

SELF-STUDY QUESTIONNAIRE

Appendix II

Institutional Profile

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A. New Mexico State University

A.0. Introduction

While New Mexico was still a territory, the settlers of the Mesilla Valley recognized the need for an advanced educational system. This recognition and the energetic efforts of leading citizens resulted in the founding of the Las Cruces College in 1888. The territorial legislature of 1889 designated Las Cruces as the site for a land-grant agricultural college and experiment station. The next year, Las Cruces College assumed the role of land-grant institution and changed its name to the New Mexico College of Agriculture and Mechanic Arts, the first degree-granting institution in the territory. In 1960, the growth and maturity of the college were formally recognized when the New Mexico Constitution was amended to change the name of the institution to New Mexico State University.

New Mexico State University, under the provisions of the Morrill Act of 1862 and subsequent federal legislation, continues to provide a liberal and practical education for students. In addition, the university maintains active programs of research, extension education, and public service. New Mexico State University is classified by the Carnegie Foundation as a Doctoral Granting, High-Level Research University and is a member of the Hispanic Association of Colleges and Universities (HACU).

New Mexico State University is the land grant university of the state of New Mexico. As a thriving center of higher education, deeply rooted in the Southwestern tradition, its role as a comprehensive university is recognized throughout the state. New Mexico State University offers a wide variety of programs through the Graduate School and six traditional colleges: Agriculture and Home Economics, Arts and Sciences, Business Administration and Economics, Education, Engineering, and Health and Social Services. In addition, two non-traditional colleges have recently been formed: Honors and Extending Learning. The 23 doctoral programs are limited primarily to agriculture, education, engineering, and the sciences; the Specialist in Education degree is offered in 3 study areas; there are 51 master's degree programs and 83 undergraduate degree programs. At its four branch community colleges, Alamogordo, Carlsbad, Dona Ana, and Grants, New Mexico State University offers academic, vocational/technical, and continuing education programs. In accord with its land-grant mission, New Mexico State University provides off-campus educational programs through the Cooperative Extension Service. Through a statewide network of 9 research facilities, the Agricultural Experiment Station conducts basic and applied research supporting agriculture, natural resources management, environmental quality, and improved quality of life.

A.1. General Information

Official name and address

New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
USA
505-646-0111
www.nmsu.edu

Executive Level Organizational Positions

- President.....Michael Martin
 - Vice President, Business and FinanceJennifer Taylor
 - Vice President, Human and Physical Resources.....Benjamin Woods
 - Vice President, Dean of Students.....Gladys De Necochea
 - Vice President, University AdvancementRebecca Dukes
- ProvostWilliam Flores
 - Vice Provost, ResearchVimal Desai
 - Vice Provost, Economic DevelopmentGary Carruthers
 - Vice Provost, Information & TechnologyMichael Hites
 - Vice Provost, Distance Education.....Carmen Gonzales
 - Vice Provost, International ProgramsEverett Egginton

Figure II-1, “New Mexico State University Organizational Chart,” shows the complete university organizational chart.

Institutional Profile Author

This document was prepared and submitted by:
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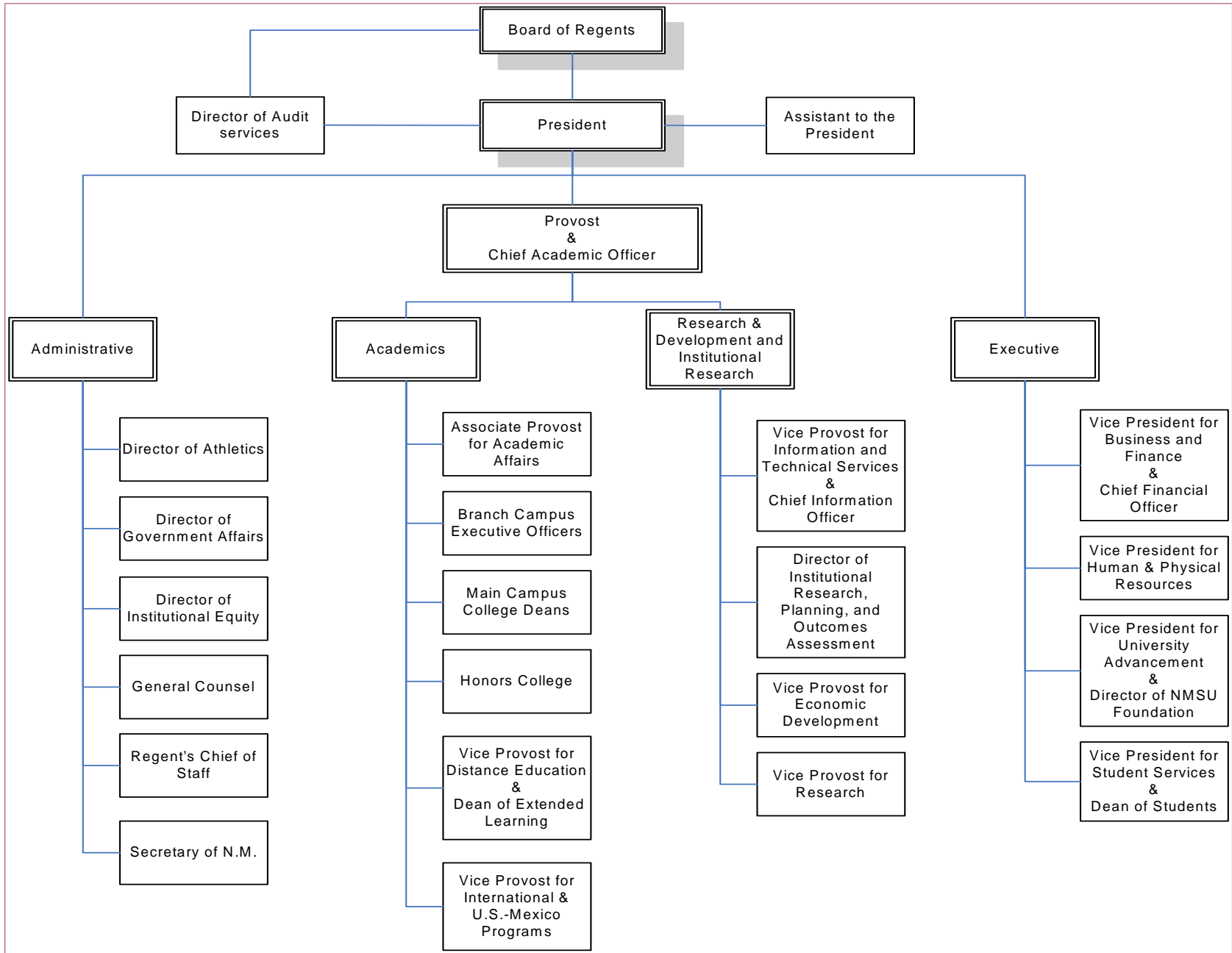


Figure II-1: New Mexico State University Organizational Chart

A.2. Type of Control

The Higher Education Department (HED) is the state-level post-secondary coordinating agency in New Mexico. This cabinet-level agency was created by statute in 2005, replacing the Commission on Higher Education which had overseen the State's universities since 1951. The HED has funding recommendation and financial oversight responsibilities for all public post-secondary institutions in the state, including the universities, two-year colleges and vocational institutions, as well as the New Mexico School for the Deaf and the New Mexico School for the Visually Handicapped.

Presumably, the HED inherited all the authority of the CHE, including statewide planning for post-secondary education, administration of state financial aid programs, academic program review, graduate program approval, and approval of institutional operating budgets. However, as this is the middle of the first year of the transition, it is still unclear exactly how the HED will interact with NMSU.

Overall responsibility for the university resides in an autonomous Board of Regents, appointed by the Governor, and confirmed by the State Senate. The board consists of 5 voting and four non-voting (ex-officio) members. One of the voting regents must be a student, who serves a two year term. The other four voting regents are appointed to staggered 6 year terms. No more than three of the voting regents may be affiliated with the same political party. The present members of the New Mexico State University Board of Regents are:

- Steve Anaya, President, term expires January 1, 2009
- Laura M. Conniff, Vice President, term expires January 1, 2007
- Sherry Kamali, Secretary/Treasurer, Student Member, term expires January 2007
- Robert Gallagher, Member, term expires January 1, 2009
- Blake Curtis, Member, term expires January 1, 2011

- Bill Richardson, ex-officio member, Governor
- Beverlee J. McClure, ex-officio member, Secretary of Higher Education
- Larry S. Creider, ex-officio member, Faculty Senate Chair
- Jennifer Ashley Burn, ex-officio member, Student Body President

The Board of Regents delegates authority for the internal management of the institution to the president. The faculty elects representatives to a Faculty Senate which has legislative jurisdiction over policies affecting the academic mission of the university.

A.3. Accreditation

History of Accreditation

NMSU has been accredited by the Commission on Higher Education of the North Central Association (NCA) of Colleges and Schools since 1926, except for a brief period in 1940-1941. Since 1963, the institution has held preliminary to full accreditation status at the doctoral level.

At our last general visit, in 1997-1998, New Mexico State University was once again reaccredited for the maximum period possible (10 years), by the North Central Association. At that time, the institution was commended for the contributions made by faculty and staff to teaching, research, and service; effective administration; and the significant increase in the quality and quantity of research during the past decade. The Institution Self-Study and Accreditation results will be available for ABET visitors.

Accrediting Agencies by College

College of Agriculture and Home Economics

- American Dietetics Association (date of first accreditation: 1964)
- Society for Range Management (date of first accreditation: 1980)
- National Council for the Accreditation of Teachers of Education (date of first accreditation: 1962)

College of Arts and Sciences

- American Chemical Society (date of first accreditation: 1960)
- National Association of Schools of Music (date of first accreditation: 1967)
- Accrediting Council for Education in Journalism and Mass Communications (date of first accreditation: 2000)
- National Association of Public Affairs and Administration (date of first accreditation: 1999)

College of Business Administration and Economics

- American Assembly of Collegiate Schools of Business

College of Education

- Council for Accreditation of Counseling and Related Educational Programs (date of first accreditation: 2000)
- National Association for Sports and Physical Education (date of first accreditation: 1996)
- Committee on Allied Health Education and Accreditation (date of last accreditation : 1996)
- American Speech, Language and Hearing Association (date of last accreditation: 1993)
- National Council for the Accreditation of Teacher Education (date of first accreditation: 1962)
- New Mexico State Department of Education (date of last accreditation: 1996)
- University Council for Educational Administration (date of first accreditation: 1995)

College of Engineering

- ABET - Engineering Accreditation Commission (date of first accreditation: 1938)
- ABET – Technology Accreditation Commission (date of first accreditation: 1968)

College of Health and Social Services

- Society for Public Health Education/American Association for Health Education
- Commission on Collegiate Nursing
- National League for Nursing Accreditation Council (date of first accreditation: 1998)
- Council on Social Work Education

A.4. Faculty and Students

Enrollment

The total unduplicated enrollment on main campus in of 2005 was 16,072. The four branch campuses had a total enrollment of 10,319. Since the majority of students at branch campuses engage in vocational studies and no branch campus offers engineering, branch students are excluded from the statistics which follow. Minority enrollment for the main campus was approximately 49% (42% Hispanic, 3% Native-American, 3% African-American and 1% Asian-American). Table II-I shows NMSU’s enrollment figures for the semester, 2005.

Student Type	Head Count		FTE	SCH
	Full Time	Part Time		
Undergraduate	10,238	2,418	10,886	163,285
Graduate	1,687	1,729	1,619	24,277
Professional Degree	0	0	0	0

Table II-1: Main Campus Student Count - 2005

Faculty and Staff

A total of 924 regular faculty members, (not including temporary or occasional faculty), worked on the main campus as of 2005. Eighty-one percent of the full-time faculty hold earned doctoral degrees. The faculty/student ratio is 1/17.4. The professional and classified staff totals 3,406. Table II-2 presents a summary of the NMSU’s teaching personnel.

