



EASTERN NEW MEXICO UNIVERSITY



A Campus Master Plan for
Eastern New Mexico University
Portales, New Mexico
October 2023

ACKNOWLEDGMENTS

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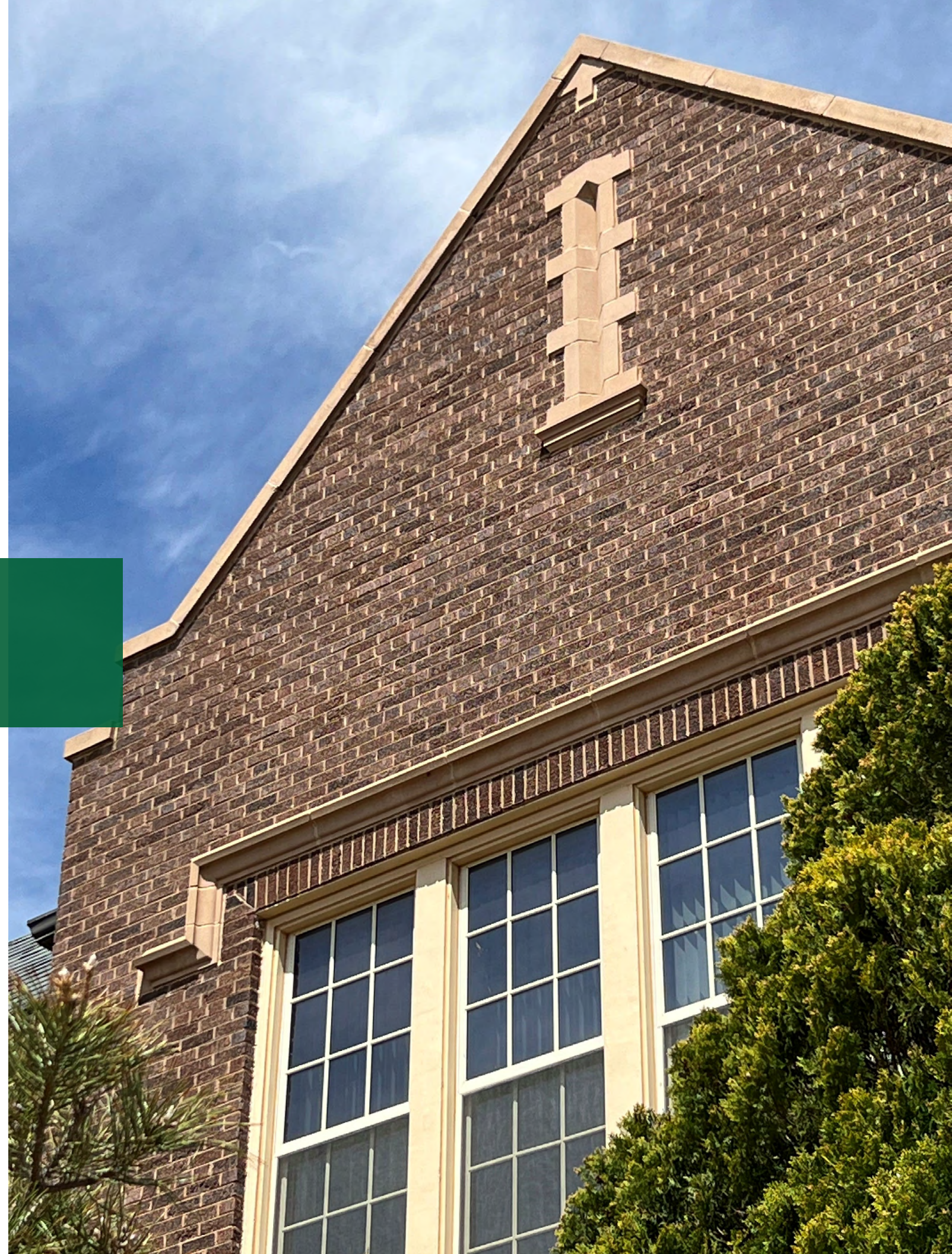
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GOVERNANCE APPROVALS

Adopted October, 2023 by the ENMU Board of Regents Portales, New Mexico

1 | EXECUTIVE SUMMARY



1 | EXECUTIVE SUMMARY

Eastern New Mexico University (ENMU) initiated a Master Plan process in July 2022. Since that start, the Parkhill team has systematically worked to assess facilities, collect and analyze growth, enrollment and utilization data. The goal of the master plan process is to recommend a strong vision to guide capital decisions for the next ten years in accordance with the University's and State's range of fiscal resource mechanisms. The university is recognized as a campus with historically significant buildings including many significant 1930's era Public Works Administration (PWA) and Works Progress Administration (WPA) buildings and murals. There has been careful investment in technology to support intra-campus connectivity and distance learning education. ENMU is the top 10% lowest tuition of 81 public, southwestern institutions. ENMU is ranked in *US News and World Reports* Regional Universities – West. The last twenty years have featured significant capital investment in landmark facilities that support curriculum and community use to support broadcasting/communications, technology, laboratories, residence halls, education, music and theater performance, anthropology, athletics, research and learning.

A striking summary of the ENMU character is seen in the following quotation from former President and Chancellor, Dr. Patrice Caldwell, included below:

“But I quickly realized that Eastern was exactly the kind of college I wish I’d attended—the close relationships between students and faculty, the great teaching, the collegiality of the faculty, the engagement of administrators, the wonderful, supportive community—this was not my experience at my previous universities, and it was far from my expectation. Where I attended college, universities were valued for sports programs, specialty degrees like medicine and law, and the economic clout they carried, but not as a friend, partner, and valued neighbor.”

The university is at a point of opportunity to pair actions with the ENMU Strategic Plan 2019-2024. The Strategic Plan focuses on high quality academic, quality learning experience, security readiness and facilities maintenance.

The Master Plan provides a vision to guide capital planning and is guided by the following goals:

- 1. ENMU IDENTITY:**
 - | Activate outdoor spaces with comprehensive campus site planning
 - | Update academic spaces for ENMU flagship programs
 - | Preserve historic ENMU spaces & traditions
- 2. SAFETY & ACCESS:**
 - | Diversify, improve, and secure digital access
 - | Provide safe journeys between the academic campus (southeast of Hwy US-70) and the athletic campus (northwest of Hwy US-70)
 - | Be the best university for students requiring accommodation
- 3. RESOURCES:**
 - | Reduce water used for landscape
 - | Reduce water used for mechanical system chillers
 - | Transition to air cooled chillers
- 4. COMMUNITY:**
 - | Improve spaces for living & learning (indoor & outdoor)
 - | Strengthen community cooperation with public/private partnerships

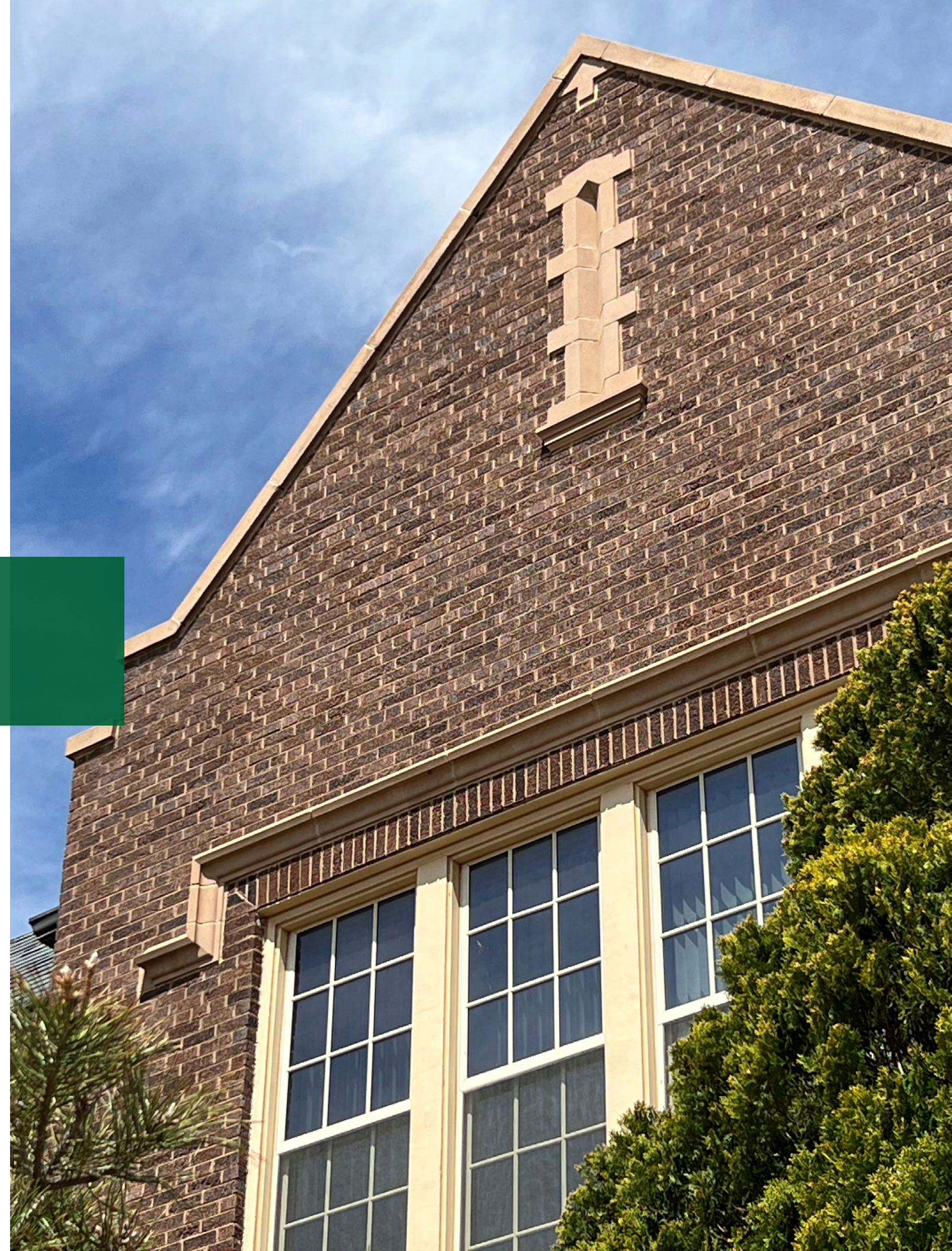
"As we set a course for the next decade we must honor our past and prepare for our future. The focus of this master plan is to realize our strengths in terms of facilities and programming, improve safety and utilization of our resources, and strengthen our connections with the community and region. It is our goal to be that higher education resource for this region throughout a person's career and life."

Dr. James Johnston, President and Chancellor

The Master Plan goals are imperative to the continued growth and health of the ENMU Portales Campus. All institutions of higher learning face the same challenges to maintain and grow enrollment, control costs and continue to invest in relevant and needed academic programs. This document explores current and trending data to determine actions to shape ENMU to fulfill the continued potential as a unique institution in the southwest to offer opportunity, guidance and growth to the campus community.

Based on the planning outcomes determined through informed consensus, the enclosed Master Plan outlines an approximate total of \$44.65 million in proposed future capital work, renovation and maintenance work to be completed over the next ten years. The determination of current and future needs and priorities are the outcome of extensive input and feedback of ENMU Administration, department representatives, faculty, staff, students, and community and allied stakeholders. To the scores of stakeholders who lent their voices to this effort, we extend our heartfelt appreciation.

2 | CAMPUS HISTORY & CONDITION



2.1 | Campus Planning

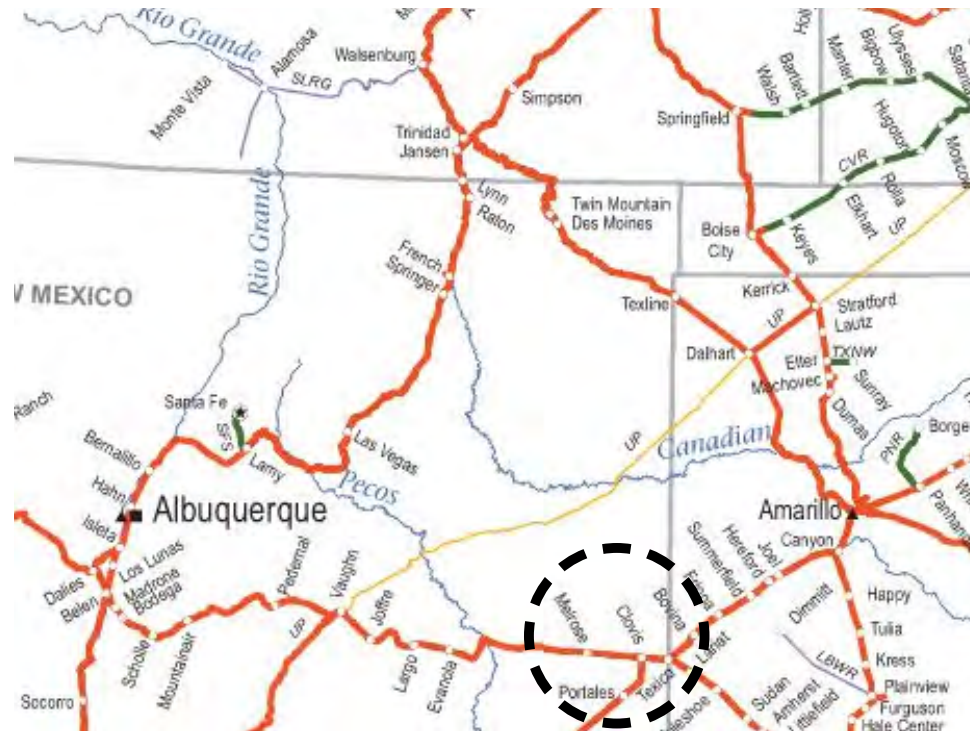
The history of the development of ENMU is the outcome of the vision of the New Mexico legislature, the geography and environment of eastern New Mexico, federal investment with New Deal Programs and University leadership. The significant historic architecture and campus planning contribute to a strong sense of place and a unique academic environment. The master plan vision is based upon understanding the forces that have contributed the ENMU's strong sense of place. ENMU continues to be the place to find your path to a greater future.

2.2 | Key Forces

Key forces in the development of the ENMU story include the railroad, US 70, agriculture, the archaeological heritage, nearby Cannon Air Force Base, Curry County, Roosevelt County, and the vision of a state university located in eastern New Mexico. Each force carries a strong purpose and relies upon cooperation to accomplish shared goals.

2.3 | Railroad & Hwy US 70

The railroad established Portales as a cattle-shipping point in 1906 and was operated by the Northeastern Railway and then the Atchison, Topeka and Santa Fe Railway (now Burlington Northern / Santa Fe – BNSF). The railroad route is parallel to the highway eventually designated as US Highway 70 (US 70) and established the northeast diagonal grid of the city of Portales. The railroad is also responsible for the development of the city of Clovis. In 1906, Santa Fe Railway engineers were seeking land for a town site in the newly developing ranch and farm land of eastern New Mexico. Clovis was founded in 1907 and became the rail hub for all communities south and west of Clovis (including Portales on the southwest spur) to Amarillo and the northeast. After World War II, the railroad developed a major railroad switching yard that increased railroad freight traffic through Clovis continues to be an important hub for eastern New Mexico and western Texas.



BNSF Railroad Routes across the Eastern New Mexico Region

2.4 | Agriculture

Portales is one of the largest producers of Valencia peanuts due to the mild, warm, dry climate and sandy soils in eastern New Mexico. The area has been harvesting peanuts since 1914, and introduced the Valencia peanut in the late 60's which is a sweeter peanut with three kernels to a shell and a red skin. The area is home to about 40 dairies. Strong leaders with a national distribution network include Dairy Farmers of America (DFA) which is a cooperative representing over 11,500 diverse family farmers from across the country. DFA processes milk and distributes milk products. Southwest Cheese operates a state-of-the-art cheese and whey manufacturing facility in Clovis (Curry County) and is the largest cheddar cheese producer in North America.

2.5 | Archaeology

The Blackwater Draw National Historic Landmark is a 156-acre area managed by ENMU. Located 8 miles from the campus, the area is defined as a site that defines the archaeological type for the Clovis culture – the oldest positively defined cultural group in North America (prehistoric Paleoamerican culture named for distinct stone and bone tools found at the site). It was

discovered in 1929 and excavations began in the 1930's. The site was incorporated into the National Register of Historic Places in 1961, and in 1982 was declared a National Historic Landmark. The main visitor's trail approximates the perimeter of the lake during the Clovis period where many of the prehistoric activities were focused. ENMU offers an undergraduate major in anthropology with an emphasis in archaeology, and undergraduate and graduate majors in anthropology. Roosevelt County was created in 1903 from Chaves and Guadalupe counties and named for President Theodore Roosevelt. The city of Portales is the county seat.

2.6 | Curry County, Clovis and Cannon Air Force Base

Curry County was established in 1909 and named after Territorial Governor George Curry. Curry County was created from parts of Quay and Roosevelt counties and the city of Clovis is the county seat. Portair Field was a civilian passenger air field developed in the 1920's. It was renamed in the 1930's to Clovis Air Field, after the nearby town of Clovis. Clovis Air Field was acquired by the US Army to support the World War II effort and renamed Clovis Army Base. By the 1950's, with the separation of the Army and Air Force, and brief base closure, the base was rededicated and renamed Cannon Air Force Base in 1957 in honor of General John K. Cannon, a former commander of the Tactical Air Command. Cannon Air Force Base is the largest and most important employer of Clovis and Curry County.

One myth is that Clovis’ name derived from “Clovis Culture,” the oldest known culture in the United States, which was discovered in 1929 just south of town at what is now the Blackwater Draw archaeological site. However, the “Clovis Culture” received its name after the city it was closest to, not the other way around. Clovis really got its name from the daughter of a railroad official, who was studying the first Christian king, King Clovis of the Franks who ruled in Europe in the 5th century. The name caught on, and was officially incorporated in May 1909.

Source: www.clovisnm.org

2.7 | Vision of a State University in Eastern New Mexico

The New Mexico legislature approved the construction and staffing of a regular school in eastern New Mexico in 1927 and approved appropriation for construction in 1929. The decision-making that led to investment in the City of Portales as the eventual home for ENMU is not certain, but very likely intended to allow stability to two related and growing communities. The Clovis community was thriving as a railroad hub and received continued investment. Portales was a stable but smaller agricultural community connected by rail to Clovis. Locating an institution of higher learning in Portales, New Mexico brought balanced regional investment and ensured the growth of two key eastern New Mexico cities. The ENMU presence impacts both Curry and Roosevelt counties and the cities of Clovis and Portales. The two cities are 23 miles apart and offer complementary amenities. Both share the need and opportunity for education, employment, economic opportunity and access to entertainment – including music, theater and sports. ENMU works strategically to accommodate the needs of military families. Portales remains almost 1/3 the size of Clovis but is home to ENMU – the third largest university in the state with regional excellence and significant agricultural industry. Clovis is larger and is home to Cannon Air Force Base and also offers significant agricultural industry and continued development of the Clovis Music Festival and the Curry County Events Center. The Master Plan vision for ENMU Portales will depend upon cooperation of these same forces. Overall campus movement and pedestrian safety will require cooperation from BNSF, NMDOT, ENMU and the City of Portales.

Community connectivity and quality of life improvements require cooperation from NMDOT, ENMU, Curry and Roosevelt County, City of Clovis and City of Portales, and Blackwater Draw National Historic Site.

Challenges include:

- | Water and resource use will involve all entities in the region to examine efficiencies and work to adapt to changes in water availability.
- | Economic Development
- | Agricultural Sustainability
- | Educational opportunity and continued commitment to student success at ENMU

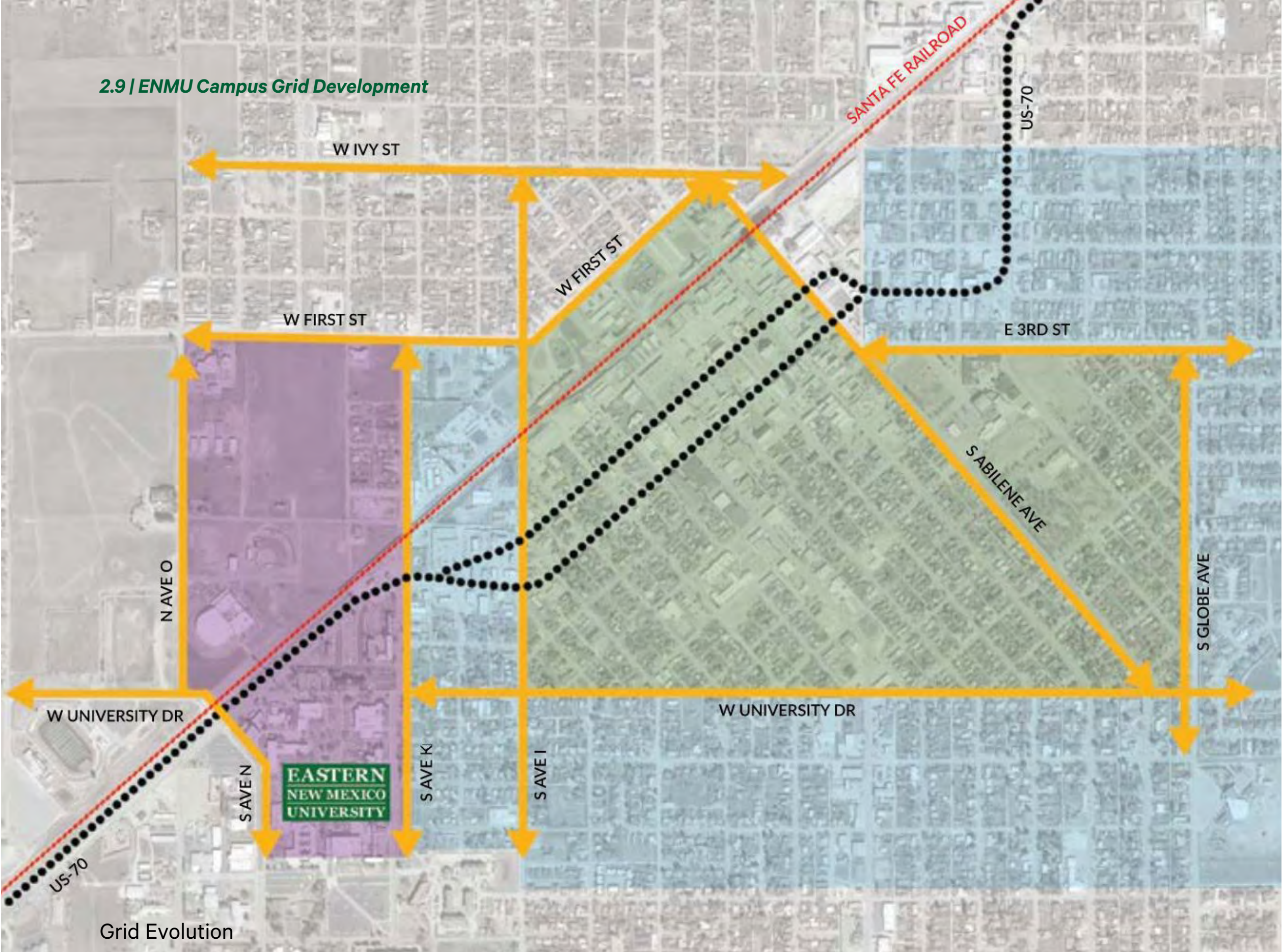
2.8 | ENMU Campus Planning

Understanding the origins of the physical built environment of the campus allow future decisions to build upon the strengths of the first visions at ENMU. The decisions we make today should be based upon past precedent that remain relevant today and reinforce the identity of the ENMU Portales campus. Planning analysis of the growth and change of the Portales street grid and campus circulation patterns yield new opportunities for increasing campus connectivity and safety. The first campus buildings and planning followed traditional campus development of the 1920’s. The planning was based upon popular early twentieth-century social thinking that the physical environment of learning – buildings and grounds – played a significant role in the success of education. The campus quadrangle (quad) has a historic basis and is characterized by a green space or rectangular space surrounded by college buildings. The quad is the defining space of the college campus. It was completely appropriate for ENMU campus organization to continue this campus organizational tradition.

History of ENMU:

- The New Mexico legislature approved the construction and staffing of a regular school in eastern New Mexico in 1927 and approved appropriation for construction in 1929.
- Construction for ENMU began in 1931, but the Stock Market Crash of 1929 and the Great Depression hindered the school’s opening. The doors of ENMU did not open to students until 1934.
- Eastern New Mexico University was first named Eastern New Mexico Junior College (ENMJJC) from 1934 to 1940. The institution is state-chartered and not county-chartered, so is not a community college.
- In 1940, ENMJJC offered the third and fourth years of college, leading to a bachelor’s degree, and became Eastern New Mexico College (ENMC).
- ENMC was accredited from 1946 to 47 by the North Central Association of Colleges and Secondary Schools as a four-year liberal arts college.
- In 1949, ENMC added graduate work leading to the master’s degree in some departments. On April 5, 1949, the Board of Regents approved the change of the institution’s name to Eastern New Mexico University (ENMU).
- ENMU soon opened its doors to two different two-year campuses, ENMU-Roswell, established in 1958, and ENMU-Ruidoso, established in 1991.
- Today, ENMU is a 433-acre campus and is the most recently founded state university in New Mexico. Current enrollment is 5,106 students from 50 states and 28 countries, with 3,756 undergraduate and 1,235 graduate students, and it is New Mexico’s largest regional comprehensive university.

2.9 | ENMU Campus Grid Development

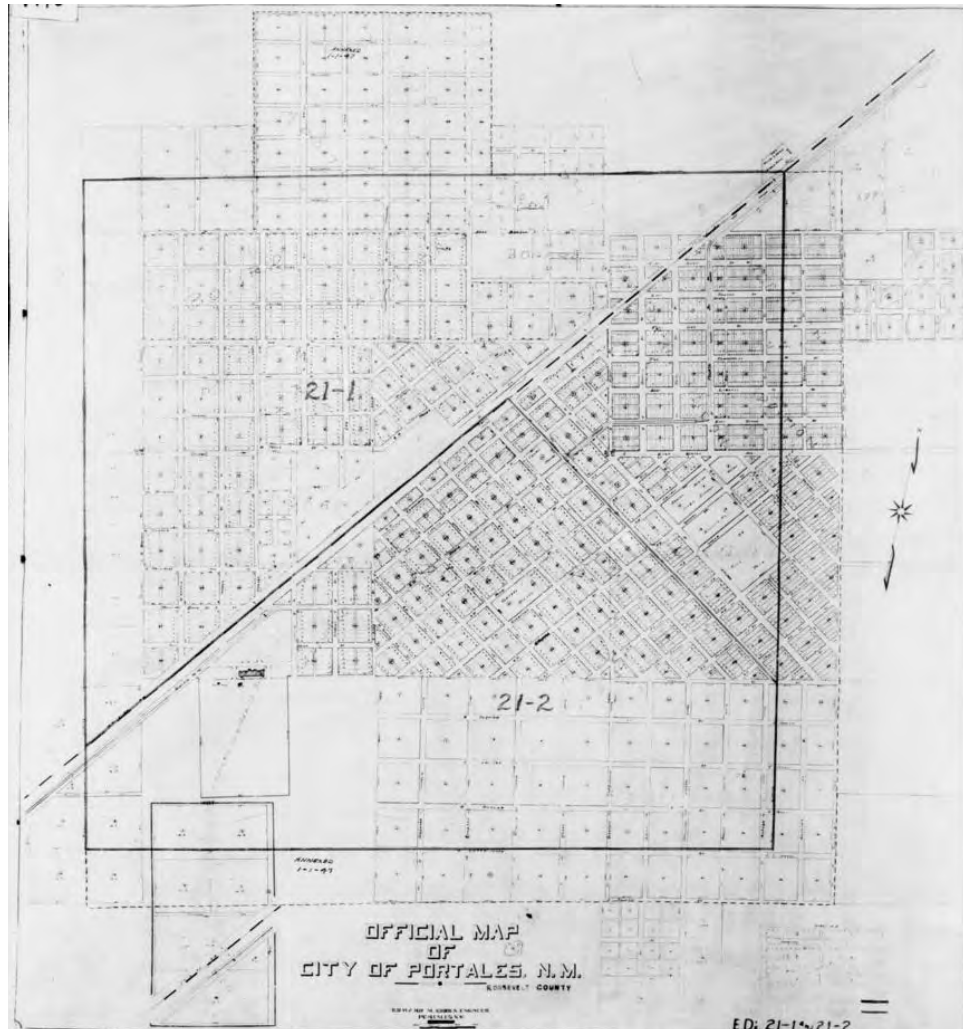


COLOR KEY

STREET GRID

US HWY

TRAIN TRACKS



Early City Grid of Portales

The railroad and highway alignment influenced the Portales street grid (aligned to the northeast), and how subsequent new platting of the 1930's rotated the grid to align with true north. The ENMU campus grid matched the street grid of the 1930's and aligned with true north. As the campus expanded from the primary academic and residential purpose on the southeast side of US 70 to the athletic purpose on the northwest side of US 70, building for large assembly and entertainment once again aligned with US 70 (northeast grid).

The following exhibits highlight key features of the development of the street grid and campus quadrangle.

The early city grid of Portales, New Mexico aligns with the railroad. An early 1940 city map shows how the early platting changed from orientation parallel to US 70 to an orthogonal orientation aligned to north as the city expanded beyond S Avenue H (to the southwest) and S Abilene Avenue (to the northeast) and S Globe Avenue to the far east. [refer to Exhibit and street name boundaries].

The early city grid of Portales, New Mexico aligns with the railroad. An early 1940 city map shows how the early platting changed from orientation parallel to US 70 to an orthogonal orientation aligned to north as the city expanded beyond S Avenue H (to the southwest) and S Abilene Avenue (to the northeast) and S Globe Avenue to the far east. [refer to Exhibit and street name boundaries].

The first campus buildings aligned with the expanding city grid and align with true north. The Administration building features a prominent setback from US 70 to allow visibility to and from the primary entry route to the campus. The site location offers full view of the formal north façade from US 70. The Administration building defined the front door of the campus. The south façade opens up to the campus quadrangle and follows a traditional campus design.

2.10 | Planning Features

West University Drive: The campus bisects W University Drive (which continues on the northeast side of US70). See Exhibit 2.5 Pathways | Overall Campus Path Hierarchy. The strong point of connection between the academic campus and the athletic campus. The curve of S Avenue N aligns the north-south axis across US 70 to connect to W University Dr. This is the strongest vehicular and pedestrian crossing point to link the Academic (southwest side of US 70) to the Athletic (northeast side of US 70) campus.

The Roosevelt County Courthouse was built in 1938 and follows the original street grid aligned with US 70. US 70 crosses the city from Northeast to Southwest and is parallel to the railroad tracks. US 70 was commissioned in 1926 and began in Clovis, New Mexico and continued through Vaughn and Willard to Holbrook, Arizona. In 1932, US 70 was rerouted as part of the U.S. Highway system that travels from Arizona to North Carolina.

COLOR KEY

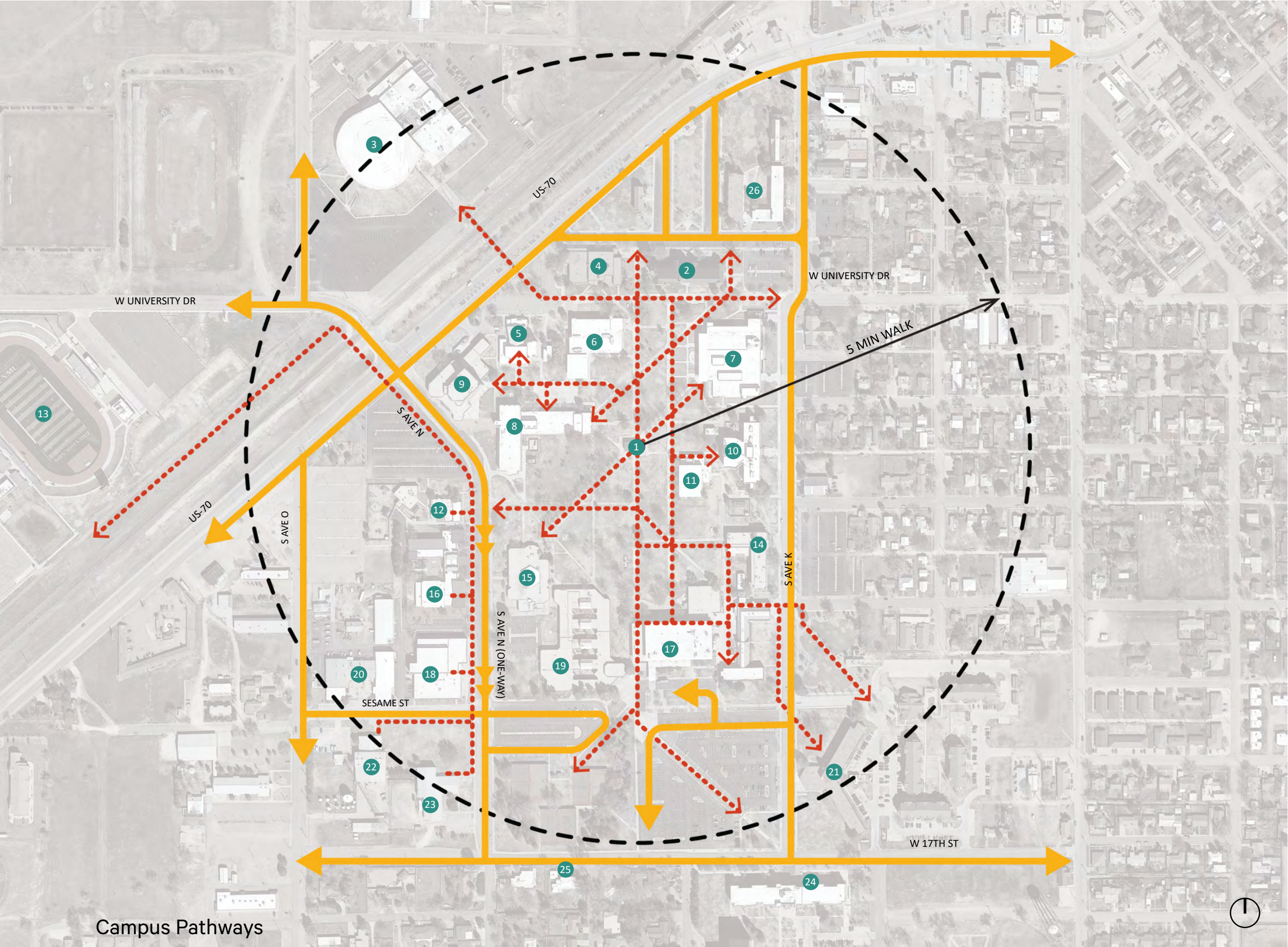
VEHICULAR

PEDESTRIAN

5 MIN WALK RADIUS

PLAN LEGEND

- 1 Pergola (Campus Center)
- 2 Administration
- 3 Greyhound Arena
- 4 Student Academic Services
- 5 University Computer Center
- 6 Music Building
- 7 Golden Student Success Center
- 8 Jack Williamson Liberal Arts
- 9 University Theatre Center
- 10 Science Building
- 11 Natatorium
- 12 Food Science
- 13 Greyhound Stadium
- 14 Roosevelt Science Center
- 15 Education
- 16 Art & Anthropology
- 17 Campus Union
- 18 Communication Building
- 19 College of Business
- 20 Physical Plant
- 21 Eddy Hall
- 22 Art Annex
- 23 Agriculture
- 24 Guadalupe Hall
- 25 Casa del Sol
- 26 Quay / Curry Hall

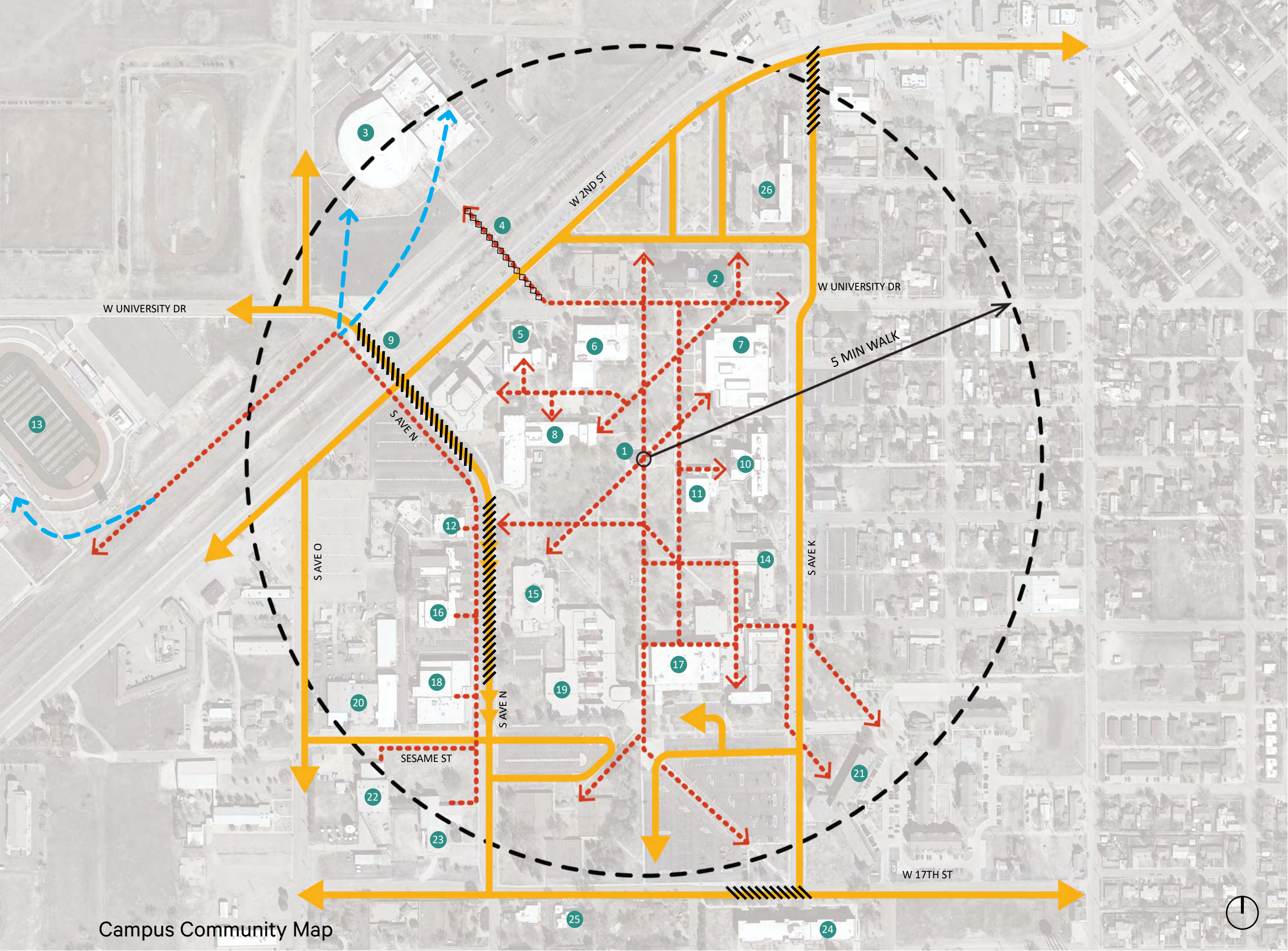


COLOR KEY

- VEHICULAR
- PEDESTRIAN
- PEDESTRIAN PATH
- PEDESTRIAN BRIDGE
- 5 MIN WALK RADIUS
- AREA OF CONCERN (PEDESTRIAN)

CONNECTORS

- 1 Pergola (Campus Center)
- 2 Administration
- 3 Greyhound Arena
- 4 Pedestrian Bridge
- 5 University Computer Center
- 6 Music Building
- 7 Golden Student Success Center
- 8 Jack Williamson Liberal Arts
- 9 Vehicular / Pedestrian Bridge
- 10 Science Building
- 11 Natatorium
- 12 Food Science
- 13 Greyhound Stadium
- 14 Roosevelt Science Center
- 15 Education
- 16 Art & Anthropology
- 17 Campus Union
- 18 Communication Building
- 19 College of Business
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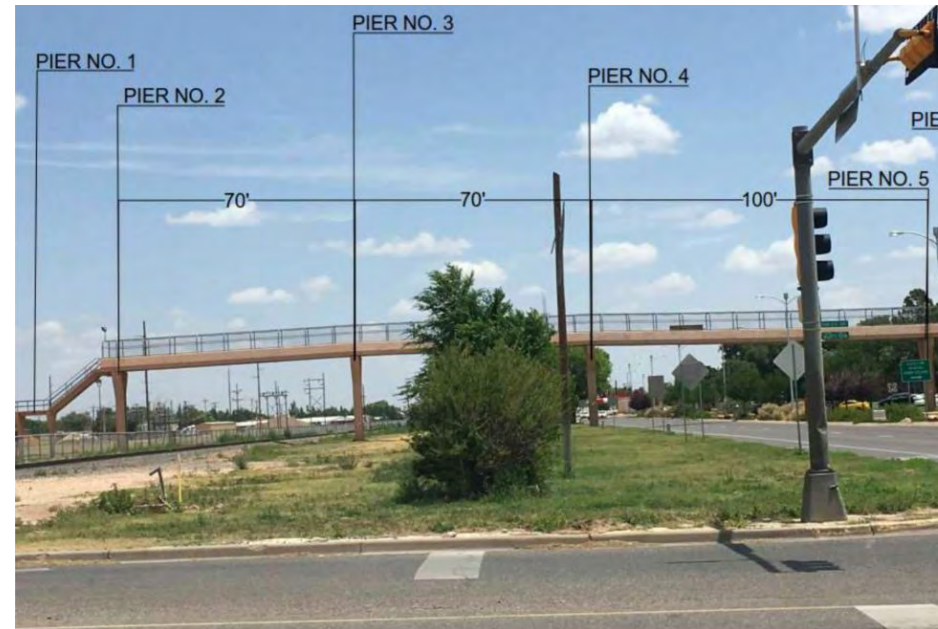


Campus Community Map

2.11 | Campus Building Alignment & Hwy U.S. 70 Safety Issues

All campus buildings have been oriented to match the orthogonal city grid aligned with true north. Later buildings built after 1970 align with US-70 and the railroad and include the University Theater Center, Greyhound Arena and Greyhound Stadium. All of these buildings feature large assembly occupancies with sports and entertainment uses and welcome numerous patrons who arrive by car. Greyhound Arena development in the late 1960's included the subsequent development of a pedestrian overpass. The grade-separated bridge has proven to be inappropriate for a rural community. The route is rarely used and has been subject of a 2019 NMDOT pedestrian crossing study on possible improvements. It is a paradox that the large investment in the pedestrian overpass and subsequent study have led to no pedestrian improvements to the at-grade crossing at W University Blvd and no improvements to the overpass.

