SBDC Business clients' economic impact forms state it helps create new jobs, start their business etc. Data is entered daily into NEOSERRA Data base and a scorecard is generated to see where we are: 87 Business Clients Served; 147 Jobs Supported; 123 Jobs Created or Saved; 353.64 Counseling Hours with SBDC Clients; 4 New Business Starts; 16 Capital Loans & Equity totaling \$2,575,000; 1 Government Contract totaling \$52M; 37 Legislative Visits; 14 Media Exposures (SBDC @ NNMC); 11 Community Presentations.
- NNMC's High School Equivalency Program (HEP) was ranked the best in the nation for 2016 and 2017 and was the 3rd highest among 48 HEP programs in 2018. NNMC's HEP achieved an 85% graduation rate (national target is 69% and the national average was 65%). One-hundred percent (100%) of NNMC HEP graduates entered postsecondary education or training, upgraded employment, or the military (national target is 80% and the national average was 83%).

**Table 1. Fall 2019
Overall Enrollment by Level**

Degree-seeking undergraduates	840
Non-degree seeking undergrad	280
Graduate Certificate students	0
Total Headcount	1,120
Total FTE	768

**Table 2. Number of Programs by
Degree Level 2019-2020**

Associates	19
Bachelors	10
Undergraduate Certificates	11
Graduate Certificates	1
Alternative Licensure Programs	3

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$21.7M	\$21.4M	\$21.9M
State Appropriation (main campus)	\$11.5M	\$11.5M	\$10.7M
State Appropriation as percent of operating budget	55	55	50
Percent allocated to instruction, research and public service	47	52	44
Percent of fiscal resources allocated to administrative costs	31	26	22

Data from IPEDS Finance Survey

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*
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	73.0	13,619	101.0
2019-20	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	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	75	70	73	82	84
Work Study (must work to earn)	4	5	5	6	5
Loans (must be paid back)	13	11	12	12	11
Percent of Students Receiving Lottery Scholarships	15	14	13	15	17
Percent of Students who are Pell recipients	59	59	58	61	61
Percent of Students Receiving Aid	82	70	77	77	75
Average Award per Recipient*	\$5,804	\$6,234	\$6,157	\$6,237	\$6,518

***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	2016-17	2017-18	2018-19
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 2016	% Fall 2017	% Fall 2018	% Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	2.4	2.3	2.3	2.4	3.1	2.9	2.1	3.2
American Indian	9.0	9.0	10.3	8.4	10.3	10.4	10.6	9.2
Asian	1.3	1.3	1.4	1.2	1.2	1.5	1.5	1.4
Hispanic	69.2	72.0	71.1	72.4	68.1	69.4	69.3	69.9
Native Hawaiian/Pacific Is	0.0	0.1	0.2	0.2	0.0	0.1	0.2	0.2
White/Other	10.9	9.4	7.8	9.3	9.6	8.8	8.2	9.2
Two or More Races	5.4	4.3	5.6	4.2	5.8	5.1	5.7	4.9
Nonresident Alien	0.7	0.5	0.6	0.5	0.9	0.7	0.7	0.7
Unknown	1.0	1.1	0.9	1.4	1.0	1.1	1.0	1.3
Total	1,124	1,148	1,096	1,120	865	856	827	840

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

	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	40	29.6	29	27.9	39	29.8
Out-of-state 2-Year Colleges	5	3.7	5	4.8	9	6.9
Subtotal 2-Year Colleges	45	33.3	34	32.7	48	36.6
NM Public 4-Year Universities	44	32.6	44	42.3	55	42.0
All Other 4-Year Universities	46	34.1	26	25.0	28	21.4
Subtotal 4-Year Universities	90	66.7	70	67.3	83	63.4
Grand Total	135	100	104	100.0	131	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 NNMC?