Faculty Type	Head Count		FTE
	Full Time	Part Time	
Tenure Track	581	2	581
Other Teaching	109	232	176
Teaching Assistants	0	953	410

Table II-2: Main Campus Faculty Count - 2005

A.5. Peer Institutions

In 1990, for the purposes of comparison, New Mexico State University identified a group of peer institutions, both in the region and out, for analysis purposes. Our peer institutions are the following:

In region:

- Colorado State University-Fort Collins
- Iowa State University-Ames
- Kansas State University-Manhattan
- Louisiana State University-Baton Rouge
- Oklahoma State University-Stillwater
- Oregon State University-Corvallis
- Texas A & M University-College Station
- University of Arizona-Tucson
- University of Arkansas-Fayetteville
- University of Missouri-Columbia
- University of Wyoming-Laramie
- Utah State University-Logan
- Washington State University-Pullman

Out of region:

- Clemson University-Clemson, South Carolina
- University of Tennessee-Knoxville
- Virginia Polytechnic Institute & State University-Blacksburg

A.6. Mission

The mission and objectives of New Mexico State University are embodied in our Strategic Directions document. This document and the ensuing philosophy for the University's vision and principles were completed as a result of an all-inclusive strategic planning process. The Strategic Directions document is disseminated by a number of methods. Every individual working at the University received a copy of the Strategic Directions document. In addition, the document is available on the University's website and is incorporated in a number of university publications.

Mission

New Mexico State University 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.

Vision

New Mexico State University will meet the changing needs of New Mexicans through high-quality, affordable education and through the creation and sharing of knowledge in the true spirit of a land-grant university.

Principles

New Mexico State University is guided by the principles of openness, integrity, and responsibility.

Values

- Excellence in teaching, research, and service to meet the needs of our students and the people of New Mexico.
- Creativity in humanistic endeavor, scientific activity, and artistic expression.
- Respect for all people and an appreciation of diversity in our academic enterprise.
- Intellectual stimulation in all aspects of campus life.
- Friendly, attractive, student-centered campuses
- Civic responsibility, expressed as public involvement, individual responsibility, personal integrity, and commitment to service.
- Forward-looking leadership, respecting tradition, mobilizing action, facilitating collaboration, and solving problems.
- Equal access to our classes, programs, and services for all people.
- Accountability and assessment at all levels of the University.

Goals

- Enhance New Mexico State University's undergraduate experience and maintain NMSU as *the University of Choice* for New Mexico residents.
- Continue New Mexico State University's high-quality graduate and research programs.
- Expand the capacity and delivery of extension education, other outreach programs, and service in keeping with New Mexico State University's land-grant mission.
- Develop, reward, and retain a high-quality faculty and staff.
- Provide opportunities for faculty and staff to enhance their knowledge and skills in working with an increasingly diverse university community.
- Increase the diversity of New Mexico State University's faculty and staff, with the goal of having an employee profile which represents the appropriate market pool in terms of race/ethnicity, gender, and people with disabilities.
- Encourage the enrollment at NMSU of a diverse student body, in terms of race/ethnicity, gender, and students with disabilities, at both the undergraduate and graduate levels.
- Maintain and expand the critical information resources and student services of the University.
- Plan, develop, manage, and maintain the physical infrastructure of the University.
- Utilize financial resources effectively and efficiently.
- Strengthen understanding of NMSU so that the public makes full use of the University's expertise and resources.

Objectives

- Maintain a general education core curriculum that broadens knowledge and fosters lifelong learning.
- Continue to improve the quality of undergraduate programs.
- Continue strengthening retention efforts to assist students with the transition to college life, career decision making, and progress toward degrees.
- Integrate multicultural perspectives and broaden exposure to the international community in the undergraduate experience.
- Ensure the integration of the most current information and technology into undergraduate programs to prepare students to compete in a rapidly changing world.
- Continue to provide access to higher education through the branch colleges.
- Ensure that each graduate degree program is academically strong.
- Continue NMSU's contribution to knowledge in scholarly fields, consistent with that of a competitive Carnegie Doctoral/Research Universities-Extensive, and to the application of knowledge, consistent with our land-grant mission.
- Expand educational and research partnerships with business and industry, communities, and private and public agencies.
- Strengthen the linkages by which the knowledge gained through NMSU's instructional and research programs is applied to New Mexico's economic and social needs and assists in the development of economic opportunities to strengthen and diversify New Mexico's economic base.
- Encourage development and expansion of outreach programs by colleges and other units throughout NMSU.
- Extend needed educational programs to distant learners by expanding NMSU's capacity to provide high-quality curricula and courses at remote sites and at branch campuses.
- Provide competitive salaries.
- Increase incentives and equitable opportunities for internal professional development, training, and advancement.
- Provide faculty, staff, and administrators with the support and resources necessary to carry out their responsibilities.
- Support policies and practices to recruit and retain a diverse, high-quality university community.
- Involve faculty and staff in decision-making through processes that enhance participation, consultation, and communication.
- Provide opportunities for faculty and staff to enhance their awareness and understanding of the needs of a diverse student body and ability to encourage and assist all students toward success.
- Encourage and provide support to departments and units to diversity their faculty and staff.
- Continue recruitment efforts among potential students so that NMSU's undergraduate student body reflects the demographics of New Mexico's high school graduates.
- Enhance recruitment efforts at the graduate level so that NMSU's graduate student profile reflects the diversity of NMSU's baccalaureate graduates.
- Ensure up-to-date scholarly information and library services consistent with a Carnegie Doctoral/Research Universities-Extensive, to enhance education, research, and service.

- Ensure access to high-quality electronic systems, networks, and technical support staff, sufficient to meet the needs of students, faculty, and staff throughout the University.
- Provide student support services that meet student needs and improve student satisfaction and performance.
- Provide a wide range of opportunities for productive student involvement in activities, informal interaction with faculty, staff, and part time employment.
- Develop the NMSU main and branch campuses in support of NMSU's mission, programs, and directions.
- Optimize utilization of existing university space for instructional, research, and support needs.
- Maintain existing facilities, grounds, and systems (academic, residential, general/special use, and support) to ensure functional working conditions and an attractive appearance at NMSU facilities statewide.
- Renew, renovate, and remodel existing facilities, grounds, and systems (academic, residential, and support) to ensure safe, accessible, functional facilities incorporating current standards and technology.
- Implement effective budgeting systems that support NMSU's mission and programs and align allocations with strategic directions and priorities.
- Support continuation of flexible and stable state funding mechanisms in an era of constrained resources.
- Continue NMSU's land-grant philosophy of affordable education for the people of New Mexico by maintaining reasonable tuition rates and other fee levels.
- Target additional sources of funding for diversification of NMSU's revenue base to support the achievement of the University's mission and strategic directions.
- Expand information and accountability systems that address both cost and benefits in support of program planning, assessment, and review at all levels of the University.
- Support the administration of sponsored funds at the lowest operational level consistent with the purpose of the funds.
- Strengthen public understanding about NMSU.
- Build relationships with key constituency groups so that they make full use of NMSU's programs and services.
- Encourage NMSU faculty, staff, students, parents, and alumni to become ambassadors for the University.
- Increase engagement of the external community in the life of the campus through special events and programs.
- Maintain men's and women's intercollegiate athletic programs and other extracurricular activities that project integrity and encourage academic success.

A.7. Support Units

The University has a number of institutional support units that assist in fulfilling our mission. Each of the following entities are also required to undergo periodic self-assessment, producing evidence of exactly how the University mission is supported.

Branson Hall and the Zuhl Library

The two library facilities, Branson Hall and Zuhl Library, are major and essential resources of the University. The university library's mission is to provide information resources and services that meet the needs of the faculty and students in the NMSU community and the citizens of New Mexico. The two libraries support the academic programs, as well as research and public service programs of the University

The Zuhl Library opened in 1992 as the New Library and was renamed as the Zuhl Library in 2000. Zuhl provides services and resources in the arts, education, humanities, and social sciences. Library administration is located in the Zuhl Library, as well as technical references, codes, and standards.

Branson Hall was the University's sole library facility prior to 1992. Branson currently provides services and resources in agriculture, business, government documents, science, and technology. The library's Southwest and Border Studies (archives, special collections), Collection Services, Bibliographic Services, Access Services, and Systems are also located in Branson Hall.

Total library space is now 233,000 square feet, housing over 1.7 million volumes and increasing at a rate of 28,000 per year. Facilities exist to accommodate 1,206 simultaneous users, 104 of which have access to internet connected computers. Current technology includes a legacy library system as well as one fully-equipped computer classroom, several servers, and LANs for network access.

Branson Hall and Zuhl Library are major academic resources for students and are heavily used, with 85% of the student body using one of the libraries for research and technical projects. The 27 library faculty and 51 staff provide students and faculty with access to information on how to use it effectively. Usage trends indicate declining demand for basic services like seating and copiers, and growing demand for complex services like reference services and electronic access. Demand for both printed and electronic information continues to grow. Searches of electronic resources, use of databases, requests for instruction and training, and demand for library courses and reference service are all on the increase as users seek to master new technologies.

Information and Communication Technologies (ICT)

Information and Communication Technologies (ICT) is the internal organization charged with providing both administrative and academic support for users of computer technology. In 1988 ICT services were utilized by 25% of students enrolled on main campus, approximately 200 members of the administrative staff, and provided just over 3,000 computer and email accounts. By 2004, a majority of NMSU students used the services, approximately 600 administrative staff (both on and off campus) used administrative applications, and there are now over 22,000 student, faculty, and staff accounts.

ICT contributes to student support by providing the technological structure that allows students to carry out academic tasks. Currently ICT supports over 650 computer workstations for student use, many of which are available 24 hours a day, seven days a week. Some academic departments house computer clusters for the exclusive use of their students. The increasing demand for student computing and networking is being met as resources are made available.

Institution Research, Planning and Outcomes Assessment

The Office of Institutional Research, Planning and Outcomes Assessment (IRPOA) was created in 1992. The office provides essential services such as institution research and reporting, coordination in the development of policy analyses and development, and facilitation of an outcomes assessment program in the University. The office provides data to departments for use in annual and accreditation reports. IRPOA serves as a resource for the current strategic planning effort. Until recently, IRPOA reported directly to the president of the university. In 2006, the office was moved to ICT (see above).

Student Services

Student support services are numerous and wide in range. The purpose of these resources is to provide students with an integrated system of student services and development activities. These resources are designed to enhance the quality of student life, support student retention, and allow them to direct more energy toward academic responsibilities. The full education of a student results from interactions within an environment that provides opportunities for intellectual, cultural, emotional, moral, and physical development. The Office of the Vice President for Student Services and Dean of Students serves as the administrative umbrella for units or programs reported in this section. Other areas reporting to the Vice President for Student Affairs and Dean of Students include: student judicial affairs, new student orientation programs, special projects, auxiliary services, special events, and the bookstore.

Enrollment Management

The office of enrollment management was created in early 2004 with the goal of coordinating and “energizing” the University’s recruiting and retention efforts. This office oversees Admissions, New Student Orientation, Financial Aid, and the Registrar.

Admissions

The Admissions Office serves as a vital link in the introduction of NMSU to potential students. The staff of the office actively promotes the institution to high school students, their parents, and counselors. The office also interacts with junior college students to assist them as they look toward continuing their education. Strategies to convey information include recruitment trips, a quick turnaround time for information requests, campus visits, and an increased use of technology.

New Student Orientation

Incoming freshmen and new transfer students are encouraged to participate in an orientation session, during which campus tours are conducted, the surrounding community is explored, and the many and (from the student’s point of view) bizarre university procedures are explained. Prior to 2005, orientation sessions were held periodically throughout the summer in conjunction

with early enrollment and registration. These orientations were two days long, usually over a weekend. Beginning in 2005, orientation activities were divorced from registration. Students still enroll and register for classes during the summer, but orientation for all students occurs the week before classes start in the . The dorms and cafeteria are open during this time, so the students can begin to adjust to campus life.

Financial Aid Office

The goal of this office is that “no student be denied a college education due to lack of financial resources”. The office is responsible for the administration of federal, state, and institutional aid. The rate of student default on loans is minimal: 13.1% for Perkins and 5.4% for Stafford. The New Mexico Education Assistance Foundation works with those students who have defaulted on loans. Federal Program Reviews are conducted every five years and the office recently was selected for recertification by the Department of Education (DOE). The most recent review by the DOE will be made available during the site visit.

