



2021 AGENCY REPORT

New Mexico Higher Education Department Annual Report

Michelle Lujan Grisham
Governor

Secretary Stephanie M. Rodriguez, M.C.R.P.
New Mexico Higher Education Department

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT

Fostering Student Success from Cradle to Career



A LETTER FROM THE SECRETARY

**NEW MEXICO
HIGHER EDUCATION
DEPARTMENT**

Fostering Student Success from Cradle to Career



*Michelle Lujan Grisham, Governor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary*

Dear Higher Education Leaders,

It has been an unprecedented year for Higher Education in New Mexico as we've all dealt with the impact of COVID-19 on our operations and the impact on our students, faculty, and staff. Nevertheless, higher education has responded to the challenges. All institutions prepared and followed detailed plans on how they would operate to continue to deliver quality education while keeping the campus safe and in compliance with state rubrics for reopening.

In addition, there were several accomplishments over the past year for student success:

- Student financial aid program enhancements and additions
- Implemented teacher pipeline support
- Expansions to the Lottery Scholarship
- Provided COVID-19 support to the program for both current students and graduating seniors
- Maintained and increased federal funding for Adult Education, Financial Aid, and GEAR UP
- Capital project process improvements
- Guided and implemented a safe reopening process for all public and private higher education institutions amid COVID-19
- The New Mexico Higher Education Advisory Council was re-established and convened
- The New Mexico Academic Advisory Committee has been established
- Main topics: Common Course Numbering System, General Education, and Dual Credit



Several steps were taken to improve the pipeline for qualified teachers:

- Grow Your Own Teachers Scholarship
 - \$510,000 expended in FY20 and FY21
 - 43 scholarships in FY20
 - 104 scholarships in Fall 2020
 - Estimated 150 scholarships in Spring 2021
- Teacher Preparation Affordability Scholarship
 - 677 students awarded in FY20 at \$1.86 million
 - \$2 million budgeted in FY21
- Teacher Loan Repayment Program
 - Up to \$6,000 paid at the end of each school year with a two-year minimum commitment
 - 182 awards in FY20
 - 350 awards in FY21
 - \$2 million budgeted in FY21

And 2020 was the first year of the new Opportunity Scholarship program. This program:

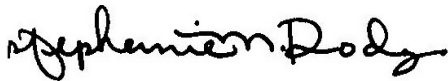
- Ensures that graduating high school seniors and returning-adult learners have access to pursue and attain the skills they need to thrive in a 21st century economy
- Provides tuition and fee assistance for any student enrolled in a two-year degree or certificate programs at any public higher education institution or tribal college in New Mexico
- Can be combined with the Lottery Scholarship and Pell grants to cover attendance costs

Due to the impacts of COVID-19, many students, particularly adult learners with children, were unable to complete 12 hours due to issues with employment, childcare, access to technology, and other factors. To expand this program to more New Mexicans in the future, we must consider reducing the 12-credit hour requirement to six (6) credit hours as intended in the original legislation.

One of the most important initiatives over this past year was the initiation of the Longitudinal Data System project, a cradle-to-career educational system that includes a partnership amongst several key state agencies: Early Childhood Education & Care Department, Children's Cabinet, Public Education Department, Higher Education Department, and Department of Workforce Solutions. This data system will help to establish concrete pathways for New Mexicans who want to remain in their home state and communities, attain skills, and launch fulfilling careers with family-sustaining incomes.

As we enter 2021, NMHED is ready to continue in collaborations with institutions, administrators, faculty, staff, business leaders, and legislators to improve higher education for New Mexico's students.

Sincerely,

A handwritten signature in black ink, reading "Stephanie M. Rodriguez". The signature is fluid and cursive, with the first name being the most prominent.

Stephanie M. Rodriguez
Cabinet Secretary

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DATA ABOUT PUBLIC HIGHER EDUCATION IN NEW MEXICO



The New Mexico Higher Education Department (NMHED) collects data from all twenty-nine colleges and universities in New Mexico through its eDEAR unit-record data system. The data collected by NMHED from higher education institutions are the official source of data for public postsecondary education in New Mexico. The department maintains the data securely and ensures that no student's confidential data is ever released.

Data collected include:

Enrollment

The enrollment data consists of three files types, including student, course, and student course data. The dataset includes all students enrolled in higher education courses, including high school students taking college-level courses for credit (dual credit). Enrollment files are collected after every semester from each public postsecondary education institution.

Degrees Awarded

The degree file includes all students who have received a certificate or degree. The reporting process collects fall and spring data together and then the summer term a few months later. An academic year is typically summer, fall, and spring of the following year. For graduation rates, however, summer is trailing.

Financial Aid

The primary purpose of the financial aid file is to collect the most complete data possible about student aid awards for a fiscal year (fall, spring, summer). Data from student's FAFSA applications, if any, is also collected to include values such as cost of attendance and income.

NEW MEXICO COLLEGES & UNIVERSITIES



Four-Year Colleges and Universities

1—Eastern New Mexico University (ENMU), 2—New Mexico Highlands University (NMHU), 3—New Mexico Institute of Mining and Technology (NMT), 4—New Mexico State University (NMSU), 5—Northern New Mexico College (NNMC), 6—University of New Mexico (UNM), and 7—Western New Mexico University (WNMU)

Two-Year Community Colleges

8—Central New Mexico Community College (CNM), 9—Clovis Community College (CCC), 10—Mesalands Community College (MCC), 11—New Mexico Junior College (NMJC), 12—San Juan College (SJC), 13—Santa Fe Community College (SFCC), 14—Luna Community College (LCC), and 15—New Mexico Military Institute (NMMI)

Two-Year Branch Campuses

Eastern New Mexico University: 16—Roswell (ENMU-RO) and 17—Ruidoso (ENMU-RU), New Mexico State University: 18—Alamogordo (NMSU-AL), 19—Carlsbad (NMSU-CA), 20—Doña Ana Community College (NMSU-DA), 21—Grants (NMSU-GR), and University of New Mexico: 22—Gallup (UNM-GA), 23—Los Alamos (UNM-LA), 24—Taos (UNM-TA), and 25—Valencia (UNM-VA)

Tribal Colleges

26—Diné College (Dine), 27—Institute of American Indian Arts (IAIA), 28—Navajo Technical University (NTU), and 29—Southwestern Indian Polytechnic Institute (SIPI)

ENROLLMENT

Table I shows 17 years of fall term enrollment data for New Mexico public colleges and universities. Figures 1, 2, and 3 graph the data from Table 1.

Table 1: Fall Term Enrollment in New Mexico

Fall Term, End of Semester Data																				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Change 2005 to 2010	Change 2010 to 2019	Change 2019 to 2021
RESEARCH SECTOR																				
New Mexico Tech	1,888	1,868	1,890	1,925	1,900	1,933	2,010	2,099	2,153	2,139	2,146	2,162	2,005	1,886	1,827	1,683	1,733	2.4%	-5.5%	-5.1%
New Mexico State University	16,080	16,367	16,722	17,247	18,528	18,518	18,060	17,697	16,781	15,841	15,485	14,827	14,445	14,297	14,274	14,216	13,938	15.2%	-22.9%	-2.4%
University of New Mexico	26,431	26,011	25,840	25,951	27,510	28,997	29,276	29,294	28,944	28,369	27,743	27,414	26,552	24,597	23,013	22,444	21,769	9.7%	-20.6%	-5.4%
Research Total	44,399	44,246	44,452	45,123	47,938	49,448	49,346	49,090	47,878	46,349	45,374	44,403	43,002	40,780	39,114	38,343	37,440	11.4%	-20.9%	-4.3%
COMPREHENSIVE SECTOR																				
Eastern New Mexico University	4,055	4,149	4,253	4,439	4,979	5,376	5,829	6,068	6,113	6,130	6,279	6,230	6,161	6,133	5,783	5,382	5,078	32.6%	7.6%	-12.2%
New Mexico Highlands University	3,484	3,726	3,604	3,621	3,765	3,809	3,804	3,768	3,740	3,560	3,608	3,512	3,363	3,195	2,890	2,806	2,677	9.3%	-24.1%	-7.4%
Northern New Mexico College	2,196	2,250	2,237	2,593	2,121	2,180	1,861	1,867	1,678	1,349	1,082	1,126	1,115	1,098	1,112	1,160	1,135	-0.7%	-49.0%	2.1%
Western New Mexico University	2,844	2,738	2,747	2,948	3,368	3,506	3,360	3,548	3,560	3,510	3,414	3,420	3,088	3,200	3,332	2,967	3,100	23.3%	-5.0%	-7.0%
Comp Total	12,579	12,863	12,841	13,601	14,233	14,871	14,854	15,251	15,091	14,549	14,383	14,288	13,727	13,626	13,117	12,315	11,990	18.2%	-11.8%	-8.6%
BRANCH CCs																				
ENMU-Roswell	4,224	3,864	3,905	3,710	4,322	4,074	4,014	4,193	3,885	3,304	2,680	2,875	2,682	2,428	2,254	1,734	1,628	-3.6%	-44.7%	-27.8%
ENMU-Ruidoso	674	850	845	1,031	1,016	1,079	1,107	1,184	1,009	952	741	678	638	644	691	590	666	60.1%	-36.0%	-3.6%
NMSU-Alamogordo	2,035	1,990	2,514	3,237	3,641	3,939	3,479	3,221	2,503	2,142	1,902	1,807	1,729	1,717	1,597	946	957	93.6%	-59.5%	-40.1%
NMSU-Carlsbad	1,267	1,239	1,423	1,847	2,043	1,884	1,743	2,067	1,898	2,047	2,009	1,872	2,054	1,890	2,045	1,379	1,574	48.7%	8.5%	-23.0%
NMSU-Dona Ana	6,857	7,160	7,803	8,596	9,022	9,891	9,900	9,330	8,928	8,530	8,335	8,241	7,951	7,920	8,069	7,038	6,465	44.2%	-18.4%	-19.9%
NMSU-Grants	664	750	798	1,251	1,479	1,587	1,314	1,202	1,172	1,145	1,048	1,017	1,042	1,109	863	641	726	139.0%	-45.6%	-15.9%
UNM-Gallup	2,936	2,783	2,894	2,850	2,905	3,027	2,966	2,826	2,704	2,463	2,483	2,507	2,221	2,234	2,508	2,332	2,090	3.1%	-17.1%	-16.7%
UNM-Los Alamos	816	821	664	686	738	775	732	712	780	881	986	1,097	958	940	980	990	903	-5.0%	26.5%	-7.9%
UNM-Taos	1,302	1,355	1,278	1,446	1,541	1,615	1,575	1,825	1,935	1,876	1,835	1,781	1,512	1,265	1,255	1,141	1,323	24.0%	-22.3%	5.4%
UNM-Valencia	1,739	1,671	1,879	2,098	2,335	2,436	2,598	2,465	2,345	2,427	2,338	2,341	2,299	2,340	2,391	1,878	2,030	40.1%	-1.8%	-15.1%
Branch CC Total	22,514	22,483	24,003	26,752	29,042	30,307	29,428	29,025	27,159	25,767	24,357	24,216	23,086	22,487	22,653	18,669	18,362	34.6%	-25.3%	-18.9%
INDEPENDENT CCs																				
Central New Mexico Community College	23,107	22,615	22,759	24,870	27,999	29,948	29,180	28,449	28,829	26,824	25,779	24,832	24,480	23,636	23,202	21,437	18,586	29.6%	-22.5%	-19.9%
Clovis Community College	3,937	3,657	3,706	3,777	4,282	4,174	3,914	3,672	3,596	3,744	3,699	3,691	3,426	3,409	3,247	2,484	2,362	6.0%	-22.2%	-27.3%
Luna Community College	2,183	2,016	2,113	1,959	1,793	2,068	1,919	1,756	1,602	1,457	1,411	1,404	1,375	1,093	1,173	721	819	-5.3%	-43.3%	-30.2%
Mesalands Community College	648	692	905	1,135	1,240	1,104	995	984	704	770	805	869	1,005	1,068	877	709	745	70.4%	-20.6%	-15.1%
New Mexico Junior College	3,117	3,114	3,077	2,953	3,445	3,369	3,655	3,145	3,119	3,329	3,023	2,678	2,459	2,256	2,329	1,974	1,884	8.1%	-30.9%	-19.1%
San Juan College	8,993	9,941	10,345	11,855	11,383	11,239	11,579	11,483	10,811	9,906	7,718	7,768	7,363	7,052	7,142	5,733	5,846	25.0%	-36.5%	-18.1%
Santa Fe Community College	5,412	5,450	5,670	5,840	6,410	6,586	6,520	6,483	6,499	6,497	6,242	6,101	5,844	5,432	5,453	3,904	4,027	21.7%	-17.2%	-26.2%
New Mexico Military Institute	494	513	508	511	526	584	549	598	574	552	553	528	493	498	483	493	476	18.2%	-17.3%	-1.4%
Independent CC Total	47,891	47,998	49,083	52,900	57,078	59,072	58,311	56,570	55,734	53,079	49,230	47,871	46,445	44,444	43,906	37,455	34,745	23.3%	-25.7%	-20.9%
NM HEI SECTOR - Enrollment Headcounts																				
Research Universities	44,399	44,246	44,452	45,123	47,938	49,448	49,346	49,090	47,878	46,349	45,374	44,403	43,002	40,780	39,114	38,343	37,440	11.4%	-20.9%	-4.3%
Comprehensive Universities	12,579	12,863	12,841	13,601	14,233	14,871	14,854	15,251	15,091	14,549	14,383	14,288	13,727	13,626	13,117	12,315	11,990	18.2%	-11.8%	-8.6%
Branch Community Colleges	22,514	22,483	24,003	26,752	29,042	30,307	29,428	29,025	27,159	25,767	24,357	24,216	23,086	22,487	22,653	18,669	18,362	34.6%	-25.3%	-18.9%
Independent Community Colleges	47,891	47,998	49,083	52,900	57,078	59,072	58,311	56,570	55,734	53,079	49,230	47,871	46,445	44,444	43,906	37,455	34,745	23.3%	-25.7%	-20.9%
TOTAL HEADCOUNT	127,383	127,590	130,379	138,376	148,291	153,698	151,939	149,936	145,862	139,744	133,344	130,778	126,260	121,337	118,790	106,782	102,537	20.7%	-22.7%	-13.7%

Figure 1: New Mexico Fall Headcount Enrollment by Higher Education Sector

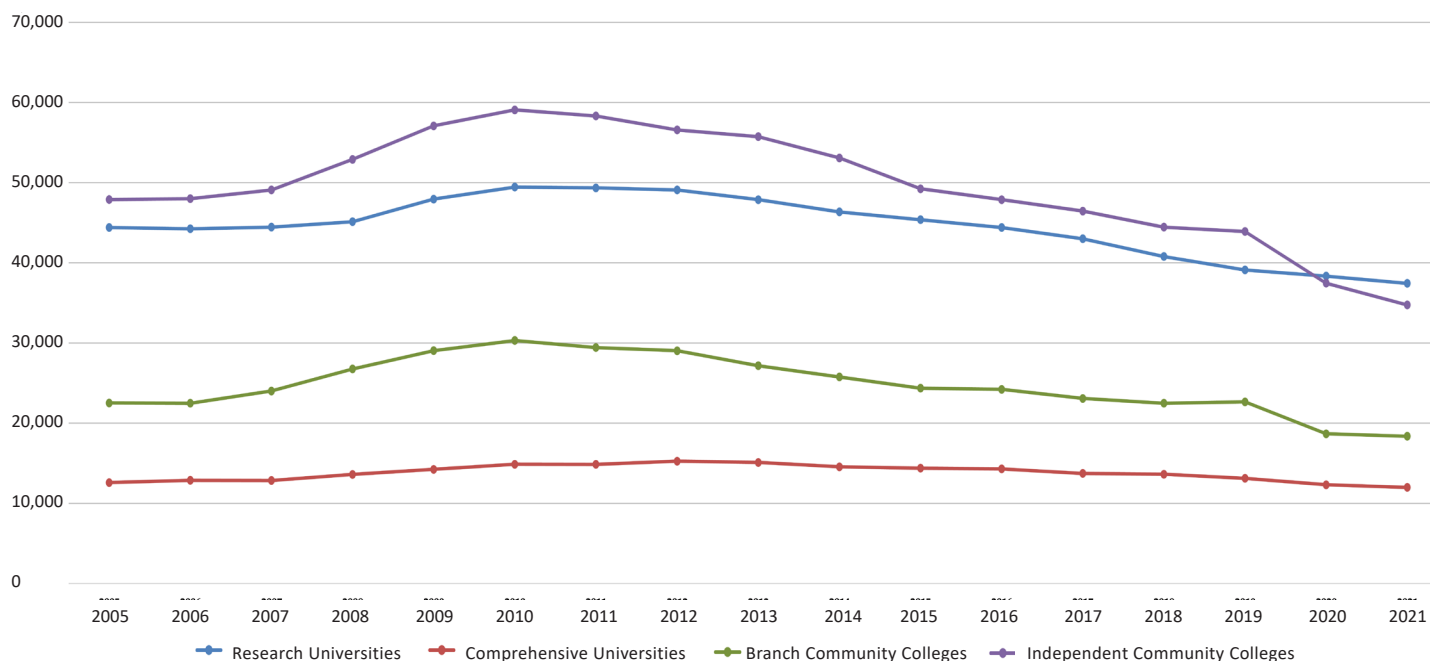


Figure 2: Total Fall Enrollment Headcount

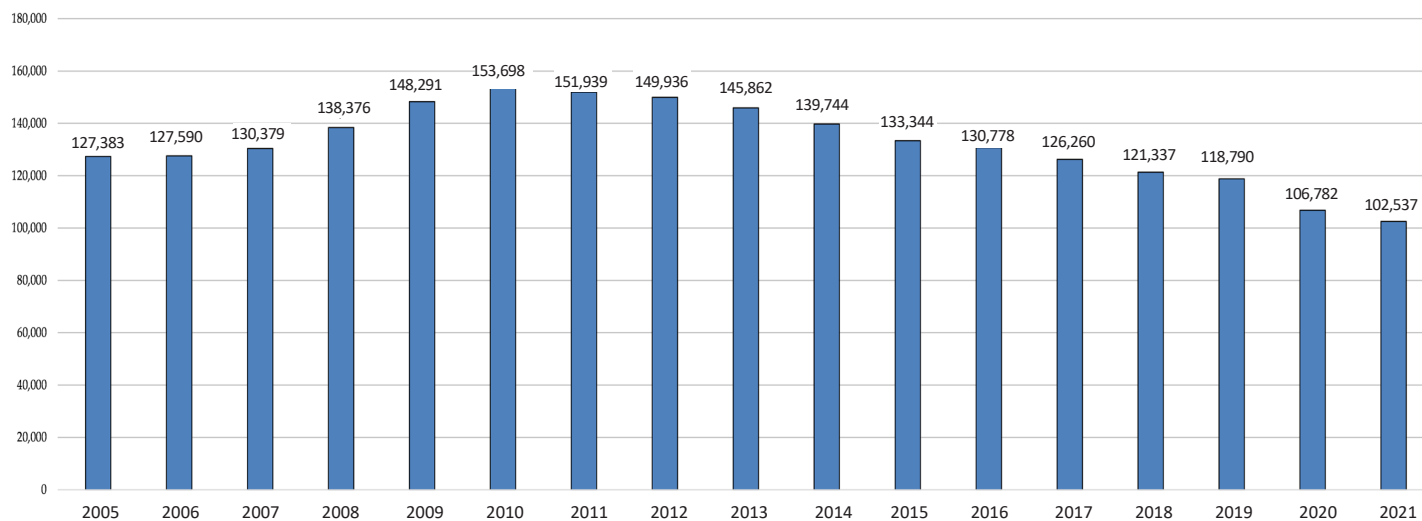
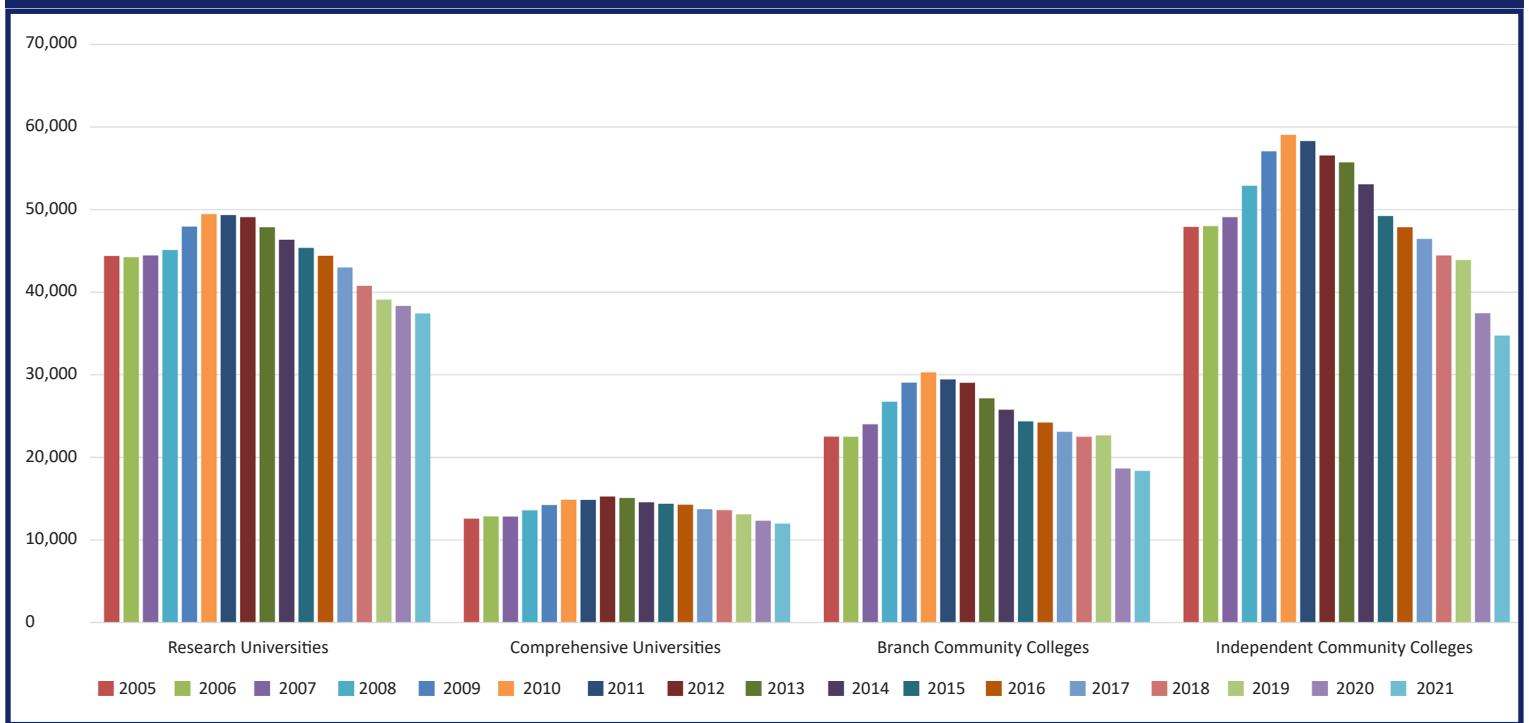


Figure 3: Headcount Enrollment by Institutional Sector

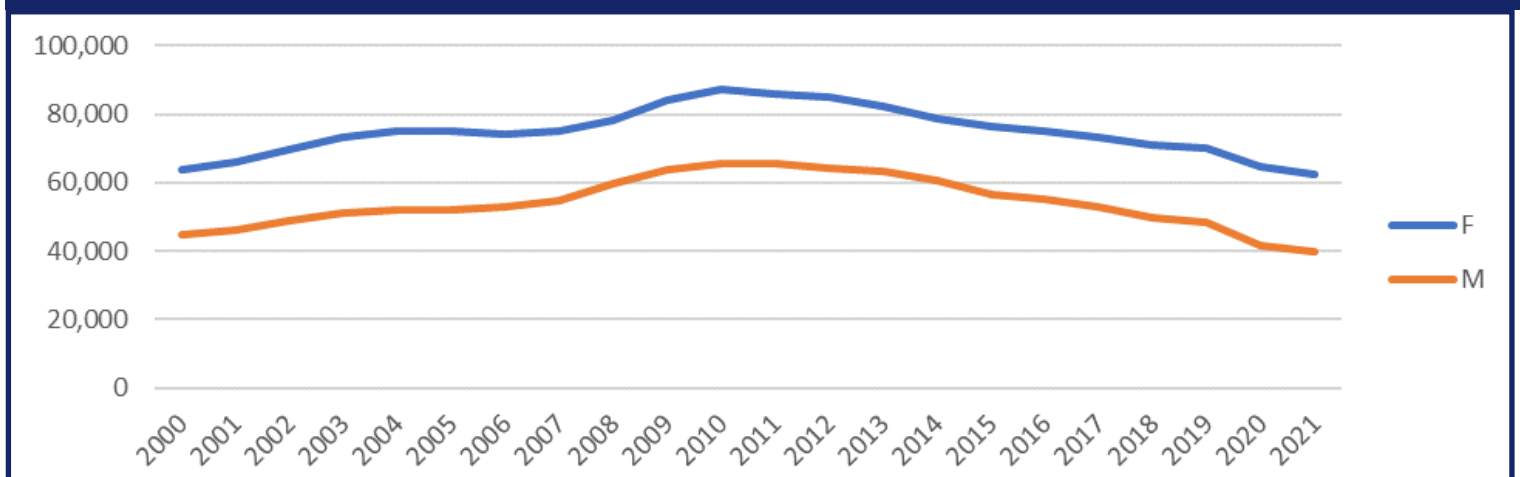


Enrollment in New Mexico was increasing across all sectors from fall 2005 through fall 2010. Overall there was a 20.7% increase, with the largest growth at the Branch Community Colleges (34.6%) and the smallest growth at the Research Universities (11.4%). Starting around fall 2011, however, total enrollment began to decline across all sectors. The net loss from fall 2010 to fall 2019 was -22.7%. And with the pandemic in fall 2020 causing most instruction to move off campus into an on-line delivery mode, there was a further decline from fall 2019 to fall 2021 of -13.7% statewide. The biggest declines were at the community colleges (down -18.9% at the branch community colleges and -20.9% at the independent community colleges.)

