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NEW MEXICO HIGHER EDUCATION DEPARTMENT 2022 ANNUAL REPORT



Dear Higher Education Leaders:

Looking back on 2020 and FY21, it is clear that this period was unlike any other in the history of higher education in New Mexico. Institutions across the state adapted quickly to the challenges of COVID-19, developing and following detailed operational plans that allowed them to continue delivering quality education while keeping campuses safe and in compliance with state guidance.

Even in the face of disruption, higher education achieved significant milestones during this time:

- Student financial aid programs were enhanced and expanded
- New teacher pipeline supports were launched
- The Lottery Scholarship was expanded, with COVID-19 relief for both current students and graduating seniors
- Federal funding for Adult Education, Financial Aid, and GEAR UP was maintained and increased
- The capital project process was improved
- All public and private higher education institutions successfully reopened with state guidance
- The New Mexico Higher Education Advisory Council was re-established
- The New Mexico Academic Advisory Committee was created, taking on major topics such as the Common Course Numbering System, General Education, and Dual Credit

Strengthening the Teacher Pipeline

Several programs expanded during this period to support the preparation of qualified teachers:

- *Grow Your Own Teachers Scholarship* awarded \$510,000 across FY20 and FY21, funding 43 scholarships in FY20, 104 in Fall 2020, and an estimated 150 in Spring 2021
- *Teacher Preparation Affordability Scholarship* supported 677 students in FY20 with \$1.86 million in awards, with \$2 million budgeted in FY21
- *Teacher Loan Repayment* provided up to \$6,000 per year with a two-year commitment, supporting 182 recipients in FY20 and 350 in FY21, with \$2 million budgeted in FY21

Opportunity Scholarship

2020 also marked the first year of the Opportunity Scholarship. The program:

- Opened doors for recent high school graduates and returning adult learners to pursue 21st-century skills
- Provided tuition and fee assistance for students in two-year degree or certificate programs at public institutions and tribal colleges
- Worked in tandem with the Lottery Scholarship and Pell grants to cover costs of attendance

COVID-19 created barriers that prevented many students, particularly adult learners with children, from completing 12 credit hours due to challenges with employment, childcare, and access to technology. These lessons pointed to the importance of expanding access by reducing the 12-credit requirement to six credit hours, as intended in the original legislation.

Longitudinal Data System

Finally, this period saw the launch of the Longitudinal Data System — a cradle-to-career initiative developed in partnership with the Early Childhood Education & Care Department, Children’s Cabinet, Public Education Department, Higher Education Department, and Department of Workforce Solutions. This project laid the foundation for creating clear pathways for New Mexicans to stay in their communities, gain skills, and pursue fulfilling careers with family-sustaining wages and continues today.



Reflecting on this historic year, we recognize both the challenges faced and the progress made. Together, New Mexico's higher education institutions demonstrated resilience, innovation, and commitment to students in a time of great uncertainty.

Sincerely,

Stephanie Rodriguez
Cabinet Secretary

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New Mexico Public Higher Education Data

The New Mexico Higher Education Department (Department) collected data from all twenty-nine colleges and universities in the state through its Electronic Data Editing and Reporting (eDEAR) unit-record system. These submissions served as the official source of data for public postsecondary education in New Mexico. Throughout this period, the Department maintained the data securely and ensured that personal identifiable information was not released.

The data collected included:

Enrollment

Enrollment data consisted of three file types: student, course, and student-course records. These files captured all students enrolled in higher education courses, including high school students earning college credit through dual credit. Institutions submitted enrollment files after each semester.

Degrees Awarded

Degree data included all students who completed a certificate or degree program. The reporting process combined fall and spring data, with the summer term collected separately. An academic year was defined as summer, fall, and spring of the following year, although for graduation rate calculations, summer was treated as a trailing term.

Financial Aid

The financial aid file provided the most complete record of student aid awards across the fiscal year (fall, spring, summer). Data also incorporated information from students' FAFSA applications, where available, to capture values such as cost of attendance and income.



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New Mexico Public Higher Education Institutions

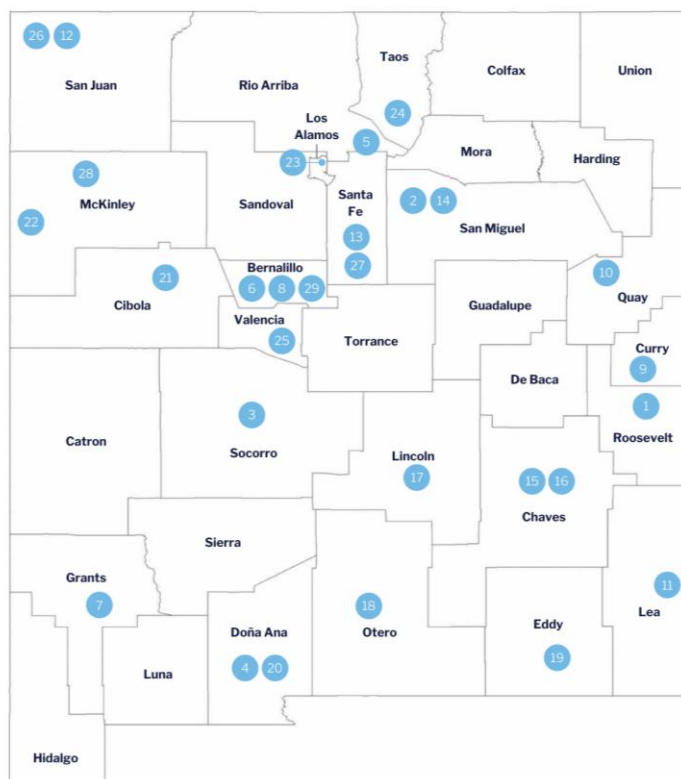


Figure 1. Map of New Mexico public higher education institutions.

Table 1. New Mexico public higher education institutions.

Sector	Higher Education Institutions
Research Universities	4—New Mexico State University (NMSU); 3—New Mexico Institute of Mining and Technology (New Mexico Tech; NMT); 6—University of New Mexico (UNM)
Comprehensive Universities	1—Eastern New Mexico University (ENMU); 2—New Mexico Highlands University (NMHU); 5—Northern New Mexico College (NNMC); 7—Western New Mexico University (WNMU)
Branch Community Colleges	16—Eastern New Mexico University, Roswell campus (ENMU-RO); 17—Eastern New Mexico University, Ruidoso campus (ENMU-RU); 18—New Mexico State University, Alamogordo campus (NMSU-AL); 20—New Mexico State University, Doña Ana campus (NMSU-DA); 21—New Mexico State University, Grants campus (NMSU-GR); 22—University of New Mexico, Gallup campus (UNM-GA); 23—University of New Mexico, Los Alamos campus (UNM-LA); 24—University of New Mexico, Taos campus (UNM-TA); University of New Mexico, 25—Valencia campus (UNM-VA)
Independent Community Colleges	8—Central New Mexico Community College (CNM); 9—Clovis Community College (CCC); 14—Luna Community College (LCC); 10—Mesalands Community College (MCC); 11—New Mexico Junior College (NMJC); 19—Southeast New Mexico College (SENM); 13—Santa Fe Community College (SFCC); 12—San Juan College (SJC)
Tribal Colleges	26—Diné College (DINE); 27—Institute of American Indian Arts (IAIA); 28—Navajo Technical University (NTU); 29—Southwestern Indian Polytechnic Institute (SIPI)
Military Institute	15—New Mexico Military Institute (NMMI)

Enrollment

Total Enrollment

Table 2 presents 17 years of fall-term enrollment data for New Mexico's public colleges and universities. **Figures 2–4** illustrate these trends using data from Table 2.

Table 2. Fall-term enrollment data for New Mexico's public colleges and universities.

	Fall Term, End of Semester Data																	Change 2005 to 2010	Change 2010 to 2019	Change 2019 to 2021
RESEARCH SECTOR	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			
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%
	Fall Term, End of Semester Data																	Change 2005 to 2010	Change 2010 to 2019	Change 2019 to 2021
COMPREHENSIVE SECTOR	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			
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%
	Fall Term, End of Semester Data																	Change 2005 to 2010	Change 2010 to 2019	Change 2019 to 2021
BRANCH CCs	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			
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%
	Fall Term, End of Semester Data																	Change 2005 to 2010	Change 2010 to 2019	Change 2019 to 2021
INDEPENDENT CCs	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			
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%
	Fall Term, End of Semester Data																	Change 2005 to 2010	Change 2010 to 2019	Change 2019 to 2021
NM HEI SECTOR - Enrollment Headcounts	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			
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 2. Fall-term headcount by higher education sector.

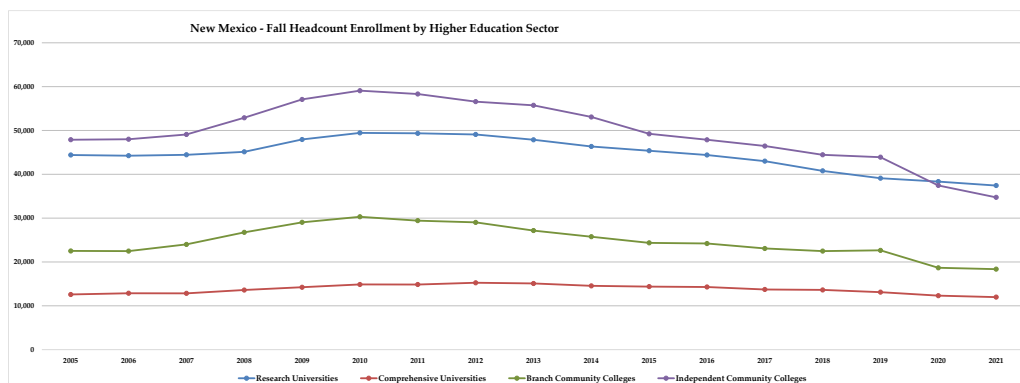


Figure 3. Fall-term total headcount.

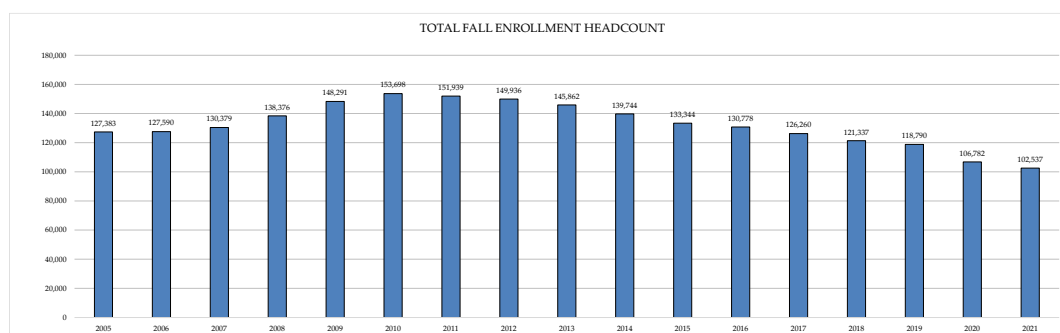
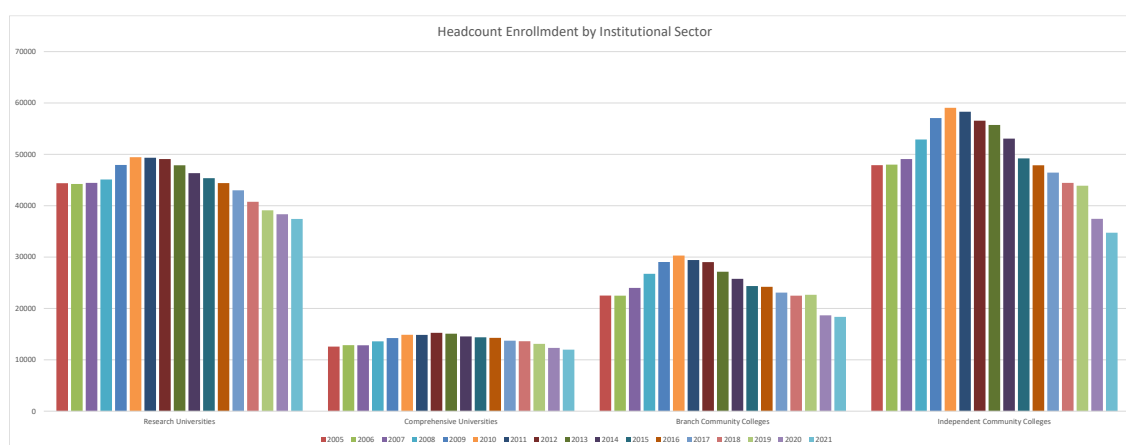


Figure 4. Fall-term total headcount.



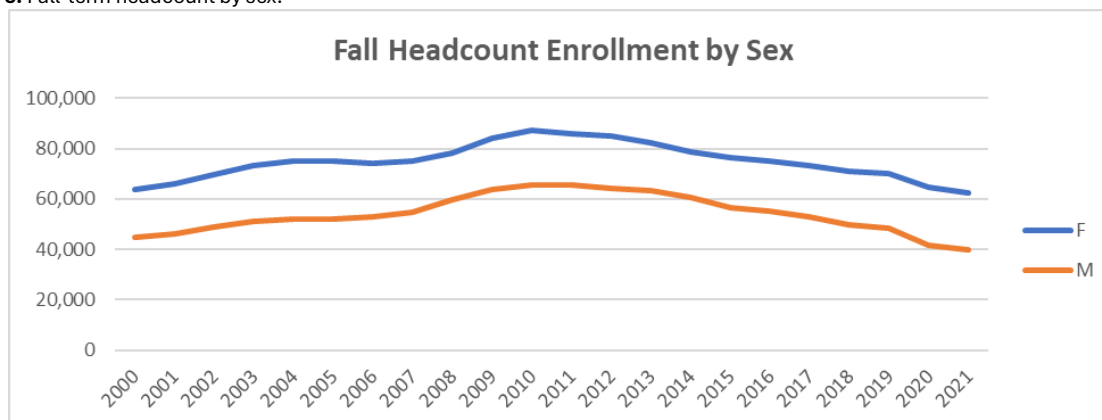
Enrollment in New Mexico grew steadily across all sectors from fall 2005 through fall 2010, with an overall increase of 20.7 percent. Growth was strongest at the branch community colleges (34.6 percent) and more modest at the research universities (11.4 percent).

Beginning in fall 2011, however, total enrollment declined across all sectors, resulting in a net loss of 22.7 percent between fall 2010 and fall 2019. The onset of the COVID-19 pandemic in fall 2020, which shifted most instruction to online delivery, contributed to an additional statewide decline of 13.7 percent between fall 2019 and fall 2021. Community colleges were impacted most heavily, with enrollment falling by 18.9 percent at branch campuses and 20.9 percent at independent community colleges.

Enrollment by Sex

The enrollment pattern between males and females remained relatively stable over the past two decades, although the decline in male enrollment was somewhat steeper than that for females. In 2000, women accounted for 58.7 percent of total enrollment; by fall 2021, their share had risen to 61.0 percent (see Figure 5).