Registrar

The primary function of the Registrar is to manage registration and student records. Currently, all student records are maintained on a custom system, named VISTAS. Beginning in 1999, the university began to migrate all its data base needs (personnel, financial, academic, alumni, etc) from separate, non-compatible, products to a single, integrated, system called BANNER. The conversion of all functions except student records is now complete. The conversion of this last system will “go live” in October, 2006. The Registrar, as the steward of student records, must assure that appropriate security is in place to provide for confidentiality. In summary, NMSU provides numerous academic support services to meet the needs of the current student population, as well as those of potential students. The staffs of the various offices have demonstrated their commitment to meeting student needs to the best of their abilities.

Housing and Residence Life

NMSU makes available to its students three different types of housing. These include residence halls, apartments and family housing. The housing staff makes a sincere effort to create a sense of “community” for the residents. In September 2005, 2,606 students lived on campus. Students living in residence halls numbered 1,465, while 158 were in the Greek Complex, 467 in the apartments, and 486 in family housing. These numbers indicate a slight decrease from the previous year; however one residence hall was closed for renovation which lowered the overall available housing on campus. Students living in on-campus housing may choose to participate in food service programs. Housing is a self-supporting auxiliary entity. In recent years new housing, in the form of apartments, has been built and existing structures have continued to be occupied.

Beginning in 2004, Housing and Residential Life started offering clustered housing in which students with similar interests and fields of study are housed together. This program began with 80 first-time freshmen in an “Engineering Living Learning Center”. The program has expanded to include communities for each academic college. In the of 2006, upper class tutors will be living among the residents, offering academic and programmatic services. It’s too early for reliable data, but we are hopeful this effort will help engineering students succeed.

Corbett Center Student Union

Corbett Center (CC) Student Union hosts many student programs and activities. It houses a number of the offices supporting student activities as well as dining facilities, student government, meeting rooms, an art gallery, and pleasant study areas. Within the Office of Student Organizations and Programs there are offices for Greek Programming, Union Program Council, and National Student Exchange. Since the last site visit, Corbett Center has undergone major renovations that have increased its physical space as well as its ability to offer services.

The Center for Counseling and Student Development

The Center for Counseling and Student Development provides resources to the students to help them adjust to campus life, as well as crisis intervention and individual or group counseling. Other major services and programs within this office include: Testing Services, Veterans' Programs, and Services for Students with Disabilities. An additional activity of the Center staff is the supervision of a pre-doctoral internship and practicum training program.

Placement and Career Services

The Office of Placement and Career Services is primarily concerned with fostering self-direction and personal responsibility of students and alumni. Direct services provided include student employment, cooperative education, job and career fairs, and campus-based interviews. The Cooperative Education Program (CEP) at NMSU is one of national reputation. The CEP affords students the opportunity to integrate theoretical knowledge with real world experiences. Students may select experiences from business, industry, government, and nonprofit organizations. This program has been evaluated by both students and external participants as being of great mutual benefit. The office is developing strategies aimed at attracting upper-division students. While the office is involved with setting up on-campus interviews, it is not directly involved in job placement.

Student Health Center

The Student Health Center (SHC) at NMSU is an example of a necessary and well utilized, organized and staffed center. It is estimated that the in-house professional staff can meet approximately 95% of student health needs. A recently constructed physical facility will meet the health needs of our students into the future. The SHC has implemented a campaign to make students more knowledgeable of the available health services. In the past few years the Center has enhanced its computer technology which has resulted in increased effectiveness in the delivery of health services.

Center for International Programs

The Center for International Programs (CIP) is charged with the coordination of international activities, including the internationalization of the curricula, at the institutional level. CIP provides advisement, programs and other services for international students. Student orientation programs provide information about academic affairs, United States (U.S.) customs and culture, immigration, banking, health services, and housing. CIP also works with U.S. students and faculty who are interested in overseas opportunities. CIP has continued its efforts on behalf of NMSU in an effective manner.

American Indian Programs

The major focus of this program is the recruitment and retention of Native American students. Support is provided to these students in academic advising, counseling, financial aid, and other areas related to campus life. On-campus activities include student chapters of professional organizations, career development, and cultural events. The program staff is readily accessible to the students, and the program office serves as a common meeting place. The program continues to grow and respond to student needs.

Black Programs

The Black Programs Office serves as a nucleus of activity for African-American students. The goal of the program is to assist the students as they work toward academic success. The approaches used to reach this goal include guidance, counseling, tutoring, and a minimal amount of financial support. Social activities encourage the interaction of students and help to develop a common core group. As Black student enrollment has increased, so have the needs of the program. Future needs will involve both additional staff and space. The program sponsors the Martin Luther King, Jr. Breakfast and Black Heritage Month activities.

Chicano Programs

This office provides support to current as well as prospective students. Enrolled students have access to academic and career guidance, institutional orientation, and tutoring. Additional services, such as access to computers, may be found in the office. The program supports various student organizations and collaborates with them in the dissemination of information. With respect to prospective students, the program participates in school visitation, career fairs, working with parents as well as students. Needs of the program, staff, and office will continue to grow and require review in the future to determine their adequacy. The program sponsors Hispanic Heritage Month in the and Chicano Week in the spring.

Center for Learning Assistance

The Center for Learning Assistance (CLA) states their mission as providing “a centralized, university-wide academic support service for students from all disciplines, and at all levels of academic standing.” Strategies to accomplish this mission include academic credit courses, drop-in programs, an academic achievement series, professional test preparation, focus groups, project support, learning disabilities intakes, learning styles assessment, and consultation and program assistance, to name a few. The CLA is home to the Ronald E. McNair Program, a federally funded program designed to prepare undergraduate students who are first-generation, low-income college students. The CLA coordinates this institution-wide effort, including matching the students up with a research mentor. CLA also houses the Upward Bound Program and Student Support Services. The Upward Bound Program provides low-income and first-generation high school students with an opportunity to learn the skills necessary to be successful should they elect to attend college. The Student Support Program primarily provides tutoring and peer mentoring to first-generation, low-income college students to assist them as they pursue their bachelor’s degree.

Math Learning Center

The department of mathematical sciences operates the Math Learning Center to provide assistance and testing services to students enrolled in math courses. Students become acquainted with the Math Learning Center at the time they first enroll at the University, when they take the “Math Placement Test”. Based on the results of this test, students enroll in their first math course. Students enrolled in self-paced math courses take their exams in the Math Learning Center, and all math students can find tutoring there.

B. The College of Engineering

B.0. Introduction

When the college in Las Cruces was designated as the land-grant institution of New Mexico in 1890, it assumed, as its primary mission, the mission outlined in section 4 of the 1862 Morrill Act:

“...the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanical arts...”

The term “mechanical arts” implied those engineering disciplines needed to bring mechanization to the farm. Originally this included only surveying, mechanical, and civil engineering topics. Very soon, however, it became apparent that electricity would play a major role in, at least, irrigation. Therefore, electrical engineering topics were added as a part of the mechanical engineering department.

Over the years, fields of study have come and gone: agricultural, geological, irrigation, and environmental engineering among others. Today, the College of Engineering offers eleven baccalaureate programs [with their first year of accreditation]: chemical [1967], civil [1938], electrical [1938], industrial [1971], mechanical [1938], and surveying [2001] engineering; civil [1988], electrical [1988], information, and mechanical [1988] technology; and recently engineering physics [hopefully 2007] in cooperation with the College of Arts & Sciences.

The mission of the College of Engineering is to uphold the land grant mission of NMSU and achieve national recognition while serving the educational needs of New Mexico's diverse population through unique programs of education, research, and public service while graduating world-class engineers for industry, government and education.

B.1. Organization

The College of Engineering is one of five academic colleges within the University. Within the college, academic programs are administered by six departments (excluding Engineering Physics, administered by the Department of Physics, in the College of Arts and Sciences). The complete organizational chart for the College of Engineering is shown in Figure II-2.

The College has emerged from a period of transition during which all deans and many department heads have changed. Management is now stable, with no positions filled by interims.

Dean	Steve Castillo
Associate Dean (academics)	Krist Petersen
Enrollment Management.....	Stacey Sloan
Associate Dean (Research)	Rudi Shoenmackers
Budget & Finance	Diana Montieth
Assistant Dean (Development)	Patricia Sullivan
Financial Aid & Corporate Relations	Diane Calhoun
Marketing and Special Events	Linda Fresques
Director, Institute for Energy and the Environment	Abbas Ghassemi

The College offers engineering baccalaureate programs in: chemical, civil, electrical, industrial, mechanical, and surveying as well as engineering physics in cooperation with the College of Arts & Sciences. Each program is administered by its own department, with the exception of surveying engineering:

Program	Department	College	Head
Civil Engineering	Civil Engineering	Engineering	Ken White
Chemical Engineering	Chemical Engineering	Engineering	Martha Mitchell
Electrical Engineering	Electrical & Computer Engineering	Engineering	Steve Horan
Engineering Physics	Physics	Arts & Sciences	Gary Kyle
Industrial Engineering	Industrial Engineering	Engineering	Ed Pines
Mechanical Engineering	Mechanical Engineering	Engineering	Tom Burton
Survey Engineering	Engineering Technology	Engineering	Sonya Cooper

Table II-3: College Program Administration

The engineering physics program is administered by the Department of Physics, however the Bachelor of Science in Engineering Physics (BSEP) degree is granted by the College of Engineering. Students majoring in engineering physics are treated as students within the College of Engineering, although they are advised by physics faculty. All academic policy, discipline, and administrative matters for these students are routed through engineering. As far as these students are concerned, the Department of Physics is a unit of the College of Engineering.

Each program is being reviewed by the EAC of ABET simultaneously. Detailed information on the faculty and course offerings is available in the individual program's self study reports.

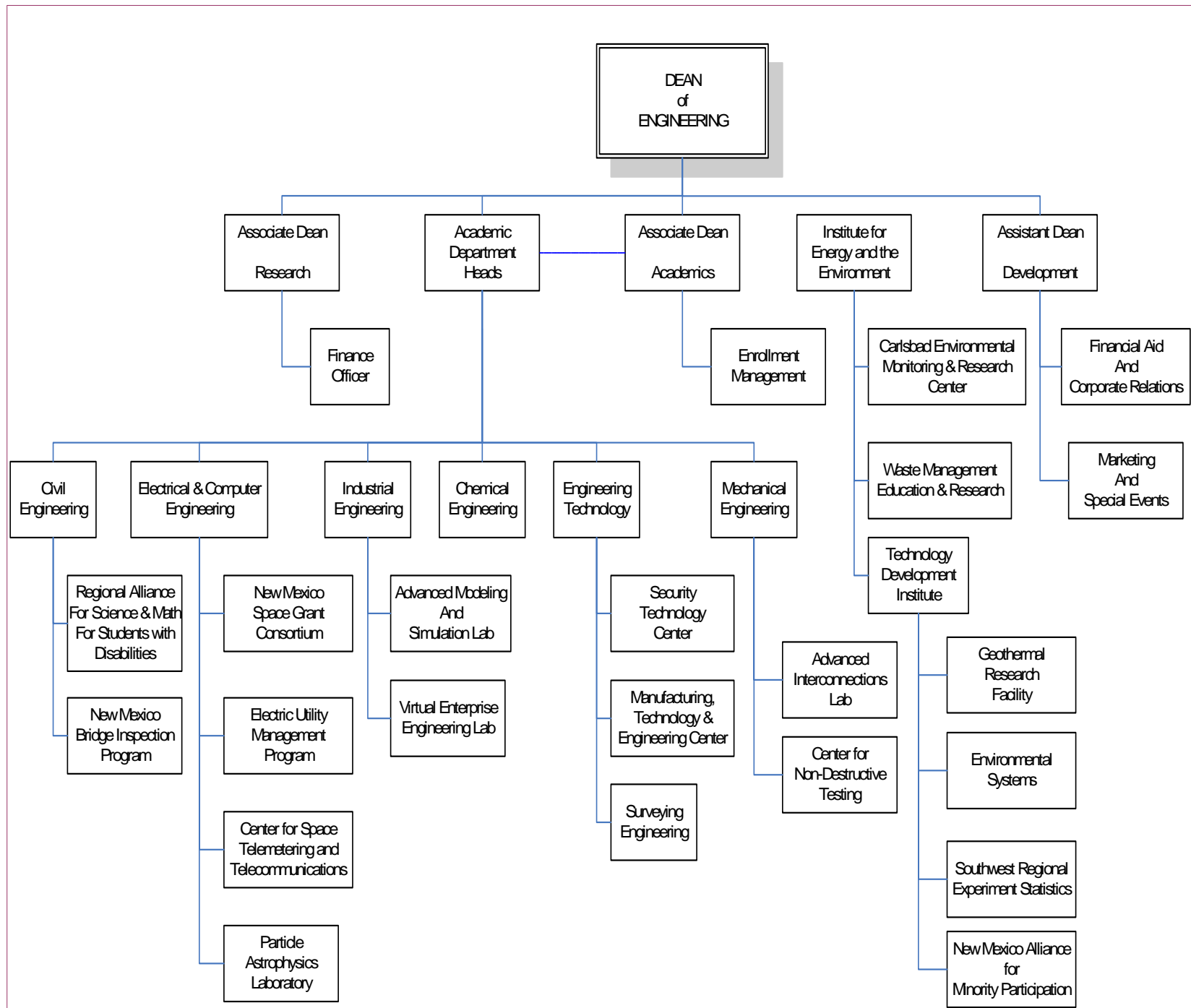


Figure II-2: College of Engineering Organizational Chart

Non-Academic Support Units

In addition to the traditional academic departments, students within the College of Engineering may, depending on their major, enroll in classes offered by either of two support units.