Enrollment by Sex

The enrollment pattern between males and females has remained fairly constant over the past 20 or so years, though the decline in male enrollment has been slightly steeper than the decline for females. In 2000 females comprised 58.7% of total enrollment, in fall 2021 they comprised 61.0%. See Figure 4.

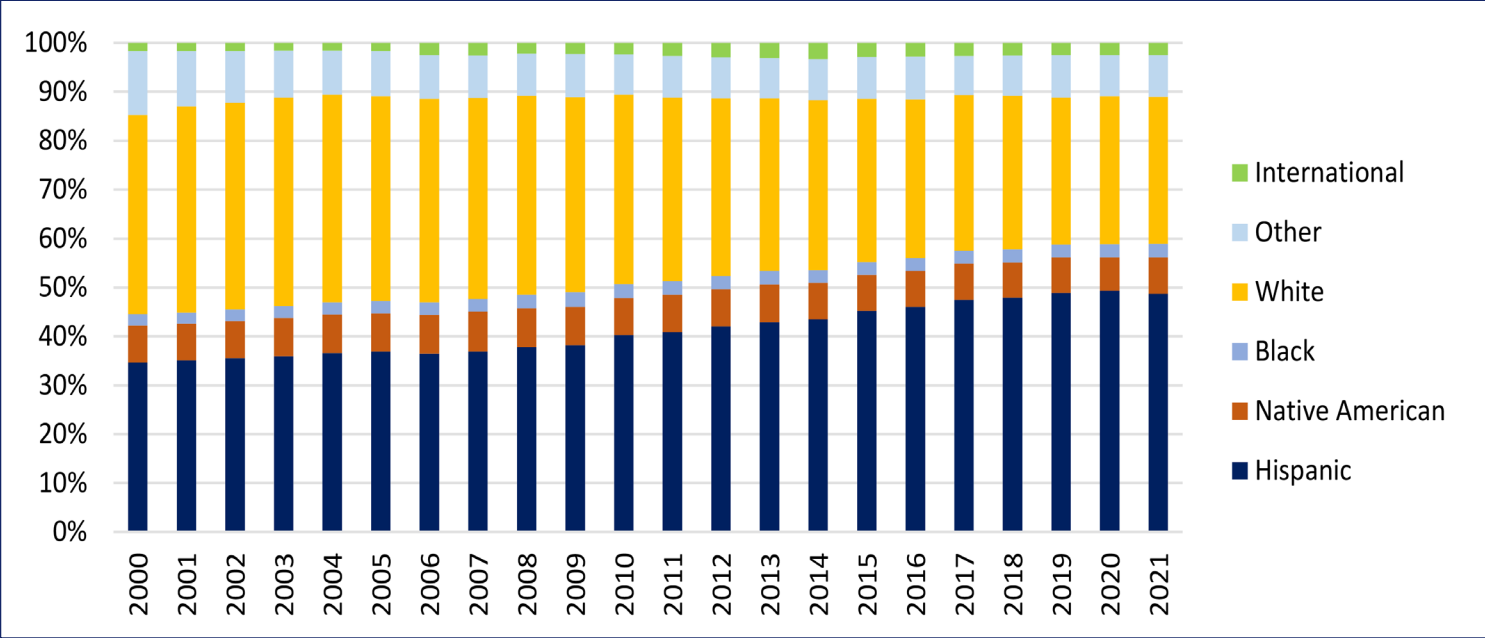
Figure 4: Fall Headcount Enrollment by Sex



Enrollment by Ethnicity

The distribution of enrollment by ethnicity has changed quite a bit over the past 20 or so years. In fall 2000, Hispanics comprised 34.6% of total enrollment, in fall 2021 they comprised 48.7%. Similarly, white, non-Hispanic students comprised 40.7% of total enrollment in 2000 compared to 30.1% in fall 2021. The percentage of Native American students remained fairly constant over that time period, averaging around 7.6%. The percentage of black students grew slightly, from 2.3% to 2.8%. See Figure 5.

Figure 5: Percent Distribution Enrollment by Ethnicity



DEGREES

There are two ways to report on the certificates and degrees awarded by institutions. Since some students receive more than one academic award in a year, the number of individuals receiving an academic award can be counted, or the total number of certificates and degrees awarded can be counted. For the following table, total individuals are reported. If an individual received more than one academic award, the highest award is the one reported. The data is graphed in Figure 6.

Figure 6: Total Individuals Receiving a Certificate or Degree

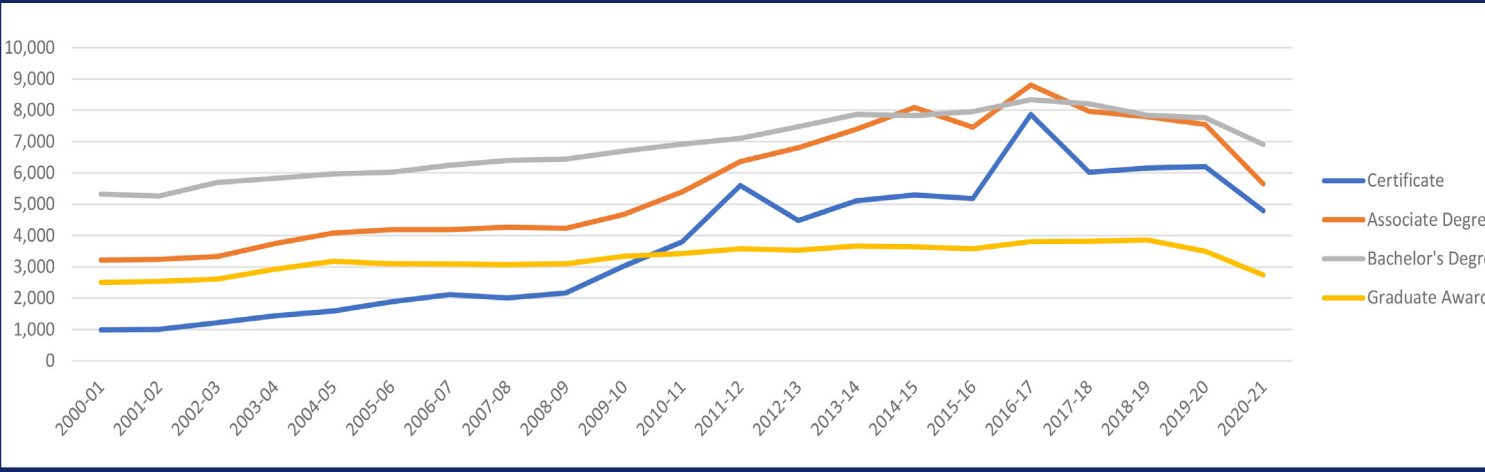
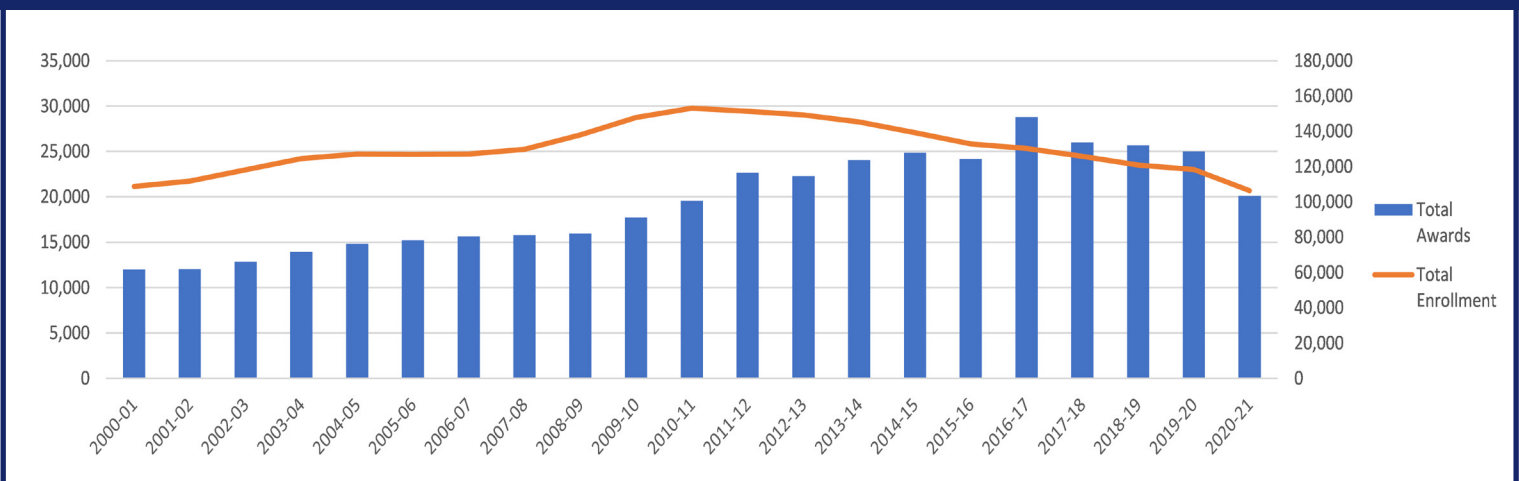


Table 2: Total Individual Degrees Awarded

Award Summary	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	00 to 20
Certificate	988	1,006	1,216	1,441	1,593	1,882	1,882	2,008	2,171	3,023	3,802	5,597	4,478	5,110	5,295	5,183	7,863	6,023	6,160	6,203	4,792	527.8%
Associate Degree	3,209	3,237	3,326	3,742	4,083	4,187	4,187	4,208	4,231	4,673	5,390	6,359	6,801	7,395	8,085	7,462	8,805	7,903	7,793	7,552	5,647	135.3%
Bachelor's Degree	5,319	5,258	5,697	5,828	5,969	6,027	6,027	6,398	6,438	6,695	6,917	7,108	7,473	7,865	7,831	7,957	8,334	8,200	7,838	7,759	6,913	45.9%
Graduate Award	2,506	2,543	2,615	2,926	3,182	3,102	3,102	3,076	3,102	3,337	3,428	3,576	3,529	3,664	3,639	3,577	3,803	3,816	3,858	3,501	2,742	39.7%
Total Awards	12,022	12,044	12,854	13,937	14,827	15,198	15,198	15,750	15,842	17,728	19,537	22,640	22,281	24,034	24,850	24,179	28,805	26,002	25,015	25,015	20,094	

While enrollment statewide began to decline after fall 2011, total awards continued to increase for most award levels. This is illustrated in Figure 7. Total awards did drop in 2020-21, likely due to the pandemic, and they had leveled off around 2017-18. The increase in awards even while enrollment was dropping is likely due to increased retention and graduation rates at the institutions.

Figure 7: Total Individuals Receiving a Certificate or Degree Compared to Fall Enrollment



RETENTION & GRADUATION RATES

Retention rates, from first fall enrollment to second fall enrollment, can be compared to national rates. Retention rates for NM universities have been increasing in NM and in the past couple of years they are comparable to national rates. There as a drop-off for the 2020 class, likely due to COVID. See Figures 8 and 9 for a comparison for four-year and two-year colleges, respectively.

Figure 8: Comparison of Retention Rates for NM Compared to National Public Universities

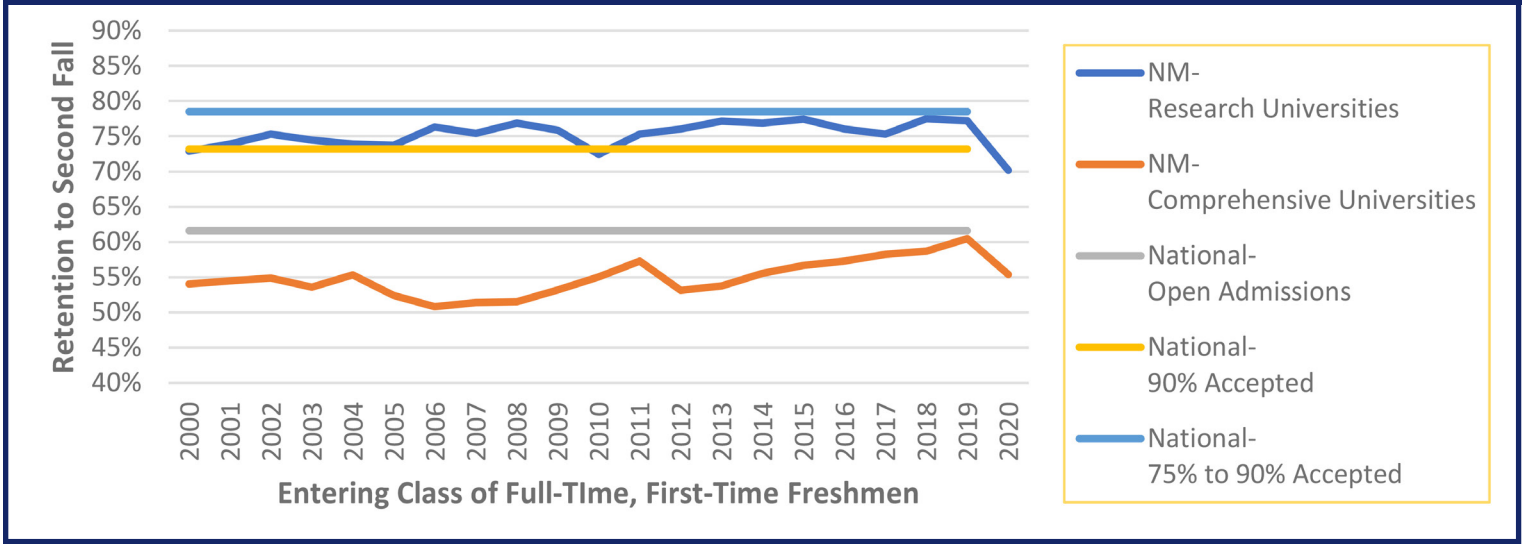
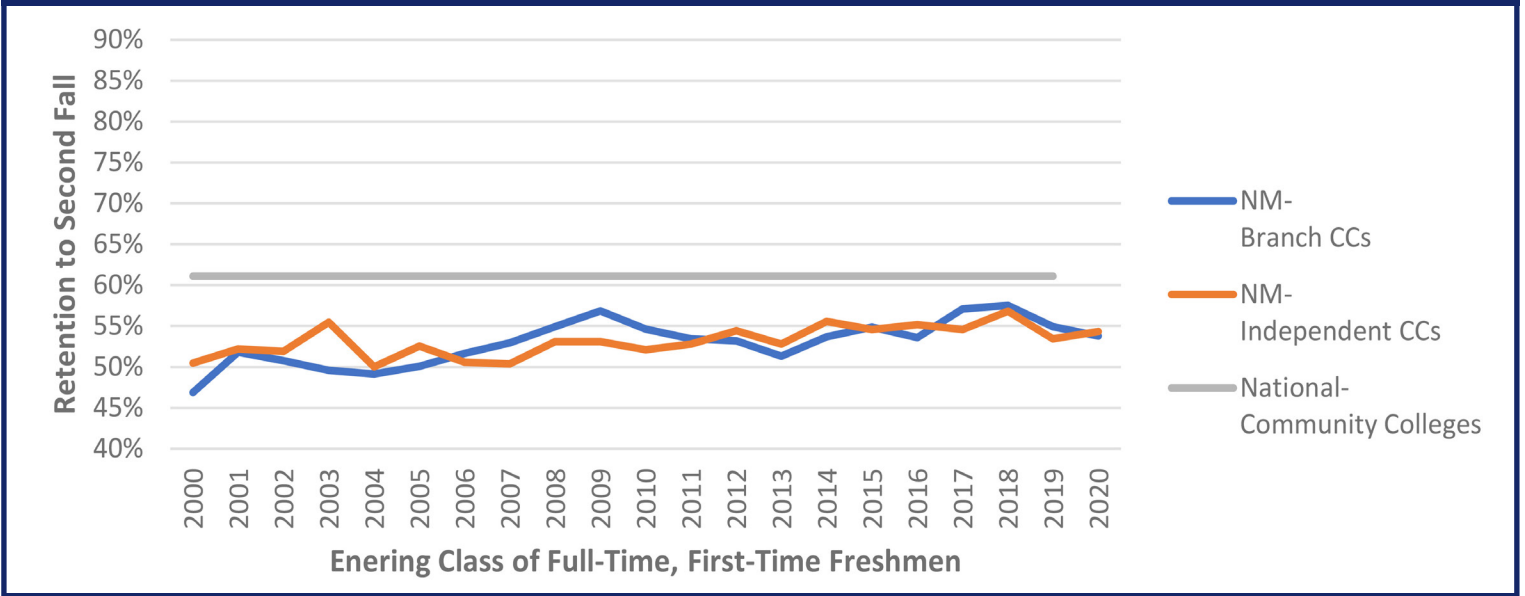


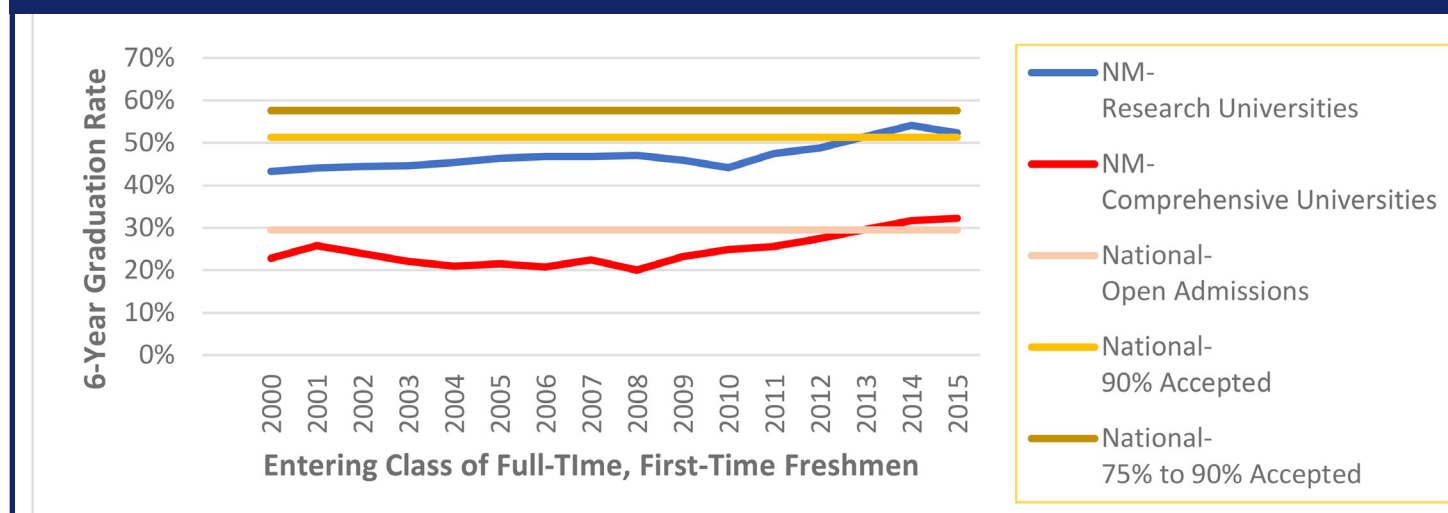
Figure 9: Comparison of Retention Rates for NM Compared to National Public Community Colleges



Six-year graduation rates are often used as a measure of the success of institutions in graduating their students. They are also often used as a comparative measure of institutions to each other. Nationally, graduation rates vary between the selectivity of institutions. The more selective the institution, the higher the six-year graduation rate. The National Center for Education Statistics (NCES) collects graduation rates from all colleges and universities in the United States as part of their IPEDS data collection, and they report on average rates sorted by the selectivity of institutions.

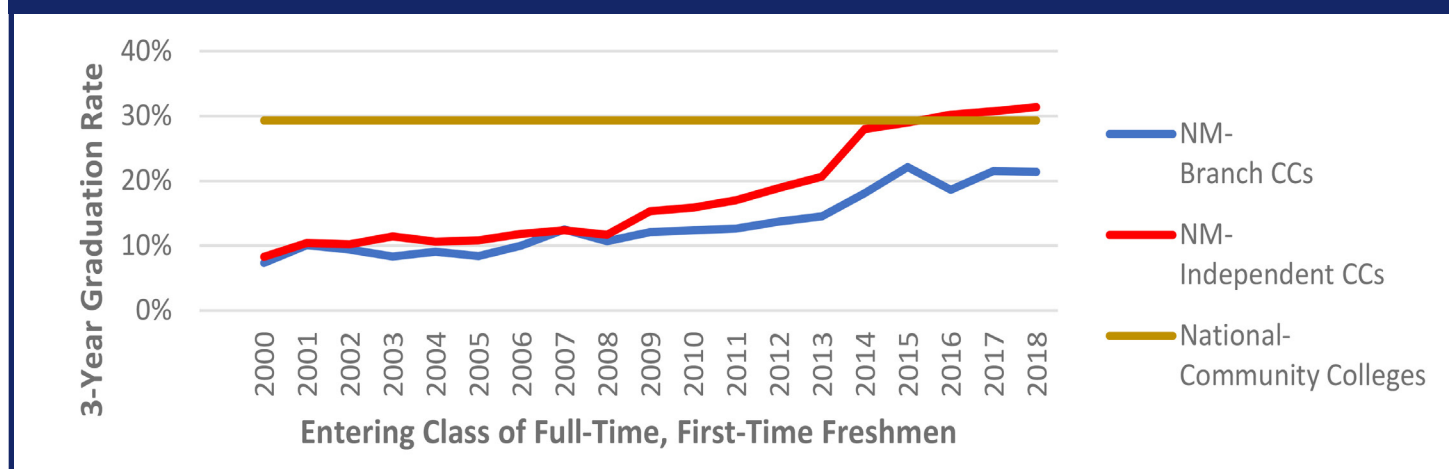
New Mexico institutions have admission policies to admit most or all of the students who apply, so they can be compared to the national institutions with lower acceptance rates. The comparison of six-year rates for NM institutions to the rates for national institutions that are open admission, that admit 90% of all applicants, and that admit between 75% to 90% of applicants show that in recent years that the rates for NM institutions are comparable to these national comparative rates. Graduation rates for NM institutions have also been increasing over the past several years. See Figure 10.