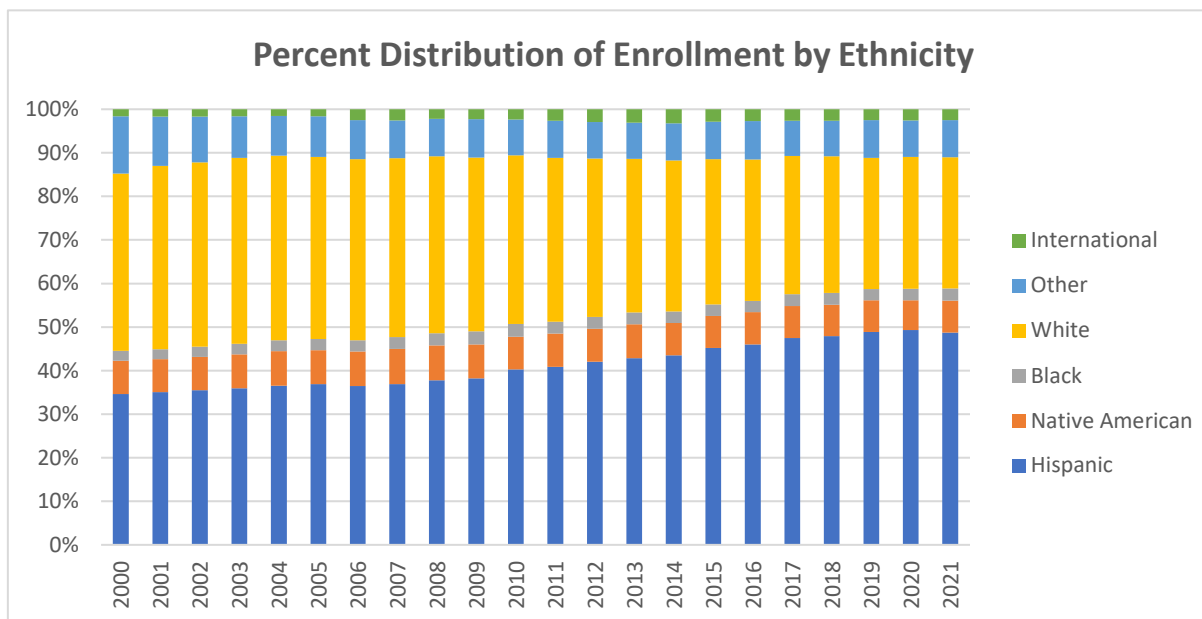
Figure 5. Fall-term headcount by sex.



Enrollment by Race/Ethnicity

The distribution of enrollment by race and ethnicity has shifted notably over the past two decades. In fall 2000, Hispanic/Latino students represented 34.6 percent of total enrollment; by fall 2021, their share had risen to 48.7 percent. White, non-Hispanic students made up 40.7 percent of enrollment in 2000 compared to 30.1 percent in 2021. The proportion of Native American students remained relatively stable during this period, averaging 7.6 percent. The percentage of Black students grew modestly, from 2.3 percent to 2.8 percent. These trends are illustrated in Figure 6.

Figure 6. Fall-term headcount by race/ethnicity.



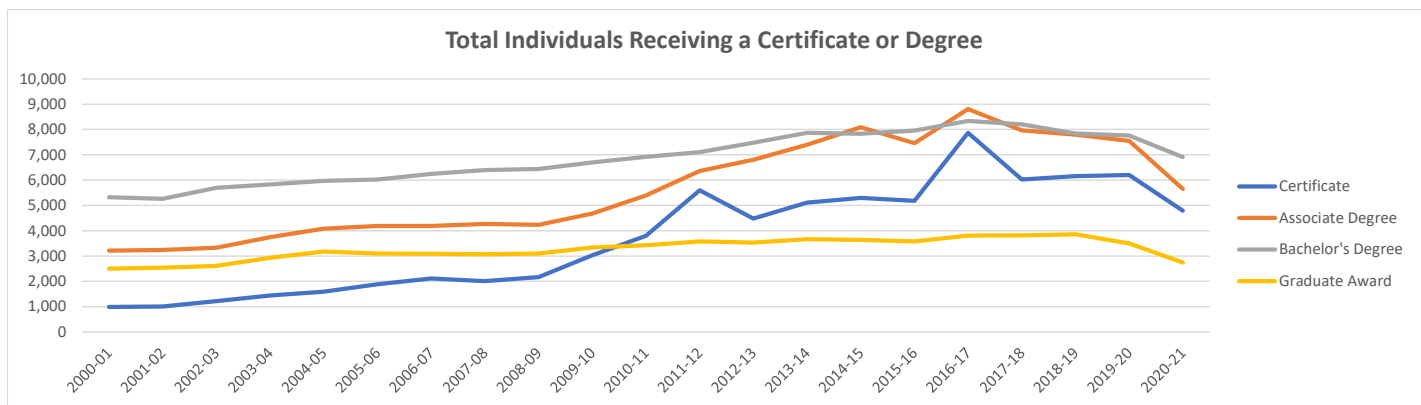
Degrees

There are two common ways to report on certificates and degrees awarded by institutions. Because some students earn more than one award in a given year, reports can either count the number of individual students who received an award or the total number of awards conferred. In Table 3, the data reflect the number of individuals, with each student counted once according to their highest award earned. These trends are illustrated in Figure 7.

Table 3. Number of individuals receiving certificates or degrees, reported by highest award earned.

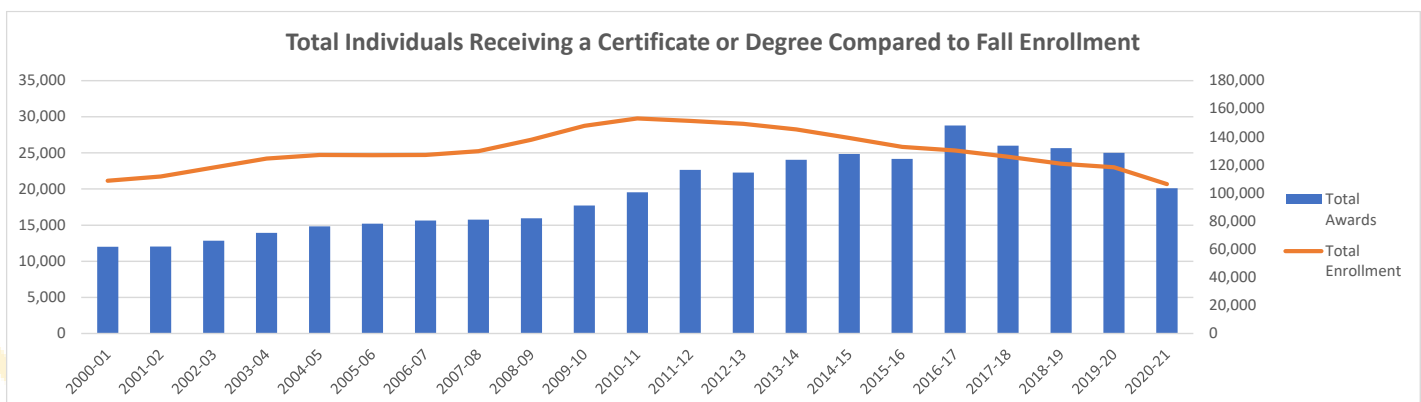
Award Smry	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	00 to 20
Certificate	988	1,006	1,216	1,441	1,593	1,882	2,112	2,008	2,171	3,023	3,802	5,597	4,478	5,110	5,295	5,183	7,863	6,023	6,160	6,203	4,792	527.8%
Associate Degree	3,209	3,237	3,326	3,742	4,083	4,187	4,192	4,268	4,231	4,673	5,390	6,359	6,801	7,395	8,085	7,462	8,805	7,963	7,793	7,552	5,647	135.3%
Bachelor's Degree	5,319	5,258	5,697	5,828	5,969	6,027	6,241	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	3,087	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	15,632	15,750	15,942	17,728	19,537	22,640	22,281	24,034	24,850	24,179	28,805	26,002	25,649	25,015	20,094	

Figure 7. Trends in certificates and degrees awarded, reported by highest award earned per individual.



Although statewide enrollment began to decline after fall 2011, the total number of awards continued to rise across most award levels. As shown in Figure 8, awards leveled off around 2017–18 and dropped in 2020–21, likely reflecting the impacts of the COVID-19 pandemic. The overall increase in awards, even as enrollment declined, points to improvements in student retention and graduation rates at New Mexico's institutions.

Figure 8. Trends in certificates and degrees awarded by New Mexico institutions, 2000–2021.



Retention and Graduation Rates

Retention rates, measured from first fall enrollment to the following fall, can be compared directly with national benchmarks. Over time, retention rates at New Mexico universities have improved and, in recent years, reached levels comparable to national averages. The 2020 entering class experienced a drop in retention, likely due to the disruptions of COVID-19. Figures 9 and 10 illustrate these trends for four-year and two-year colleges, respectively.

Figure 9. First-to-second year retention rates at New Mexico four-year universities compared with national rates.

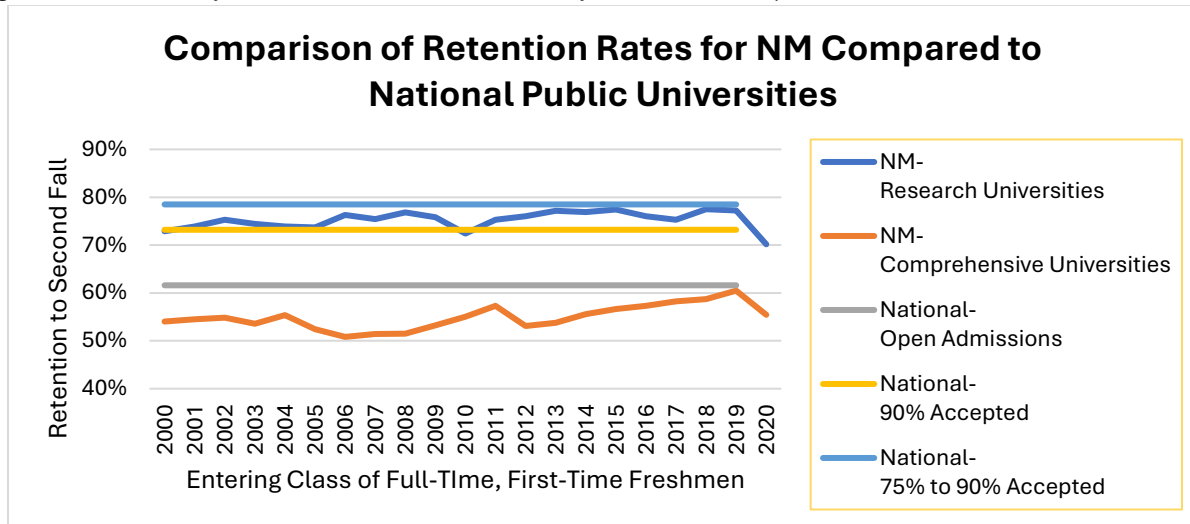
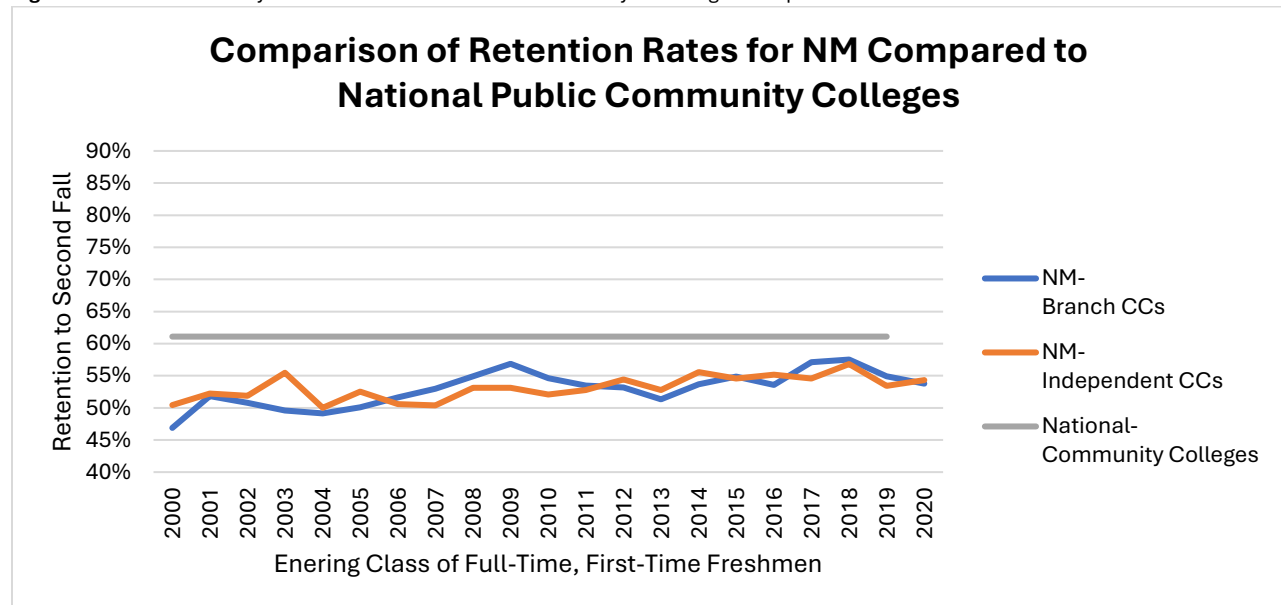


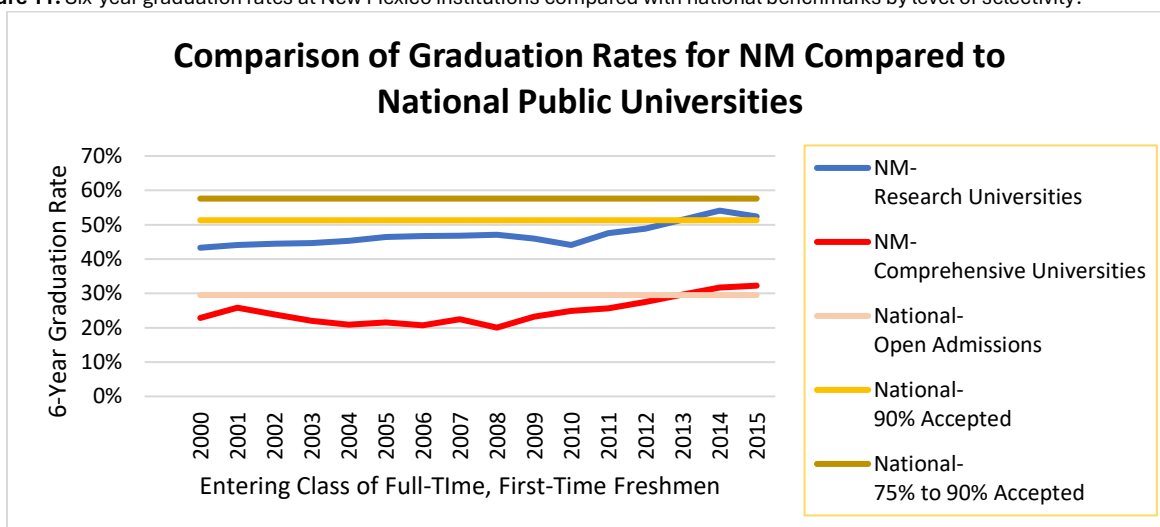
Figure 10. First-to-second year retention rates at New Mexico two-year colleges compared with national rates.



Six-year graduation rates are widely used as a measure of institutional success in graduating students, as well as for comparing institutions to one another. Nationally, these rates vary according to institutional selectivity, with more selective institutions generally reporting higher graduation rates. The National Center for Education Statistics (NCES) collects graduation rate data through IPEDS and reports average rates by level of selectivity.