A strong planning recommendation is to commission a traffic study in the vicinity of W. University Blvd. and the overpass. Cameras could be used to record pedestrian movement and vehicular speed on a typical academic day and game day. The collected could become a basis for discussion with NMDOT, BNSF, ENMU and Portales. NMDOT assisted the planning team by providing requested crash data in the vicinity of W. University Blvd. and US 70. From 2012 to 2020 there were no pedestrians or bicycles involved in crashes. There were no fatalities involved in crashes. Crashes occurred at two peak times of 11 a.m. to noon and 4 to 6 p.m. A traffic study would provide documentation of pedestrian activities, avoided conflict and volume of pedestrians crossing at this intersection. Anecdotal comments from students and faculty include rarely to never seeing pedestrians using the overpass. The above noted traffic study is included in enclosed Capital Plan as part of a Focused Planning Study.



Pedestrian Overpass
Source: ENMU Pedestrian Crossing Study, 2019



U.S. 70 looking North at intersection of W. University Blvd (Pedestrian Overpass Beyond)

The ENMU campus has several existing blue light emergency phones located throughout campus.. Many other institutions are removing these phones and replacing with emergency SOS smartphone apps. Blue light phones have rapidly become an aging technology with hard to find replacement parts. A SOS smartphone app is like a "blue light phone in every pocket." Additional features include campus safety information, setting a designated friend, and travel time/destination setups.

2.12 | Significant New Deal Projects on the ENMU Campus

The Works Progress Administration (later renamed to Work Projects, 1939) (WPA) (1935) was the largest and most diverse of President Roosevelt's New Deal public works programs. New Deal programs were created to respond to the mass unemployment of the Great Depression. New Deal projects were completed across the country and communities across New Mexico benefited from the program. WPA projects began at the local level, with city and county governments assessing needs and unemployment numbers. The goal was to provide work for people in their communities. ENMU benefited from multiple New Deal Programs and the Portales campus is home to the following notable buildings:

| Quay Hall: ENMU's Quay Hall was constructed as a New Deal project in 1935-6. The Public Works Administration (PWA) provided a loan and a grant to cover most of the cost of the project. Originally built as a residence hall, the building houses offices.

| Lea hall: ENMU's Lea Hall was constructed as a New Deal project in 1936. The Public Works Administration (PWA) provided a \$46,000 loan and \$37,636 grant for the project, whose total cost was \$85,034. The building houses classrooms and offices for the communicative disorders (CDIS), social work and nursing programs. Speech and Hearing Rehabilitation Center (SHROC), Post Office and Black Water Draw Museum are also located in Lea Hall.

| Roosevelt County Museum: The Roosevelt County Museum was established in 1940, and a home for it was funded and built by the Work Projects Administration (WPA). It is located at the northern end of the ENMU campus, off W 2nd St. In addition to exhibits contributed by local residents, the museum houses examples of New Deal etchings.

| Administration Building: The Administration was the first building on campus in 1934 and built for Eastern New Mexico Junior College. It was not funded by WPA, but does include the Moylan Mural which was added in 1937. The building houses Administration, Academic Affairs, Academic Services, Student Accounts, Alumni Affairs, Business Affairs, Graduate

and International Programs, Registrar, Planning and Policy and Business Office. The building is listed on the State and Federal Historic Register. A significant public art piece in the Administration Building is the Moylan Mural "12th Chapter of Ecclesiastes," 1937. The mural occupies a stairwell and all of its components on adjacent walls and columns. The mural is dedicated to the imagery of the 12th Chapter of Ecclesiastes and was completed in 1937. Buildings listed on the State of NM list of historic properties (verify phrase) are required to complete formal submittals to the State.....complete. In summary, any planned renovation or modification to the Administration requires SHPO review. Buildings which are not listed on the State or Federal list, but which receive federal funding are required to XYZ. In summary, Lea, Quay and Roosevelt County Museum are not listed on any register. If renovation or modification is planned, they would not be required to seek review or approval from SHPO.

In 1937, the Work Projects Administration of the Federal Government established a program of murals in public buildings throughout the United States. Eastern New Mexico University made application to the Work Projects Administration for a mural to be painted in the Administration Building. Following approval of the application, a mural to represent the 12th chapter of Ecclesiastes in the Holy Bible was chosen. The Work Projects Administration employed Lloyd Moylan of Albuquerque and Taos as the artist and the University supplied the paint and supplies. Mr. Moylan and his assistant scaled the walls in the center of the Administration Building for five months painting the mural. The scripture is painted on the face of the pillars on the second floor. The government officials who inspected the mural after it was finished informed ENMU officials it was "one of the most beautiful murals in any public building in the United States."

Source: www.livingdeal.com



An Arbor Day Foundation Program

ENMU received Tree Campus designation from the Arbor Day Foundation based upon their tree stewardship program.

2.13 | ENMU Landscape

The visible features of the ENMU campus landscape are a stark contrast to the surrounding landscape. This was an intentional decision when the campus was planned in the 1930's to emulate the established academic campus planning of the time.

The master plan team explored that natural ecology for successful patterns of planting and identity. The goal is to suggest landscape planning guidelines that both continue to identify the ENMU campus and also contribute to water use conservation.

It makes sense that the land use that defined the establishment and growth of Portales should also contribute to ideas for resource use and sustainability. The early 19th century settlement and growth of Portales was based upon the plains-mesa ecosystem. This classification supports ranching and livestock grazing, and cropland.

Streetscapes

Campus mobility is vital to a students, visitors, faculty, and staff. By improving streetscapes and creating multiple modes of transportation throughout the streets, the users experience is improved through safer sidewalks, improved or transformed

streets, and effective transportation alternatives. An alternative closing of streets can also expanse pedestrian zones and minimize the opportunity for vehicular and pedestrian zones of conflict. The repurposing of streets can aid in creating expanded plaza zones and more green and open spaces. This can also improve pedestrian connectivity throughout the campus. One option for this alternative is a portion Avenue N as depicted in the associated plan graphics.

Landscape Material Transition

Transformations of the natural landscape that have occurred throughout the campus have had a significant impact on the required use and quantity of water. The selection of living landscape materials and palettes create unique microclimates that transition from the one open prairie and grassland that existing preurban development for eastern New Mexico. The historic landscape materials for this area include low lying prairie grasses that survived and multiplied in this region with only the natural supplement of rain water. As the landscapes have been transformed, the use of less native but livable landscape have been introduced such as Bermuda grass. Bermuda grass has become the dominant landscape material for the campus. It is a grass that is native to Europe, Africa, Australia, and much of Asia. It is commonly referred to as “invasive” considering its rapid growth and spread characteristics.

Bermuda grass has an estimated plant water use coefficient of 0.60 while the average native grass species for this region such as buffalo grass, blue grama, sideoats grama, and little bluestem have an estimated plant water use coefficient of 0.30. Using this coefficient in conjunction with the historical rainfall for this region, evapotranspiration, and average plant water needs, estimated values of required supplemental water usage can be calculated. The campus includes approximately 59 acres of irrigated turf grass which accounts for an estimated annual supplemental water demand of 21.6 million gallons. With a transition back to native turf species, the estimated annual supplemental water demand could be reduced to less than 1 million gallons. Portions of the campus has been converted from Bermuda grass to xeric planting beds. With the conversion, the region is saving approximately 3 million gallons of water.

These calculations are estimates only and shall be used for planning purposes. The actual supplemental plant watering requirement varies by location and shall be further evaluated.

Quad Area Ideas

- | Crushed aggregate tree grove with movable seating, power pedestals, ample lighting.
- | Sport courts, volleyball, horseshoes, corn hole, pickle ball.
- | Hammock garden
- | Slight depressions in the lawn for storm water collection and infiltration with native grasses.
- | Food truck zones
- | Culinary vegetable gardens
- | Soft surface nature trail, historical information, plant walk

The following table presents characteristics of the ecoregions of New Mexico. The Portales area is within the Llano Estacado ecoregion, and at an elevation of 4013'. The classification reminds us of the vegetation that is naturally occurring and appropriate to the area. Future modifications to the existing landscape can look to the diverse color and variety of these features for inspiration and sustainable landscape plant material selection.

Campus Drainage

The ENMU campus has very little slope which contributes to predictable flooding in key areas.

The US Geological Survey (USGS) topographic maps provide general-use information and show a 25 foot rise over a 4-mile distance from a high elevation of 4025 feet located 2 miles north of US-70 to a lower elevation of 4000 feet located 2 miles to the southeast. Flooding is observed on Avenue N south of US-70 and on Avenue I. An region including all parking areas north of University Arena and including acreage around the Athletic Weigh Training Facility (between Greyhound Arena and Cherry St) also experiences flooding. See Appendix for photos and locations of observed campus flooding.

Recommended actions are to develop comprehensive solutions as part of landscape material transition work that establishes low areas to collect and absorb water. The Quad area could benefit from french drain systems and the athletic areas north of US-70 could support larger ponding areas. The goal is to modify drainage patterns to collect and reuse water.

Level IV Ecoregions		Physiography		Geology	
	Area (Square Miles)		Elevation/Local Relief	Surficial & Bedrock	
Llano Estacado	4090	Level, elevated plain, dcreasing in elevation from west to east. Few to no streams. Surface water in numerous ephemeral pools or playas.	3750-5300/10-150	Quaternary sandy and loamy eolian deposits, Discontinuous eolian deposits over caprock calcrete, and lacustrine-eolian complexes. Tertiary (Pliocene and Miocene) gravel, sand, silt, clay, siltstone, sandstone, caliche layers, and caliche caprock of the Ogallala Formation.	
Climate	Precipitation Mean Annual	Frost Free Mean Annual	Mean Temp. Jan. Min/ Max July Min/ Max	Natural Vegetation	Land Cover & Land Use
Llano Estacado	15-18 Inches	Days: 180-200	23/51 62/91	Shortgrass prairie of buffalo grass, blue and sideoats grama, and little and silver bluestem. Sandy sites: Sand bluestem, sand dropseed. Forbs: dalea, scarlet globe-mallow, sunflower, stiffstem flax. Invading shrubs: mesquite, narrowleaf yucca. Playas: Grasses, or willow, rushes, and aquatic plants.	Grassland; cropland with cotton, corn, and wheat; ranching and livestock grazing; some urban. Endemic playa lake flora and fauna has been altered by agricultural activities.

COLOR KEY

- TRAILS
- XERIC LANDSCAPE
- ATHLETIC FIELD
- IRRIGATED ZONE
- PARKING ZONES
- SPECIMEN TREES
(TO BE PROTECTED)

PLAN LEGEND

- 1 Pergola (Campus Center)
- 2 Administration
- 3 Greyhound Arena
- 4 Student Academic Services
- 5 University Computer Center
- 6 Music Building
- 7 Golden Student Success Center
- 8 Jack Williamson Liberal Arts
- 9 University Theatre Center
- 10 Science Building
- 11 Natatorium
- 12 Food Science
- 13 Greyhound Stadium
- 14 Roosevelt Science Center
- 15 Education
- 16 Art & Anthropology
- 17 Campus Union
- 18 Communication Building
- 19 College of Business
- 20 Physical Plant
- 21 Eddy Hall
- 22 Art Annex
- 23 Agriculture
- 24 Guadalupe Hall
- 25 Casa del Sol
- 26 Quay / Curry Hall

Parkhill



Campus Core Landscape

COLOR KEY

- TRAILS
- XERIC LANDSCAPE
- ARTIFICIAL TURF
ATHLETIC FIELD
- IRRIGATED ZONE
- ABANDONED (NOT IRRIGATED)
- PARKING ZONES
- SPECIMEN TREES
(TO BE PROTECTED)

PLAN LEGEND

- 1 Pergola (Campus Center)
- 2 Administration
- 3 Greyhound Arena
- 4 Student Academic Services
- 5 University Computer Center
- 6 Music Building
- 7 Golden Student Success Center
- 8 Jack Williamson Liberal Arts
- 9 University Theatre Center
- 10 Science Building
- 11 Natatorium
- 12 Food Science
- 13 Greyhound Stadium
- 14 Roosevelt Science Center
- 15 Education
- 16 Art & Anthropology
- 17 Soccer Field
- 18 Greyhound Baseball Field
- 19 Lewis Cooper Rodeo Arena
- 20 Practice Fields
- 21 Track & Field
- 22 Greyhound Softball Field

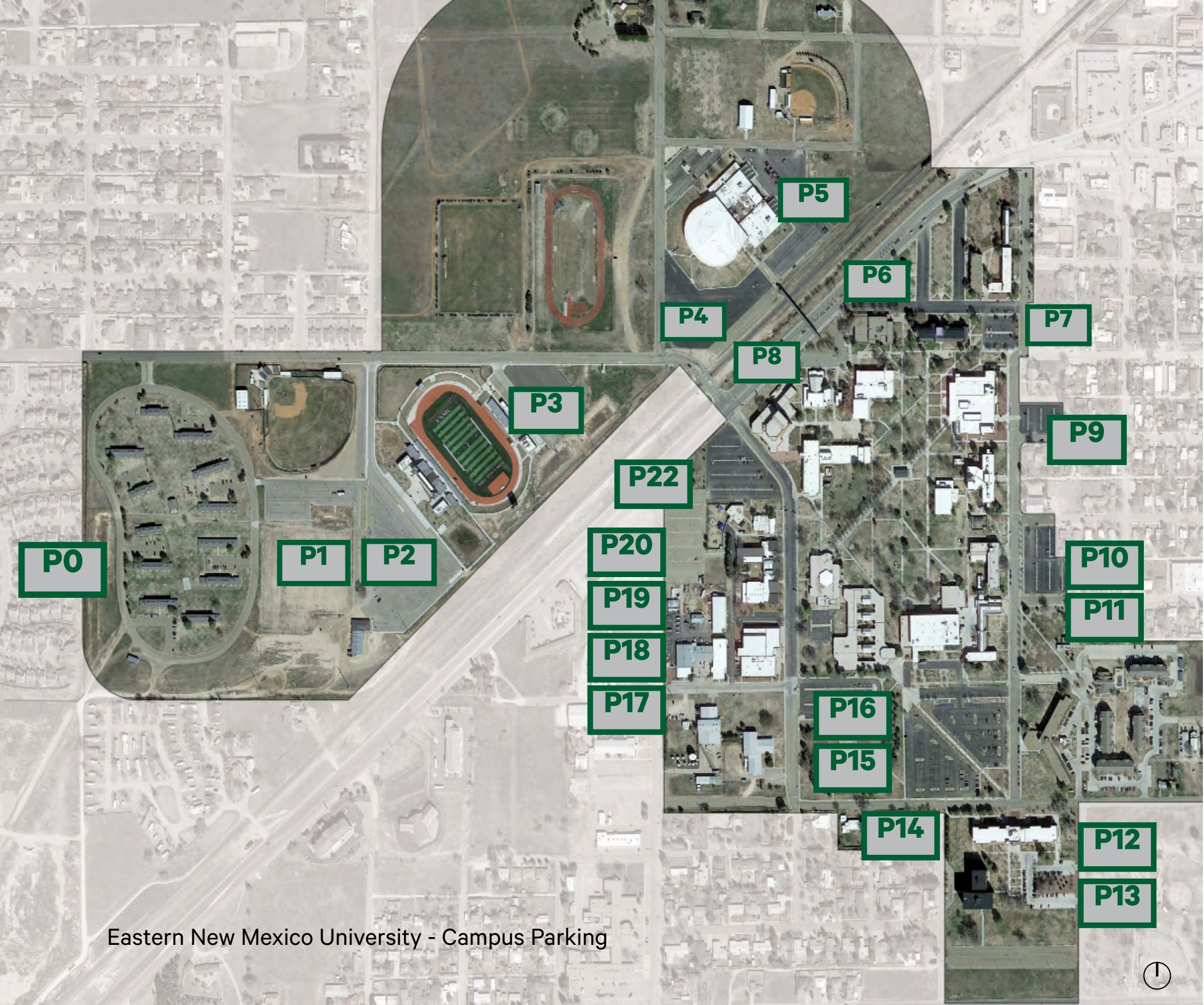
Campus Landscape

Parkhill

2.14 | ENMU Parking

Parking is provided on the ENMU campus in dedicated paved lots in addition to on-street parking.. Faculty, staff, and students are required to apply for a free parking registration pass. The pass is issued by the ENMU Department of Public Safety (DPS) and requires proof of registration and insurance. All lots are open to all members of the school community. DPS comments that the majority of tickets issued are for parking in fire lanes or accessible spaces.

An analysis of the available parking shows that there are adequate parking spaces overall, based upon current enrollment. As enrollment increases, or return to historic pre-COVID high levels, the campus is slightly under-parked by 6%. Other signification issues include the reality that there is rarely adequate parking located where people want parking to be. Street parking is related to street paving which is the responsibility of the city of Portales. Street parking was not included in the parking total. There are opportunities to establish additional parking as underutilized buildings are removed and building use is consolidated.

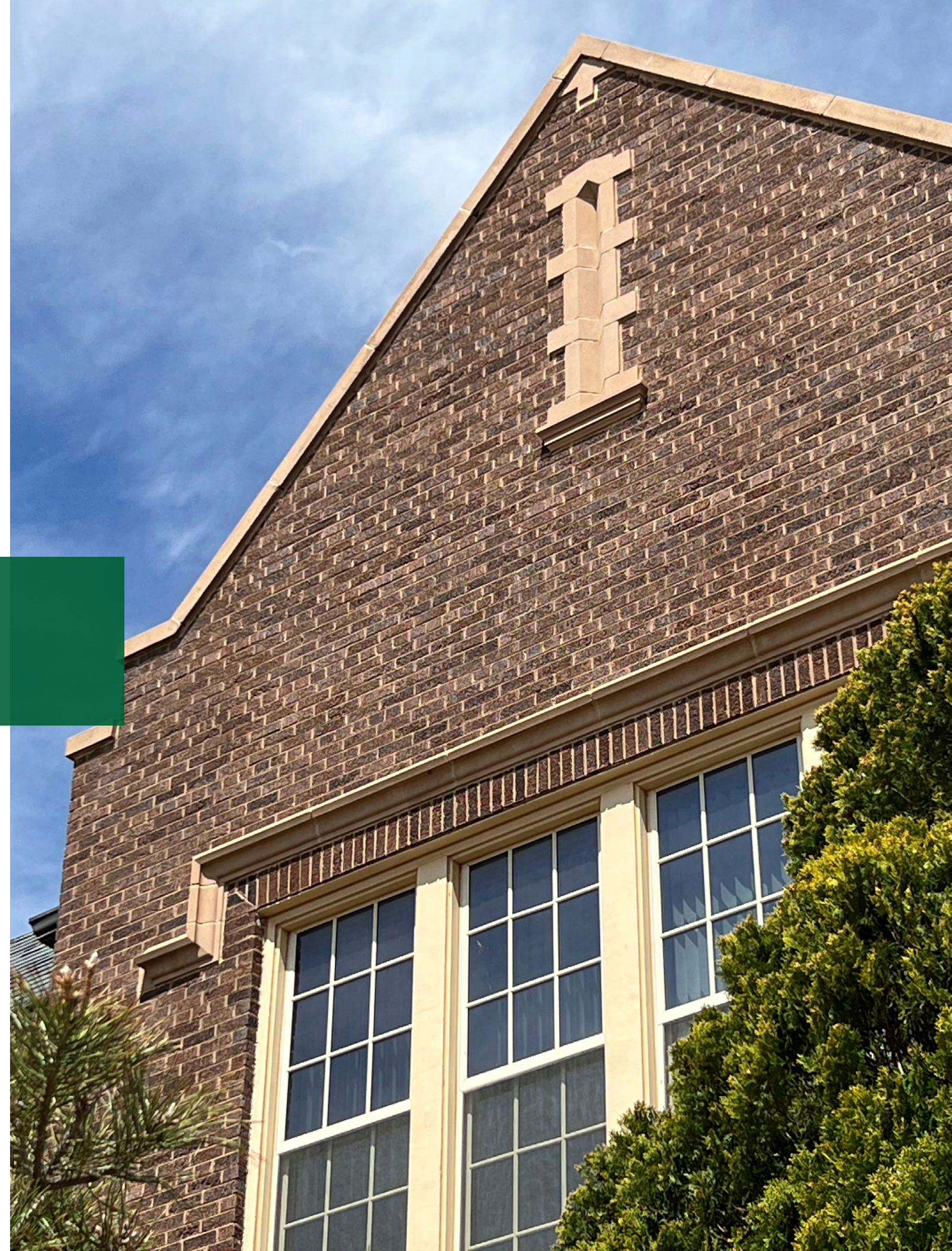


Eastern New Mexico University - Campus Parking

The graphic on the left of parking location and quantity does not include street parking. See Appendix for a summary of required and provided spaces.

Parking Data - ENMU Portales			
Note: Not including parallel parking on S Ave. K			
Lot #	Parking Lot Name	Parking Lot Location	Spaces
P0	West Campus Housing	Vicinity of W Campus	144
P1	Baseball	S & E of Baseball Field	210
P2	Greyhound Stadium - Home	SW of Stadium	396
P3	Greyhound Stadium - Visitor	NE of Stadium	164
P4	Greyhound Arena	W & NE of Arena	299
P5	Greyhound Arena	SW of Arena	243
Sub-Total NW of Hwy US-70			1456
P6	Administration	N of Admin on Street	167
P7	Administration - East	E of Administration	51
P8	Computer Center/SAS	N of Computer/W of SAS	57
P9	Golden SSC	E of GSSC	58
P10	Roosevelt Science	E of Roosevelt Science	145
P11	San Juan Village	Within vicinity of SJV	264
P12	Eddy Hall	E of Eddy Hall	25
P13	Guadalupe Hall	S of Guadalupe & Bern Hall	282
P14	Campus Student Union	S of Campus Student Union	355
P15	College of Business	S of College of Business	109
P16	College of Education	S of College of Education	35
P17	Art & Agriculture	SE of Ag & W of Art Annex	44
P18	Physical Plant/Purchasing	Vicinity of Phys. Plant/Purch	68
P19	Communications	N of Communications	45
P20	CDC, Food Sci, Anthro, Art	W of CDC	133
P21	Avenue N	Angled parking on Ave. N	82
P22	Theater	SW of Theater	185
Sub-Total SE of Hwy US-70			2105

3 | ENROLLMENT & REGIONAL GROWTH



3 | ENROLLMENT& REGIONAL GROWTH

3.1 | Challenges in Higher Education

Based upon the Planning Team's review of Stakeholder feedback, evaluation of national and/or regional trends, and current dynamics observed at ENMU, we have identified the following challenges:

Enrollment: Lower birth rate during the Great Recession (2007-2009) will lead to decrease of prospective students around 2025.

Cost: Rising costs of full-time attendance at a four-year college has outpaced inflation. Room and board costs have also increased. Student debt remains a barrier and burden to baseline retention.

Value of a 4-Year Degree: Students question the value. Skill building training, trade schools and certificates offer routes to employment and are considered marketable credentials.

Faculty: Part-time faculty members account for 40% of the academic workforce. Universities want to attract bright minds and dedicated teachers.

Distance Learning: Some studies show lower student outcomes in online versus face-to-face for course completion. Students in face-to-face courses perform better than their online counterparts. They have better grades, higher likelihood of completing the course (not withdrawing) and receiving a passing grade.

“An 8 percent increase in enrollment is very exciting growth for ENMU. It also represents the dedication of faculty and staff to the success of our students.” said ENMU President and Chancellor James Johnston.

Source: The Eastern New Mexico News (easternnewmexiconews.com), 2/7/2023.

3.2 | The Reality at ENMU Portales

Enrollment: A destination campus for NM and West Texas. Enrollment has been increasing in every category since 2022.

Cost: ENMU Is known for a low cost and high-quality academic environment in a rural community. 74% of undergraduates receive some form of financial aid; 38% of graduate students receive some form of financial aid. The Legislative Lottery Tuition Scholarship (Lottery Scholarship) provides tuition assistance for higher education students. The NMHED 2021 Agency Report documents that 23.7% of the total students at ENMU were Lottery Scholarship recipients. The report does not break down performance by institution, but general conclusions based upon overall data suggest that while fewer students are taking advantage of the Lottery Scholarship (due to general enrollment trends), there has been an increase in overall degree productivity. Degree productivity is defined as degrees awarded and relationship to number of semesters from lottery scholarship to degree award. The Legislative Lottery Tuition Scholarship (Lottery Scholarship) provides tuition assistance for higher education students. The NMHED 2021 Agency Report documents that 23.7% of the total students at ENMU were Lottery Scholarship recipients. The report does not break down performance by institution, but general conclusions based upon overall data suggest that while fewer students are taking advantage of the Lottery Scholarship (due to general enrollment trends), there has been an increase in overall degree productivity. Degree productivity is defined as degrees awarded and relationship to number of semesters from lottery scholarship to degree award.

Value of a 4-Year Degree: 90% of the full-time student equivalent (where FTE = FT students + PT students divided by 3) are degree seeking. ENMU Dedicates resources to student success; Satellite campuses encourage enrollment and educational paths encourage transfer to ENMU-Portales and coursework that focus on trades, certificates, and community resources. ENMU courses serve the 4-year student but also community need.

Faculty: Tenured faculty account for 25% of the total faculty and those on tenured track are 29%. 72% of the faculty are full-time.

New Mexico Legislative Lottery Scholarship Program

The NM Legislative Lottery Scholarship will pay up to 100% of tuition (up to an undergraduate degree) for students who meet eligibility criteria:

Student must be a resident of New Mexico; graduate of a public or accredited private New Mexico high school (or completed requirements as a home-schooled student registered with NMPED, or receive a high school equivalency credential recognized by the state of NM while maintaining residency in NM.

Student must enroll full-time at a public post-secondary education institution in NM within 16 months of graduation or receipt of a high school equivalency credential and maintain continuous full-time enrollment. First-time enrollment within the sixteen-month period following graduation must be at a NM public post-secondary education institution. If the student enrolls full-time at any out-of-state institution or private in-state institution the student shall forfeit eligibility.

New Mexico Opportunity Scholarship

The New Mexico Opportunity Scholarship provides tuition and required fee assistance for New Mexico residents who meet eligibility and are pursuing a training certificate, Associate Degree, or Bachelor's Degree at a New Mexico public college or university. The scholarship is open to returning learners who have a high school diploma, GED, or received a high school equivalency credential.

Amount: to be authorized by the New Mexico State Legislature annually, up to 100% of tuition at any New Mexico public college or university starting in the Fall 2022 semester.

Eligibility:

- | Be an established New Mexico resident.
- | Enroll in a minimum of 6 credit hours at an eligible New Mexico public college or university toward certain certificate programs, an associate degree or first bachelor's degree.
- | Not be in excess of maximum time frame, 90 overall attempted credit hours for an associate degree or 160 overall attempted credit hours for a first bachelor's degree.

Continuation:

If you are satisfactorily complete all enrolled hours each semester within a minimum 2.5 cumulative GPA, you are eligible to continue receiving the scholarship until you reach the maximum time frame or complete your program.

Distance Learning: Expanded enrollment to high school students seeking dual credit (high school and college), 51% of undergraduate students attend ENMU exclusively online, 27% attend with hybrid attendance (both online and face-to-face) and 22% attend face-to-face. 87% of graduate students attend ENMU exclusively online, 6% attend with hybrid attendance, and 7% attend exclusively face-to-face. ENMU offers services for student success both remotely and face-to-face.

| Enrollment is the measure of institutional success and the strongest tool to plan the facilities and infrastructure required to provide physical academic resources. Enrollment triggers discussion of spaces to support academic inquiry, administration, student support, athletic and cultural spaces, housing, dining and recreation.

| ENMU is aware of the interrelationship between distance learning, smart classroom and WiFi infrastructure to support students living and learning on campus. Information technology goals continue to improve infrastructure and support face-to-face learning with tools to support online participation.

| ENMU continues to celebrate the academic programs that encourage and support hands-on academic experience in laboratories, studios, agricultural skills, and applied sciences.

| Portales is small rural community with a population of approximately 12,000. The community has had a consistent population and has not changed significantly since 2010. The early establishment of ENMU in Portales contributed to the stability of the community. Enrollment data suggest that ENMU is a destination university – with students traveling to the institution and not the city. Over 30% of undergraduate and graduate students have out-of-state residency.

| Growth trends were explored in both the Portales area and ENMU enrollment. The following summary statements are based upon review of census data from 2000, enrollment data from ENMU and trends in higher education.

| The Covid-19 pandemic thoroughly pummeled higher education. ENMU is showing strong rebounding as students return to campus. As of February 2023, ENMU reported a nine percent increase in enrollment from Spring 2022. This reflects a 19 percent increase in transfer students from spring 2022 to spring 2023. Graduate student enrollment also increased by 5.3 percent.

3.3 | Compiled Enrollment Data

The ENMU Department of Institutional Research has monitored and compiled enrollment data from 2017 to 2021. The data is sorted by many important use groups that offer insight into important student characteristics. The full data set is found in the Appendix A3 Enrollment Data Sets.

3.4 | Program Features

ENMU has developed a reputation for levels of academic experience and inquiry. Information gathered during the master plan process documented that students attend ENMU specifically for the access to course content, research laboratories for science and agriculture, and food science. From communications, to music, nursing, pre-veterinary and pre-medicine, the ENMU degree options offer quality and affordability in small eastern New Mexico town. A strong strategy to increase face-to-face enrollment on campus is to update and celebrate to those academic experiences that require specialized facilities. Section 4 describes the condition of campus facilities. Key flagship programs are located in facilities with high Facility Condition Index (FCI) scores that indicate the facility is ready for replacement.

ENMU is at a crossroads in strategic thinking and campus planning. Key programs in health are located in aging facilities and could benefit from consolidation and modernization. Agriculture is located in a building with a high FCI and is in need of modernization to support program delivery and research.

ENMU has responded well to the increased demand for distance learning which brings a specialized set of infrastructure improvements to support campus connectivity but does not require accommodating additional on-campus enrollment. Many students enrolled in distance learning may never visit the campus. ENMU continues to maintain staff and resources to support an online course – including specialized library services and tutoring. Coursework offerings are extensive and include fully online graduate programs. The Student Academic Services department prioritizes focused outreach to encourage campus visit to establish a face to face relationship.

ENMU has invested in information technology spending and continues to develop campus connectivity plans and has identified capital improvement needs including hardening critical infrastructure against power loss, increasing digital security, and quality and integrity of connections to upstream Internet providers.

See next page for Campus Fiber Map denoting current connectivity.

3.5 | Water Resources

Understanding regional water resources help frame the future of the ENMU and Roosevelt and Curry County. It is significant to note that the current city of Portales water resources are not sufficient to meet long-term needs. The long term water supply looks promising due to regional cooperation, water conservation and investment in water reuse systems (reclaimed water, wastewater treatment).

The City of Portales Water Conservation and Use Report (the Report) is updated annually by the city. The New Mexico Office of the State Engineer (NMOSE) requires annual updates for the Portales to remain eligible for New Mexico Water Trust Board grant funding. The city also updates a 40-Year Water Development Plan.

Water planning and increasing water conservation is particularly important for Portales because of its sole reliance on the Ogallala/High Plains Aquifer. The Report notes that the aquifer has been pumped for agricultural and municipal use throughout eastern New Mexico at a rate that exceeds natural recharge for the past 70 years. It is not a renewable supply under current pumping rates and is being depleted.

The Eastern NM Water Utility Authority (ENMWUA) include the communities of the City of Clovis, Town of Elida, City of Portales, and the City of Texico. ENMWUA administers the Eastern NM Rural Water System (ENMRWS) which is a regional rural water supply project. The purpose of the project is to provide potable water to four city and county member agencies and Cannon Air Force Base for municipal, commercial, and industrial use. The project will replace current groundwater supplies from the Ogallala Aquifer with a renewable surface water supply (Ute Reservoir). The project is the result of over 20 years of planning and cooperation between federal, state, and local funds. ENMRWS was federally authorized in 2009. Every phase of the overall project is currently under development. Completion is

3.6 | Community

Partnership in Project Development: There is a strong history of community partnership in the Portales community. Examples include the following:

expected within the next 6 years.

| The \$14.6 million Greyhound Stadium (2016) was funded by a 2014 Bond approved by voters in Portales Municipal School District (which includes the city of Portales and the surrounding areas of Roosevelt County) for \$1 million in funding for the stadium. Additional funding was provided by the ENMU Foundation, the lodger's tax, local economic development, capital outlay from the state, \$500,000 from former football player Al Whitehead and his wife, Lacy, \$500,000 from the Addie Swearingen Foundation, \$400,000 from ENMU grad Richard Griffith and his wife, Gilley, \$250,000 from the ENMU Foundation, \$200,000 from the The Tillery Family Foundation established by ENMU grad George Tillery, \$50,000 each from Homespot of Portales, the Merrick Family with ACE Hardware and Ashley Home Stores, ENMU grad Ron Holcomb and his wife, Sarah, of Midland, Texas, ENMU grad Clint Ramsey of Lubbock, Texas, and students voting overwhelmingly to support the stadium with additional student fees for up to 30 years. An addition \$150,000 was raised from individuals purchasing engraved bricks.

| The facility is used by both Portales Municipal Schools (football and track) and ENMU.

| Portales Municipal Schools operate the Portales Roosevelt County Youth Sports League of Champions (PRC League of Champions) for K-8th grade youth. This occurs through a Joint Powers Agreement between the City of Portales and Portales Municipal Schools. The city of Portales provides water to irrigate athletic fields, and PMS maintains the fields. PMS dedicates district owned buildings for use.

| PMS does not have a swim team and they have no access to competitive pool.

| PMS is building six new tennis courts to support their tennis team and associated competitions (six courts required). In the past, the ENMU tennis courts were shared.

In addition, ENMU continues to see public use of their existing on-campus outdoor tennis courts.

COLOR KEY

S1 S2

MAIN / SECONDARY SWITCH

S1 S2

PROPOSED MAIN / SECONDARY SWITCH

COPPER DISTRIBUTION

FIBER DISTRIBUTED NODE

INTERCOM FIBER OPTIC CABLE

EXISTING FIBER OPTIC CABLE

NETWORK ZONES

- PLAN LEGEND
- 1

Administration
- 2

Greyhound Arena
- 3

Student Academic Services
- 4

University Computer Center
- 5

Music Building
- 6

Golden Student Success Center
- 7

Jack Williamson Liberal Arts
- 8

University Theatre Center
- 9

Science Building
- 10

Natatorium
- 11

Food Science
- 12

Greyhound Stadium
- 13

Roosevelt Science Center
- 14

Education
- 15

Art & Anthropology
- 16

Campus Union
- 17

Communication Building
- 18

College of Business
- 19

Physical Plant
- 20

Eddy Hall
- 21

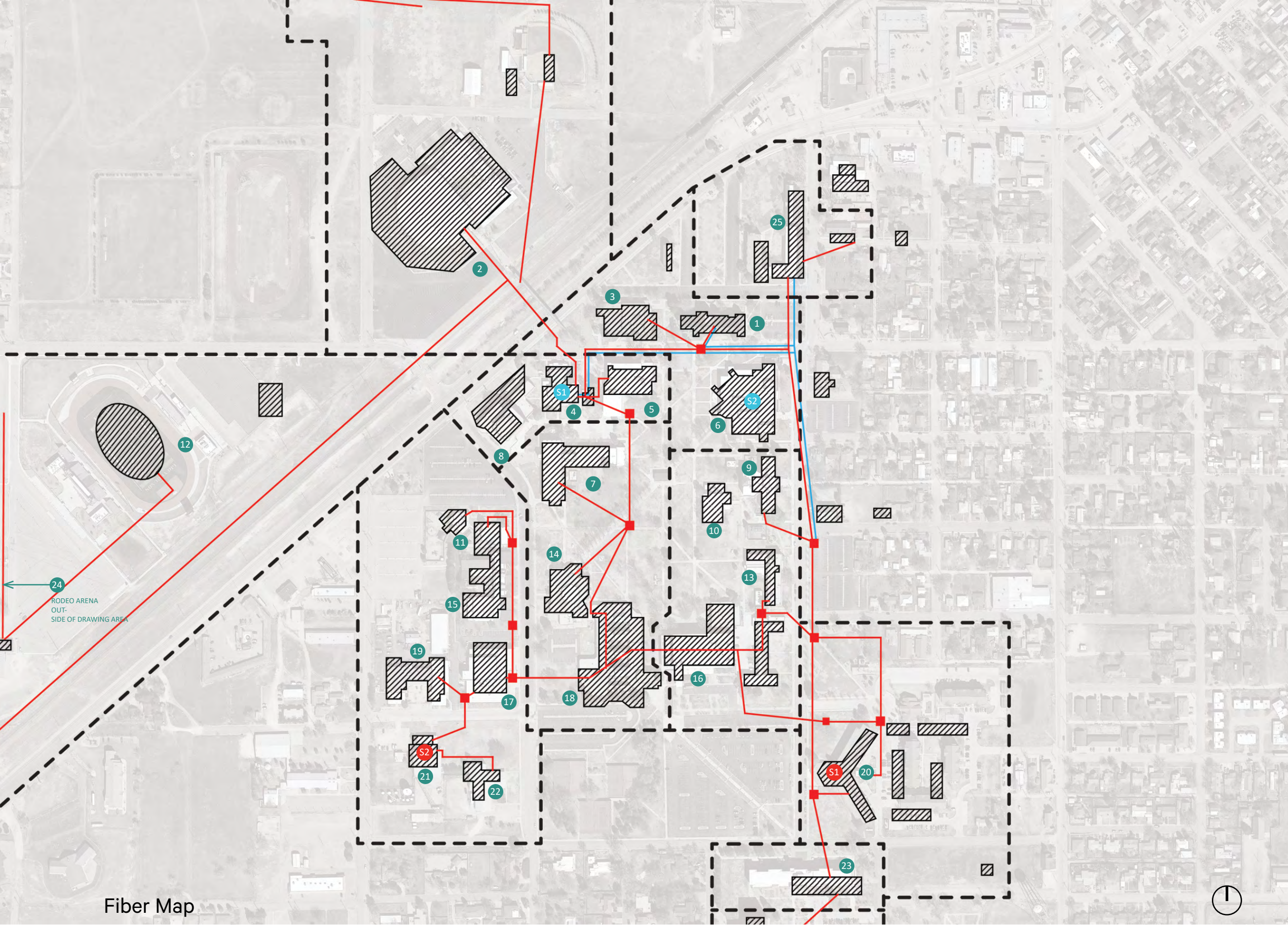
Art Annex
- 22

Agriculture
- 23

Guadalupe Hall
- 24

Lewis Cooper Rodeo Arena
- 25

Quay / Curry Hall



Fiber Map

Ute Lake State Park | Ute Lake Reservoir

Ute lake is 25 miles northeast of Tucumcari (Quay County) and 20 miles west of the Texas-New Mexico state line. Most of the land surrounding Ute Lake is private. All the water is open to the public.