Figure 10: Comparison of Graduation Rates for NM Compared to National Public Universities



While six-year graduation rates are often used for universities, three-year rates are used for community colleges. Three-year rates have also been increasing for NM community colleges and branch campuses, and over the past few years the rates for NM Independent Community Colleges are comparable to the national average. Branch campuses have been increasing but are still below national rates. See Figure 11.

Figure 11: Comparison of Graduation Rates for NM Compared to National Public Community Colleges



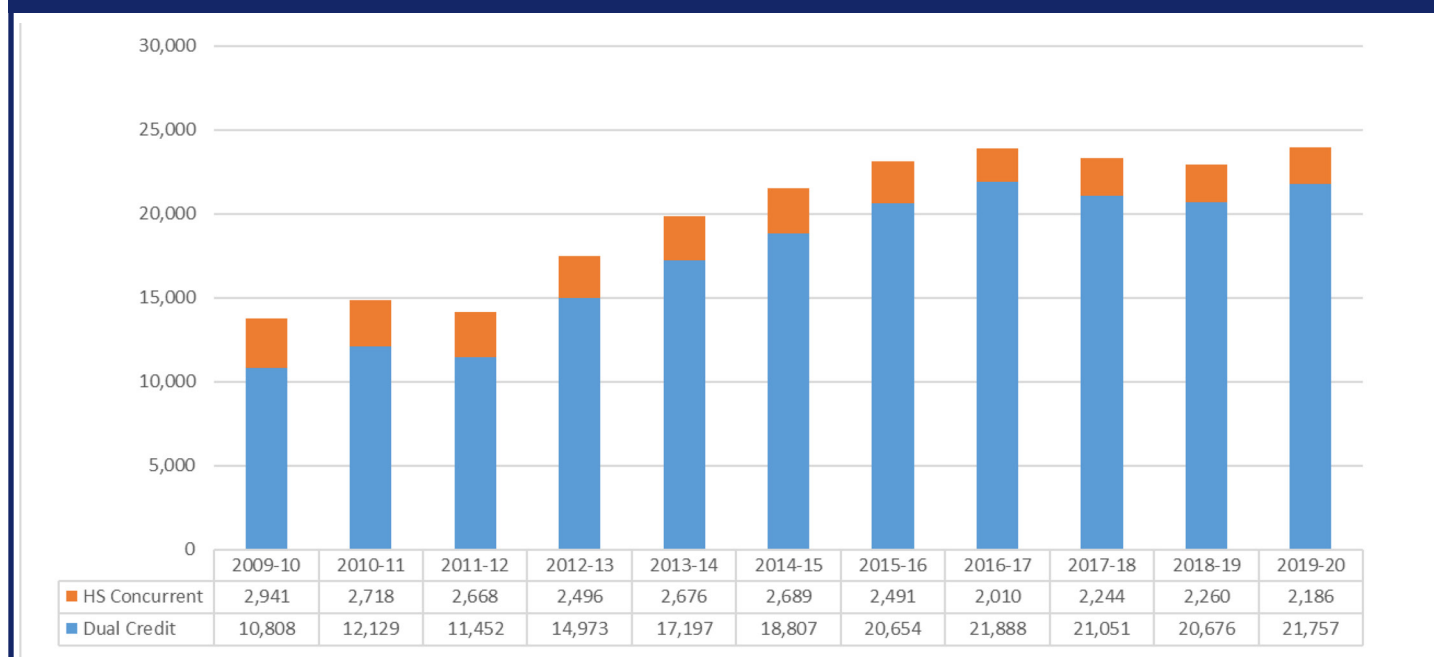
DUAL ENROLLMENT

We refer to high school students who also enroll in college as being “Dual Enrollment”. Most dual enrollment students are eligible for the state’s Dual Credit Program. Dual Credit students receive both college and high school credit for their college classes, they are not charged tuition or standard fees by the college, and their school district covers the cost of their books and materials. The students and their families are responsible for transportation. There must also be an agreement in place that is signed by the student’s family, the college, and the high school. About 90% of all dual enrollment students are dual credit students.

Some dual enrollment students, however, are counted as high school concurrent. This can be for a couple of different reasons. The college class the student is taking may not be accepted by the high school for high school credit; or the district may have a financial arrangement with the college to pay the college for tuition and fees. In this latter case the student may be getting both college and high school credit, but the student isn’t “technically” a dual credit student.

Figure X shows the growth of dual enrollment over the past eleven years. The program increased from 2011-12 through 2016-17, and has remained fairly stable since then.

**Figure 12: NM Dual Enrollment Trends
2009-10 through 2020-2021**



See the annual Dual Credit Reports for more information about Dual Enrollment and Dual Credit students:

https://hed.state.nm.us/resources-for-schools/public_schools/dual-credit

DATA FOR NEW MEXICO INSTITUTIONS

The following pages present detailed data for each institution. The sources for the data are as follow:

General Information

Pulled from the College Navigator:

<https://nces.ed.gov/collegenavigator/?s=NM&ct=1&ic=1+2+3&fv=188049&pg=1>

Revenue – FY2020-21 and Expenditures – FY2020-21

Pulled from the Reports of Actuals submitted by the institutions to the New Mexico Higher Education Department

Headcount Enrollment and Enrollment Demographics – Fall 2021

Pulled from the eDEAR Student Files submitted by the institutions to the New Mexico Higher Education Department

Degree Demographics – 2020-21

Pulled from the eDEAR Degree Files submitted by the institutions to the New Mexico Higher Education Department (note, this table reports on number of recipients, not number of awards granted)

Outcome Measures – Eight Years After Initial Enrollment

Pulled from the College Scorecard:

https://collegescorecard.ed.gov/search/?state=NM&control=public&page=0&sort=median_earnings:desc&toggle=institutions

Research Universities

- New Mexico Institute of Mining and Technology *
- New Mexico State University*
- University of New Mexico*

Comprehensive Universities

- Eastern New Mexico University – Main Campus*
- New Mexico Highlands University*
- Northern New Mexico College*
- Western New Mexico University*

Branch Community Colleges

- Eastern New Mexico University – Roswell*
- Eastern New Mexico University – Ruidoso*
- New Mexico State University -- Alamogordo*
- New Mexico State University -- Carlsbad*
- New Mexico State University – Dona Ana*
- New Mexico State University – Grants*
- University of New Mexico – Los Alamos*
- University of New Mexico – Gallup**
- University of New Mexico – Taos*
- University of New Mexico – Valencia*

Independent Community Colleges

- Central New Mexico Community College*
- Clovis Community College*
- Luna Community College*
- Mesalands Community College*
- New Mexico Junior College*
- San Juan College**
- Santa Fe Community College*

* Indicates a Hispanic Serving Institution (HSI)

** Indicates an American Indian Serving Institution

NEW MEXICO INSTITUTE OF MINING & TECHNOLOGY

GENERAL INFORMATION

Location:	Socorro	
Website:	nmt.edu	
Tuition & Fees for Academic Year 2020-2021	\$8,425	
Average Net Price (2019-2020)	\$14,834	
Faculty	Full-time	Part-time
Instructional	140	40
Research/Public Service	5	4
Graduate Assistants	0	45
Student-Faculty Ratio	8 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 13,816.6	
State Appropriations	\$ 39,010.7	
Local Appropriations		
All Grants/Contracts	\$ 355.10	\$ 53,369.0
Sales & Services	\$ 5,894.6	\$ 4,118.0
All Other Sources	\$ 10,260.6	\$ 4,036.0
Total Revenues	\$ 69,337.6	\$ 61,523.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 25,392.0	
Research & Public Service	\$ 9,929.0	\$ 55,795.0
Student Aid Grants & Stipends	\$ 4,080.0	\$ 6,327.0
Institutional Support, Internal Services, O&M of Plant	\$ 15,019.0	
All Other	\$ 9,974.0	\$ 2,449.0
Total Expenditures	\$ 64,394.0	\$ 64,571.0

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	0	4
1st Time Freshmen	262	5
Lower Division Transfer	9	1
All Other Lower Division	162	3
Upper Division Transfer	32	1
All Other Upper Division	669	125
Non-Degree	2	89
Graduate	237	132
Total Headcount	1,373	360

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate		
Associate Degree		1
Bachelor's Degree	67	148
Graduate Degree or Certification	40	74
Hispanic	28	53
Native American	5	1
Black/African American	1	1
Asian	6	11
White	47	109
Other	15	27
International	5	21
Total	107	223

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	480.5	1,034.1
Average Age	27.9	24.1
Hispanic	217	379
Native American	22	33
Black/African American	11	18
Asian	256	43
White	35	578
Other	17	38
International	589	1,144
Total Headcount		

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	55.0%	34.0%	10.0%	1.0%
Transferred in as Full-Time	55.0%	32.0%	11.0%	1.0%
Transferred in as Part-Time				

NEW MEXICO STATE UNIVERSITY - MAIN CAMPUS

GENERAL INFORMATION

Location:	Las Cruces	
Website:	nmsu.edu	
Tuition & Fees for Academic Year 2020-2021	\$8,044	
Average Net Price (2019-2020)	\$11,467	
Faculty	Full-time	Part-time
Instructional	802	244
Research/Public Service	165	24
Graduate Assistants	898	
Student-Faculty Ratio	16 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$105,240.4	
State Appropriations	\$167,274.1	
Local Appropriations		\$2,367.6
All Grants/Contracts	\$405.5	\$160,122.9
Sales & Services	\$25,957.6	
All Other Sources	\$37,532.4	\$7,455.7
Total Revenues	\$336,410.0	\$169,946.2

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 136,539.4	\$ 11,622.7
Research & Public Service	\$ 54,568.4	\$ 96,314.7
Student Aid Grants & Stipends	\$ 21,496.5	\$ 57,207.5
Institutional Support, Internal Services, O&M of Plant	\$ 42,871.0	\$ 201.4
All Other	\$ 9,974.0	\$ 4,599.8
Total Expenditures	\$ 64,394.0	\$ 169,946.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	0	191
1st Time Freshmen	1,533	475
Lower Division Transfer	171	54
All Other Lower Division	1,609	197
Upper Division Transfer	255	59
All Other Upper Division	5,013	1,373
Non-Degree	28	349
Graduate	1,336	1,325
Total Headcount	9,945	4,023

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate		
Associate Degree	1	1
Bachelor's Degree	1,311	924
Graduate Degree or Certification	472	330
Hispanic	1,029	587
Native American	41	24
Black/African American	35	50
Asian	28	19
White	518	388
Other	45	43
International	88	144
Total	1,784	1,255

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	6,769.6	4,740.5
Average Age	24.9	24.6
Hispanic	4,932	3,147
Native American	217	118
Black/African American	191	226
Asian	105	75
White	2,142	1,583
Other	277	213
International	318	394
Total Headcount	8,182	5,756

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	50.0%	4.0%	43.0%	2.0%
Transferred in as Full-Time	62.0%	14.0%	23.0%	1.0%
Transferred in as Part-Time	36.0%	19.0%	43.0%	2.0%

UNIVERSITY OF NEW MEXICO - MAIN CAMPUS

GENERAL INFORMATION

Location:	Albuquerque	
Website:	unm.edu	
Tuition & Fees for Academic Year 2020-2021	\$8,044	
Average Net Price (2019-2020)	\$11,467	
Faculty	Full-time	Part-time
Instructional	2046	265
Research/Public Service	111	4
Graduate Assistants	360	
Student-Faculty Ratio	19 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$157,021.8	
State Appropriations	\$198,038.5	
Local Appropriations		
All Grants/Contracts	\$79,411.2	\$135,138.0
Sales & Services	\$42,971.3	
All Other Sources	\$55,514.8	
Total Revenues	\$532,957.6	\$135,138.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 227,221.2	\$ 1,149.9
Research & Public Service	\$ 37813.0	\$ 79,123.1
Student Aid Grants & Stipends	\$ 46,620.3	\$ 55,452.1
Institutional Support, Internal Services, O&M of Plant	\$ 79,289.0	\$ 72.5
All Other	\$ 66,132.1	\$ 348.5
Total Expenditures	\$ 457,075.6	\$ 136,146.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit		155
1st Time Freshmen	2,980	112
Lower Division Transfer	233	75
All Other Lower Division	2,054	541
Upper Division Transfer	366	272
All Other Upper Division	5,793	2,726
Non-Degree	68	506
Graduate	3,146	2,742
Total Headcount	14,640	7,129

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	5	2
Associate Degree	2,339	1,530
Bachelor's Degree	872	662
Graduate Degree or Certification		
Hispanic	1,503	857
Native American	161	85
Black/African American	69	58
Asian	133	96
White	1,110	806
Other	131	122
International	109	170
Total	3,216	2,194

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	10,414.9	7,587.9
Average Age	26.3	26.0
Hispanic	5,890	3,822
Native American	867	370
Black/African American	254	327
Asian	580	384
White	3,887	3,152
Other	670	521
International	424	621
Total Headcount	12,572	9,197

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	51.0%	28.0%	18.0%	2.0%
Transferred in as Full-Time	54.0%	28.0%	16.0%	2.0%
Transferred in as Part-Time	13.0%	39.0%	47.0%	1.0%

EASTERN NEW MEXICO UNIVERSITY - MAIN CAMPUS

GENERAL INFORMATION

Location:	Portales	
Website:	enmu.edu	
Tuition & Fees for Academic Year 2020-2021	\$6,528	
Average Net Price (2019-2020)	\$9,922	
Faculty	Full-time	Part-time
Instructional	164	65
Research/Public Service	0	0
Graduate Assistants		47
Student-Faculty Ratio	17 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$20,799.8	\$-
State Appropriations	\$33,137.1	\$-
Local Appropriations	\$-	\$-
All Grants/Contracts	\$1,945.6	\$34,372.9
Sales & Services	\$632.9	\$4.9
All Other Sources	\$2,208.0	\$2,061.5
Total Revenues	\$58,723.4	\$36,439.2

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 29,139.8	\$ 887.7
Research & Public Service	\$ 1,901.7	\$ 2,883.30
Student Aid Grants & Stipends	\$ 4,209.9	\$ 29,299.0
Institutional Support, Internal Services, O&M of Plant	\$ 10,896.9	\$ 662.30
All Other	\$ 6,931.6	\$ 487.0
Total Expenditures	\$ 53,079.8	\$ 34,219.3

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	4	760
1st Time Freshmen	335	14
Lower Division Transfer	64	13
All Other Lower Division	333	64
Upper Division Transfer	162	117
All Other Upper Division	1,079	709
Non-Degree	7	218
Graduate	378	821
Total Headcount	2,362	2,716

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	-	-
Associate Degree	168	76
Bachelor's Degree	441	246
Graduate Degree or Certification	219	93
Hispanic	348	145
Native American	18	4
Black/African American	18	26
Asian	14	5
White	385	199
Other	44	36
International	1	
Total	828	415

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	2,139.4	1,179.2
Average Age	27.8	26.8
Hispanic	1,152	552
Native American	59	20
Black/African American	104	140
Asian	55	25
White	1,253	614
Other	598	419
International	49	38
Total Headcount	3,270	1,808

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	37.0%	38.0%	24.0%	1.0%
Transferred in as Full-Time	55.0%	23.0%	21.0%	1.0%
Transferred in as Part-Time	39.0%	34.0%	26.0%	1.0%

GENERAL INFORMATION

Location:	Las Vegas	
Website:	nmhu.edu	
Tuition & Fees for Academic Year 2020-2021	\$6,720	
Average Net Price (2019-2020)	\$10,863	
Faculty	Full-time	Part-time
Instructional	126	94
Research/Public Service		2
Graduate Assistants		66
Student-Faculty Ratio	13 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 14,688.5	
State Appropriations	\$ 31,558.6	
Local Appropriations		
All Grants/Contracts		\$ 14,687.2
Sales & Services	\$ 2,308.4	
All Other Sources	\$ 1,275.4	
Total Revenues	\$ 49,830.9	\$ 14,687.2

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 24,561.5	\$ 230.4
Research & Public Service	\$ 1,402.9	\$ 6,344.7
Student Aid Grants & Stipends	\$ 976.9	\$ 7,845.4
Institutional Support, Internal Services, O&M of Plant	\$ 14,295.5	\$ 108.2
All Other	\$ 5,898.0	\$ 28.8
Total Expenditures	\$ 47,134.7	\$ 14,557.5

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit		73
1st Time Freshmen	148	8
Lower Division Transfer	32	9
All Other Lower Division	130	16
Upper Division Transfer	116	87
All Other Upper Division	545	373
Non-Degree	5	82
Graduate	624	429
Total Headcount	1,600	1,077

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate		-
Associate Degree		76
Bachelor's Degree	280	246
Graduate Degree or Certification	270	93
Hispanic	313	99
Native American	60	9
Black/African American	10	12
Asian	5	3
White	122	55
Other	22	11
International	18	9
Total	550	198

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	1,349.1	660.5
Average Age	32.4	29.5
Hispanic	1,005	399
Native American	231	48
Black/African American	32	104
Asian	19	5
White	420	185
Other	76	55
International	65	33
Total Headcount	1,848	829

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	24.0%	54.0%	21.0%	2.0%
Transferred in as Full-Time	52.0%	42.0%	4.0%	3.0%
Transferred in as Part-Time	51.0%	41.0%	4.0%	4.0%

GENERAL INFORMATION

Location:	Española	
Website:	nnmc.edu	
Tuition & Fees for Academic Year 2020-2021	\$4,824	
Average Net Price (2019-2020)	\$7,038	
Faculty	Full-time	Part-time
Instructional	47	73
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	11 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 3,799.4	
State Appropriations	\$ 11,013.4	
Local Appropriations	\$ 2,337.0	
All Grants/Contracts	\$ 219.9	\$ 8,426.0
Sales & Services	\$ 242.2	
All Other Sources	\$ 724.8	\$ 3.0
Total Revenues	\$ 18,336.7	\$ 8,429.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 8,481.0	\$ 2,612.9
Research & Public Service	\$ 439.3	\$ 100.9
Student Aid Grants & Stipends	\$ 288.7	\$ 4,385.7
Institutional Support, Internal Services, O&M of Plant	\$ 5,803.0	\$ 1,120.5
All Other	\$ 784.9	
Total Expenditures	\$ 15,796.9	\$ 8,220.0

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	9	205
1st Time Freshmen	97	21
Lower Division Transfer	42	23
All Other Lower Division	184	180
Upper Division Transfer	1	13
All Other Upper Division	167	149
Non-Degree	6	38
Graduate		
Total Headcount	506	629

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	14	5
Associate Degree	79	28
Bachelor's Degree	57	13
Graduate Degree or Certification		
Hispanic	115	30
Native American	14	6
Black/African American	2	2
Asian	2	
White	14	6
Other	3	
International		2
Total	150	46

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	450.3	276.8
Average Age	27.8	25.9
Hispanic	502	330
Native American	54	28
Black/African American	10	13
Asian	13	8
White	61	87
Other	14	8
International	2	5
Total Headcount	656	479

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	24.0%	31.0%	43.0%	1.0%
Transferred in as Full-Time	41.0%	33.0%	25.0%	1.0%
Transferred in as Part-Time	33.0%	33.0%	34.0%	

GENERAL INFORMATION

Location:	Silver City	
Website:	wnmu.edu	
Tuition & Fees for Academic Year 2020-2021	\$7,378	
Average Net Price (2019-2020)	\$13,172	
Faculty	Full-time	Part-time
Instructional	100	128
Research/Public Service		2
Graduate Assistants		
Student-Faculty Ratio	12 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 15,979.4	
State Appropriations	\$ 21,739.3	
Local Appropriations		
All Grants/Contracts	\$ 129.0	\$ 13,946.7
Sales & Services	\$ 3,030.0	
All Other Sources	\$ 805.1	
Total Revenues	\$ 41,682.8	\$ 13,946.7

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 19,868.3	\$ 534.4
Research & Public Service	\$ 914.5	\$ 1,955.5
Student Aid Grants & Stipends	\$ 808.0	\$ 6,958.8
Institutional Support, Internal Services, O&M of Plant	\$ 9,972.1	\$ 463.7
All Other	\$ 5,396.7	\$ 539.3
Total Expenditures	\$ 36,959.6	\$ 10,451.7

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	62	515
1st Time Freshmen	200	35
Lower Division Transfer	61	22
All Other Lower Division	190	100
Upper Division Transfer	42	25
All Other Upper Division	461	363
Non-Degree	1	99
Graduate	304	620
Total Headcount	1,321	1,779

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	3	-
Associate Degree	45	76
Bachelor's Degree	154	246
Graduate Degree or Certification	221	93
Hispanic	180	86
Native American	16	9
Black/African American	24	13
Asian	9	3
White	170	70
Other	15	19
International	9	9
Total	423	209

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	1,263.7	659.2
Average Age	30.0	26.5
Hispanic	1,036	451
Native American	73	13
Black/African American	86	73
Asian	32	11
White	672	286
Other	147	168
International	25	27
Total Headcount	2,071	1,029

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	23.0%	14.0%	61.0%	2.0%
Transferred in as Full-Time	58.0%	15.0%	25.0%	2.0%
Transferred in as Part-Time	34.0%	20.0%	41.0%	5.0%

EASTERN NEW MEXICO UNIVERSITY - ROSWELL

GENERAL INFORMATION

Location:	Roswell	
Website:	roswell.enmu.edu	
Tuition & Fees for Academic Year 2020-2021	\$2,256	
Average Net Price (2019-2020)	\$5,769	
Faculty	Full-time	Part-time
Instructional	45	67
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	18 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 2,949.6	
State Appropriations	\$ 11,913.8	\$ 778.4
Local Appropriations	\$ 1,169.0	
All Grants/Contracts	\$ 80.1	\$ 3,990.1
Sales & Services	\$ 150.6	
All Other Sources	\$ 587.5	\$ 4,942.0
Total Revenues	\$ 16,850.6	\$ 9,710.5

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 8,628.3	\$ 1,580.6
Research & Public Service	\$ 332.7	\$ 1,874.3
Student Aid Grants & Stipends	\$ 224.9	\$ 5,775.9
Institutional Support, Internal Services, O&M of Plant	\$ 6,243.7	\$ 214.3
All Other	\$ 217.4	
Total Expenditures	\$ 15,647.0	\$ 9,445.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	110	305
1st Time Freshmen	257	102
Lower Division Transfer	27	33
All Other Lower Division	319	475
Upper Division Transfer		
All Other Upper Division		
Non-Degree		
Graduate		
Total Headcount	713	915

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	47	-
Associate Degree	128	76
Bachelor's Degree		246
Graduate Degree or Certification		93
Hispanic	94	47
Native American	5	2
Black/African American	7	6
Asian	3	4
White	56	62
Other	10	8
International		
Total	175	129

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	597.4	472.7
Average Age	24.3	23.7
Hispanic	544	275
Native American	10	5
Black/African American	19	18
Asian	12	9
White	265	218
Other	128	125
International		
Total Headcount	978	650

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	33.0%	16.0%	48.0%	3.0%
Transferred in as Full-Time	38.0%	27.0%	32.0%	3.0%
Transferred in as Part-Time	35.0%	26.0%	37.0%	1.0%

EASTERN NEW MEXICO UNIVERSITY - RUIDOSO

GENERAL INFORMATION

Location:	Ruidoso	
Website:	ruidoso.enmu.edu	
Tuition & Fees for Academic Year 2020-2021		\$1,372
Average Net Price (2019-2020)		\$8,660
Faculty	Full-time	Part-time
Instructional	7	25
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	15 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 502.9	
State Appropriations	\$ 2,219.3	
Local Appropriations	\$ 1,436.4	
All Grants/Contracts	\$ 20.2	\$ 3,920.9
Sales & Services		
All Other Sources	\$ 170.4	\$ 23.4
Total Revenues	\$ 4,349.2	\$ 3,944.3