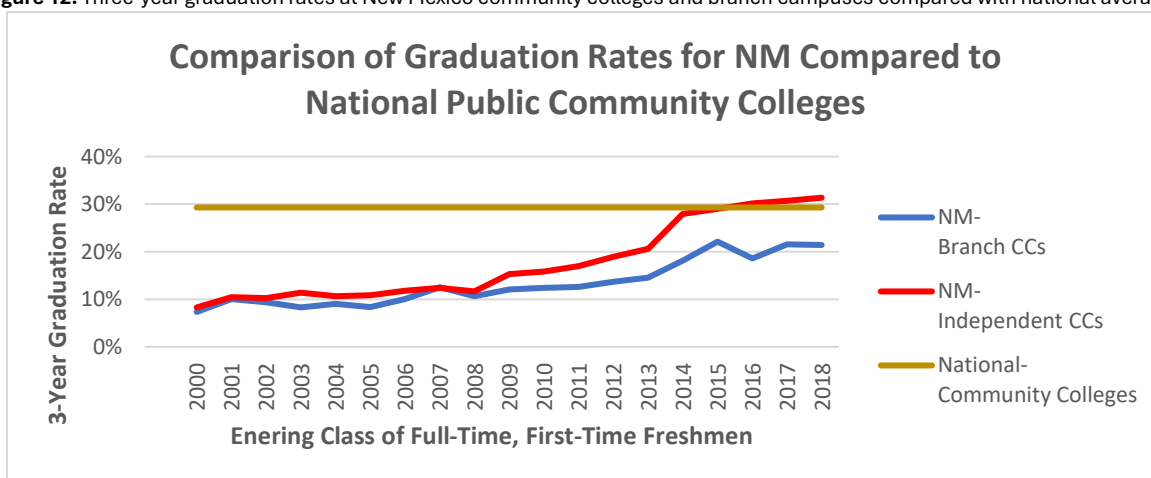
New Mexico institutions generally maintain broad admissions policies, admitting most or all students who apply. As such, they are best compared with national institutions that are open admission, admit 90 percent or more of applicants, or admit between 75 and 90 percent of applicants. In recent years, six-year graduation rates for New Mexico institutions have been comparable to these national benchmarks and have shown steady improvement. These trends are illustrated in Figure 11.

Figure 11. Six-year graduation rates at New Mexico institutions compared with national benchmarks by level of selectivity.



While six-year graduation rates are commonly used for universities, three-year rates are the standard measure for community colleges. In New Mexico, three-year graduation rates have been rising at both independent community colleges and branch campuses. In recent years, independent community colleges have reached levels comparable to the national average, while branch campuses have also shown improvement but remain below national rates. These trends are illustrated in Figure 12.

Figure 12. Three-year graduation rates at New Mexico community colleges and branch campuses compared with national averages.



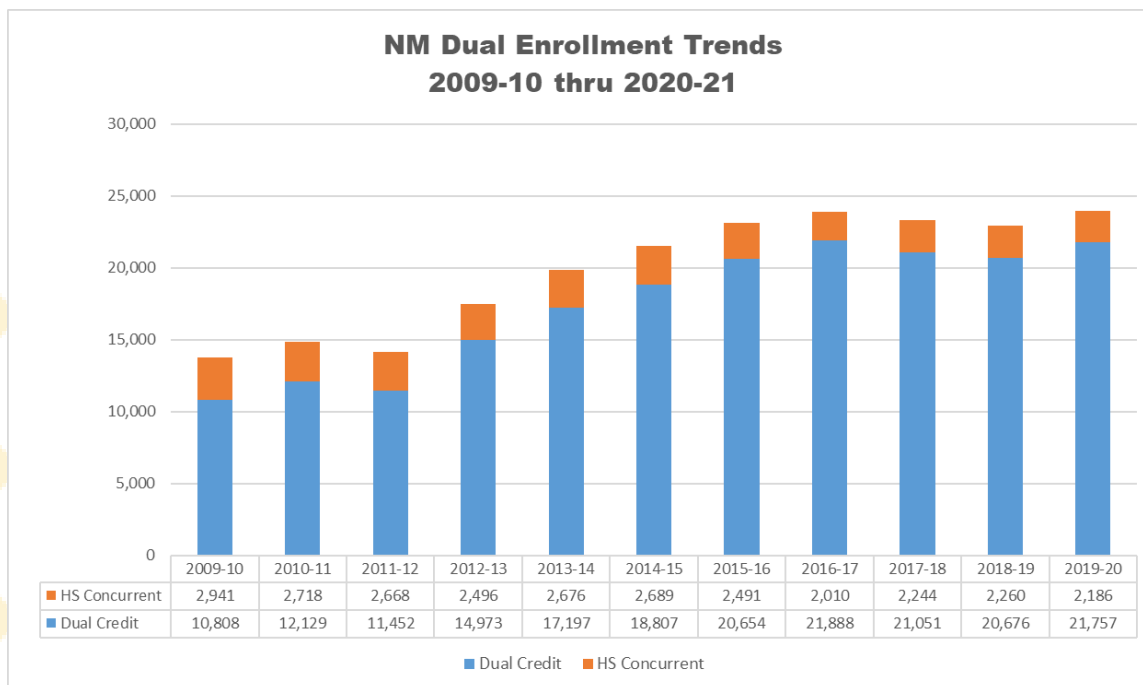
Dual Enrollment

The Department defines high school students who enroll in college courses as “dual enrollment” students. Most of these students participate in the state’s Dual Credit Program, which allows them to earn both high school and college credit. Dual Credit students are not charged tuition or standard fees by the college, and their school district covers the cost of books and materials. Families are responsible for transportation. Participation also requires a signed agreement between the student’s family, the college, and the high school. Approximately 90 percent of dual enrollment students are classified as Dual Credit.

Some students are instead counted as high school concurrent. This occurs when a college course is not accepted by the high school for credit, or when the district has a financial arrangement with the college to cover tuition and fees. In these cases, students may still receive both college and high school credit, but they are not considered part of the Dual Credit Program.

Figure 13 shows the growth of dual enrollment over the past eleven years. Enrollment increased from 2011–12 through 2016–17 and has remained relatively stable since that time.

Figure 13. Dual enrollment in New Mexico, 2011–12 through 2021–22.



**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

Institution-Level Data

The following pages present detailed data for each institution. The data are drawn from the following sources:

General Information

The College Navigator:

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

Revenue (FY2020–21) and Expenditures (FY2020–21)

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

Degree and Enrollment Demographics

Pulled from the eDEAR Student Files submitted by institutions to the New Mexico Higher Education Department. *Note: For degrees, this table reports the number of recipients, not the total number of awards granted.*

Outcome Measures: Eight Years After Initial Enrollment

The College Scorecard:

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



Research Universities

**New Mexico Institute of Mining and Technology
(NMT)**

New Mexico State University (NMSU)

University of New Mexico (UNM)

Credit: Photo by Allison Shelley/Complete College Photo Library



New Mexico Institute of Mining and Technology (NMT)

City: Socorro, NM
Website: nmt.edu
Student/Faculty Ratio: 8 to 1
Tuition/Fees AY 2021-2022: \$8,425
Average Net Price AY 2019-2020: \$14,834
www.nmt.edu/finaid/netprice/index.html

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	140	40
Research/Public Service	5	4
Graduate Assistants	0	45

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	0	4
First-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	1,373	360

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$13,816.6	---
State Appropriations	\$39,010.7	---
Local Appropriations	---	---
All Grants/Contracts	\$355.1	\$53,369.0
Sales and Services	\$5,894.6	\$4,118.0
All Other Sources	\$10,260.6	\$4,036.0
Total	\$69,337.6	\$61,523.0

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	11	18
Asian	31	43
White	256	578
Other	35	38
International	17	55
Total Headcount	589	1,144

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$25,392.0	---
Research and Public Service	\$9,929.0	\$55,795.0
Student Aid Grants and 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

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	---	---	---	---

Degree Demographics: 2020-2021

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

New Mexico State University (NMSU)

City:	Las Cruces, NM
Website:	nmsu.edu
Student/Faculty Ratio:	16 to 1
Tuition/Fees AY 2021-2022:	\$8,044
Average Net Price AY 2019-2020:	\$11,467
www.fa.nmsu.edu/net-price-calculator	

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	802	244
Research/Public Service	165	24
Graduate Assistants	---	898

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	191
First-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	9,945	4,023

Revenue: FY 2020-2021 (in thousands)

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

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	191	226
Asian	105	75
White	2,142	1,583
Other	277	213
International	318	394
Total Headcount	8,182	5,756

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$136,539.4	\$11,622.7
Research and Public Service	\$54,568.4	\$96,314.7
Student Aid Grants and Stipends	\$21,496.5	\$57,207.5
Institutional Support, Internal Services, O&M of Plant	\$42,871.0	\$201.4
All Other	\$54,972.8	\$4,599.8
Total Expenditures	\$310,448.1	\$169,946.1

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%

Degree Demographics: 2020-2021

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

University of New Mexico (UNM)

City:	Albuquerque, NM
Website:	unm.edu
Student/Faculty Ratio:	19 to 1
Tuition/Fees AY 2021-2022:	\$2,340
Average Net Price AY 2019-2020:	\$12,200

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	2,046	265
Research/Public Service	111	4
Graduate Assistants	---	360

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	155
First-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	14,640	7,129

Revenue: FY 2020-2021 (in thousands)

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

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	254	327
Asian	580	384
White	3,887	3,152
Other	670	521
International	424	621
Total Headcount	12,572	9,197

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$227,221.2	\$1,149.9
Research and Public Service	\$37,813.0	\$79,123.1
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

Outcome Measures: Eight Years After Initial Enrollment

	% Graduated	% Transferred	% Withdrawn	% 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%

Comprehensive Universities

Eastern New Mexico University (ENMU)

New Mexico Highlands University (NMHU)

Northern New Mexico College (NNMC)

Western New Mexico University
(WNMU)

Credit: Photo by Allison Shelley/Complete College Photo Library



Eastern New Mexico University (ENMU)

City:	Portales, NM
Website:	enmu.edu
Student/Faculty Ratio:	17 to 1
Tuition/Fees AY 2021-2022:	\$6,528
Average Net Price AY 2019-2020:	\$9,922
www.enmu.edu/financial-aid/net-price-calculator	

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	164	65
Research/Public Service	0	0
Graduate Assistants	---	47

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	4	760
First-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	2,362	2,716

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$20,799.8	---
State Appropriations	\$33,137.1	---
Local Appropriations	---	---
All Grants/Contracts	\$1,945.6	\$34,372.9
Sales and Services	\$632.9	\$4.9
All Other Sources	\$2,208.0	\$2,061.5
Total	\$58,723.4	\$36,429.2

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	104	140
Asian	55	25
White	1,253	614
Other	598	419
International	49	38
Total Headcount	3,270	1,808

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$29,139.8	\$887.7
Research and Public Service	\$1,901.7	\$2,833.3
Student Aid Grants and Stipends	\$4,209.9	\$29,299.0
Institutional Support, Internal Services, O&M of Plant	\$10,896.9	\$662.3
All Other	\$6,931.6	\$487.0
Total Expenditures	\$53,079.8	\$34,219.3

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%

Degree Demographics: 2020-2021

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

New Mexico Highlands University (NMHU)

City: Las Vegas, NM
Website: nmhu.edu
Student/Faculty Ratio: 13 to 1
Tuition/Fees AY 2021-2022: \$6,720
Average Net Price AY 2019-2020: \$10,863
banweb.nmhu.edu/npcalc.htm

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	126	94
Research/Public Service	---	2
Graduate Assistants	---	66

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	73
First-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	1,600	1,077

Revenue: FY 2020-2021 (in thousands)

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

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	32	104
Asian	19	5
White	420	185
Other	76	55
International	65	33
Total Headcount	1,848	829

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$24,561.5	\$230.4
Research and Public Service	\$1,402.9	\$6,344.7
Student Aid Grants and Stipends	\$976.9	\$7,845.4
Institutional Support, Internal Services, O&M of Plant	\$14,295.4	\$108.2
All Other	\$5,898.0	\$28.8
Total Expenditures	\$47,134.7	\$14,557.5

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%

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	---	---
Associate's Degree	---	---
Bachelor's Degree	280	105
Graduate Degree or Cert	270	93
Hispanic	313	99
Native American	60	9
Black	10	12
Asian	5	3
White	122	55
Other	22	11
International	18	9
Total Receiving Degree	550	198

Northern New Mexico College (NNMC)

City: Española, NM
 Website: nnmc.edu
 Student/Faculty Ratio: 11 to 1
 Tuition/Fees AY 2021-2022: \$4,824
 Average Net Price AY 2019-2020: \$7,038

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	47	73
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	9	206
First-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	506	629

Revenue: FY 2020-2021 (in thousands)

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

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	10	13
Asian	13	8
White	61	87
Other	14	8
International	2	5
Total Headcount	656	479

Expenditures: FY 2020-2021

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

Degree Demographics: 2020-2021

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

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%	---

Western New Mexico University (WNMU)

City: Silver City, NM
Website: wnmuu.edu
Student/Faculty Ratio: 12 to 1
Tuition/Fees AY 2021-2022: \$7,378
Average Net Price AY 2019-2020: \$13,172

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	100	128
Research/Public Service	---	2
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	62	515
First-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	1,321	1,779

Revenue: FY 2020-2021 (in thousands)

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

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	86	73
Asian	31	11
White	672	286
Other	147	168
International	25	27
Total Headcount	2,071	1,029

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$19,868.3	\$534.4
Research and Public Service	\$914.5	\$1,955.5
Student Aid Grants and 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

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	3	33
Associate's Degree	45	27
Bachelor's Degree	154	71
Graduate Degree or Cert	221	78
Hispanic	180	86
Native American	16	9
Black	24	13
Asian	9	3
White	170	70
Other	15	19
International	9	9
Total Receiving Degree	423	209

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%

Branch Community Colleges

Eastern New Mexico University – Roswell (ENMU – RO)

Eastern New Mexico University – Ruidoso (ENMU – RU)

New Mexico State University – Alamogordo (NMSU – AL)

New Mexico State University – Carlsbad*

New Mexico State University – Doña Ana (NMSU – DA)

New Mexico State University – Grants (NMSU – GR)

University of New Mexico – Gallup (UNM – GA)

University of New Mexico – Los Alamos (UNM – LA)

University of New Mexico – Taos (UNM – TA)

University of New Mexico – Valencia (UNM – VA)

Eastern New Mexico University – Roswell (ENMU-RO)

City:	Roswell, NM
Website:	roswell.enmu.edu
Student/Faculty Ratio:	18 to 1
Tuition/Fees AY 2021-2022:	\$2,256
Average Net Price AY 2019-2020:	\$5,769

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	45	67
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	110	305
First-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	713	915

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and 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 and Services	\$150.6	---
All Other Sources	\$587.5	\$4,942.0
Total	\$16,850.6	\$9,710.5

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	19	18
Asian	12	9
White	265	218
Other	128	125
International	---	---
Total Headcount	978	650

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$8,628.3	\$1,580.6
Research and Public Service	\$332.7	\$1,874.3
Student Aid Grants and 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

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	47	67
Associate's Degree	128	62
Bachelor's Degree	---	---
Graduate Degree or Cert	---	---
Hispanic	94	47
Native American	5	2
Black	7	6
Asian	3	4
White	56	62
Other	10	8
International	---	---
Total Receiving Degree	175	129