The Manufacturing, Technology, and Engineering Center (M-TEC) is a public service unit, offering design, manufacturing, assembly, and maintenance assistance to small businesses in the community. M-TEC offers several classes which, although primarily intended for technology students, may be taken by students in select engineering disciplines, with prior permission from their academic advisors.

The Waste Energy Research Consortium (WERC) is a state and federally funded cooperative effort among several educational institutions in New Mexico. Originally created to conduct and sponsor research in waste energy reclamation, WERC has widened its scope and now uses education and basic research to develop the human resources and technological advances needed to address environmental issues. Although primarily utilized by distance graduate students, WERC does provide a few undergraduate classes for students pursuing an environmental management minor.

B.2. Programs and Degrees

The College of Engineering offers engineering students the opportunity to earn any of fourteen undergraduate degrees: seven in engineering and seven in technology (including three associate), as well as ten graduate degrees: five at the master's level and five doctorates). Table II-4 summarizes the engineering programs offered and degrees granted. Note that technology programs and degrees are not included.

Program Title	Degree	Modes Offered				Nominal Years to Complete	Administrative Unit Exercising Budgetary Control	Submitted for Evaluation		Offered, Not Submitted For Evaluation	
		Day	Co-op	Off Campus	Alternative Mode*			Now Accred.	Not Now Accred.	Now Accred.	Not Now Accred.
Chemical Engineering	BS	X				4	Chemical Engineering	X			
	MS	X				2					X
	PhD	X				2					X
Civil Engineering	BS	X				4	Civil Engineering	X			
	MS	X				2					X
	PhD	X				2					X
Electrical Engineering	BS	X				4	Electrical Engineering	X			
	MS	X				2					X
	PhD	X				2					X
Engineering Physics	BS	X				4	Physics		X		
Industrial Engineering	BS	X				4	Industrial Engineering	X			
	MS	X			X	2					X
	PhD	X			X	2					X
Mechanical Engineering	BS	X				4	Mechanical Engineering	X			
	MS	X				2					X
	PhD	X				2					X
Surveying Engineering	BS	X				4	Engineering Technology	X			

Table II-4 (Part 1): Engineering Programs Offered

*Distance: through the internet, distributed media (tapes or DVD), and live video feed

Program Title	Modes Offered				Degree Awarded	Transcript Designation
	Day	Co-op	Off Campus	Alternative Mode*		
Chemical Engineering	X				Bachelor of Science in Chemical Engineering	Bachelor of Science in Chemical Engineering
	X				Master of Science in Chemical Engineering	Master of Science in Chemical Engineering
	X				Doctor of Philosophy	Doctor of Philosophy Chemical Engineering
Civil Engineering	X				Bachelor of Science in Civil Engineering	Bachelor of Science in Civil Engineering
	X				Master of Science in Civil Engineering	Master of Science in Civil Engineering
	X				Doctor of Philosophy	Doctor of Philosophy Civil Engineering
Electrical Engineering	X				Bachelor of Science in Electrical Engineering	Bachelor of Science in Electrical Engineering
	X				Master of Science in Electrical Engineering	Master of Science in Electrical Engineering
	X				Doctor of Philosophy	Doctor of Philosophy Electrical Engineering
Engineering Physics	X				Bachelor of Science in Engineering Physics	Bachelor of Science in Engineering Physics
Industrial Engineering	X				Bachelor of Science in Industrial Engineering	Bachelor of Science in Industrial Engineering
	X			X	Master of Science in Industrial Engineering	Master of Science in Industrial Engineering
	X			X	Doctor of Philosophy	Doctor of Philosophy Industrial Engineering
Mechanical Engineering	X				Bachelor of Science in Mechanical Engineering	Bachelor of Science in Mechanical Engineering
	X				Master of Science in Mechanical Engineering	Master of Science in Mechanical Engineering
	X				Doctor of Philosophy	Doctor of Philosophy Mechanical Engineering
Surveying Engineering	X				Bachelor of Science in Surveying Engineering	Bachelor of Science in Surveying Engineering

Table II-4 (Part 2): Engineering Degrees Granted

* Distance: through the internet, distributed media (tapes or DVD), and live video feed

B.3. Administrator Resumes

Steven P. Castillo

Dean

Education

BS, Electrical Engineering, August 1982, New Mexico State University

MS, Electrical Engineering, February 1984, University of Illinois

PhD, Electrical Engineering, June 1987, University of Illinois1

Employment

History

Professor, Klipsch School of Electrical and Computer Engineering, New Mexico State University, 1996 - present.

Associate Professor, Klipsch School of Electrical and Computer Engineering, New Mexico State University, 1991 to 1996

Assistant Professor, Klipsch School of Electrical and Computer Engineering, New Mexico State University, 1987 - 1991

Research Assistant, Electromagnetic Communications Laboratory, University of Illinois

Technical Staff, Bell Laboratories/AT&T Information Systems, Denver, Colorado/University of Illinois, 1982 - 1983

Administrative

Experience

Dean, College of Engineering, New Mexico State University, 2004 - present

Department Head, Klipsch School of Electrical and Computer Engineering, New Mexico State University, 1999 - 2004

Interim Department Head, Klipsch School of Electrical and Computer Engineering, New Mexico State University, 1998 - 1999.

Research

Interests

Electromagnetic Theory

Electromagnetic Interference

High Performance Computing

Computational Linear Algebra

Teaching

Experience

EE 311 Signals and Systems (Undergraduate)

EE 211 AC Circuits (Undergraduate)

EE 315 Electromagnetics I (Undergraduate)

EE 415 Electromagnetics II (Undergraduate)

EE 515 Electromagnetic Theory I (Graduate)

EE 516 Electromagnetic Theory II (Graduate)

EE 541 Antenna Theory (Graduate)

EE 615 Computational Electromagnetics (Graduate)

Figure II-3: Dean of Engineering Resume

Krist Petersen

Associate Dean for Academics

Education

BS, Biology, May 1973, Eastern New Mexico University
BS, Radio/Television, May 1973, Eastern New Mexico University
MS, Electrical Engineering, May 1986, New Mexico State University
PhD, Electrical Engineering, August 1998, New Mexico State University

Employment

History

College Associate Professor, New Mexico State University, 2002-present.
College Assistant Professor, New Mexico State University, 1998-2002.
College Instructor, New Mexico State University, 1985-1998.
Teaching Assistant, New Mexico State University, 1983-1985.
Director of Computer Services, Student Learning Laboratory, Eastern NM University, 1980-1983
Director of Computer Services, Armco Security, Dallas, TX, 1979.

Administrative

Experience

Associate Dean, College of Engineering, New Mexico State University
Interim Department Head, Klipsch School of Electrical & Computer Engineering, New Mexico State University, 2004-2005
Interim Associate Dean, College of Engineering, New Mexico State University, 2003-2004
Assistant Department Head, Klipsch School of Electrical & Computer Engineering, New Mexico State University, 1999-2003
Undergraduate Advisor, Klipsch School of Electrical & Computer Engineering, New Mexico State University, 1997-1999

Research

Interests

Digital System Design, Software Engineering, Microprocessor Control, and Speech Signal Processing

Teaching

Experience

EE 161 Computer Aided Problem Solving
EE 221 Electronics I
EE 261 Digital Design I
EE 264 Object Oriented Problem Solving
EE 363 Computer Architecture I
EE 361 Digital Design II
EE 464 Software Engineering
EE 466 Modern Digital System Design

Figure II-4: Associate Dean for Academics Resume

Rudi Shoenmakers

Associate Dean for Research
Director, Engineering Research Center

Education

MS, 1972, Physics, University of Bonn, Germany
PhD, 1975, Nuclear Physics, University of Bonn, Germany

Employment

History

Associate Dean, Engineering, New Mexico State University, 2003 – present
Director, Engineering Research Center, New Mexico State University, 2003 – present
Director, Southwest Technology Development Center, New Mexico State University, 1988 – present
College Professor, Mechanical Engineering, New Mexico State University, 1995 – present
Co-Director, New Mexico Alliance for Minority Participation, New Mexico State University, 1993 - present
Director, Title V Program – “Strengthening Hispanic Serving Institutions”, New Mexico State University, 2003 – 2005
Division Head, New Mexico Solar Energy Institute, New Mexico State University, 1979 – 1983
Energy Consultant, Energy and Minerals Division, State of New Mexico, Santa Fe, 1978 – 1979
NATO Fellow, Los Alamos National Lab, Los Alamos, 1975 – 1977
Scientific Staff Member, Institute of Nuclear Physics, University of Bonn, Germany, 1972 – 1975

Accomplishments

Member, Governor’s Energy Policy Advisory Council, Santa Fe, New Mexico, 1990 – 1992
Special Award for Energy Innovation, Department of Energy, Washington, D.C., 1984
National Recognition Award for Energy Innovation, Department of Energy, Washington, D.C., 1986
Dean of Engineering’s Award of Excellence, New Mexico State University, 1998

Figure II-5: Associate Dean for Research Resume

Abbas Ghassemi

Director, Institute for Energy and the Environment

Education

BS, 1979, Chemical Engineering, University of Oklahoma
MS, 1989, Chemical Engineering, New Mexico State University
PhD, 1990, Chemical Engineering, New Mexico State University

Employment

History

Director, Institute for Energy and the Environment, 2006 - present
Professor of Chemical Engineering, 1996 – present
Executive Director, WERC, 1999 - 2006
Director of Research, WERC, 1996 – 2006
Director Special Projects and Technology Transfer, WERC, 1989 - 1996
Environmental Engineering Manager, GMA Inc., 1990 -1992
Partial Owner and Managing Director, G&H Corporation, 1983 - 1990
Monsanto/Fisher Controls, Intl., 1977 - 1988

Research

Interests

Risk assessment and decision theory
Pollution control technology, prevention, and energy efficiency
Process control, management, and modification
Waste management and environmental restoration
Technical management and strategic planning

Teaching

Experience

Process control and optimization
Engineering economy
Thermodynamics
Pollution prevention
Risk assessment
Decision theory
Environmental management and restoration

Figure II-6: Energy and Environment Director Resume

Patricia A. Sullivan
Assistant Dean for Development

Education

PhD, Industrial Engineering, in progress, New Mexico State University
MA, Economics, 2000, New Mexico State University
BS, Biology, 1983, New Mexico State University

Professional Experience

Assistant Dean, College of Engineering, New Mexico State University, February 2005-present.
Assistant Director, WERC: A Consortium for Environmental Education and Technology Development, New Mexico State University, July 1997-present.
Associate Director, Border Research Institute, New Mexico State University, April 1991-June 1997.
Assistant Director, Border Research Institute, New Mexico State University, November 1989-March 1991.
Program Coordinator, Border Research Institute, New Mexico State University, September 1985-October 1989.
Assistant Program Coordinator, Border Research Institute, New Mexico State University, December 1983-August 1985.
Laboratory Research Technician, SUMMA Medical Corporation, Albuquerque, NM, May 1983-November 1983.