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 1,788.2	\$ 1,580.6
Research & Public Service	\$ 71.9	\$ 1,874.3
Student Aid Grants & Stipends	\$ 81.5	\$ 5,775.9
Institutional Support, Internal Services, O&M of Plant	\$ 1,418.4	\$ 178.1
All Other		
Total Expenditures	\$ 3,360.0	\$ 3,902.5

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	29	228
1st Time Freshmen	35	19
Lower Division Transfer	6	18
All Other Lower Division	59	95
Upper Division Transfer	2	19
All Other Upper Division	17	88
Non-Degree		50
Graduate		1
Total Headcount	148	518

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	24	7
Associate Degree	27	14
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	19	5
Native American	11	3
Black/African American		
Asian		
White	14	11
Other	7	2
International		
Total	51	21

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	185.4	126.9
Average Age	25.5	26.9
Hispanic	106	71
Native American	77	30
Black/African American	4	12
Asian	6	3
White	129	122
Other	50	39
International	10	7
Total Headcount	382	284

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	19.0%	19.0%	62.0%	
Transferred in as Full-Time	29.0%	21.0%	50.0%	
Transferred in as Part-Time	10.0%	22.0%	68.0%	

NEW MEXICO STATE UNIVERSITY - ALAMOGORDO

GENERAL INFORMATION

Location:	Alamogordo	
Website:	nmsua.edu	
Tuition & Fees for Academic Year 2020-2021		\$2,064
Average Net Price (2019-2020)		\$7,841
Faculty	Full-time	Part-time
Instructional	31	57
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	9 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 2,160.3	
State Appropriations	\$ 6,908.7	
Local Appropriations	\$ 749.0	
All Grants/Contracts	\$ 1.7	\$ 3,067.7
Sales & Services	\$ 17.8	
All Other Sources	\$ 174.6	\$ 20.9
Total Revenues	\$ 10,012.1	\$ 3,088.6

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	1	164
1st Time Freshmen	70	99
Lower Division Transfer	6	34
All Other Lower Division	108	407
Upper Division Transfer		
All Other Upper Division		
Non-Degree	18	50
Graduate		
Total Headcount	203	754

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 6,144.9	\$ 792.4
Research & Public Service	\$ 0.2	\$ 624.7
Student Aid Grants & Stipends	\$ 68.6	\$ 1,663.7
Institutional Support, Internal Services, O&M of Plant	\$ 2,184.1	\$ 7.8
All Other	\$ 19.7	
Total Expenditures	\$ 8,417.5	\$ 3,088.6

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	264.7	157.9
Average Age	25.5	24.7
Hispanic	279	148
Native American	31	16
Black/African American	21	10
Asian	14	4
White	226	135
Other	35	29
International	6	3
Total Headcount	612	345

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	28	14
Associate Degree	48	25
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	31	14
Native American	1	2
Black/African American	4	
Asian	1	
White	35	
Other	4	1
International		1
Total	76	18

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	15.0%	11.0%	73.0%	1.0%
Transferred in as Full-Time	30.0%	26.0%	43.0%	1.0%
Transferred in as Part-Time	19.0%	31.0%	50.0%	1.0%

NEW MEXICO STATE UNIVERSITY - CARLSBAD

GENERAL INFORMATION

Location:	Carlsbad	
Website:	carlsbad.nmsu.edu	
Tuition & Fees for Academic Year 2020-2021	\$1,176	
<u>Average Net Price (2019-2020)</u>	\$8,337	
Faculty	Full-time	Part-time
Instructional	33	31
Research/Public Service	1	
Graduate Assistants		
Student-Faculty Ratio	14 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 1,078.1	
State Appropriations	\$ 4,367.2	
Local Appropriations	\$ 15,098.8	
All Grants/Contracts	\$ 0.7	\$ 3,041.4
Sales & Services	\$ 3.3	
All Other Sources	\$ 202.7	\$ 9.0
Total Revenues	\$ 20,750.8	\$ 3,050.4

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	61	683
1st Time Freshmen	86	104
Lower Division Transfer	3	40
All Other Lower Division	107	441
Upper Division Transfer		
All Other Upper Division		
Non-Degree	10	39
Graduate		
Total Headcount	267	1,307

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 5,825.6	\$ 1,603.4
Research & Public Service	\$ 267.7	\$ 145.4
Student Aid Grants & Stipends	\$ 44.7	\$ 1,663.7
Institutional Support, Internal Services, O&M of Plant	\$ 3,252.2	\$ 1,301.7
All Other	\$ 129.2	
Total Expenditures	\$ 9,519.4	\$ 3,050.5

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	456.1	212.3
Average Age	21.9	19.9
Hispanic	638	292
Native American	13	2
Black/African American	12	9
Asian	7	7
White	256	145
Other	106	57
International	22	8
Total Headcount	1,054	520

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	16	7
Associate Degree	101	21
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	70	14
Native American	1	1
Black/African American	1	
Asian		
White	42	12
Other	1	1
International	2	
Total	117	28

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	15.0%	12.0%	71.0%	3.0%
Transferred in as Full-Time	24.0%	24.0%	51.0%	1.0%
Transferred in as Part-Time	16.0%	28.0%	55.0%	1.0%

NEW MEXICO STATE UNIVERSITY - DOÑA ANA

GENERAL INFORMATION

Location:	Las Cruces	
Website:	dacc.nmsu.edu	
Tuition & Fees for Academic Year 2020-2021		\$1,776
Average Net Price (2019-2020)		\$5,869
Faculty	Full-time	Part-time
Instructional	125	310
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	21 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 9,110.9	
State Appropriations	\$ 23,141.9	
Local Appropriations	\$ 6,065.6	
All Grants/Contracts	\$ 5.3	\$ 21,862.3
Sales & Services	\$ 215.3	
All Other Sources	\$ 660.6	\$ 41.7
Total Revenues	\$ 39,199.6	\$ 21,904.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 26,796.8	\$ 3,885.4
Research & Public Service	\$ 238.6	\$ 444.2
Student Aid Grants & Stipends	\$ 385.3	\$ 17,526.0
Institutional Support, Internal Services, O&M of Plant	\$ 7,979.8	\$ 48.9
All Other	\$ 224.0	\$ 0.1
Total Expenditures	\$ 35,634.5	\$ 21,04.4

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	205	630
1st Time Freshmen	781	865
Lower Division Transfer	72	153
All Other Lower Division	1,439	2,221
Upper Division Transfer		
All Other Upper Division		
Non-Degree	19	80
Graduate		
Total Headcount	2,516	3,949

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	139	141
Associate Degree	495	316
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	458	314
Native American	4	5
Black/African American	3	5
Asian	9	3
White	121	102
Other	15	15
International	24	13
Total	634	457

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	2,342.8	1,539.2
Average Age	23.9	23.2
Hispanic	2,903	1,744
Native American	55	38
Black/African American	58	59
Asian	36	21
White	643	514
Other	120	106
International	107	61
Total Headcount	3,922	2,543

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	21.0%	9.0%	67.0%	3.0%
Transferred in as Full-Time	30.0%	23.0%	46.0%	1.0%
Transferred in as Part-Time	24.0%	23.0%	52.0%	1.0%

NEW MEXICO STATE UNIVERSITY - GRANTS

GENERAL INFORMATION

Location:	Grants	
Website:	grants.nmsu.edu	
Tuition & Fees for Academic Year 2020-2021		\$2,064
<u>Average Net Price (2019-2020)</u>		\$6,662
Faculty	Full-time	Part-time
Instructional	13	35
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	12 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 714.7	
State Appropriations	\$ 3,407.3	
Local Appropriations	\$ 297.6	
All Grants/Contracts	\$ 0.2	\$ 1,554.5
Sales & Services	\$ 3.2	
All Other Sources	\$ 122.2	\$ 10.5
Total Revenues	\$ 4,545.2	\$ 1,565.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 2,296.3	\$ 403.6
Research & Public Service	\$ 1.1	\$ 110.9
Student Aid Grants & Stipends	\$ 46.7	\$ 1,050.5
Institutional Support, Internal Services, O&M of Plant	\$ 1,253.2	
All Other	\$ 1.1	
Total Expenditures	\$ 3,598.4	\$ 1,565.0

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	6	159
1st Time Freshmen	36	121
Lower Division Transfer	4	42
All Other Lower Division	49	270
Upper Division Transfer		
All Other Upper Division		
Non-Degree	4	35
Graduate		
Total Headcount	99	627

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	27	7
Associate Degree	26	6
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	21	4
Native American	15	7
Black/African American		
Asian	1	
White	12	2
Other	3	
International	1	
Total	53	13

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	198.1	86.9
Average Age	26.3	23.9
Hispanic	246	91
Native American	157	75
Black/African American	4	6
Asian	3	1
White	76	34
Other	12	10
International	8	3
Total Headcount	506	220

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	20.0%	8.0%	71.0%	1.0%
Transferred in as Full-Time	22.0%	9.0%	68.0%	1.0%
Transferred in as Part-Time	14.0%	5.0%	79.0%	2.0%

GENERAL INFORMATION

Location:	Grants	
Website:	gallup.unm.edu	
Tuition & Fees for Academic Year 2020-2021	\$1,932	
<u>Average Net Price (2019-2020)</u>	\$6,958	
Faculty	Full-time	Part-time
Instructional	64	3
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	27 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 2,570.8	
State Appropriations	\$ 8,786.5	
Local Appropriations	\$ 2,482.6	
All Grants/Contracts	\$ 583.9	\$ 1,201.1
Sales & Services	\$ 484.7	
All Other Sources	\$ 240.7	
Total Revenues	\$ 15,149.2	\$ 1,201.1

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 9,213.8	\$ 403.6
Research & Public Service	\$ 41.2	\$ 1087.2
Student Aid Grants & Stipends	\$ 51.5	\$ 1,050.5
Institutional Support, Internal Services, O&M of Plant	\$ 3,416.5	
All Other	\$ 519.7	
Total Expenditures	\$ 13,242.7	\$ 1,201.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	192	532
1st Time Freshmen	133	79
Lower Division Transfer	8	45
All Other Lower Division	256	794
Upper Division Transfer		
All Other Upper Division		
Non-Degree	3	48
Graduate		
Total Headcount	592	1,498

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	42	18
Associate Degree	128	55
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	28	12
Native American	113	47
Black/African American		
Asian	7	6
White	13	2
Other	8	6
International	1	
Total	170	73

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	686.8	403.6
Average Age	24.7	22.7
Hispanic	340	200
Native American	766	390
Black/African American	11	8
Asian	26	27
White	128	79
Other	45	49
International	10	11
Total Headcount	1,326	764

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	15.0%	21.0%	62.0%	2.0%
Transferred in as Full-Time	25.0%	33.0%	41.0%	1.0%
Transferred in as Part-Time	14.0%	42.0%	41.0%	2.0%

GENERAL INFORMATION

Location:	Grants	
Website:	losalamos.unm.edu	
Tuition & Fees for Academic Year 2020-2021	\$2,096	
<u>Average Net Price (2019-2020)</u>	\$10,538	
Faculty	Full-time	Part-time
Instructional	4	17
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	26 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 1,032.2	
State Appropriations	\$ 1,824.4	
Local Appropriations	\$ 1,560.2	
All Grants/Contracts	\$ 124.1	\$ 377.8
Sales & Services	\$ 32.9	
All Other Sources	\$ 110.8	
Total Revenues	\$ 4,684.6	\$ 377.8

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	3	71
1st Time Freshmen	40	74
Lower Division Transfer	4	40
All Other Lower Division	67	548
Upper Division Transfer		
All Other Upper Division		
Non-Degree		56
Graduate		
Total Headcount	114	789

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 2,327.3	\$ 60.9
Research & Public Service	\$ 17.0	\$ 318.4
Student Aid Grants & Stipends	\$ 44.6	
Institutional Support, Internal Services, O&M of Plant	\$ 1,319.7	\$ (1.5)
All Other	\$ 61.5	
Total Expenditures	\$ 3,770.1	\$ 377.8

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	165.6	158.9
Average Age	25.7	25.4
Hispanic	249	189
Native American	41	23
Black/African American	4	10
Asian	17	17
White	133	149
Other	30	19
International	7	15
Total Headcount	481	422

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	14	14
Associate Degree	34	16
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	26	18
Native American	5	1
Black/African American		1
Asian	1	6
White	14	2
Other		6
International	2	
Total	48	30

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	24.0%	45.0%	30.0%	1.0%
Transferred in as Full-Time	19.0%	43.0%	38.0%	0.0%
Transferred in as Part-Time	8.0%	59.0%	32.0%	1.0%

GENERAL INFORMATION

Location: Taos		
Website: taos.unm.edu		
Tuition & Fees for Academic Year 2020-2021	\$1,902	
<u>Average Net Price (2019-2020)</u>	\$10,265	
Faculty	Full-time	Part-time
Instructional	24	3
Research/Public Service	1	
Graduate Assistants		
Student-Faculty Ratio	18 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 1,064.6	
State Appropriations	\$ 3,878.5	
Local Appropriations	\$ 2,375.1	
All Grants/Contracts	\$ 302.2	\$ 2,996.4
Sales & Services	\$ 258.3	
All Other Sources	\$ 342.0	
Total Revenues	\$ 8,220.7	\$ 2,996.4

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 3,751.3	\$ 79.5
Research & Public Service	\$ 395.0	\$ 2,915.5
Student Aid Grants & Stipends	\$ 21.8	
Institutional Support, Internal Services, O&M of Plant	\$ 3,089.7	\$ 1.4
All Other	\$ 67.1	
Total Expenditures	\$ 7,324.9	\$ 2,996.4

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	10	336
1st Time Freshmen	46	68
Lower Division Transfer	10	61
All Other Lower Division	70	582
Upper Division Transfer		
All Other Upper Division		
Non-Degree	3	137
Graduate		
Total Headcount	139	1,184

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	18	26
Associate Degree	70	15
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	46	18
Native American	5	1
Black/African American		
Asian		1
White	34	19
Other	3	1
International		1
Total	88	41

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	293.0	158.1
Average Age	27.5	26.2
Hispanic	464	242
Native American	85	26
Black/African American	11	6
Asian	15	8
White	240	137
Other	40	36
International	7	6
Total Headcount	862	461

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	16.0%	21.0%	62.0%	1.0%
Transferred in as Full-Time	24.0%	23.0%	49.0%	3.0%
Transferred in as Part-Time	1700.0%	38.0%	45.0%	

GENERAL INFORMATION

Location:	Los Lunas	
Website:	valencia.unm.edu	
Tuition & Fees for Academic Year 2020-2021		\$1,875
<u>Average Net Price (2019-2020)</u>		\$8,342
Faculty	Full-time	Part-time
Instructional	38	
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	31 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 1,433.3	
State Appropriations	\$ 5,704.2	
Local Appropriations	\$ 3,249.9	
All Grants/Contracts	\$ 311.5	\$ 3,249.0
Sales & Services	\$ 170.5	
All Other Sources	\$ 433.5	
Total Revenues	\$ 11,302.9	\$ 3,249.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 6,616.8	\$ 11.9
Research & Public Service	\$ 180.3	\$ 3,236.7
Student Aid Grants & Stipends	\$ 187.2	
Institutional Support, Internal Services, O&M of Plant	\$ 2,637.6	
All Other	\$ 322.6	\$ 0.5
Total Expenditures	\$ 9,944.5	\$ 3,249.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	10	683
1st Time Freshmen	122	119
Lower Division Transfer	6	51
All Other Lower Division	155	818
Upper Division Transfer		
All Other Upper Division		
Non-Degree		66
Graduate		
Total Headcount	293	1,737

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	23	3
Associate Degree	78	16
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	76	16
Native American	1	
Black/African American	1	
Asian		
White	20	3
Other	2	
International	1	
Total	101	19

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	466.3	261.6
Average Age	23.4	21.4
Hispanic	803	488
Native American	91	36
Black/African American	9	17
Asian	21	19
White	276	160
Other	51	45
International	6	8
Total Headcount	1,257	773

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	15.0%	24.0%	60.0%	1.0%
Transferred in as Full-Time	22.0%	34.0%	44.0%	0.0%
Transferred in as Part-Time	15.0%	44.0%	41.0%	0.0%

CENTRAL NEW MEXICO COMMUNITY COLLEGE

GENERAL INFORMATION

Location:	Albuquerque	
Website:	cnm.edu	
Tuition & Fees for Academic Year 2020-2021	\$1,684	
Average Net Price (2019-2020)	\$4,193	
Faculty	Full-time	Part-time
Instructional	315	585
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	23 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 24,862.1	
State Appropriations	\$ 56,558.8	
Local Appropriations	\$ 58,620.2	
All Grants/Contracts	\$ 241.8	\$ 31,977.0
Sales & Services	\$ 562.7	\$ 5.2
All Other Sources	\$ 6,230.3	\$ 18,978.0
Total Revenues	\$ 147,075.9	\$ 50,960.2

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 91,914.0	\$ 14,963.0
Research & Public Service	\$ 41.8	\$ 357.8
Student Aid Grants & Stipends	\$ 1,968.9	\$ 25,328.4
Institutional Support, Internal Services, O&M of Plant	\$ 35,260.0	\$564.7
All Other		
Total Expenditures	\$ 129,184.7	\$ 41,213.9

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	98	2,681
1st Time Freshmen	1,338	1,175
Lower Division Transfer	294	583
All Other Lower Division	2,847	9,083
Upper Division Transfer		
All Other Upper Division		
Non-Degree	18	469
Graduate		
Total Headcount	4,595	13,991

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	2,183	1,091
Associate Degree	2,230	1,159
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	2,463	1,153
Native American	298	102
Black/African American	79	71
Asian	132	63
White	1,263	751
Other	172	107
International	6	3
Total	4,413	2,250

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	5,583.5	3,663.1
Average Age	27.0	25.6
Hispanic	6,651	3,910
Native American	845	386
Black/African American	291	245
Asian	260	169
White	2,815	2,025
Other	530	408
International	28	23
Total Headcount	11,420	7,166

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	25.0%	21.0%	52.0%	2.0%
Transferred in as Full-Time	42.0%	45.0%	11.0%	1.0%
Transferred in as Part-Time	23.0%	61.0%	13.0%	2.0%

GENERAL INFORMATION

Location:	Clovis	
Website:	clovis.edu	
Tuition & Fees for Academic Year 2020-2021	\$1,376	
Average Net Price (2019-2020)	\$5,735	
Faculty	Full-time	Part-time
Instructional	53	50
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	17 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 2,711.3	
State Appropriations	\$ 9,723.2	\$ 479.3
Local Appropriations	\$ 1,730.7	\$ -
All Grants/Contracts	\$ 6.5	\$ 3,378.3
Sales & Services	\$ 34.0	\$ 0.3
All Other Sources	\$ 1,059.9	\$ 3,713.1
Total Revenues	\$ 15,265.6	\$ 7,571.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 9,317.8	\$ 812.8
Research & Public Service	\$ 69.7	\$ 2,508.0
Student Aid Grants & Stipends	\$ 144.6	\$ 4,299.0
Institutional Support, Internal Services, O&M of Plant	\$ 4,261.0	\$ 564.7
All Other	\$ 29.7	
Total Expenditures	\$ 13,822.8	\$ 7,619.8

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	83	521
1st Time Freshmen	131	103
Lower Division Transfer	47	82
All Other Lower Division	316	637
Upper Division Transfer		
All Other Upper Division		
Non-Degree	9	433
Graduate		
Total Headcount	586	1,776

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	304	96
Associate Degree	175	49
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	233	72
Native American	1	
Black/African American	12	5
Asian	6	
White	185	54
Other	21	8
International	21	6
Total	479	145

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	786.2	349.8
Average Age	30.7	29.7
Hispanic	677	278
Native American	8	3
Black/African American	66	34
Asian	22	12
White	700	347
Other	97	66
International	33	19
Total Headcount	1,603	759

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	15.0%	41.0%	43.0%	1.0%
Transferred in as Full-Time	47.0%	28.0%	24.0%	1.0%
Transferred in as Part-Time	20.0%	50.0%	29.0%	1.0%

GENERAL INFORMATION

Location:	Clovis	
Website:	clovis.edu	
Tuition & Fees for Academic Year 2020-2021	\$0	
Average Net Price (2019-2020)	\$4,437	
Faculty	Full-time	Part-time
Instructional	24	41
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	17 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 640.9	
State Appropriations	\$ 7,884.5	\$ 73.8
Local Appropriations	\$ 2,098.3	
All Grants/Contracts	\$ 2.5	\$ 2,178.0
Sales & Services	\$ 124.7	
All Other Sources	\$ 21.2	
Total Revenues	\$ 10,772.1	\$ 2,251.8

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 5,301.2	\$ 415.8
Research & Public Service	\$ 116.3	\$ 358.4
Student Aid Grants & Stipends	\$ 35.6	\$ 1,477.5
Institutional Support, Internal Services, O&M of Plant	\$ 4,103.2	
All Other	\$ 542.6	
Total Expenditures	\$ 10,098.9	\$ 2,251.7

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	3	172
1st Time Freshmen	124	20
Lower Division Transfer		
All Other Lower Division	142	183
Upper Division Transfer		
All Other Upper Division		
Non-Degree	7	168
Graduate		
Total Headcount	276	543

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	18	11
Associate Degree	54	20
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	58	23
Native American	1	1
Black/African American	3	1
Asian	1	
White	9	6
Other		
International		
Total	72	31

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	279.3	169.3
Average Age	27.7	29.4
Hispanic	432	237
Native American	11	4
Black/African American	11	4
Asian	1	4
White	54	46
Other	11	4
International		
Total Headcount	520	299

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	16.0%	11.0%	70.0%	3.0%
Transferred in as Full-Time	35.0%	15.0%	49.0%	1.0%
Transferred in as Part-Time	22.0%	30.0%	48.0%	

GENERAL INFORMATION

Location: Tucumcari		
Website: mesalands.edu		
Tuition & Fees for Academic Year 2020-2021	\$2,136	
Average Net Price (2019-2020)	\$6,544	
Faculty	Full-time	Part-time
Instructional	15	29
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	12 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 446.6	
State Appropriations	\$ 4,356.3	\$ 164.6
Local Appropriations	\$ 319.8	
All Grants/Contracts		\$ 867.2
Sales & Services	\$ 174.8	
All Other Sources	\$ 84.2	\$ 470.0
Total Revenues	\$ 5,381.7	\$ 1,501.8

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 3,419.8	\$ 193.9
Research & Public Service	\$ 64.0	\$ 102.0
Student Aid Grants & Stipends	\$ 73.6	\$ 1,084.1
Institutional Support, Internal Services, O&M of Plant	\$ 1,839.4	
All Other	\$ 522.7	
Total Expenditures	\$ 5,919.5	\$ 1,380.0

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	4	297
1st Time Freshmen	37	13
Lower Division Transfer	11	15
All Other Lower Division	53	166
Upper Division Transfer		
All Other Upper Division		
Non-Degree		149
Graduate		
Total Headcount	105	640

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	6	278
Associate Degree	33	17
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	20	92
Native American		2
Black/African American	2	27
Asian		9
White	11	135
Other	6	30
International		
Total	39	295

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	113.2	157.9
Average Age	22.9	30.1
Hispanic	98	160
Native American	6	14
Black/African American	5	28
Asian	4	11
White	107	199
Other	58	53
International	1	1
Total Headcount	279	466

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	42.0%	9.0%	45.0%	4.0%
Transferred in as Full-Time	37.0%	4.0%	56.0%	3.0%
Transferred in as Part-Time	41.0%		56.0%	3.0%