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 (ENMU-RU)

City:	Ruidoso, NM
Website:	ruidoso.enmu.edu
Student/Faculty Ratio:	15 to 1
Tuition/Fees AY 2021-2022:	\$1,372
Average Net Price AY 2019-2020:	\$8,660

www.enmu.edu/financial-aid/net-price-calculator

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	7	25
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	29	228
First-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	148	518

Revenue: FY 2020-2021 (in thousands)

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

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	4	12
Asian	6	3
White	129	122
Other	50	39
International	10	7
Total Headcount	382	284

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$1,788.2	\$113.9
Research and Public Service	\$71.9	\$2,367.1
Student Aid Grants and Stipends	\$81.5	\$1,243.4
Institutional Support, Internal Services, O&M of Plant	\$1,418.4	\$178.1
All Other	---	---
Total Expenditures	\$3,360.0	\$3,902.5

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%	---

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	24	7
Associate's Degree	27	14
Bachelor's Degree	---	---
Graduate Degree or Cert	---	---
Hispanic	19	5
Native American	11	9
Black	---	---
Asian	---	---
White	14	11
Other	7	2
International	---	---
Total Receiving Degree	51	21

New Mexico State University – Alamogordo (NMSU – AL)

City:	Alamogordo, NM
Website:	nmsua.edu
Student/Faculty Ratio:	9 to 1
Tuition/Fees AY 2021-2022:	\$2,064
Average Net Price AY 2019-2020:	\$7,841

Faculty Headcount: Fall 2021		
Faculty	Full-Time	Part-Time
Instructional	31	57
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	1	164
First-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	203	754

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$2,160.3	---
State Appropriations	\$6,908.7	---
Local Appropriations	\$749.0	---
All Grants/Contracts	\$1.7	\$3,067.7
Sales and Services	\$17.8	---
All Other Sources	\$174.6	\$20.9
Total	\$10,012.1	\$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	21	10
Asian	14	4
White	226	135
Other	35	29
International	6	3
Total Headcount	612	345

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$6,144.9	\$792.4
Research and Public Service	\$0.2	\$624.7
Student Aid Grants and Stipends	\$68.6	\$1,663.7
Institutional Support, Internal Services, O&M of Plant	\$2,184.1	\$7.8
All Other	\$19.1	---
Total Expenditures	\$8,417.5	\$3,088.6

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	28	14
Associate's Degree	48	25
Bachelor's Degree	---	---
Graduate Degree or Cert	---	---
Hispanic	31	14
Native American	1	2
Black	4	---
Asian	1	---
White	35	---
Other	4	1
International	---	1
Total Receiving Degree	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 (Now Southeast New Mexico College)

City:	Carlsbad, NM
Website:	senmc.edu
Student/Faculty Ratio:	14 to 1
Tuition/Fees AY 2021-2022:	\$1,176
Average Net Price AY 2019-2020:	\$8,337

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	33	31
Research/Public Service	1	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	61	683
First-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	267	1,307

Revenue: FY 2020-2021 (in thousands)

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

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	12	9
Asian	7	7
White	256	145
Other	106	57
International	22	8
Total Headcount	1,054	520

Expenditures: FY 2020-2021

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

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	16	7
Associate's Degree	101	21
Bachelor's Degree	---	---
Graduate Degree or Cert	---	---
Hispanic	70	14
Native American	1	1
Black	1	---
Asian	---	---
White	42	12
Other	1	1
International	2	---
Total Receiving Degree	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 (NMSU - DA)

City:	Las Cruces, NM
Website:	dacc.enmu.edu
Student/Faculty Ratio:	21 to 1
Tuition/Fees AY 2021-2022:	\$1,776
Average Net Price AY 2019-2020:	\$5,869

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	125	310
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	205	630
First-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	2,516	3,949

Revenue: FY 2020-2021 (in thousands)

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

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	58	59
Asian	36	21
White	643	514
Other	120	106
International	107	61
Total Headcount	3,922	2,543

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$26,796.8	\$3,885.4
Research and Public Service	\$238.6	\$444.2
Student Aid Grants and 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	\$36,624.5	\$21,904.4

Degree Demographics: 2020-2021

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

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 (NMSU-GR)

City:	Grants, NM
Website:	grants.nmsu.edu
Student/Faculty Ratio:	12 to 1
Tuition/Fees AY 2021-2022:	\$2,064
Average Net Price AY 2019-2020:	\$6,662

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	13	35
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	6	159
First-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	99	627

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$714.7	---
State Appropriations	\$3,407.3	---
Local Appropriations	\$297.6	---
All Grants/Contracts	\$0.2	\$1,554.5
Sales and Services	\$3.2	---
All Other Sources	\$122.2	\$10.5
Total	\$4,545.2	\$1,565

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	4	6
Asian	3	1
White	76	34
Other	12	10
International	8	3
Total Headcount	506	220

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$2,296.3	\$403.6
Research and Public Service	\$1.1	\$110.9
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

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%

University of New Mexico – Gallup (UNM - GA)

City:	Gallup, NM
Website:	gallup.unm.edu
Student/Faculty Ratio:	27 to 1
Tuition/Fees AY 2021-2022:	\$1,932
Average Net Price AY 2019-2020:	\$6,958

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	45	67
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	192	532
First-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	592	1,498

Revenue: FY 2020-2021 (in thousands)

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

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	11	8
Asian	26	27
White	128	79
Other	45	49
International	10	11
Total Headcount	1,326	764

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$9,213.8	\$113.9
Research and Public Service	\$41.2	\$1,087.2
Student Aid Grants and Stipends	\$51.5	---
Institutional Support, Internal Services, O&M of Plant	\$3,416.5	---
All Other	\$519.7	---
Total Expenditures	\$13,242.7	\$1,201.1

Degree Demographics: 2020-2021

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

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%

University of New Mexico – Los Alamos (UNM – LA)

City:	Los Alamos, NM
Website:	losalamos.unm.edu
Student/Faculty Ratio:	26 to 1
Tuition/Fees AY 2021-2022:	\$2,096
Average Net Price AY 2019-2020:	\$10,538

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	4	17
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	3	71
First-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	114	789

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$1,032.2	---
State Appropriations	\$1,824.4	---
Local Appropriations	\$1,560.2	---
All Grants/Contracts	\$124.1	\$377.8
Sales and Services	\$32.9	---
All Other Sources	\$110.8	---
Total	\$4,684.6	\$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	4	10
Asian	17	17
White	133	149
Other	30	19
International	7	15
Total Headcount	481	422

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$2,327.3	\$60.9
Research and Public Service	\$17.0	\$318.4
Student Aid Grants and 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

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%

Degree Demographics: 2020-2021

	Female	Male
Undergrad Certificate	14	14
Associate's Degree	34	16
Bachelor's Degree	---	---
Graduate Degree or Cert	---	---
Hispanic	26	18
Native American	5	1
Black	---	1
Asian	1	---
White	14	8
Other	---	2
International	2	---
Total Receiving Degree	48	30

University of New Mexico – Taos (UNM-TA)

City:	Taos, NM
Website:	taos.unm.edu
Student/Faculty Ratio:	18 to 1
Tuition/Fees AY 2021-2022:	\$1,902
Average Net Price AY 2019-2020:	\$10,265

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	24	3
Research/Public Service	1	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	10	336
First-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	139	1,184

Revenue: FY 2020-2021 (in thousands)

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

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	11	6
Asian	15	8
White	240	137
Other	40	36
International	7	6
Total Headcount	862	461

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$3,751.3	\$79.5
Research and Public Service	\$395.0	\$2,915.5
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

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%	---

University of New Mexico – Valencia (UNM-VA)

City:	Los Lunas, NM
Website:	valencia.unm.edu
Student/Faculty Ratio:	31 to 1
Tuition/Fees AY 2021-2022:	\$1,875
Average Net Price AY 2019-2020:	\$8,342

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	38	---
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	10	683
First-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	293	1,737

Revenue: FY 2020-2021 (in thousands)

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

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	9	17
Asian	21	19
White	276	160
Other	51	45
International	6	8
Total Headcount	1,257	773

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$6,616.8	\$11.9
Research and Public Service	\$180.3	\$3,236.7
Student Aid Grants and 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

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%

Degree Demographics: 2020-2021

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

Independent Community Colleges

Central New Mexico Community College (CNM)

Clovis Community College (CCC)

Luna Community College (LCC)

Mesalands Community College (MCC)

New Mexico Junior College (NMJC)

San Juan College (SJC)

Santa Fe Community College (SFCC)

Central New Mexico Community College (CNM)

City:	Albuquerque, NM
Website:	cnm.edu
Student/Faculty Ratio:	23 to 1
Tuition/Fees AY 2021-2022:	\$1,684
Average Net Price AY 2019-2020:	\$4,193
www.cnm.edu/ext/financial-aid-calculator-npcalc.html	

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	315	585
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	98	2,681
First-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	4,595	13,991

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$24,862.1	---
State Appropriations	\$56,558.8	---
Local Appropriations	\$58,620.2	---
All Grants/Contracts	\$241.8	\$31,997.0
Sales and Services	\$562.7	\$5.2
All Other Sources	\$6,230.3	\$18,978.0
Total	\$147,075.9	\$50,960.2

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	291	245
Asian	260	169
White	2,815	2,025
Other	530	408
International	28	23
Total Headcount	11,420	7,166

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$91,914.0	\$14,963.0
Research and Public Service	\$41.8	\$357.8
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

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%

Clovis Community College (CCC)

City: Clovis, NM
 Website: clovis.edu
 Student/Faculty Ratio: 17 to 1
 Tuition/Fees AY 2021-2022: \$1,376
 Average Net Price AY 2019-2020: \$5,735

www.clovis.edu/financialaid/netpricecalculator

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	53	50
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	83	521
First-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	586	1,776

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and 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 and Services	\$34.0	\$0.3
All Other Sources	\$1,059.9	\$3,713.1
Total	\$15,265.6	\$7,571.0

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	66	34
Asian	22	12
White	700	347
Other	97	66
International	33	19
Total Headcount	1,603	759

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$9,317.8	\$812.8
Research and Public Service	\$69.7	\$2,508.0
Student Aid Grants and Stipends	\$144.6	\$4,299.0
Institutional Support, Internal Services, O&M of Plant	\$4,261	---
All Other	\$29.7	---
Total Expenditures	\$13,822.8	\$7,619.8

Degree Demographics: 2020-2021

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

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%

Luna Community College (LCC)

City:	Las Vegas, NM
Website:	luna.edu
Student/Faculty Ratio:	17 to 1
Tuition/Fees AY 2021-2022:	\$0
Average Net Price AY 2019-2020:	\$4,437

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	24	41
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	3	172
First-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	276	543

Revenue: FY 2020-2021 (in thousands)

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

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	11	4
Asian	1	4
White	54	46
Other	11	4
International	---	---
Total Headcount	520	299

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$5,301.2	\$415.8
Research and Public Service	\$116.3	\$358.4
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

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%	---

Mesalands Community College (MCC)

City:	Tucumcari, NM
Website:	mesalands.edu
Student/Faculty Ratio:	12 to 1
Tuition/Fees AY 2021-2022:	\$2,136
Average Net Price AY 2019-2020:	\$6,544

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	15	24
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	4	297
First-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	105	640

Revenue: FY 2020-2021 (in thousands)

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

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	5	28
Asian	4	11
White	107	199
Other	58	53
International	1	1
Total Headcount	279	466

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$3,3419.8	\$193.9
Research and Public Service	\$64.0	\$102.0
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

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%

New Mexico Junior College (NMJC)

City:	Hobbs, NM
Website:	nmjc.edu
Student/Faculty Ratio:	15 to 1
Tuition/Fees AY 2021-2022:	\$1,800
Average Net Price AY 2019-2020:	\$5,225

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	63	58
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	33	271
First-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	853	1,031

Revenue: FY 2020-2021 (in thousands)

	Unrestricted	Restricted
Tuition and Fees	\$3,498.8	---
State Appropriations	\$6,282.7	---
Local Appropriations	\$49,257.8	---
All Grants/Contracts	\$41.1	\$5,007.0
Sales and Services	\$2,147.6	---
All Other Sources	\$273.1	---
Total	\$65,501.1	\$5,007.0

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	86	58
Asian	10	10
White	358	232
Other	63	32
International	3	2
Total Headcount	1,240	644

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$12,748.9	\$713.6
Research and Public Service	\$51.2	\$169.8
Student Aid Grants and 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

Degree Demographics: 2020-2021

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

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%

San Juan College (SJC)

City:	Farmington, NM
Website:	sanjuancollege.edu
Student/Faculty Ratio:	12 to 1
Tuition/Fees AY 2021-2022:	\$1,930
Average Net Price AY 2019-2020:	\$6,693

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	151	287
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	126	786
First-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	1,747	4,099

Revenue: FY 2020-2021 (in thousands)

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

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	32	16
Asian	36	17
White	1,609	630
Other	262	163
International	51	17
Total Headcount	4,018	1,828

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$33,962.8	\$9,381.4
Research and Public Service	\$620.6	\$867.6
Student Aid Grants and 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	\$56,295.3	\$25,366.1

Degree Demographics: 2020-2021

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

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 (SFCC)

City:	Santa Fe, NM
Website:	sfcc.edu
Student/Faculty Ratio:	12 to 1
Tuition/Fees AY 2021-2022:	\$2,145
Average Net Price AY 2019-2020:	\$7,756

W2.sfcc.edu/files/finaid/npc/

Faculty Headcount: Fall 2021

Faculty	Full-Time	Part-Time
Instructional	67	175
Research/Public Service	---	---
Graduate Assistants	---	---

Student Headcount Enrollment: Fall 2021

	Full-Time	Part-Time
HS Concurrent/Dual Credit	43	759
First-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	686	3,341

Revenue: FY 2020-2021 (in thousands)

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

Enrollment Demographics: Fall 2021

	Female	Male
Full-Time Equivalent	1,066.0	573.0
Average Age	37.1	35.7
Hispanic	674	280
Native American	183	119
Black	41	37
Asian	54	22
White	1,523	841
Other	159	93
International	---	1
Total Headcount	2,634	1,393

Expenditures: FY 2020-2021

	Unrestricted	Restricted
Instruction, Academic Support, Student Services	\$19,618.9	\$6,181.9
Research and Public Service	\$3,710.2	\$3,119.8
Student Aid Grants and 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

Degree Demographics: 2020-2021

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



Academic Affairs and Policy Division

Common Course Numbering System

The Post-secondary Education Articulation Act, first enacted in 1995, charged the New Mexico Higher Education Department (NMHED) with creating a statewide articulation plan. In 2005, this mandate was further defined through the development of a common course numbering system in consultation with faculty. The Act was amended during the 2015 regular legislative session to establish an August 2017 deadline for completion of the system.

To support implementation, NMHED adopted Administrative Code (NMAC 5.55.5), which took effect on June 12, 2018. The code outlines the maintenance of the Common Course Numbering System (CCNS) and governs how courses transfer between institutions. It also called for the creation of the New Mexico Curriculum and Articulation Committee (NMCAC) to advise NMHED on the development and oversight of the CCNS. The NMCAC includes representatives from all twenty-nine New Mexico colleges and universities, each of whom also serves on their institution's curriculum committee. One of the Committee's primary responsibilities is to oversee the implementation of the CCNS.