The original dam was built in 1963, without any Federal funds, by the New Mexico Interstate Streams Commission to store water from the Canadian River and Ute Creek. In 1983, the U.S Bureau of Reclamation increased the capacity of the reservoir.

The purpose of the reservoir was intended to provide a renewable source of water for a number of eastern slope (of the Sangre de Cristo) communities. The NM Interstate Stream Commission owns and operates the Ute Reservoir. The annual yield is currently under contract to the Ute Water Commission that has an option under the contract to purchase entire 24,000 acre-feet of annual yield. Development of this water source represents the best renewable source for intended municipal uses in this region.

Source: Office of State Engineer, Interstate Stream Commission;
www.ose.state.m.us

Both Clovis/Cannon Air Force Base and Portales are participating in the Eastern New Mexico Rural Water Project (Ute Pipeline Project) to deliver potable water to Portales from the Ute Reservoir. The project includes 120 miles of pipelines, three pump stations and a treatment plant. The project received \$160 million from the U.S. Bureau of Reclamation in 2022. New Mexico received the larges allocation of rural water project funding, with more appropriations for the pipeline expected over the next five years. The pipeline is expected to reach Portales within the next six to eight years.

The city began to proactively work for over the last two decades to acquire farmland in the vicinity of their wellheads to preserve and protect land. The city has aggressively worked on water conservation programs that have reduced per capita water use by 55% since 2002. The Report also documented reduced industrial water use.

The report identifies residential water use on the ENMU campus. The table shows that the ENMU Student population using water – use directly attributed to residential use in residence halls – has consistently increased. Reasons for the increase is due to the development of the San Juan Village student apartment complex with associated landscape and pool. San Juan Village is owned and operated by a third party. ENMU owns and operates

West Campus Apartments, and the Curry, Eddy and Guadalupe Residence Halls.

ENMU campus landscape is connected to a campus-wide irrigation system and is not part of the city system. ENMU maintains their own wells. Water use is currently not metered. There is opportunity for increased water conservation on campus as discussed in the campus landscape section of this report (Section 2). Water conservation at the residence halls would require analysis of fixture age and type, and feasibility of adding increased metering at point-of-use.

A 2019 project to reduce water use in residence hall showers at NC State University installed a shower timer and flow meter to measure water use. The timers are multi-use, showing uers the length of their shower as well as air temperature and humidity. The timers are solely educational; they do not cut off water or change to cold water after a predetermined amount of time. The timer has a little beeper that suggests “Hey, time’s up! You should get out of the shower now.” The trial study showed a 20% reduction in water use. The study demonstrates that simple awareness of water use can help residents use less water.

Open Communication Between ENMU and Portales Public Works Department:

The City of Portales has applied for state and federal grants to fund street improvements on campus and in the vicinity around the campus. Improvement to campus safety and accessibility would include coordination with the city Public Works - Streets department for site upgrades that include sidewalk/curb cuts (ENMU) and asphalt streets (city of Portales).

Donation Funds Partnership between ENMU and Portales Municipal Schools:

A donation of \$1 million from ENMU alumna Dr. Gay Su Pinnell, of Dublin, Ohio, is helping Eastern New Mexico University launch a new coteaching project with the Portales Municipal School District.

The coteaching project is designed to recruit, train and retain teachers within ENMU and the Portales school system, utilizing

a system in which a prospective teacher is paired with a clinical teacher. The teaching duo focuses on co-planning, co-teaching, and co-assessing in a classroom setting. In this way, mentor teachers and prospective teachers can learn more about their chosen profession while incorporating teaching strategies best administered as a team.

“Future, beginning, and experienced teachers need professional learning opportunities every year so that they expand their knowledge and skills. Both the more experienced coaches and the teachers receiving support grow immensely in the process. And there is no more critical need than the learning of literacy,” Pinnell stated. “Shared leadership and responsive coaching are highly effective tools designed to support both intellectual growth and skills as well as to promote teacher satisfaction and dedication to the role of teaching.”

Dr. Pinnell’s past grant of \$310,000 to the ENMU Child Development Center in Portales, added a two-year-old pre-school classroom and enhanced the Birth to Pre-Kindergarten students’ hands-on learning and early childhood literature library. The 1966 ENMU alumna was inducted into the ENMU Educator Hall of Honor in 2014 for her exceptional career developing internationally renowned teaching methods in early childhood literacy. She was named Philanthropist of the Year by the ENMU Foundation in 2019.

Increase Community Connections:

The close proximity of the Blackwater Draw archaeological site and the City of Portales Recreational trail offer opportunities for outdoor connections. The ENMU community will benefit from more shared knowledge about Portales and the region and shared outdoor experiences. Access to the recreational trail could be improved with a continuous journey by bike or walking. The Blackwater Draw site could be accessed by car/van or group bike ride. Please see the next pages for area map and images.

“ENMU is honored to have such a dynamic and knowledgeable partner as Dr. Pinnell for these projects,” Dr. Patrice Caldwell, ENMU President commented. “We greatly value her nationally recognized expertise in these areas and her engagement with our campus and our faculty in bringing these projects into being. We look forward to improving programs and learning outcomes with her valuable guidance and generous funding.”

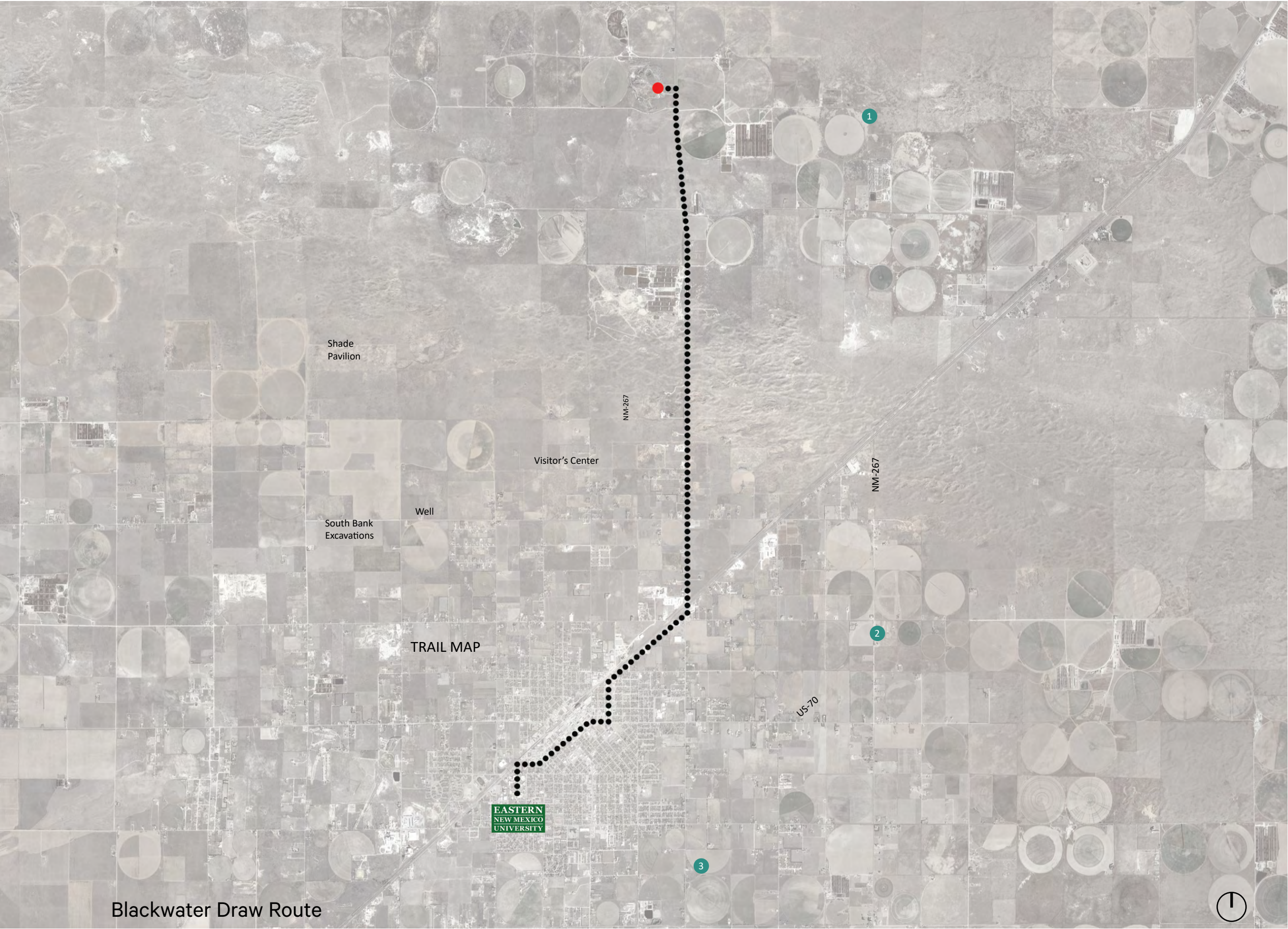
Source: yournewsnm.com, May 2022.

KEY

• • • • ROUTE

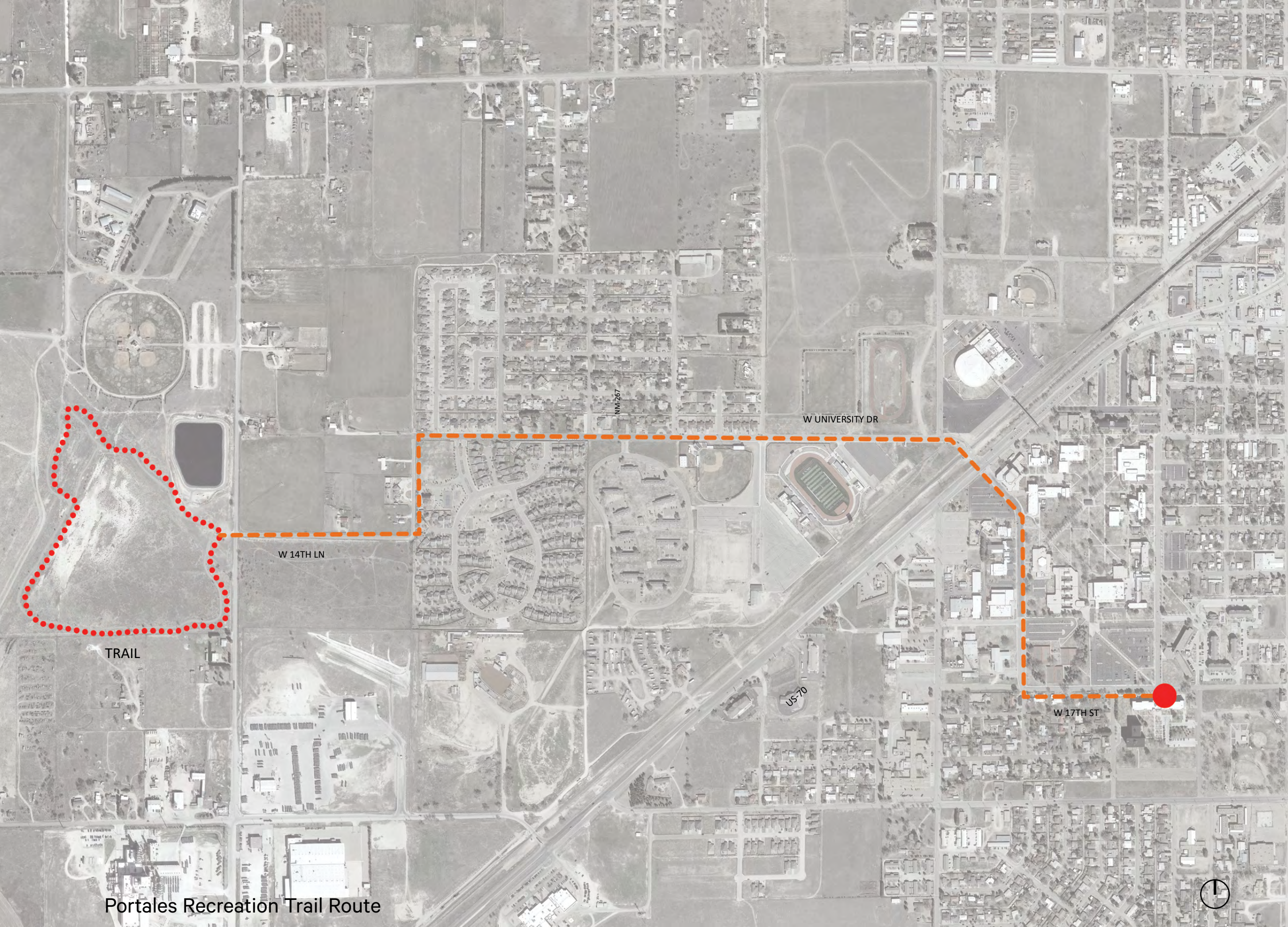
LEGEND

- 1 Blackwater Draw Locality 1
- 2 Route from Campus (8.1 Miles)
- 3 ENMU Campus



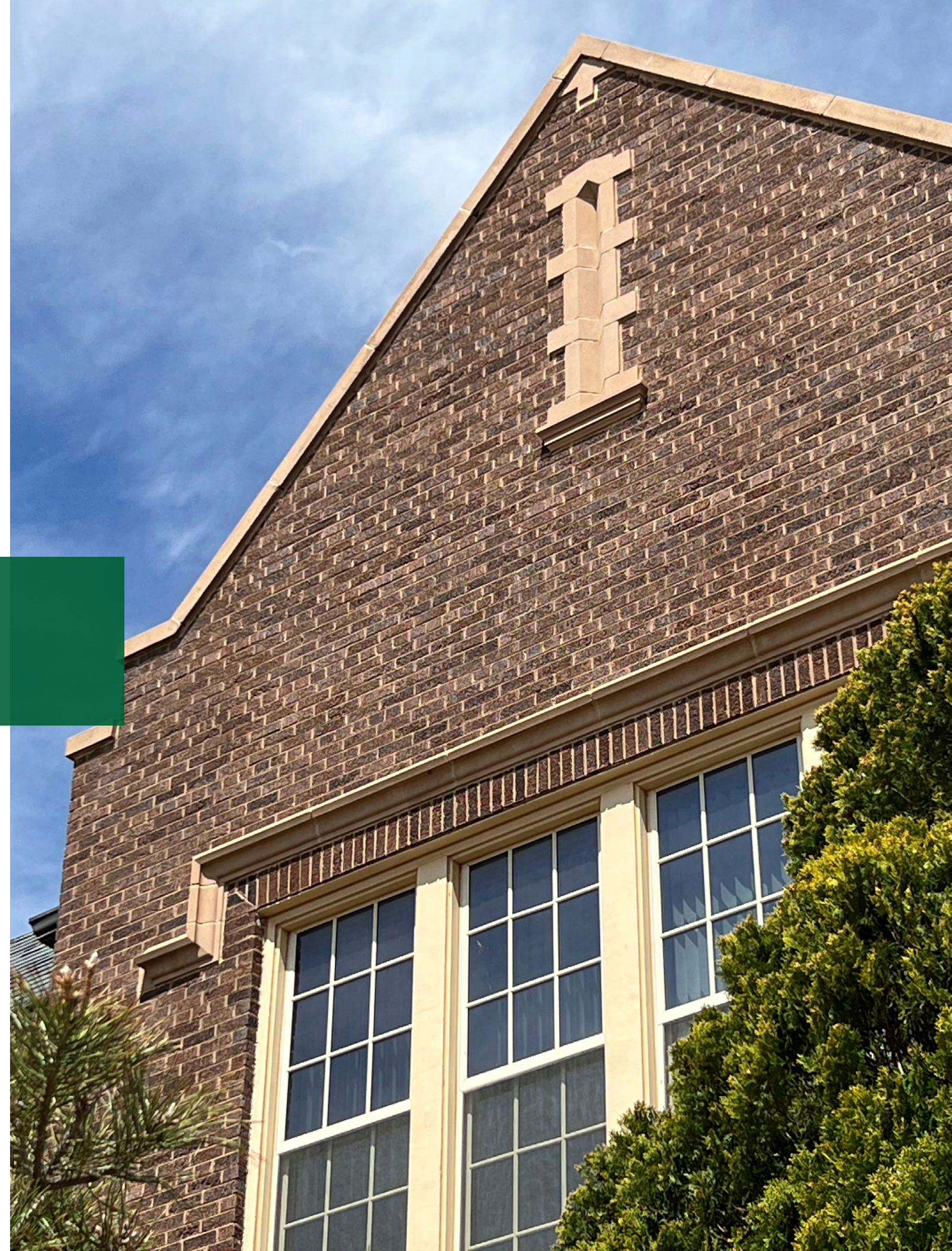
KEY

- 1.8 MI ROUTE TO TRAIL
- 1 MI WALKING TRAIL



Portales Recreation Trail Route

4 | FACILITIES CONDITION INDEX



4 | FACILITIES CONDITION INDEX

Understanding the condition of ENMU facilities is fundamental to the planning process. The process of facilities assessment is required by the NM Higher Education Department as part of their statutory authority for capital expenditures. ENMU is required to submit five-year plan that identifies infrastructure renovation and expansion projects responding to highest priority and significant need.

A systematic assessment of facilities requires a metric to assess and compare facility condition.

The evaluation of ENMU campus facilities followed a standard industry planning practice to measure a constructed asset’s condition at a specific point in time.

The facility condition index (FCI) is a decimal value used in facilities management to provide a benchmark to compare the relative condition of a group of facilities. It is a measurement tool and is expressed as a percentage.

FCI =
$$\frac{\text{Cost of Total Deffered Maintenance}}{\text{Current Replacement Value}}$$

FCI values fall along the following scale and allow comparison of the condition of all ENMU facilities, understand capital funding needs and explore priorities.



A low FCI indicates either a recently-built or a good building in need of typical maintenance. A high FCI indicates a building with critical needs usually including replacement of building systems and/or components.

Requests for project funding identified in the ENMU Master Plan always return to the Facility Condition Index Score (FCI) as a basis of justification and required explanation of the targeted FCI that the proposed project completion would achieve.

The FCI provides a comprehensive view of campus facilities and allows discussion of the following types of questions:

- | Is the degraded condition of the building harmful to the institutional mission?
- | Is the cost of improving the building fiscally responsible?
- | Would there be greater value to the institution to remove the building and consolidate uses in other buildings?

All of the questions above tie to a need to understand the building use and formal facility utilization data (see section 4) and reinforce how critical both FCI and utilization data are to sound master planning work. Assessment information included sitework and building deferred maintenance costs. FCI, as a metric, does not include sitework. Summary information continues to include sitework information because it is relevant to planning goals. It is presented alongside FCI data.

4.1. | The FCI Process

All buildings on the campus were assessed by a multi-disciplinary and sitework team to document the building condition. The team included Civil Engineers, Landscape Architects, Architects, Mechanical Engineers, and Electrical Engineers. Opinions of probable cost (OPC) were developed for each building based upon the assessment data, as described in Section 7.

4.2 | Power BI

Power BI is an interactive data visualization software developed by Microsoft. This tool was used to evaluate and understand data gathered during the ENMU Master Plan Assessment work. The software relates unrelated sources of data into visually immersive and interactive information. For example: FCI of a building combined with your campus map.

Power BI data is cloud based. You need to access data via the link provided to be able to have full interactive capability. See

Appendix for instructions on how to access and navigate Power BI. The Power BI information can be updated in future master plan documents to reflect new facility and utilization data.

Select this **LINK** to the Power BI cloud-based location displaying all facility information for the ENMU Portales campus.

The following exports from Power BI highlight key features and show how overall campus and specific building data is displayed.

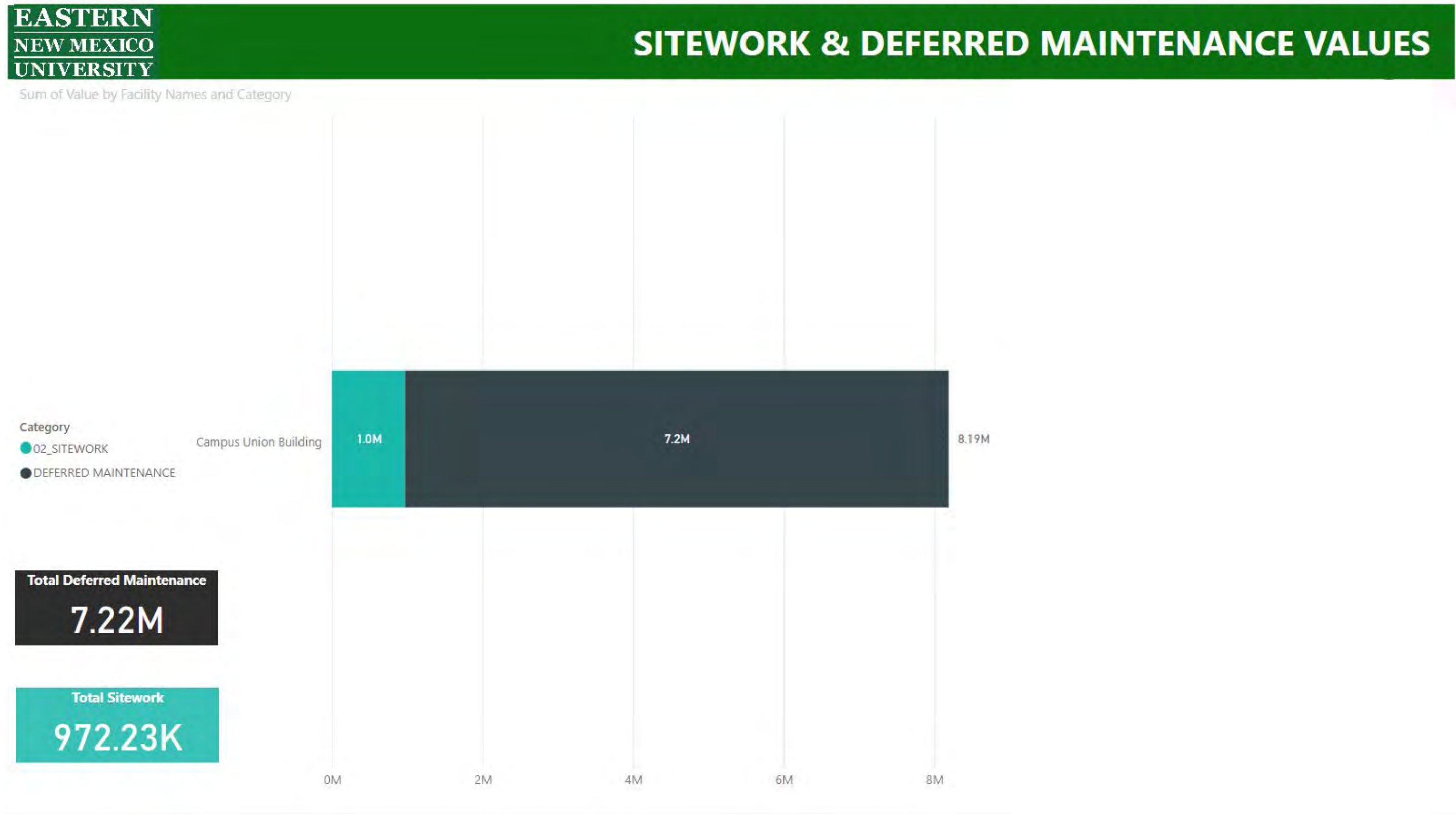
State of NM Requirement for a Five-Year Plan
Title 5 Postsecondary Education
Chapter 3 Postsecondary Education Institution Finances
Part 10 Capital Projects Approval By The New Mexico Higher Education Department

21-1-26 Higher Education department, in conjunction with the governing bodies of the postsecondary educational institutions and other state educational institutions confirmed in Article 12, Section 11 of the constitution of New Mexico, shall develop and approve a five-year plan for funding the infrastructure renovation and expansion projects designated by the department as the highest priority of significant needs. The department shall determine the projects and amounts to be funded, with a timetable for the projects and amounts to be funded each year over the five-year period, subject to review and comment by the educational institutions and subject to appropriations.

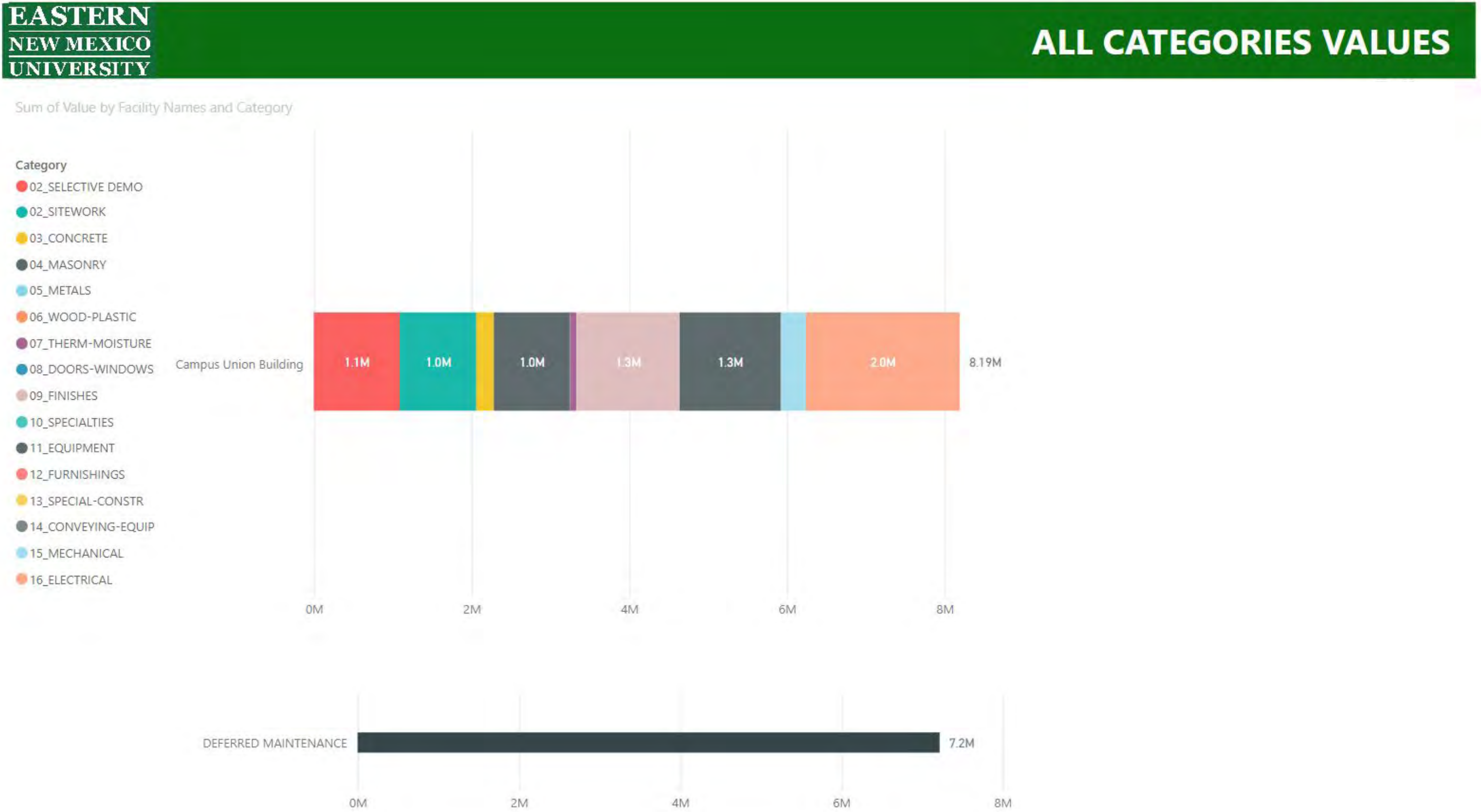
*An instructional Memo is included in the Appendix and shows is a user guide to help build familiarity with the site and the interactive method of sharing facility information.



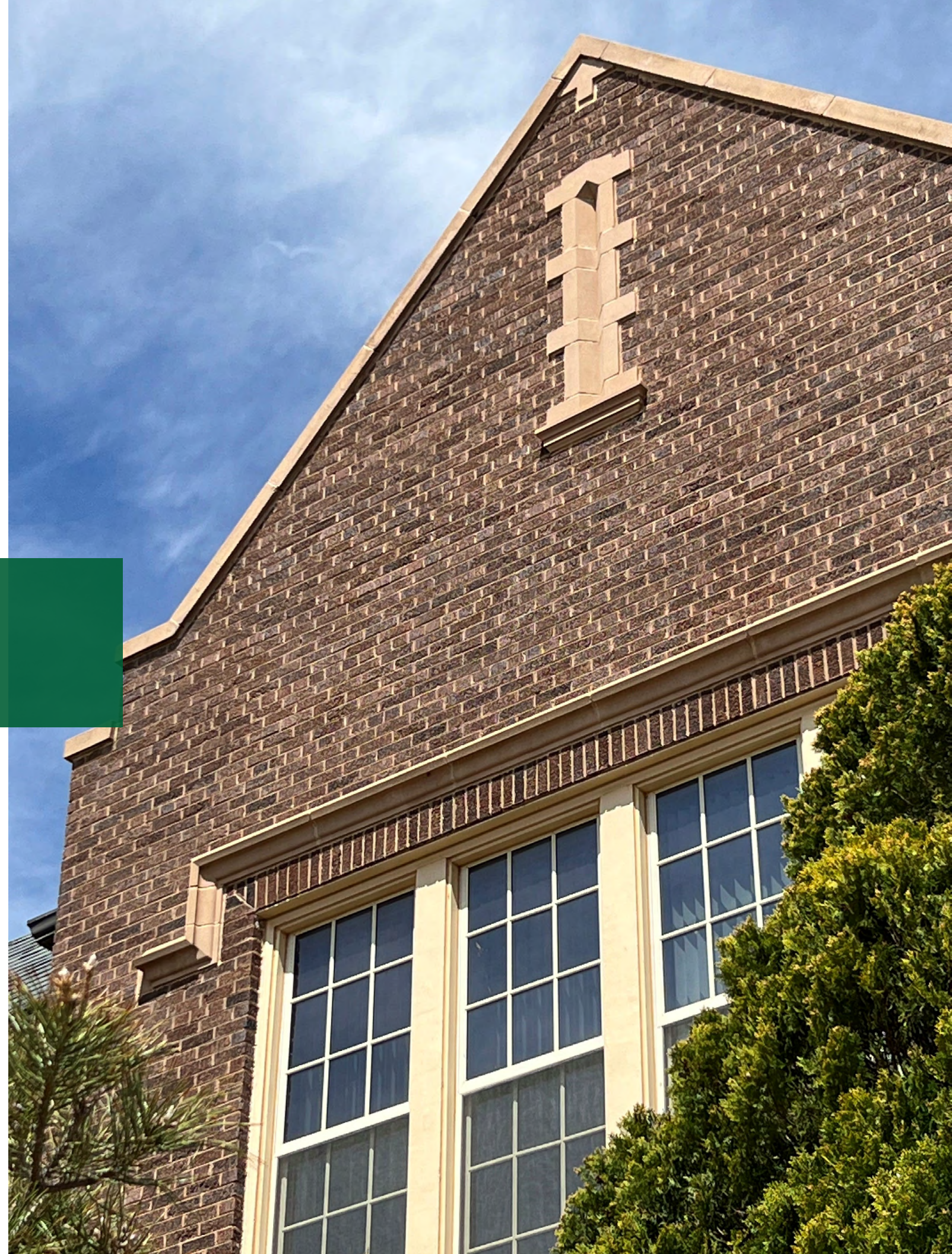
Page 2 from PowerBI. The view below has selected the Campus Union Building, and the total for Deferred Maintenance is \$7.22M and Sitework is \$972.23K.



Page 3 from PowerBI. The view below shows the cost of deferred maintenance and sitework in a bar chart organized by construction information. The numbered divisions are the industry standard for organizing commercial and institutional building projects. The colored bar chart shows the total for all divisions (including sitework) of \$8.19M, and the total for Deferred Maintenance is \$7.2M.



5 | UTILIZATION



5 | UTILIZATION

5.1 | Study Goals & Objectives

Purpose of the Study:

The goal for this utilization study is to provide the campus administration a set of tools to evaluate instructional room utilization and to inform future planning for new spaces or renovation of spaces. It is important to note that utilization is very campus specific and while some states apply a “one size fits all” evaluation, that is not necessarily the correct approach for institutions in other states.

There is no “correct” answer proffered by these analyses. There are many factors that affect utilization and the campus administration should not make decisions solely based on one factor. As an example, a campus with a small enrollment may provide a wide range of academic disciplines. They provide that range of disciplines because of community need. Each of those disciplines may have unique space needs because of the small enrollment, there might not be enough students using a particular space to “score” as high if that space where on a larger campus. An example might be a instructional nursing laboratory. If a campus provides nursing disciplines, it needs functional specific space(s) to accommodate that academic need. The fact that the campus does not have enough nursing students to utilize those spaces at a level that a large campus would, does not negate the need to have them.

ENMU, for example has invested in laboratory instruction and research opportunities and is in the process of renovation the Roosevelt Science Center. It is likely that labs will be underutilized in the near term, but remain a critical and fundamental part of ENMU facilities to encourage academic inquiry. The investment in up-to-date laboratories will eventually lead to increased utilization.

Through discussions with campus staff, there is significant use of various classrooms and labs for other than academic use. that could not be effectively measured in our utilization analysis. Given that the analyses in this study are “semester” specific (i.e., they consider usage for the entire semester), these “ad-hoc” or non-academic uses could not be effectively measured within various analyses.

Whether or not low utilization (or high utilization) is appropriate for a room or building is a campus-specific, administrative driven decision that should be based on the totality of the information as well as functional needs and future strategic planning.

Methodology for the Study:

This study uses facility inventory and class schedule data to inform the analyses. The intent of the analyses is to be objective and responsive with measurable data to inform the campus administration.

Information Used:

The following information was provided by the campus staff and was used to develop the analyses provided:

- | Facility Inventory – Each classroom and instructional laboratory was incorporated with the following information:
 - | Building
 - | Room number
 - | Whether it is a classroom or a laboratory
 - | Note that lecture rooms are a classroom type
 - | The number of seats provided within the room
- | Class Schedule – The Fall 2022 class schedule was used listing each section provided including the following information:
 - | The room in which the section was scheduled
 - | The number of students enrolled in that section
 - | The start time of the section
 - | The end time or duration of the section
 - | The day or days of the week the section is provided

What the Study Reports to the Reader:

The following are a list of analyses that this study intends as “tools” for the campus administration to evaluate utilization and inform future planning:

| Space Usage Efficiency Score – A scoring mechanism based on a range of 0 to 100 that takes into account how many hours per week a room is used, how many of the seats are used and how many non-instructional rooms (e.g., a conference room) are used for instructional purposes.

| Capacity Studies – How much capacity does the existing inventory of instructional spaces have to accommodate additional student load.

| Demand Analyses – How are different sizes of instructional rooms used.

| Demand versus Capacity Studies – How different sizes of instructional rooms are used in relation to their capacity.

| Building-Wide Heat Maps – Graphical representations of the utilization of each building in two ways:

| Utilization showing how all buildings are used on a particular day in 30-minute increments.

| Utilization showing how each building is used, in 30-minute increments across days of the week (i.e., Monday through Saturday).

| Individual room heat maps showing utilization for all instructional rooms (i.e., classrooms and laboratories) for each day of the week in 30-minute increments.

5.2 | Space Usage Efficiency (SUE) Score

The SUE score was developed by the Texas Higher Education Coordinating Board (THECB) and is applied to public universities across that state. Although this tool was developed for Texas public institutions, it is a common model used nationally and is still a valuable “tool” and useful to institutions outside of that state to evaluate utilization across multiple factors. The use of this score for a New Mexico based institution is relevant because many peer institutions for ENMU are based in the West.

How the Score is Compiled:

The SUE score is compiled using three variables to evaluate utilization:

Facilities Demand – total hours of instructional activity divided by the number of instructional rooms. The points given are:

Demand					
Classrooms			Laboratories		
HPW	Points	Score (x9)	HPW	Points	Score (x9)
> 45.0	4	36	>35.0	4	36
38.0-44.9	3	27	30.0-34.9	3	27
31.0-37.9	2	18	25.0-29.9	2	18
< 31.0	1	9	< 25.0	1	9

Utilization Rate – the average number of hours per week (HPW) instructional rooms are used.

Utilization Rates					
Classrooms			Laboratories		
HPW	Points	Score (x8)	HPW	Points	Score (x8)
> 38.0	4	32	>25.0	4	32
34.0-37.9	3	24	20.0-24.9	3	24
30.0-33.9	2	16	15.0-19.9	2	16
< 30.0	1	8	< 15.0	1	8

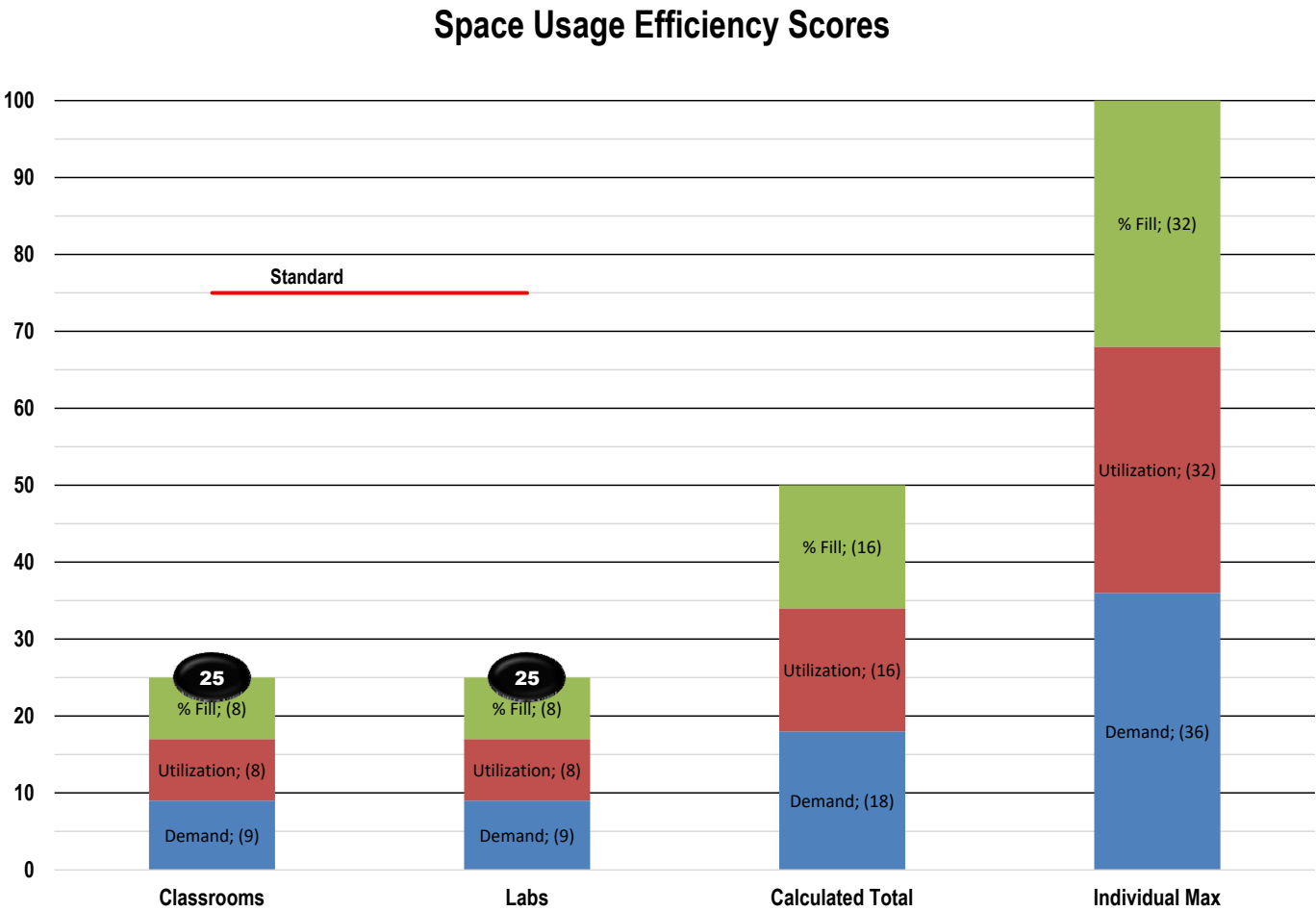
Average Percent Fill – what is the average percentage of the available seats in the instructional rooms versus the enrollment for those spaces.