Figure II-7: Assistant Dean for Development Resume

Diane Bigbee Calhoun
Scholarship and Co-op Coordinator

Education

BS, Accounting, 1979, New Mexico State University

Employment

History

Assistant Manager, Pier 1 Imports, Las Cruces, NM, 2004-2005
Headmistress, St. Luke's Episcopal School, Anthony, NM, 1995-2001
Co-Owner and Office Administrator, Calhoun's Farm Services, 1987-1995
Accountant, Diane B. Calhoun, CPA, 1984-1987
Manager, Bixler & Co., LLP, 1981-1984
Accountant, KPMG, LLP, 1979-1981

Figure II-8: Scholarship and Co-op Coordinator Resume

B.4. Supporting Academic Departments

All students within the College of Engineering are required to earn a cumulative GPA of at least 2.000, calculated over no fewer than 128 semester credit hours, of which at least 54 must be upper-division (junior or senior level). Courses which contribute to these minimums may be divided into four groups:

- General Education
- Science and Math
- Non-major Engineering
- Major Engineering

New Mexico State University has a mandatory 38 credit general education curriculum, which includes 15 hours of humanity and social science requirements. The College of Engineering places no restrictions on the choices students make to satisfy these requirements (although individual programs may). The remaining 23 credits of general education are satisfied by a set of requirements which all engineering students, regardless of major, must complete:

- Calculus I (Differential)
- Calculus II (Integral)
- Calculus III (Multi-variant)
- Ordinary Differential Equations
- Statistics
- Chemistry I with lab
- Physics I
- Either Chemistry II or Physics II (if Physics, labs for physics I and II must be taken)
- Freshman Composition
- Technical Writing
- Speech
- Economics

Note there are no engineering classes. The college has no “core” engineering requirements. Each program defines the engineering classes to be taken. External requirements are offered by the departments described in Table II-5.

Department	Faculty			Teaching Assistants	
	Head Count		Total FTE	Head Count	FTE
	Full-time	Part-time			
Chemistry	18	4	21.58	29	14.63
Communications	5	5	9.33	12	6.36
Economics	15	3	16.75	7	3.50
English	28	3	36.58	54	45.50
Mathematics	38	2	38.58	29	21.50
Physics	13	5	15.25	17	8.50

Table II-5: Supporting Academic Departments – Academic Year 2005-2006

B.5. Finances

Major sources of academic funding include: the State of New Mexico, student tuition, research overhead, and endowment earnings.

Each year the New Mexico Legislature allocates funds to the State-supported institutions of higher learning using a formula based on student credit hour production. Recognizing that as students progress along the academic path, class sizes get smaller and therefore more expensive, the formula values a graduate credit more highly than an undergraduate credit and upper-division (junior and senior) credits are funded at a higher rate than lower-division (freshmen and sophomore) credits. The formula also recognizes that some academic programs have higher expenses due to required laboratories, technical staff, or faculty salary. Programs are divided into three tiers, resulting in nine levels of state funding. All engineering as well as physics are classified as tier 3 programs.

Level	Tier 1	Tier 2	Tier 3
Lower Division	\$115.80	\$173.01	\$278.93
Upper Division	\$254.85	\$398.98	\$458.44
Graduate	\$551.59	\$758.90	\$1,213.10

Table II-6: State Formula Funding – Academic Year 2005-2006

Tuition paid by students is retained on campus, but the State demands a portion be surrendered in the form of a “tuition credit”. This credit merely passes through the University as it travels from the student (who pays it) to the State coffers (where it stays). A more accurate description would be “tuition tax”.

State funding and tuition income are combined into form budgets. The University distributes this money to the various academic colleges, not as a function of student credit production, but as a percentage increase over the previous year. Additional funding (either permanent or temporary) may be requested under extraordinary circumstances.

Engineering Physics is administered by the Department of Physics, a unit of the College of Arts & Sciences, therefore, expenditures for that program will be reported separately, in part 2 of Table II-7.

Expenditure Category		Fiscal Year			
		2003-2004	2004-2005	2005-2006	2006-2007
Operation		\$1,152,406	\$1,321,286	\$1,453,415	\$1,598,756
Travel		\$226,853	\$227,494	\$250,243	\$275,268
Equipment	Institutional	\$336,826	\$641,493	\$0	\$0
	Gifts & Grants	\$1,661,690	\$791,983	\$0	\$0
Graduate Teaching Assistants		\$840,461	\$872,999	\$960,299	\$1,056,329
Part-time Assistance		\$278,283	\$325,283	\$358,559	\$394,415

Table II-7 (Part 1): College of Engineering Support Expenditures

The Department of Physics administers degrees in physics as well as engineering physics; however, they do not receive separate budgets nor do they make any distinction in the allocation of resources. Therefore, the expenditures reported below reflect support of physics as well as engineering physics.

Expenditure Category		Fiscal Year			
		2003-2004	2004-2005	2005-2006	2006-2007
Operation		\$125,994	\$118,573	\$91,222	\$99,000
Travel		\$13,571	\$10,604	\$9,334	\$6,000
Equipment	Institutional	\$26,083	\$27,795	\$30,280	\$20,000
	Gifts & Grants	\$1,215	\$4,165	\$0	\$0
Graduate Teaching Assistants		\$248,960	\$246,387	\$257,803	\$264,000
Part-time Assistance		\$13,488	\$15,062	\$23,219	\$24,900

Table II-7 (Part 2): Department of Physics Support Expenditures

Research overhead is generated as indirect cost recovery from funded research. The University retains an increasing portion of this money. In 2004 the central administration kept 25 percent of the overhead, passing 75 percent on to the college which conducted the research. By 2008 the split will be 50-50. The College of Engineering keeps 20 percent and passes the remainder to the department which conducted the research. Five percent of the money is passed on to the principal investigator(s) of the research. This money is not a salary supplement, but may be used to pay graduate assistants, buy equipment, travel, etc. By contrast, the College of Arts & Sciences keeps 100 percent of their overhead at the dean's level, making distributions on a case-by-case base.

Development funds are donated by alumni and corporate partners. This money is designated as either current use or endowment. Current use funds are spent directly. Endowment donations, on the other hand, are invested by the New Mexico State Foundation. Money generated from the interest earning is what gets spent. Most endowment funds benefit departments in two ways: scholarships and faculty enhancements. Enhancements include professorships and chairs, both of which supplement the holder's normal salary. The College of Engineering leads the university in endowments:

Endowment Category	Principle Amount
Discretionary accounts	\$405,497
Salary Enhancement	\$3,231,459
Building Equipment	\$13,664
Scholarships	\$7,868,725
Research	\$226,050

Table II-8: College of Engineering Endowments

B.6. Personnel and Policies

Personnel

All undergraduate enrollment data include freshmen and sophomores as well as juniors and seniors. The College of Engineering does not track part-time students separately, so all students are included in the full-time headcount. We are trying to tease this information from the database and will provide it to the evaluation team as soon as available.

College of Engineering

Engineering Physics is administered by the Department of Physics, a unit of the College of Arts & Sciences, therefore, faculty data for that program will be reported separately, in part 2 of Table II-9. Engineering Physics enrollment is tracked separately, so student counts are included with the overall college numbers; however the faculty student ratio does not include physics staff.

		Head Count ¹		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	14	0	14.00	
	Tenure Track	70	1	70.00	
	Other	2	12	4.30	
Student Assistants	Teaching	28	60	60.00	0.81
	Research	22	33	40.00	0.54
Technicians		11	2	11.95	0.16
Clerical Staff		19	3	20.75	0.28
Professional Staff		10	1	10.50	0.13
Undergraduate Enrollment		1463	*	1565.00	21.06
Graduate Enrollment		364	*	363.00	4.89

Table II-9 (Part 1): College of Engineering Personnel and Student Counts - 2005

¹Does not include personnel in research institutes

The Department of Physics administers degrees in physics as well as engineering physics; however, they do not maintain a separate faculty. Therefore, the data reported below reflect faculty and enrollment in physics as well as engineering physics.

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	12	3	13.50	
	Other	0	2	0.75	
Student Assistants	Teaching	0	17	8.50	0.60
	Research	0	17	8.50	0.60
Technicians		1	0	0.50	0.04
Clerical Staff		2	0	2.00	0.14
Professional Staff		2	0	2.00	0.14
Undergraduate Enrollment		58	*	57.00	4.00
Graduate Enrollment		45	*	44.25	3.11

Table II-9 (Part 2): Department of Physics Personnel and Student Count - 2005

Chemical Engineering

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	6	1	6.00	
	Other	0	1	0.05	
Student Assistants	Teaching	0	10	5.00	0.83
	Research	2	4	4.00	0.66
Technicians		1	0	1.00	0.17
Clerical Staff		1	0	1.00	0.17
Other		0	0	0.00	0.00

Undergraduate Enrollment	79	*	52.60	8.94
Graduate Enrollment	24	*	14.80	2.45

Table II-9 (Part 3): Chemical Engineering Personnel and Student Counts - 2005

Civil Engineering

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	14	0	14.00	
	Other	0	2	0.75	
Student Assistants	Teaching	10	9	14.75	1.00
	Research	11	9	15.75	1.07
Technicians		1	0	1.00	0.07
Clerical Staff		1	1	1.75	0.12
Other		0	0	0.00	0.00

Undergraduate Enrollment	242	*	138.73	9.41
Graduate Enrollment	46	*	26.10	1.77

Table II-9 (Part 4): Civil Engineering Personnel and Student Counts - 2005

Electrical Engineering

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	20	0	20.00	
	Other	1	5	1.25	
Student Assistants	Teaching	8	29	23.00	1.08
	Research	6	14	14.25	0.67
Technicians		3	0	3.00	0.14
Clerical Staff		3	1	3.50	0.16
Other		0	0	0.00	0.00

Undergraduate Enrollment	361	*	259.67	12.22
Graduate Enrollment	183	*	106.30	5.00

Table II-9 (Part 5): Electrical Engineering Personnel and Student Counts - 2005

Engineering Physics

The Department of Physics administers degrees in physics as well as engineering physics; however, they do not maintain a separate faculty. Student enrollment, however, is tracked separately. The personnel data reported below reflect faculty in physics and engineering physics, but the enrollment numbers are for engineering physics only.

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	12	3	13.50	
	Other	0	2	0.75	
Student Assistants	Teaching	0	17	8.50	0.60
	Research	0	17	8.50	0.60
Technicians		1	0	0.50	0.04
Clerical Staff		2	0	2.00	0.14
Professional Staff		2	0	2.00	0.14

Undergraduate Enrollment	14	*	14.00	0.98
Graduate Enrollment	0	*	0.00	0.00

Table II-9 (Part 6): Engineering Physics Personnel and Student Counts - 2005

Industrial Engineering

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	4	0	4.00	
	Other	1	1	1.50	
Student Assistants	Teaching	4	2	5.00	0.91
	Research	0	3	1.50	0.27
Technicians		0	2	0.95	0.17
Clerical Staff		1	0	1.00	0.18
Professional Staff		1	0	1.00	0.18

Undergraduate Enrollment	45	*	32.80	5.96
Graduate Enrollment	67	*	24.10	4.38

Table II-9 (Part 7): Industrial Engineering Personnel and Student Counts - 2005

Mechanical Engineering

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
Faculty	Administrative	1	0	1.00	
	Tenure Track	13	0	13.00	
	Other	0	2	0.50	
Student Assistants	Teaching	6	10	12.00	0.89
	Research	3	3	4.50	0.33
Technicians		1	0	1.00	0.74
Clerical Staff		2	1	2.50	0.19
Other		0	0	0.00	0.00

Undergraduate Enrollment	350	*	136.53	10.11
Graduate Enrollment	37	*	20.30	1.50

Table II-9 (Part 8): Mechanical Engineering Personnel and Student Counts - 2005

Surveying Engineering

		Head Count		FTE	Ratio to Faculty
		Full Time	Part Time		
	Administrative	1	0	1.00	
Faculty	Tenure Track	2	0	2.00	
	Other	0	1	0.25	
Student Assistants	Teaching	0	0	0.00	0.00
	Research	0	0	0.00	0.00
	Technicians	0	0	0.00	0.00
	Clerical Staff	1	0	1.00	0.44
	Other	0	0	0.00	0.00
Undergraduate Enrollment		36	*	18.40	8.18
Graduate Enrollment		0	*	0.00	0.00

Table II-9 (Part 9): Surveying Engineering Personnel and Student Counts - 2005

Faculty Salaries, Benefits, and Other Policies

As new faculty is hired, salaries are negotiated, with competitive national norms on the mind of the prospects and available funding the main concern of the university. Salary funds usually originate from an open faculty budget line (presumably made available when someone leaves or retired) and accumulated unused salary (realized when previous hires resulted in a salary savings). If a sufficiently attractive offer cannot be made, the dean may offer an endowed position, with its earnings enhancement (if one is available) or appeal to the provost for an increase in funding (a long shot).