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 are not exempted from courses requirements for their chosen degree.*

Online Crosswalk

Developed by NMHED in 2018 and updated as new courses are added.
<https://ccns.nmhed.us/>

Course Catalog

A listing of all approved common courses, an Excel file containing the full Course Matrix, and a record of recent changes to the Matrix are available at:

https://hed.nm.gov/resources-for-schools/public_schools/nm-course-numbering-system

By 2021, more than 2,900 common courses had been added to the crosswalk, and over 10,600 institutional courses had been mapped. Institutional courses could be either unique or mapped to an existing common course prefix and number. A key advantage of the system was that unique courses were assigned distinct prefixes and numbers, ensuring no duplication across institutions in disciplines included in the matrix.

Maintenance of the Common Course Numbering System

At that time, two remaining academic fields—Engineering and Computer Science—were still being processed for inclusion in the CCNS, with a goal of completion by spring 2023. Additional work had also begun to evaluate and prepare Career and Technical Education (CTE) courses for inclusion. For most academic fields, however, NMHED had already moved into the maintenance phase of the system.

Institutions could request changes to the CCNS by submitting the appropriate application to NMHED to add, remove, or reclassify courses; update course descriptions; or modify standard learning outcomes (SLOs). Depending on the type of request, applications were reviewed and approved by either NMHED staff or the New Mexico Curriculum and Articulation Committee (NMCAC).



To support this process, NMHED had developed an online dynamic application to manage the workflow of reviewing and approving changes. This tool is accessible through the NMHED website:

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

General Education

The Post-Secondary Education Articulation Act also required the creation of a statewide general education curriculum. The language of the law is below:

“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 are shown in Table 3. By 2021, the new model had been implemented to emphasize the essential skills needed for success in higher education and careers: communication, critical thinking, quantitative reasoning, information and digital literacy, and personal and social responsibility.

Each of the six content areas was paired with three essential skills. Courses approved within a content area were designed to develop those three skills (Table 4), while also addressing the discipline-specific content and competencies associated with the course.

Table 3. 2021 General Education Models.

For Associate and Bachelor 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:	Fixed 12. At least 12 credit hours of courses from four of the following six content areas:
communications (6 credits)	communications
mathematics (3 credits)	mathematics
science (4 credits)	science
social and behavioral science (3 credits)	social and behavioral science
humanities (3 credits)	humanities
creative and fine arts (3 credits)	creative and fine arts
Flexible nine	Flexible three
the content areas listed above	the content areas listed above
other content areas that the institution deems appropriate	other content areas that the institution deems appropriate

Table 4. Essential Skills Related to Content Areas.

General Education Content Area	Skills Associated with the 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 Sciences	Communication, Critical Thinking, Personal & Social Responsibility
Humanities	Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
Creative and Fine Arts	Communication, Critical Thinking, Personal & Social Responsibility

Certifying General Education Courses

To certify or re-certify a general education course, institutions submit a completed certification form, a sample assessment, and an optional rubric. The form includes three narrative responses describing 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). This process ensures consistency in how the general education model is applied across the state.

New General Education Curriculum in Effect for Fall 2021

As of fall 2021, all institutions had certified their new general education curriculum. A list of approved general education courses under both the old and new models is available on the NMHED website:

<https://hed.nm.gov/resources-for-schools/general-education>

As of 2021, more than 520 general education courses had been approved statewide (or over 590 distinct courses if separately listed lecture and lab components are counted). These courses were also incorporated into the Common Course Numbering System matrix whenever possible.

All approved general education courses were guaranteed to transfer among the twenty-nine public institutions in New Mexico, even in cases where the receiving institution did not offer the course. Students who had completed the full 31 hours of general education (or 15 hours for an AAS degree) were certified as general education complete, and this designation was honored by the receiving institution upon transfer. Students who had not yet completed the full requirements still had their completed general education courses transfer and apply to the corresponding content areas at the receiving institution.



Degree Review and Approval

Undergraduate Degree Programs

NMHED began reviewing all new state-funded associate and bachelor's degrees in fall 2018. The review and approval process was established in 5.5.6 NMAC, which went into effect on June 12, 2018. Under this rule, all associate and bachelor's degree programs that entered the institutional approval process after August 1, 2018, were subject to NMHED review and approval. Institutional and NMHED reviews could occur simultaneously.

The NMHED approval process began with submission of the Undergraduate Program Application. Applications submitted by the deadline were presented at the next meeting of the New Mexico Higher Education Advisory Committee (NMHEAC), which recommended to the Cabinet Secretary whether to approve, disapprove, or return the application for modification. The Cabinet Secretary considered the NMHEAC's recommendation and issued a determination within ten business days. Once a proposed program was approved by both the NMHED Cabinet Secretary and the institution's Governing Board, the institution requested a CIP code through the online academic affairs application. After review and assignment of the appropriate CIP code, the institution was permitted to enroll students in the program.

By 2022, NMHED had approved three new associate degrees and two new bachelor's degrees under this process.

Graduate Degree Programs

Graduate programs proposed by New Mexico's public universities required approval from both NMHED and the New Mexico State Board of Finance (BOF), following approval through the institution's internal process and the New Mexico Council of Graduate Deans (NMCGD). Once a program was approved by the NMCGD, a Graduate Program Application was submitted to NMHED.

NMHED staff reviewed each application and presented it to the New Mexico Higher Education Advisory Committee (NMHEAC) for consideration. The NMHEAC then recommended that the Cabinet Secretary either approve, disapprove, or return the application for modification. The Cabinet Secretary considered the recommendation and determined whether the program would be presented at the next BOF meeting. If the BOF approved the program, the institution then requested a CIP code through the online academic affairs application. After review and assignment of the appropriate CIP code, the institution could begin enrolling students.

By 2022, NMHED had approved one new master's degree and seven new doctoral degrees. Six of the doctoral degrees had also received approval from the BOF, with the seventh scheduled for consideration in early 2023.

The full process for degree approval is listed at:

https://hed.nm.gov/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, and each CIP code must be approved by NMHED. Approvals are made on a campus-by-campus basis rather than across institutional systems. CIP codes are used in NMHED's eDEAR reporting system to identify degree programs, student majors, and course disciplines.

The full process for CIP code approval is listed at:

<https://hed.state.nm.us/resources-for-schools/academic-affairs-new-mexico-classification-of-instructional-programs-cip>

Advanced Placement Policy

Students can receive college credit by earning a score of 3 or higher on an Advanced Placement (AP) Exam. In 2022, NMHED adopted a new Administrative Code for Advanced Placement (5.55.8 NMAC). The rule codifies the existing alignment of AP Exams with specific courses and clarifies that when the equivalent courses are part of the General Education Curriculum, they count toward general education requirements. This guarantees that AP-earned credits transfer to any public institution in New Mexico and apply toward general education at that institution.

Detailed information on NMHED's AP policy is listed at:

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

Dual Credit Program

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

Dual credit courses are offered through agreements between high schools and accredited public colleges. While many students take core courses such as English and mathematics, options may also include fields like culinary arts or criminal justice, depending on the student's Next Step Plan and the degree paths offered by each college.

The program is designed to serve students with a wide range of academic and career goals. Research on dual credit participation has shown that students who enroll in these courses perform well academically, graduate from high school at higher rates than their peers, require less remediation in college, and are more likely to complete a college degree within four years.

New Mexico state law (NMAC 6.30.7) requires public colleges to waive tuition for dual credit students, mandates that Local Education Agencies (LEAs) purchase instructional materials, and expects students and families to cover course fees and transportation costs. This framework ensures equitable access to dual credit opportunities statewide.

Additional information on dual credit is listed at:

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



Adult Education Division

Adult Education in New Mexico is a statewide education and workforce program that serves individuals, families, and communities. The Adult Education Division of the New Mexico Higher Education Department oversees 26 programs authorized under the Adult Education and Family Literacy Act (AEFLA), Title II of the federal Workforce Innovation and Opportunity Act (WIOA). In program year 2021–2022, these programs served 10,157 students, including 1,018 in English as a Second Language, 1,043 in Integrated English Language and Civics Education, and 878 within the Corrections Department. Services were supported by \$6.5 million in state funding and \$5.1 million in federal funding from the U.S. Department of Education.

Programs provide education and training for adults who are dislocated workers, justice-involved, or out-of-school youth ages 16–18. Most AEFLA-funded programs are based at postsecondary institutions, with additional providers at community-based organizations, a local charter school, and the State Corrections Department. In addition, NMHED supports a state-funded network of 16 adult literacy providers offering tutoring to adults with low literacy and numeracy skills.

Adult Education helps participants lacking a high school diploma, those facing barriers to employment, and individuals seeking new career pathways. With the expansion of the New Mexico Opportunity Scholarship, Adult Education programs support college readiness and help students avoid remedial coursework. Participants may also pursue technical training while completing high school equivalency, and immigrants and refugees can improve English proficiency and civics knowledge.

The Legislature recently authorized the National External Diploma Program (NEDP) as a recognized credential alongside the GED® and HiSET®. Nine programs are training to offer NEDP, with an online hub planned for students unable to access services in person.

Working in partnership with agencies such as the Department of Workforce Solutions, Department of Vocational Rehabilitation, and the Public Education Department, NMHED's Adult Education Division continues to expand opportunities that strengthen New Mexico's workforce and communities.

Credit: Photo by Allison Shelley/Complete College Photo Library





Capital Projects Division

Through its Capital Projects Division, NMHED has statutory responsibility for providing an equitable process to review and recommend capital outlay funding for public postsecondary institutions each year. The Capital Outlay Committee, chaired by Dr. Gerald Burke and composed of representatives from NMHED, the Department of Finance and Administration's Capital Outlay Bureau, the Legislative Finance Committee, and the Energy, Minerals and Natural Resources Department's Energy Conservation and Management Division, holds annual hearings across the state. Institutions present their highest-priority projects from their five-year capital plans, which the committee reviews and prioritizes using criteria established in NMAC 5.3.9 *Capital Budgets – Planning and Funding Recommendations*. Final recommendations are submitted to the Cabinet Secretary for approval.

In 2021, 52 project requests totaling \$423.3 million were presented during the Summer Hearing process. Due to the COVID-19 pandemic, these hearings were held remotely. In 2022, hearings returned to an in-person format at five locations statewide, where colleges and universities presented 78 project requests totaling \$366.1 million.

Preference continued to be given to projects that contribute to a high-quality educational environment, support the mission of the institution, address major health and safety issues, renovate existing facilities rather than build new ones, and improve building efficiencies. Scoring metrics included impact on enrollment growth, retention, and degree production; alignment with institutional goals and workforce needs; evidence of facility assessments; quality of cost estimates; use of building renewal and replacement (BR&R) funds; impact on deferred maintenance; and incorporation of energy and sustainability measures.

The Capital Projects Division continued to use the Capital Funding Request and Management System (CFRMS) to ensure a uniform and comprehensive process for evaluating and prioritizing requests. Using this system, the Department recommended 44 projects totaling \$86.8 million. Of this amount, \$57.1 million supported projects prioritized by institutions for the upcoming legislative session, with funding levels sufficient to complete the projects or functional phases. An additional \$29.7 million was recommended to address projects underfunded due to rising construction, material, and labor costs, ensuring they could be completed as originally intended. All recommended projects demonstrated clear emphasis on student enrollment and retention, workforce development, job creation, asset protection, and economic stimulus.

Credit: Photo by Allison Shelley/Complete College Photo Library





Figure 14. The funding recommendation and impact to the state.

INSTITUTION	RECOMMENDATION
Central New Mexico Community College	\$ 10,150,000
Clovis Community College	\$ 523,086
Dine College	\$ 997,755
ENMU Main	\$ 5,500,000
ENMU Roswell	\$ 2,300,000
ENMU Ruidoso	\$ 431,250
Institute of American Indian Arts	\$ 523,302
Luna Community College	\$ 1,500,000
New Mexico Highlands University	\$ 8,860,000
New Mexico Institute of Mining and Technology	\$ 1,182,000
New Mexico Junior College	\$ 1,125,000
New Mexico Military Institute	\$ 950,000
New Mexico School for the Blind	\$ 1,649,029
New Mexico State University	\$ 16,777,513
NMSD	\$ 875,000
NMSU - Alamogordo	\$ 500,000
NMSU - DA	\$ 1,815,000
NMSU - Grants	\$ 1,600,000
NTU	\$ 1,700,000
San Juan College	\$ 2,260,474
Santa Fe Community College	\$ 1,095,338
Southwestern Indian Polytechnic Institute	\$ 500,000
University of New Mexico	\$ 6,300,000
UNM - Gallup	\$ 3,675,000
UNM - HSC	\$ 5,000,000
UNM - Los Alamos	\$ 1,131,750
UNM - Taos	\$ 1,980,000
UNM - Valenola	\$ 900,000
Western New Mexico University	\$ 5,000,000
TOTAL:	\$ 86,801,497

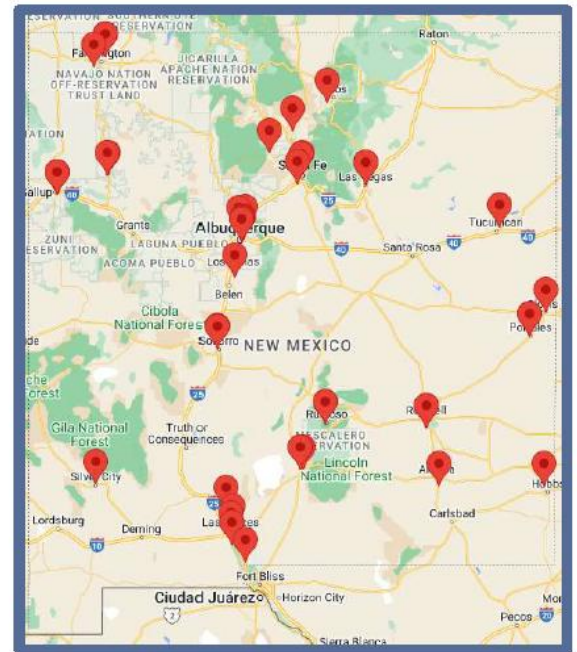
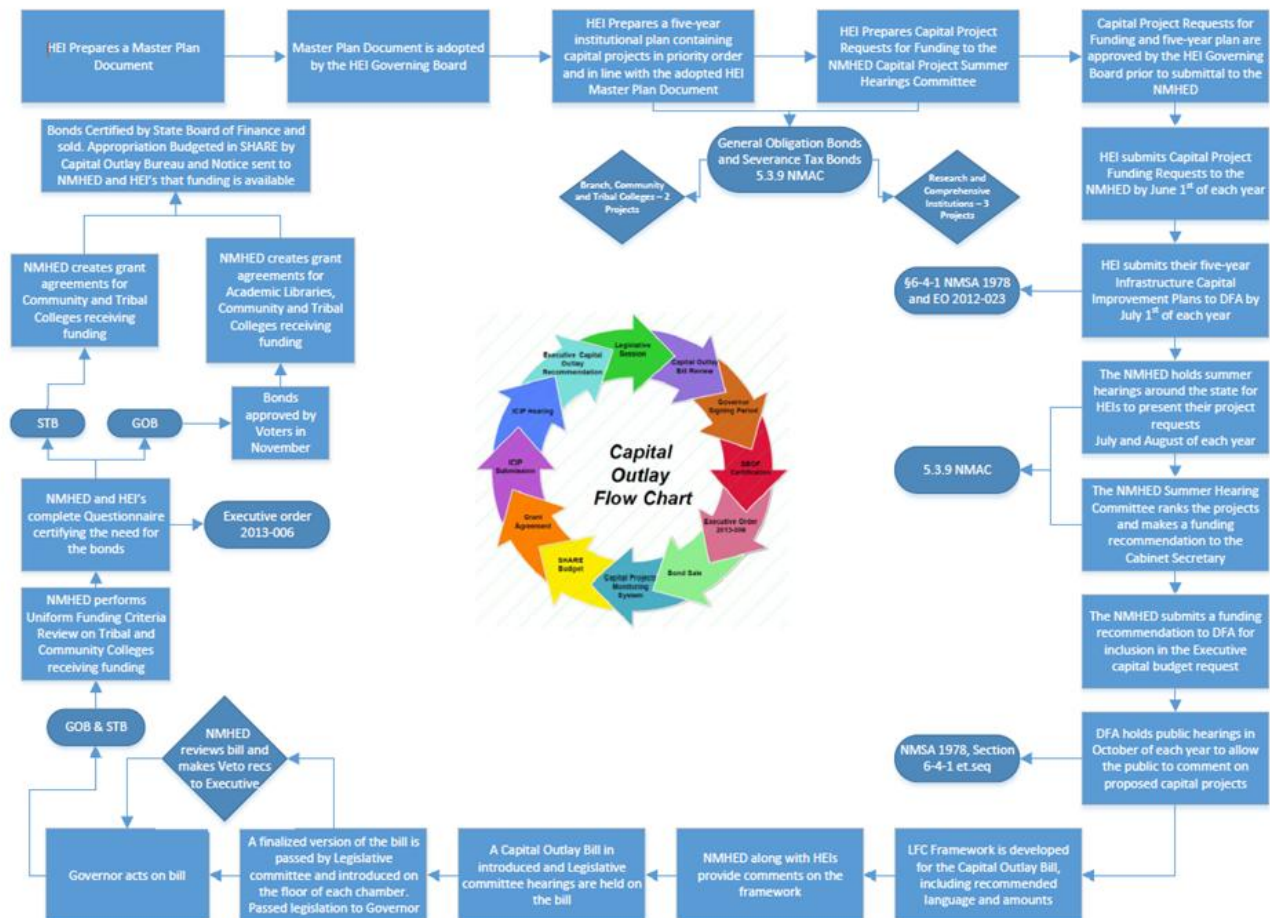


