

Freshman Class of 2006

Who are the Freshmen of the Class 2006-2207? Here is a snapshot of our current freshman class.

Gender: For the second year in a row, the first-time freshmen contain more men than women.

Fall 2006 Males	Fall 2006 Females	Undergraduates Male	Undergraduates Female
52% (315)	48% (287)	44% (1,435)	56% (1,844)

Race-Ethnicity: Our freshmen class reflects the race-ethnicity of our total student population based on race-ethnicity. Our total and new freshmen Hispanic student populations are under-represented.

Race-Ethnicity	% ENMU Total	% All ENMU Freshmen	% ENMU Freshmen NM	% NM HS Graduates
American Indian	3.05	3.75	4.26	4.37
Asian	1.19	1.63	1.91	1.97
African-American	5.54	7.01	2.34	2.40
Hispanic	27.57	36.87	38.09	38.43
White	57.07	46.66	50.00	48.91
Unknown	4.28	2.77	3.40	3.49

ACT and HS GPA: While average ACT and high school GPA have remained relatively constant between Fall 2004 and Fall 2006, the trend has been to lower average ACT since 1994. The number of students with 0-2.49 high school GPA's has fallen significantly in Fall 2006.

	Average ACT	Average HS GPA	# of 0- 2.49 HS GPA	# of 1- 16 ACT Composite score
Fall 2006	19.34	3.25	24	140
Fall 2005	19.11	3.23	46	149
Fall 2004	19.28	3.22	54	145
Fall 2003	19.11	3.21	60	NA
Fall 2002	18.83	3.14	51	NA
Fall 2001	19.07	3.20	61	NA
Fall 2000	19.05	3.09	86	NA

Our Freshmen Student Engagement in NSSE Spring 2005

Spring 2005, ENMU participated in **the National Survey of Student Engagement [NSSE]**. NSSE annually assesses the extent to which undergraduate students are involved in educational practices, empirically linked to high levels of learning and development. In an effort to encourage discussion of student engagement, its importance to student learning, collegiate quality, and institutional improvement, NSSE created five clusters, or benchmarks of effective education practice:

- Level of academic challenge
- Active and collaborative learning
- Student-faculty interaction
- Enriching education experiences
- Supportive campus environment

Using approximately 225,000 randomly selected students from 518 institutions that participated in NSSE in 2005, these benchmarks compare the performance of ENMU with its selected peer group, Master's level institutions, and the 2005 national norms. ENMU surveyed both freshmen and seniors; listed below are the data for freshmen in 2005.

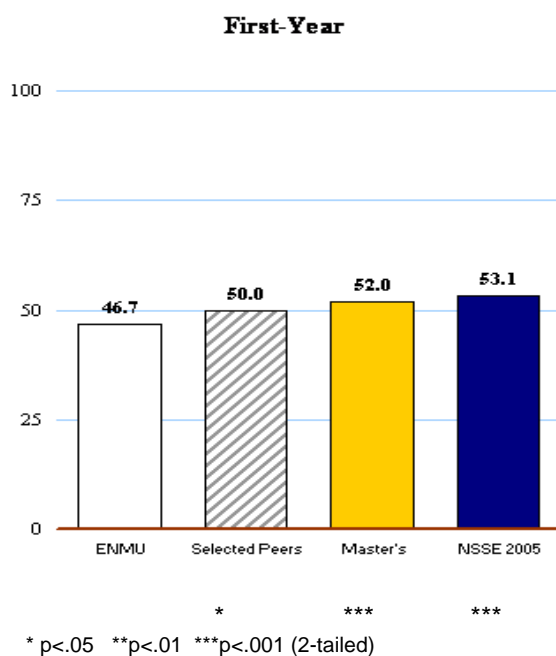
Highlights

Good News: In 4 of the 5 benchmark categories ENMU compares favorably with other institutions. However, freshmen showed statistically significant lower scores in several specific areas within the area of "Levels of Academic Challenge." Listed below are the areas where there is a statistically significant difference for our freshmen.

Levels of Academic Challenge Survey Question	ENMU Freshmen Mean	Selected Peers Mean	Master's Mean	NSSE2005
Analyzing the basic elements of an idea, experience, or theory	2.72	2.96**	3.04**	3.09***
Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships	2.54	2.79*	2.81**	2.87**
Applying theories or concepts to practical problems or in new situations.	2.66	2.88*	2.96**	2.99**
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities	3.30	3.47	3.85**	4.05***
Spending significant amounts of time studying and on academic work.	2.97	3.02	3.07	3.13*

Level of Academic Challenge 2005

Challenging intellectual and creative work is central to student learning and collegiate quality. College and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

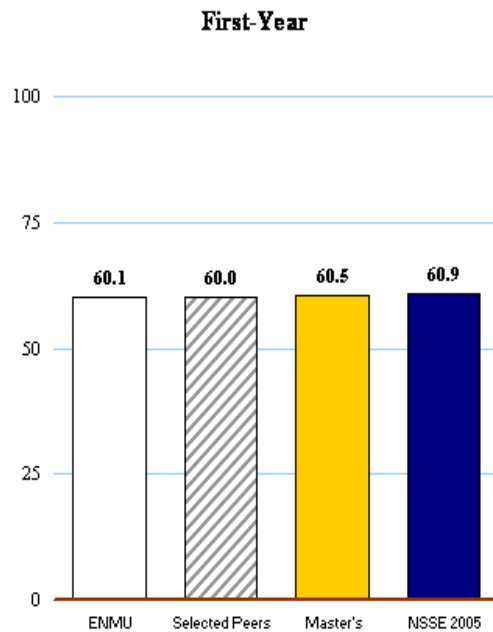


Levels of Academic Challenge Survey Items:

- Preparing for class
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages.
- Coursework emphasizing analysis of the basic elements of an idea, experience, or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgment about the value of information, arguments, or methods.
- Coursework emphasizing application of theories or concepts to practical problems or in new situations.
- Working harder than you thought you could to meet an instructor's standards or expectations.
- Campus environment emphasizing time studying and on academic work.

