

**Performance Report Card
Public Colleges and Universities
Third Quarter, Fiscal Year 2013**

Performance Overview: New Mexico’s four-year colleges and universities report one performance measure during the year, reporting all other measures that track annual and multi-year data annually. This report tallies fall 2011 to spring 2012 progress for a limited number of students – those who are first-time, full-time, degree-seeking freshmen, the majority of who are recent high school graduates. The report excludes retention data for part-time students, transfer students, or those who are not degree-seeking, which can comprise a significant number of students, particularly those enrolled at comprehensive institutions.

Both research and comprehensive institutions implemented programs to improve fall-to-spring and fall-to-fall retention rates, perhaps in response to the state’s revised instruction and general (I&G) funding formula for FY12. The I&G formula rewards institutions that increase the number of students who earn degrees, degrees in certain fields, and the number of financially at-risk students who earn degrees.

Measure: First-time, full-time, degree-seeking freshmen from initial fall to spring semester		FY11 Actual (Fall 2010 to Spring 2011)	FY12 Actual (Fall 2011 to Spring 2012)	FY13 Target (Fall 2012 to Spring 2013)	FY13 Actual (Fall 2012 to Spring 2013)	Rating
1	New Mexico Institute of Mining and Technology	88.9%	90.7%	90%	92.5%	G
2	New Mexico State University	85.4%	85.8%	88.2%	86.7%	Y
3	University of New Mexico	88.3%	90.2%	90%	91.1%	G
Program Rating		G	G			G

Comments: All of New Mexico’s research institutions are considered moderately-selective research institutions. For the years reported, first-time, full-time, degree-seeking enrollment declined or remained flat, though total student enrollment has increased. Each institution has implemented “living and learning communities,” which creates freshmen cohorts who live together in residence facilities and receive similar academic and other supports. Institutions have also improved academic counseling, with clearer degree pathways, and intervention practices to reach students mid-semester who experience difficulties and need tutoring, encouragement, or counseling. Keeping fall-to-spring retention rates high for first-year students is critical since each institution’s fall-to-fall retention rates fall approximately 15 percent from the fall-to-spring reported rates.

Measure: First-time, full-time, degree-seeking freshmen from initial fall to spring semester		FY11 Actual (Fall 2010 to Spring 2011)	FY12 Actual (Fall 2011 to Spring 2012)	FY13 Target (Fall 2012 to Spring 2013)	FY13 Actual (Fall 2012 to Spring 2013)	Rating
1	Eastern New Mexico University	83.9%	82.4%	83%	80.2%	R
2	New Mexico Highlands University	78.1%	72.2%	77%	75%	Y
5	Northern New Mexico College	72.3%	70.9%	80%	77%	Y
7	Western New Mexico University	82.4%	79.9%	81.5%	77.3%	Y
Program Rating		Y	Y			Y

Comments: All of New Mexico’s comprehensive or regional institutions are considered less-selective institutions. For the years reported, first-time, full-time, degree-seeking enrollment declined or remained flat, though total student enrollment has increased. Each institution has implemented “living and learning communities,” which creates freshmen cohorts who live together in residence facilities and receive similar academic and other supports. Institutions have also improved academic counseling, with clearer degree pathways, and intervention practices to reach students mid-semester who experience difficulties and need tutoring, encouragement, or counseling. Keeping fall-to-spring retention rates high for first-year students is critical since each institution’s fall-to-fall retention rates fall approximately 20 percent from the fall-to-spring reported rates.

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