Figure 15. Entirety of capital outlay process.





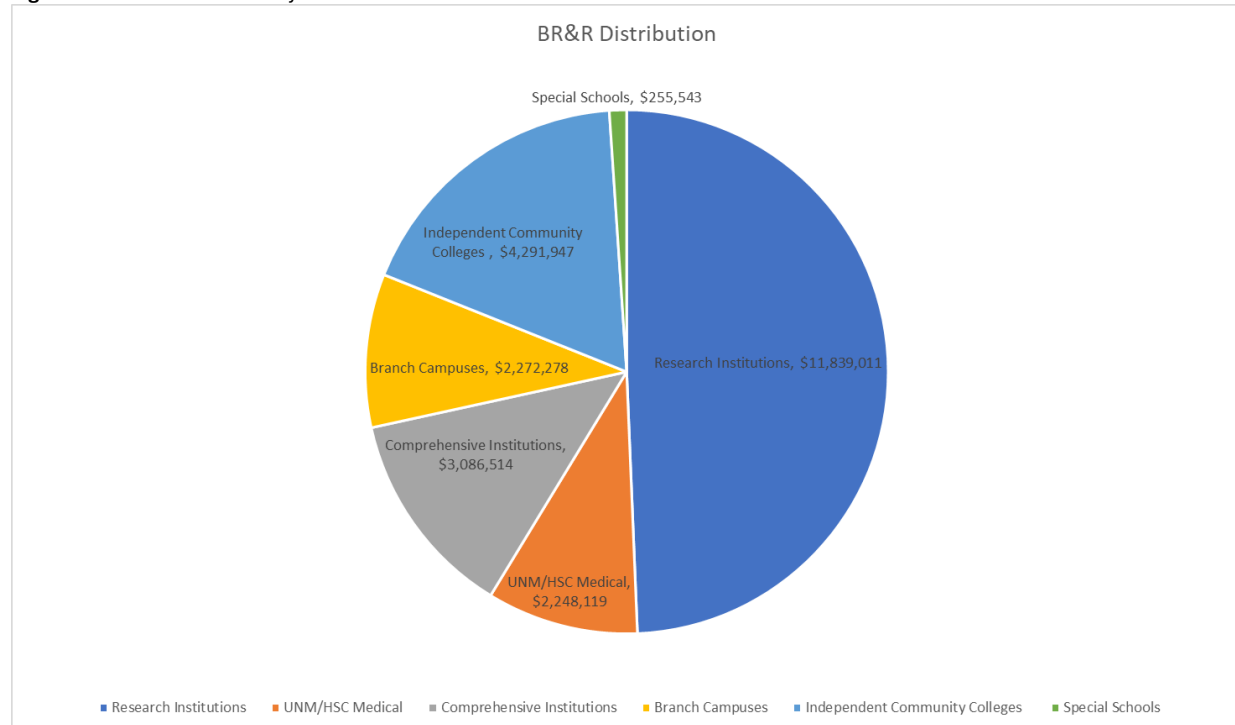
Building Renewal and Replacement (BR&R)

NMHED also recommended Building Renewal and Replacement (BR&R) funding to support systematic repairs and replacements that extend the life and maintain the usable condition of facilities, components, and systems. Over the past three General Obligation Bond cycles, higher education institutions utilized approximately \$99.2 million in capital dollars to address BR&R needs statewide. In 2021, institutions requested \$34.9 million in one-time BR&R funding. Of that request, \$8 million was secured and distributed based on 1.12 percent of the FY22 General Fund summary of Instruction & General (I&G) appropriations in House Bill 2 (HB2). These funds supported projects across campuses statewide, including ADA upgrades, replacement of end-of-life infrastructure such as boilers and air handling units, and supplementing existing BR&R transfers from I&G to reduce larger deferred maintenance needs.

In 2022, NMHED proposed a second infusion of one-time BR&R funding for all public higher education institutions. The proposal called for \$23,993,412, calculated as 3 percent of the FY23 General Fund summary of I&G appropriations. NMHED recommended that the legislation mirror the language used in HB2, Section 5, from the prior year. Institutions would have been required to maintain their existing BR&R transfers, as calculated in FY11, and to use these funds exclusively for BR&R-eligible expenditures outlined in NMHED's Space Policy.

This proposed funding was intended to allow colleges and universities to address their most urgent BR&R needs while sustaining staff and contractor capacity during a period of significant capital investment. It was also designed to reduce the growing backlog of deferred maintenance. Figure 16 outlines the BR&R distribution by sector.

Figure 16. BR&R distribution by sector.





Demolition

NMHED remained committed to removing buildings on campuses across the state that were no longer in use or had exceeded their useful life. This initiative supported the agency's longstanding requirement that prohibited the expansion of square footage without an equal offset of space.

During the 2021 legislative session, NMHED requested \$5,705,885 to address specific facilities at eight higher education institutions statewide. The agency secured \$3.5 million, which provided funding for seven institutions to demolish their prioritized facilities.

In 2022, NMHED advanced a new request to support the next projects on the five-year demolition plan for colleges and universities. The proposal sought \$18,058,795 to fund the demolition of 46 facilities. This investment was designed to reduce campus liability, decrease deferred maintenance, and lower operational costs tied to unused facilities. Additional details on the proposed projects and associated costs are provided in Table 5.

Table 5. 2022 proposed projects and associated costs.

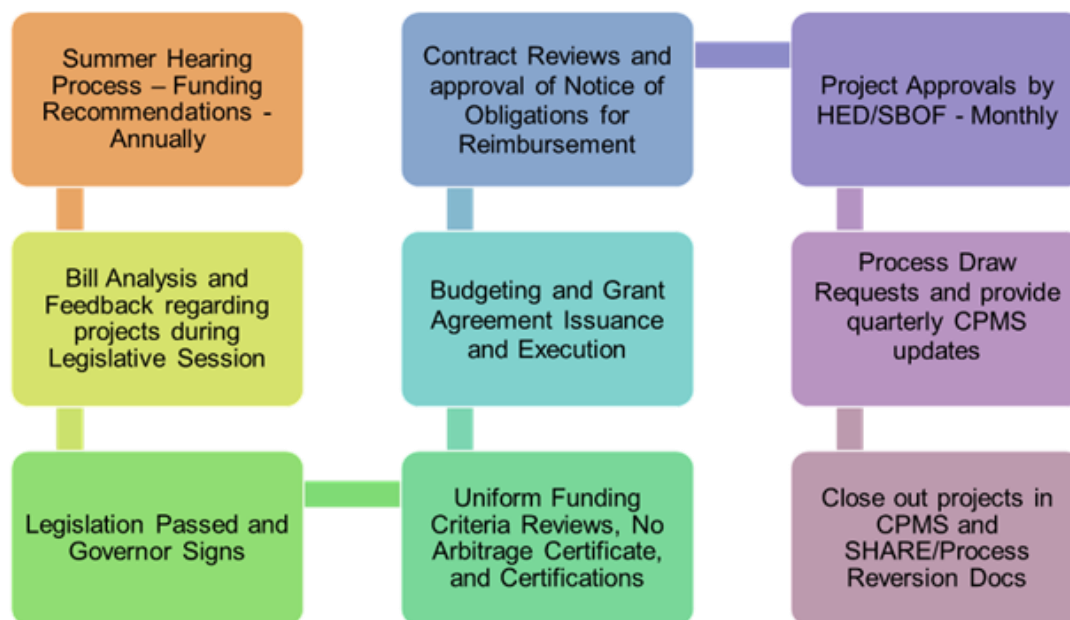
SCHOOL	FACILITY	GSF	COST	DESCRIPTION
Eastern New Mexico University	Harding Hall	20,934	\$1,000,000	Asbestos abatement and demolition of current Harding Hall and site preparation for construction of new Student Academic Support Building.
Eastern New Mexico University	Bernalillo Hall	98,289	\$2,500,000	To plan, design, abate, and demo Bernalillo Hall at the Eastern New Mexico University campus in Portales, NM
New Mexico State University	Cole Village	177,605	\$5,019,241	Abate and demolish the building listed on the Proposed for Demolition List. The current top priority is the Cole Village after relocating existing occupants at the end of the spring semester 2017. The existing buildings include a total of 177,605 gross sq. ft. with combined 26 buildings. Deferred maintenance costs for these deteriorating buildings continued to increase, with no funding mechanism or plan to bring the facilities up to current codes; the residence were closed to occupants in 2017. Removing this complex of buildings from the campus inventory lowered repair costs.
New Mexico State University	Ag Science Centers Statewide	15,799	\$1,468,000	To plan, design, abate, and demo selective structures at New Mexico State University Ag Science Center facilities state-wide, including the Alcalde Storage Barn buildings (305C, 305D and 305E), Artesia Caretaker's (Residence) House building (346B), College Ranch Barn building (073), Tucumcari Shop and Storage building (404E), and Tucumcari Horse Barn building (404I).
San Juan College	Physical Plant Facility	7,800	\$101,400	To plan, design, abate, and demo the Physical Plant facility at San Juan College in Farmington in San Juan County.
University of New Mexico	Education Classroom Building	22,790	\$2,136,000	To plan, design, abate, and demo the Education Classroom Building (A0067) at the UNM Main Campus in Albuquerque, New Mexico
University of New Mexico	Humanities Building	67,828	\$3,500,000	To plan, design, abate, and demo the Humanities Building (A0081) at the UNM Main Campus in Albuquerque, New Mexico
University of New Mexico	Ortega Hall	52,631	\$2,368,395	To plan, design, abate, and demo Ortega Hall (A0079) at the UNM Main Campus in Albuquerque, New Mexico
University of New Mexico	Lions Hall	6,000	\$235,000	To plan, design, abate, and demo Lions Hall at the UNM Gallup campus in Gallup, New Mexico

Day-to-Day Capital Outlay Activities

The Capital Projects Division also managed the day-to-day operations of the higher education capital outlay program. This included ensuring 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 established grant agreements with grantees, monitored grant provisions, processed financial draws through the State Board of Finance, and organized monthly Higher Education Capital Outlay Committee hearings (see Figure 17).

Figure 17. Oversight and compliance activities of the NMHED Capital Projects Division.



As of 2022, the Capital Projects Division oversaw 210 active grant agreements totaling \$112.3 million in appropriations. That year, the Division also hired a consultant to update the NMHED Space Policy and to coordinate revisions to the New Mexico Administrative Code in collaboration with stakeholders. The updated Space Policy was completed and distributed to all higher education institutions in March 2022, and work on code revisions began shortly thereafter. NMHED worked closely with the State Board of Finance and anticipated releasing the revisions for public comment in early 2023.

The Capital Projects Division concluded 2022 by preparing for the upcoming legislative session and reaffirming its commitment to supporting and collaborating with stakeholders throughout the capital outlay process for higher education.



Financial Aid Division

The purpose of New Mexico's student financial aid programs is to promote access, affordability, and student success in higher education 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 identify and secure the resources needed to pursue higher education. The Division manages 28 distinct programs designed to serve the state's diverse population, including grants, scholarships, work-study, loan-for-service, and loan repayment programs.

1. To inform students in New Mexico that college is attainable and affordable;
2. Provide students and families with the consumer information needed to make informed financial decisions;
3. Ensure information about financial aid programs is accessible to all who qualify; and
4. Provide funding to support the educational expenses of 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

The opportunity scholarship provides a level of financial support to qualified New Mexico students who are enrolled at an eligible New Mexico public post-secondary educational institution or tribal college. This level of financial support is intended to help defray the cost of tuition and fees at the public post-secondary educational institution or tribal college where the student is enrolled. In addition, encourages completion of a workforce-appropriate certificate, an associate or a bachelor's degree by providing financial support to qualified students enrolled in a minimum of six credit hours and a maximum of eighteen credit hours per fall and spring semesters.

Teacher Preparation Affordability Scholarship

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 postsecondary institution or tribal college by providing a scholarship opportunity. The scholarship helps defray educational expenses, including tuition, fees, books, course supplies, and living costs, at up to \$6,000 per year based on student need. By 2022, the third year of the program, the Teacher Preparation Affordability Scholarship distributed nearly \$4.2 million to 1,317 students to support their pursuit of teaching careers.



Legislative Lottery Scholarship Program

The Legislative Lottery Tuition Scholarship (Lottery Scholarship) provides tuition assistance for eligible higher education students under the Legislative Lottery Tuition Scholarship Act.

In FY22, an average of 9,999 scholarships were awarded each semester to a total of 19,998 students statewide. Distribution by sector was as follows:

- 15,290 at the research institutions
- 1,576 at the four-year comprehensive and tribal colleges
- 3,132 at the two-year independent, branch community, and tribal colleges
-

Additional details on the Lottery Scholarship program are provided in the data section of this report.

New Mexico Scholars

The New Mexico Scholars Scholarship encourages New Mexico high school graduates to enroll full time in an undergraduate program at a public or private nonprofit postsecondary institution in the state before their 22nd birthday.

Athletic Scholarship

State funds are allocated to eligible institutions to provide financial support that enables both resident and nonresident student athletes to access higher education in New Mexico.