Recipients who began as	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from NNMC within six years	22	34.9	16	25.0	14	18.2
Transferred from another institution (branch campus, in-state or out-of-state college)	21	33.3	17	26.6	18	23.7
Other (returning students, etc.)	20	32.0	31	48.4	45	58.4
All baccalaureate degree recipients	63	100.0	64	100.0	77	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 2016		Entered Fall 2017		Entered Fall 2018	
	Cohort N	% Still Enrolled Fall 2017	Cohort N	% Still Enrolled Fall 2018	Cohort N	% Still Enrolled Fall 2019
African American	5	80.0	2	0	6	16.7
American Indian	9	56.0	17	47.1	24	37.5
Asian	0	--	3	66.7	1	0.0
Hispanic	86	65.0	97	59.8	113	61.1
Native Hawaiian/Pacific Islander	0	--	1	100.0	1	0.0
White/Other	7	71.0	4	100.0	8	50.0
Two or More Races	9	44.0	10	50.0	0	--
Nonresident Alien	0	--	2	50.0	3	66.7
Unknown	0	--	0	--	2	0.0
Men	54	69.0	65	48.0	68	47.1
Women	62	60.0	71	67.6	90	58.9
All Students	116	64.0	136	58.0	158	53.8

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

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Bachelor's Degrees through Summer 2017	Cohort N	% Bachelor's Degrees through Summer 2018	Cohort N	% Bachelor's Degrees through Summer 2019
African American	3	33.3	4	75.0	4	50.0
American Indian	23	0	28	25.0	15	50.0
Asian	0	--	1	100.0	2	100.0
Hispanic	171	25.1	160	23.1	102	26.5
Native Hawaiian/Pacific Islander	0	--	0	--	0	--
White/Other	12	25.0	8	37.5	15	10.0
Two or More Races	0	--	0	--	0	--
Nonresident Alien	0	--	1	100.0	3	50.0
Unknown	0	--	0	--	1	0
Men	89	10.1	96	34.4	60	8.3
Women	120	23.3	106	17.0	82	11.0
All Students	209	22.0	202	25.2	142	21.6

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 12. Four-, Five, and Six-Year Graduation Rates
for First-Time, Full-Time Degree Seeking Students**

	Year Entered 2011 N = 209			Year Entered 2012 N = 202			Year Entered 2013 N = 142		
First-time, Full-time Freshman Cohorts	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	7.0	14.0	22.0	7.0	9.0	25.2	9.0	16.0	21.6

Table 13. What degrees and certificates were awarded in 2018-19?

	Undergrad Certificates	Associates	Bachelors	Alternative Licensure	Total
Agriculture					
Architecture-related		8			8
Business/Agri-Business/Public Administration		10	31		41
Education		12	6	5	23
Engineering/Tech/Computer Science		9	9		18
Fine Arts		6			6
Health Professions (w/o Nursing)		3			3
Humanities/Social Science		20	8		28
Law/Protective Services		4	4		8
Nursing	14	24	4		42
Science and Math		11	10		21
CTE*		3			3
Total	14	110	72	5	201
Science/Technology/Engineering/Math/Health	14	49	23		86

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

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate Certificates	28	20	27	10	14
Associates	121	92	81	126	110
Bachelors	59	62	63	64	72
Alternative Licensure	9	11	2	6	5
Total	217	185	173	206	201

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity & Sex	Faculty			Staff		
	2017 Faculty % (N = 38)	2018 Faculty % (N = 37)	2019 Faculty % (N = 43)	2017 Staff % (N = 117)	2018 Staff % (N = 110)	2019 Staff % (N = 112)
African American	0.0	0.0	0.0	2.0	0.7	2.7
American Indian	0.0	0.0	2.3	9.0	6.1	7.1
Asian	11.0	10.8	7.0	0.0	2.7	0.0
Hispanic	39.0	43.2	30.2	71.0	66.7	66.1
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	39.0	35.1	34.9	10.0	17.7	7.1
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0
Nonresident Alien	0.0	0.0	0.0	1.0	0.7	0.0
Unknown	11.0	10.8	25.6	7.0	5.4	17.0
Men	34.0	35.1	37.5	45.0	43.5	45.4
Women	66.0	64.8	62.5	55.0	56.4	54.6

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
13:1	10:1	14:1	11:1	12:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary**	% of Peer Average
Fall 2013	*	\$46,477	87.8
Fall 2014	*	\$47,435	85.6
Fall 2015	*	\$46,837	71.8
Fall 2016	*	\$48,203	71.0
Fall 2017	*	\$50,234	78.4
Fall 2018	53.8%	\$50,454	N/A

*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 2017-18.