Supportive Campus Environment 2005

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



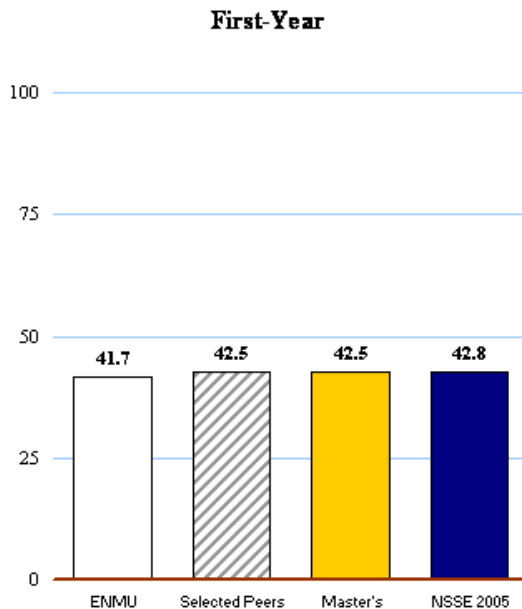
* p<.05 **p<.01 ***p<.001 (2-tailed)

Supportive Campus Environment Survey Items:

- Campus environment provides the support you need to help you succeed academically.
- Campus environment helps you cope with your non-academic responsibilities
- Campus environment provides the support you need to thrive socially.
- Quality of relationships with other students.
- Quality of relationship with faculty members.
- Quality of relationship with administrative personnel and offices.

Active and Collaborative Learning 2005

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering different material prepares students for the chaotic, unscripted problems they will encounter daily, during, and after college.



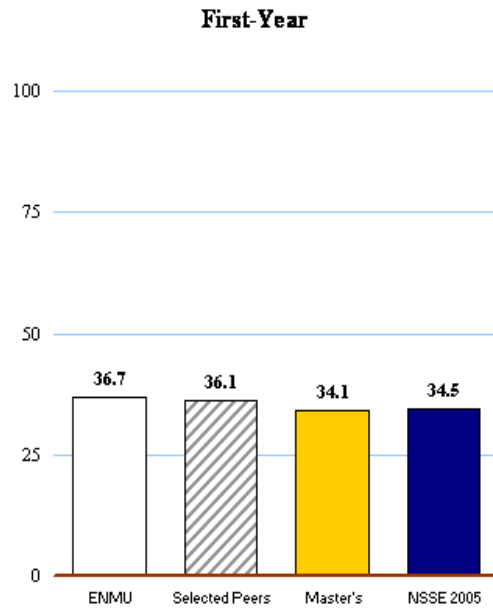
* p<.05 **p<.01 ***p<.001 (2-tailed)

Active and Collaborative Learning Survey Items:

- Asked questions in class or contributed to class discussions.
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments.
- Tutored or taught other students
- Participated in a community-based project as part of a regular course.
- Discussed ideas from your readings or classes with others outside of class.

Student-Faculty Interaction 2005

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



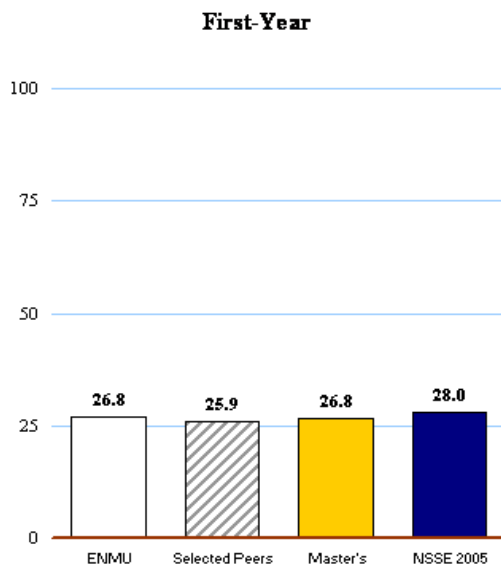
* p<.05 **p<.01 ***p<.001 (2-tailed)

Student-Faculty Interaction Survey Items:

- Discussed grades or assignments with an instructor.
- Talked about career plans with a faculty member or advisor.
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework
- Received prompt feedback from faculty on your academic performance
- Worked with faculty member on a research project outside of course or program requirements.

Enriching Educational Experiences 2005

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.



* p<.05 **p<.01 ***p<.001 (2-tailed)

Enriching Educational Experiences Survey Items:

- Participating in co-curricular activities
- Practicum, internship, field experience, co-op experience or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience
- Serious conversations with student of different religious beliefs, political opinions, or personal values
- Serious conversations with students of different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Participated in a learning community or some other formal program where groups of students take two or more classes together.