Each year faculty performance is evaluated by department heads and the dean. The results of this evaluation are used to determine pay raises and progress toward tenure. Each department is allocated money for salary increases. Department heads are free to distribute that money as they see fit. Any increase which is significantly more (or less) than the college average must be justified to the dean. Beginning in 2007, a standard metric-based evaluation form will be used throughout the college. While not dictating amounts, this method will place the faculty in a department on a spectrum using standardized criteria.

Non-tenured faculty may apply for tenure after five years of service. They must apply no later than after six years of service. Tenure applications are reviewed at the departmental level by an elected committee of tenured departmental faculty. Departmental recommendations, accompanied by the recommendation of the department head, are forwarded to an elected committee of tenured college faculty. The college recommendations, together with a recommendation from the dean and the departmental recommendations are forwarded to the provost. In the meantime, a committee in the Graduate School has also been reviewing the application and their recommendations, as well as that of the Graduate Dean, are also forwarded to the provost. The provost makes the final decision.

If the faculty member is applying after five years, the request may be withdrawn at any stage, presumably as the result of a negative recommendation. To prevent negative recommendations, non-tenured faculty members are asked to submit a tenure package each year for evaluation. This evaluation is done at the departmental level and allows for formalized feedback, ensuring a smooth application process when the time comes for the “real” submission. The College of Engineering expects every new faculty hire to earn tenure. There is no limit on the number of tenured faculty in a department or college.

New Mexico State University

	Professor	Associate	Assistant	Instructor
Number	211	220	235	34
High	\$107,127	\$95,421	\$84,851	\$62,024
Average	\$70,763	\$60,144	\$50,156	\$36,377
Low	\$41,613	\$35,456	\$28,000	\$13,560

Table II-10 (Part 1): New Mexico State University Faculty Salary Data – Academic Year 2005-2006

College of Engineering

	Professor	Associate	Assistant	Instructor
Number	27	35	17	0
High	\$107,127	\$83,925	\$71,724	\$0
Average	\$82,797	\$70,298	\$64,607	\$0
Low	\$63,367	\$54,403	\$54,678	\$0

Table II-10 (Part 2): College of Engineering Faculty Salary Data – Academic Year 2005-2006

Chemical Engineering

	Professor	Associate	Assistant	Instructor
Number	2	4	1	0
High	\$78,401	\$83,925	\$70,099	\$0
Average	\$77,181	\$81,504	\$70,099	\$0
Low	\$75,961	\$79,755	\$70,099	\$0

Table II-10 (Part 3): Chemical Engineering Faculty Salary Data – Academic Year 2005-2006

Civil Engineering

	Professor	Associate	Assistant	Instructor
Number	8	3	4	0
High	\$103,874	\$66,068	\$61,677	\$0
Average	\$80,825	\$65,388	\$60,915	\$0
Low	\$68,942	\$64,082	\$60,215	\$0

Table II-10 (Part 4): Civil Engineering Faculty Salary Data –
Academic Year 2005-2006

Electrical Engineering

	Professor	Associate	Assistant	Instructor
Number	8	9	5	0
High	\$97,500	\$77,661	\$71,724	\$0
Average	\$81,525	\$72,802	\$70,065	\$0
Low	\$72,500	\$56,793	\$68,408	\$0

Table II-10 (Part 5): Electrical Engineering Faculty Salary Data –
Academic Year 2005-2006

Engineering Physics

	Professor	Associate	Assistant	Instructor
Number	4	4	7	0
High	\$72,884	\$62,843	\$58,487	\$0
Average	\$71,835	\$60,186	\$56,131	\$0
Low	\$66,520	\$58,270	\$50,946	\$0

Table II-10 (Part 6): Engineering Physics Faculty Salary Data –
Academic Year 2005-2006

Industrial Engineering

	Professor	Associate	Assistant	Instructor
Number	0	4	1	0
High	\$0	\$78,375	\$62,741	\$0
Average	\$0	\$67,773	\$62,741	\$0
Low	\$0	\$55,794	\$62,741	\$0

Table II-10 (Part 7): Industrial Engineering Faculty Salary Data – Academic Year 2005-2006

Mechanical Engineering

	Professor	Associate	Assistant	Instructor
Number	8	6	4	0
High	\$107,127	\$77,717	\$66,463	\$0
Average	\$99,278	\$71,572	\$65,178	\$0
Low	\$90,756	\$66,464	\$63,659	\$0

Table II-10 (Part 8): Mechanical Engineering Faculty Salary Data – Academic Year 2005-2006

Surveying Engineering

	Professor	Associate	Assistant	Instructor
Number	0	2	1	0
High	\$0	\$76,993	\$54,678	\$0
Average	\$0	\$70,129	\$54,678	\$0
Low	\$0	\$63,265	\$54,678	\$0

Table II-10 (Part 9): Surveying Engineering Faculty Salary Data – Academic Year 2005-2006

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
New Mexico State University	3.0 %	7.0%	0.0%	3.0%	4.0%	2.3%
College of Engineering	3.0 %	7.0%	0.0%	3.0%	4.0%	2.3%

Table II-10 (Part 10): Average Salary Increase

Faculty Workload

New Mexico State University defines a full-time faculty workload as teaching four classes of three credits each. The College of Engineering allows faculty to use funded research to buy out a maximum of two classes. At the department head's discretion, a further class may be forgiven for activities ranging from advising a large number of graduate students to assuming uncompensated administrative duties. The typical faculty member in a research department (one with a graduate program) will teach two classes (50 percent), conduct funded research (25 percent), and advise/administer (25 percent).

Supervision of Part-time Faculty

As a general rule, the College of Engineering does not rely on permanent part-time faculty. Occasionally, when someone retires, resigns, goes on sabbatical, or takes extended medical leave; a part-time employee may be temporarily added to the faculty. The selection of temporary part-time faculty is done informally, in the sense that a national or regional search is not required. Given the immediate and temporary nature of part-time appointments, applications may be solicited from individuals known to be qualified and available. During their term of employment, part-time faculty members are supervised identically to the rest of the faculty; however their performance is evaluated differently. Since part-time faculty members are hired to fill a particular, temporary need, their performance is measured against individualized goals, established at the time of employment.

B.7. Enrollment and Degree Data

New Mexico State University has suffered declining enrollment for the last several years. The College of Engineering has not been exempt. In the academic year 2005-2006, full-time marketing and recruiting staff were hired. Extensive publicity, mailings, and travel have resulted in a 50 percent increase in incoming freshmen enrollment. We are cautiously optimistic that continuing these efforts will slowly increase our numbers. On the following pages, enrollment and degree data are presented.

College of Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	322	330	269	507	1463	364	215	110	7
04-05	391	355	282	525	1579	376	279	97	11
03-04	455	350	270	533	1622	349	235	100	9
02-03	446	345	298	549	1651	301	272	83	11
01-02	464	339	315	498	1639	288	235	78	14
00-01	430	356	318	498	1626	254	266	96	15

Table II-11 (Part 1): College of Engineering Enrollment and Degree Data

Chemical Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	21	17	13	25	79	24	8	8	1
04-05	23	22	9	35	91	22	18	3	3
03-04	32	27	8	44	112	14	18	3	3
02-03	39	19	20	45	123	22	16	5	0
01-02	32	21	23	40	118	25	15	1	2
00-01	35	26	28	53	143	26	24	4	1

Table II-11 (Part 2): Chemical Engineering Enrollment and Degree Data

Civil Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	58	56	44	79	242	46	29	16	1
04-05	69	68	56	71	267	46	40	11	2
03-04	89	68	41	82	280	43	43	6	0
02-03	77	50	46	91	267	31	46	4	0
01-02	75	42	47	85	253	34	36	5	2
00-01	53	60	45	77	239	31	34	6	3

Table II-11 (Part 3): Civil Engineering Enrollment and Degree Data

Electrical Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	74	86	71	121	361	183	68	50	3
04-05	105	98	69	139	417	192	33	18	3
03-04	139	77	80	124	425	188	52	45	2
02-03	116	112	87	128	438	155	69	28	6
01-02	133	112	88	117	456	133	62	24	3
00-01	132	97	91	92	420	114	56	19	9

Table II-11 (Part 4): Electrical Engineering Enrollment and Degree Data

Engineering Physics

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	3	4	3	2	12	0	2	0	0
04-05	1	5	3	3	12	0	2	0	0
03-04	1	5	1	2	9	0	1	0	0
02-03	0	0	0	0	0	0	0	0	0
01-02	0	0	0	0	0	0	0	0	0
00-01	0	0	0	0	0		0	0	0

Table II-11 (Part 5): Engineering Physics Enrollment and Degree Data

Industrial Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	10	12	2	20	45	67	8	21	0
04-05	11	9	7	26	56	67	14	15	1
03-04	4	12	13	34	64	53	21	33	4
02-03	15	15	20	26	77	54	9	37	3
01-02	14	19	17	33	83	49	20	30	6
00-01	22	16	21	30	91	41	17	57	1

Table II-11 (Part 6): Industrial Engineering Enrollment and Degree Data

Mechanical Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	102	82	69	87	350	37	38	11	2
04-05	106	101	64	83	357	40	38	11	2
03-04	125	94	57	72	349	40	37	11	0
02-03	125	72	47	83	328	35	54	6	2
01-02	116	56	55	80	313	33	46	14	1
00-01	90	77	46	97	313	33	67	9	1

Table II-11 (Part 7): Mechanical Engineering Enrollment and Degree Data

Surveying Engineering

Year	Classification				Total UG	Total Grad	Degrees Conferred		
	Freshmen	Sophomore	Junior	Senior			BS	MS	PhD
05-06	6	4	11	15	36	0	1	0	0
04-05	5	6	6	11	30	0	7	0	0
03-04	6	4	4	19	34	0	9	0	0
02-03	3	1	7	27	40	0	11	0	0
01-02	5	7	11	19	43	0	6	0	0
00-01	7	12	7	20	46	0	13	0	0

II-11 (Part 8): Surveying Engineering Enrollment and Degree Data

B.8. Definition of Credit Unit

New Mexico State University and the College of Engineering use the semester hour as the basic unit of academic credit. A credit hour is defined as 750 minutes of lecture or 2,250 minutes of laboratory time. Over the course of a 15 week semester, this translates into 50 minutes per week, per credit hour. Laboratories meet for 2½ hours per week per credit hour. A typical four credit class consists of one 2½ hour laboratory and either three 50 or two 75 minute lectures. One academic year, consisting of two semesters, provides 30 weeks of classes, including final examinations or 28 weeks, exclusive of final exams.