Average Percent Fill					
Classrooms			Laboratories		
% Seats	Points	Score (x8)	HPW	Points	Score (x8)
> 65%	4	32	>75.0	4	32
55-64.9%	3	24	65-74.9%	3	24
45-54.9%	2	16	55-64.9%	2	16
< 45.0	1	8	< 55.0	1	8

Analysis Results:

Using the SUE score, the campus’ utilization is low as many rooms have low hours per week (HPW) section usage and many of those have low seat counts. Note that the Space Usage Efficiency Score standard – the score the institution should strive to achieve – is 75 and seen at the red line on the graph to the right.

The table below indicates that the score ENMU would achieve for its classrooms and laboratories is 25 each for classrooms and laboratories. The standard used for this scoring system is 75 for each. The maximum score each could achieve is 100 with a combined score of 200. The Individual Max is shown for purposes of comparison. It is not achieved.



5.3 / Capacity Studies

Using a set of utilization assumptions, discussed below this study generated an analysis of capacity used versus capacity available for the classrooms and laboratories campus-wide.

Two benchmarks for hours-per-week (HPW) were used for the classrooms and labs to generate the capacity levels:

Classrooms

34 HPW

38 HPW

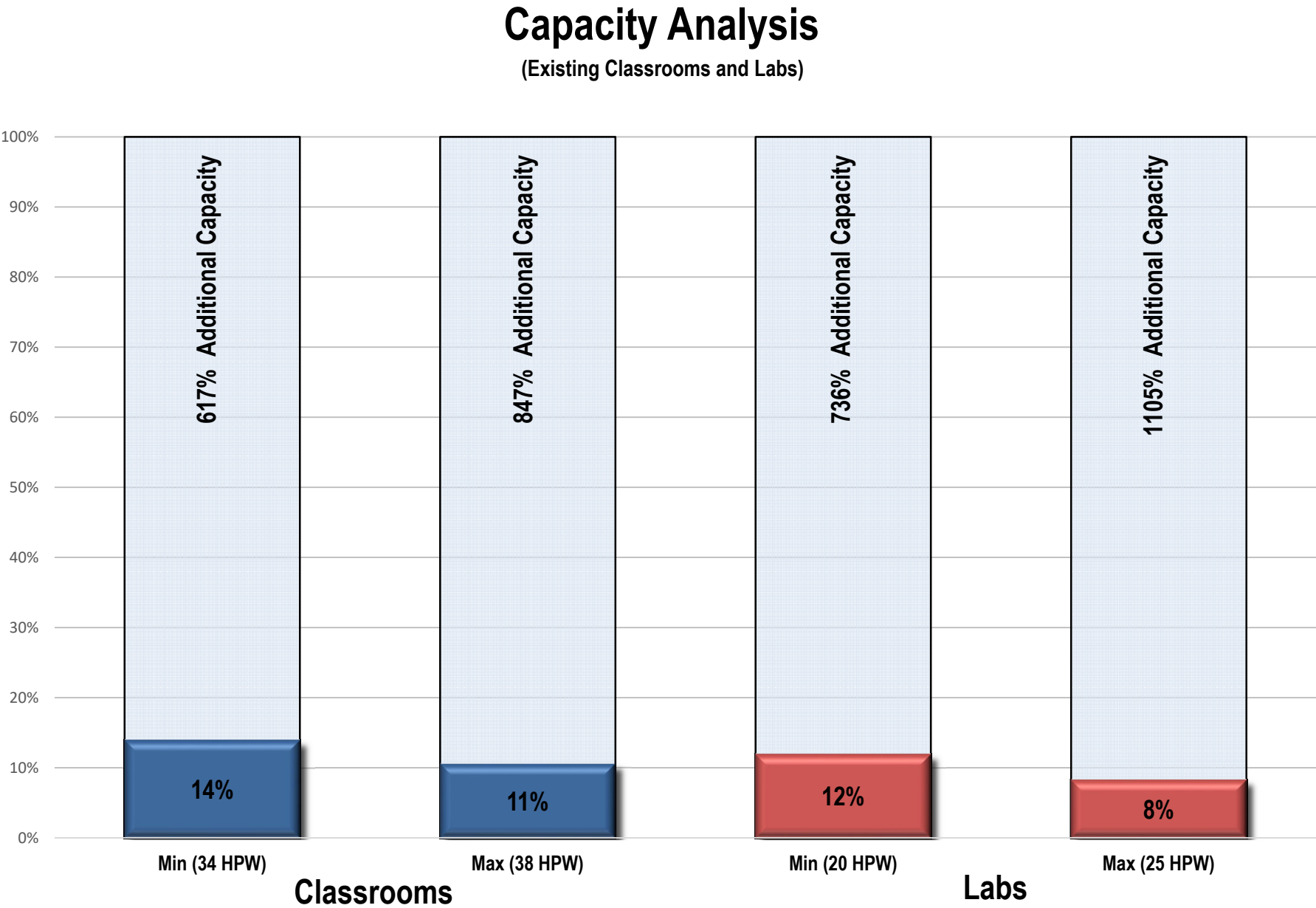
Laboratories

20 HPW

25 HPW

Capacity is generated (either used or available) by multiplying the HPW by the available seats in each category.

What the graph to the left indicates is, using the HPW benchmarks shown, there is significant additional capacity available within the existing facility inventory. The existing classroom inventory can accommodate 6 to 8.5 times the student load the campus currently experiences. The existing laboratory inventory could accommodate 7.4 to 10.1 times the existing student load. Note that this capacity study is campus-wide and includes all types of classrooms and labs within the inventory. Analyses further in this report break the capacity analysis down further.



5.4 | Demand Analyses

Instructional room demand is illustrated describing utilization by categorizing classrooms and labs by size. The intent is to study which room sizes are used best and which might, or might not, need additional rooms constructed in the future. This type of analysis could also be used to identify room sizes that are candidates to be repurposed for other needed functions.

Two charts are provided; one for classrooms and the other for laboratories. In both cases, the information is illustrated as follows:

- | Size (in number of seats) categories by column with the sizes shown along the bottom
- | Blue bars illustrate the average hours per week for each size
- | Green spheres illustrate the average percent fill of the available seats in that size category
- | The pink circles illustrate the number of rooms in that size category

Classrooms have been categorized by the following:

- | Less than 25 seats
- | 25 to 35 seats
- | 35 to 45 seats
- | 45 to 55 seats
- | 55 to 65 seats
- | 65 to 75 seats
- | 75 to 85 seats
- | Greater than 85 seats

The chart to the left shows how each size category performs. As an example, classrooms in the 55 to 65 seat range (4 rooms) have the highest HPW usage while classrooms in the 45 to 55 seat range (10 rooms) have a slightly less HPW usage but much higher average percent fill at 31% versus 18%. The rest of the size categories are illustrated similarly. There are no rooms in the 75 to 85 seat size. Laboratories are studied in a similar way.

The size categories are as follows:

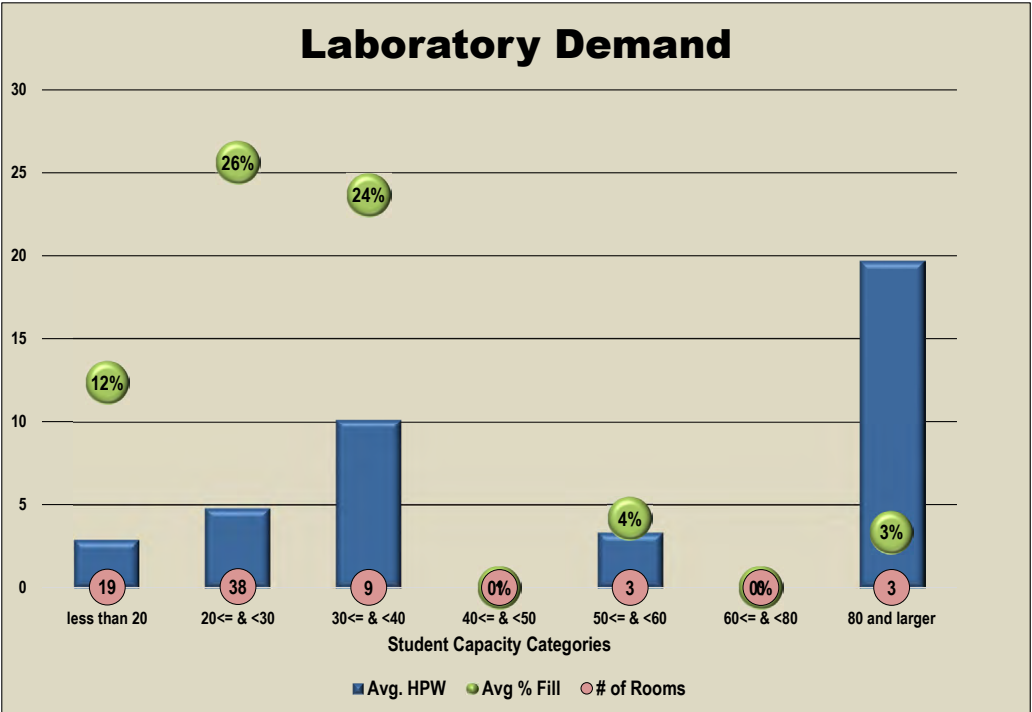
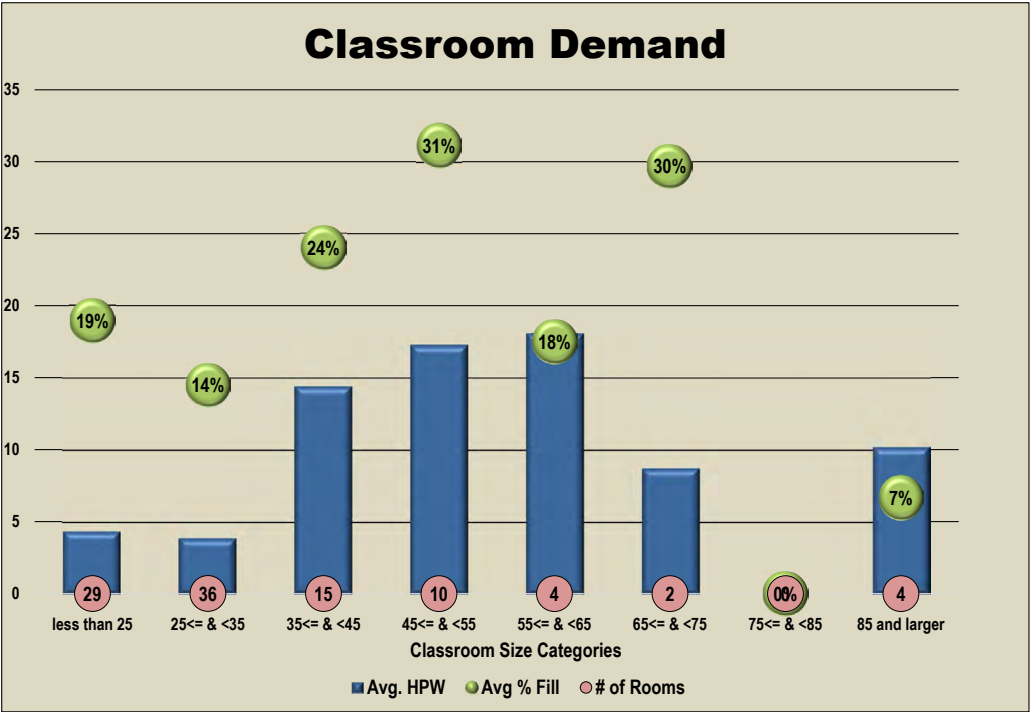
- | Less than 20 seats
- | 20 to 30 seats
- | 30 to 40 seats
- | 40 to 50 seats
- | 50 to 60 seats
- | 60 to 80 seats
- | Greater than 80 seats

The lab chart above shows how each size category performs. As an example, labs that are 80 seats and larger (3 rooms) have the highest HPW usage but a very low percentage of seats filled (3%). Laboratories in the 20 to 30-seat size category (38 rooms) have the highest percent fill (26%) of the available seats but a much lower HPW usage (5 HPW).

Demand Versus Capacity Studies:

The Demand versus Capacity studies juxtapose the demand data shown in the previous graphs with the capacity available in each size category. Similar to the demand analyses, the information is shown as follows:

- | Size (in number of seats) categories by column with the sizes shown along the bottom.
- | The number of rooms in each size category is shown along the bottom.
- | The percentage of the available seats filled is shown along the bottom.
- | The perimeter red line represents the capacity available in each size category. The capacity available is based upon an average of 38 hours per week for classrooms and 25 hours per week for laboratories
- | Red “fill” bars illustrate the percentage of capacity used within each size category.
- | The black spheres reports the hours per week utilized in each size category.



Overall:

Classrooms and labs were studied separately, as was done on the demand analyses. All rooms, in each category, are included for the Portales Campus. Ruidoso data is also included below for comparison. See the Master Plan ENMU - Ruidoso for further discussion of Ruidoso Issues.

Classrooms have been categorized by the following:

- | Less than 25 seats
- | 25 to 35 seats
- | 35 to 45 seats
- | 45 to 55 seats
- | 55 to 65 seats
- | 65 to 75 seats
- | 75 to 85 seats
- | Greater than 85 seats

The chart above illustrates the capacity used in each size category. As an example, classrooms in the 55 to 65 seat range (4 rooms) use the most available capacity (almost half). This is achieved by an average of 18 HPW and 18% of the available seats filled. The lowest used size category is the 25<= to <45 seats with 4 HPW. There are no classrooms in the 75<= to <85 seat range.

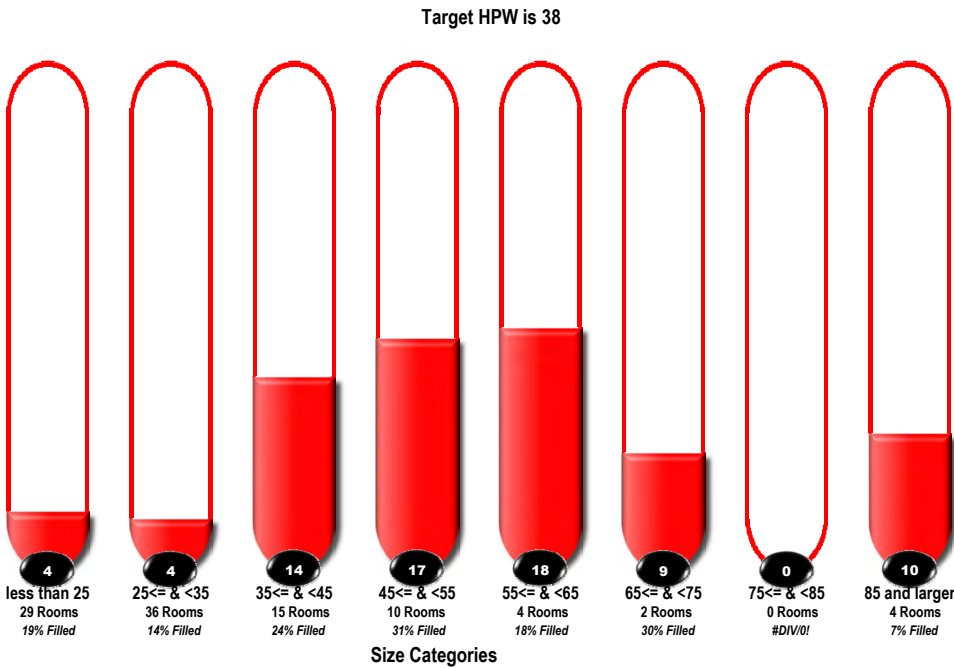
The size categories are as follows:

- | Less than 20 seats
- | 20 to 30 seats
- | 30 to 40 seats
- | 40 to 50 seats
- | 50 to 60 seats
- | 60 to 80 seats
- | Greater than 80 seats

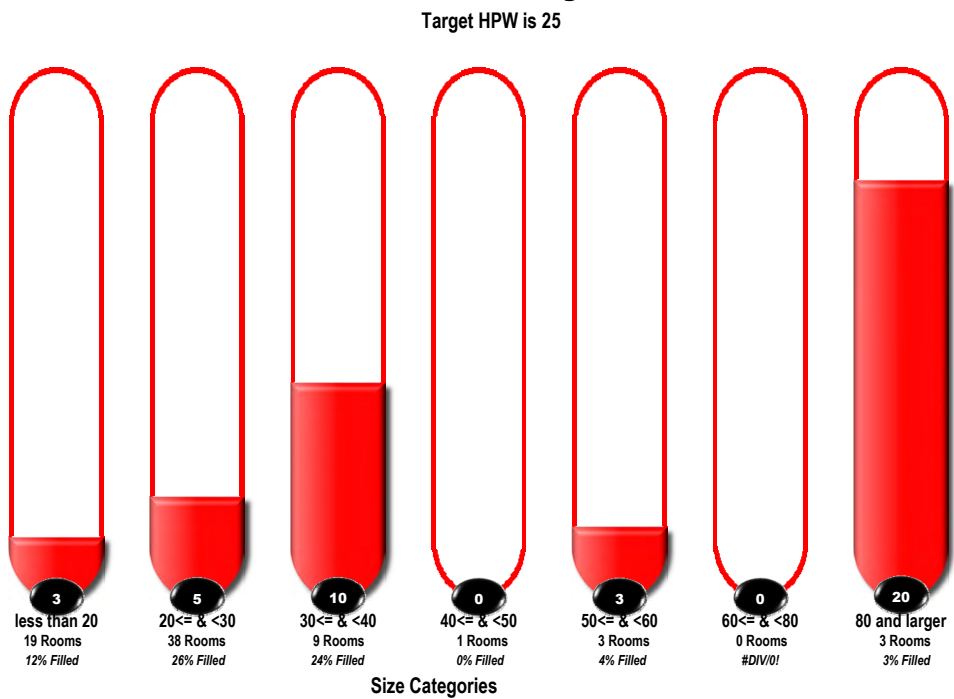
The chart above illustrates the capacity used in each size category. As an example, labs that are 80 seats and larger (3 rooms) use the most available capacity (almost half). This is achieved by an average of 20 HPW but only filled 3% of the available seats on average. The lowest used size category is the <20 and the 50<= to <60 seats with 3 HPW. There are no laboratories in the 40<= to <50 and 60<= to <80 seat size categories.

Each campus was studied, individually, within this analysis to better inform the campus administration. The information shown in each graph is represented the same as the overall graphs previously shown.

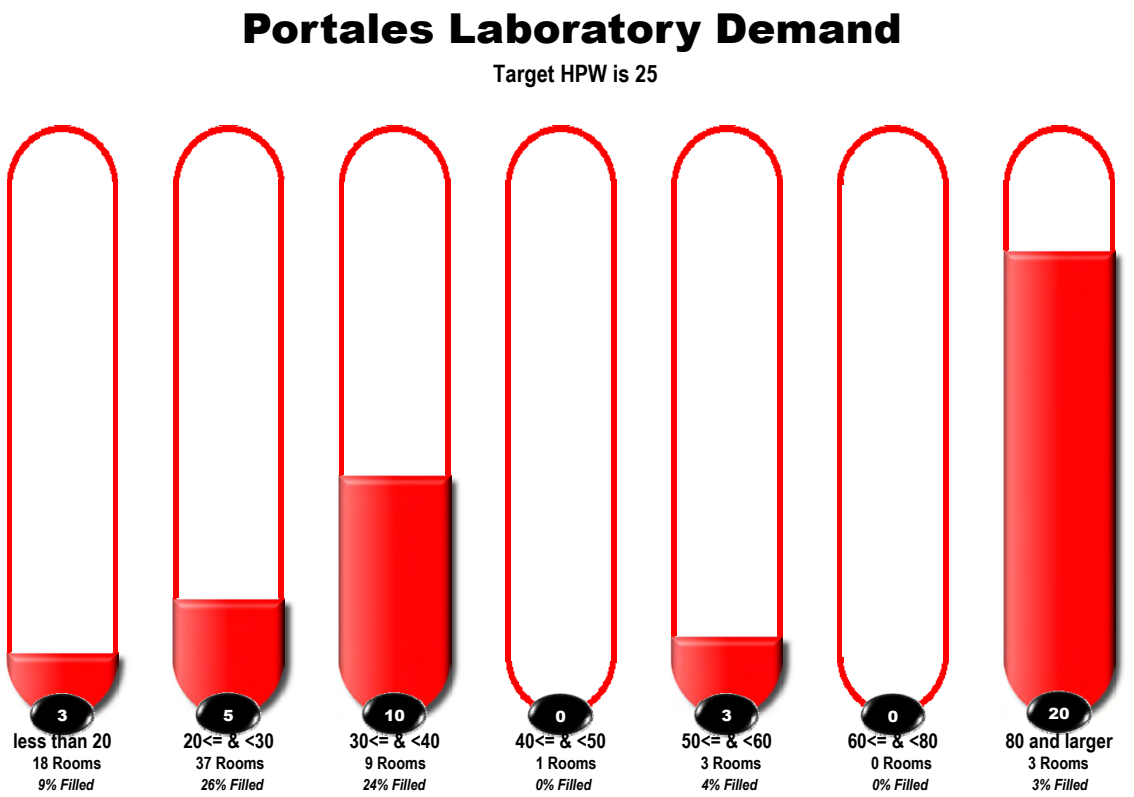
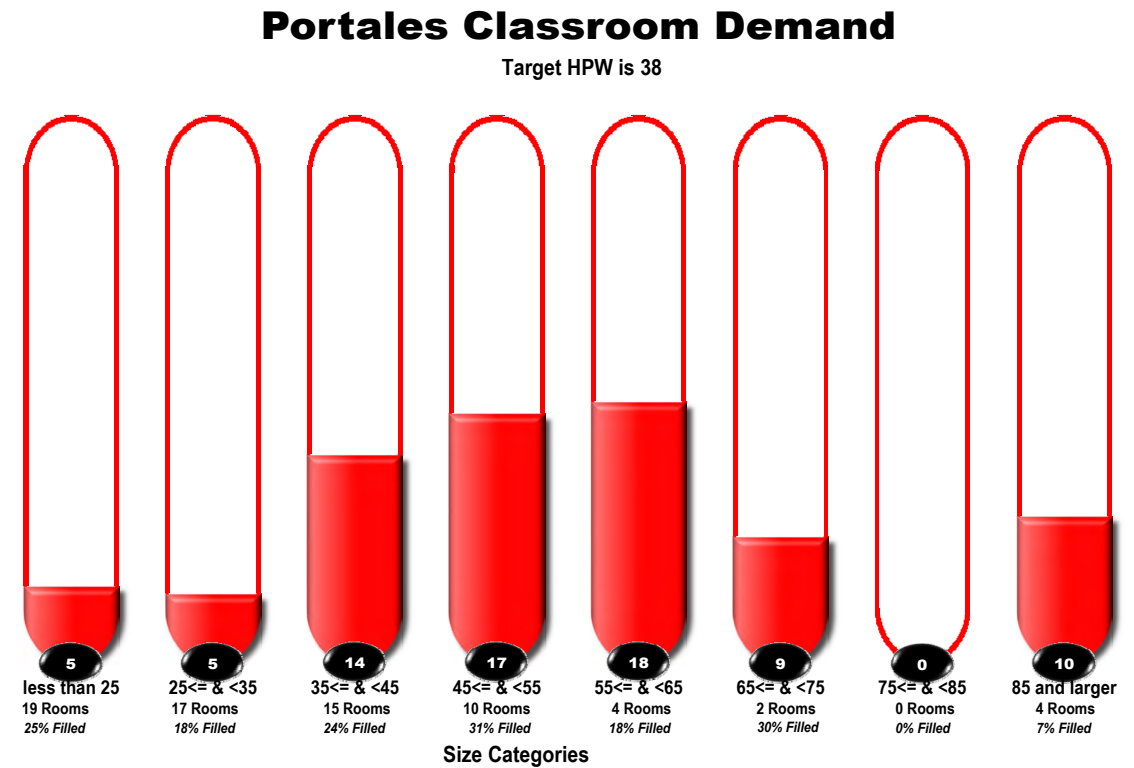
Overall Classroom Demand



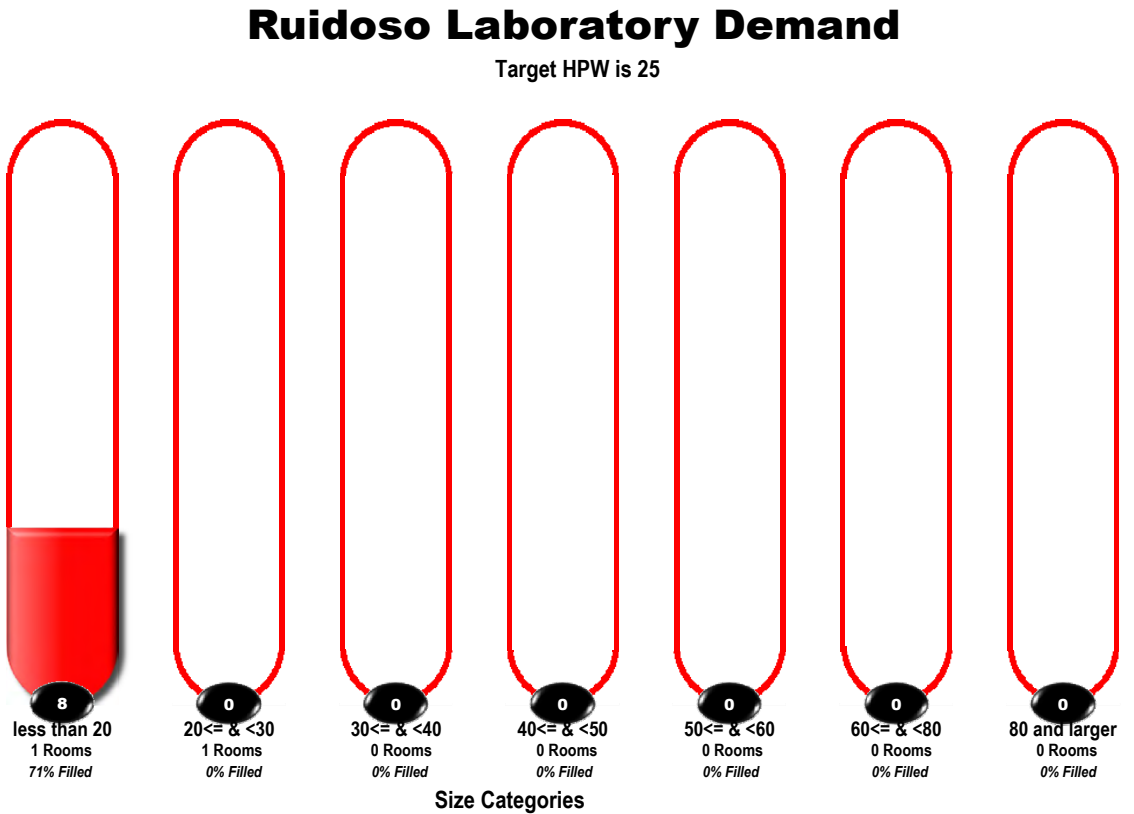
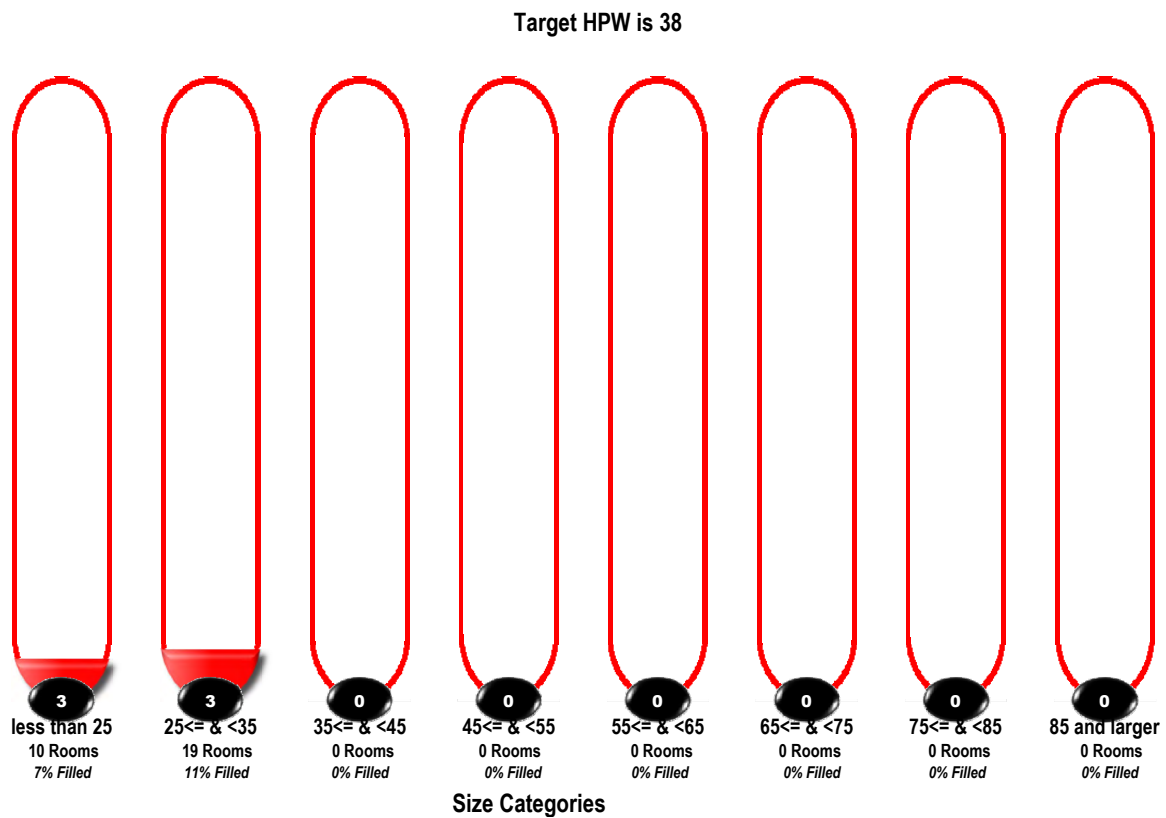
Overall Laboratory Demand



Portales Campus:



Ruidoso Campus:



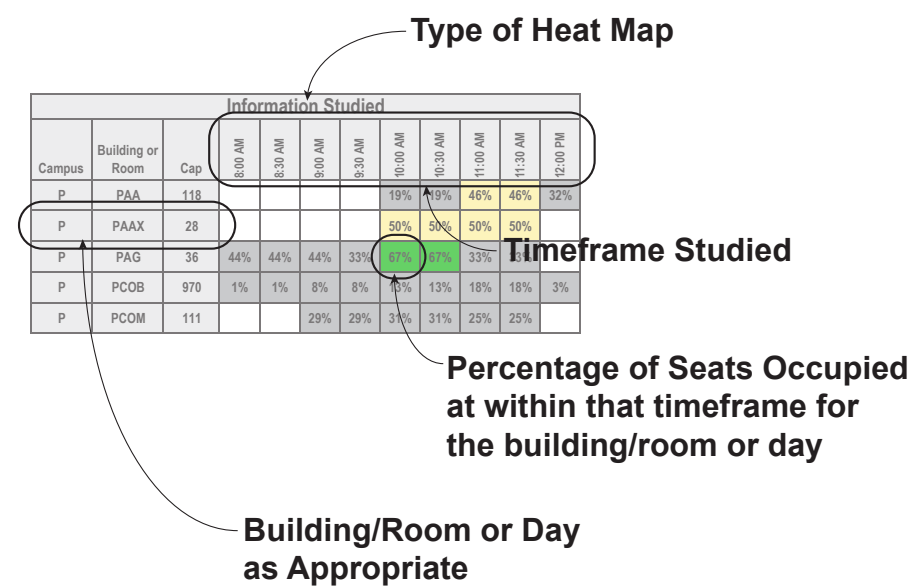
5.5 / Heat Maps

Heat maps are graphical representations of the day-by-day utilization in 30-minute increments. Various versions of the heat maps are provided to illustrate the data in various ways to inform the campus administration and future planning. The heat maps provided are:

Building-Wide heat maps are provided illustrating the utilization of all instructional rooms with a particular building. The building-wide heat maps are organized by day or by building. In both cases, separate versions are provided for classrooms and laboratories.

Individual Room heat maps are provided illustrating the utilization of each room. These heat maps are organized by day and separate versions are provided for classrooms and laboratories.

The following is a sample heat map diagram indicating the information presented:



The results presented in each heat map are color-coded based on the following legend:

Occupancy Rate Ranges				
	Classrooms		Labs	
	Min	Max	Min	Max
Zero	0%		0%	
Very Low	> 0%	< 45%	> 0%	< 55%
Low	>= 45%	< 55%	>= 55%	< 65%
Good	<= 55%	< 65%	<= 65%	< 75%
Very Good	>= 65%		>= 75%	

Building-Wide Heat Maps:

Each Building by Day:

The following heat maps illustrate the utilization for each building by the day of the week. This is useful to indicate where, on the campus, capacity (or lack thereof) exists on particular day and time. Heat maps are provided, individually, for classrooms and laboratories.

Each of these heat maps are provided in the appendices of this document. The following heat maps for classrooms and laboratories on Monday are provided as an example.

Occupancy Rates by Time Period

Monday Classroom Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	118					19%	19%	46%	46%	32%	32%	51%	51%	26%	26%	26%	26%									
P	PAAX	28					50%	50%	50%	50%																	
P	PAG	36	44%	44%	44%	33%	67%	67%	33%	33%		14%	14%	14%	36%	36%	36%			28%	28%	28%	86%	58%	58%	58%	
P	PCOB	970	1%	1%	8%	8%	13%	13%	18%	18%	3%	3%	7%	7%	2%	2%	2%	2%	1%								
P	PCOM	111			29%	29%	31%	31%	25%	25%			7%	7%	7%	7%											
P	PED	168			22%	22%	11%	11%	23%	23%	10%		12%	12%									4%	4%	4%	4%	4%
P	PFCS	62			23%	23%	23%	23%	13%	13%	13%	13%	13%	13%													
P	PGA	236					17%	17%	5%	5%	4%	4%			6%	6%											
P	PJWLA	790	2%	2%	12%	12%	16%	16%	10%	9%	12%	12%	21%	20%	3%	3%	1%		1%	1%	1%	1%	1%	1%			
P	PLH	75									4%	4%	3%	3%	3%	3%	3%	3%	3%	3%							
P	PMB	442	2%	2%	10%	10%	7%	7%	3%	3%	17%	15%	15%	15%	6%	6%	2%	2%	0%	0%	0%	0%	0%				
P	PRH	67																									
P	PS	266	17%	17%	20%	20%	26%	26%	27%	27%	34%	34%	6%	6%	48%	48%	33%	33%	26%	26%	5%	5%	1%	1%	1%	1%	
P	PUCC	24			79%	79%																					
P	PUTC	25									44%	44%	24%	24%	20%	20%											
U	URIC	764		8%	8%	8%	8%	8%	8%	8%	5%	2%					1%	1%	1%	1%	1%						

Occupancy Rates by Time Period

Tuesday Classroom Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	118	3%	3%	3%	3%	3%	23%	23%	23%	52%	73%	73%	73%	16%	16%	16%	13%	8%	8%	8%	8%					
P	PAAX	28										32%	32%	32%	57%	57%	57%	57%									
P	PAG	36	53%	53%	53%	61%	111%	111%	72%	72%	22%	17%	17%	17%	61%	61%	61%	61%	61%								
P	PCOB	970	1%	1%	1%	11%	15%	15%	12%	12%	9%	11%	12%	12%	4%	4%	4%	4%	4%	4%	3%	1%	2%	2%	2%	1%	
P	PCOM	111				6%	6%	6%	64%	64%	64%				4%	4%	4%										
P	PED	168	14%	14%	14%	32%	32%	32%	27%	27%	27%	17%	17%	17%	10%	10%	10%	12%	24%	24%	13%	13%	18%	5%	5%	5%	5%
P	PFCS	62			24%	24%	24%	24%	24%	24%	11%	11%	11%	11%	11%	11%	8%	8%	8%	8%	8%	8%					
P	PGA	236			5%	12%	12%	8%													3%	3%					
P	PJWLA	790			6%	23%	18%	18%	17%	17%	19%	4%	6%	6%	7%	7%	6%	1%	3%	3%	4%	4%	2%	1%	1%	1%	1%
P	PLH	75	4%	4%	4%	3%	4%	4%	1%	1%		3%	3%	3%							5%	5%	9%	4%	4%		
P	PMB	442		2%	2%	10%	10%	5%	7%	7%	5%	10%	10%	10%	12%	12%	3%	4%	4%	10%	7%	7%	0%		0%	0%	0%
P	PRH	67																									
P	PS	266	35%	35%	40%	26%	28%	28%	25%	21%	21%	26%	31%	31%	38%	38%	35%	35%	25%	25%	1%	1%					
P	PUCC	24																									
P	PUTC	25				40%	40%	40%	40%	40%	40%				20%	20%	20%										
U	URIC	764					4%	4%	6%	4%	4%	4%				2%	2%	3%	1%	1%	1%	2%	2%	2%	2%	2%	

Each Day by Building:

The following heat maps illustrate the utilization for each day of the week by building. This is useful to indicate how a building performs across the entire week. Heat maps are provided, individually, for classrooms and laboratories.

Each of these heat maps are provided in the appendices of this document. The following heat maps for classrooms and laboratories on Monday are provided as an example.