Northern New Mexico College DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
3rd Semester Retention		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	Fall 20 to Fall 21
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	63.8	55.0	64.0	58.0	53.8	
CSRDE Benchmark	Benchmark	69.9	69.7	68.8	65.6	65.6	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for less selective public institutions, fewer than 5,000 students

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	25.0
	Actual			23.0	22.0	21.6	
CSRDE Benchmark	Benchmark			37.6	36.3	33.1	

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for less selective public institutions, fewer than 5,000 students

		FY16	FY17	FY18	FY19	FY20	FY20
Degrees Awarded		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	Sum/Fall/Spr 2019-20
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate, masters and doctorate degrees	Target	80	80	80	80	80	80
	Actual	68	81	78	68	77	

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		Sum/Fall/Spr 2014-15	Sum/Fall/Spr 2015-16	Sum/Fall/Spr 2016-17	Sum/Fall/Spr 2017-18	Sum/Fall/Spr 2018-19	Sum/Fall/Spr 2019-20
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	\$6.0M
	Actual				\$6.8M	\$6.5M	

Northern New Mexico College

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Fall 14 to Sum 20
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target				6.0	6.0	6.0
	Actual				5.8	4.1	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per 100 FTE		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	Sum/Fa/Spr 2019-20
Degrees awarded per 100 full-time equivalent students	Target				20.0	20.0	25.0
	Actual				28.0	28.5	

		FY16	FY17	FY18	FY19	FY20	FY21
Nursing Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of nursing degrees awarded	Target				20	20	28
	Actual				29	28	

		FY16	FY17	FY18	FY19	FY20	FY21
Athletes Six-Year Graduation Rate		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	Fall 14 to Sum 20
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	30
	Actual				37	50	

Institutional Profile of Western New Mexico University

Mission

An open-access institution and New Mexico's Applied Liberal Arts and Sciences University, Western New Mexico University combines a foundation of liberal arts education with quality professional programs and career and technical preparation in a diverse, inclusive, creative, and caring community of learners empowered with the essential skills and knowledge for lifelong success in work and life.

Ser una institución de acceso abierto y la Universidad de Artes Liberales y Ciencias Aplicadas de Nuevo México, Western New México University combina una base de educación en artes liberales con programas profesionales de calidad y preparación técnica en una comunidad diversa, inclusiva, creativa y solidaria de estudiantes capacitados con habilidades y conocimientos esenciales para el éxito permanente en La vida y el trabajo.

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

- School of Business Community business projects - 118, student internships – 11
- Studio G – 99 Entrepreneurs with 36 startup ventures
- International Business Accelerator: Exports - \$75,392,455; New Clients - 9; Active Clients- 39
- Small Bus Dev. Center: New businesses - 13, Jobs created – 50, Capital infusion - \$1,810,953
- Economic Development: New Mexico Economic Development Course - 42 attendees

**Table 1. Fall 2019
Overall Enrollment by Level**

Degree-seeking undergraduates	1,634
Degree-seeking graduate students	892
Non-degree seeking students	702
Total Headcount	3,228
Total FTE	1,986

**Table 2. Number of Programs by
Degree Level 2019-2020**

Associates	16
Bachelors	42
Undergraduate certificates	11
Masters	10
Graduate Certificates	24