B.9. Admission Policies

Student Recruiting

Recruiting new students into engineering programs occurs on several levels:

- The University admissions office employs full-time recruiters, based in Las Cruces and Albuquerque. These recruiters visit every high school in New Mexico and far-west Texas at least once per year. Since NMSU offers more than fifty degree programs, university recruiters have only a basic knowledge of the engineering degrees and their requirements. The primary function of the university recruiters is to keep NMSU visible and funnel potential student contact information to the appropriate college and department.
- The College of Engineering employs a full-time recruiter/outreach coordinator. This position is charged with developing and coordinating a unified and comprehensive prospect management system. This system involves classifying each prospect and maintaining contact via mail, the web, telephone, or visits. The college keeps the prospective students informed of events and guides them through the application, registration, and orientation processes. The College of Engineering also coordinates visits by engineering faculty to high schools, civic organizations, and youth groups.
- Faculty in each department make visits to high schools, civic organizations, and youth groups. These visits offer an opportunity to gather prospective student contact information which is then passed to the college recruiter to begin the prospect management process. Departmental representatives are expected to act as ambassadors for the entire college, so industrial engineering faculty may recruit a student interested in chemical engineering, but by the same token, surveying prospects may be recruited by faculty of the electrical engineering department.
- Articulation agreements and transfer guidelines between individual engineering programs and various 2-year institutions encourage students to come to NMSU. These agreements and the guidance counselors at the high schools and community colleges act as embedded recruiters for engineering.

Admission of Students

New Mexico State, as a land-grant institution, has a relatively open admission policy. To be accepted, an entering freshman must have:

- a high school GPA of at least 2.0 and an ACT standard composite score of at least 20, or
- a high school GPA of at least 2.5, or
- an ACT standard composite score of at least 21

In addition, the candidate must meet the following minimum high school requirements:

- 4 years of English, two of which must be composition, one at the junior-level,
- 2 years of science beyond general science,
- 3 years of mathematics, taken from: algebra I, algebra II, geometry, trigonometry, or advanced math, and
- 1 year of foreign language or fine arts.

A student who has a single deficiency from the list above will be admitted if the high school GPA is at least 2.25 and the ACT standard composite score is at least 20.

Students who do not meet the normal ACT requirement may still be accepted provisionally provided the ACT standard composite score is not less than 19, they meet the minimum high school requirements listed above, and have a GPA of at least 2.25. Provisional students must take at least 6, but no more than 12, credits per regular semester (3-6 during summers). Those students who earn at least a 2.0 GPA within two semesters are moved to regular admission status, the others are denied further attendance.

Students denied admission may appeal to the University's Undergraduate Admission Appeals Committee and/or enroll at a community college until the deficiencies are removed.

Admission to the College of Engineering is open to any NMSU student. Neither the departments nor the college place any admission standard on students beyond those set by the university. To officially declare a major in engineering, a student need only visit the College of Engineering registration clerk and make the request. The student's records will be modified to indicate engineering as the primary college and the appropriate program as the major.

Math Placement

All engineering programs assume students are ready to take calculus I as a beginning freshmen. Naturally incoming students would like to begin with calculus I; however, to keep the quality of instruction high, the University has a vested interest in starting students at a math-skill appropriate level. In an effort to advise students into the highest-level math classes for which they are prepared, the Department of Mathematical Sciences enforces a strict guideline to determine initial math enrollment. Students with ACT Math (ACTM) scores below 17 are placed directly into developmental math classes at the Doña Ana Branch Community College.

Developmental Math Course		Minimum ACTM	Prerequisite for Direct Entry
Number	Title		
CCDM 103N	Computational Skills	None	None
CCDM 114N	Algebra Skills	15	CCDM 103N

Table II-12 (Part 1): Initial Math Placement Based Solely on ACT Math Scores

Students with ACTM scores above 16 may be placed into a math class based on a combination of ACTM and high school GPA. Note they may not place into calculus I, the beginning math class for all engineers.

Math Score		High School GPA							
ACT	SAT	0.000 – 2.499	2.500 – 2.749	2.750 – 2.999	3.000 – 3.249	3.250 – 3.499	3.500 – 3.749	3.750 – 3.999	>= 4.000
<14		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Green
14		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Green
15		Yellow	Yellow	Yellow	Yellow	Green	Green	Green	Green
16	380	Green	Green	Green	Green	Green	Orange	Orange	Orange
17	410	Green	Green	Green	Green	Orange	Orange	Orange	Orange
18	420	Green	Green	Orange	Orange	Orange	Magenta	Magenta	Magenta
19	430	Orange	Orange	Orange	Orange	Magenta	Magenta	Magenta	Magenta
20	460	Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
21	480	Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
22	500	Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
23	520	Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
24		Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
25	530	Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
26	550	Orange	Orange	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
27	560	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
28	600	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
29	630	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta
>=30	650	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta	Magenta

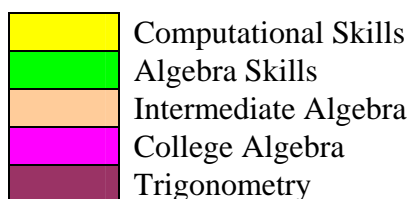


Table II-12 (Part 2): Initial Math Placement Based on ACT or SAT Math Scores and GPA

Students with an ACTM score of at least 17 may place into calculus I (the beginning math course for all engineers) by scoring sufficiently well on a Math Placement Exam (MPE). Although the MPE is not mandatory, without it, students are only allowed to enroll in lower-level math classes. Since all engineering students want to start as far along in math as they can, the MPE has become a *de facto* entrance requirement for all engineering programs.

The Math Placement Exam consists of four sections, of ten questions each. Each section covers the material taught in a different math class: Algebra Skills, Intermediate Algebra, College

Algebra, and Trigonometry. Correctly answering 60 percent of the questions in a given section allows the associated class to be skipped. MPE scores are reported as a set of four integers, indicating the number of questions correctly answered in each section. Thus, a score of 10,8,9,4 means the student answered all ten of the questions on Algebra Skills correctly, missed two questions in the Intermediate Algebra section, missed only one question on College Algebra, but only got four correct in Trigonometry. This student would be placed into Trigonometry. The rules for math placement follow.

Math Course		Minimum		Prerequisite for Direct Entry
Number	Title	ACTM	MPE	
MATH 115	Intermediate Algebra	17	6,-,-,-	CCDM 114N
MATH 185	College Algebra	17	6,6,-,-	Math 115
MATH 180	Trigonometry	17	6,6,6,-	Math 185
MATH 235	Calculus I	17	6,6,6,6	Math 180 & 185

Table II-12 (Part 3): Initial Math Placement Based on Math Placement Exam Scores

The Associate Dean of Engineering for Academics may, under special circumstances, recommend a student be placed in a math course other than that which the MPE results would indicate. Such placement is rare and must be accepted by the Department of Mathematical Sciences.

English Placement

Entering freshmen are placed into an initial English class based strictly on ACT English (ACTE) scores. Those with ACTE scores less than 16 are placed directly into developmental English at the Doña Ana Branch Community College.

English Course		Minimum ACTE	Prerequisite for Direct Placement
Number	Title		
CCDE 105N	Effective Communication Skills	None	None
CCDE 110N	General Composition	13	CCDE 105N
ENGL 111G	Freshman Composition	16	CCDE 110N
ENGL 111H	Honors Composition	25	

Table II-12 (Part 4): Initial English Placement

Advanced Placement

Students who have completed college-level courses in high school and have scored at least 3 on the Advanced Placement Examinations of the College Examination Board will be granted college credit. The amount of credit and the equivalent university courses for which credit will be granted is determined by the head of the department in which the equivalent course is offered. Such credit will be treated as transfer credit without a grade, will count toward graduation, and may be used in fulfilling specific curriculum requirements or course prerequisites. The most common such credit engineering students bring from high school and the NMSU courses for which they receive credit are: Calculus AB (Math 191), Calculus BC (Math 191 & 192), Chemistry (Chem 111), and English Composition (Engl 111).

Upper Division Admission Requirements

Students are not allowed to enroll in upper division coursework (300 or above) until they have demonstrated basic skills in English and mathematics. Engineering students satisfy their basic skills requirements once they have completed ENGL 111G, MATH 191 and Math 192.

Transfer students may satisfy the basic skills requirement with prior credit. Those with at least 45 credits are allowed to enroll in upper division courses for one semester. This semester of grace allows the transfer student to demonstrate the basic skills (i.e. complete ENGL 111G, MATH 180, and/or MATH 185) or, more commonly, lets the transfer credit catch-up to the student. After the semester of grace, transfer students must adhere to the same upper-division admission requirements as any other student.

History of Admission Standards for Freshmen

New Mexico State University

Semester	ACT Composite Score		High School Rank (percentile)		Number of New Students
	Minimum	Average	Minimum	Average	
2005	10.0	20.8	95.2	30.4	2,019
2004	9.0	20.9	100.0	30.6	2,111
2003	10.0	20.6	100.0	31.8	2,067
2002	10.0	20.7	95.0	30.6	2,049
2001	10.0	20.8	98.7	30.9	2,103
2000	10.0	20.8	98.0	31.0	2,021

Table II-13 (Part 1): New Mexico State University Freshman Admission Standards

College of Engineering

Semester	ACT Composite Score		High School Rank (percentile)		Number of New Students
	Minimum	Average	Minimum	Average	
2005	15.0	22.5	89.1	27.5	235
2004	12.0	22.6	89.9	24.8	270
2003	12.0	21.6	94.4	27.2	323
2002	14.0	22.0	91.4	25.9	310
2001	10.0	21.6	88.5	27.0	336
2000	10.0	22.6	97.4	25.9	297

Table II-13 (Part 2): College of Engineering Freshman Admission Standards

Domestic Transfer Policies

Students are allowed to transfer to NMSU only if they are eligible to continue their studies at their most recent university. Therefore, students under suspension at another university are not accepted at New Mexico State. Transfer students are accepted with the same status they had at their most recent university. Students on probation at another university will be admitted on probation here.

Evaluation of transfer credit begins at the Registrar's office. Working with official transcripts, a staff person in the Registrar's office renders a tentative evaluation and forwards the evaluation to the College of Engineering. The evaluation is sent to the appropriate engineering department for review. Their comments and recommended changes are returned to the Associate Dean of Engineering for Academics who makes the final decision. The registration clerk within the associate dean's office makes the appropriate entries into the student records and the transfer credit becomes official.

Transfer courses carry credit but no grade, thus they do not affect the student's GPA. Transfer credit in which the student earned an A, B, or C (including P or S in the case of pass/fail or satisfactory/unsatisfactory) are given a "grade" of CR (credit). Coursework in which a grade of D was earned is marked CD (credit with a D). Transfer courses in which an F was earned (including F or U in the case of pass/fail or satisfactory/unsatisfactory) or those courses taken for no credit (audited) are marked NC (no credit). Coursework for which there is no NMSU equivalent is marked NE (no equivalent).

NMSU does not accept CD transfer credit for ENGL 111G (freshman composition). Similarly, the College of Engineering will not accept CD transfer work for any math, science, engineering, or technology course. CD work in humanities and social sciences is acceptable.

Transfer of credit from ABET accredited colleges is straightforward as it is assumed that the programs have been scrutinized and validated. The Associate Dean of Engineering for Academics, in consultation with the appropriate department and student, determines if a particular course is equivalent to one taught at NMSU.

Non-ABET accredited coursework is looked at more closely. If the institution is unknown to the Associate Dean, he contacts the Registrar to determine its reputation. If questions remain, the Associate Dean makes further inquiries such as getting input from Associate Deans of ABET accredited universities in proximity to the institution in question. The Associate Dean may require the student to produce course syllabi and exams before transfer of credit is given or allowed to count toward the degree requirements. The Associate Dean may allow transfer of credit from a non-accredited program if a student demonstrates knowledge in the topic by performing well in subsequent coursework.

Articulation Agreements

The College of Engineering has articulation agreements with five institutions of higher education in New Mexico and west Texas:

- Northern New Mexico Community College, Española, New Mexico
- Luna Community College, Las Vegas, New Mexico
- Doña Ana Branch Community College, Las Cruces, New Mexico
- Technical Vocational Institute, Albuquerque, New Mexico
- El Paso Community College, El Paso, Texas

These agreements specify a block of courses that may be transferred to New Mexico State to fulfill a block of engineering degree requirements. Theoretically, the entire block must be completed before transferring to NMSU, however, most of the agreements are with small

community colleges, and courses within the block are offered sporadically. Typically, students take classes at the community college only as long as a full-time schedule can be made from required classes. Thus, most students transfer to NMSU without having completed the entire block of classes specified in the articulation agreement. The practical result is most articulation agreements are used as guides for course-by-course requirement transfers.