Classroom Occupancy Rates by Time Period

Art & Anthropology Bldg																									
118 Seats Available																									
	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
Monday					8%	8%	16%	16%			19%	19%													
Tuesday							3%	3%	3%	24%	24%	24%													
Wednesday					8%	8%	16%	16%			19%	19%									8%	8%	8%	8%	
Thursday							3%	3%	3%	24%	24%	24%													
Friday					8%	8%	16%	16%			19%	19%													
Saturday																									

Laboratory Occupancy Rates by Time Period

Art & Anthropology Bldg																									
282 Seats Available																									
	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
Monday					5%	5%	12%	12%	13%	13%	13%	13%	11%	11%	11%	11%									
Tuesday	1%	1%	1%	1%	1%	10%	9%	9%	21%	21%	21%	21%	7%	7%	7%	5%	3%	3%	3%	3%					
Wednesday					5%	5%	12%	12%	13%	13%	13%	13%	11%	11%	11%	11%									
Thursday					0%	9%	9%	9%	21%	21%	21%	21%	7%	7%	7%	5%	3%	3%	3%	3%					
Friday							8%	8%			4%	4%													
Saturday																									

Occupancy Rates by Time Period

Monday Lecture Occupancy Rates																											
Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA110	70					13%	13%	27%	27%			31%	31%													
P	PAA112	16																									
P	PAA130	32																									
P	PAAX100	28																									
P	PAG108	36	44%	44%	44%	33%	33%	33%				14%	14%	14%	36%	36%	36%			28%	28%	28%	28%				
P	PCOB103	24																									
P	PCOB104	278																									
P	PCOB109	70							44%	44%																	
P	PCOB110	52					33%	33%																			
P	PCOB113	53			45%	45%	43%	43%	45%	45%																	
P	PCOB117	54			6%	6%	43%	43%	50%	50%																	
P	PCOB120	54			4%	4%			37%	37%																	
P	PCOB123	50					46%	46%	32%	32%			46%	46%													
P	PCOB128	60					3%	3%	13%	13%	15%	15%	28%	28%													
P	PCOB130	40					13%	13%	13%	13%	20%	20%	10%	10%			18%	18%	18%								
P	PCOB136	30			43%	43%	40%	40%	7%	7%			27%	27%													
P	PCOB137	25																									
P	PCOB138	40							35%	35%																	
P	PCOB141	60							5%	5%																	
P	PCOB147	36																									
P	PCOB156	44	20%	20%	34%	34%			25%	25%	14%	14%	18%	18%	25%	25%	34%	34%									
P	PCOM111	40			5%	5%	30%	30%	8%	8%			20%	20%	20%	20%											
P	PCOM112	38			79%	79%	58%	58%	53%	53%																	
P	PCOM113	18																									
P	PCOM127	15																									
P	PED116	36			50%	50%			8%	8%													17%	17%	17%	17%	17%
P	PED120	40			48%	48%	45%	45%	50%	50%			50%	50%													
P	PED125	24																									
P	PED126	20																									
P	PED128	24							67%	67%	67%																
P	PED129	24																									
P	PFCS100	30																									
P	PFCS100G	32																									
P	PGA10	30					50%	50%																			
P	PGA16	35					71%	71%			26%	26%			43%	43%											
P	PGA2	41																									
P	PGA7	30																									
P	PGA8	35																									
P	PGA9	30																									
P	PJWLA104	45					62%	62%	18%	18%			18%	18%													
P	PJWLA106	45					31%	31%	42%	42%																	
P	PJWLA108	45			49%	49%	38%	38%	51%	51%	49%	49%	64%	64%													
P	PJWLA110	45					31%	31%	24%	24%	16%	16%	102%	102%	22%	22%			7%	7%	7%	11%	11%	11%			
P	PJWLA111	38	47%	47%									39%	39%													
P	PJWLA112	112																									
P	PJWLA134	24																									
P	PJWLA136	24			96%	96%	92%	92%																			
P	PJWLA138	22			95%	95%					91%	91%	77%	77%													
P	PJWLA140	22																									
P	PJWLA205	22			23%	23%	23%	23%	23%		45%	45%	45%		41%	41%	41%		5%	5%	5%	5%	5%				
P	PJWLA213	24					79%	79%			96%	96%															
P	PJWLA220	38			55%	55%	8%	8%	11%	11%	37%	37%	71%	71%													
P	PLH111	30																									
P	PLH122	30									10%	10%	7%	7%	7%	7%	7%	7%	7%								
P	PLH137	15																									

Individual Rooms Heat Maps by Day:

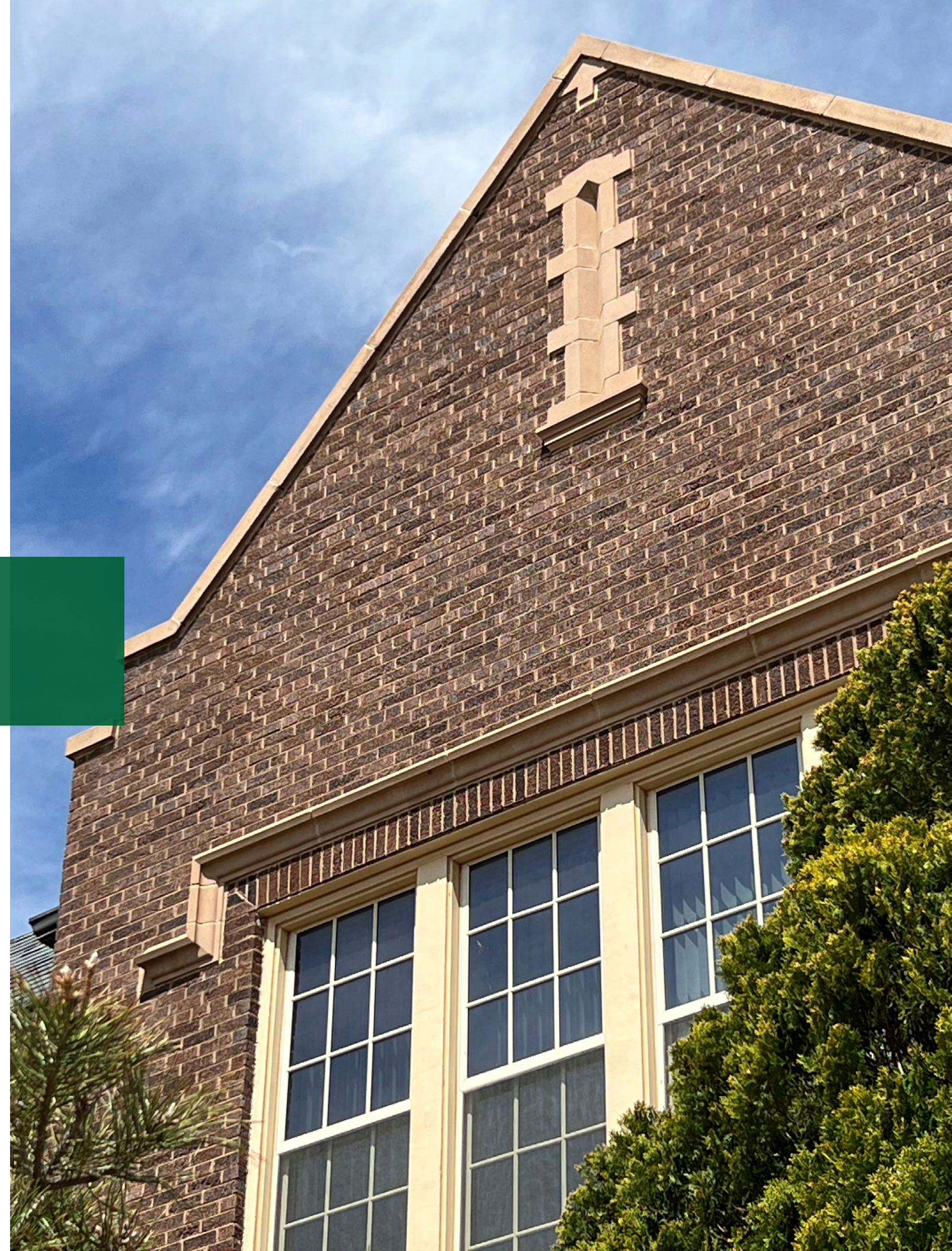
The following heat maps illustrate the utilization for each individual room by day of the week. This is useful to indicate the utilization of any room across the day. Given that the heat maps are sorted by building, it is also useful in comparing various rooms within the same building or floor. Heat maps are provided, individually, for classrooms and laboratories.

Each of these heat maps are provided in the appendices of this document. The following heat maps for classrooms and laboratories on Monday (partially) are provided as an example.

Occupancy Rates by Time Period

[illegible]

6 | VISION

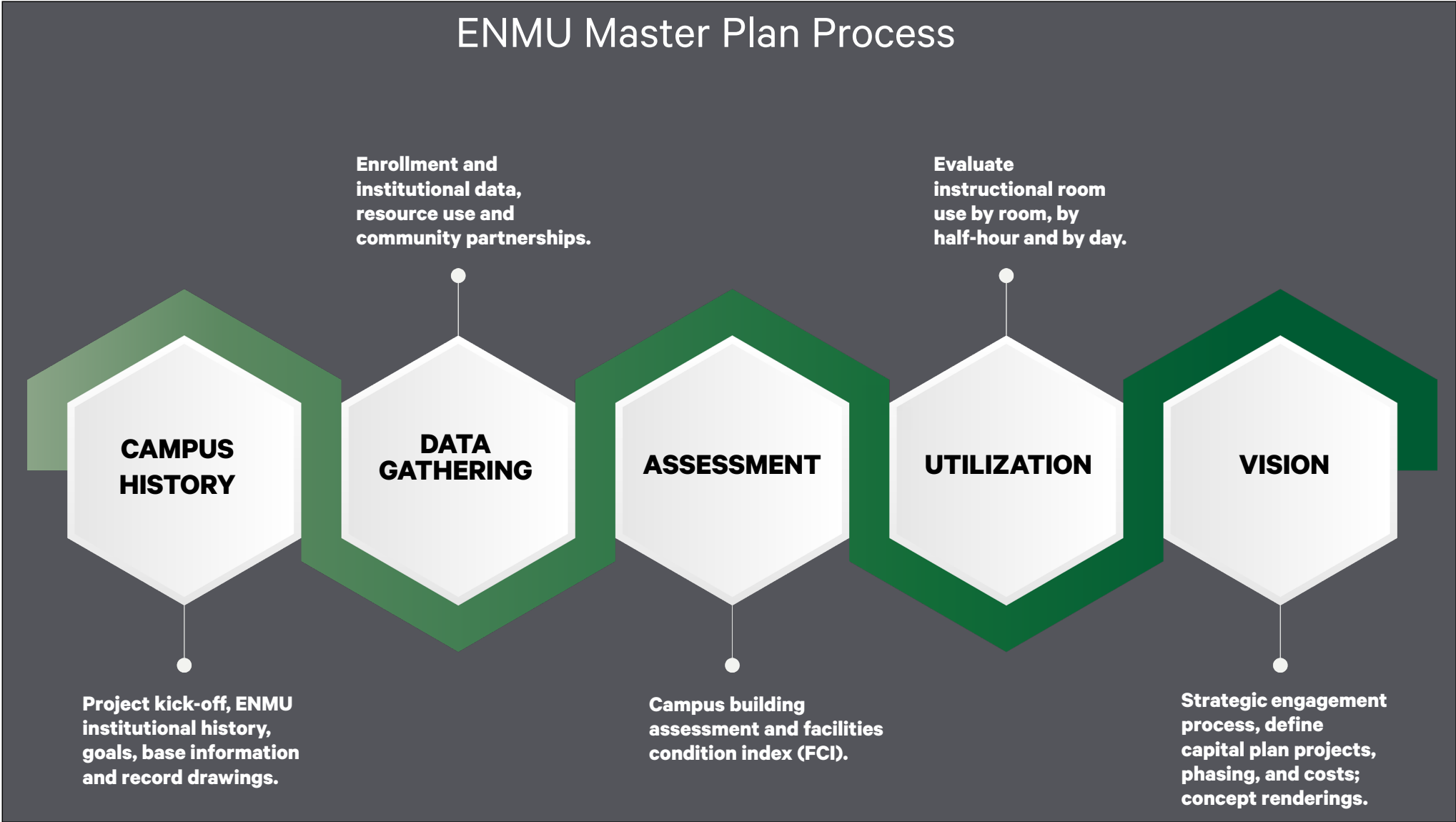


6 | VISION

The largest effort in a master planning process is collecting data and determining opportunities to guide the institution in the future. Previous sections of this report summarized the data that has been collected. This section focuses on the process used to discuss planning ideas with the ENMU community and determine the recommended capital plan projects.

The ENMU vision process included both strategic engagement and exploration future physical features of the campus.

The outcome of the visioning process is a recommended list of capital project requests. The largest challenge is to evaluate institutional needs and wants and compare to the data collected. Capital project requests must be based upon data driven information and prioritized to provide maximum benefit.



6.1 | Strategic Engagement

Parkhill conducted strategic engagement events from December 2022 through February 2023.

The following selected groups were identified to provide meaningful information about academic and campus life.

The purpose of the survey was to explore observations and ideas about the physical features of the campus and gauge preferences for changes to campus open spaces. The survey is a small sampling of the overall enrolled campus community there repetition of some responses became key indicators of important items. Due to the survey design, there were some open ended questions that required participants propose ideas. We cannot know with certainty if there would be support if the question had been phrased differently. For example, the survey question provided an open text box and many participants commented on campus lighting. There could be a high affirmative response to the question written as Yes/No, “Do you support increased campus lighting?” The data does suggest the strength of a repeated unprompted recommendation by people in the campus community. The survey also included a visual preference section where participants were presented with two images and asked to choose a preferred view.

Groups were invited to participate in the survey via an email invitation which included a link and QR code to access SurveyMonkey.

SURVEY OUTCOMES

A total of 500 requests were sent to ENMU Faculty and Staff to complete the survey and 174 responses were received.

A total of 420 requests were sent to selected student groups to complete the survey and 169 responses were received.

Though survey response rate was low, a valuable range of feedback was received which is listed in the summary of key outcomes at right. The following table shows the issue, the survey indication, the associated supporting data, and planning recommendation. Note that many survey responses were open ended questions. Repeated topics indicate issues that need attention.

Group	Quantity	Description	Method
Chancellor of the ENMU System		Dr. James N. Johnston began on 1/3/2023	In-person meetings (de-brief meetings on planning process and goal review)
Steering Committee	14	An invited list of ENMU leaders from the administration, academic, technology, and facilities backgrounds	In-person meetings, group meetings and follow up discussions via email and sub-group meetings.
Freshman First Year Seminar Students (FYEX)	420	A required course to support successful transition to college life	Surveying & Visioning Workshop Open House
President's Student Advisory Council (PSAC)		Student leaders from the Associated Students Activities Baord (ASAB) and Student Government Association (AGS)	Surveying & Visioning Workshop Open House
Faculty & Staff	500		Surveying & Visioning Workshop Open House

STRATEGIC ADMINISTRATIVE GOALS:

Dr. James Johnston was inaugurated as the 12th President and 3rd University System Chancellor in 2023. With a strong background in university administration and health sciences, Dr. Johnston aims to continue his past success in comprehensive fundraising campaigns and increasing student enrollment.

Visions for ENMU Portales include developing the following, in order of priority:

1. Agricultural Science and Art Annex Building
Development of a building to house the Department of Agriculture, Food Science and Kinesiology (AFSK) and shared spaces with the Art Department. The facility would support the following programs:

| Agriculture: The agriculture program prepares students in agricultural and foundation sciences that include animal and dairy science, agricultural education, technical agriculture, agronomy, agricultural mechanics, and horticulture. The program offers an Associate of Art in Agriculture, a Bachelor of Science in Animal and Dairy Science with an emphasis in Production and Management or Pre-veterinary Medicine, and a Bachelor of Science in Agricultural Science with an emphasis in Management or Agricultural Education (Licensure.)

| Career and Technical Education (CTE):
The CTE program prepares students to become technical education instructors and trainers to teach in secondary schools, community and technical colleges, trade and technical institutes, and business and industry settings. The program offers a Bachelor of Career and Technical Education and a Master of Education with an emphasis in Career and Technical Education.

| Kinesiology: The kinesiology program prepares students for careers in health, recreation, coaching, physical education, or sports and recreation management in the public schools or private sector. The program offers an Associate of Arts in

Recreation, a Bachelor of Science in Physical Education with an emphasis in Teaching Physical Education (Licensure), Health and Wellness, or Sports and Recreation Management, and a Master of Science with an emphasis in Sports Administration.

| Art: The Art program prepares students for professional careers in the arts by developing professional skills, knowledge, creative thinking, and conceptual problem-solving. The program offers an Associate of Art in Art and a Bachelor of Fine Art with an emphasis in Graphic Design or Visual Arts.

2 Health and Human Services Building
Development of a building to meet the goal of training the needed health professionals in the region. The facility would support the following programs:

| Communication Disorder (CDIS): Training for careers in speech-language pathology, speech science, audiology, and deaf education.

| Emergency Management (EMGT): Training for leadership in emergency preparedness including those involved in law enforcement, fire services, E.M.S., forest service, B.L.M., or military.

| Nursing: Training for careers in nursing and nursing education.

| Social Work: Training for careers in social work and licensure in preparation for admission to M.SW. programs.

Key:

= Faculty/Staff

= Students

= Faculty/Staff & Students

Survey Introduction	Frequency & Type of Response	Supporting Data	Planning Recommendation - Capital Plan and/or Planning 2050 Goal
Concern for pedestrian safety at Ave. N @ Ed. & Anthro., and @ Ave. N/ W. University Blvd & US-70.	Repeated survey and visioning workshop comments	Reviewed NMDOT crash data and 2022 fatal accident (ENMU student)	Improve pedestrian safety; Planning2050 goal
Improve Technology Resources for Teaching	Repeated survey and visioning workshop	Face-to-face class changes to online due to lack of distance learning technology available	Upgrade distance learning and smart classroom technology
Use less water on landscape	Repeated survey and visioning workshop	City of Portales Water Report shows high us at campus residential facilities. ENMU wells are not metered.	Reduce water use; Planning 2050 goal
Improve areas for health and fitness	Over 20% of survey	High FCI score for Greyhound Arena & Natatorium	
Lack of Parking	Visioning workshop	Parking demand vs Parking provided shows adequate spaces	Improve signage and lighting
Poor Campus Lighting	Repeated survey and visioning workshop		
Provide outdoor shaded seating	Repeated survey and visioning workshop		
Update the MaxPAC	Repeated survey and visioning workshop	% of on campus students who use the facility per week	Improve recreational facilities
Lack of emergency call boxes	Visioning workshop	Campus trend to use phone-based security app	Update to phone-based security app
Poor Food Quality	Repeated survey and visioning workshop		Improve Food Science / Ag facilities and campus gardens
Bird poop on sidewalks	Repeated survey and visioning workshop	Visual and sound bird deterrents are an effective and humane way to deter pest birds	Develop a campus bird control program
Preferred outdoor activities include walking, jogging, and running	Over 50% of survey	Documented campus and community routes	Planning 2050 goal to measure and increase trips to community trails
Cook and share a meal	Over 75% of survey	High FCI score for older residence halls	Residence Hall Renovation
Work in a Community Garden	Over 65% of survey		Develop outdoor activity areas (see reduce water use)
Journey from Student Union to MaxPAC by car	Over 70% of survey	Distance from residence hall to MaxPac is ¼ mile	Increase pedestrian safety and quality of journey

VISUAL PREFERENCE

The visual preference survey yielded a strong selection of the following images. It is interesting because these images point to areas of reduced grass turf, increased seating and gathering areas, and acceptance of low maintenance materials – gravel, paving, benches, native grasses. Of a sample set of 15 visual preference pairs, the following had preference of over 70%.



6.2 | Planning2050 – Commitment to Measurable Goals

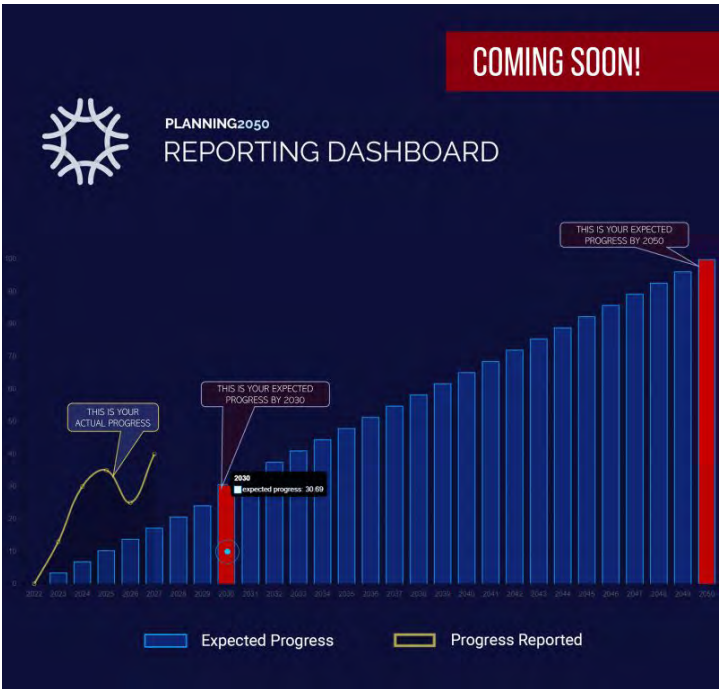
Not all planning recommendations result in a single built facility to solve a defined need. Many campus issues are complex and interrelated. Large capital funding may not be feasible but the combined funds from several sources can accomplish meaningful changes. One successful strategy is to define a goal to improve and issue in terms that can be measured. Improving pedestrian safety, for example, is an issue that will take a committed effort by several state, local and regional (railroad) agencies to accomplish. Measurable goals can show how the issue is improving over time.



Planning 2050 is an initiative founded in partnership between the American Institute of Architects (AIA), Congress for the New Urbanism (CNU), American Planning Association - Sustainable Communities Division (APA-SCD) among others to help cities and communities to become carbon neutral, equitable and resilient by 2050. It will allow voluntary signatories to access an on line dashboard that will track progress on their commitment(s). Each City or Community or Institution will define goals and post annual progress. ENMU could participate in this process by voluntarily establishing measurable goals and then updating progress on an annual basis. ENMU's commitment to self-defined goals are voluntary commitments. The outcome of self-monitoring will be goal achievement. The final goal of Planning 2050 is to generate, publish and maintain a database of actions that are proven to be successful to cities and communities.

Planning 2050 has the potential to present relevant ENMU community information in an immediate way and is similar to the Power BI presentation of FCI and Utilization data. Planning2050 will build the ENMU dashboard based upon an ENMU letter of commitment and statement of goals. The letter allows ENMU to be a Planning2050 signatory.

ENMU would be responsible to self-report all data annually defined in tracking the goals.



The following goals are recommended for ENMU. Further detail is found in the Appendix.

SAFETY:

- | Zero injuries or death on Highway US-70 in the vicinity of the ENMU Portales campus.
- | Rank ENMU as the safest university in New Mexico.

COMMUNITY CONNECTIVITY:

- | Increase pedestrian and bicycle travel between the northwest (athletic) and southeast (main) sides of Highway US-70 at safe and defined crossings
- | Increase visitors from the ENMU community who visit the Blackwater Draw Site (8 miles north of campus)
- | Increase visitor to the City of Portales Walking Trail (NW of Rodeo Arena)

RESOURCES:

- | Reduce Water Waste

ACCESSIBILITY:

- | Be the best university for students requiring accommodation.

6.3 / What Does FCI and Utilization Data Tell Us?

We embark upon planning studies as a team to gather information and reach best decisions. We are committed to recommending decisions that will provide long-term benefit to ENMU. Planning recommendations for ENMU emphasize the long-term decisions with lasting institutional impact. ENMU FCI data shows us that there are campus facilities that are beyond their useful life and demolition or renovation is needed. Utilization data shows us that there an abundance of available space on the ENMU campus that is not used. The conclusions from the data and the following recommendations are intensely discussed with university leadership.

Valid explanations include the following:

- | The impact of COVID and expansion of distance learning has reduced the need for in-person classrooms and labs;
- | The campus has more space than it needs;
- | Some existing space does not meet the current space need requirements;
- | Classroom technology requires updating and training to effectively meet the needs of in-person and distance learning

Best actions moving forward:

PRIORITIZE & RENOVATE: Prioritize the buildings that have value based upon historic classification, campus tradition, and have low FCI scores. These buildings have renovation potential.

CONSOLIDATE:

- | Identify programs and uses that exist in high FCI buildings and explore relocation to prioritized buildings with low utilization.
- | Identify programs and uses that exist in high FCI buildings that could be relocated together and share some spaces

REMOVE:

- | Buildings that are approaching the end of useful life. They have high FCI scores, and it is more cost effective to build or renovate space that meets defined need and demolish the old.

Capital Plan Recommendations follow the prioritize/renovate, consolidate, and remove strategy to reduce the burden of maintaining underutilized facilities and meet documented institutional space needs.

Modal Optionality. Routes of travel crossing the highway, a campus or city street should accommodate a safe choice of transportation – car, bicycle, pedestrian, motorized mobility scooter, wheelchair, or walker. Safe travel around the ENMU campus is only safe if it accommodates everyone.

6.4 | Capital Plan Goals

The Master Plan provides a vision to guide capital planning and is guided by the following goals, whose order of listing does not denote any priority:

Severance Tax Bonds, Emergency Loan (NM Dep’t of Finance & Administration), Department of Transportation Appropriation (state or federal) or a Federal Grant. The source of funding is

1.	ENMU IDENTITY: <ul style="list-style-type: none"> Activate outdoor spaces with comprehensive campus site planning Update academic spaces for ENMU flagship programs Preserve historic ENMU spaces & traditions
2.	SAFETY & ACCESS: <ul style="list-style-type: none"> Provide safe journeys between the academic campus (southeast of Hwy US-70) and the athletic campus (northwest of Hwy US-70) Diversify, improve, and secure digital access Be the best university for students requiring accommodation
3.	RESOURCES: <ul style="list-style-type: none"> Reduce water used for landscape Reduce water used for mechanical system chillers Transitioned to air cooled chillers
4.	COMMUNITY: <ul style="list-style-type: none"> Improve spaces for living & learning (indoor & outdoor) Strengthen community cooperation with public private partnerships

The capital plan list was developed as an outcome of all information gathered about the campus and community. The list moved through several iterations to define and bundle capital project ideas. Some capital projects are concise - for example, renovate the Administration Building. Some capital projects contain a series of strategic actions that are required to find solutions for complex and interrelated problems - for example, gathering traffic data as a basis for discussion with NMDOT and BNSF (railroad).

The master plan team worked with the steering committee and Dr. James Johnston to assign priorities to the capital plan items to produce the following list. The vision plan shown at the end of this section illustrates the changes you would see on campus if the capital plan were realized. Opinions of probable cost (OPC) for each item is shown in Section 7.

Each capital plan item has an identified source of funding. The sources of funding are General Obligation Bond Funding, City of Portales or Portales Municipal Schools (PMS) Funding,

a strategic decision. Mixing funding sources allows a project to proceed even if all funding requests are not granted. Often the evidence of support from numerous funding sources and mechanisms demonstrate a broad level of community consensus for a project by both university, local and regional entities.

| General Obligation bonds come before the voters in the state of New Mexico every two years. They are a proven and accepted method of funding brick and mortar projects throughout the state. The GO Bond bundles together capital requests from higher education institutions statewide. The projects work together to impact student opportunity, student success, attract economic development, retain students and build a robust economy.

| Severance Tax bonds are issued against revenue from severance taxes. The severance tax is a state tax imposed on the extraction of non-renewable natural resources. Some examples of the taxed natural resources

include crude oil, condensate and natural gas, and coal, and copper.

| Advancement funding refers to a collection of strategically aligned activities in alumni relations, fundraising, marketing, and communications. The advancement process begins among new students and introducing a culture of philanthropy and creating relationships that encourage investment in the school.

| Emergency Loans are granted by application to the NM Department of Finance and Administration. The purpose of the funding is to respond to a documented emergency affecting the community/entity and requires documentation of why funding cannot wait until the next legislative session and other sources of funding explored and exhausted.

| NMDOT Appropriation or Federal Department of Transportation funding refers to funds dedicated to a defined NMDOT project. NMDOT has the capability to reach back to federal funding for components of a NMDOT project which meet the requirements federal funding opportunities.

| NM Art in Public Places (AIPP) Act dedicates 1% of each project exceeding \$100,000 to be set aside for the acquisition of commissioning of works of art to be used in, upon or around public buildings.

| University Fees are an option which may be levied on students and/or campus facility users under the authority of the ENMU Board of Regents for a particular facility, program, or service. The Planning Team and University alike recognize the delicacy and care that must be exercised in considering such a funding mechanism.

6.5 Focused Planning Study

The Capital Plan List includes priority 1 and 2 projects to move forward for consideration in the 2024 GO Bond. Priority 2 through 10 projects require continued review and study.

The following projects require focused project planning to determine the future capital project fund request. Funding requests require exploration of facility need and project development options.

| Campus Union Building Optimization| Residence Hall Quality & Consolidation

| Traffic Study of US-70 (ENMU vicinity)

| Recreation Facility Study

| Deferred Maintenance Prioritization

Future funding requests are for non-academic spaces and will depend upon the cooperation of the ENMU and Portales community, and coordination of development gifts and grants.

Campus Union Building Optimization

The Campus Union Building (CUB) presents both challenges and opportunities as to how and what to redefine and repurpose the facility for ENMU students. The building has great potential due to campus location. It is a “building bridge” between the central ENMU quad, surrounding academic buildings and the parking and residence halls to the south and east of the building. Last renovated over 20 years ago, the Campus Union is a large facility with significant spatial opportunity to renovate and repurpose. The planning team received strong feedback in survey and group meetings with students indicating that students disliked the building and many simply did not use it. The large number of second floor meeting rooms do not align to the present-day need for more informal commons space for small-scale student breakout activity or individual student use. Many students disapproved of the food service offerings and the food offered there. A larger and more strategic question for the CUB is how to renovate and repurpose a space which will differentiate its usage apart from the recently renovated Golden Student Success Center, which also offers significant amounts of commons and breakout space, plus a food service venue. Recommendations include renovation focus on food service choice and that large meeting rooms be converted into commons, breakout, or innovation-focused spaces. A thorough planning study can overlay the structural limitations of the building (second floor deck load limits) with the types of spaces needed by students.

University student organization offices (or which at least eight reside at the CUB) would be more prominently showcased to heighten visibility to students. The building will benefit from more transparency and wayfinding. ENMU should consider converting existing food service venues – the Crossroads Café, World of Wings Café, and Greyhound Café – into newer branded venues, with at least one converted into an open market-type space with fresh food purchase options. The balance of the renovation scope would include upgrades to the HVAC and plumbing systems.

Traffic Study of US-70

Improvement of the pedestrian journey between the main campus and the athletic campus is fundamental to identity and future of ENMU. If the Administration Building and Student Academic Services are the ENMU front door, then US-70 should be considered a front porch. Safe and obvious journeys will enhance campus life, increase use of existing facilities and support the very long term growth of the campus to the northwest. The conversations with NMDOT and BNSF are critical and long overdue. ENMU, NMDOT, BNSF and the City of Portales would begin by agreeing to participate as project partners. ENMU can begin the process by completing a Traffic Study of US-80 in the vicinity of the campus. The traffic data will become the factual basis for committed discussion of solutions by all project partners. The process will take time but should follow an organized sequence that will be driven by the agency approvals and funding milestones required by each partner organization.

ENMU has an opportunity to lead this process. Each project partner has a responsibility in this endeavor for safety in the vicinity of roads and railroads. ENMU has the opportunity to further enhance the campus environment with safe and pleasant journeys.



Recreation Facility Study

ENMU faces a challenge with aging athletic facilities and a growing need for recreation space. A focused planning study would explore the campus need, facility and funding options. Greyhound Arena remains iconic and supports the athletic program. The facility has many years of useful life if the identified deferred maintenance items are completed. The larger issue is overall campus and community recreational areas to support health and life skills. Many campuses locate recreational facilities in highly visible locations that are separate from the athletic team training facilities.

Partnership with the City of Portales and Portales Independent Schools should be explored. The Natatorium is aging and the planning study should evaluate renovation vs replacement. Survey comments received conclude that many do not use the pool due to limited hours. A different type of facility located to welcome the Portales community and ENMU could attract more users and justify a larger community recreation facility.



Deferred Maintenance and Sitework

Building and site assessment revealed a daunting total of \$68M of deferred maintenance and site costs. It is not feasible to complete all of this work within the current and projected funding cycles. It is reasonable to cap the total expenditure to \$20M and to work to prioritize need for Health, Safety and Welfare issues including accessibility. A second tier of priority would be building envelope, integrity, and technology issues.

Discussion of priority is fundamental to assigning available funds to determined maintenance issues. Lack of funding is the most often cited reason for deferring maintenance. There is general awareness among facility managers that unfunded deferred maintenance leads to larger capital renewal costs. The consequences of postponing deferred maintenance also increases the risk of emergency repairs, new costs for collateral damage, and facility disruption.

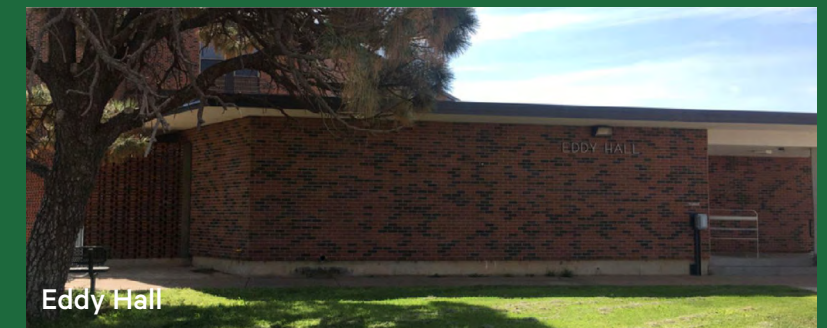
One strategy to reduce the deferred maintenance burden is to deeply coordinate the findings of this report. Reduce square footage and increase utilization. Consolidate and improve facilities. The deferred maintenance challenge is tied to all of the other capital fund requests – both in new construction and planning studies.



Residence Hall Quality and Consolidation

ENMU offers the ultimate campus experience to live and learn on a college campus in the unique eastern New Mexico landscape. ENMU has consistently invested in housing options. The FCI process revealed that Curry Hall, Eddy Hall and West Campus Apartments score highly and need large investment. Guadalupe Hall is a newer residence and received a low FCI score. San Juan Village housing is privately operated and also provides campus housing. The residence halls are below 80% capacity. An interesting observation is that lower cost residence halls have high capacity. This shows us that improvements to housing must be balanced with the resulting housing costs to students. A quality and consolidation study would aim to determine where funds should be spent to maximize benefit to the student.

The study would explore the types of improvements that would improve the quality of common residential experience and save resources. Examples include outdoor gathering and recreation areas, indoor common and social spaces, and increased accessibility. Options should evaluate selective demolition and demolition/replacement.



6.5 Capital Plan Projects

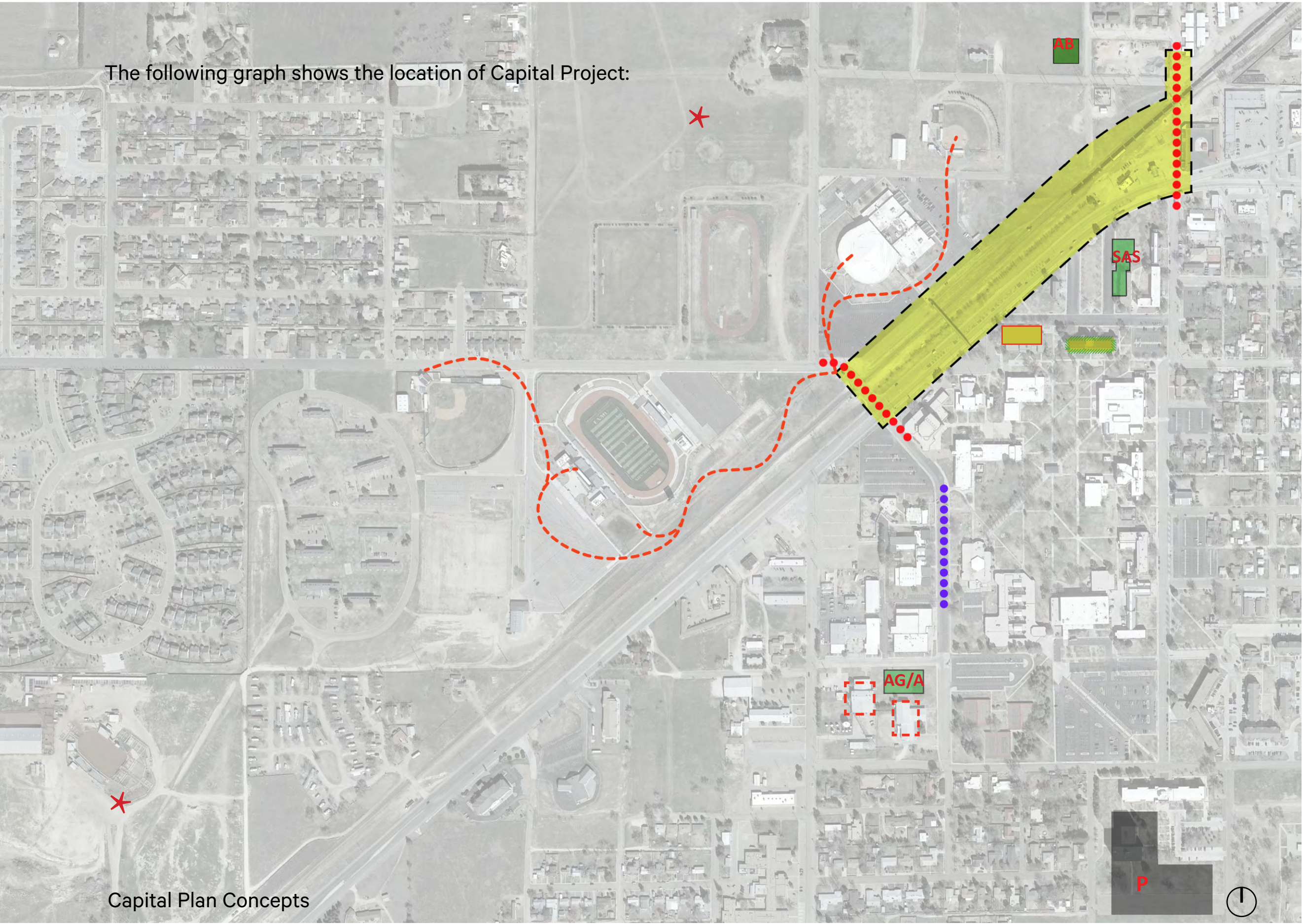
The following table summarizes each proposed Capital Project:

Priority Number	Description	\$	Remarks / Associated Actions	Ties to Master Plan Goal
	Narrative			
1	Agriculture and Art	\$19.2 M	ENMU programs tied to enrollment and face-to-face academic and laboratory work.	ENMU IDENTITY
	Agriculture Art (ceramics/welding)		Located at NE corner of Sesame and S. Ave. N in the open space north of existing Ag and east of existing Art Annex.	
	Animal Barns		Located on open land at the NW corner of W Cherry St. and N. Ave. L. Barn facility sized to house animals for duration of semesters only (support curriculum then sell).	
2	Health Science Building	\$19.2 M	<p>Co-locate health science programs of Communicative Disorders (CDIS), Emergency Management (EMGT), Nursing, and Social Work. ncrease health science capacity, and provide future new programs and concentrations.</p> <p>Located at NE corner of SW corner of Sesame and S. Ave. N in the open space north of existing Ag and east of existing Art Annex. Summary: Priority 1 or 2 would use this location, based upon final feasibility and funding.</p>	ENMU IDENTITY
3	Campus Technology Upgrade	\$1.9 M		SAFETY & ACCESS
3a	Diversity, harden, and secure digital access		Transition primary & secondary switches to new locations.	
3b	Residence Hall WiFi Upgrade		Upgrade WiFi at Residence Halls.	
3c	Smart Classroom & Distance Learning Upgrade		Upgrade Classroom and Labs.	
4	Pedestrian Study			
4a	Traffic study of US70 in the vicinity of W. University Blvd/Ave N and Avenue K, as basis for discussion with NMDOT and BNSF. Required step toward NMDOT project identification.		First action required to begin discussion for project feasibility of improved pedestrian crossing at intersection.	SAFETY & ACCESS












Priority Number	Description	\$	Remarks / Associated Actions	Ties to Master Plan Goal
	Narrative			
*	Collaborative Project: NMDOT, BNSF and ENMU: Project feasibility, Agency Requirements; ENMU Cap Projects/Public Art;		Project Planning funding in 2024 Sev. Bond. Identify all agency requirements, discuss feasibility and review/ approval process.	SAFETY & ACCESS
*	Pedestrian crossing improvements including banners, signage, lighting, sidewalks, curb cuts, pavement marking, and railroad crossing safety.		Determine NMDOT and Railroad Funding, and all eligible federal grants.	
4b	Streetscape - Avenue N conversion to pedestrian only.		Add decorative gate, bollards, allow access for maint. Carts, add lighting, signage, banners. All items removable. Study how it works and consider permanent change in next planning cycle.	
*	Student Safety Wayfinding: Accessible paved routes to Greyhound Stadium, Greyhound Arena, Baseball and Softball.		Provide a safe and accessible journey from academic campus (southeast side of US-70) to athletic / entertainment venues on northwest side of US - 70.	
*	Remove blue light emergency phones and replace with an emergency SOS smartphone app.		SOS smartphone app is a blue light hone in every pocket. Coordinate project with Department of Public Safety. Emergency use without unlocking your mobile phone.	
4c	Upgrade sidewalks, curb cuts and coordinate with street paving.	\$4.9 M	Coordinate with City of Portales paving work. Pull cost from FCI data 30% of all sitework issues. Asphalt paving by city. Total assessment: Sitework Value = \$29 M. 15% assigned to paving = \$4.5 M	
5a	Landscape - metering, irrigation control system and low-water planting.		Install irrigation meters to measure current use; Campus Transformation Plan to identify phased work to re-establish buffalo grass, and drought tolerant landscape; include establishment of grasslands native grasslands prototype (northwest athletic campus on open/ available acreage.	RESOURCES
5b	Residence Hall - Water Conservation Project.		Add additional water metering; Plan incentive based water reduction at sinks/showers in residence halls; install water times, water use & savings display at one common area per building. Install ultrasonic measurement (a good cost-effective tool for non-invasive measurement of water use).	
5c	Transition from water cooled chillers to air cooled chillers. Long term 15 years.		Water use at cooling towers is currently metered. Transition to aircooled chillers and reduce dependence upon water for cooling.	