GENERAL INFORMATION

Location:	Hobbs	
Website:	nmjc.edu	
Tuition & Fees for Academic Year 2020-2021	\$1,800	
<u>Average Net Price (2019-2020)</u>	\$5,225	
Faculty	Full-time	Part-time
Instructional	63	58
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	15 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 3,498.8	
State Appropriations	\$ 6,282.7	
Local Appropriations	\$ 49,257.8	
All Grants/Contracts	\$ 41.1	\$ 5,007.0
Sales & Services	\$ 2,147.6	
All Other Sources	\$ 273.1	
Total Revenues	\$ 61,501.1	\$ 5,007.0

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 12,748.9	\$ 713.6
Research & Public Service	\$ 51.2	\$ 169.8
Student Aid Grants & Stipends	\$ 745.1	\$ 4,119.9
Institutional Support, Internal Services, O&M of Plant	\$ 7,768.8	\$ 3.7
All Other	\$ 4,006.9	
Total Expenditures	\$ 25,320.9	\$ 5,007.0

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	33	271
1st Time Freshmen	368	159
Lower Division Transfer	26	26
All Other Lower Division	426	575
Upper Division Transfer		
All Other Upper Division		
Non-Degree		
Graduate		
Total Headcount	853	1,031

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	44	30
Associate Degree	159	73
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	102	47
Native American	1	4
Black/African American	17	12
Asian	2	
White	70	37
Other	10	3
International	1	
Total	203	103

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	778.2	507.7
Average Age	24.1	21.9
Hispanic	710	302
Native American	10	8
Black/African American	86	58
Asian	10	10
White	358	232
Other	63	32
International	3	2
Total Headcount	1,240	644

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	15.0%	5.0%	77.0%	3.0%
Transferred in as Full-Time	33.0%	12.0%	45.0%	9.0%
Transferred in as Part-Time	16.0%	11.0%	67.0%	5.0%

GENERAL INFORMATION

Location:	Farmington	
Website:	sanjuancollege.edu	
Tuition & Fees for Academic Year 2020-2021	\$1,930	
<u>Average Net Price (2019-2020)</u>	\$6,693	
Faculty	Full-time	Part-time
Instructional	151	287
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	12 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 10,006.2	\$ 2.4
State Appropriations	\$ 23,899.9	
Local Appropriations	\$ 15,214.5	
All Grants/Contracts	\$ 68.8	\$ 25,335.7
Sales & Services	\$ 2,669.6	\$ 44.4
All Other Sources	\$ 11,938.1	
Total Revenues	\$ 63,797.1	\$ 25,382.5

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 33,962.8	\$ 9,381.4
Research & Public Service	\$ 620.6	\$ 867.6
Student Aid Grants & Stipends	\$ 19.4	\$ 15,070.7
Institutional Support, Internal Services, O&M of Plant	\$ 18,104.4	\$ 46.4
All Other	\$ 3,588.1	
Total Expenditures	\$ 46,295.3	\$ 25,366.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	126	786
1st Time Freshmen	327	263
Lower Division Transfer	107	235
All Other Lower Division	1,161	2,134
Upper Division Transfer		
All Other Upper Division		
Non-Degree	26	681
Graduate		
Total Headcount	1,747	4,099

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	220	237
Associate Degree	434	242
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	127	97
Native American	105	114
Black/African American	11	7
Asian	6	3
White	279	172
Other	122	81
International	4	5
Total	654	479

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	2,002.7	1,074.7
Average Age	31.1	29.1
Hispanic	788	394
Native American	1,240	591
Black/African American	32	16
Asian	36	17
White	1,609	630
Other	262	163
International	51	17
Total Headcount	4,018	1,828

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	25.0%	18.0%	52.0%	5.0%
Transferred in as Full-Time	36.0%	29.0%	32.0%	2.0%
Transferred in as Part-Time	34.0%	31.0%	33.0%	2.0%

SANTA FE COMMUNITY COLLEGE

GENERAL INFORMATION

Location: Santa Fe		
Website: sfcc.edu		
Tuition & Fees for Academic Year 2020-2021	\$2,145	
<u>Average Net Price (2019-2020)</u>	\$7,756	
Faculty	Full-time	Part-time
Instructional	67	175
Research/Public Service		
Graduate Assistants		
Student-Faculty Ratio	12 to 1	

REVENUE - FY20-21 (in thousands)

	Unrestricted	Restricted
Tuition & Fees	\$ 5,307.1	
State Appropriations	\$ 14,526.8	
Local Appropriations	\$ 21,716.2	
All Grants/Contracts		\$ 14,701.9
Sales & Services	\$ 1,253.9	
All Other Sources	\$ 1,230.5	\$ (859.8)
Total Revenues	\$ 44,034.5	\$ 13,842.1

HEADCOUNT ENROLLMENT - FALL 2021

	Full-time	Part-time
HS Concurrent/ Dual Credit	43	759
1st Time Freshmen	161	177
Lower Division Transfer	74	199
All Other Lower Division	391	1,395
Upper Division Transfer		
All Other Upper Division		
Non-Degree	17	811
Graduate		
Total Headcount	686	3,341

EXPENDITURES - FY20-21 (in thousands)

	Unrestricted	Restricted
Instruction, Academic Support, & Student Services	\$ 19,618.9	\$ 6,181.9
Research & Public Service	\$ 3,710.2	\$ 3,119.8
Student Aid Grants & Stipends	\$ 800.2	\$ 4,335.2
Institutional Support, Internal Services, O&M of Plant	\$ 9,861.9	\$ 205.2
All Other	\$ 721.9	
Total Expenditures	\$ 34,713.1	\$ 13,842.1

ENROLLMENT DEMOGRAPHICS - FALL 2021

	Female	Male
Full-time equivalent	2,002.7	1,074.7
Average Age	31.1	29.1
Hispanic	788	394
Native American	1,240	591
Black/African American	32	16
Asian	36	17
White	1,609	630
Other	262	163
International	51	17
Total Headcount	4,018	1,828

DEGREE DEMOGRAPHICS - 2020-2021

	Female	Male
Undergrad Certificate	207	91
Associate Degree	162	73
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	208	70
Native American	14	11
Black/African American	3	5
Asian	6	3
White	98	58
Other	13	10
International	27	7
Total	369	164

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	23.0%	21.0%	54.0%	2.0%
Transferred in as Full-Time	36.0%	32.0%	32.0%	1.0%
Transferred in as Part-Time	26.0%	32.0%	40.0%	2.0%

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All Other Upper Division		
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Total Expenditures	\$ 34,713.1	\$ 13,842.1

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Native American	1,240	591
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White	1,609	630
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	Female	Male
Undergrad Certificate	207	91
Associate Degree	162	73
Bachelor's Degree		
Graduate Degree or Certification		
Hispanic	208	70
Native American	14	11
Black/African American	3	5
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White	98	58
Other	13	10
International	27	7
Total	369	164

OUTCOME MEASURES - Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrew	% Still Enrolled
Started College Here, Full & Part Time	23.0%	21.0%	54.0%	2.0%
Transferred in as Full-Time	36.0%	32.0%	32.0%	1.0%
Transferred in as Part-Time	26.0%	32.0%	40.0%	2.0%



Common Course Numbering System

The Post-secondary Education Articulation Act was initially passed in 1995 and charged the New Mexico Higher Education Department (NMHED) with creating a statewide articulation plan. The plan was further defined in 2005 as a common course numbering system created by NMHED in consultation with faculty. During the 2015 regular legislative session, the Post-secondary Education Articulation Act was modified to include the deadline of August 2017 for completion of the common course numbering system.

The NMHED developed Administrative Code, (NMAC) 5.55.5, that outlines how the common course numbering system (CCNS) will be maintained and how courses will transfer between institutions. It went into effect on June 12, 2018. The code called for the creation of the New Mexico Curriculum and Articulation Committee to advise the NMHED in the development of the CCNS. The NMCAC membership is comprised of representatives from all twenty-nine New Mexico colleges and universities. The members are also expected to be a member of the institution's curriculum committee. One of the roles of the NMCAC is to oversee the implementation of the common course numbering system.

The goal of the common course numbering system is to improve transfer and articulation of courses between New Mexico's public higher education institutions (HEIs).

Equivalent courses will transfer between New Mexico's public HEIs as the course with the same number. Transferred equivalent courses shall fulfill degree requirements of a student's chosen academic program at the receiving institution if it is part of his or her degree plan. Students who have completed commonly numbered courses that are not part of their chosen degree requirements is not exempted from courses requirements for their chosen degree.

Online Crosswalk

In August of 2018, NMHED created an online crosswalk, which is available at: <https://ccns.hed.state.nm.us/>. This crosswalk is updated as new courses are added to the crosswalk.

Course Catalog

A listing all approved Common Courses; an Excel file with the full Course Matrix; and a list of Recent Changes to the Matrix can be accessed at the bottom of this web page: https://hed.state.nm.us/resources-for-schools/public_schools/nm-course-numbering-system

Currently, over 2,900 common courses had been added to the crosswalk, and over 10,000 institutional courses had been mapped. Institutional courses can be unique, or can map to an existing common course prefix and number. The advantage of the system is that unique courses will not have a duplicate prefix and course number at another institution in the cases where the discipline has been included in the matrix.

Maintenance of the Common Course Numbering System

Two remaining academic fields are currently being processed to be added to the CCNS, Engineering and Computer Science. The goal is to have these added by fall 2022. Additional work is also being undertaken to begin to evaluate and add Career and Technical Education (CTE) courses to the system. For most academic fields, however, the NMHED has entered the maintenance phase of the common course numbering system. Institutions can request changes be made to the common course numbering system by submitting the appropriate application to add, remove, reclassify, change course descriptions, or change standard learning outcomes (SLOs) to NMHED. NMHED staff or the New Mexico Curriculum & Articulation Committee (NMCAC) will review and approve applications depending on the type of request. An online, dynamic application has been developed that streamlines the workflow of reviewing and approving changes to the common course numbering system. This application can be accessed at:

<https://hed.state.nm.us/about/divisions/public/academic-affairs-service-application>

General Education

The Post-Secondary Education Articulation Act also requires the creation of a statewide general education curriculum. The

“Statewide general education core curriculum shall include a comprehensive array of lower-division college-level courses designed to provide a foundation for a liberal education and courses that include the interdisciplinary study of differences that recognize and respect New Mexico’s diverse cultures, histories and identities. The department shall develop a process for maintaining and updating the statewide general education core curriculum. The department shall review and approve proposed statewide general education core curriculum requirements.”

General Education Models

The General Education Models for associate and bachelor’s degrees is shown in Table 1. The new general education model is designed to develop the essential skills that all college graduates need for success in higher education and careers: communication, critical thinking, quantitative reasoning, information & digital literacy, and personal & social responsibility. Three essential skills are associated with each of six content areas. Courses within each content area will develop the three related essential skills (Table 2) while also addressing content and skills associated with the course.

Table 1: New General Education Models

For Associate and Bachelor’s degrees 31 credit hours (Excluding Associate of Applied Science Degrees)	For Associate of Applied Science Degrees 15 credit hours
Fixed 22 - At least 22 credit hours of courses in the following six content areas: Communications (6 credits) Mathematics (3 credits) Science (4 credits) Social & Behavioral Science (3 credits) Humanities (3 credits) Creative & Fine Arts (3 credits)	Fixed 12 - At least 12 credit hours of courses in the following six content areas: Communications Mathematics Science Social & Behavioral Science Humanities Creative & Fine Arts
Flexible nine Content areas listed above and other content areas that the institution deems appropriate	Flexible three Content areas listed above and other content areas that the institution deems appropriate

Table 2: Essential Skills Related to Content Areas

General Education Content Area	Skills Associated with Content Areas
Communications	Communication, Critical Thinking, Information & Digital Literacy
Mathematics	Communication, Critical Thinking, Quantitative Reasoning
Science	Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
Social & Behavioral Science	Communication, Critical Thinking, Personal & Social Responsibility
Humanities	Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
Creative & Fine Arts	Communication, Critical Thinking, Personal & Social Responsibility

Certifying General Education Courses

To certify or re-certify a general education course, an institution must submit a completed certification form, sample assessment, and optional rubric. The form includes 3 narratives addressing how the course (as a whole) develops and assesses the essential skills. Completed certification forms are reviewed by the New Mexico Curriculum and Articulation Committee (NMCAC).

New General Education Curriculum in Effect for Fall 2021

The schedule was that courses that were approved as part of the previous General Education Curriculum would be included in the new model of general education with the understanding that they will be re-certified for essential skills by December 2020. This deadline was extended by the Secretary to April 2021 due to the difficulty of faculty working on this during the switch to online instruction during the pandemic. This deadline was met, and the new curriculum was effective for fall 2021. A list of approved general education courses under the old and new models can be found on the NMHED website:

https://hed.state.nm.us/resources-for-schools/public_schools/general-education

To date, over 500 general education courses have been approved. They are all also in the Common Course Numbering System matrix. All general education courses are guaranteed to transfer within all twenty-nine public institutions in New Mexico, even in cases where the receiving institution doesn't offer the course. Students who have completed the full 31 hours of general education (or 15 for an AAS degree) are certified as general education complete and will be marked as general education complete by the receiving institution upon transfer. If a student hasn't yet met the full number of hours, all general education courses they have completed will transfer and will meet the associated content area at the receiving institution.

Degree Review and Approval**Undergraduate Degree Programs**

NMHED began reviewing all new state-funded associate and bachelor degrees in Fall 2018. The review and approval process is outlined in 5.5.6 NMAC, which went into effect June 12, 2018. All associate and bachelor's degree programs that begin the institutional approval process after August 1, 2018 reviewed and approved by the NMHED. The institutional and NMHED review processes may occur simultaneously.

The NMHED approval process begins with submission of the Undergraduate Program Application. Applications on or before the submission deadline will be presented at the next New Mexico Higher Education Advisory Committee (NMHEAC) meeting. The NMHEAC recommends to the Cabinet Secretary to either approve, disapprove, or return the application for modification. The Cabinet Secretary considers the NMHEAC's recommendation and issues a determination within 10 business days of the NMHEAC meeting.

After the NMHED Cabinet Secretary and the institution's Governing Board approve a proposed program, the institution requests a CIP code through the online academic affairs application, and after review and assignment of the appropriate CIP code, the institution may enroll students in the program.

Graduate Degree Programs

Graduate programs proposed by New Mexico's public universities must be approved by the NMHED and by the New Mexico State Board of Finance (BOF) after being approved through the institution's own internal process and the New Mexico Council of Graduate Deans (NMCGD). After a proposed program is approved by NMCGD, a Graduate Program Application is submitted to NMHED.

NMHED staff will review submitted applications and present them to the NMHEAC for consideration. The NMHEAC recommends that the Cabinet Secretary either approve, disapprove, or return the application to the submitting higher education institution for modification. The Cabinet Secretary considers the recommendation and determine whether the program will be presented at the next New Mexico BOF meeting. If a program is presented to the BOF and approved, the institution requests a CIP code through the online academic affairs application, and after review and assignment of the appropriate CIP code, the institution may begin enrolling students in the program.

The full process for degree approval is listed at:

https://hed.state.nm.us/resources-for-schools/public_schools/degree_program_review

CIP Code Approval

Each course and program offered by an institution must have a Classification of Instructional Programs (CIP) Code assigned. Each CIP code must be approved by the NMHED. Approvals are on a "by campus" basis and not across campus systems. The process for approval is documented at:

https://hed.state.nm.us/resources-for-schools/public_schools/classification-of-instructional-programs-codes

CIP Codes are used in the NMHED's eDEAR reporting system to identify degree programs, student majors, and course disciplines.

Advanced Placement Policy

Students can receive college credit by achieving a score of 3 or higher on an Advanced Placement Exam. Detailed information about the NMHED policy can be found at:

https://hed.state.nm.us/resources-for-schools/public_schools/nm_advanced_placement_policy

Dual Credit Program

Every New Mexico high school student has the opportunity to enroll in college courses through the Dual Credit (DC) Program. The DC Program provides access to academic and career and technical education (CTE) courses that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate.

College courses are offered for dual credit based upon agreements between high schools and accredited public colleges. While most students take basic core courses such as English and math, coursework may include subjects such as culinary arts or criminal justice, depending on the student's Next Step Plan and degree paths offered by each college.

Courses are accessible to students with a range of academic and career aptitudes. Research studies on dual credit participation have shown that students who take dual credit courses perform well in their courses, graduate from high school at a higher rate than their peers, require less first-semester remediation in college, and are more likely to obtain a college degree within four years.

New Mexico state law (NMAC 6.30.7) requires public colleges to waive tuition for students; mandates that Local Education Agencies (LEAs) purchase instructional materials for students, and expects students and parents to cover course fees and transportation expenses.

Additional information on Dual Credit is also available at:

https://hed.state.nm.us/resources-for-schools/public_schools/dual-credit



The Adult Education Division oversees the provision of targeted educational services outlined by the Adult Education and Family Literacy Act (AEFLA), Title II of the federal Workforce Innovation and Opportunity Act (WIOA). Adult Education and literacy programs are recognized nationwide as both an important public service and a robust economic catalyst. Program year 2020-2021 was defined by the COVID-19 pandemic, which disproportionately impacted the diverse and often economically vulnerable population that our Division serves. Despite the heightening of pre-pandemic disparities for adult learners and the amplification of their barriers, the Adult Education Division served a total of 5,303 students. These efforts were supported by \$6,750,000 in state funding and \$5,034,462 in federal funding from the U.S. Department of Education.

- 726 students unemployed at program entry entered the workforce and generated \$10,589,032 in wages after the second quarter of exiting the program. Source: Department Workforce Solutions and LACES
- 308 HSE graduates generated an estimated \$2,882,880 in earnings. Source: LACES
- 464 students transitioned to postsecondary education or training with earnings of \$1,761,344 Source: Department of Workforce Solutions and LACES

The Adult Education Division's AEFLA-funded program added two new sub-grantees this year, creating a total of 26 program providers across New Mexico offering free instruction and training to eligible adults, including dislocated workers. Most of these providers are postsecondary institutions. The newly added programs expand the reach of adult education in New Mexico through their focus on serving justice-involved individuals and out-of-school youth ages 16-18. The Adult Education Division also oversees a state-funded network of adult literacy provider grantees. These programs focus in on the needs of adults with low and emerging levels of literacy and numeracy skills through one-on-one and small group tutoring services.

All adult education and adult literacy program participants are in need of core skill development; most lack a high school diploma or the equivalent and face multiple barriers to obtaining and maintaining family-supporting careers. For adults with low literacy levels, securing meaningful employment with living wages, effectively participating in their children's education, accessing community services, and participating in civic life can be a challenge. In collaboration with core partners, the Adult Education Division works to address these needs for the benefit of all New Mexicans.



The New Mexico Higher Education Department (NMHED), through its Capital Projects Division, has a statutory responsibility to provide an equitable process for reviewing and recommending capital outlay funding for public post-secondary institutions each year. The NMHED Capital Outlay Committee, chaired by Dr. Gerald Burke and made up of representatives from the NMHED, Department of Finance and Administrations Capital Outlay Bureau, Legislative Finance Committee, and Energy and Minerals and Natural Resources Energy Conservation and Management Division, holds annual hearings throughout the state. Higher education institutions present their highest priority projects from their five-year capital plan to the committee. The committee reviews and prioritizes all project requests, using the criteria established within NMAC 5.3.9 Capital Budgets – Planning and Funding Recommendations, and presents funding recommendations to the NMHED Cabinet Secretary for approval. In 2021, 52 project requests totaling \$423,251,081 were presented to the Capital Outlay Committee during the Summer Hearing process. This year, similar to 2020, the NMHED held the capital outlay summer hearings via webinar due to the COVID-19 pandemic.

The NMHED continues to give preference to projects which: contribute to a high-quality educational environment, support the mission and role of the institution, address major health and safety issues, renovate existing facilities, and improve building energy efficiencies within eligible campus facilities statewide. In 2020 the NMHED implemented a new capital project evaluation process. This process incorporated expanded criteria and a formal scoring matrix which highlights project rationale and need, Energy and Sustainability, and Stewardship. Projects are scored based on their specific effect on growth, retention and degree production; how they support workforce needs in the state, how they align with the goals of the institution, and whether a formal facility assessment has been done on campus to support the funding request. Additional scoring criteria includes how the cost estimates were developed, how the institution utilizes BR&R, how the project will impact deferred maintenance, and whether the project incorporates energy and sustainability measures.

The NMHED Capital Projects Division utilized the new capital project evaluation process and, per our annual report last year, chose a cloud-based software and data warehouse solution to receive, assess, score, and prioritize capital outlay funding requests from higher education institutions. The Capital Funding Request and Management System (CFRMS) was created by Definitive Pro and provides a comprehensive and uniform method for assessing, planning, and recommending capital funding for higher education institutions. This system was used to review and prioritize this year's recommendation of thirty-six (36) projects totaling \$214,360,000 which included construction of new facilities, renovation of existing facilities, and infrastructure upgrades state wide. Each of these projects demonstrated support of the NMHED metrics, including an emphasis on student enrollment and retention, workforce development, job creation opportunities, asset protection, and economic stimulus to those areas around the state most impacted by the COVID-19 pandemic. Exhibit A displays the funding recommendation and impact to the state and Exhibit B provides an overview of the entire process:

EXHIBIT A

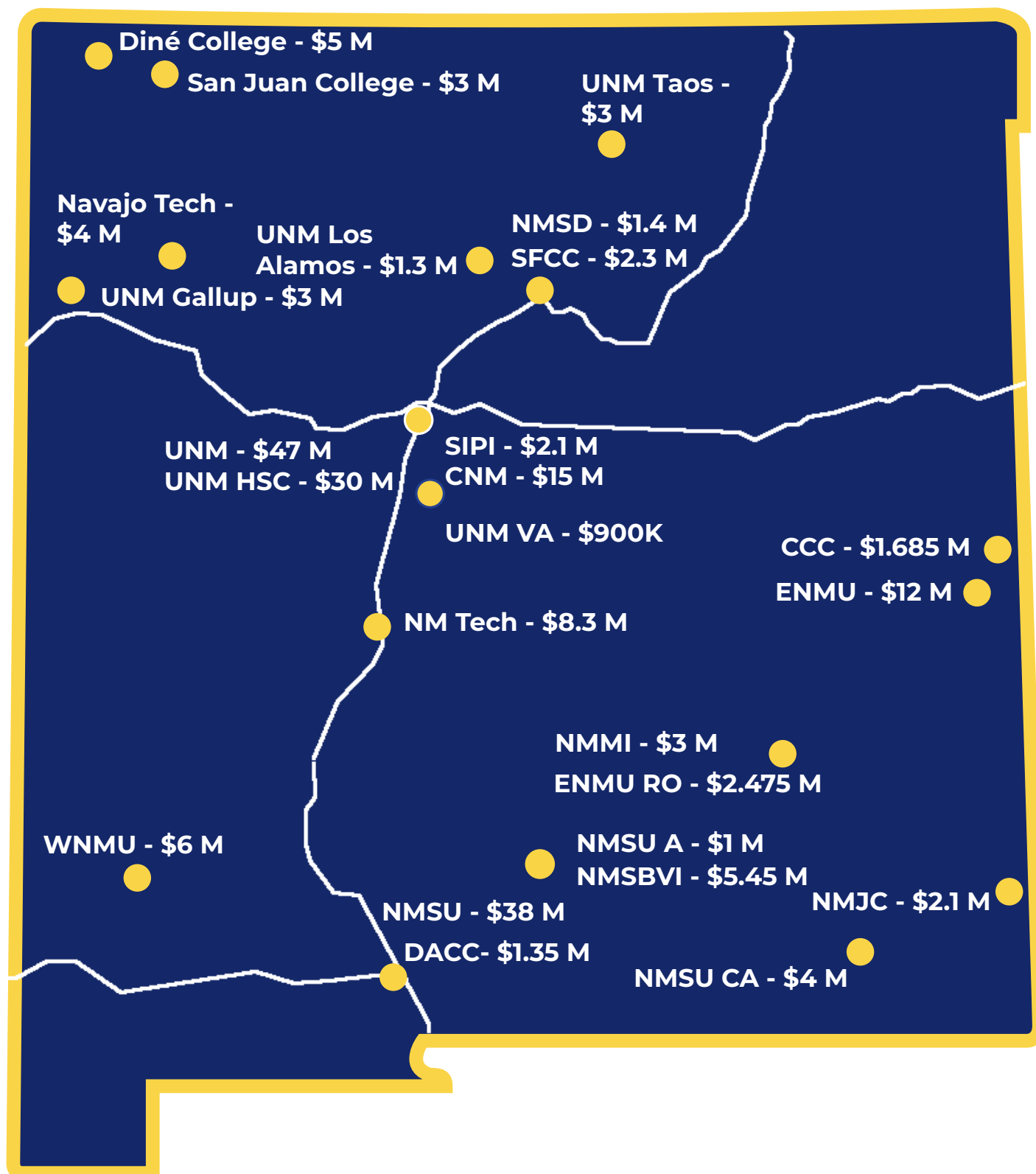
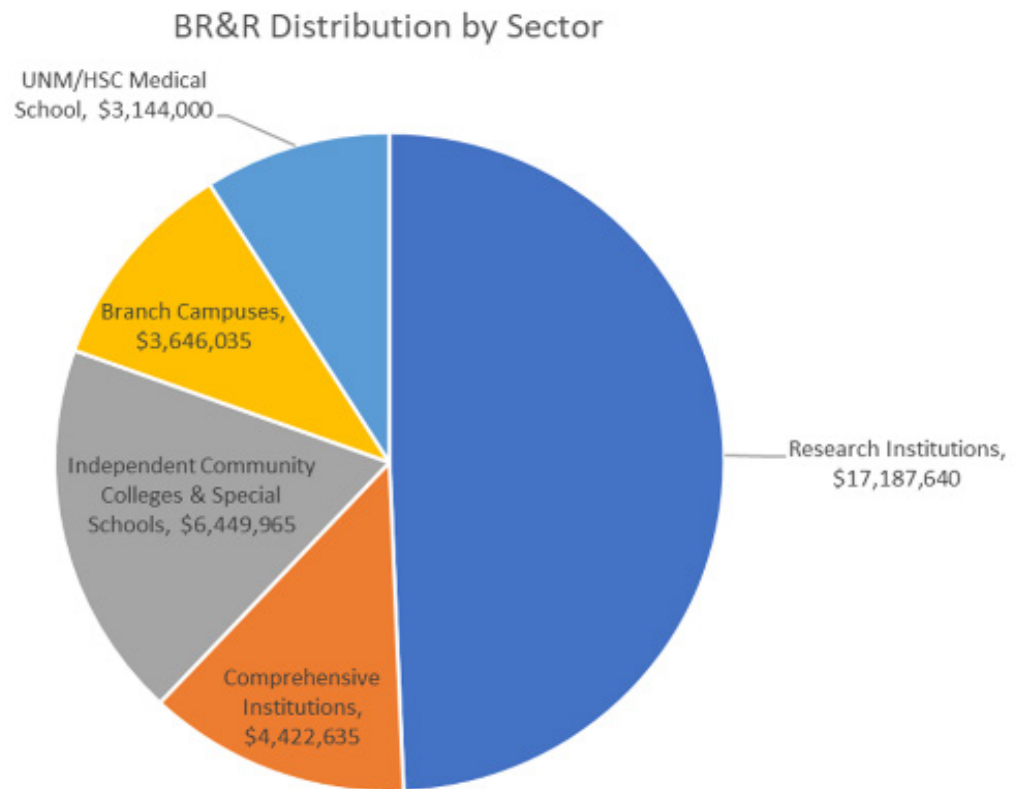


EXHIBIT B



The NMHED also recommended Building Renewal and Replacement (BR&R) funding to be used by HEIs for systematic repairs and replacements that extend the life and retain the usable condition of a facility, component or system. Over time, HEIs have utilized approximately \$99.2M in capital dollars over the past three General Obligation Bond cycles to support these BR&R needs state wide. The NMHED recommendation for BR&R provides for 5% of the FY22 I&G appropriation for all higher education institutions in the state. This recommendation would provide additional funding to HEIs above what they are currently transferring (\$29,662,733 in FY22) from their annual I&G to address BR&R needs on campus. This recommendation is not meant to replace the current transfer, it is meant to supplement the transfer, providing a total of \$64,513,008 in funding to address BR&R needs statewide for FY23. Exhibit C outlines the BR&R distribution by sector:



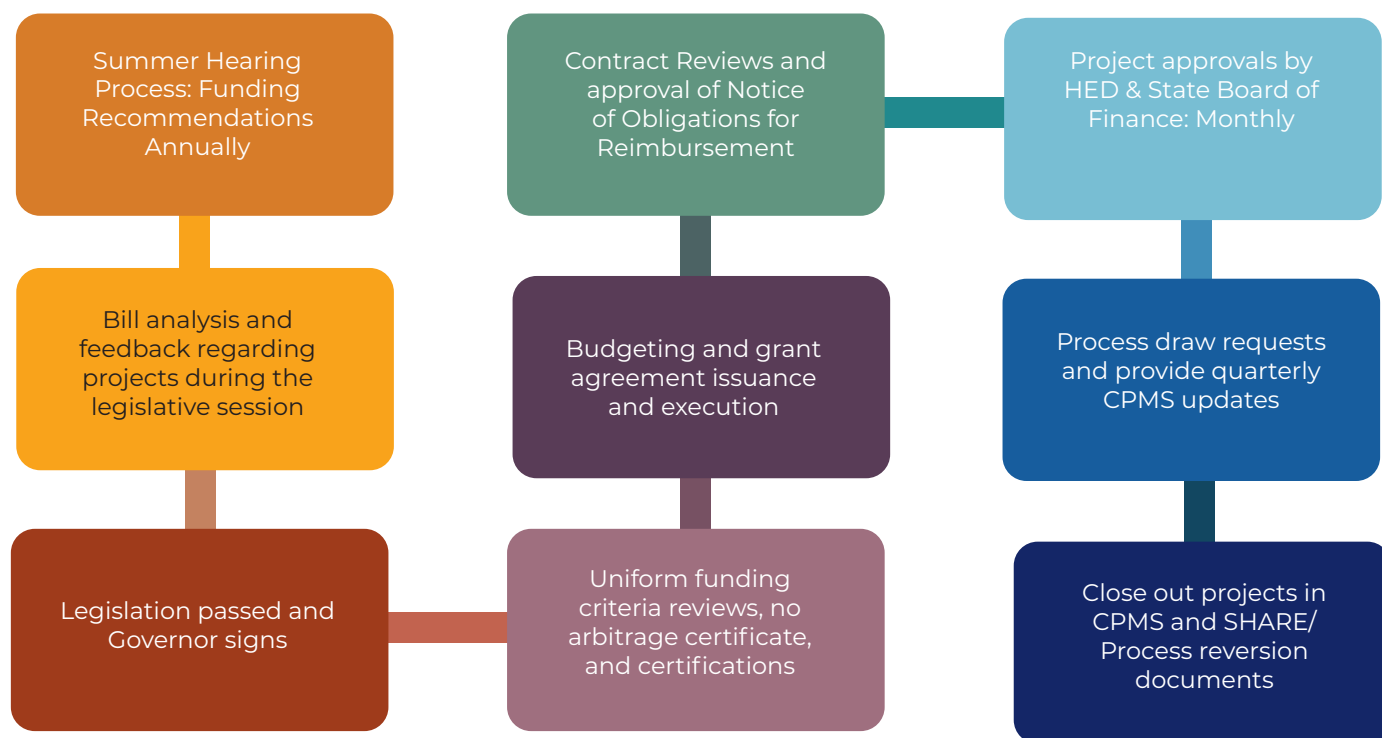
The NMHED also recommended funding to assist HEIs with the demolition of facilities on their campuses that are no longer in use and have become a liability to the institution and state. This request was presented as a long-term opportunity to mitigate this liability on campuses state wide. The NMHED has a long-standing requirement that prohibits the expansion of square footage without an equal off-set of space. HEIs have committed to providing this offset however funding for other facility demolitions has not been addressed. The NMHED requested funding in the amount of \$5,705,885 to address specific facilities at 8 HEIs. The NMHED also requested within the agency ICIP a placeholder to fund facilities already earmarked by the HEIs for demo in future years. Exhibit D breaks out the funding recommendation:

EXHIBIT D

SCHOOL	FACILITY	GSF	COST	LANGUAGE
Eastern New Mexico University	Bernalillo Hall	38,289	\$2,000,000	To plan, design, abate, and demo Bernalillo Hall at Eastern New Mexico University in Portales, New Mexico
New Mexico State University	Greek Complex (East & West)	66,207	\$1,800,000	To plan, design, abate, and demo the Greek Complex at New Mexico State University in Las Cruces, New Mexico
New Mexico Highlands University	Former campus security building	1,375	\$34,375	To plan, design, abate, and demo the former Campus Security Building at New Mexico Highlands University in Las Vegas, New Mexico
University of New Mexico	Army ROTC & Annex	5,232	\$850,000	To plan, design, abate, and demo the Army ROTC and Annex at the University of New Mexico in Albuquerque, New Mexico
UNM Health Sciences Center	Old Planning & Construction Trailer	1,309	\$40,000	To plan, design, abate, and demo the Planning and Construction Trailer at the University of New Mexico Hospital in Albuquerque, New Mexico
Diné College	Chemistry & Biology Labs	4,651	\$46,510	To plan, design, abate, and demo the Chemistry and Biology Labs at Diné College in Shiprock, New Mexico
Luna Community College	Child Care Retention & Training (CCRT) Building	14,000	\$85,000	To plan, design, abate, and demo the Child Care and Training Building at Luna Community College in Las Vegas, New Mexico
San Juan College	Burlington - 30th Street Facility	74,410	\$850,000	To plan, design, abate, and demo the Burlington 30th Street Facility at San Juan College in Farmington, New Mexico
Total Recommendation		265,473	\$5,705,885	

The Capital Projects Division also manages the day-to-day aspects of the higher education capital outlay program, which includes compliance with Executive Order 2013-006 Establishing Uniform Funding Criteria and Grant Management and Oversight Requirements for Grants of State Capital Outlay Appropriations by State Agencies and Other Entities as well as NMAC 5.3.10 Capital Projects Approval by the New Mexico Higher Education Department. In compliance with these requirements, NMHED establishes grant agreements between the Department and its grantees, monitors the grant agreement requirements, processes financial draws through the State Board of Finance, and organizes monthly Higher Education Capital Outlay Committee hearings. (See Exhibit E.)

EXHIBIT E



The Capital Projects Division currently oversees 155 active grant agreements totaling \$91.5 million in appropriations. In 2022 the Division will be reviewing, in partnership with HEIs, our current New Mexico Administrative Codes and Space Policy. A consultant has been hired to coordinate this work on behalf of the agency. This review and partnership is being done in an effort to update the code and policy to meet the current needs of Higher Education in the state.

The Capital Projects Division is looking forward to the upcoming Legislative Session and the opportunities to continue providing support and collaborating with stakeholders on the capital outlay process for higher education in the state.



The purpose of the student financial aid program is to provide access, affordability and opportunities for success in higher education to students and their families so that all New Mexicans may benefit from postsecondary education and training beyond high school.

The NMHED Financial Aid Division is dedicated to helping students find financial support to attend and afford higher education. The Division manages 24 distinct programs to meet the needs of our state's diverse population, including grants, scholarships, work study, loan-for-service and loan repayment programs. The goals of the Division include:

1. To inform students in New Mexico that college is attainable and affordable;
2. To provide students and their families with the consumer information needed to make informed decisions about financing an education;
3. To make information about our financial aid programs accessible to all who qualify; and
4. To provide funding to pay for educational expenses for as many New Mexican students as possible.

Legislative appropriations within the P506 program are directed to the following funds:

- Financial Aid Special Programs Fund;
- Lottery Tuition Fund;
- Opportunity Scholarship Fund;
- College Affordability Endowment and Scholarship Funds;
- Legislative Endowment Fund and Legislative Endowment Scholarship Funds;
- Teacher Preparation Affordability Scholarship Fund; and
- The Teacher Loan Repayment Fund

Scholarships

New Mexico Opportunity Scholarship

In the 2021 Legislative Session, language was incorporated into the General Appropriation Act (House Bill 2) funding the New Mexico Opportunity Scholarship. While the program was originally funded \$17 million, the amount was reduced to \$10 million during the solvency measures of the 2020 1st Special Session. Language in the Act permitted the scholarship to students who were enrolled full-time and either adults or eligible for a Lottery Tuition Scholarship. Despite the restrictive language and the challenges faced by students during the coronavirus pandemic, the scholarship awarded \$6 million to 6,380 students in FY21.

Teacher Preparation Affordability Scholarship

In the 2019 Legislative Session, House Bill 275 (Laws 2019, Chapter 193) created the Teacher Preparation Affordability Act. The purpose of the Act is to encourage eligible New Mexico students to attend and complete an accredited public education department approved teacher preparation program at a New Mexico public post-secondary educational institution or a tribal college by providing a scholarship opportunity. The scholarship is intended to help defray the educational expenses charged by the public post-secondary institution or tribal college including tuition, fees, books and course supplies and living expenses at up to \$6,000 per year based on student need.

Legislative Lottery Scholarship Program

The Legislative Lottery Tuition Scholarship (Lottery Scholarship) is to provide tuition assistance for higher education students pursuant to the Legislative Lottery Tuition Scholarship Act.

In FY21, there were a total of 23,308 (per-semester) Lottery Scholarships distributed to 15,440 students by sector as follows:

- 16,606 at the research institutions;
- 2,189 at the four-year comprehensive colleges and tribal colleges; and
- 4,513 at the two-year independent, branch community, and tribal colleges.

See the detail in the data section of this report for more information about the Legislative Lottery Scholarship program.

New Mexico Scholars

The New Mexico Scholars Scholarship encourages NM high school graduates to enroll in college full-time at a public or private non-profit postsecondary in NM before their 22nd birthday in an undergraduate program.

Athletic Scholarship

State funds are allocated to eligible institutions to make funding available to resident and non-resident student athletes to have access to higher education in New Mexico.

Bridge Scholarship

The 3% (The Bridge) Scholarship is established by the board of regents of each institution to establish scholarships for students who are residents of New Mexico in an amount not to exceed tuition and fees. Eligible institutions shall ensure that all available 3% Scholarships are awarded before granting Lottery Scholarships.

Competitive Scholarship

Created to encourage out-of-state students who have demonstrated high academic achievement in high school to enroll in New Mexico public institutions of higher education.

Graduate Scholarship

Created to increase graduate enrollment at public postsecondary institutions for students from groups underrepresented in graduate education.

Vietnam Veterans' Scholarship

A state scholarship for resident undergraduate and graduate students that provides tuition, fees, and book allowances to Vietnam Veterans certified by the New Mexico Veterans' Service Commission.

Wartime Veterans' Scholarship

A state scholarship for resident undergraduate and graduate students that provides tuition, fees, and book allowances to certain veterans certified by the New Mexico Veterans' Service Commission. Candidates must have exhausted their federal veteran's education benefits.

Grants**Student Incentive Grant Program**

The NM Student Incentive Grant is for resident undergraduate students with substantial financial need who are attending a New Mexico public college or university or tribal college.

Work Study Program

The New Mexico Work Study Program was created to provide funding for employment opportunities for qualified resident students attending public colleges or universities for eligible colleges in New Mexico.

Loans For Service

Allied Health Loan For Service Program

The purpose of the Allied Health Loan-For-Service is to increase the number of physician assistants in areas of the state which have experienced shortages of health practitioners, by making educational loans to students seeking certification/licensure in an eligible health field. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Medical Loan For Service Program

The purpose of the Medical Loan-For-Service is to increase the number of physicians in the state, which has experienced shortages of health professionals, by making educational loans to students entering medical school. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Nursing Loan For Service Programs

The purpose of the Nursing Loan-For-Service is to increase the number of nurses in areas of the state which have experienced shortages by making educational loans to students entering nursing programs. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Link to additional information: http://www.hed.state.nm.us/students/nursing_lfs.aspx

Minority Doctoral Loan For Service Program

The Minority Doctoral Assistance Loan for Service Program was enacted to increase the number of ethnic minorities and women available to teach engineering, physical or life sciences, mathematics, and other academic disciplines in which ethnic minorities or women are demonstrably underrepresented in New Mexico Colleges and Universities. The state encourages partnerships between the New Mexico Higher Education Department, institutions of higher education, and students interested in entering a doctoral program to cultivate greater participation by underrepresented groups in doctoral programs leading to careers as university faculty. Their participation will not only provide an increase in the diversity of faculty at New Mexico institutions of higher education, but it will also enhance educational opportunities for New Mexicans from underrepresented groups. An additional outcome will be the increase of role models from diverse backgrounds in disciplines where few faculty from underrepresented groups presently exist.

Nurse Educator Loan For Service

The purpose of the Nurse Educator Loan-For-Service is to enhance the ability of college and university employed nursing educators to obtain Bachelor of Science, Master of Science, and Doctor of Philosophy degrees. For every year of service provided, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Teacher Loan For Service Program

The purpose of the Teacher Loan-For-Service program is to proactively address New Mexico's teacher shortage by providing students with the financial resources to complete or enhance their post-secondary teacher preparation education.

WICHE Loan For Service Program

The purpose of the Western Interstate Commission on Higher Education (WICHE) Loan-For-Service Program is to allow New Mexico students to enroll at selected out-of-state graduate or professional programs which are not offered at New Mexico public universities.

Exchange students receive preference in admission. They pay reduced levels of tuition; for most students, resident tuition in public institutions or reduced standard tuition at private schools. New Mexico pays a support fee to the admitting school to help cover the cost of students' education. As a condition of each loan, the student shall declare his/her intent to return to New Mexico to practice as a professional in their field of study. For every year of service provided, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Loan Repayment Programs

New Mexico Children, Youth and Families Worker Loan Repayment Program

The New Mexico Children, Youth and Families Worker Loan Repayment Program provides education loan repayment assistance to certain professionals employed with the New Mexico Children, Youth, and Families Department.

Health Professional Repayment Program

The purpose of the New Mexico Health Professional Loan Repayment Program (HPLRP) is to provide repayment for outstanding student loans of practicing health professionals. As a condition of the program, a health professional must make a two year service commitment to practice full-time in a designated medical shortage area in New Mexico. The HPLRP is a competitive program. Application to the program does not guarantee funding.

John R. Justice Loan Repayment Program

The New Mexico John R Justice Program provides educational loan repayment benefits to prosecutors and public defenders in New Mexico using funding from the John R. Justice (JRJ) Program. The purpose of the program is to encourage qualified attorneys to choose careers as prosecutors and public defenders and to continue in that service.

Public Service Law Loan Repayment Program

The purpose of the New Mexico Public Service Law Loan Repayment Assistance Program (LRAP) is to provide legal educational loan repayment assistance to individuals providing public service in state or local government or the non-profit sector in New Mexico to low income or underserved residents.

Teacher Loan Repayment Program

The purpose of the Teacher Loan Repayment Program (TLRP) is to increase the number of teachers in designated high-risk teacher positions in public schools through an educational loan repayment program. The program provides for repayment of the principal and reasonable interest accrued on loan obtained from the federal government for teacher education purposes.

The following table lists the total amount awarded and number of recipients for the programs described above (see page 56):

Program	Amount Awarded in FY 21	Student Head Count
3% Scholarship	\$ 7,013,234	4,966
Athletic Scholarships	\$ 13,196,147	1,625
Allied Health Loan for Service	\$ 90,000	8
College Affordability Grant	\$ 2,674,860	3,198
Graduate Scholarships	\$ 477,126	71
Grow Your Own Teachers	\$ 103,313	46
Fire Fighter Scholarship	\$ 39,195	5
Health Professional Loan Repayment	\$ 189,125	43
Legislative Endowment	\$ 204,888	164
Lottery Success Scholarship	\$ 43,630,327	15,196
New Mexico Scholars	\$ 201,312	205
Medical Loan for Service	\$ 400,000	16
Nurse Educator Loan for Service	\$ 18,750	4
Nursing Loan for Service	\$ 333,988	33
Public Service Law Loan Repayment	\$ 170,950	20
State Work Study	\$ 2,870,153	886
Student Incentive Grant (SSIG)	\$ 8,253,332	10,358
Teacher Loan for Service	\$ 2,000	1
Teacher Preparation Affordability Scholarship	\$ 3,596,816	677
WICHE Loan for Service	\$ 1,977,317	62
Wartime Veterans Scholarship	\$ 266,105	*
Vietnam Veterans Scholarship	\$ 25,161	*
Grand Total	\$ 85,734,099	37,522

* Data not collected



GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a discretionary grant program awarded by the US Department of Education to increase the number of low-income students that obtain a secondary school diploma and are prepared for and to succeed in postsecondary education or vocational education. GEAR UP New Mexico (GUNM), housed within the Higher Education Department (NMHED), is a priority model designed to serve approximately 6,500 middle and high school students in seven school districts across the state. Most of these students come from rich cultures and traditions, reflecting the state's historically tri-parity (Hispanic, Native American, and Caucasian) ethnic composition.

GEAR UP has an extensive history in New Mexico. Initially funded in 1999, GUNM has delivered three seven-year grant cycles providing college and career readiness services to over 27,000 middle and high school students. In October 2020, the US Department of Education (USDOE) awarded the NMHED \$31.4 million to fund college and career readiness initiatives for an additional seven years.

Throughout FY20, GUNM focused efforts on creating the necessary infrastructure to ensure a robust launch for the 2021-2022 school year. GUNM initiatives included:

1. Establishing relationships with districts.
2. Hiring and training of GEAR UP staff.
3. Re-establishing relationships with partners.
4. Increasing data and research capacity.

Establishing Relationships with Districts

Two of the seven GUNM districts, Santa Fe and Bernalillo, are returning partner districts. Along with new districts, Taos, Española, and Socorro, these districts are all AVID (Advancing via Individual Determination) schools. Our two final districts, Albuquerque and Mountainair, are new to both GEAR UP and AVID programming.

In FY20, GUNM worked closely with each school district to identify and support existing college and career readiness opportunities. We developed relationships with superintendents, principals, school counselors, AVID directors, instructional coaches, and other college and career readiness personnel in each district. Budgets were individualized for each school and based upon the existing strengths and gaps in each district's college and career readiness services.

Hiring and Training of GEAR UP Staff

External Staff. A primary goal of FY20 included the hiring and training of district program coordinators. GUNM district coordinators manage GEAR UP programming, including financial aid counseling, FAFSA campaigns, counseling and academic planning, comprehensive mentoring, math tutoring, math intervention for Algebra readiness, credit recovery, college visits, and college entrance exam preparation. At the end of FY20, all seven districts had hired a district coordinator, and each had participated in GUNM training highlighting (a) college and career readiness programming, (b) fiscal considerations, (c) data management, and (d) Match requirements. To create professional relationships and enhance collaboration, each district coordinator met weekly with the GUNM Director and participated in a weekly District Coordinator meeting to share ideas and strategies related to college and career readiness in their school districts and communities.

Internal Staff

FY20 focused on staffing the seven internal GEAR UP positions. Two staff members, the GUNM Director and Fiscal Officer remained with the grant as it transitioned from a no-cost extension in FY19 to the new grant cycle. In February, internal positions for two regional coordinators, public relations coordinator, and internal evaluator, were posted to the New Mexico State Personnel website. In April- May, interviews for all positions were conducted. GUNM recommended two candidates for the positions of Regional Coordinator. The search for a highly qualified public relations coordinator and internal evaluator was unsuccessful. Searches for both positions were reopened and remained so at the end of FY20.

Re-establishing Relationships with Partners

Much of FY20 was spent working to re-establish relationships with vendors from the past grant cycle listed as partners in our current cycle. The first six months of the grant focused on establishing AVID and Math 180 programming in our districts, two cornerstones of college and career readiness outlined in our scope of work.