Bridge Scholarship

The 3% Scholarship, also known as the Bridge Scholarship, is established by the board of regents at each institution to provide scholarships for New Mexico residents in amounts not to exceed tuition and fees. Institutions are required to award all available 3% Scholarships before granting Lottery Scholarships. The program is designed to serve as a bridge for students until they become eligible for the Lottery Scholarship.

Competitive Scholarship

The scholarship was created to encourage out-of-state students with strong academic achievement in high school to enroll at New Mexico public institutions of higher education.

Graduate Scholarship

The scholarship was created to increase graduate enrollment at public postsecondary institutions among students from groups underrepresented in graduate education.

Vietnam Veterans' Scholarship

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

Wartime Veterans' Scholarship

This state scholarship provides tuition, fees, and book allowances for resident undergraduate and graduate students who are veterans certified by the New Mexico Veterans' Service Commission. Eligible candidates must have exhausted their federal veterans' education benefits.



Grants

Student Incentive Grant Program

The New Mexico Student Incentive Grant provides support for resident undergraduate students with substantial financial need who are enrolled at a New Mexico public college, 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 and universities in New Mexico.

Loans For Service

Allied Health Loan-For-Service Program

The Allied Health Loan-for-Service Program was established to increase the number of physician assistants and other health practitioners in areas of New Mexico experiencing shortages. The program provides educational loans to students seeking certification or licensure in eligible health fields. As a condition of each loan, students must declare their intent to practice as health professionals in designated shortage areas within the state.

For every year of service completed in a shortage area, a portion of the loan is forgiven. If the full service agreement is satisfied, 100 percent of the loan is forgiven. Penalties are applied if the service obligation is not fulfilled.

Medical Loan-For-Service Program

The Medical Loan-for-Service Program was created to increase the number of physicians in New Mexico, which continues to face shortages of health professionals. The program provides educational loans to students entering medical school. As a condition of each loan, students must declare their intent to practice in a designated shortage area within the state.

For every year of service completed in a shortage area, a portion of the loan is forgiven. If the full service obligation is met, 100 percent of the loan is forgiven. Penalties apply if the service agreement is not fulfilled.

Nursing Loan-For-Service Programs

The Nursing Loan-for-Service Program was created to increase the number of nurses in New Mexico communities experiencing shortages. The program provides educational loans to students entering nursing programs. As a condition of each loan, students must declare their intent to practice as health professionals in designated shortage areas within the state.

For every year of service completed in a shortage area, a portion of the loan is forgiven. If the full service obligation is met, 100 percent of the loan is forgiven. Penalties apply if the service agreement is not fulfilled.

Nurse Educator Loan-For-Service

The Nurse Educator Loan-for-Service Program was created to support nursing faculty employed at colleges and universities in New Mexico by helping them pursue advanced degrees, including the Bachelor of Science, Master of Science, and Doctor of Philosophy in nursing. For every year of service completed, a portion of the loan is forgiven. If the full service obligation is met, 100 percent of the loan is forgiven. Penalties apply if the service agreement is not fulfilled.



Teacher Loan-For-Service Program

The Teacher Loan-for-Service Program was created to address New Mexico's teacher shortage by providing students with financial resources to complete or enhance their postsecondary teacher preparation programs.

WICHE Loan-For-Service Program

The Western Interstate Commission for Higher Education (WICHE) Loan-for-Service Program allows New Mexico students to enroll in selected out-of-state graduate or professional programs not offered at New Mexico public universities.

Through WICHE's exchange programs, students receive preference in admission and pay reduced tuition—typically resident tuition at public institutions or discounted standard tuition at private schools. New Mexico contributes a support fee to the admitting school to help cover the cost of the student's education.

As a condition of each loan, students must declare their intent to return to New Mexico to practice in their chosen field. For every year of service completed in the state, a portion of the loan is forgiven. If the full service obligation is met, 100 percent of the loan is forgiven. Penalties apply if the service agreement is not fulfilled.

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 eligible professionals employed by the New Mexico Children, Youth, and Families Department (CYFD).

Health Professional Repayment Program

The New Mexico Health Professional Loan Repayment Program (HPLRP) provides repayment assistance for the outstanding student loans of practicing health professionals. Participants must commit to full-time service in a designated medical shortage area in New Mexico for a minimum of two years. The HPLRP is a competitive program, and application does not guarantee funding.

Minority Doctoral Loan Repayment Program

The purpose of the program is to increase the number of ethnic minorities and women available to teach engineering, the physical or life sciences, mathematics, and other academic disciplines in which these groups are underrepresented at New Mexico colleges and universities. In return for their service, recipients receive loan repayment assistance.

Public Service Law Loan Repayment Program (LRAP)

The New Mexico Public Service Law Loan Repayment Assistance Program (LRAP) provides repayment assistance for legal education loans to attorneys working in public service. Eligible participants are those employed in state or local government or in the nonprofit sector who provide legal services to low-income or underserved residents of New Mexico.

Teacher Loan Repayment Program (TLRP)

The Teacher Loan Repayment Program (TLRP) was created to increase the number of teachers serving in designated high-need positions in New Mexico public schools. The program provides repayment of the principal and reasonable interest on loans obtained from the federal government for teacher education purposes.



Children Youth & Families Loan Repayment Program (CYFD)

The purpose of this program is to increase the number of public service workers in critical-need positions at the Children, Youth, and Families Department (CYFD) through an educational loan repayment program. The program provides repayment of the principal and reasonable interest on federal and commercial loans obtained for educational purposes.

Table 6. Total amount awarded and number of recipients by financial aid program.

Program Name	Amount Awarded FY22	Students Served
3% Scholarship	\$ 7,097,510	4,980
Allied Health Loan	\$ 108,000	10
Athletic Scholarships	\$ 13,743,992	1,593
College Affordability Grant	\$ 2,842,154	3,764
Children Youth & Families Loan Repayment Program	\$ 424,500	141
Competitive Scholarships	\$ 3,679,441	1,311
Community Governance Attorney Program	\$ 96,000	10
Graduate Scholarships	\$ 395,861	62
Grow Your Own Teachers	\$ 155,507	49
Fire Fighter Scholarship	\$ 28,622	2
Health Loan Repayment Program (HPLRP)	\$ 767,000	21
Legislative Endowment	\$ 106,556	89
Lottery Success Scholarship	\$ 58,636,188	19,998
Medical Student Loan	\$ 400,000	16
New Mexico Opportunity Scholarship	\$ 17,179,872	13,065
New Mexico Scholars	\$ 236,285	243
Nurse Educator	\$ 16,250	2
Nursing Loan	\$ 322,620	32
Student Incentive Grant (SSIG)	\$ 8,208,262	9,957
Public Service Law Loan Repayment (LRAP)	\$ 91,800	12
Teacher Loan for Service Program	\$ 4,000	1
Teacher Loan Repayment Program	\$ 2,960,890	445
Teacher Preparation Affordability Scholarship	\$ 3,686,830	1,080
State Work-Study	\$ 4,260,078	1,317
WICHE Loan for Service	\$ 1,897,833	61
Wartime Veteran Scholarship	\$ 226,474	*
Vietnam Veteran Scholarship	\$ 10,610	*
Grand Total	\$ 116,211,213	46,417



GEAR UP New Mexico

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a discretionary grant program awarded by the U.S. Department of Education to increase the number of low-income students who graduate from high school and are prepared to succeed in postsecondary or vocational education. GEAR UP New Mexico (GUNM), housed within the Higher Education Department, serves approximately 7,600 middle and high school students in school districts across the state. The majority of GUNM participants come from diverse cultural backgrounds, reflecting New Mexico's historically tri-parity composition of Hispanic, Native American, and Caucasian communities.

GEAR UP has a long history in New Mexico. Initially funded in 1999, GUNM has completed three seven-year grant cycles, providing college and career readiness services to more than 27,000 students. In October 2020, the U.S. Department of Education awarded \$31.4 million to NMHED to fund a fourth cycle of initiatives, running from 2020 through 2027.

Between July 1, 2021, and June 30, 2022, GUNM launched its first full year of programming under this new cycle. Key priorities included:

1. Training and mentoring GUNM staff
2. Expanding programming to additional districts
3. Increasing data and research capacity

Training and Mentoring GUNM Staff

External Staff

In FY22, GUNM focused on training and mentoring District Data and Program Coordinators. Data Coordinators were trained extensively on the SCRIBE longitudinal tracking system, including ongoing technical assistance and site visits to ensure accurate data uploads. Program Coordinators received mentoring in all aspects of GEAR UP services, such as financial aid counseling, FAFSA campaigns, academic planning, mentoring, tutoring, college visits, and exam preparation.

Support was provided across four areas:

- **Fiscal Support:** Coordinators and fiscal officers participated in statewide training on reimbursement, cost sharing, budget adjustments, and allowable costs, with continued virtual and onsite assistance throughout the year.
- **Data Support:** Coordinators received training on SCRIBE, followed by in-district support and weekly follow-up to ensure accurate data management.
- **Programmatic Support:** State and regional staff held bi-monthly meetings and monthly site visits to guide best practices for college readiness activities.
- **Professional Development:** Staff participated in statewide college bus tours and the AVID Summer Institute to build relationships and expand knowledge of higher education and student success strategies.

Internal NMHED Staff

GUNM expanded internal capacity by hiring three regional coordinators and an internal evaluator, who strengthened infrastructure, professional development, and data support. While a Public Relations Coordinator was briefly onboard, the position remained vacant at the close of FY22. The State Director and Fiscal Officer continued in their roles, providing stability and leadership.



Expanding GUNM Programming

In FY22, GUNM worked to establish a full suite of services across all participating school districts. Programming included district-led college visits, SAT preparation, credit recovery, math interventions, tutoring, and the launch of student engagement organizations and community service projects.

Highlights included:

- **School Bus Tours:** Three student tours and one professional development tour visited campuses such as UNM, New Mexico Tech, WNMU, NMSU, and Doña Ana College. Additional visits included IAIA, SFCC, NMHU, UNM-Taos, Ft. Lewis College, and San Juan College.
- **AVID:** More than 20 teachers received advanced AVID training, while three coordinators completed district leadership training. Funding was earmarked to expand AVID for grades 9–12.
- **True Kids 1 Partnership:** A new collaboration in Taos engaged over 60 high school students in hands-on digital media production, building critical thinking and communication skills.
- **Girls STEM Conference:** Nearly 100 middle school girls participated in the first annual STEM Pathways Conference, developed with STEM Santa Fe, where they learned from New Mexico women scientists and explored STEM career pathways.

Data and Research Capacity

FY22 was marked by executing the contract Xcalibur to provide data management and external evaluation services. The first implementation stage was to build data infrastructure by mapping out the required data for local, state, and federal reporting. Next, grant staff and school district partner staff were trained on the data management system. With these critical milestones complete, the participatory evaluation team (PET), facilitated by Xcalibur and comprised of grant staff and partner district staff, launched and executed its evaluation plan. The evaluation plan included several critical deliverables, as outlined below.

- Conducted the evaluation kick-off and strategic planning
- Developed and administered a senior exit survey for all GUNM seniors
- Collected data from stakeholders and facilitated a SWOT analysis for the evaluation baseline report
- Delivered the baseline evaluation report

The baseline evaluation report included vital findings and recommendations. Key findings from the baseline report indicate that GEAR UP New Mexico fills a gap for the under-resourced school district, and that its priorities are clearly communicated across stakeholders. Additionally, stakeholders indicate that the current grant cycle is well-administered with effective communication and follow-up.

Based on the data collected from stakeholders, Xcalibur made several recommendations to GEAR UP New Mexico. The recommendations from the baseline report are listed below.

- Continue to engage and tailor programming to the local needs of the communities GEAR UP is supporting.
- Ensure trade school, pre-professional certificates, and technical/community college options are well-represented in GEAR UP programming.
- Provide more exposure to educators regarding GEAR UP policies and procedures.
- Continue to provide training and side-by-side coaching to coordinators with differentiated training for new coordinators and experienced coordinators.
- Conduct an annual meeting with district staff to convey GEAR UP regulations and foster shared leadership for GEAR UP implementation.
- Dig deeper into the perceptions among groups of stakeholders—students, educators, and families—regarding FAFSA completion, high school graduation, and postsecondary education.
- Conduct more outreach and engagement with families.



Credit: Photo by Allison Shelley/Complete College Photo Library

Several quotes from stakeholders convey the value of GEAR UP. A senior from Bernalillo High School said, "GEAR UP has helped me fill out my FAFSA, and I was able to get almost \$3,000 in financial aid. I've visited many colleges with GEAR UP, including Fort Lewis and New Mexico Highlands University. This has really helped me pick which college I would like to go to." A GEAR UP parent said, "Keeping GEAR UP in the school will continue to assist and guide students with what is needed to pursue their college education. It will also give them more knowledge and self-confidence."

Moving forward, the evaluation work will focus on collecting both quantitative and qualitative data to answer two key evaluation questions.

- What are the GEAR UP communities' perceptions around high school graduation, FAFSA completion, and postsecondary education?
- What gaps in outcomes and service provision exist among GEAR UP New Mexico subgroups?

By answering these questions, GUNM will have a deeper insight into how to best support the student, families, and educators sponsored by the grant.



Indian Education Division

Reinstated in 2020 by Governor Michelle Lujan Grisham and NMHED, the Indian Education Division (IED) was established to strengthen two-way communication between the agency, Tribal colleges, Tribal education departments, and Tribal communities throughout New Mexico. IED is committed to working in partnership with Tribes, Nations, and Pueblos to advance the educational success of Native American students in higher education and adult education. The division promotes available resources and constituent services while also listening to and addressing the needs, challenges, and questions raised by Tribal partners.

In 2022, IED continued to navigate the lingering impacts of the COVID-19 pandemic. With vaccines widely available and safety precautions in place, in-person events became more frequent, allowing greater opportunities to connect with partners across New Mexico's twenty-three Tribal communities. IED participated in key convenings with Tribal leadership, including the State-Tribal Leaders Summit hosted by the Indian Affairs Department and the Government-to-Government Session hosted by the Public Education Department. These events provided spaces for Tribal leaders and state agencies to discuss shared goals and strengthen partnerships.

Notable 2022 Activities Included:

- Legislative session updates with Tribal Leaders
- The 2022 Native American Students and Families College Fair
- Tribal college and university visits and tours
- Ongoing community outreach across Tribal communities
- Monthly meetings with Tribal college presidents
- A state scholarship awareness campaign at Santa Fe Indian School
- Engagement with the Native American Student Center at Northern New Mexico College
- Monthly update meetings with Tribal Education Directors
-

The 2022 Legislative Session marked a turning point for college access in New Mexico with the codification of the New Mexico Opportunity Scholarship Act. IED worked closely with the All Pueblo Council of Governors, the Mescalero and Jicarilla Apache Nations, and the Navajo Nation to foster support for this landmark legislation. This collaboration involved multiple meetings, timely updates on bill changes, and ongoing responses to stakeholder questions—all essential in building trust and ensuring accurate information reached Tribal leaders.

IED also partnered with New Mexico State University's Indian Resources Development Program to host the Native American Students and Families College Fair on November 11, 2022, at Buffalo Thunder Resort. This first in-person event since the division's reinstatement drew more than 80 attendees and provided Native American students and families the opportunity to engage directly with colleges and programs across the state.