Priority Number	Description	\$	Remarks / Associated Actions	Ties to Master Plan Goal
	Narrative			
6	Residence Hall - Quality & Consolidation		Evaluate quality of residence halls and study targeted improvement and consolidation. increase accessible/ adaptable housing units; develop outdoor activity areas; develop shared cooking/dining spaces.	CAMPUS COMMUNITY
7	Campus Union Building		Renovation to approximately 80% of existing space to repurpose meeting space and food service venue into more market and commons-type environment. Proposed capital fund request of \$2.53 M.	ENMU IDENTITY
	Planning Study: Space Optimization & Utilization Study			
8	Building Deferred Maintenance	\$20 M	Planned funding of \$20 M is 29% of the total value of deferred maintenance and sitework (\$68M). Prioritize need to complete safety/accessibility work, and followed by building envelope, integrity work, and technology. Work to complete \$2 M of deferred maintenance per year.	ENMU IDENTITY
9	Administration Renovation (Building envelope with possible inclusion of interior items or optimization/programming).		Explore feasibility of building envelope renovation (windows, doors, and roof), vs. interior renovation (accessibility at service counters, restrooms, and programmed areas TBD). Proposed capital fund request to be based upon deferred maintenance cost of \$2.53 M	ENMU IDENTITY
10	Recreation Facility Study		Study benefits and disadvantages of options: Greyhound Arena Renovation or selective demolition of recreational fitness spaces, classrooms, locker rooms, and restrooms; New construction; Existing SAS renovation/selective demolition, demolition and new construction; Replace Natatorium and explore locations on main campus and athletic campus; explore community funded and shared-use facilities.	CAMPUS COMMUNITY
11	Demolition		Demolition of Bernalillo Hall, Harding Hall, and Student Academic Services.	

The following graph shows the location of Capital Project:



COLOR KEY

-  Admin Renovation
-  Pedestrian Crossing Improve-ments (w/ NMDOT & BNSF)
-  Avenue N St Closure
-  Accessible Pedestrian Route
-  Agriculture (AG), Art (A), Agriculture Barn (AB), Student Academic Services (SAS)
-  Research Gardens
-  Traffic Study Zone
-  Old SAS (Evaluate)
-  Building Demolished Following Construction of New
-  Parking
-  See Appendix for Land Use

Capital Plan Concepts

6.6 ENMU Portales Campus Vision

PROPOSED PROJECTS

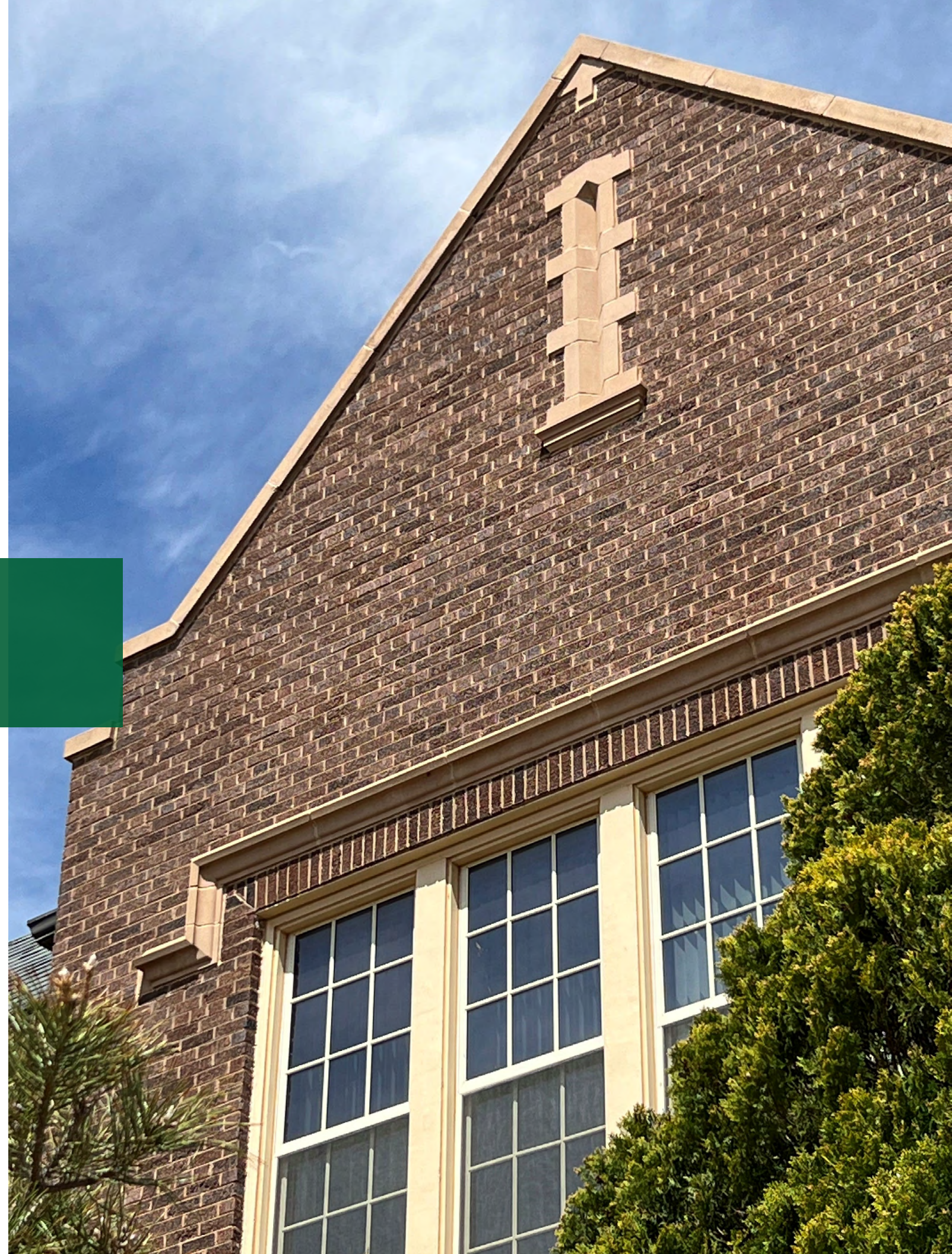
- 1 Agriculture Barn
- 2 Accessible Walks to Athletic Facilities
- 3 Pedestrian Improvements
- 4 Student Academic Services
- 5 Agriculture /Art

Proposed Master Plan for ENMU Portales Campus



View of Agriculture & Art (Southwest Corner of Sesame and S. Ave. N.)

7 | PRELIMINARY OPINIONS OF PROBABLE COST (OPC)



7 | PRELIMINARY OPINIONS
OF PROBABLE COST

The planning team relied upon the services of a third-party, independent cost estimator to determine the opinions of probable cost (OPC). OPC's were prepared at two periods in the planning process to support the Facilities Condition Index (FCI) and the Capital Plan List.

The FCI process (as described in Section 4) relied upon the building assessments to provide data for sitework and deferred maintenance costs. The process depends upon the OPC to determine the deferred maintenance cost. Reference the Power BI link to view all costs associated with sitework and deferred maintenance.

The Capital Plan List explored the project scope and preliminary understanding of the facility program to support the planned use. The capital dollar request is based upon a preliminary understanding of project scope and space need.

All OPC's are challenged by a volatile economy which includes increased costs of materials and changes to material supply. All industries are impacted by these unknowns and the construction industry will remain in a state of instability, inflation and price fluctuation for the foreseeable future. Institutional strategies include revisiting cost and needs annually. The OPC's developed for this report include an estimating contingency of 10% to account for design detail that is not known. The OPC was calculated to bid 3/2024 and than mathematically adjusted using a cost increase factor of 0.666% per month (or 8% per year) to award of construction contract in 10/2025.

The OPC also includes New Mexico Gross Receipts Tax (NMGRT) and applied the current applicable rate of 8.06% for Portales, NM. The tax rate is currently in a sate of flux with impetus for reduction from the NM Legislature.It is possible that the rate may be further reduced in the future.

The OPCs for deferred maintenance and sitework were based upon completing the work within five years (by 2027). OPCs for capital projects were estimated for bid opening in March of 2024 and then adjusted at a rate of 0.66% per month (or approx. 8% per year) to the anticipated bid opening in October of 2025. All institutional projects based upon government funded bonds are challenged by the time gap between the approval of the funds and the access to the funds.

Opinions of Probable Cost (OPC) is an estimate for an upcoming project that is still in the planning or conceptual stages. It is a high level overview of a complex project. It is based upon pricing opinions that are likely to change as the project develops.

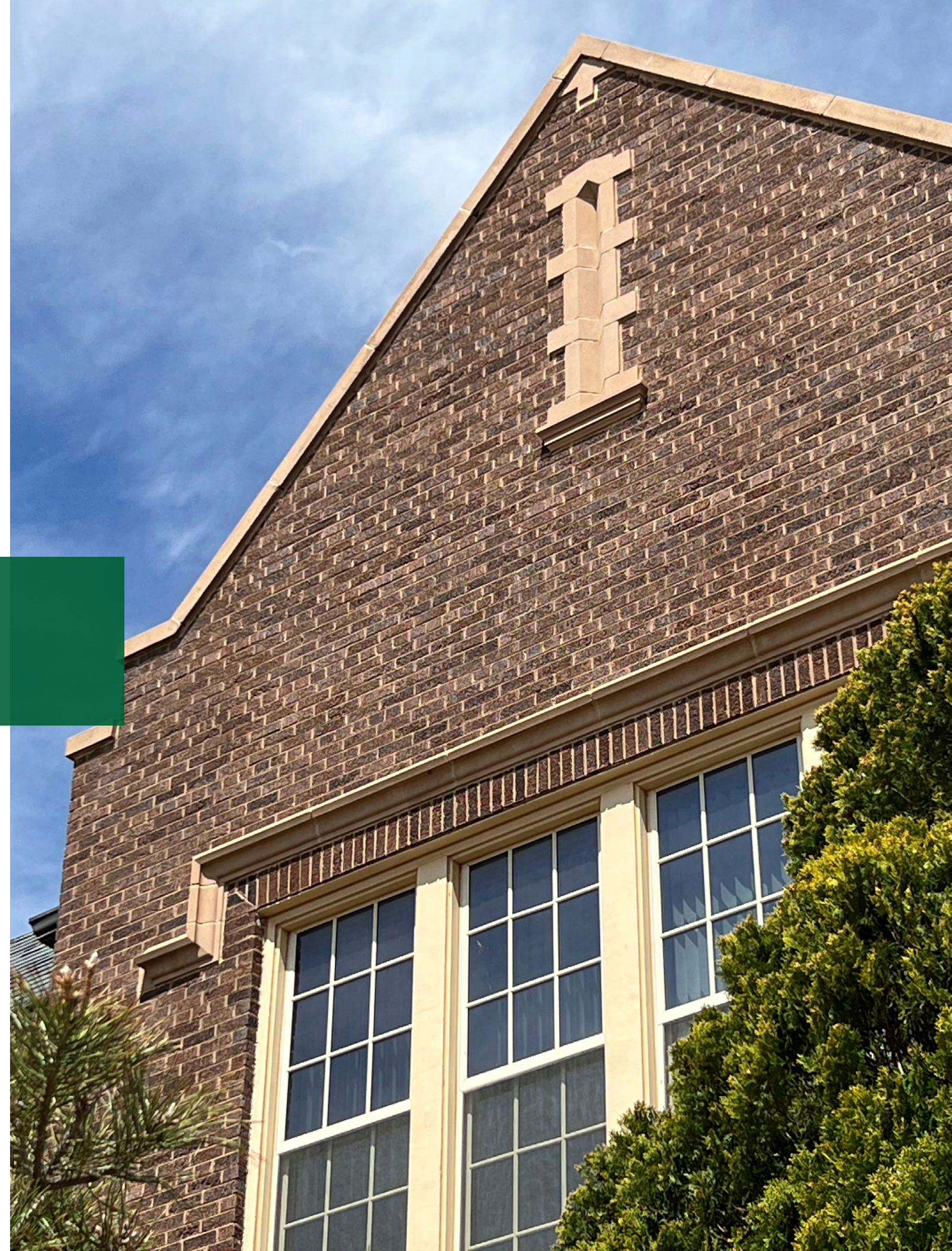
THE OPC IS:

- A way to better understand what an upcoming project could cost and determine financial feasibility.
- A tool used to create a budget to request funding.
- A forecast providing general understanding of future project costs based on currently-available information.

THE OPC IS NOT:

- A quote.
- A guaranteed price of final project costs.
- Based on a fully detailed set of plans and product requirements for construction.



APPENDIX









A1 ENMU RECOMMENDED PLANT LIST (REFERENCED IN SECTION 2)

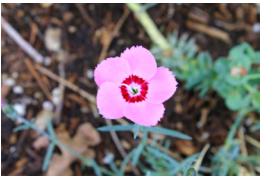

TREES:




Number	Image	Common Name	Scientific Name	Light Requirements	Water Needs	Height	Notes
		Bur Oak	Quercus Macrocarpa	Full Sun	Medium	80"	Massive trunk. Deep grooves in dark green leaves that turn golden yellow in fall.
		Chaste Tree	Vitex Agnus-Castus	Full Sun	Low	20"	Multi-branched tree or large shrub. Lavendar purple flowers. Heat lover and cold hardy.
		Chinese Pistache	Pistacia Chinensis	Full Sun	Medium	40"	Cold hardy and heat tolerant. Good fall color.
		Chitalpa	Chitalpa Tashkentensis	Part Shade/Full Sun	Medium-Low	30"	Cream, ivory color. Year-round interest.
		Desert Willow	Chilopsis linearis	Part Shade/Full Sun	Low	25"	Deciduous, fast-growing tree with upright growth. Large, dark burgundy flowers.
		Hackberry	Celtis occidentalis	Part Shade/Full Sun	Medium	60"	Small to medium shade tree with rounded, vase-like form. Good wildlife planting.
		Lacebark Elm	Ulmus parvifolia	Full Sun	Low	50"	Leathery bark with large, upright forming.
		Shademaster Honeylocust	Gleditsia triacanthos 'Shademaster'	Full Sun	Low	45"	Displays oblong, lanceolate, green leaves with fall color. Fast growing for quick shade.
		Pecan	Carya illionionensis	Full Sun	Medium-Low	100"	Dark, olive-green leaves with pointed leaflets. The spreading form makes a good ornamental shade tree in large areas.

		Western Redbud	Cercis occidentalis	Part Shade/Full Sun	Medium	16"	Flowering for ornamental use. Year-round interest.
		Mesquite	Prosopis glandulosa	Full Sun	Low	20"	Needs well drained soil. Produces aromatic, yellow-green flowers that appear in spike-like racemes, blooming in spring and summer.






SHRUBS/PERENNIALS:

Number	Image	Common Name	Scientific Name	Light Requirements	Water Needs	Height	Notes
		Yellow Bird of Paradise	Caesalpinia gillesii	Full Sun	Low	60"	Good shrub/small tree for hummingbirds. Reseeds readily.
		Butterfly Bush	Buddleia davidii	Full Sun	Medium	60"	Perennial shrub. Prune to 12"-18" in spring. Fragrant, lilac-like blooms.
		Golden Columbine	Aquilegia crysantha	Part Shade	Low-Medium	30"	Yellow flowers with long bloom season.
		Rosemary	Rosmarinus officianalis	Full Sun	Low-Medium	48"	Evergreen. Culinary herb. Shear to form or keep to size.
		Red Yucca	Hesperaloe parviflora	Full Sun	Low	60"	Long bloom season. Low water and maintenance.
		Artemisia	Artemisia	Sun	Low	24"	Great feathery foliage hybrid.

		Penstemon	Penstemon spp.	Full Sun	Low	36"	Regular deadheading will keep this plant blooming through the season.
		Blanket Flower	Gallardia	Full Sun	Low-Medium	12"	Compact, bushy habit. Grows easily.
		Purple Coneflower	Echinacea purpurea	Part Shade/Full Sun	Low-Medium	36"	Nice contrast to a garden.
		Dianthus	Dianthus plumaris	Part Shade/Full Sun	Low-Medium	18"	Fragrant, large flowers. Low, grey-green foliage year round.
		Salvia	Salvia spp.	Full Sun	Low-Medium	48"	Long bloom season. Large, low maintenance plant.
		Coreopsis	Coreopsis grandiflora	Full Sun	Medium	12"	Bright golden yellow flowers that stand upright. Good plant in massings.
		Red Jupiter's Beard	Centranthus ruber coccineus	Part Shade/Full Sun	Low-Medium	24"	Adaptable plant with showy red flowers. Long bloom season.
		Blue Mist Spirea	Caryopteris x clandonensis	Part Shade/Full Sun	Low-Medium	30"	Silvery foliage. Late summer color.

		Agastache	Agastache Spp	Part Shade/Full Sun	Low-Medium	24"	Showy flowers and hints of fragrance.
		Fragrant Persian Rockcress	Aethionema schistosum	Full Sun	Low-Medium	10"	Evergreen, good winter foliage and earliest spring bloom. Attractive grey-green foliage.
		Yarrow	Achillea spp.	Part Shade/Full Sun	Low-Medium	18"	Bright yellow flowers as season long. Deadhead for best blooms.

TURF/GRASSES:

Number	Image	Common Name	Scientific Name	Light Requirements	Water Needs	Height	Notes
		Blue Grama Grass	Bouteloua gracilis	Full Sun	Low	12"	Good grass for lawns or ornamental bunchgrass. Very drought tolerant.
		Sidaots Grams	Bouteloua curtispendula	Full Sun	Low	24"	Seeds form on side of stem. Emerge purplish with red/orange anthers. Good accent plant.
		Buffalo Grass	Buchloe dactyloides	Full Sun	Low	6"	Good grass for lawns. Required little water, fertilizing, or mowing. Establish with seeds or plugs.
		Yellow Indiangrass	Sorghastrum nutans	Full sun	Low	60"	Golden colored leaves with bronze seed heads. Early maturing.
		Karl Foerster Grass	Calamagrostis x acutiflora 'Karl Foerster'	Part Shade/Full Sun	Low-Medium	48"	Cut clumps to ground in later winter. Cool season grass. Water heavier in late winter through spring. Can reduce watering in summer.

		Prairie Spiderwort	Tradescantia occidentalis	Full Sun	Low	18"	Clump forming perennnial with grass-like leaves. Blue blooms.
		Big Bluestem	Andropogon gerardi	Part Shade/Full Sun	Medium-Low	72"	Warm season, perennial bunchgrass. Sod forming.
		Curly Mesquite	Hilaria belangeri	Full Sun	Low	12"	Sod with slender, creeping stolons.
		Little Bluestem	Schizachyrium scoparium	Full Sun	Low	60"	Clumping habit. Low maintenance.
		Purple Three-Awn	Aristida purpurea	Full Sun	Low	20"	Tufted bunchgrass

Sources:
Canyon's Edge Plants
Bamert Seed Company
Native American Seed
Osuna Nursery
The Tree Farm
SiteOne
TAMU Agrilife Extension

A2 PARKING DATA

Parking Data - ENMU Portales										
Recommended Spaces based upon use										
See Campus Map with Parking Lot locations										
Lot #	Facility or Use	Parking Space Metric	FTE Enroll'd	FTE Faculty + Staff	Beds	Res. Hall Room	Seats	Req'd # Parking Spaces	Actual Spaces	Note
P0	West Campus Housing	1 space for each sleeping rm				132		132	144	
P1	Baseball								210	
P2/P3	Greyhound Stadium - Home						4000	***	560	
P4/P5	Greyhound Arena						4800	***	542	
Sub-Total NW of Hwy US-70									1456	
P6	Administration								167	
	Curry Hall				114	60				**
P7	Administration - East								51	
P8	Computer Center/SAS								57	
P9	Golden SSC								58	
P10	Roosevelt Science								145	
P11	San Juan Village				243				264	****
P12	Eddy Hall	1 space for each sleeping rm			208	157		157	25	
P13	Guadalupe Hall	1 space for each sleeping rm			308	155		155	282	
P14	Campus Student Union								355	
P15	College of Business								109	
P16	College of Education								35	
P17	Art & Agriculture								44	
P18	Physical Plant/Purchasing								68	
P19	Communications								45	
P20	CDC, Food Sci, Anthro, Art								133	
P21	Avenue N								82	
P22	Theater	1 space per 4 fixed seats					469	117	185	
Sub-Total SE of Hwy US-70									2105	
Parking Based Upon Enrollment		1 space for each 2 faculty and employee members, plus 1 space for each 2 full time (or equivalent) enrolled students.	3247	500				1,874	2105	*
	High - last five years		3969	510				2,240	2105	*
*	Total paring SE of Hwy US-70 (Academic Campus); Additional 1312 spaces NW of Hwy-70 (Athletic Campus)									
**	Parallel parking on Ave. K adjacent to Residence Hall, and not included in campus parking count.									
****	San Juan Apartments provides one space per bed, exceeding req't.									

A3 ENROLLMENT DATA SETS



Eastern New Mexico University 2017-2021
Strategic Enrollment Management Plan Data Elements

Table A. Fall Term Degree-Seeking Undergraduate Applicants by Student Population Type

UNDERGRADUATE_STUDENT_POPULATION_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Readmit	356	330	369	367	339	-8.1%	-4.8%
First-time Freshman	2,583	2,577	2,682	2,424	1,422	-47.0%	-44.9%
Moved/Transferred from Branch	138	122	94	78	82	-12.8%	-40.6%
Transfer Student	958	1,054	1,088	991	854	-21.5%	-10.9%
Total Undergraduate Applicants	4,035	4,083	4,233	3,860	2,697	-36.3%	-33.2%

Table B. Admitted Fall Term Undergraduate Applicants by Student Population Type

UNDERGRADUATE_STUDENT_POPULATION_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Readmit	304	293	326	317	292	-10.4%	-3.9%
First-time Freshman	1,583	1,579	1,574	1,223	472	-70.0%	-70.2%
Moved/Transferred from Branch	92	81	60	65	55	-8.3%	-40.2%
Transfer Student	495	546	550	576	480	-12.7%	-3.0%
Total Undergraduates Admitted	2,474	2,499	2,510	2,181	1,299	-48.2%	-47.5%
Readmit % Admitted	85.4%	88.8%	88.3%	86.4%	86.1%		
First-time Freshman % Admitted	61.3%	61.3%	58.7%	50.5%	33.2%		
Moved/Transferred from Branch % Admitted	66.7%	66.4%	63.8%	83.3%	67.1%		
Transfer Student % Admitted	51.7%	51.8%	50.6%	58.1%	56.2%		
Overall % Undergraduate Applicants Admitted	61.3%	61.2%	59.3%	56.5%	48.2%		

Table C. Census Enrolled Fall Term Undergraduate Applicants by Student Population Type

UNDERGRADUATE_STUDENT_POPULATION_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Readmit	175	166	195	195	204	4.6%	16.6%
First-time Freshman	628	552	553	434	344	-37.8%	-45.2%
Moved/Transferred from Branch	63	62	44	45	46	4.5%	-27.0%
Transfer Student	363	394	386	357	312	-19.2%	-14.0%
Total Undergraduate Applicants Enrolled	1,229	1,174	1,178	1,031	906	-23.1%	-26.3%
Readmit % Enrolled	57.6%	56.7%	59.8%	61.5%	69.9%		
First-time Freshman % Enrolled	39.7%	35.0%	35.1%	35.5%	72.9%		
Moved/Transferred from Branch % Enrolled	68.5%	76.5%	73.3%	69.2%	83.6%		
Transfer Student % Enrolled	73.3%	72.2%	70.2%	62.0%	65.0%		
Overall % of Undergrad Applicants Enrolled	49.7%	47.0%	46.9%	47.3%	69.7%		

Table D. Fall Term Headcount of Degree-Seeking Graduate Student Applicants, Admits, and Term Census Enrolled

GRADUATE_STUDENT_POPULATION_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Total Graduate Student Applicants	820	811	733	934	824	12.4%	0.5%
Total Graduate Student Admits	446	489	462	464	389	-15.8%	-12.8%
Overall Percentage of Graduate Students Admitted	54.4%	60.3%	63.0%	49.7%	47.2%		
Overall Graduate Students Enrolled at Census	288	325	294	339	267	-9.2%	-7.3%
Overall Percentage Admitted Graduate Students Who Enrolled	64.6%	66.5%	63.6%	73.1%	68.6%		

Table E.

Total Fall Term Census Enrollment by Student Level and Student Type							
Student Type	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
High School	952	1,111	969	705	759	-21.7%	-20.3%
First-time Freshman	632	558	558	441	349	-37.5%	-44.8%
Transfer Student	405	433	458	386	355	-22.5%	-12.3%
Moved/Transferred from Branch	64	62	48	47	44	-8.3%	-31.3%
Continuing	2,349	2,344	2,156	2,141	1,991	-7.7%	-15.2%
Readmit	197	198	284	208	258	-9.2%	31.0%
Total Undergraduate Population (Degree and Non-Degree)	4,599	4,706	4,473	3,928	3,756	-16.0%	-18.3%
First-time Graduate Student (ENMU)	51	46	50	71	63	26.0%	23.5%
First-time Graduate Student (Other)	266	261	269	248	179	-33.5%	-32.7%
Continuing	1,038	957	859	928	912	6.2%	-12.1%
Readmit	73	45	43	93	81	88.4%	11.0%
Total Graduate Student Population (Degree and Non-Degree)	1,428	1,309	1,221	1,340	1,235	1.1%	-13.5%
Total University Enrollment	6,027	6,015	5,694	5,268	4,991	-12.3%	-17.2%

Distribution of Total Fall Census Enrollment by Student Level & Type					
Undergraduates	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School	20.7%	23.6%	21.7%	17.9%	20.2%
First-time Freshman	13.7%	11.9%	12.5%	11.2%	9.3%
Transfer Student	8.8%	9.2%	10.2%	9.8%	9.5%
Moved/Transferred from Branch	1.4%	1.3%	1.1%	1.2%	1.2%
Continuing	51.1%	49.8%	48.2%	54.5%	53.0%
Readmit	4.3%	4.2%	6.3%	5.3%	6.9%
Total Undergraduate Population (Degree and Non-Degree)	100.0%	100.0%	100.0%	100.0%	100.0%
First-time Graduate Student (ENMU)	3.6%	3.5%	4.1%	5.3%	5.1%
First-time Graduate Student (Other)	18.6%	19.9%	22.0%	18.5%	14.5%
Continuing	72.7%	73.1%	70.4%	69.3%	73.8%
Readmit	5.1%	3.4%	3.5%	6.9%	6.6%
Total Graduate Student Population (Degree and Non-Degree)	100.0%	100.0%	100.0%	100.0%	100.0%

Table F. Census Enrollment Headcount in Fall Semesters

STUDENT_LEVEL_CODE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Degree-Seeking Undergraduates	3,438	3,347	3,292	3,130	2,863	-13.0%	-16.7%
Degree-Seeking Graduate Students	1,266	1,177	1,106	1,259	1,183	7.0%	-6.6%
Non-Degree Undergraduates	1,161	1,359	1,181	798	893	-24.4%	-23.1%
Non-Degree Graduate Students	162	132	115	81	52	-54.8%	-67.9%
Total Campus Enrollment	6,027	6,015	5,694	5,268	4,991	-12.3%	-17.2%

Enrollment Headcount Distribution

STUDENT_LEVEL_CODE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Degree-Seeking Undergraduates	57.0%	55.6%	57.8%	59.4%	57.4%
Degree-Seeking Graduate Students	21.0%	19.6%	19.4%	23.9%	23.7%
Non-Degree Undergraduates	19.3%	22.6%	20.7%	15.1%	17.9%
Non-Degree Graduate Students	2.7%	2.2%	2.0%	1.5%	1.0%
Total Enrollment	100.0%	100.0%	100.0%	100.0%	100.0%

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM

Table G. **Residency of Degree-Seeking Undergraduates and Graduate Students**

RESD_IN_STATE_IND	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2017-2021	% Change 2020-2021
Undergraduates In-State	2,532	2,384	2,327	2,182	1,956	-15.9%	-22.7%
Undergraduates Out-of-State	906	963	965	948	907	-6.0%	0.1%
Total Degree-Seeking Undergraduates	3,438	3,347	3,292	3,130	2,863	-13.0%	-16.7%
Graduate Students In-State	798	748	702	760	726	3.4%	-9.0%
Graduate Students Out-of-State	468	429	404	499	457	13.1%	-2.4%
Total Degree-Seeking Graduate Students	1,266	1,177	1,106	1,259	1,183	7.0%	-6.6%
Total Degree-Seeking Population	4,704	4,524	4,398	4,389	4,046	-8.0%	-14.0%

Residency Distribution of Degree-Seeking Students

RESD_IN_STATE_IND	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduates In-State	73.6%	71.2%	70.7%	69.7%	68.3%
Undergraduates Out-of-State	26.4%	28.8%	29.3%	30.3%	31.7%
Graduate Students In-State	63.0%	63.6%	63.5%	60.4%	61.4%
Graduate Students Out-of-State	37.0%	36.4%	36.5%	39.6%	38.6%

Source: ENMU Institutional Research Office, SZV_PROFILE_REGISTRATION_DETAIL

Table H. **Gender Distribution of Degree Seeking Undergraduate and Graduate Students**

GENDER_CODE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2017-2021	% Change 2020-2021
Undergraduate Males	1,437	1,403	1,317	1,215	1,123	-14.7%	-21.9%
Undergraduate Females	2,000	1,944	1,975	1,915	1,739	-11.9%	-13.1%
Total Degree-Seeking Undergraduates	3,437	3,347	3,292	3,130	2,862	-13.1%	-16.7%
Graduate Student Males	411	345	302	332	295	-2.3%	-28.2%
Graduate Student Females	855	832	805	927	888	10.3%	3.9%
Total Degree-Seeking Graduate Students	1,266	1,177	1,107	1,259	1,183	6.9%	-6.6%

Gender Distribution of Degree-Seeking Students

GENDER_CODE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate Males	41.8%	41.9%	40.0%	38.8%	39.2%
Undergraduate Females	58.2%	58.1%	60.0%	61.2%	60.8%
Graduate Student Males	32.5%	29.3%	27.3%	26.4%	24.9%
Graduate Student Females	67.5%	70.7%	72.7%	73.6%	75.1%

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM

Table I. **Full-Time/Part-Time Status of Degree-Seeking Undergraduates and Graduate Students**

PARTTIME_FULLTIME	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2017-2021	% Change 2020-2021
Full Time Undergrads	2,583	2,472	2,395	2,217	1,973	-17.6%	-23.6%
Part Time Undergrads	855	875	897	913	890	-0.8%	4.1%
Full Time Grad Students	308	312	305	398	379	24.3%	23.1%
Part Time Grad Students	958	865	801	861	804	0.4%	-16.1%

Full-Time/Part-Time Distribution of Degree-Seeking Students

PARTTIME_FULLTIME	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full Time Undergrads	75.1%	73.9%	72.8%	70.8%	68.9%
Part Time Undergrads	24.9%	26.1%	27.2%	29.2%	31.1%
Full Time Grad Students	24.3%	26.5%	27.6%	31.6%	32.0%
Part Time Grad Students	75.7%	73.5%	72.4%	68.4%	68.0%

Table J. **Full-Time/Part-Time Status of Degree-Seeking Undergraduates by Gender**

PARTTIME_FULLTIME	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2017-2021	% Change 2020-2021
Undergraduate Males Full-Time	1,080	1,049	942	834	753	-20.1%	-30.3%
Undergraduate Males Part-time	357	354	375	381	370	-1.3%	3.6%
Total Undergraduate Males	1,437	1,403	1,317	1,215	1,123	-14.7%	-21.9%
Undergraduate Females Full-time	1,503	1,423	1,453	1,383	1,220	-16.0%	-18.8%
Undergraduate Females Part-time	497	521	522	532	519	-0.6%	4.4%
Total Undergraduate Females	2,000	1,944	1,975	1,915	1,739	-11.9%	-13.1%

Distribution of Degree-Seeking Undergraduates Full-Time/Part-Time Status by Gender

PARTTIME_FULLTIME	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate Males Full-Time	75.2%	74.8%	71.5%	68.6%	67.1%
Undergraduate Males Part-time	24.8%	25.2%	28.5%	31.4%	32.9%
Undergraduate Females Full-time	75.2%	73.2%	73.6%	72.2%	70.2%
Undergraduate Females Part-time	24.9%	26.8%	26.4%	27.8%	29.8%

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM

Table K. **Full-Time/Part-Time Status of Degree-Seeking Graduate Students by Gender**

PARTTIME_FULLTIME	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2017-2021	% Change 2020-2021
Graduate Student Males Full-Time	73	81	71	84	80	12.7%	9.6%
Graduate Student Males Part-time	338	264	231	248	215	-6.9%	-36.4%
Total Graduate Student Males	411	345	302	332	295	-2.3%	-28.2%
Graduate Student Females Full-time	235	231	235	314	299	27.2%	27.2%
Graduate Student Females Part-time	620	601	570	613	589	3.3%	-5.0%
Total Graduate Student Females	855	832	805	927	888	10.3%	3.9%

Distribution of Degree-Seeking Graduate Students Full-Time/Part-Time Status by Gender

PARTTIME_FULLTIME	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Graduate Student Males Full-Time	17.8%	23.5%	23.5%	25.3%	27.1%
Graduate Student Males Part-time	82.2%	76.5%	76.5%	74.7%	72.9%
Graduate Student Females Full-time	27.5%	27.8%	29.2%	33.9%	33.7%
Graduate Student Females Part-time	72.5%	72.2%	70.8%	66.1%	66.3%

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM

Table L. Financial Aid Disbursements among Degree-Seeking Undergraduates

Percentage of Undergraduates Receiving these Aid Types:	2017/18	2018/19	2019/20	2020/21	2021/22
Grant & Scholarship Aid	70.8%	71.2%	71.5%	67.9%	
Work Study	7.6%	9.3%	8.4%	3.2%	
Loans	40.3%	37.0%	35.8%	28.4%	
New Mexico Lottery Scholarships	16.6%	17.2%	16.1%	17.2%	
Pell Grants	45.9%	43.4%	44.3%	38.7%	
Receiving any form of Financial Aid	78.3%	77.1%	77.6%	74.2%	
Average Aid Year Award:	\$9,433	\$9,452	\$9,598	\$9,122	

*Note: These figures are not derived from IPEDS Financial Aid Reporting. The financial aid categories above are similar (with exception of the NM Lottery Scholarship), however the reporting population and subsequent percentage receiving certain aid types is quite different from IPEDS group 1, group 2, or group 3. These data are Source compiled from Council of University Presidents "Performance Effectiveness Report" methodology.

Table M. Financial Aid Disbursements among Degree-Seeking Graduate Students

	2017/18	2018/19	2019/20	2020/21	2021/22
Grant & Scholarship Aid	6.8%	7.8%	7.9%	8.9%	
Loans	32.0%	32.4%	32.0%	30.4%	
Receiving any form of Financial Aid	36.7%	38.5%	40.7%	38.5%	
Average award:	\$13,233	\$12,680	\$13,174	\$12,558	

*Note: These figures are not derived from IPEDS Financial Aid Reporting. The financial aid categories above are similar, however IPEDS has no reporting component for Financial Aid awarded to Graduate Students. These data are Source compiled from Council of University Presidents "Performance Effectiveness Reports" methodology.