AVID currently exists as the college and career readiness program in six of our eight districts. In these districts, we worked closely with the GEAR UP program coordinator and AVID district coordinator to identify professional development opportunities not covered by the district's operations budget. All seven districts were allocated AVID funding to increase the number of staff to attend the AVID DXP conference in summer 2021.

We also worked closely with the superintendent, principals, and instructional coaches to introduce both the AVID philosophy and college and career readiness strategies for those new to AVID. GUNM created district budgets to cover the cost of the annual AVID membership, AVID Digital XP/2021 Summer Institute, AVID library package, AVID District Leadership (ADL) training, AVID Elevate Exp, and the AVID Summer Bridge program to strengthen student's math and science skills. In February, each district participated in the Spring AVID Implementation workshop, which guided the implementation of an AVID-ready school and the next steps in scheduling summer professional development.

Similarly, GUNM has collaborated with six districts to implement Houghton-Mifflin/Harcourt's Math 180, an evidence-based intervention program for 7th – 8th grades to prepare students for 8th-grade pre-Algebra, 9th-grade Algebra, and higher-level school mathematics. During FY20, districts purchased the necessary materials (e.g., Chromebooks, Smartboards, and Math 180 manipulatives) for launching math intervention classes in fall 2021. The remaining two districts not utilizing Math 180 currently have successful math intervention programs. GUNM will be gathering intervention and outcome data across all seven districts.

FY20 also focused on developing GEAR UP Workforce Readiness and Career Education strategies. Efforts focused on collaborating with external partners TrueKids1 and LittleGlobe to identify vital points of intersection for schools, students, and industry professionals to prepare students for careers amidst a rapidly changing economy. At the end of FY20, we identified our first workforce readiness project, which included partnerships with industry professionals to design and deliver digital media workshops in the schools. These student-centered projects will be launched in FY21 and will teach students how to complete their own journalism or video-related production projects. Teachers will also receive related professional development in customizing curricula to integrate collaborative, community-focused digital media projects that teach students media literacy and emotional intelligence skills while connecting classrooms to their communities via civic media.

Data and Research Capacity

FY20 included contract discussions with Xcalibur, our previous external evaluator, to provide the new grant cycle services. At the end of FY20, the Request for Proposal process was complete, and the contract resided with the New Mexico Department of Information Technology (DoIT). Throughout FY20, GUNM utilized in-kind services provided by Xcalibur, including the SCRIBE system for data uploads. The NMHED also built a new platform via Zoho for GUNM districts to securely upload student data, financials, and district reports.



Reinstated by Governor Michelle Lujan Grisham and the NMHED in 2020, the Indian Education Division (IED) builds and maintains effective two-way communication among the agency, Tribal colleges and Tribal education departments, and Tribal communities throughout New Mexico. The IED is committed to working with Tribes, Nations and Pueblos in the state for the best interests of Native American students in our higher education and adult education systems. The division works to promote and share constituent service support and agency resources available to Native American students, and also works with Tribes, Nations, and Pueblos to understand needs, challenges, and questions to address them promptly and accordingly.

Throughout the pandemic, travel to many Tribal communities has been and is highly monitored by Tribal Officials. Understanding and respecting these community precautions held in-person work at a minimum. However, there were many virtual events and work sessions which were essential to maintaining good relationships in the hybrid age of work and education. The following are some examples of some adaptations in this hybrid work environment (non-exhaustive):

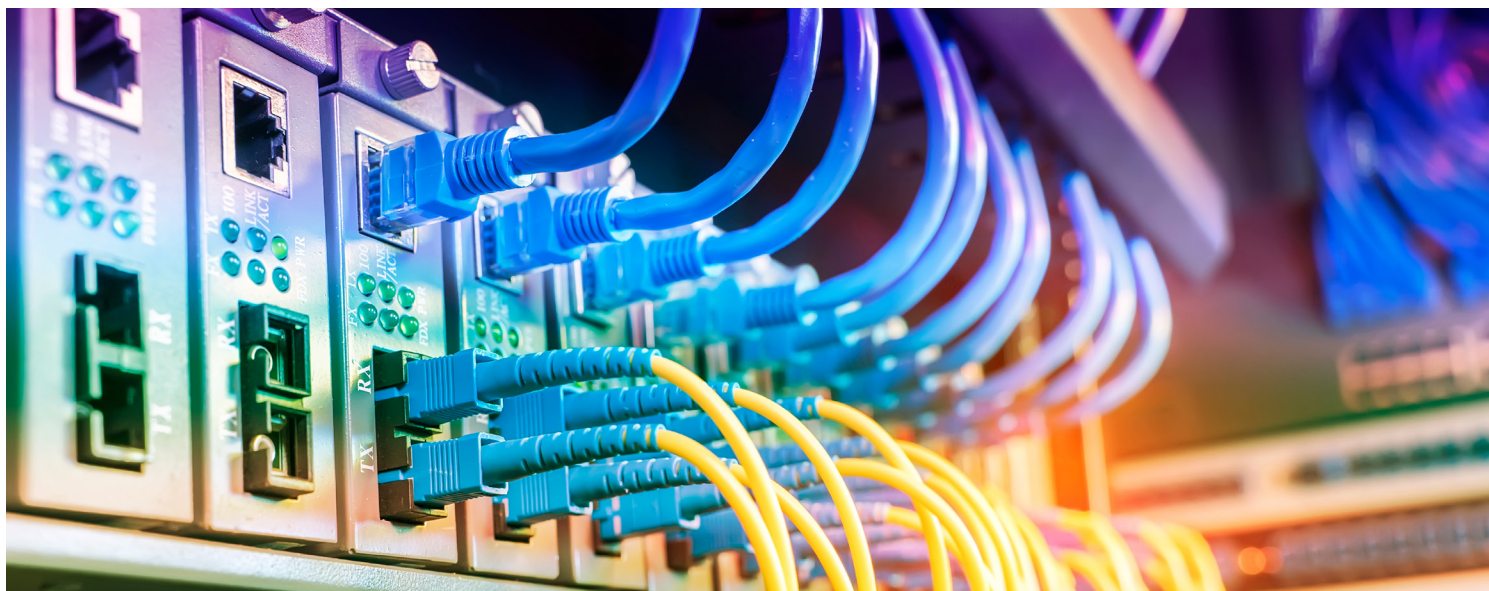
- Monthly update meetings with Tribal Education Departments
- Monthly update meetings with Tribal College Leadership
- Virtual Government-to-Government summits in partnership with the Public Education Department and Early Childhood Education and Care Department
- Partnership with the Indian Affairs Department to develop statewide Tribal Liaison reports quarterly
- Virtual College Fairs for Tribal Communities
- IED partnership with Adult Education on awareness and recruitment strategy development

At the beginning of FAFSA season, the Agency partnered with the New Mexico Educational Assistance Foundation (NMEAF) to help college-bound students and their families complete the FAFSA. This resulted in free FAFSA workshops and trainings for education professionals and communities. IED partnered with NMEAF to host a training for the Tribal Education Departments across New Mexico. This training assists participants in better understanding the FAFSA to then be able to assist students and parents/guardians complete the application.

In efforts to improve data collection regarding Native American students attending private institutions, IED worked with the Private Post-Secondary Division director to develop a new set of data requests from these institutions. These data requests were built through feedback and input from Tribal communities in New Mexico. Understanding the intricacies of the Private Post-secondary sector, the improvements for data collection will be a multi-year process. Each year's data submission will inform IED and stakeholders what is available and where the gaps are.

The Adult Education Division works collaboratively with the IED to increase awareness of the division's work and the existing service sites, while partnering with Tribal communities in meaningful and impactful ways. For example, when the COVID-19 Pandemic initially hit New Mexico, both divisions worked together to distribute 300 Google Chromebooks to adult education programs across the state to enable students to engage in on-line learning and work toward the attainment of a higher school equivalency (HSE) credential. It is critical to note that we are also working on greater recruitment strategies through a statewide marking and education campaign relevant to different types of students; bringing services directly to the communities we serve; and developing, implementing, and utilizing culturally-responsive curricula. To ensure this, Adult Education director Amber Gallup Rodriguez is spearheading the design of a comprehensive system for adult education professional development. Through an online portal, adult education practitioners will be able to access online, hybrid, and face-to-face learning opportunities that will promote continuous improvement and the provision of high-quality services to adult learners in AE classrooms across the state.

It remains to be stated that a one-size-fits-all approach is not applicable in all situations. Being cognizant of the specific needs for a given Tribe is crucial to recognizing and honoring their sovereignty and uniqueness. The meetings have revealed not only the shared areas to address, but also the specific and local needs and concerns at a given Tribal community.



The New Mexico Higher Education Department (HED) seeks to promote accessibility to education for all New Mexicans. Information technology is a key element of this effort. Some of the areas in which IT is utilized are managing loan applications for Financial Aid, providing collaborative tools for teleworking, serving archived school transcripts for students, and delivering data for policy makers.

The Information Technology Services Division (ITS) helps facilitate the workflow of other HED divisions and enhance the overall efficiency of the agency. ITS's work and goals are in alignment with the Higher Education Department's and the State's IT strategic goals.

ITS is working to improve security and functionality by activating firewalls on user systems and upgrading MS Office 2019 to MS Office 365. Additionally, we continue to add features and improve performance of the Financial Aid Division's Health Professional Loan Repayment Program application (HPLRP), the NM Children, Youth & Families Worker Loan Repayment Program application (CYFD) as well as Planning & Research Division's Electronic Data Editing and Reporting system (eDEAR). Finally, ITS successfully developed and deployed the Academic Policy application for the Academic Affairs and Policy Division, allowing Higher Education Institutions to submit CIP Code, General Education or New Education Program requests more easily and securely.

Regarding inter-agency activity, ITS continues to work with the CIOs of all the New Mexico Higher Education Institutions (HEIs) on cybersecurity, especially on ransomware prevention and mitigation. Additionally, we are a key stakeholder on the New Mexico Longitudinal Data System project (NMLDS), which is a collaboration between DWS, ECECD, PED, and HED through participation on the Project Team, securing state and federal funding, and evaluating vendor solutions. This certified project is transitioning to the Planning Phase this autumn and will be in the Implementation Phase in early FY23. As such, much of ITS resources will be devoted to it in FY23.

Agency leadership continues to make it a priority to (a) better engage and support the State's higher education institutions, students and teachers and (b) more widely share the extensive information HED has collected and which ITS manages. To that end, FY23 will see (a) the delayed off-site Business Continuity and Disaster Recovery solution (BC/DR) finally placed into service and (b) the remaining on premises services, Active Directory and shared files, migrated to a cloud-hosted platform.

Finally, a priority over the next three years is to move the multi-million-dollar inter-agency New Mexico Statewide Longitudinal System (NMLDS) project from the Initiation through the Planning and Implementation Phases with the goal of having it be fully operational come June, 2024.

IED is committed to improving relationships between the Agency and the Tribes across the state. The work that is and will continue to be carried out is key to improving Native American students' educational outcomes and support systems at the Agency and higher education institutions in New Mexico.



The Institutional Finance Division is responsible for reviewing and approving the operating budgets of the public NM higher education institutions. The Division is also responsible for developing the Higher Education Funding Formula, and confirming that the HEIs comply with all financial reporting requirements. This oversight is meant to promote fiscal responsibility, transparency, and accountability within the New Mexico higher education system.

General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Expenditures for All State (in millions)

Academic (Fiscal) Year	Total General Fund Appropriations	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
FY06	\$ 4,708.6	\$ 705.0	15.0%
FY07	\$ 5,113.1	\$ 788.4	15.4%
FY08	\$ 5,675.0	\$ 865.2	15.2%
FY09	\$ 6,035.1	\$ 866.1	14.4%
FY10	\$ 5,357.9	\$ 832.9	15.5%
FY11	\$ 5,212.9	\$ 762.3	14.6%
FY12	\$ 5,431.4	\$ 730.9	13.5%
FY13	\$ 5,658.8	\$ 757.7	13.4%
FY14	\$ 5,899.0	\$ 790.1	13.4%
FY15	\$ 6,161.7	\$ 838.6	13.6%
FY16	\$ 6,210.5	\$ 843.4	13.6%
FY17	\$ 6,103.6	\$ 786.7	12.9%
FY18	\$ 6,078.8	\$ 779.8	13.0%
FY19	\$ 6,339.8	\$ 809.6	12.8%
FY20	\$ 7,092.1	\$ 867.0	12.2%
FY21	\$ 7,074.7	\$ 840.7	11.9%

The appropriations for FY16 and FY17 reflect solvency cuts enacted through the 2016 Regular and 2016 1st Special Session. Higher education appropriations include funds appropriated for Instruction & General (I & G), Financial Aid, and a range of individual appropriations for Research and Public Service and other non-I&G programs that are not funded via the Funding Formula.

Public Postsecondary Tuition and Fees

The Department compiles tuition and fee data for all public postsecondary institutions. Following is a table of 2019-2020 fees organized by institution and sector.

New Mexico Public Higher Education Institutions 2020-2021 Tuition and Fees Summary				
	Undergraduate		Graduate	
	Resident In District	Non Resident	Resident In District	Non Resident
Four Year Institutions Research Sector				
NM Institute of Mining & Technology	\$ 4,210.42	\$ 12,125.10	\$ 4,356.89	\$ 12,831.00
New Mexico State University	\$ 4,022.20	\$ 12,833.00	\$ 2,962.80	\$ 9,137.70
UNM/Health Sciences (Physician)	\$ 4,431.32	\$ 12,249.86	\$ 4,880.64	\$ 13,295.28
*Annual Rate	n/a	n/a	\$ 15,378.00	\$ 44,073.78
Four Year Institutions Comprehensive Sector				
Eastern New Mexico University	\$ 3,264.00	\$ 4,284.00	\$ 3,567.00	\$ 4,740.00
New Mexico Highlands University	\$ 3,201.00	\$ 5,421.00	\$ 3,549.00	\$ 5,745.00
Northern New Mexico College	\$ 2,411.86	\$ 6,838.48	\$ 2,153.75	\$ 3,031.61
Western New Mexico University	\$ 3,698.06	\$ 7,625.88	\$ 4,313.55	\$ 8,623.20
Two Year Institutions Branch Community Colleges				
ENMU - Roswell	\$ 1,128.00	\$ 2,808.00	n/a	n/a
ENMU - Ruidoso	\$ 686.00	\$ 1,322.00	n/a	n/a
NMSU - Alamogordo	\$ 1,032.00	\$ 2,688.00	n/a	n/a
NMSU - Carlsbad	\$ 638.00	\$ 2,054.00	n/a	n/a
NMSU - Doña Ana	\$ 888.00	\$ 2,832.00	n/a	n/a
NMSU - Grants	\$ 1,032.00	\$ 2,052.00	n/a	n/a
UNM - Gallup	\$ 966.00	\$ 2,353.92	n/a	n/a
UNM - Los Alamos	\$ 1,048.00	\$ 2,794.00	n/a	n/a
UNM - Taos	\$ 951.00	\$ 2,391.00	n/a	n/a
UNM - Valencia	\$ 939.00	\$ 2,565.00	n/a	n/a
Two Year Institutions Branch Community Colleges				
Central New Mexico Community College	\$ 825.00	\$ 3,705.00	n/a	n/a
Clovis Community College	\$ 688.00	\$ 1,492.00	n/a	n/a
Luna Community College	\$ 505.00	\$ 1,285.00	n/a	n/a
Mesalands Community College	\$ 1,068.00	\$ 1,692.00	n/a	n/a
New Mexico Junior College	\$ 885.00	\$ 1,350.00	n/a	n/a
San Juan College	\$ 965.00	\$ 2,765.00	n/a	n/a
Santa Fe Community College	\$ 892.50	\$ 2,317.50	n/a	n/a
Special Schools				
New Mexico Military Institute	\$ 2,979.00	\$ 6,078.50	n/a	n/a



The Planning and Research Division supports the vision of a well-informed education leadership community in New Mexico. Employing the guiding principles of teamwork, efficiency, quality, and progress, the Division works to fulfill a mission of providing quality information and planning support to the higher education community through collaborative data collection, analysis and reporting. Five primary goals have been identified that contribute to the success of this mission:

1. Support the policy work of the Department
2. Strengthen partnerships with the state's education leadership community
3. Contribute to the local and national discussion of education policy and reform through research publications
4. Organize the Division's processes, define procedures, and clarify roles
5. Build Planning and Research Division sustainability

The responsibilities of the Planning and Research Division are broad. These are some of the Division's important and particularly relevant duties:

- Publish and present research and accountability reports at state and federal levels
- Inform and support the policy work of other division within the Department and other state agencies by providing research design and data analysis and report writing support
- Manage the public higher education funding formula data generation and certification process
- Oversee internal and external data flow related to the statewide higher education database
- Manage the statewide data verification process
- Lead and perform the legislative bill analysis process
- Develop data governance for the management and maintenance of student information
- Lead the development of New Mexico's longitudinal data system initiative
- Apply for grants that relate to educational research
- Provide state and federally mandated compliance reports related to accountability

The Division is dedicated to continuing to improve the ability to identify strategic improvement opportunities for the Governor, legislators, and the higher education leadership community via robust student longitudinal data analysis, forecasting, trend analysis, and modeling. The Division seeks ways to improve data collection so that decisions that impact education policy for secondary and postsecondary programs, institutions, and the workforce may be data informed.

In addition to routine reporting, the division initiates and completes ad hoc data collection and analyses that further describe the department's activities for quality improvement and public information purposes.

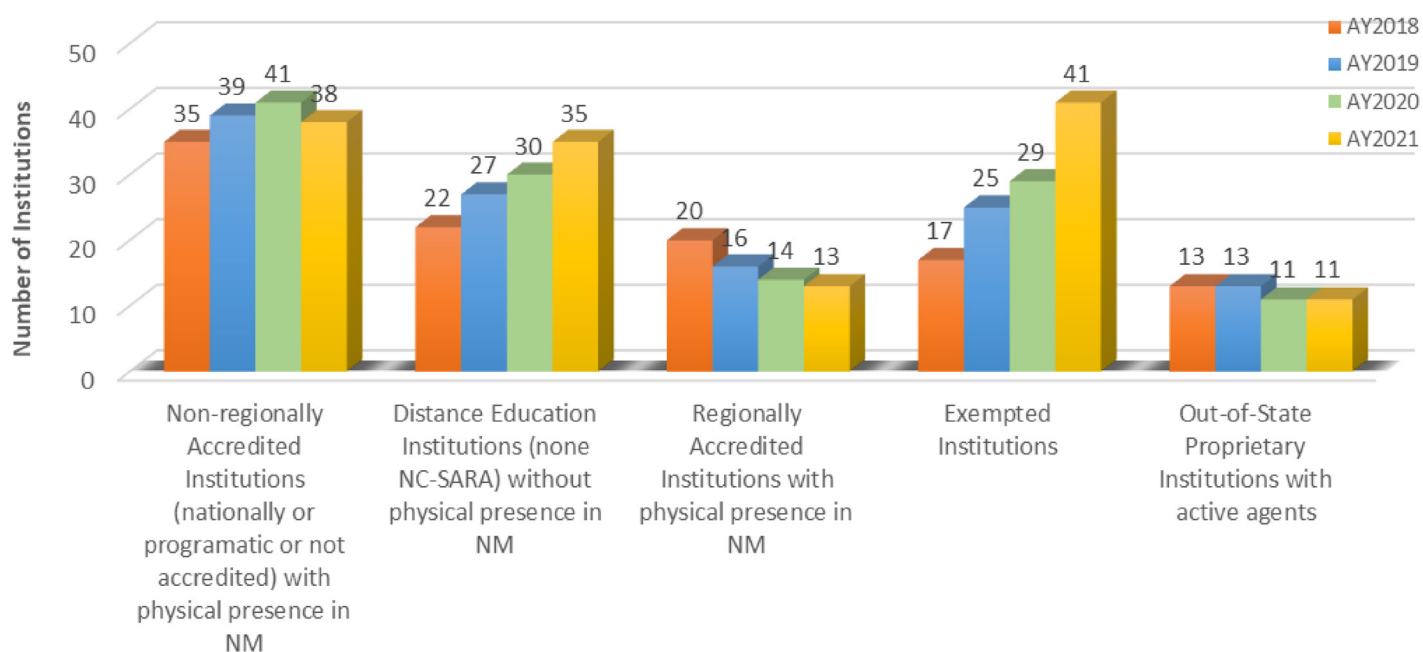


The Private Post-Secondary Schools Division (PPSD) protects students and consumers through the oversight and regulation of New Mexico's Private Post-Secondary Educational Institutions Act. The New Mexico Private Post-Secondary Educational Institution Act requires that State authorized institutions submit an Annual Report as part of the ongoing compliance program.

State Authorized and Exempted Institutions

In 2021 there were 97 private post-secondary state authorized institutions, of which 80 were required to submit an Annual Report to PPCS. The Division was able to draw some conclusions about the private post-secondary educational institution sector. The information contained herein is based on self-reported data from reporting institutions; the information has not been independently verified by the Division or an independent third party. The Division has seen a 59% increase in the number of State authorized distance education institutions over the last four years. This trend might continue and even accelerate given the current ongoing global pandemic.

New Mexico State Authorized Institutions



Institutional Accreditation Profiles

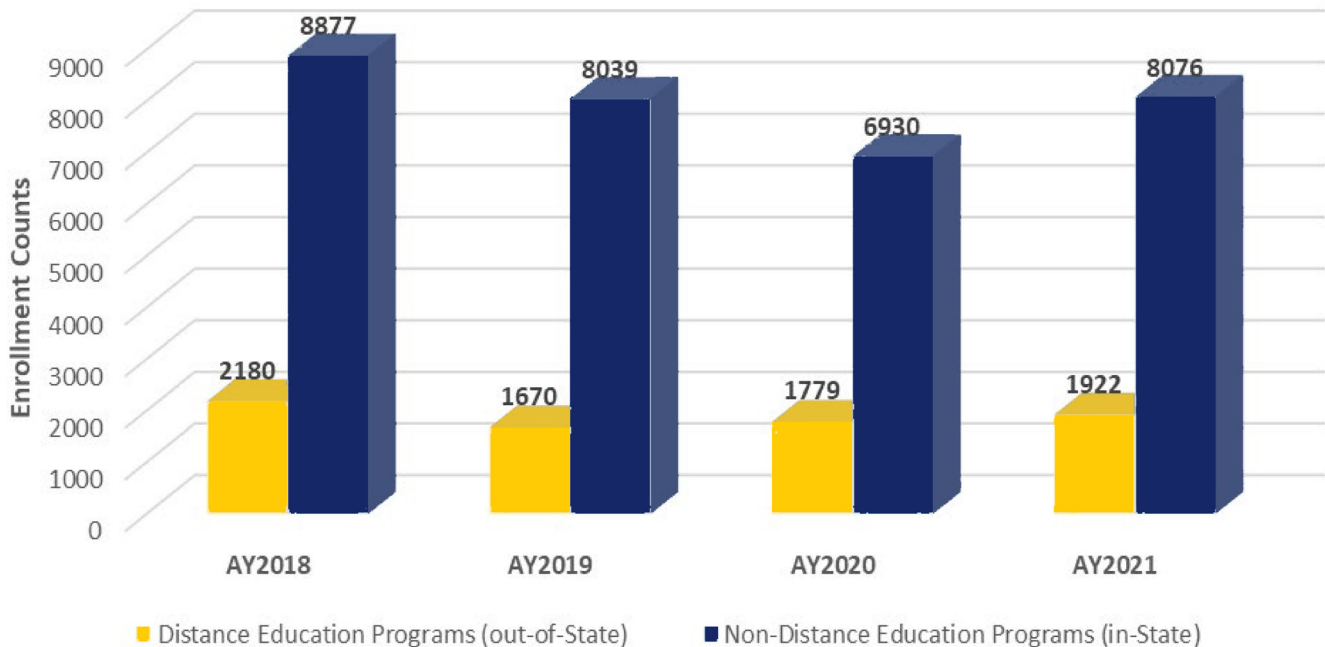
The following table shows the New Mexico State authorized private post-secondary institutions' accreditation status by degree granting status. There were 15 (19%) State authorized non-accredited institutions that granted certificates or diplomas. There were 65 (81%) State authorized accredited institutions whose accreditor had been recognized by the United States Department of Education. The majority (71%) of accredited institutions are offering both degree and non-degree programs.