*based on Census numbers

Table 3. Fiscal Resources

	2015-16	2016-17	2017-18
Total current funds revenue for main campus	\$51.0M	\$50.0M	\$48.0M
State Appropriation (main campus)	\$18.5M	\$17.2M	\$17.1M
State Appropriation as percent of operating budget	45.2	43.4	43.5
Percent allocated to instruction, research and public service	37.8	38.2	38.6
Percent of fiscal resources allocated to administrative costs	18.2	20.3	16.1

Data from institutional reports and IPEDS Finance Survey

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
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	80.0	\$13,539	81.0
2019-20	\$6,306	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	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	73.0	92.4	90.5	91.4	83.9
Work Study (must work to earn)	11.9	7.5	8.1	8.1	6.06
Loans (must be paid back)	50.3	60.6	61.3	62.3	45.7
Percent of Students Receiving Lottery Scholarships	4.5	11.8	12.5	12.8	9.44
Percent of Students who are Pell recipients	59.9	71.9	71.8	72.9	59.9
Percent of Students Receiving Aid	82.4	81.4	81.8	80.1	75.91
Average Award per Recipient	\$10,075	\$11,450	\$11,411	\$11,043	\$11,128

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

Percent of Graduate Students Receiving Types of Aid	2014-15	2015-16	2016-17	2017-18	2018-19
Grant and Scholarship Aid (not paid back)	9.0	15.6	18.9	18.6	12.8
Loans (must be paid back)	45.4	88.3	90.2	89.8	49.3
Percent of Students Receiving Aid	50.8	63.6	63.0	57.4	56.6
Average Award per Recipient	\$13,131	\$14,595	\$15,144	\$15,429	\$18,030

Accessible and Affordable University Education

Table 7. Does enrollment reflect diversity?

Race/Ethnicity	Total Enrollment				Degree-seeking Undergraduate Students			
	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019	% Fall 2016	% Fall 2017	% Fall 2018	% Fall 2019
African American	6.9	6.7	6.1	6.4	6.7	6.8	7.1	7.6
American Indian	2.9	3.4	3.0	3.1	3.0	2.8	3.1	3.2
Asian	2.9	1.7	1.2	2.0	2.6	1.7	1.2	2.0
Hispanic	36.4	40.3	39.4	36.3	52.3	51.3	52.5	47.9
Native Hawaiian/Pacific Is	0.1	0.6	0.5	0.4	0.2	1.1	1.0	0.6
White/Other	28.9	30.4	31.1	33.0	27.6	27.9	27.4	30.9
Two or More Races	0.4	0.9	1.5	0.0	0.6	1.1	1.8	0.0
Nonresident Alien	1.4	1.7	1.7	0.4	1.9	2.3	2.2	0.8
Unknown	20.7	14.3	15.5	18.5	5.0	5.0	3.7	6.9
Total	3,478	3,088	3,248	3,228	1,826	1,762	1,738	1,627

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

	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
NM 2-Year Colleges and Branches	80	25.0	77	23.7	64	21.2
Out-of-state 2-Year Colleges	104	32.5	118	36.3	119	39.4
Subtotal 2-Year Colleges	184	57.5	195	60.0	183	60.6
NM Public 4-Year Universities	47	14.7	54	16.6	73	24.2
All Other 4-Year Universities	89	27.8	76	23.4	46	15.2
Subtotal 4-Year Universities	136	42.5	130	40.0	119	39.4
Grand Total	320	100.0	325	100.0	302	100.0