Table N. Degree-Seeking Undergraduates by Age Range

AGE_RANGE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Yr	Yr
Undergraduates Under 20	1,024	927	904	749	613	-32.2%	-40.1%
Undergraduates 20 to 24	1,318	1,313	1,280	1,234	1,128	-11.9%	-14.4%
Undergraduates 25 to 34	607	602	608	632	618	1.6%	1.8%
Undergraduates 35 to 54	433	454	449	465	460	2.4%	6.2%
Undergraduates 55 and over	55	51	51	50	43	-15.7%	-21.8%

Age Range Distribution of Degree Seeking Undergraduates

AGE_RANGE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduates Under 20	29.8%	27.7%	27.5%	23.9%	21.4%
Undergraduates 20 to 24	38.3%	39.2%	38.9%	39.4%	39.4%
Undergraduates 25 to 34	17.7%	18.0%	18.5%	20.2%	21.6%
Undergraduates 35 to 54	12.6%	13.6%	13.6%	14.9%	16.1%
Undergraduates 55 and over	1.6%	1.5%	1.5%	1.6%	1.5%

Source: ENMU Institutional Research Office, SZV_PROFILE_REGISTRATION_DETAIL

Table O. Average Age of Degree-Seeking Undergraduates by Classification Level

STVCLAS_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Freshman	19	19	19	19	20
Sophomore	20	21	21	21	21
Junior	24	24	24	25	25
Senior	29	30	29	30	30

Source: ENMU Institutional Research Office, SZV_PROFILE_REGISTRATION_DETAIL

Table P. Degree-Seeking Graduate Students by Age Range

AGE_RANGE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Yr	Yr
Graduate Students 20 to 24	209	193	173	220	223	28.9%	6.7%
Graduate Students 25 to 34	548	519	453	550	504	11.3%	-8.0%
Graduate Students 35 to 54	447	410	424	452	423	-0.2%	-5.4%
Graduate Students 55 and over	62	55	56	37	33	-41.1%	-46.8%

Age Range Distribution of Degree Seeking Graduate Students

AGE_RANGE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Graduate Students 20 to 24	16.5%	16.4%	15.6%	17.5%	18.9%
Graduate Students 25 to 34	43.3%	44.1%	41.0%	43.7%	42.6%
Graduate Students 35 to 54	35.3%	34.8%	38.3%	35.9%	35.8%
Graduate Students 55 and over	4.9%	4.7%	5.1%	2.9%	2.8%

Source: ENMU Institutional Research Office, SZV_PROFILE_REGISTRATION_DETAIL

Table Q. Level

Population	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Degree Seeking Graduate Students	34	34	34	33	33

Source: ENMU Institutional Research Office, SZV_PROFILE_REGISTRATION_DETAIL

Table R. Degree-Seeking Undergraduates by Race/Ethnicity

IPEDS_ETHNICITY	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Yr	Yr
Two or More Race/Ethnicities	102	89	92	86	90	-2.2%	-11.8%
Native American/Alaska Native	76	73	70	60	52	-25.7%	-31.6%
Asian	30	41	31	31	31	0.0%	3.3%
African American	207	200	190	152	179	-5.8%	-13.5%
Hispanic	1,428	1,386	1,411	1,330	1,236	-12.4%	-13.4%
Native Hawaiian/Pacific Islander	24	20	25	19	18	-28.0%	-25.0%
Non-Resident Alien	55	76	77	75	59	-23.4%	7.3%
Unknown	80	68	95	98	89	-6.3%	11.3%
White	1,435	1,394	1,301	1,279	1,108	-14.8%	-22.8%

Ethnicity Distribution of Degree Seeking Undergraduates

IPEDS_ETHNICITY	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Two or More Race/Ethnicities	3.0%	2.7%	2.8%	2.7%	3.1%
Native American/Alaska Native	2.2%	2.2%	2.1%	1.9%	1.8%
Asian	0.9%	1.2%	0.9%	1.0%	1.1%
African American	6.0%	6.0%	5.8%	4.9%	6.3%
Hispanic	41.5%	41.4%	42.9%	42.5%	43.2%
Native Hawaiian/Pacific Islander	0.7%	0.6%	0.8%	0.6%	0.6%
Non-Resident Alien	1.6%	2.3%	2.3%	2.4%	2.1%
Unknown	2.3%	2.0%	2.9%	3.1%	3.1%
White	41.7%	41.6%	39.5%	40.9%	38.7%

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM

Table S. Degree-Seeking Graduate Students by Race/Ethnicity

IPEDS_ETHNICITY	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Two or More Race/Ethnicities	28	25	27	40	37	37.0%	32.1%
Native American/Alaska Native	14	15	18	17	22	22.2%	57.1%
Asian	39	35	33	44	42	27.3%	7.7%
African American	62	58	58	61	47	-19.0%	-24.2%
Hispanic	361	365	350	388	370	5.7%	2.5%
Native Hawaiian/Pacific Islander	8	4	3	2	3	0.0%	-62.5%
Non-Resident Alien	23	25	28	32	23	-17.9%	0.0%
Unknown	47	42	27	27	36	33.3%	-23.4%
White	684	608	562	648	603	7.3%	-11.8%

Ethnicity Distribution of Degree Seeking Graduate Students

IPEDS_ETHNICITY	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Two or More Race/Ethnicities	2.2%	2.1%	2.4%	3.2%	3.1%
Native American/Alaska Native	1.1%	1.3%	1.6%	1.4%	1.9%
Asian	3.1%	3.0%	3.0%	3.5%	3.6%
African American	4.9%	4.9%	5.2%	4.8%	4.0%
Hispanic	28.5%	31.0%	31.6%	30.8%	31.3%
Native Hawaiian/Pacific Islander	0.6%	0.3%	0.3%	0.2%	0.3%
Non-Resident Alien	1.8%	2.1%	2.5%	2.5%	1.9%
Unknown	3.7%	3.6%	2.4%	2.1%	3.0%
White	54.0%	51.7%	50.8%	51.5%	51.0%

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM

Table T. Degree-Seeking Undergraduates by Classification Level

STVCLAS_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 2 Yr	% Change 5 Yr
Freshman	746	655	644	510	430	-33.2%	-42.4%
Sophomore	500	530	505	474	373	-26.1%	-25.4%
Junior	658	687	666	689	642	-3.6%	-2.4%
Senior	1,533	1,475	1,477	1,457	1,418	-4.0%	-7.5%
Total Degree Seeking Undergraduates	3,438	3,347	3,292	3,130	2,863	-13.0%	-16.7%

Distribution of Degree Seeking Undergraduates by Classification Level

STVCLAS_DESC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Freshman	21.7%	19.6%	19.6%	16.3%	15.0%
Sophomore	14.5%	15.8%	15.3%	15.1%	13.0%
Junior	19.1%	20.5%	20.2%	22.0%	22.4%
Senior	44.6%	44.1%	44.9%	46.5%	49.5%
Total Degree Seeking Undergraduates	100.0%	100.0%	100.0%	100.0%	100.0%

SECTION 4: Additional Institutional Data

Table U. Retention Rates of First-Time Full-Time Degree Seeking Undergraduates Fall to Fall

Fall Cohort By Ethnicity	Fall 2016 into Fall 2017	Fall 2017 into Fall 2018	Fall 2018 into Fall 2019	Fall 2019 into Fall 2020	Fall 2020 into Fall 2021	% Change 2 Yr	% Change 5 Yr
Cohort Count of 1st Time Full-Time Freshmen	623	623	550	550	428	-22.2%	-31.3%
Two or More Race/Ethnicities	60.0%	63.6%	75.0%	61.5%	61.5%		
Native American/Alaska Native	76.9%	71.4%	41.7%	58.3%	0.0%		
Asian	50.0%	100.0%	60.0%	0.0%	0.0%		
African American	58.8%	71.9%	55.9%	41.0%	65.0%		
Hispanic	63.0%	57.3%	61.6%	58.9%	59.7%		
Native Hawaiian/Pacific Islander	100.0%	87.5%	60.0%	50.0%	100.0%		
Non-Resident Alien	100.0%	80.0%	38.5%	86.7%	50.0%		
Unknown	56.3%	75.0%	83.3%	73.3%	63.6%		
White	62.5%	64.7%	67.0%	66.5%	59.8%		
Overall Retention Rate	63.1%	62.4%	63.1%	61.1%	59.3%		
Males	60.8%	57.8%	53.4%	54.4%	54.2%		
Females	65.1%	66.1%	72.2%	65.7%	63.1%		

Source: ENMU Institutional Research Office, SZV_PROFILE_STUDENT_TERM;

Not from IPEDS .

Table V. 6 Yr Bachelors Degree Completion Rate of First-Time Full-Time Degree Seeking Undergraduate Fall Cohorts By Ethnicity/Gender

Cohort Count of 1st Time Full-Time Freshmen	before Fall 2017	before Fall 2018	before Fall 2019	before Fall 2020	before Fall 2021	% Change 2 Yr	% Change 5 Yr
Cohort Count of 1st Time Full-Time Freshmen	675	688	648	620	593	-8.5%	-12.1%
Non-Resident Alien	50.0%	20.0%	33.3%	22.2%	80.0%		
Hispanic	31.4%	29.0%	27.8%	29.6%	29.7%		
Native American/Alaska Native	16.0%	14.3%	5.6%	0.0%	40.0%		
Asian	0.0%	0.0%	50.0%	100.0%	100.0%		
African American	18.4%	26.3%	33.3%	22.2%	14.6%		
Native Hawaiian/Pacific Islander	0.0%	66.7%	50.0%	0.0%	0.0%		
White	35.1%	38.3%	38.5%	35.2%	40.3%		
Two or More Race/Ethnicities	27.8%	31.4%	34.8%	4.5%	31.3%		
Unknown	25.0%	22.2%	66.7%	22.2%	50.0%		
Overall 6yr Bachelor's Degree Graduation Rate	31.6%	32.0%	33.0%	29.4%	33.7%		
Males	25.3%	24.2%	26.4%	23.5%	30.5%		
Females	38.1%	39.1%	39.2%	35.4%	36.7%		

* From IPEDS winter collection: Graduation Rates 150%. please note: some race/ethnicity have very small initial cohort numbers. NA indicates there were no students of that race/ethnicity in the initial cohort.

Table W. Attendance Method Distribution of Degree Seeking Undergraduates In Fall Terms Census

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergrads Attending Exclusively "Online"	37.6%	36.0%	33.9%	98.1%	51.0%
Undergrads with "Hybrid Attendance" -- one or more face to face and one or more online class	27.6%	27.6%	29.9%	1.4%	27.0%
Undergrads Attending Exclusively "Face to Face"	34.8%	36.4%	36.2%	0.5%	22.0%

* Derived from IPEDS spring collection: Fall Enrollment, Part A- Fall Enrollment by Distance Education Status. This display combines degree-seeking and non-degree undergraduates.

Table X. Attendance Method Distribution of Degree Seeking Graduate Students In Fall Terms Census

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Grad Students Attending Exclusively "Online"	72.0%	75.0%	75.2%	91.8%	87.5%
Grad Students with "Hybrid Attendance" -- one or more face to face and one or more online class	14.2%	14.3%	14.9%	8.0%	5.3%
Grad Students Attending Exclusively "Face to Face"	13.8%	10.7%	9.9%	1.0%	7.2%

* Derived from IPEDS spring collection: Fall Enrollment, Part A- Fall Enrollment by Distance Education Status, except Fall 2015 which was incorrectly reported in IPEDS --having excluded non-degree grad students. This display combines degree-seeking and non-degree graduate students.

Table Y. Full-Time Student Equivalent (From Fall Census FT/PT Headcount)

Population	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% change Yr	% change Yr
Degree-Seeking Undergraduate FTE	2,868	2,764	2,694	2,521	2,270	-15.7%	-20.8%
Non-Degree Seeking Undergraduate FTE	392	464	397	269	304	-23.4%	-22.4%
Undergraduate Headcount Full-Time Equivalent	3,260	3,227	3,091	2,791	2,574	-16.7%	-21.0%
Degree-Seeking Graduate Student FTE	627	600	573	685	647	13.0%	3.1%
Non-Degree Graduate Student FTE	57	46	43	29	21	-50.4%	-62.4%
Graduate Student Headcount Full-Time Equivalent	684	646	616	714	668	8.6%	-2.3%
Campus Total Enrollment Headcount FTE	3,944	3,874	3,707	3,505	3,243	-12.5%	-17.8%

* Headcount FTE calculation follows formula: FT +(PT/3)... the number of FT students + the number of PT students divided by 3.

Table Z. Fall Term Census Active Registered Student Credit Hours (From Fall Census Student Credit Hour by Course Level)

REG_LEVEL_CODE	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% change Yr	% change Yr
Undergraduate Course Student Credit Hours	50,227	49,071	47,322	44,267	40,421	-14.6%	-19.5%
Graduate Level Course Student Credit Hours	7,442	6,945	6,667	7,156	6,629	-0.6%	-10.9%
Total Fall Census Active Registered Credit Hours	57,669	56,016	53,989	51,423	47,050	-12.9%	-18.4%

Source: ENMU Institutional Research Office, SZV_PROFILE_REGISTRATION_DETAIL

Table AA. Full-Time Student Equivalent (From Fall Census Student Credit Hour by Course Level)

Population	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% change Yr	% change Yr
Undergraduate Full-Time Student Equivalent (from SCH)	3,348.5	3,271.4	3,154.8	2,951.1	2,694.7	-14.6%	-19.5%
Graduate Student Full-Time Equivalent (from SCH)	620.2	578.8	555.6	596.3	552.4	-0.6%	-10.9%
Total Census Full-Time Equivalent Students (from SCH)	3,968.6	3,850.2	3,710.4	3,547.5	3,247.2	-12.5%	-18.2%

* Term FTE calculation from student credit hours follows formula: (UG cr hr/15 + GR cr hr/12).

Table AB. Fiscal Year Degrees Awarded by Degree Type

Degree Type	2017/18	2018/19	2019/20	2020/21	2021/22
Associates Degrees	217	278	250	266	186
Bachelor Degrees	738	707	729	707	729
Graduate Certificates	16	5	1	20	78
Master's Degrees	296	343	312	293	349
Total Certificates and Degrees Awarded	1,267	1,333	1,292	1,286	1,342

*From IPEDS Fall Collection, "12 month academic year completions" Fiscal Year Degrees is within the Summer/Fall/Spring semester cycle. Table represents total degrees awarded by level--not the unduplicated completer count by level.

Table AC. Distribution of Fiscal Year Degrees Awarded by Classification of Instructional Program Code CIP Crosswalk

CIP Code Category	2017/18	2018/19	2019/20	2020/21
Agriculture	1.9%	2.0%	1.8%	1.6%
Business/Public Admin	10.6%	12.5%	11.2%	12.8%
Education	15.6%	15.8%	14.6%	16.3%
Engineering/Tech/CS	4.0%	3.2%	3.8%	4.7%
Fine Arts	2.9%	2.6%	3.4%	3.3%
Health Professions (w/o Nursing)	8.8%	8.8%	8.3%	8.1%
Home Economics	0.6%	0.6%	0.2%	0.6%
Humanities/Social Science	39.6%	40.1%	41.9%	40.0%
Law/Protective Services	3.5%	2.6%	3.5%	2.8%
Nursing	4.4%	4.4%	3.2%	3.0%
Science and Math	4.7%	4.5%	4.2%	4.0%
Social Work	3.2%	3.0%	3.9%	2.8%
Total Fiscal Year Degrees awarded	100.0%	100.0%	100.0%	100.0%
% of All Degrees in STEM Disciplines	29.8%	28.4%	28.1%	27.0%

Table AD. Fiscal Year Full-Time Student Equivalent from Student Credit Hours

Fiscal Year Full-Time Equivalent Type	2017/18	2018/19	2019/20	2020/21	2021/22
Undergraduate Course Full-Time Equivalent	3,322	3,204	3,167	2,947	2,739
Graduate Course Full-Time Equivalent	738	689	701	683	678
Total Full-Time Equivalent from Student Credit Hrs	4,060	3,893	3,868	3,630	3,417

Source: <https://nces.ed.gov/ipeds/> ---- Fall collection, 12 month enrollment report (Academic Year FTE from student credit hours).

Table AE. Fiscal Year Degrees Awarded per 100 FTE

Degree Type	2017/18	2018/19	2019/20	2020/21	2021/22
Undergraduate Degrees Per 100 FTE	28.7	30.7	30.9	33	33
Graduate Level Degrees Per 100 FTE	40.1	49.8	44.5	42.9	51
Overall Degrees Per 100 FTE	30.8	34.1	33.4	34.9	37

Source: <https://nces.ed.gov/ipeds/> ---- using 12 month enrollment report (Academic Year FTE) and 12 month completions report (Total AcYr Degrees by Level) survey responses, from Fall IPEDS collections. where Enrollment is July 1 through June 30; Degrees awarded is within the Summer / Fall/Spring Term Cycle.

Table AF. IPEDS Reported Fall Term Student to Faculty Ratio

Fall Term Census	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student: Faculty Advising Ratio	17:1	17:1	17:1	17:1	16:1

Source: IPEDS Spring Collection, Fall Enrollment Reporting... uses Fall term FT/PT student headcount juxtaposed with the Fall Term Faculty FT/PT headcount to arrive at the ratio.

Table AG. IPEDS Reported Fall Term Staffing Headcounts by Employee SOC Classification Type

Employee Classification	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change 21-20	% Change 20-19
Full-Time Faculty	161	164	163	164	162	-0.6%	0.6%
Library and Student/Academic Affairs and other Instructional Support Occupations	45	52	52	47	46	-11.5%	2.2%
Management Occupations	47	46	46	42	43	-6.5%	-8.5%
Business & Financial Occupations	27	25	25	24	25	0.0%	-7.4%
Computer, Engineering, and Science Occupations	37	35	37	38	34	-8.1%	-8.1%
Community Service, Legal, Arts and Media Occupations	36	40	37	42	42	13.5%	16.7%
Healthcare Practitioner Occupations	0	0	0	0	0	0.0%	0.0%
Service Occupations	53	57	59	51	56	-5.1%	5.7%
Sales & Related Occupations	1	1	1	1	1	0.0%	0.0%
Office & Administrative Support Occupations	58	57	64	59	55	-14.1%	-5.2%
Natural Resources, Construction, and Maintenance Occup.	8	7	5	4	4	-20.0%	-50.0%
Production, Transport, and Material Moving Occup.	1	1	1	1	1	0.0%	0.0%
Total Full-Time Employees	474	485	490	473	469	-4.3%	-1.1%
Part-Employees in any of the 11 above Categories	22	22	27	21	25	-7.4%	13.6%
Part-Time Faculty	87	87	78	65	69	-11.5%	-20.7%
Part-Time Employee Full-Time Equivalent	36.3	36.3	35.0	28.7	31.3	-10.5%	-13.8%
Total Full-Time Equivalent Faculty & Staff	510.3	521.3	525.0	501.7	500.3	-4.7%	-2.0%
Grad Assistant Teaching	30	25	32	26	18	-43.8%	-40.0%
Grad Assistant Research	34	25	25	21	18	-28.0%	-47.1%
Grad Assistant in all "Other" Occupational Categories:	36	38	37	37	41	10.8%	13.9%
Total Graduate Assistant Headcount	100	88	94	84	77	-18.1%	-23.0%
Graduate Assistant Full-Time Equivalent	33.3	29.3	31.3	28.0	25.7	-18.1%	-23.0%

Source: IPEDS Spring Collection, Human Resources

A4 POWER BI MEMO (REFERENCED FROM SECTION 4.2)

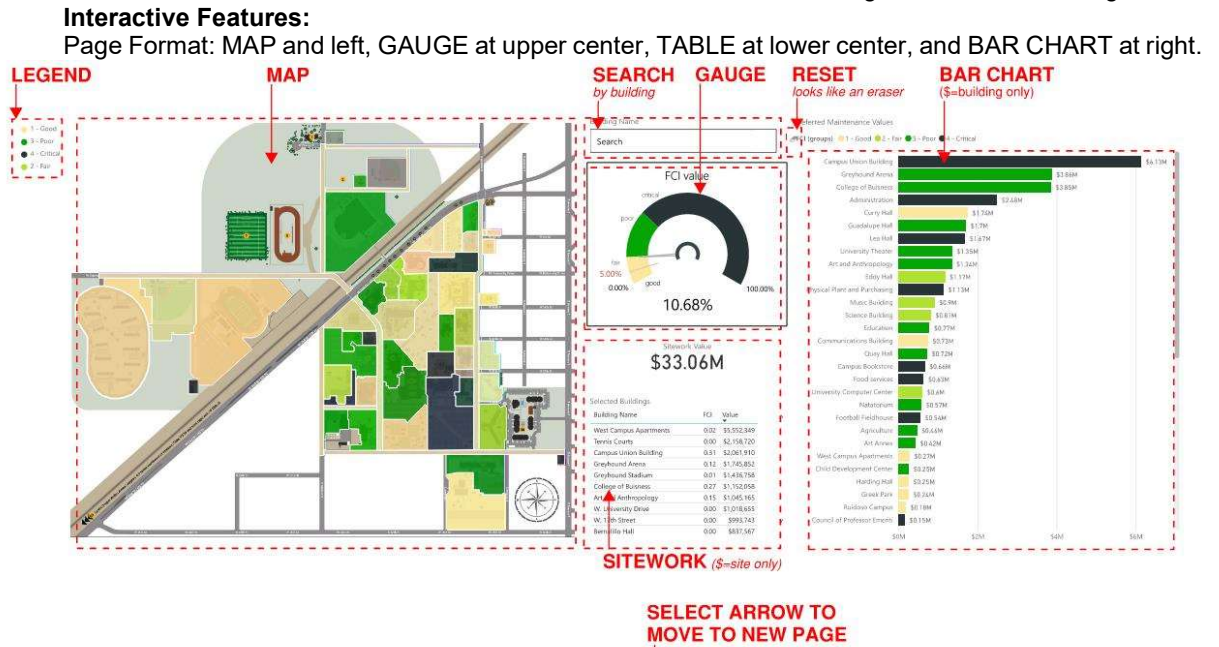
Parkhill

POWERBI MEMO	
	FROM: ENMU Architecture Team
	PROJECT NAME: ENMU Master Plan
	TYPE: PowerBI Usage Outline
	DATE: 11/8/2022

BACKGROUND: Power BI is an interactive data visualization software developed by Microsoft. This tool was used to evaluate and understand data gathered during the ENMU Master Plan Assessment work. The software relates unrelated sources of data into visually immersive and interactive information. For example: FCI of a building combined with your campus map.

Power BI data is cloud based. You need to access data via the link provided to be able to have full interactive capability. The following examples are static, exported images of the graphic information to introduce you to the tool. The Power BI Report is presented in 3 summary pages .

- Report, Page 1:** The information shows FCI (Facility C Index) per building.
- FCI is based only on building data and does not include site costs.
 - The following map shows a boundary around the building and associated site(parking & landscape).
 - Cost data has also been assessed for sitework associated with each building and is shown on Page 2.

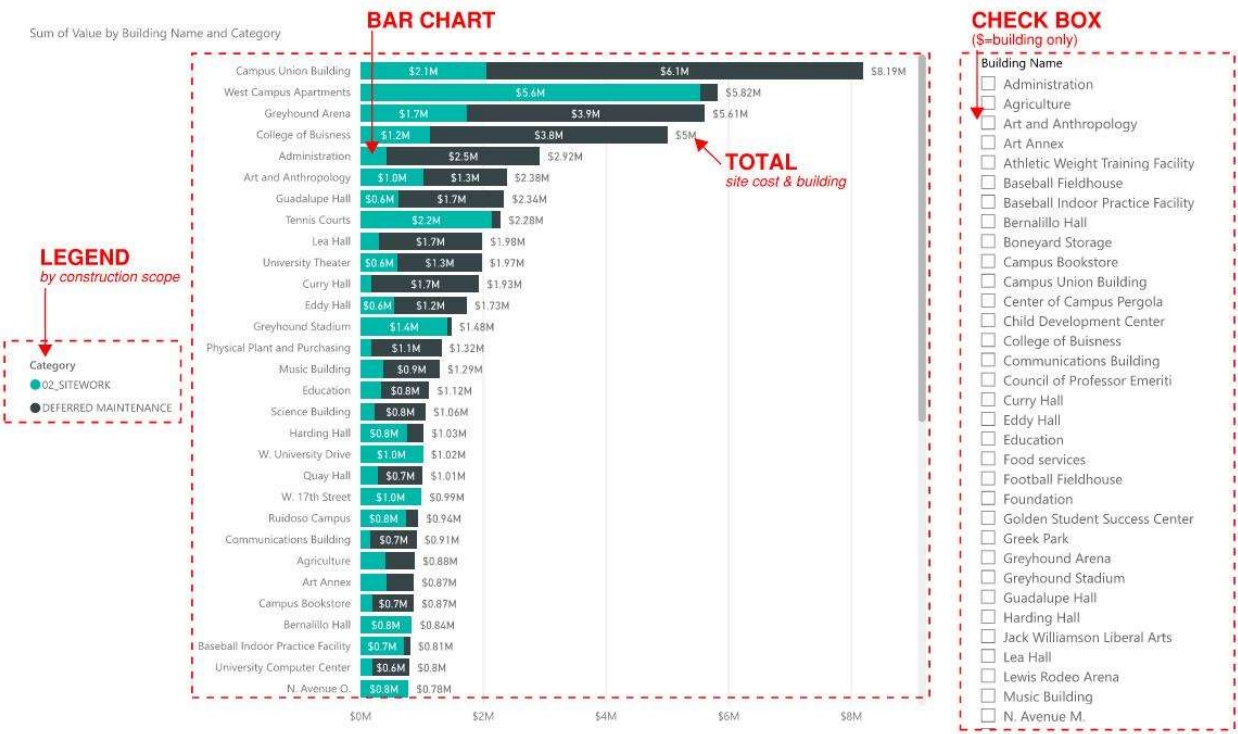


- Hover your cursor over the map and each building name will appear. Select the building and the associated FCI will appear in the GAUGE, the building you have selected will be highlighted in the BAR CHART and also show the dollar value for deferred maintenance; the Sitework Value is shown in the TABLE. Note that you can see Sitework Value + Deferred Maintenance on Power BI Page 2.
- Another approach is to type a building name into the Search box (located above the GAUGE).and you will see an enlarged BAR for your selected building only. Hover over the enlarged BAR and see summary of FCI group and cost. Note: to return to the overall map you need to clear the search bar by selecting the Reset (small eraser above the BAR CHART).

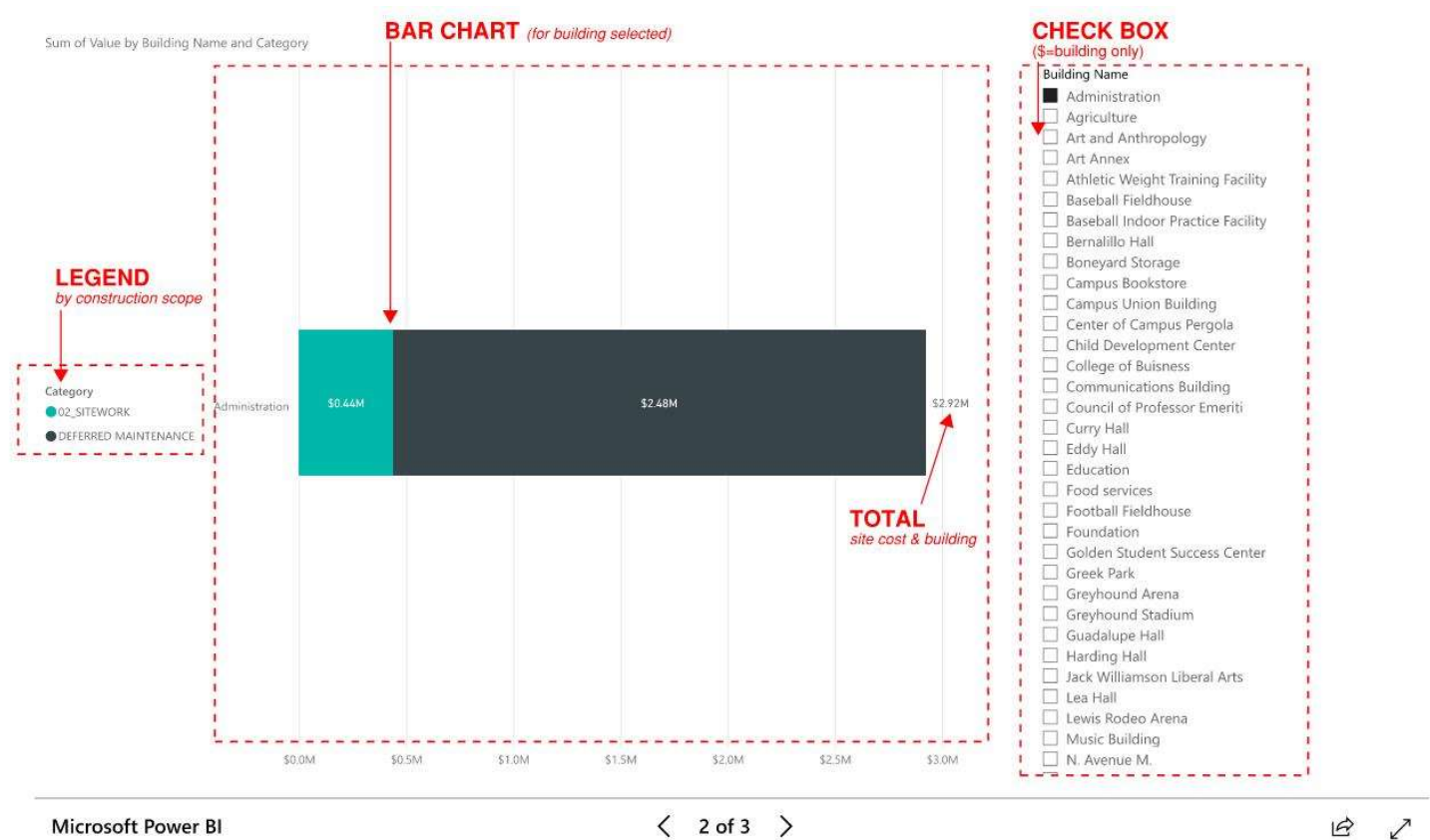


The colors represent the Facility Condition Index (FCI) grouped from good to critical.
FCI is calculated by taking the cost of deferred maintenance divided by the total estimated replacement value.
LEGEND: Good: 0%-5%, Fair: 6%-10%, Poor: 11%-30%, Critical: 31%+
1 - Good
2 - Fair
3 - Poor
4 - Critical

- Report, Page 2:** The information shown is the sum of Value by Building Name and Category. The two general categories: Sitework and Deferred Maintenance. Sub-categories are construction scope identified by trade.
- Interactive Features:**
Page Format: LEGEND at left; BAR CHART at center and CHECK BOX at right.



- Using the checkboxes at right side of the screen you can identify the cost of each category of work per building. You can select one building at a time.

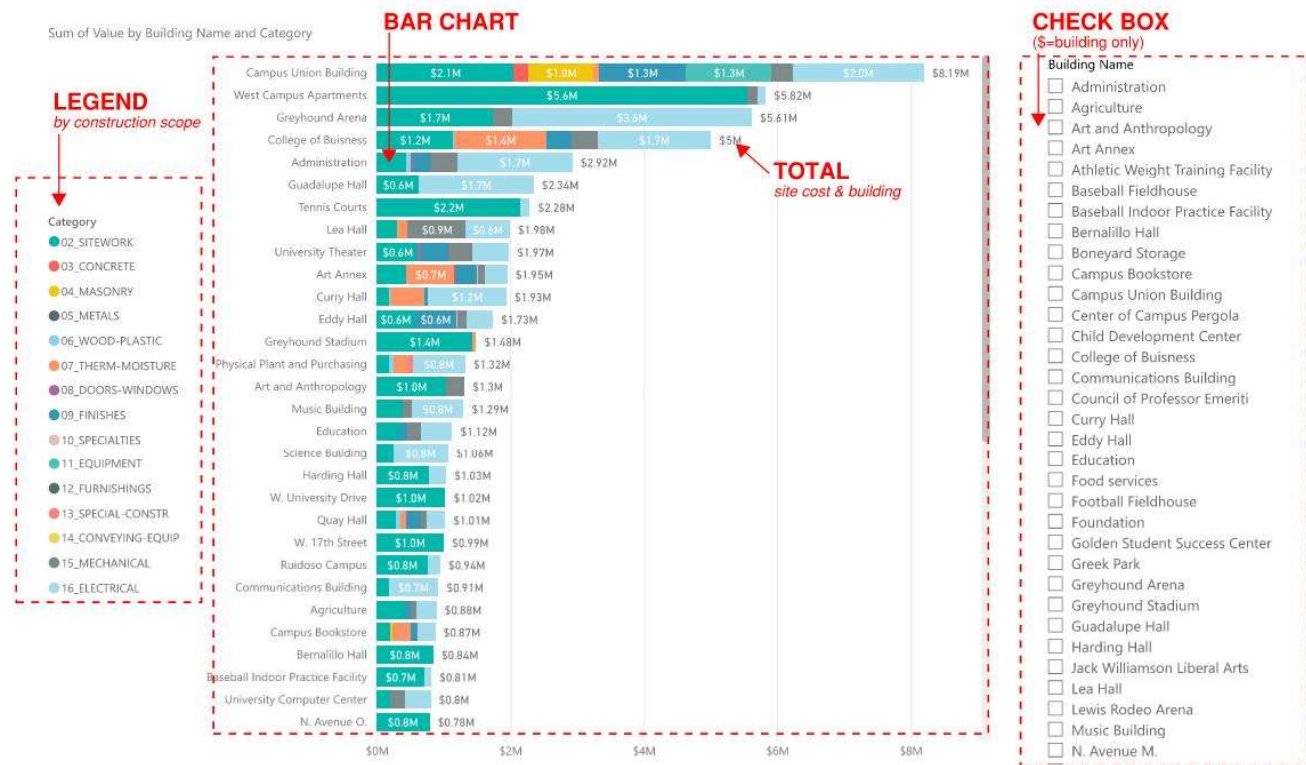


- Note that a building with new sitework (i.e. Golden Student Success Center) will have no sitework costs, while a street (i.e. N. Avenue M) will show only site costs and an FCI value of zero (0).

Report, Page 3: The (select and deselect)

Interactive Features:

Page Format: LEGEND at left; BAR CHART at center and CHECK BOX at right.



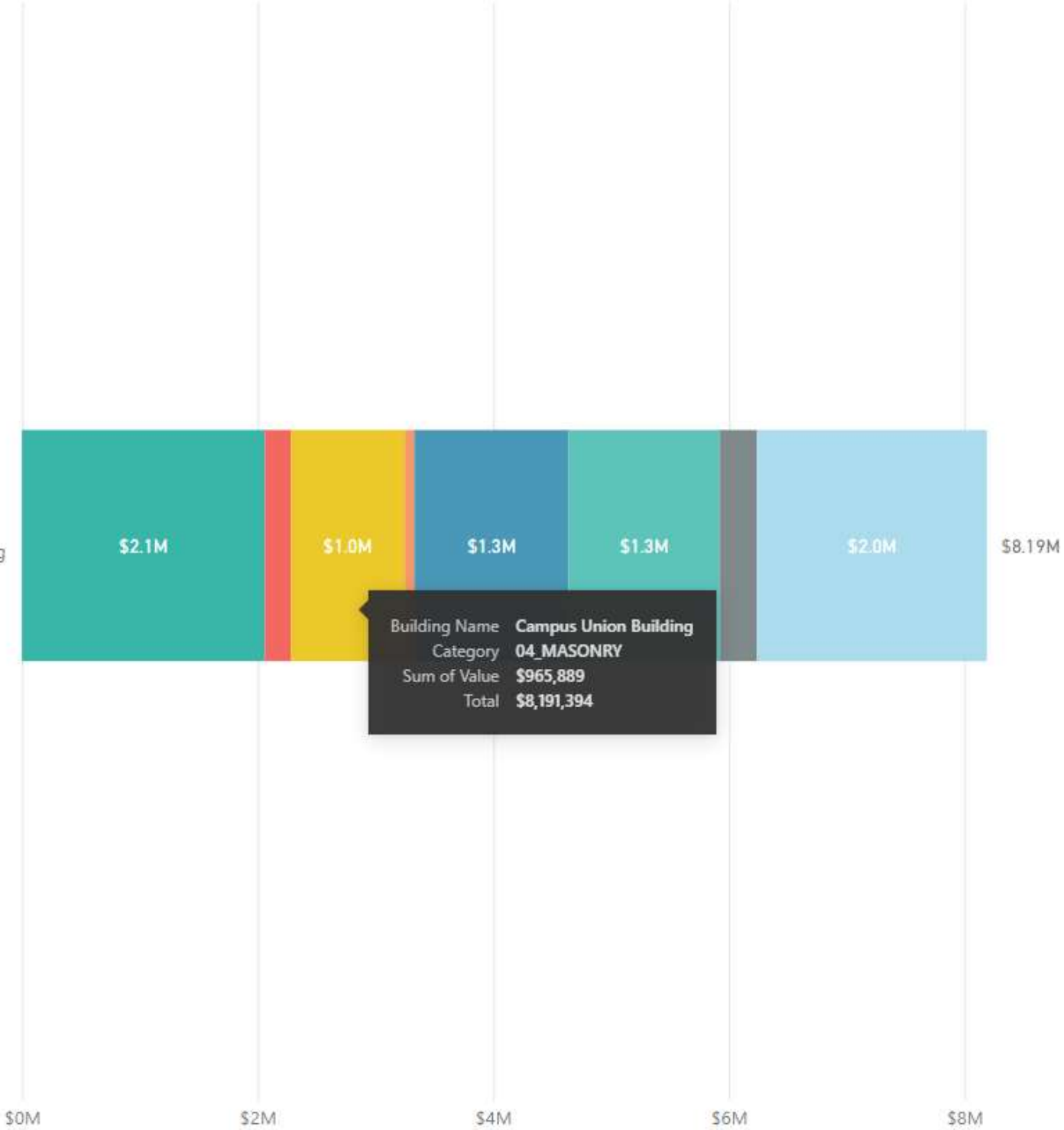
Sum of Value by Building Name and Category



Category

- 02_SITWORK
- 03_CONCRETE
- 04_MASONRY
- 05_METALS
- 06_WOOD-PLASTIC
- 07_THERM-MOISTURE
- 08_DOORS-WINDOWS
- 09_FINISHES
- 10_SPECIALTIES
- 11_EQUIPMENT
- 12_FURNISHINGS
- 13_SPECIAL-CONSTR
- 14_CONVEYING-EQUIP
- 15_MECHANICAL
- 16_ELECTRICAL

Campus Union Building



Building Name Campus Union Building
Category 04_MASONRY
Sum of Value \$965,889
Total \$8,191,394



Building Name

- Administration
- Agriculture
- Art and Anthropology
- Art Annex
- Athletic Weight Training Facility
- Baseball Fieldhouse
- Baseball Indoor Practice Facility
- Bernalillo Hall
- Boneyard Storage
- Campus Bookstore
- Campus Union Building
- Center of Campus Pergola
- Child Development Center
- College of Buisness
- Communications Building
- Council of Professor Emeriti
- Curry Hall
- Eddy Hall
- Education
- Food services
- Football Fieldhouse
- Foundation
- Golden Student Success Center
- Greek Park
- Greyhound Arena
- Greyhound Stadium
- Guadalupe Hall
- Harding Hall
- Jack Williamson Liberal Arts
- Lea Hall
- Lewis Rodeo Arena
- Music Building
- N. Avenue M.