	Only Degree Granting	Degree & Certificate/ Diploma Granting	Only Certificate/ Diploma Granting	Total Institutions
Accredited	13	45	6	65
Non-Accredited	0	0	15	15
Total Institutions	13	46	21	80

Student Enrollment Counts

Overall student enrollment counts in private post-secondary educational institutions increased by 15% between AY2020 and AY2021 to a total of 9,998 students. The increase in student enrollment in New Mexico reversed a declining enrollment trend that the State experienced over the previous 3 academic years. The Higher Education Emergency Relief Fund (HERRF) and the proprietary institution grant fund for students, that were implemented due to the ongoing pandemic, might have contributed to the enrollment reversal. The percent of New Mexico students that were enrolled in distance education programs offered by none NC-SARA approved out-of-State institutions grew to a three year high to 1922. The Department expects this percentage to increase in future years given that the convenience of online degree programs is gaining acceptance boosted by the ongoing pandemic that started in March of 2020.

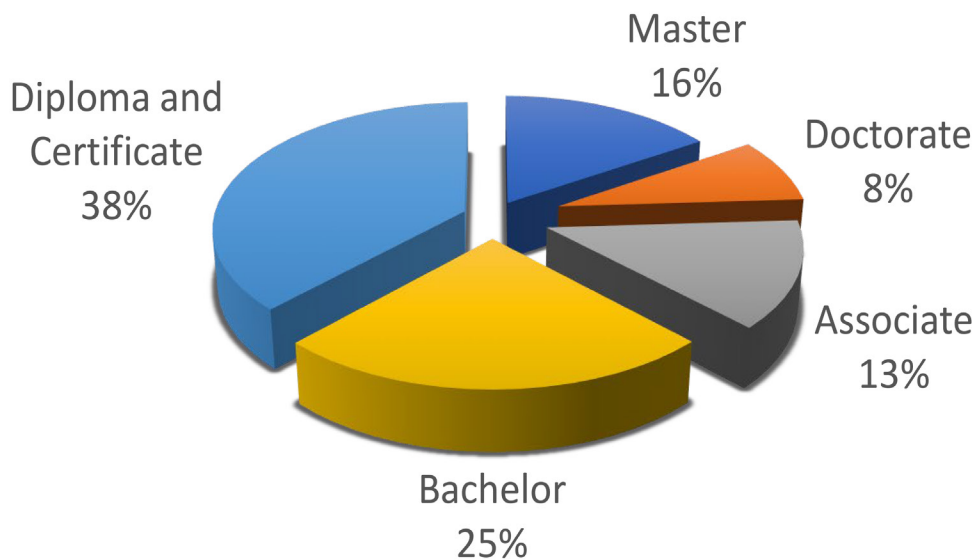
Distance Education Versus On-Campus In-State Education Enrollment Counts



Student Enrollment Counts by Program Level

Of the 9,998 New Mexico students enrolled in State authorized private post-secondary institutions, the majority (3,781) were enrolled in diploma and certificate programs, representing a 16% increase from AY2020. The types of diplomas and certificate programs offered by these institutions included programs such as cosmetology, vocational nursing, truck driving, computer training and flight training. In AY2021, about half of all students in private post-secondary educational institutions were enrolled in Bachelor or higher degree programs. This proportion was unchanged from the previous academic year.

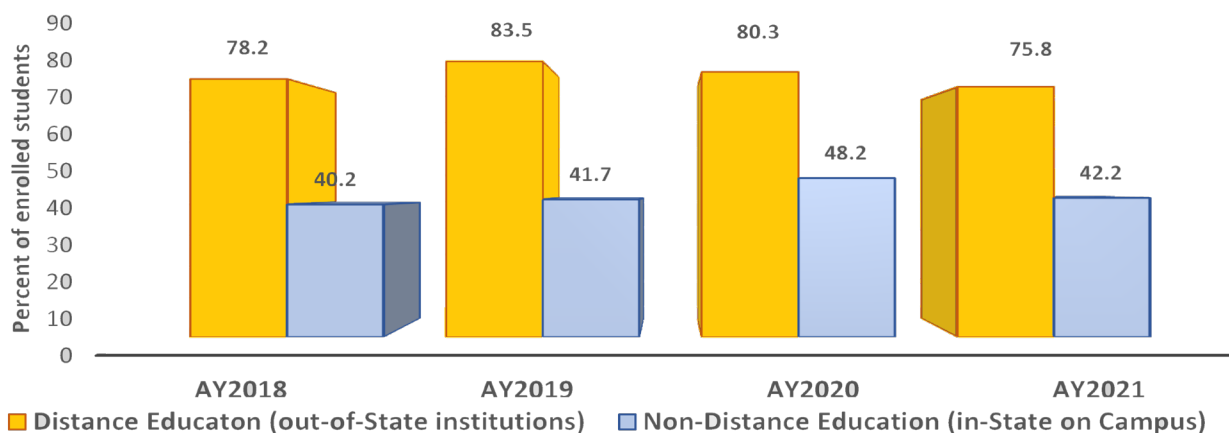
AY 2021 NM Student Enrollment by Program Level



Student Enrollment Counts in Four Year and Higher Degree Programs

Students attending non-NC-SARA approved out-of-State distance education institutions are twice as likely to enroll in Bachelor or higher degree programs than students attending on-ground in-State private educational institutions. Although there is evidence that online Bachelor and higher degree programs are more expensive than in-State offered Bachelor and higher degree programs, the trend might continue as certain four-year and higher degree programs are unavailable at in-State private post-secondary educational institutions.

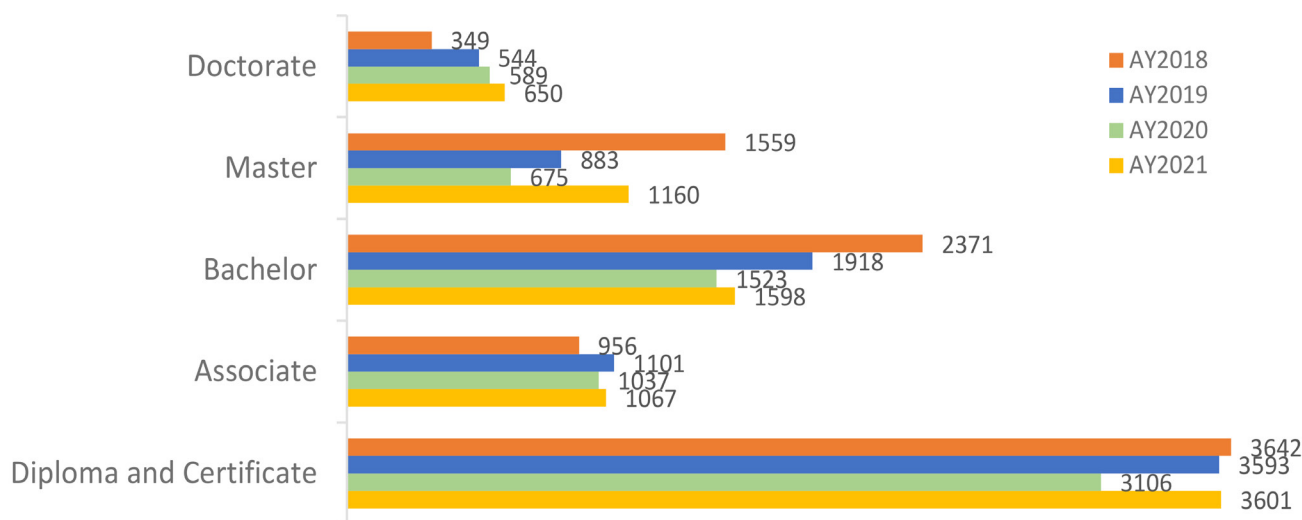
Percent of Students Enrolled in a 4-Year or Higher Degree Program by Institution Type



Student Enrollment Counts by Program Level and Institution Type

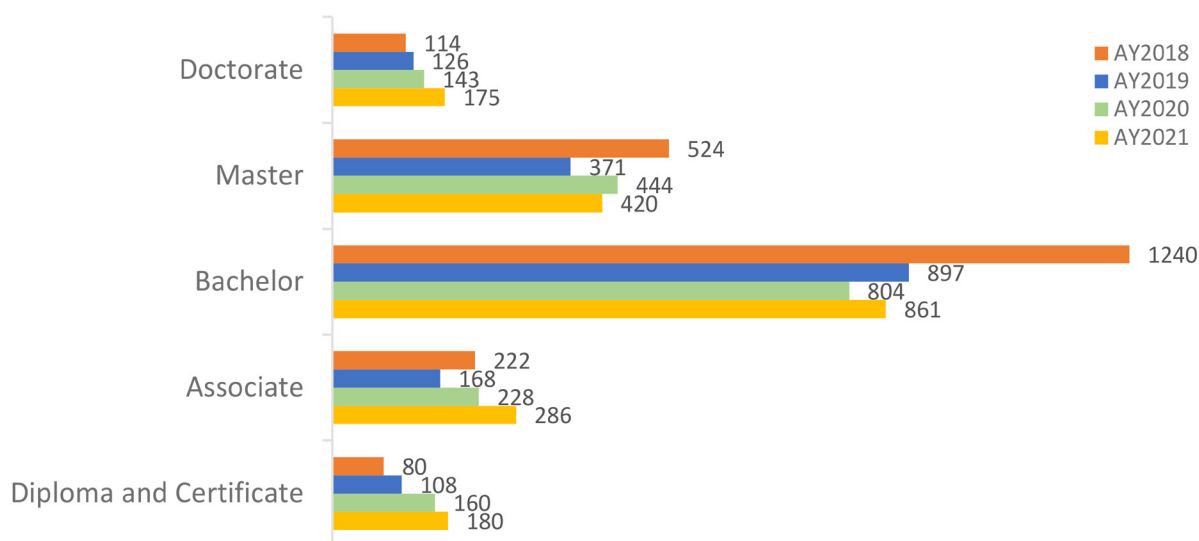
About 45% of all students enrolling in-State post-secondary educational institutions enrolled in diploma and/or certificate programs in AY2021, revealing a constant trend over the last four academic years. The largest annual enrollment increases have been for master's degree and certificate programs. All program enrollment counts in in-State private institutions showed an increase over the previous academic year.

Student Enrollment in Private Postsecondary Educational Institutions With Physical Presence in New Mexico



Of the approximate one fifth of New Mexico students that enrolled in non-NC-Sara approved out-of-State post-secondary educational institutions in AY2021, an impressive 76% enroll in bachelor's or higher degree programs. The only enrollment counts that are steadily increasing over the last four years are enrollments in Doctorate programs and enrollments in diploma and certificate programs.

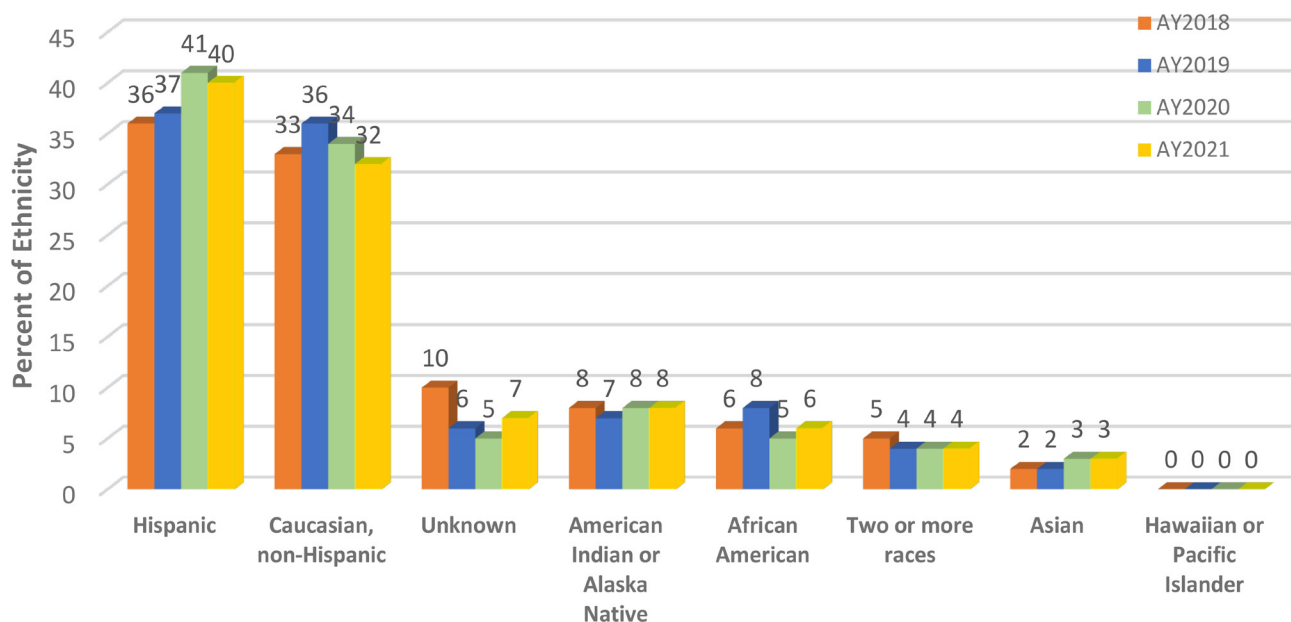
Student Enrollment in non-SARA Approved Distance Education Institutions with No Physical Presence in New Mexico



Ethnic Composition of Student Body

The graph below depicts the ethnic composition of the New Mexico private post-secondary student body over a four-year period. The percentages follow roughly statewide percentages of New Mexico residents except for African Americans showing an average of 6% student enrollment, representing three times the statewide percentage of 2% of African American residents in New Mexico.

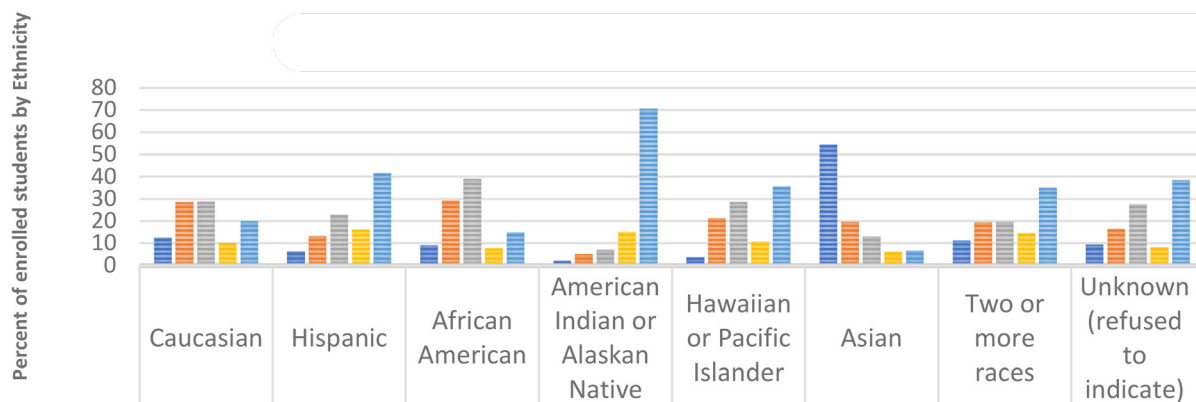
Ethnic Composition of New Mexico Private Postsecondary Student Body



Program Type by Students Ethnicity

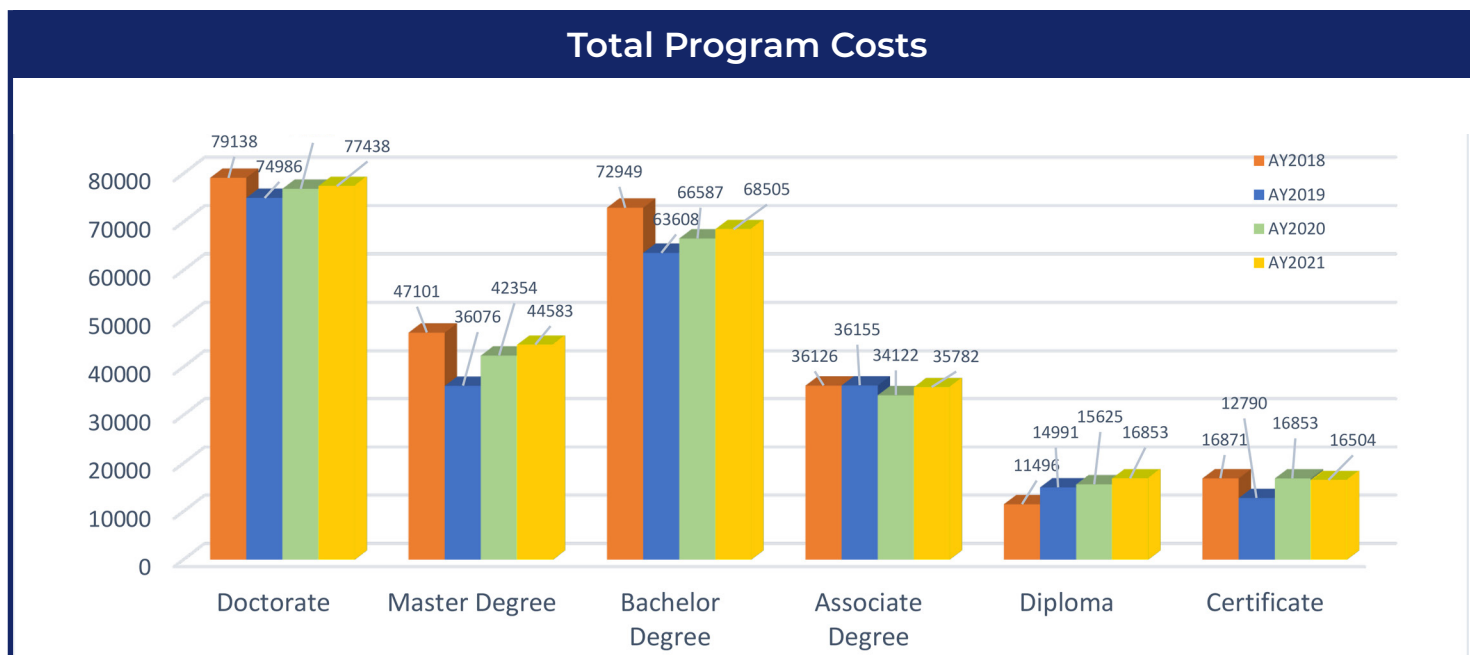
Slicing the enrollment percentages by program types and ethnicities, we can depict some interesting information. For example, about 86% of American Indian or Alaskan Native students enroll in Certificate (Diploma) or Associate Degree programs whereas 87% of all Asian students enroll in Bachelor or higher degree programs of which two thirds are enroll in PhD programs. African American and Caucasian students are also more likely to enroll in higher degree programs.

Program Type by Ethnicity in AY2021



Average Total Program Costs

The chart below shows the average total program cost by New Mexico State Authorized private post-secondary institutions. The cost of a bachelor's degree obtained from a New Mexico State authorized private post-secondary institution was \$68,505 in AY2021.



Schools that obtained first-time State authorization in New Mexico in AY2021

The Division issued first-time State authorization certificates to the following listed institutions. A comprehensive list of all current State authorized institutions is available on the Departments website at:

<https://hed.state.nm.us/resources-for-schools/private-post-secondary-schools/private-post-secondary-school-directory>

- Los Angeles Pacific University
- Miami International University of Art & Design
- Pepperdine University
- The University of Arizona Global Campus (formerly known as Ashford University)
- The University of San Diego
- William Jessup University

Schools that closed or postponed educational activities in AY2021

The Division works closely with schools as they close their doors to ensure there is a long-term plan in place for maintenance and access of records and to ensure the enrollment agreements are fulfilled. Of all private New Mexico State authorized post-secondary educational institutions, there were no school closure announced during the AY2021.

A comprehensive list of all previously closed schools with information about the custodian of records can be found on the New Mexico Higher Education Department's website:

https://hed.state.nm.us/uploads/documents/NMHED_List_of_Closed_Schools_6-2021.pdf

Approved Rule Changes

Approved rule changes to 5.99.1 (The Interstate Distance Education Act) in AY2021
Rule Hearing on August 18th, 2020

Summary of proposed changes:

The amendment to Section 5.99.1.7 NMAC add the definitions "State portal agent". Subsequent definitions in the section are renumbered to accommodate for the proposed definition.

The amendment to Section 5.99.1.10 NMAC adds criteria for exemption from obtaining distance education authorization for chartered, nonprofit religious institutions.

The amendment to Section 5.99.1.12 NMAC adds a minimum surety bond amount for private post-secondary educational institutions and the requirement that for profit institutions with student gross tuition revenues of \$100,000 or more submit a letter of good standing from the Office of the Secretary of State of New Mexico and proof of registration with the New Mexico Taxation and Revenue Department.

The amendment to Section 5.99.1.16 NMAC consists of non-substantive formatting corrections to conform with current legislative styles.

The amendment to Section 5.99.1.18 NMAC proposes to rename the section to accommodate for the addition of an appeal process. Pursuant to Section 2.1 of the NC-SARA Manual the amendment to 5.99.1.19 NMAC develops and implements a means to hear and internally resolve appeals from institutions that have been denied initial participation or renewal of participation in NC-SARA.

Approved rule changes to 5.100.6 (Registration under the Post-Secondary Educational Institution Act) in AY2021
Rule Hearing on August 18th, 2020

Summary of proposed changes:

The amendments to Section 5.100.6.7 NMAC add the definitions “Career School”, “Enrollment agreement”, “Private post-secondary educational institution” and “Prospective student”. Other definitions in the section are renumbered to accommodate for the proposed definitions. The definition “post-secondary educational institution” or “post-secondary institution” is modified to clarify operation is from a physical site in New Mexico, through distance education, correspondence or in person.

The amendment to Section 5.100.6.13 NMAC removes the Subsection B “Enrollment agreement” as the provisions are included in Section 5.100.6.11 NMAC. The Subsection is replaced with “Information provided to students” which lists information that must be provided prior to the signing of an enrollment.

The amendment to 5.100.6.20 NMAC adds reporting conditions and lists specific items the institution must report on an annual basis.

Approved rule changes to 5.100.7 (Licensure under the Post-Secondary Educational Institution Act) in AY2021
Rule Hearing on August 18th, 2020

Summary of proposed changes:

The amendments to Section 5.100.7.7 NMAC add the definitions “Private post-secondary educational institution” and “Prospective student”. Other definitions in the section are renumbered to accommodate for the proposed definitions. The definition “Post-secondary educational institution” or “post-secondary institution” is modified to clarify operation is from a physical site in New Mexico, through distance education, correspondence or in person.

The amendments to Section 5.100.7.9 NMAC update requirements relating to provisional licensure status of a degree granting institution seeking accreditation status. The requirement that an institution must reapply for a provisional license for a minimum of two consecutive years is removed.

The amendment to 5.100.7.10 NMAC lists additional information which must be provided to students prior to the signing of an enrollment agreement and requires that the institution maintain record they provided the information. Paragraphs within the Subsection are renumbered to accommodate for the proposed provisions and a non-substantive formatting correction is made to conform to current legislative styles at the direction of the Commission of Public Records. The time frame for degree-granting institutions to obtain accreditation with an accrediting agency recognized is expanded.

The amendment to 5.100.7.11 NMAC also lowers the minimum number of annual committee review meetings.

The amendment to 5.100.7.14 NMAC adds reporting conditions and lists specific items the institution must report on an annual basis. In addition, the amendment adds a provision that the institution must maintain records of their efforts to provide the information to prospective student for at least five years after the student enrolls at the institution.

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career

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