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

Recipients who began as	2016-2017		2017-2018		2018-2019	
	Summer/Fall/Spring		Summer/Fall/Spring		Summer/Fall/Spring	
	N	%	N	%	N	%
Enrolled as freshmen and graduated from WNMU within six years	79	28.1	84	30.5	57	22.9
Transferred from another institution (branch campus, in-state or out-of-state college)	159	56.6	144	52.4	160	64.3
Other (returning students, etc.)	43	15.3	47	17.1	32	12.9
All baccalaureate degree recipients	281	100.0	275	100.0	249	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 2016		Entered Fall 2017		Entered Fall 2018	
	Cohort N	% Still Enrolled Fall 2017*	Cohort N	% Still Enrolled Fall 2018*	Cohort N	% Still Enrolled Fall 2019*
African American	16	62.5	17	64.7	29	51.7
American Indian	5	40.0	5	60.0	9	11.1
Asian	6	33.3	8	87.5	2	100.0
Hispanic	161	61.49	161	57.1	103	62.1
Native Hawaiian/Pacific Islander	7	100.0	2	50.0	4	25.0
White/Other	50	52.0	61	54.1	42	64.3
Two or More Races	2	100.0	5	0	0	0.0
Nonresident Alien	9	100.0	9	100.0	0	0.0
Unknown	8	62.5	10	70.0	9	77.8
Men	125	60.0	125	54.4	90	50.0
Women	139	62.5	153	62.0	108	66.7
All Students	264	61.4	278	58.9	198	59.1
* Includes certificate/associate completions in the same year, if not returned.						

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

Race/Ethnicity & Sex	Entered Fall 2011		Entered Fall 2012		Entered Fall 2013	
	Cohort N	% Degrees through Summer 2017	Cohort N	% Degrees through Summer 2018	Cohort N	% Degrees through Summer 2019
African American	5	0.0	21	9.5	26	19.2
American Indian	2	0.0	6	33.3	8	12.5
Asian	0	0.0	2	50.0	4	25.0
Hispanic	192	21.9	239	27.6	173	40.5
Native Hawaiian/Pacific Islander	0	0.0	1	0.0	0	0.0
White/Other	42	38.1	90	18.9	71	40.8
Two or More Races	2	50.0	0	0.0	0	0.0
Nonresident Alien	8	62.5	7	57.1	3	66.7
Unknown	84	29.8	58	29.3	18	33.3
Men	150	28.7	215	24.7	153	37.3
Women	185	24.9	209	26.8	150	37.9
All Students	335	26.5	424	25.7	303	32.6
WNMU includes Associate and Certificate awards in cohorts.						

Student Progress and Student Success

**Table 12. Four-, Five, and Six-Year Graduation Rates
for First-Time, Full-Time Degree Seeking Students**

First-time, Full-time Freshman Cohorts	Entered 2011 N = 335			Entered 2012 N = 424			Entered 2013 N = 429		
	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less	4 Years or Less	5 Years or Less	6 Years or Less
Percent Graduating	13.1	20.9	26.6	13.7	20.9	25.7	17.7	26.1	32.6

WNMU includes Associate and Certificate awards in cohorts.

Table 13. What degrees and certificates were awarded in 2018-19?

	Undergrad Certificates	Associates	Bachelors	Masters	Grad Certificates	Total
Agriculture	0	0	0	0	0	0
Architecture-related	0	0	0	0	0	0
Business /Agri-Business/Public Admin	0	19	35	21	0	75
Digital Communication/Media Education	0	6	0	0	0	6
Education	2	16	16	35	15	84
Engineering / Tech / Computer Science	51	19	0	0	0	70
Fine Arts	0	0	4	0	0	4
Health Professions (w/o Nursing)	0	17	31	0	0	48
Humanities / Social Science	0	17	32	40	13	102
Law / Protective Services	11	5	30	0	2	48
Manufacturing	0	0	0	0	0	0
Nursing	0	0	28	0	0	28
Public Administration and Social Services	0	3	58	134	40	235
Science and Math	0	3	20	0	0	23
Total (*)	64	105	254	230	70	723
Science/Technology/Engineering/Math/Health	51	45	79	0	0	175

* Includes double majors in bachelors.

Table 14. Over time, how many degrees and certificates have been awarded?

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate Certificates	60	71	59	102	64
Associate	138	145	111	107	105
Bachelors	229	226	281	275	249
Masters	177	150	222	259	230
Graduate Certificates	35	26	52	95	70
Total	639	618	725	838	718

Academic Quality and a Quality Learning Environment

Table 15. How diverse are our full-time faculty and staff?