UTILIZATION BY DAY - CLASSROOMS

Occupancy Rates by Time Period

Thursday Classroom Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	118					1%	20%	23%	23%	52%	73%	73%	73%	16%	16%	16%	13%	8%	8%	8%	8%					
P	PAAX	28										32%	32%	32%	57%	57%	57%	57%									
P	PAG	36	53%	53%	53%	61%	111%	111%	72%	72%	22%	17%	17%	17%													
P	PCOB	970	1%	1%	1%	11%	15%	15%	12%	12%	9%	11%	11%	11%	2%	2%	2%	2%	4%	4%	2%						
P	PCOM	111				6%	6%	6%	64%	64%	64%				4%	4%	4%										
P	PED	168	16%	16%	16%	35%	35%	35%	27%	27%	27%	17%	17%	17%	10%	10%	10%	12%	22%	22%	17%	17%	17%	7%	7%	7%	
P	PFCS	62			24%	24%	24%	24%	24%	24%	11%	11%	11%	11%	11%	11%	8%	8%	8%	8%	8%	8%					
P	PGA	236			5%	12%	12%	8%	6%	6%	6%									2%	5%	5%	2%	2%	2%		
P	PJWLA	790			6%	23%	18%	18%	17%	17%	19%	4%	6%	6%	6%	6%	6%	1%	3%	3%	3%	3%	1%	1%			
P	PLH	75	4%	4%	4%	3%	8%	8%	5%	5%	5%	8%	8%	8%	5%	5%											
P	PMB	442		2%	2%	10%	10%	5%	7%	7%	5%	10%	10%	10%	12%	12%	3%	4%	4%	3%	0%	0%	0%				
P	PRH	67																									
P	PS	266	36%	36%	36%	18%	17%	17%	15%	15%	17%	21%	21%	21%	23%	26%	19%	19%	12%	9%		4%	4%	4%	4%	4%	
P	PUCC	24																									
P	PUTC	25				40%	40%	40%	40%	40%	40%				20%	20%	20%										
U	URIC	764		0%	0%	0%	3%	3%	5%	3%	3%	3%				2%	2%	3%	1%	1%	1%	4%	4%	4%	4%	4%	

Occupancy Rates by Time Period

[illegible]

UTILIZATION BY DAY - LABORATORIES

Occupancy Rates by Time Period

Wednesday Classroom Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	118					19%	19%	46%	46%	32%	32%	51%	51%	26%	26%	26%	26%					8%	8%	8%	8%	
P	PAAX	28					50%	50%	50%	50%																	
P	PAG	36	44%	44%	44%	33%	67%	67%	33%	33%		14%	14%	14%	36%	36%	36%			28%	28%	28%	86%	58%	58%	58%	
P	PCOB	970	1%	1%	8%	8%	10%	10%	16%	16%	3%	3%	7%	7%	2%	2%	4%	4%	3%	2%	2%	2%	2%	1%	1%	1%	1%
P	PCOM	111			29%	29%	31%	31%	25%	25%			7%	7%	7%	7%											
P	PED	168			22%	22%	11%	11%	23%	23%	10%		12%	12%	9%	9%	9%	9%	29%	29%	20%	20%	20%				
P	PFCS	62	26%	26%	23%	23%	23%	23%	13%	13%	13%	13%	13%	13%													
P	PGA	236					17%	17%	5%	5%	4%	4%			6%	6%											
P	PJWLA	790	2%	2%	6%	6%	15%	15%	9%	9%	11%	11%	21%	20%	3%	3%	1%		1%	1%	1%	1%	1%	1%	1%	1%	1%
P	PLH	75	1%	1%	1%	1%	3%	3%	3%	3%	4%	4%	3%	3%	3%	3%	3%	3%	3%	3%							
P	PMB	442	2%	2%	10%	10%	7%	7%	3%	3%	17%	15%	15%	15%	6%	6%	2%	2%	0%	0%							
P	PRH	67																									
P	PS	266	8%	8%	16%	16%	22%	22%	27%	27%	34%	34%	6%	6%	37%	37%	18%	18%	18%	18%							
P	PUCC	24			79%	79%											29%	29%									
P	PUTC	25									44%	44%	24%	24%	20%	20%											
U	URIC	764		4%	4%	4%	5%	5%	5%	5%	2%	2%					1%	1%	1%	1%	1%	6%	6%	6%	3%	3%	0%

Occupancy Rates by Time Period

Monday Laboratory Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	282					8%	8%	19%	19%	13%	13%	21%	21%	11%	11%	11%	11%									
P	PAAX	64					22%	22%	22%	22%																	
P	PAG	59	27%	27%	27%	20%	41%	41%	20%	20%		8%	8%	8%	22%	22%	22%			17%	17%	17%	53%	36%	36%	36%	
P	PCDC	21	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%							
P	PCOB	34	26%	26%	232%	232%	359%	359%	526%	526%	79%	79%	200%	200%	56%	56%	65%	65%	21%								
P	PCOM	35			91%	91%	97%	97%	80%	80%			23%	23%	23%	23%											
P	PED	76			49%	49%	24%	24%	51%	51%	21%		26%	26%									8%	8%	8%	8%	8%
P	PFCS	20			70%	70%	70%	70%	40%	40%	40%	40%	40%	40%													
P	PGA	24					167%	167%	46%	46%	38%	38%				63%	63%										
P	PJWLA	108	17%	17%	89%	89%	115%	115%	71%	67%	91%	91%	155%	145%	20%	20%	8%		4%	4%	4%	6%	6%	5%			
P	PLH	37									8%	8%	5%	5%	5%	5%	5%	5%	5%	5%							
P	PMB	420	3%	3%	10%	10%	7%	7%	3%	3%	18%	16%	16%	16%	6%	6%	2%	2%	0%	0%	0%	0%	0%				
P	PRH	38																									
P	PS	388	11%	11%	14%	14%	18%	18%	19%	19%	23%	23%	4%	4%	33%	33%	23%	23%	18%	18%	4%	4%	1%	1%	1%	1%	
P	PUCC	110			17%	17%																					
P	PUTC	100									11%	11%	6%	6%	5%	5%											
U	URIC	35		171%	171%	171%	169%	169%	183%	177%	117%	40%					23%	23%	23%	23%	23%						

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

Tuesday Laboratory Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	282	1%	1%	1%	1%	1%	10%	10%	10%	22%	30%	30%	30%	7%	7%	7%	5%	3%	3%	3%	3%					
P	PAAX	64										14%	14%	14%	25%	25%	25%	25%									
P	PAG	59	32%	32%	32%	37%	68%	68%	44%	44%	14%	10%	10%	10%	37%	37%	37%	37%	37%	37%							
P	PCDC	21																									
P	PCOB	34	32%	32%	35%	312%	438%	438%	347%	347%	253%	300%	338%	338%	100%	100%	100%	100%	121%	121%	91%	32%	53%	53%	53%	32%	
P	PCOM	35				20%	20%	20%	203%	203%	203%				11%	11%	11%										
P	PED	76	30%	30%	30%	71%	71%	71%	59%	59%	59%	37%	37%	37%	22%	22%	22%	26%	54%	54%	28%	28%	39%	12%	12%	12%	12%
P	PFCS	20			75%	75%	75%	75%	75%	75%	35%	35%	35%	35%	35%	35%	25%	25%	25%	25%	25%	25%					
P	PGA	24			46%	121%	121%	75%													25%	25%					
P	PJWLA	108			43%	168%	130%	130%	128%	128%	137%	30%	42%	42%	51%	51%	41%	6%	24%	24%	29%	29%	15%	6%	7%	7%	7%
P	PLH	37	8%	8%	8%	5%	8%	8%	3%	3%		5%	5%	5%							11%	11%	19%	8%	8%		
P	PMB	420		2%	2%	11%	11%	5%	8%	8%	5%	11%	11%	10%	13%	13%	3%	5%	5%	10%	8%	8%	0%		0%	0%	0%
P	PRH	38																									
P	PS	388	24%	24%	27%	18%	19%	19%	17%	14%	15%	18%	21%	21%	26%	26%	24%	24%	17%	17%	1%	1%					
P	PUCC	110																									
P	PUTC	100				10%	10%	10%	10%	10%	10%				5%	5%	5%										
U	URIC	35				77%	77%	134%	77%	77%	77%					34%	34%	60%	26%	26%	26%	46%	46%	46%	46%	46%	

Occupancy Rates by Time Period

Wednesday Laboratory Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	282					8%	8%	19%	19%	13%	13%	21%	21%	11%	11%	11%	11%					3%	3%	3%	3%	
P	PAAX	64					22%	22%	22%	22%																	
P	PAG	59	27%	27%	27%	20%	41%	41%	20%	20%		8%	8%	8%	22%	22%	22%			17%	17%	17%	53%	36%	36%	36%	
P	PCDC	21	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%						
P	PCOB	34	26%	26%	232%	232%	291%	291%	444%	444%	91%	91%	212%	212%	56%	56%	100%	100%	85%	65%	65%	65%	50%	21%	35%	15%	15%
P	PCOM	35			91%	91%	97%	97%	80%	80%			23%	23%	23%	23%											
P	PED	76			49%	49%	24%	24%	51%	51%	21%		26%	26%	20%	20%	20%	20%	64%	64%	45%	45%	45%				
P	PFCS	20	80%	80%	70%	70%	70%	70%	40%	40%	40%	40%	40%	40%													
P	PGA	24					167%	167%	46%	46%	38%	38%			63%	63%											
P	PJWLA	108	17%	17%	46%	46%	110%	110%	68%	63%	78%	78%	155%	145%	20%	20%	8%		8%	8%	8%	10%	10%	5%	7%	7%	7%
P	PLH	37	3%	3%	3%	3%	5%	5%	5%	5%	8%	8%	5%	5%	5%	5%	5%	5%	5%								
P	PMB	420	3%	3%	10%	10%	7%	7%	3%	3%	18%	16%	16%	16%	6%	6%	2%	2%	0%	0%							
P	PRH	38																									
P	PS	388	5%	5%	11%	11%	15%	15%	19%	19%	23%	23%	4%	4%	26%	26%	13%	13%	13%	13%							
P	PUCC	110			17%	17%											6%	6%									
P	PUTC	100									11%	11%	6%	6%	5%	5%											
U	URIC	35		94%	94%	94%	100%	100%	114%	109%	49%	49%					26%	26%	26%	26%	29%	129%	129%	129%	60%	60%	3%

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

Thursday Laboratory Building-Wide Occupancy Rates																											
Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	282					0%	9%	10%	10%	22%	30%	30%	30%	7%	7%	7%	5%	3%	3%	3%	3%					
P	PAAX	64										14%	14%	14%	25%	25%	25%	25%									
P	PAG	59	32%	32%	32%	37%	68%	68%	44%	44%	14%	10%	10%	10%													
P	PCDC	21																									
P	PCOB	34	32%	32%	35%	312%	438%	438%	347%	347%	253%	300%	300%	300%	47%	47%	47%	47%	106%	106%	59%						
P	PCOM	35				20%	20%	20%	203%	203%	203%				11%	11%	11%										
P	PED	76	36%	36%	36%	76%	76%	76%	59%	59%	59%	37%	37%	37%	22%	22%	22%	26%	49%	49%	38%	38%	38%	16%	16%	16%	
P	PFCS	20				75%	75%	75%	75%	75%	35%	35%	35%	35%	35%	35%	25%	25%	25%	25%	25%	25%					
P	PGA	24				46%	121%	121%	75%	54%	54%	54%								21%	46%	46%	21%	21%	21%		
P	PJWLA	108			43%	168%	130%	130%	128%	128%	137%	30%	42%	42%	41%	41%	41%	6%	19%	19%	24%	24%	10%	6%			
P	PLH	37	8%	8%	8%	5%	16%	16%	11%	11%	11%	16%	16%	16%	11%	11%											
P	PMB	420		2%	2%	11%	11%	5%	8%	8%	5%	11%	11%	10%	13%	13%	3%	5%	5%	3%	0%	0%	0%				
P	PRH	38																									
P	PS	388	24%	24%	24%	12%	12%	12%	10%	10%	11%	14%	14%	14%	15%	18%	13%	13%	9%	6%		3%	3%	3%	3%	3%	
P	PUCC	110																									
P	PUTC	100				10%	10%	10%	10%	10%	10%				5%	5%	5%										
U	URIC	35		9%	9%	9%	60%	60%	117%	66%	66%	57%					34%	34%	60%	26%	26%	26%	89%	89%	89%	77%	77%

Occupancy Rates by Time Period

Campus	Bldg	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA	282																									
P	PAAX	64																									
P	PAG	59																									
P	PCDC	21																									
P	PCOB	34																									
P	PCOM	35																									
P	PED	76																									
P	PFCS	20																									
P	PGA	24																									
P	PJWLA	108																									
P	PLH	37																									
P	PMB	420																									
P	PRH	38																									
P	PS	388																									
P	PUCC	110																									
P	PUTC	100																									
U	URIC	35	103%	103%	103%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%						

UTILIZATION BY BUILDING - CLASSROOMS

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

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Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

[illegible]

Classroom Occupancy Rates by Time Period

Education Bldg																									
168 Seats Available																									
	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
Monday			22%	22%	11%	11%	23%	23%	10%		12%	12%									4%	4%	4%	4%	4%
Tuesday	14%	14%	14%	26%	26%	26%	22%	22%	22%	17%	17%	17%	10%	10%	10%	12%	24%	24%	13%	13%	18%	5%	5%	5%	5%
Wednesday			22%	22%	11%	11%	23%	23%	10%		12%	12%					20%	20%	20%	20%	20%				
Thursday	16%	16%	16%	29%	29%	29%	22%	22%	22%	17%	17%	17%	10%	10%	10%	12%	22%	22%	17%	17%	17%	7%	7%	7%	
Friday			22%	22%	11%	11%	12%	12%			12%	12%													
Saturday																									

Classroom Occupancy Rates by Time Period

Greyhound Arena																									
236 Seats Available																									
	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
Monday					17%	17%			4%	4%			6%	6%											
Tuesday			5%	8%	8%	3%																			
Wednesday					17%	17%			4%	4%			6%	6%											
Thursday			5%	8%	8%	3%	6%	6%	6%								2%	2%	2%	2%	2%	2%	2%		
Friday					17%	17%			4%	4%			6%	6%											
Saturday																									

Classroom Occupancy Rates by Time Period

Food Sciences Bldg																									
62 Seats Available																									
	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
Monday																									
Tuesday																									
Wednesday	26%	26%																							
Thursday																									
Friday																									
Saturday																									

Classroom Occupancy Rates by Time Period

Ruidoso Area A & Area B																									
764 Seats Available																									
	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
Monday		8%	8%	8%	6%	6%	7%	7%	4%	1%					1%	1%	1%	1%	1%						
Tuesday					4%	4%	6%	4%	4%	4%						1%	1%	1%	1%	2%	2%	2%	2%	2%	
Wednesday		4%	4%	4%	3%	3%	4%	4%	1%	1%					1%	1%	1%	1%	1%	6%	6%	6%	3%	3%	0%
Thursday		0%	0%	0%	3%	3%	5%	3%	3%	3%						1%	1%	1%	1%	4%	4%	4%	4%	4%	
Friday	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%											
Saturday	5%	5%	5%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%						

UTILIZATION BY BUILDING - LABORATORIES

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

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Laboratory Occupancy Rates by Time Period

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Laboratory Occupancy Rates by Time Period

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Laboratory Occupancy Rates by Time Period

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Laboratory Occupancy Rates by Time Period

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Laboratory Occupancy Rates by Time Period

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Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

Laboratory Occupancy Rates by Time Period

[illegible]

INDIVIDUAL ROOM HEAT MAPS

UTILIZATION BY DAY - CLASSROOMS

Occupancy Rates by Time Period

Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA110	70					13%	13%	27%	27%				31%	31%												
P	PAA112	16																									
P	PAA130	32																									
P	PAAX100	28																									
P	PAG108	36	44%	44%	44%	33%	33%	33%				14%	14%	14%	36%	36%	36%			28%	28%	28%	28%				
P	PCOB103	24																									
P	PCOB104	278																									
P	PCOB109	70							44%	44%																	
P	PCOB110	52					33%	33%																			
P	PCOB113	53		45%	45%	43%	43%	45%	45%																		
P	PCOB117	54			6%	6%	43%	43%	50%	50%																	
P	PCOB120	54			4%	4%			37%	37%																	
P	PCOB123	50					46%	46%	32%	32%			46%	46%													
P	PCOB128	60					3%	3%	13%	13%	15%	15%	28%	28%													
P	PCOB130	40					13%	13%	13%	13%	20%	20%	10%	10%			18%	18%	18%								
P	PCOB136	30			43%	43%	40%	40%	7%	7%			27%	27%													
P	PCOB137	25																									
P	PCOB138	40							35%	35%																	
P	PCOB141	60							5%	5%																	
P	PCOB147	36																									
P	PCOB156	44	20%	20%	34%	34%			25%	25%	14%	14%	18%	18%	25%	25%	34%	34%									
P	PCOM111	40			5%	5%	30%	30%	8%	8%			20%	20%	20%	20%											
P	PCOM112	38		79%	79%	58%	58%	53%	53%																		
P	PCOM113	18																									
P	PCOM127	15																									
P	PED116	36			50%	50%			8%	8%												17%	17%	17%	17%	17%	17%
P	PED120	40			48%	48%	45%	45%	50%	50%			50%	50%													
P	PED125	24																									
P	PED126	20																									
P	PED128	24							67%	67%	67%																
P	PED129	24																									
P	PFCS100	30																									
P	PFCS100G	32																									
P	PGA10	30					50%	50%																			
P	PGA16	35					71%	71%			26%	26%			43%	43%											
P	PGA2	41																									
P	PGA7	30																									
P	PGA8	35																									
P	PGA9	30																									
P	PJWLA104	45					62%	62%	18%	18%			18%	18%													
P	PJWLA106	45					31%	31%	42%	42%																	
P	PJWLA108	45			49%	49%	38%	38%	51%	51%	49%	49%	64%	64%													
P	PJWLA110	45					31%	31%	24%	24%	16%	16%	102%	102%	22%	22%			7%	7%	7%	11%	11%	11%			
P	PJWLA111	38	47%	47%									39%	39%													
P	PJWLA112	112																									
P	PJWLA134	24																									
P	PJWLA136	24			96%	96%	92%	92%																			
P	PJWLA138	22			95%	95%					91%	91%	77%	77%													
P	PJWLA140	22																									
P	PJWLA205	22			23%	23%	23%	23%	23%		45%	45%	45%		41%	41%	41%		5%	5%	5%	5%	5%				
P	PJWLA213	24					79%	79%			96%	96%															
P	PJWLA220	38			55%	55%	8%	8%	11%	11%	37%	37%	71%	71%													
P	PLH111	30																									
P	PLH122	30									10%	10%	7%	7%	7%	7%	7%	7%	7%	7%							
P	PLH137	15																									

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA110	70																									
P	PAA112	16																									
P	PAA130	32																									
P	PAA100	28																									
P	PAG108	36																									
P	PCOB103	24																									
P	PCOB104	278																									
P	PCOB109	70																									
P	PCOB110	52																									
P	PCOB113	53																									
P	PCOB117	54																									
P	PCOB120	54																									
P	PCOB123	50																									
P	PCOB128	60																									
P	PCOB130	40																									
P	PCOB136	30																									
P	PCOB137	25																									
P	PCOB138	40																									
P	PCOB141	60																									
P	PCOB147	36																									
P	PCOB156	44																									
P	PCOM111	40																									
P	PCOM112	38																									
P	PCOM113	18																									
P	PCOM127	15																									
P	PED116	36																									
P	PED120	40																									
P	PED125	24																									
P	PED126	20																									
P	PED128	24																									
P	PED129	24																									
P	PFCS100	30																									
P	PFCS100G	32																									
P	PGA10	30																									
P	PGA16	35																									
P	PGA2	41																									
P	PGA7	30																									
P	PGA8	35																									
P	PGA9	30																									
P	PJWLA104	45																									
P	PJWLA106	45																									
P	PJWLA108	45																									
P	PJWLA110	45																									
P	PJWLA111	38																									
P	PJWLA112	112																									
P	PJWLA134	24																									
P	PJWLA136	24																									
P	PJWLA138	22																									
P	PJWLA140	22																									
P	PJWLA205	22																									
P	PJWLA213	24																									
P	PJWLA220	38																									
P	PLH111	30																									
P	PLH122	30																									
P	PLH137	15																									

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

Occupancy Rates by Time Period

Monday Lecture Occupancy Rates																											
Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PMB111	235																									
P	PMB211	34			32%	32%																					
P	PMB212	34			44%	44%									26%	26%											
P	PMB214	35																									
P	PMB237	54			30%	30%	19%	19%							13%	13%											
P	PRH125	30																									
P	PRH130	25																									
P	PRH131	12																									
P	PRH228	12																									
P	PS108	120					21%	21%	44%	44%	42%	42%	14%	14%	38%	38%											
P	PS210	56	36%	36%			21%	21%	36%	36%	20%	20%			25%	25%	25%	25%	25%	25%	5%	5%	5%	5%	5%	5%	5%
P	PS213	34																									
P	PS214	56			54%	54%	16%	16%			52%	52%			39%	39%	20%	20%	20%	20%	20%	20%					
P	PS228	12																									
P	PUCC107	24			79%	79%																					
P	PUTC160	25									44%	44%	24%	24%	20%	20%											
U	URIC100	23																									
U	URIC101	24		113%	113%	113%	113%	113%	133%	133%	133%	21%															
U	URIC102	30																									
U	URIC103	30																									
U	URIC104C	10																									
U	URIC104D	10																									
U	URIC105	30																									
U	URIC106	30		110%	110%	110%																					
U	URIC107	30																									
U	URIC108	30																									
U	URIC109	30					70%	70%	70%	70%																	
U	URIC110	25															32%	32%		32%	32%	32%					
U	URIC111	25																									
U	URIC112	30																									
U	URIC113	23																									
U	URIC114	25																									
U	URIC115	20																									
U	URIC116	30																									
U	URIC117	25																									
U	URIC118	25																									
U	URIC119	20																									
U	URIC202	25																									
U	URICC101	24																									
U	URICC103	25																									
U	URICC105	25																									
U	URICC105A	20																									
U	URICC112	25																									
U	URICC116	25																									
U	URICD101	20																									

Tuesday Lecture Occupancy Rates																											
Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA110	70										40%	40%	40%													
P	PAA112	16							19%	19%	19%																
P	PAA130	32																									
P	PAAX100	28										32%	32%	32%													
P	PAG108	36	53%	53%	53%	61%	61%	61%	22%	22%	22%	17%	17%	17%	61%	61%	61%	61%	61%	61%							
P	PCOB103	24																									
P	PCOB104	278																									
P	PCOB109	70				30%	30%	30%																			
P	PCOB110	52				2%	2%	2%	23%	23%	23%	19%	19%	19%													
P	PCOB113	53	17%	17%	17%		43%	43%				45%	45%	45%					38%	38%	38%						
P	PCOB117	54					43%	43%	50%	50%		28%	28%	28%													
P	PCOB120	54				67%	67%	67%	26%	26%	26%	35%	35%	35%													
P	PCOB123	50				30%	30%	30%	48%	48%	48%	46%	46%	46%													
P	PCOB128	60				12%	12%	12%	48%	48%	48%	13%	13%	13%	18%	18%	18%	8%	8%	8%							
P	PCOB130	40							13%	13%					13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%
P	PCOB136	30				10%	10%	10%	10%	10%	10%												23%	23%	23%		
P	PCOB137	25																									
P	PCOB138	40																									
P	PCOB141	60																									
P	PCOB147	36																									
P	PCOB156	44	5%	5%		45%	45%	45%	9%	9%	9%	7%	7%	7%	11%	11%	11%	25%	25%	25%	14%	14%	14%	14%	14%	14%	14%
P	PCOM111	40				18%	18%	18%	68%	68%	68%																
P	PCOM112	38							71%	71%	71%				11%	11%	11%										
P	PCOM113	18																									
P	PCOM127	15																									
P	PED116	36	19%	19%	19%	19%	19%	19%	8%	8%	8%	25%	25%	25%	25%	25%	25%		28%	28%	28%	28%	53%	25%	25%	25%	25%
P	PED120	40	40%	40%	40%	40%	40%	40%	40%	40%	40%	48%	48%	48%				50%	50%	50%							
P	PED125	24																									
P	PED126	20																									
P	PED128	24				50%	50%	50%	75%	75%	75%				33%	33%	33%		46%	46%	46%	46%	46%				
P	PED129	24				38%	38%	38%																			
P	PFCS100	30																									
P	PFCS100G	32																									
P	PGA10	30																									
P	PGA16	35				20%	20%	20%																			
P	PGA2	41																									
P	PGA7	30																									
P	PGA8	35																									
P	PGA9	30			37%	37%	37%																				
P	PJWLA104	45				89%	89%	89%	13%	13%	13%				2%	2%	2%										
P	PJWLA106	45				42%	42%	42%	53%	53%	53%																
P	PJWLA108	45				53%	53%	53%	33%	33%	33%																
P	PJWLA110	45				18%	18%	18%	27%	27%	27%				13%	13%	13%	13%	13%	13%	9%	9%	9%		16%	16%	16%
P	PJWLA111	38				37%	37%	37%	50%	50%	50%																
P	PJWLA112	112																									
P	PJWLA134	24				17%	17%	17%				4%	4%	4%	46%	46%	46%										
P	PJWLA136	24				92%	92%	92%	79%	79%	79%				96%	96%	96%		63%	63%	63%	63%					
P	PJWLA138	22			95%	95%			18%	18%	18%	18%	18%	18%													
P	PJWLA140	22																									
P	PJWLA205	22				18%	18%	18%	45%	45%	45%	41%	41%	41%	14%	14%	14%		23%	23%	23%	23%	23%				
P	PJWLA213	24							79%	79%	79%																
P	PJWLA220	38			55%	55%	8%	8%	11%	11%	37%	37%	71%	71%													
P	PLH111	30				7%	7%	7%				7%	7%	7%													
P	PLH122	30	10%	10%	10%		3%	3%	3%	3%											13%	13%	23%	10%	10%		
P	PLH137	15																									

Occupancy Rates by Time Period

Occupancy Rates by Time Period

[illegible]

Wednesday Lecture Occupancy Rates

[illegible]

Occupancy Rates by Time Period

Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PMB111	235																									
P	PMB211	34			32%	32%																					
P	PMB212	34			44%	44%									26%	26%											
P	PMB214	35																									
P	PMB237	54			30%	30%	19%	19%							13%	13%											
P	PRH125	30																									
P	PRH130	25																									
P	PRH131	12																									
P	PRH228	12																									
P	PS108	120					21%	21%	44%	44%	42%	42%	14%	14%	38%	38%											
P	PS210	56	36%	36%			21%	21%	36%	36%	20%	20%															
P	PS213	34																									
P	PS214	56			54%	54%	16%	16%			52%	52%			39%	39%											
P	PS228	12																									
P	PUCC107	24			79%	79%																					
P	PUTC160	25									44%	44%	24%	24%	20%	20%											
U	URIC100	23																									
U	URIC101	24					13%	13%	33%	33%	33%	33%									4%	104%	104%	104%	4%	4%	4%
U	URIC102	30																									
U	URIC103	30																									
U	URIC104C	10																									
U	URIC104D	10																									
U	URIC105	30																									
U	URIC106	30		110%	110%	110%																30%	30%	30%	30%	30%	
U	URIC107	30																									
U	URIC108	30																									
U	URIC109	30					70%	70%	70%	70%																	
U	URIC110	25															36%	36%	36%	36%	36%						
U	URIC111	25																									
U	URIC112	30																									
U	URIC113	23																									
U	URIC114	25																									
U	URIC115	20																				55%	55%	55%	55%	55%	
U	URIC116	30																									
U	URIC117	25																									
U	URIC118	25																									
U	URIC119	20																									
U	URIC202	25																									
U	URICC101	24																									
U	URICC103	25																									
U	URICC105	25																									
U	URICC105A	20																									
U	URICC112	25																									
U	URICC116	25																									
U	URICD101	20																									

Thursday Lecture Occupancy Rates																											
Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA110	70										40%	40%	40%													
P	PAA112	16							19%	19%	19%																
P	PAA130	32																									
P	PAAX100	28										32%	32%	32%													
P	PAG108	36	53%	53%	53%	61%	61%	61%	22%	22%	22%	17%	17%	17%													
P	PCOB103	24																									
P	PCOB104	278																									
P	PCOB109	70				30%	30%	30%																			
P	PCOB110	52				2%	2%	2%	23%	23%	23%	19%	19%	19%													
P	PCOB113	53	17%	17%	17%		43%	43%				45%	45%	45%					38%	38%	38%						
P	PCOB117	54					43%	43%	50%	50%		28%	28%	28%													
P	PCOB120	54				67%	67%	67%	26%	26%	26%	35%	35%	35%													
P	PCOB123	50				30%	30%	30%	48%	48%	48%	46%	46%	46%													
P	PCOB128	60				12%	12%	12%	48%	48%	48%	13%	13%	13%	18%	18%	18%	8%	8%	8%							
P	PCOB130	40							13%	13%																	
P	PCOB136	30				10%	10%	10%	10%	10%	10%																
P	PCOB137	25																									
P	PCOB138	40																									
P	PCOB141	60																									
P	PCOB147	36																									
P	PCOB156	44	5%	5%		45%	45%	45%	9%	9%	9%	7%	7%	7%	11%	11%	11%	25%	25%	25%							
P	PCOM111	40				18%	18%	18%	68%	68%	68%																
P	PCOM112	38							71%	71%	71%				11%	11%	11%										
P	PCOM113	18																									
P	PCOM127	15																									
P	PED116	36	19%	19%	19%	19%	19%	19%	8%	8%	8%	25%	25%	25%	25%	25%	25%				33%	33%	33%	33%	33%	33%	33%
P	PED120	40	50%	50%	50%	50%	50%	50%	40%	40%	40%	48%	48%	48%				50%	50%	50%							
P	PED125	24																									
P	PED126	20																									
P	PED128	24				50%	50%	50%	75%	75%	75%				33%	33%	33%		21%	21%	21%	21%	21%				
P	PED129	24				38%	38%	38%											50%	50%	50%	50%	50%				
P	PFC5100	30																									
P	PFC5100G	32																									
P	PGA10	30																									
P	PGA16	35				20%	20%	20%	37%	37%	37%									14%	14%	14%	14%	14%	14%		
P	PGA2	41																									
P	PGA7	30																									
P	PGA8	35																									
P	PGA9	30			37%	37%	37%																				
P	PJWLA104	45				89%	89%	89%	13%	13%	13%				2%	2%	2%										
P	PJWLA106	45				42%	42%	42%	53%	53%	53%																
P	PJWLA108	45				53%	53%	53%	33%	33%	33%																
P	PJWLA110	45				18%	18%	18%	27%	27%	27%				13%	13%	13%	13%	13%	13%	9%	9%	9%				
P	PJWLA111	38				37%	37%	37%	50%	50%	50%																
P	PJWLA112	112																									
P	PJWLA134	24				17%	17%	17%				4%	4%	4%	46%	46%	46%										
P	PJWLA136	24				92%	92%	92%	79%	79%	79%				96%	96%	96%		63%	63%	63%	63%					
P	PJWLA138	22			95%	95%			18%	18%	18%	18%	18%	18%													
P	PJWLA140	22																									
P	PJWLA205	22				18%	18%	18%	45%	45%	45%	41%	41%	41%	14%	14%	14%										
P	PJWLA213	24							79%	79%	79%																
P	PJWLA220	38			55%	55%	8%	8%	11%	11%	37%	37%	71%	71%													
P	PLH111	30				7%	7%	7%				7%	7%	7%													
P	PLH122	30	10%	10%	10%		13%	13%	13%	13%	13%	13%	13%	13%	13%	13%											
P	PLH137	15																									

Occupancy Rates by Time Period

Occupancy Rates by Time Period

Thursday Lecture Occupancy Rates																							
Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM
P	PMB111	235													23%	23%							
P	PMB211	34															21%	21%					
P	PMB212	34																					
P	PMB214	35		29%	29%	26%	26%		29%	29%		3%	3%										
P	PMB237	54				43%	43%	43%	41%	41%	41%												
P	PRH125	30																					
P	PRH130	25																					
P	PRH131	12																					
P	PRH228	12																					
P	PS108	120	53%	53%	53%	7%	7%	7%	13%	13%	13%	30%	30%	30%									
P	PS210	56	29%	29%	29%	43%	43%	43%							16%	16%	16%	16%			18%	18%	18%
P	PS213	34																					
P	PS214	56							18%	18%	18%				2%	2%	2%	2%	2%	2%			
P	PS228	12																					
P	PUCC107	24																					
P	PUTC160	25																					
U	URIC100	23																					
U	URIC101	24		13%	13%	13%	13%	13%	13%	13%													
U	URIC102	30																					
U	URIC103	30																					
U	URIC104C	10																					
U	URIC104D	10																					
U	URIC105	30																					
U	URIC106	30							17%	17%	17%	17%									83%	83%	83%
U	URIC107	30																					
U	URIC108	30																					
U	URIC109	30																					
U	URIC110	25				72%	72%	132%	60%	60%	60%						36%	36%	36%	36%			
U	URIC111	25																					
U	URIC112	30																					
U	URIC113	23																					
U	URIC114	25																					
U	URIC115	20															10%	10%	10%	10%	10%		
U	URIC116	30																					
U	URIC117	25																					
U	URIC118	25																					
U	URIC119	20																					
U	URIC202	25															16%	16%	16%				
U	URICC101	24																					
U	URICC103	25																					
U	URICC105	25																					
U	URICC105A	20																					
U	URICC112	25																					
U	URICC116	25																					
U	URICD101	20																					

Friday Lecture Occupancy Rates																											
Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA110	70					13%	13%	27%	27%			31%	31%													
P	PAA112	16																									
P	PAA130	32																									
P	PAAX100	28																									
P	PAG108	36																									
P	PCOB103	24																									
P	PCOB104	278																									
P	PCOB109	70							44%	44%																	
P	PCOB110	52					33%	33%																			
P	PCOB113	53			45%	45%	43%	43%	45%	45%	26%	26%	26%	26%													
P	PCOB117	54	24%	24%	24%	24%	43%	43%	50%	50%																	
P	PCOB120	54			4%	4%			37%	37%																	
P	PCOB123	50					46%	46%	32%	32%			46%	46%													
P	PCOB128	60					3%	3%	13%	13%	15%	15%	28%	28%													
P	PCOB130	40					13%	13%	13%	13%			10%	10%													
P	PCOB136	30			43%	43%	40%	40%	7%	7%	13%	13%	27%	27%													
P	PCOB137	25																									
P	PCOB138	40							35%	35%																	
P	PCOB141	60																									
P	PCOB147	36																									
P	PCOB156	44							25%	25%	14%	14%			25%	25%	34%	34%									
P	PCOM111	40			5%	5%	30%	30%	8%	8%			20%	20%	20%	20%											
P	PCOM112	38			79%	79%	58%	58%	53%	53%																	
P	PCOM113	18																									
P	PCOM127	15																									
P	PED116	36			50%	50%																					
P	PED120	40			48%	48%	45%	45%	50%	50%			50%	50%													
P	PED125	24																									
P	PED126	20																									
P	PED128	24																									
P	PED129	24																									
P	PFCS100	30																									
P	PFCS100G	32																									
P	PGA10	30					50%	50%																			
P	PGA16	35					71%	71%			26%	26%			43%	43%											
P	PGA2	41																									
P	PGA7	30																									
P	PGA8	35																									
P	PGA9	30																									
P	PJWLA104	45					62%	62%	18%	18%			18%	18%													
P	PJWLA106	45					31%	31%	42%	42%																	
P	PJWLA108	45			49%	49%	38%	38%	51%	51%	49%	49%	64%	64%													
P	PJWLA110	45					31%	31%	24%	24%	16%	16%	102%	102%	22%	22%											
P	PJWLA111	38	47%	47%									39%	39%													
P	PJWLA112	112																									
P	PJWLA134	24																									
P	PJWLA136	24			96%	96%	92%	92%																			
P	PJWLA138	22			95%	95%					91%	91%	77%	77%													
P	PJWLA140	22																									
P	PJWLA205	22			23%	23%																					
P	PJWLA213	24					79%	79%			96%	96%															
P	PJWLA220	38			55%	55%	8%	8%	11%	11%	37%	37%	71%	71%													
P	PLH111	30																									
P	PLH122	30	3%	3%	3%	3%					10%	10%	7%	7%													
P	PLH137	15																									

UTILIZATION BY DAY - LABORATORIES

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA132	17																									
P	PAA134	36																									
P	PAA136	15																									
P	PAA137	4																									
P	PAA143	20																									
P	PAA149	39																									
P	PAA153	39																									
P	PAA155	10																									
P	PAA156	10																									
P	PAA159	36																									
P	PAA160	25																									
P	PAA162	25																									
P	PAAX108	30																									
P	PAAX110	20																									
P	PAAX113	14																									
P	PAG102	24																									
P	PAG104	10																									
P	PAG106	25																									
P	PCDC105	6																									
P	PCDC107	15																									
P	PCOB132	34																									
P	PCOB142	28																									
P	PCOB154	25																									
P	PCOB157	22																									
P	PCOM115	15																									
P	PCOM116	20																									
P	PED115	22																									
P	PED118	20																									
P	PED119	10																									
P	PED130	24																									
P	PFC598	20																									
P	PFC599	24																									
P	PGA11	24																									
P	PGA17	20																									
P	PGA88	40																									
P	PJWLA100	25																									
P	PJWLA103	32																									
P	PJWLA218	36																									
P	PLH123	25																									
P	PMB108	19																									
P	PMB109	150																									
P	PMB123	12																									
P	PMB136	209																									
P	PMB213	8																									
P	PRH223	20																									
P	PRH304	20																									

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

[illegible]

Occupancy Rates by Time Period

Campus	Room Number	Cap	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM
P	PAA132	17																									
P	PAA134	36																									
P	PAA136	15																									
P	PAA137	4																									
P	PAA143	20																									
P	PAA149	39							56%	56%			28%	28%													
P	PAA153	39																									
P	PAA155	10																									
P	PAA156	10																									
P	PAA159	36																									
P	PAA160	25																									
P	PAA162	25																									
P	PAAX108	30																									
P	PAAX110	20																									
P	PAAX113	14																									
P	PAG102	24																									
P	PAG104	14																									
P	PAG106	25																									
P	PCDC105	6	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%						
P	PCDC107	15																									
P	PCOB132	34							53%	53%																	
P	PCOB142	28			43%	43%																					
P	PCOB154	25																									
P	PCOB157	22																									
P	PCOM115	15							33%	33%																	
P	PCOM116	20																									
P	PED115	22													45%	45%	45%	45%									
P	PED118	20																									
P	PED119	10																									
P	PED130	24																									
P	PFC598	20			70%	70%	70%	70%																			
P	PFC599	24																									
P	PGA11	24														54%	54%	54%	54%								
P	PGA17	20																									
P	PGA88	40																									
P	PJWLA100	25																									
P	PJWLA103	32																									
P	PJWLA218	36			11%	11%	6%	6%	19%	19%	6%	6%	42%	42%	8%	8%											
P	PLH123	25																									
P	PMB108	19																									
P	PMB109	150							8%	8%	8%	3%	3%	3%													
P	PMB123	12																									
P	PMB136	209									30%	30%	30%	30%			1%	1%	1%	1%							
P	PMB213	8																									
P	PRH223	20																									
P	PRH304	20																									

A6 PLANNING2050

Encourage ENMU to commit to measurable goals and track progress.

Strategy: Planning2050 will build the dashboard based upon an ENMU letter of commitment and statement of goals. The letter allows ENMU to be a Planning2050 signatory. ENMU would be responsible to self-report annually all data defined in tracking the goals as shown below.

INSTITUTIONAL GOALS – DEFINE, MEASURE AND TRACK PROGRESS

GOAL 1: SAFETY

PEDESTRIAN SAFETY IN THE VICINITY OF HWY US-70 AND ENMU CAMPUS:

- | By 2024 record the baseline date that records the death rate and injuring from road traffic accident s in the vicinity of the campus.
- | By 2030 halve the death rate and injuries from road traffic accident in the vicinity of the campus
- | By 2050, reduce death rate (or injuries) to zero in the vicinity of the campus.

Tips: Mortality from road traffic injuries could be measured in absolute (total number of deaths) and its translated rate (example: deaths per 100,000 population). Road traffic deaths and injuries shall include vehicle drivers, passengers, motorcyclists, cyclists, and pedestrians.

GOAL 2: COMMUNITY CONNECTIVITY

VISITORS TO BLACKWATER DRAW, WALK TRAIL (NW of Rodeo Arena):

- | By 2024 measure number of users/visitors to the site(s). Establish baseline of users/visitors.
- | By 2030 increase the number of users/visitors by 100%
- | By 2040 continue to increase the number of users/visitors.

GOAL 3: RESOURCES

REDUCE WATER USE:

- | By 2024 install water meters at ENMU owned water wells and establish baseline water use for landscape irrigation.
- | By 2030 halve water use for landscape irrigation.
- | By 2040 continue to reduce water use (coordinate with transition from water cooled chillers to air cooled chillers).

GOAL 4: ACCESSIBILITY

BE THE BEST FOR STUDENTS REQUIRING ACCOMMODATION:

- | By 2024 record the number of students registered with the ENMU Accessibility Resources and Testing (Disability Services); the number of accessible or adaptable housing units; and FCI of sitework related to paving and accessible routes.
- | By 2030 increase the number of students registered with ENMU Accessibility Resources and Testing; increase the number of accessible or adaptable housing units, and lower the FCI of sitework related to paving and accessible routes.
- | By 2040 continue to increase the number of students registered with ENMU Accessibility Resources and Testing; and lower the FCI of sitework related to paving and accessible routes.

From Linkedin post: (Julio Carrillo, AICP, LEED AP, ND)

Referencing Planning2050: Our Reporting dashboard continues to take shape. We want to share the process that inspired the generation of the conceptual tracking of #urban and #planning #metrics. Made by planners, and inspired by #systemsthinking, the simple idea is becoming a reality with our growing number of signatories. We will be organizing a webinar for a quick display of this in mid-2023. If you want to hear more about this, make sure you add your contact information in our website’s contact section. www.planningcommitment.org

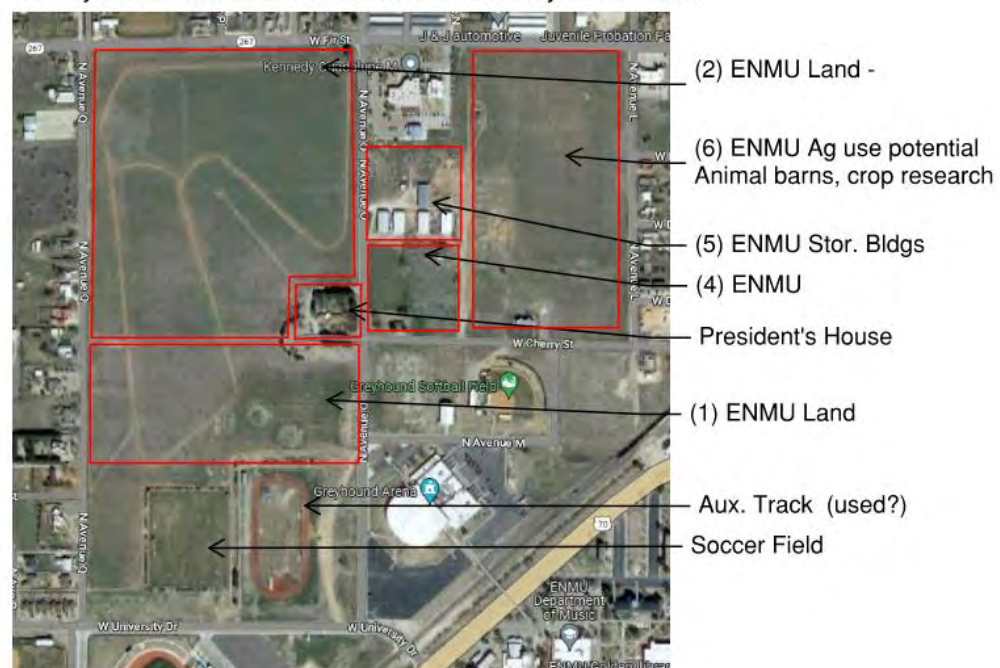
A7 LAND USE DETAIL AT RODEO + PRES. HOUSE

Lewis Cooper Rodeo Arena

GOAL: Identify the ENMU property but also to define the limits of how the area is used during Rodeo events (parking, animal trailers). We understand that during the annual event - ALL areas are used.



Vicinity of the President's house - north of the Greyhound Arena.



A8 CAMPUS DRAINAGE

Drainage Issues



Source: USGS Map

Key

- 1 S. Avenue N - Street Flooding
- 2 S. Avenue I - Street Flooding



ENMU Campus and Vicinity - Flooding