If an articulation agreement includes engineering courses such as Statics or Dynamics, the Associate Dean from the NMSU College of Engineering will work with the host institution to assure that the topics covered, level of difficulty, and qualifications of the instructor meet the same standards as the course taught at NMSU. Should the Associate Dean determine the course does not meet the same standards, transfer of credit is denied.

Foreign Transfer Policies

Foreign students must fulfill the basic requirements for admission as other transfer students. In addition, they must declare a home department (major) at the time of application. The department can deny admission, as can the Associate Dean. The most common reason for refusing to admit an undergraduate international student would be a TOEFL score below 500. Foreign students who have a mediocre academic record from a foreign institution are typically denied admission until they have established a satisfactory academic record elsewhere in the United States. Acceptable foreign students are admitted through the Center for International Programs (CIP).

Evaluation of transfer credit for coursework taken at domestic institutions by foreign students follows the same procedure as for other transfer students. Transcripts from foreign institutions are evaluated by the Associate Dean. The student is responsible for providing English translations of transcripts, course descriptions, examples of coursework, or any other materials needed to conduct a complete evaluation. Credit is not granted unless and until the student demonstrates that the coursework is equivalent to that provided at NMSU and an acceptable level of knowledge was gained. For engineering courses, the Associate Dean consults with the appropriate department before finalizing an evaluation. The rigor of the proof depends in part on the reputation of the foreign institution. If the Associate Dean is unable to ascertain the validity of the coursework, he will either deny credit or require the student to take a validation exam. The Associate Dean may allow transfer of credit from a foreign institution if a student demonstrates knowledge in the topic by performing well in subsequent coursework.

History of Transfer Engineering Students

New Mexico State University

Academic Year	Enrolled Transfer Student Count
2005-2006	526
2004-2005	535
2003-2004	520
2002-2003	512
2001-2002	536
2000-2001	588

Table II-14 (Part 1): New Mexico State University Transfer Student Count

College of Engineering

Academic Year	Enrolled Transfer Student Count
2005-2006	64
2004-2005	53
2003-2004	70
2002-2003	46
2001-2002	76
2000-2001	69

Table II-14 (Part 2): College of Engineering Transfer Student Count

Requirements for Graduation

New Mexico State University enforces certain minimum requirements on all degree programs. In brief, the minimum requirements are:

- Completion of 128 credits,
- Demonstrated basic skills in math and English,
- Completion of 54 credits in courses numbered at least 300,
- A cumulative GPA of 2.000, and
- The last 30 credits must be earned at NMSU.

The College of Engineering enforces certain requirements on all engineering degree programs. In brief, the requirements are:

- A grade of at least C in any class used to satisfy a prerequisite requirement, and
- A grade of at least C in all required lower-division science, technology, engineering, and math classes.

Each engineering program has published the specific course requirements which must be fulfilled to earn a degree.

Early in the semester during which graduation requirements are expected to be completed, a student must file a Notice of Degree Candidacy in the registrar's office. The names of those engineering students who have filed the notice are forwarded to the Associate Dean of Engineering for Academics. The candidate names are then passed to the appropriate departments. The coordinators of the various programs check each student's academic record against the program's degree requirements. Each program has a form used to indicate the status of each degree requirement for each student. A typical check sheet is shown on the following page.

The Klipsch School of Electrical & Computer Engineering
Record Check
1998-1999 Catalog

Name: LETT, DAVID

SSN:

Req'd Course	Req'd Credit	Course Taken	--Credits-- Cpl Enr Ned	Req'd Course	Req'd Credit	Course Taken	--Credits-- Cpl Enr Ned
GENERAL EDUCATION							
ENGL 111G	4	ENGL 111G	4/0/0	LITT EL	3	HON 208G	3/0/0
ENGL 218G	3	ENGL 218G	3/0/0	SOCIAL EL	3	ECON 251	3/0/0
COMM 265G	3	COMM 265G	3/0/0	VWW EL 1	3	ASTR 308G	3/0/0
HISTORY EL	3	HIST 201	3/0/0	VWW EL 2	3	HON 380G	A0/0/0
THOUGHT EL	3	PSY 201	3/0/0	FREE EL	3	HIST 202	3/0/0
MATHEMATICS & NATURAL SCIENCES							
CHEM 111	4	CHEM 111	4/0/0	MATH 192	3	MATH 192	3/0/0
PHYS 1	3	PHYS 215	3/0/0	MATH 291	3	MATH 291	3/0/0
PHYS 1 LAB	1	PHYS 215G	1/0/0	MATH 391	3	MATH 391	3/0/0
PHYS 2	3	PHYS 216	3/0/0	MATH 392	3	MATH 392	3/0/0
PHYS 2 LAB	1	PHYS 216L	1/0/0	STAT EL	3	IE 311	3/0/0
MATH 191	3	MATH 191	3/0/0	MATH EL	3	MATH 472	3/0/0
GENERAL ENGINEERING							
ENGR 101	1	ENGR 101	1/0/0	ENGR EL	3	CE 233	3/0/0
CE 450	3	CE 450	A0/0/0	TECH EL	3	PHYS 315	3/0/0
ELECTRICAL & COMPUTER ENGINEERING							
EE 111	3	EE 201	3/0/0	EE 341	3	EE 341	3/0/0
EE 161	3	EE 162/L	3/0/0	EE 341L	1	EE 341L	1/0/0
EE 211	4	EE 211	4/0/0	BREADTH EL 1	3	EE 361	3/0/0
EE 221	4	EE 221	4/0/0	BREADTH EL 2	3	EE 324	3/0/0
EE 261	3	EE 265	3/0/0	BREADTH EL 3	3	EE 466	3/0/0
EE 311	4	EE 311	4/0/0	DEPTH EL	3	EE 363	3/0/0
EE 315	3	EE 315	3/0/0	CAPSTONE 1	2	EE 467	A0/0/0
EE 332	3	EE 332	3/0/0	CAPSTONE 2	2	"	A0/0/0
EE 332L	1	EE 332L	1/0/0	CAPSTONE 3	2	"	A0/0/0

CREDITS REQUIRED FOR DEGREE 127
 CREDITS COMPLETED SO FAR 113 *47 Upper Div completed*
 CREDITS CURRENTLY ENROLLED 12 *12 " " Enrolled*
 CREDITS NEEDED AFTER THIS SEMESTER 0

Spring Miller
 RECORD CHECK CLERK 01/18/01

John Porter
 UNDERGRADUATE ADVISOR 17 Feb 01
 DATE

David Lett
 DEPARTMENT HEAD 2/1/01
 DATE

Mr. M. C. Carthy
 DEAN 5/18/01
 DATE
 13913807

Minor: Math

Figure II-9: Sample Record Check Form

The example record check clearly shows all the degree requirements, in both credit (Req'd Credit) and name (Req'd Course), the courses(s) taken to meet the requirement (Course Taken), and the number of credits completed (Cpl), currently enrolled (Enr), and still needed (Ned) associated with the requirement. At the bottom of the form a summary is found. In 2007, all programs at New Mexico State University will begin to use an automated degree audit system which will take much of the tedious clerical work out of the process.

The result of each record check is forwarded to the Associate Dean's office for final validation. The Records Specialist in the Associate Dean's office goes through each record check to verify its accuracy. Finally, the Associate Dean goes through the record checks as a third and final verification. Inconsistencies such as missing classes, unacceptable grades, or invalid elective choices are brought to the attention of the program coordinator and an explanation requested. If the inconsistency is resolved, the Associate Dean endorses the record check, signifying that all degree requirements have been met. Unresolved inconsistencies result in the student being informed of the problem and advised they will not graduate until the situation is corrected. In any event, the registrar is notified of the Associate Dean's decision.

B.10. Non-academic Support Units

Regional Alliance for Science, Engineering, and Mathematics for Students with Disabilities, Squared (RASEM²)

Project Director: Dr. William C. McCarthy

Location: EC III, Room 306

Sponsored by the National Science Foundation, the New Mexico State Legislature, and corporate donors, RASEM² helps:

- Recruit and retain qualified students with disabilities into Science, Technology, Engineering, and Mathematics (STEM) fields,
- Support intervention strategies that allow students with disabilities within the public schools to discover STEM opportunities,
- Establish mentoring activities, and
- Support bridging mechanisms between high schools and colleges.

RASEM² consists of twenty-six two- and four-year institutions of higher education in New Mexico and west Texas. RASEM² provides stipends and mentorships to undergraduate and graduate students with disabilities in STEM fields. RASEM² supports the acquisition of adaptive technologies that make computer systems accessible to students with disabilities and has developed a peer support club for university students. RASEM² has supported research activities such as math accessibility for visually impaired students and computer laboratories for mobility impaired students. RASEM² actively promotes the use of the "Entry Point" program, sponsored by the American Association for the Advancement of Science, which makes available summer internships to students with disabilities. These internships are with major companies, such as IBM and NASA.

Manufacturing Technology and Engineering Center (M-TEC)

Program Director: Mr. Anthony Hyde

Location: Engineering Complex III, Room 269

The Manufacturing Technology and Engineering Center (M-TEC) was initiated in August of 2000. M-TEC's mission is to support economic development in New Mexico by providing quality manufacturing education, technical assistance and other extension services to industries in New Mexico with an overall goal of improving the standard of living of citizens of New Mexico. M-TEC maintains five fully functional, professionally staffed manufacturing facilities. Among the capabilities provided by M-TEC are:

- Product design and development,
- Manufacturing processing and engineering,
- Prototyping,
- Manufacturing training, and
- Other services such as machining and metal fabrication.

These services are available to support academic, research, and service activities within the College of Engineering.

New Mexico Alliance for Minority Participation (NM-AMP)

Program Director: Dr. Ricardo Jacquez

Location: Engineering Complex I, Room 106

New Mexico AMP is dedicated to increasing the number of minority students pursuing degrees in science, technology engineering, and math (STEM). New Mexico AMP supports minority students with undergraduate research assistantships, opportunities to participate in research activities under the mentorship of faculty, and opportunities to present technical papers. New Mexico AMP is an Alliance of the 2 and 4-year institutions of higher education in New Mexico. The Associate Dean of Engineering works with New Mexico AMP to forge articulation agreements among the alliance members. New Mexico AMP also brings distinguished lecturers and role models in contact with minority students.

New Mexico AMP, through a generous grant from the Hewlett Foundation, has been instrumental in developing Integrated Learning Communities (ILCs) to address the low graduation rate among inadequately prepared students. Experience shows that incoming freshmen who do not qualify for MATH 185 (college algebra) are only one-third as likely to graduate as those who test into at least MATH 185. The ILCs are combating this problem by:

- Providing supplemental instruction and study help in math,
- Introducing basic engineering concepts during the first year, and
- Fostering a community spirit within the cluster groups.

A limited number of incoming engineering freshmen are selected to participate in the ILC program. Enrollment is restricted to students who test into MATH 115, the precursor to MATH 185. Currently, the number of seats available to ILC students is resource bound to two clusters of 25 students each. ILC participation is voluntary and on a first-come-first-served basis.

Students participating in an ILC all enroll in the same full-time block of classes and attend these classes as a cluster:

- EE 109 (The Engineering of How Things Work)
- ENGL 111G (Freshmen Composition)
- MATH 115 (Intermediate Algebra)
- MATH 101 (Supplemental Instruction)
- SMET 101 (Introduction to Science, Mathematics, Engineering, and Technology)

Whenever possible, projects and assignments in the various classes are related. For instance, while discussing stress and loading in EE 109, bridges may serve as an example. Then the SMET 101 instructor may assign a project to design and test balsa wood bridges. During the project, students will conduct research and make oral presentations on various aspects of bridge design. The math required to analyze the bridge designs would be provided in MATH 115, using bridge examples. The students may also write essays and reflections on the research topic for ENGL 111G. During the final exam period of SMET 101 the students would make an oral presentation of their bridge design to all cluster instructors. Since the students attend the classes as a cluster, a collective attitude develops while they use teamwork to complete their assignments.

The ILC program has not been in place long enough to assess the impact on graduation rates, but there is preliminary data to indicate ILC students have a higher rate of success in MATH 115, continue on to the next math course in greater numbers, and do better once they get there than their non-ILC counterparts. The ILC results are so encouraging, the College of Engineering has committed to expanding the program, making it available to all MATH 115 bound engineering students.