Race/Ethnicity and Sex	2017 Faculty % (N = 102)	2018 Faculty % (N = 88)	2019 Faculty (N = 87)	2017 Staff % (N = 231)	2018 Staff % (N = 254)	2019 Staff % (N = 260)
African American	1.0	2.3	3.4	1.7	0.8	1.2
American Indian	0.0	0.0	0.0	3.5	2.7	2.3
Asian	5.9	5.7	6.9	2.6	3.1	2.3
Hispanic	19.6	18.2	18.4	39.4	38.6	39.6
Native Hawaiian/Pacific Is.	0.0	0.0	0.0	0.0	0.0	0.0
White/Other	53.9	57.9	54.1	45.4	46.1	45.8
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	15.9	17.2	7.4	8.7	8.8
Men	46.1	46.6	43.7	38.5	37.4	39.6
Women	53.9	53.4	56.3	61.5	62.6	60.4

Table 16. What is the ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) faculty?

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
16:1	14:1	16:1	15:1	15:1

Table 17. Full-Time Instructional Faculty* Information

	% of Faculty Holding Highest Degree	Average Salary	% of Peer Average
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
Fall 2017	72.2	\$61,974	95.8
Fall 2018	81.3	\$60,822	N/A

*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 2017-18.

Western New Mexico University DFA Submittals October 2019

		FY16	FY17	FY18	FY19	FY20	FY21
Time to Degree		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	Fall 14 to Sum 20
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete a baccalaureate degree	Target			5.0	6.0	5.7	4.0
	Actual				4.0	4.5	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded per FTE		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	Sum/Fa/Spr 2019-20
Degrees awarded per 100 full-time equivalent students	Target			11.0	11.0	12.0	16.0
	Actual				16.0	14.9	

		FY16	FY17	FY18	FY19	FY20	FY21
Nursing Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of nursing degrees awarded	Target			33	34	36	36
	Actual	52	44	34	41	28	

		FY16	FY17	FY18	FY19	FY20	FY21
Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of unduplicated degree awards in the most recent academic year, reported by baccalaureate and masters degrees	Target					535	550
	Actual	406	376	503	534	549	

		FY16	FY17	FY18	FY19	FY20	FY21
Certificates and Associate Degrees Awarded		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	Sum/Fa/Spr 2019-20
Total number of certificates and associate degree awarded within the most recent academic year	Target					209	189
	Actual	198	216	170	209	169	

Western New Mexico University

		FY16	FY17	FY18	FY19	FY20	FY21
Retention		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	Fall 19 to Fall 20
Percent of first-time, full-time freshmen retained to the third semester	Target	66.5	53.0	56.2	61.0	57.0	59.0
	Actual	51.5	56.1	61.4	58.9	59.5	
	Benchmark	68.6	69.9	69.7	68.8	65.6	

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

		FY16	FY17	FY18	FY19	FY20	FY21
External Funds		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
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	\$1.9M	\$1.9M	\$2.1M	\$3.0M	\$3.0M	\$2.1M
	Actual	\$2.8M	\$3.1M	\$3.5M	\$2.1M	\$3.5M	

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Graduation Rate		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	Fall 14 to Fall 20
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	25.0	25.0	26.0	25.0	30.0
	Actual	25.2	23.7	26.6	25.7	32.6	
	Benchmark			37.6	36.3	33.1	

WNMU includes Certificates, Associates, and Baccalaureates awards in cohorts

Source: CSRDE Retention Report 2018-19 (2008-17 cohorts) for less selective public institutions, fewer than 5,000 students

		FY16	FY17	FY18	FY19	FY20	FY21
Six-Year Athlete Graduation Rate		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	Fall 14 to Fall 20
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	32.0	35.0
	Actual	31.0	35.0	31.0	31.0	43.3	

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.

*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