Throughout this work, IED recognized that a one-size-fits-all approach is not appropriate. Respecting Tribal sovereignty and responding to local needs are central to building strong relationships. Meetings and convenings have highlighted both shared statewide priorities and the unique circumstances of individual Tribal communities.



IED remains committed to strengthening relationships between NMHED and Tribes, Nations, and Pueblos across New Mexico. This work is essential to improving educational outcomes and building stronger support systems for Native American students throughout the state.

Credit: Photos by Allison Shelley/Complete College Photo Library





Information Technology Services Division

The New Mexico Higher Education Department (HED) seeks to promote accessibility to education for all New Mexicans. The Information Technology Services Division (ITS) is central to this mission by supporting every aspect of HED operations—from configuring agency smartphones and managing the physical door access system to deploying desktop and mobile computers and administering cloud-based services, public websites, and web applications.

The most visible work of ITS is its web-based services, which directly engage higher education institutions, the legislature, and the public. These services include (a) regular updates and new features, (b) ensuring secure and user-friendly websites, (c) maintaining archived student transcripts, (d) providing portals for uploading Capital Projects and Institutional Finance reports, and (e) facilitating and organizing legislative bill analysis. ITS also enhances the workflow of other HED divisions, improving their efficiency and broadening the agency's impact. In this way, ITS goals remain aligned with HED's mission and the State's IT strategic priorities.

In 2022, ITS advanced its focus on security and functionality by implementing Zero Trust Architecture across all systems and pursuing hardware-level multi-factor authentication. In line with continuous integration and delivery, ITS expanded features, improved application performance, and deployed new tools such as the COVID Response Data Collection system and the Health Loan-for-Service application. ITS also successfully migrated all core infrastructure services—including shared file storage, Active Directory, and firewall systems—to the public cloud, reducing maintenance costs while improving security, performance, and accessibility.

Regarding intra-agency support, ITS continued to assist HED divisions by developing secure applications, integrating workflows, and providing technical expertise. Regarding inter-agency collaboration, ITS worked with CIOs of all New Mexico higher education institutions on cybersecurity, with a particular focus on ransomware prevention and mitigation. This effort helped secure \$1.7 million in legislative funding in 2022.

ITS was also a partner in the multi-million-dollar GEER Broadband Pilot, collaborating with the University of New Mexico, the Public Education Department (PED), and the Early Childhood Education and Care Department (ECECD) to expand broadband connectivity in the Grants region, including the Navajo Nation community. In addition, ITS remained a key stakeholder in the \$10 million New Mexico Longitudinal Data System (NMLDS) project—a certified collaboration among HED, ECECD, PED, and the Department of Workforce Solutions (DWS). ITS contributed project team participation, oversight of state and federal funding, contract management, and project management services. In spring 2022, NMLDS entered its Implementation Phase and remained on track to be operational by June 2023. Much of ITS's resources continued to be dedicated to this effort.

Agency leadership prioritized greater engagement with the State's students and professors, as well as the broader dissemination of the extensive data that HED collects and ITS manages. Looking ahead, ITS planned to expand and strengthen its cloud-based Business Continuity and Disaster Recovery solution and further integrate Microsoft 365 and Azure Active Directory to improve efficiency and resilience.



Institutional Finance Division

The Institutional Finance Division was responsible in 2022 for reviewing and approving the operating budgets of New Mexico's public higher education institutions. The Division also developed the Higher Education Funding Formula and ensured institutional compliance with all financial reporting requirements. Through this oversight, the Division promoted fiscal responsibility, transparency, and accountability across the state's higher education system.

Appropriation History

Table 7 illustrates the trend in New Mexico General Fund appropriations for higher education compared to total General Fund appropriations for all state agencies.

Table 7. General Fund appropriations for higher education compared to total state appropriations, FY2006–FY2022 (in millions of dollars).

General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Appropriations for All State Agencies			
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	12.8%
FY19	\$6,339.8	\$809.6	12.8%
FY20	\$7,092.1	\$867.0	12.2%
FY21	\$7,219.5	\$840.7	11.6%
FY22	\$7,457.3	\$900.3	12.1%

**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.*



Planning and Research Division

The Planning and Research Division supports the vision of a well-informed higher education leadership community in New Mexico. Guided by the principles of teamwork, efficiency, quality, and progress, the Division provides data collection, analysis, and reporting to strengthen decision-making across the state's higher education system. Its mission is carried out through five primary goals:

1. Support the policy work of the Department
2. Strengthen partnerships with the state's education leadership community
3. Contribute to state and national education policy discussions through research and publications
4. Organize internal processes, define procedures, and clarify roles
5. Build long-term division sustainability

In 2022, the Division remained focused on improving the state's capacity to identify strategic opportunities for the Governor, legislators, and higher education leaders through longitudinal data analysis, forecasting, trend analysis, and modeling. These efforts supported more data-informed decision-making for secondary and postsecondary education and workforce policy.

In addition to routine reporting, the Division also carried out ad hoc data collection and analyses to support quality improvement, transparency, and public communication of the Department's work.

The Planning and Research Division's responsibilities are broad and include:

- Publishing and presenting research and accountability reports at the state and federal levels
- Providing data analysis, research design, and report writing support to other divisions within HED and to other state agencies
- Managing the higher education funding formula data generation and certification process
- Overseeing internal and external data flow for the statewide higher education database
- Leading the statewide data verification process
- Performing legislative bill analysis
- Developing data governance for student information systems
- Leading the development of New Mexico's longitudinal data system (NMLDS) initiative
- Applying for research-related grants
- Producing state and federally mandated compliance reports



Private Post-Secondary Schools Division

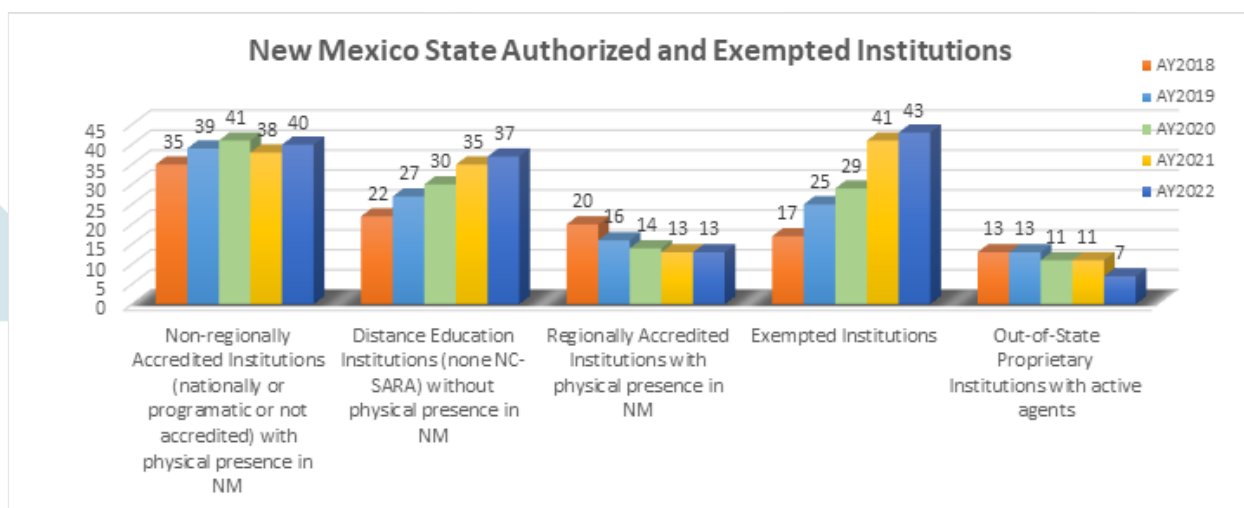
The Private Post-Secondary Schools Division (PPSD) protects students and consumers through the oversight and regulation of New Mexico's Private Post-Secondary Educational Institutions Act. The New Mexico Private Post-Secondary Educational Institution Act requires that State authorized institutions submit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

State Authorized and Exempted Institutions

In 2022, New Mexico had 97 state-authorized private postsecondary institutions and 43 exempted institutions. Of the state-authorized institutions, 90 were required to submit an Annual Report to the Private Postsecondary Schools Division (PPSD). The analysis presented here is based on self-reported data from these institutions and has not been independently verified by the Division or a third party.

Over the past five years, the Division observed significant shifts in the private postsecondary sector. The number of state-authorized distance education institutions increased by 68 percent, reflecting broader national trends toward online learning. At the same time, state authorizations of private regionally accredited institutions competing directly with public postsecondary institutions declined by 35 percent. With the New Mexico Opportunity and Lottery Scholarships making public institutions more financially accessible for nearly all students, this decline among private, regionally accredited institutions may continue in the coming years.

Figure 18. New Mexico authorized and exempted private post-secondary institutions.





Institutional Accreditation Profiles

Table 8 shows the New Mexico State authorized private post-secondary institutions' accreditation status by degree granting status. There were 23 (26%) State authorized non-accredited institutions that granted certificates or diplomas. The other 67 (74%) State authorized institutions were accredited institutions whose accreditors had been recognized by the United States Department of Education.

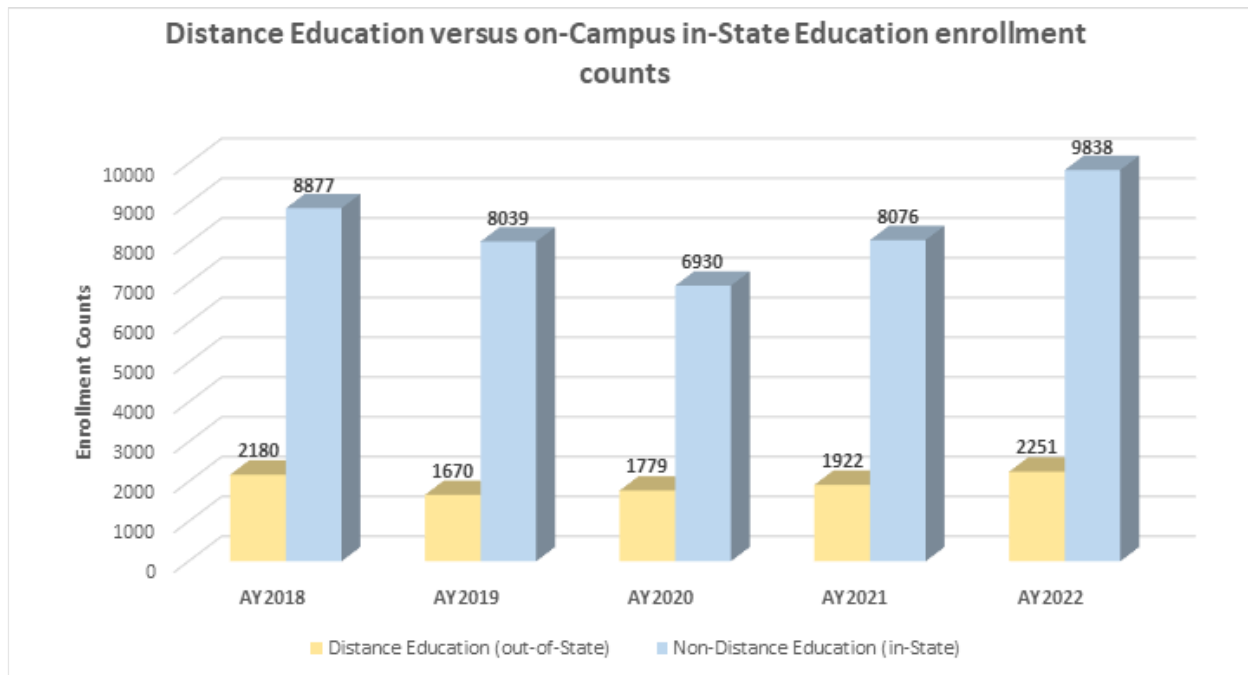
Table 8. Accreditation status of New Mexico state-authorized private postsecondary institutions by degree-granting status, 2022.

AY2022	Only Degree Granting	Degree and Certificate/ Diploma Granting	Only Certificate/ Diploma Granting	Total Institutions
Accredited	14	44	9	67
Non-Accredited	0	0	23	23
Total Institutions	14	44	32	90

Student Enrollment Counts

Overall student enrollment counts in private post-secondary educational institutions increased by 17% between AY2021 and AY2022, from 9,998 to 12,089 students. The increase in student enrollment in New Mexico reversed a declining enrollment trend that the State experienced over the previous academic years. The percent of New Mexico students that were enrolled in distance education programs offered by non-NC-SARA approved out-of-State institutions grew to a five-year high to 2,251. The Department expects this percentage to increase in future years given that the convenience of online degree programs is gaining more acceptance and that some degree programs are not offered at in-State post-secondary educational institutions.

Figure 19. Enrollment counts: distance education versus on-campus private post-secondary enrollment, 2022.

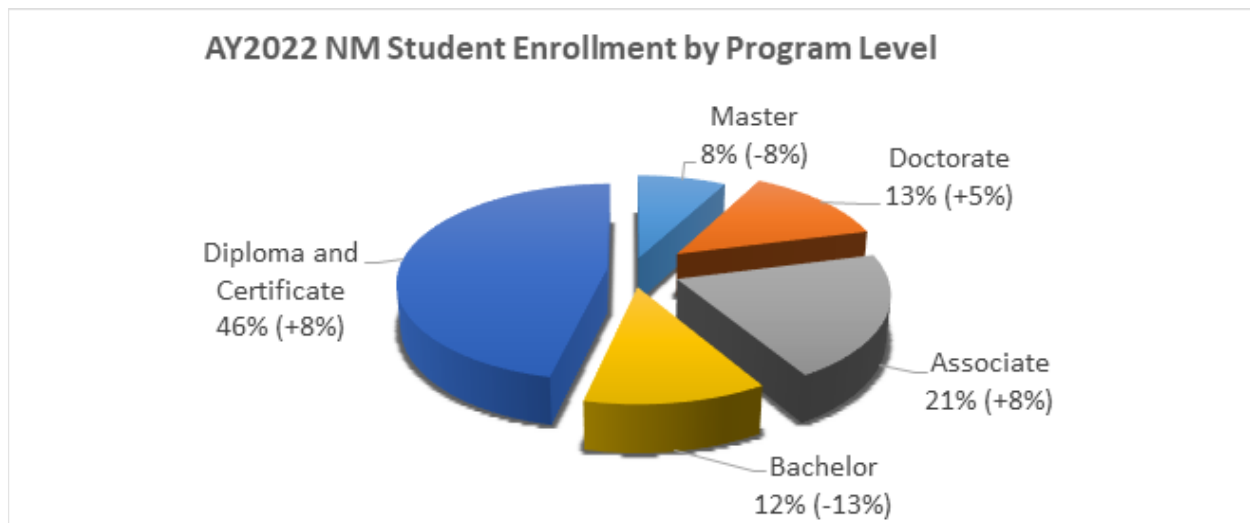




Student Enrollment Counts by Program Level

Of the 12,089 New Mexico students enrolled in state-authorized private post-secondary institutions, the vast majority (5,525) were enrolled in diploma and certificate programs, representing a 46% increase from AY2021. 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 AY2022, about third of all students in private post-secondary educational institutions were enrolled in Bachelor or higher degree programs and two thirds were enrolled either diplomas and certificate programs or Associate degree programs.

Figure 20. Student enrollment in state-authorized private post-secondary institutions by program level, 2022.



Credit: Photos by Allison Shelley/Complete College Photo Library

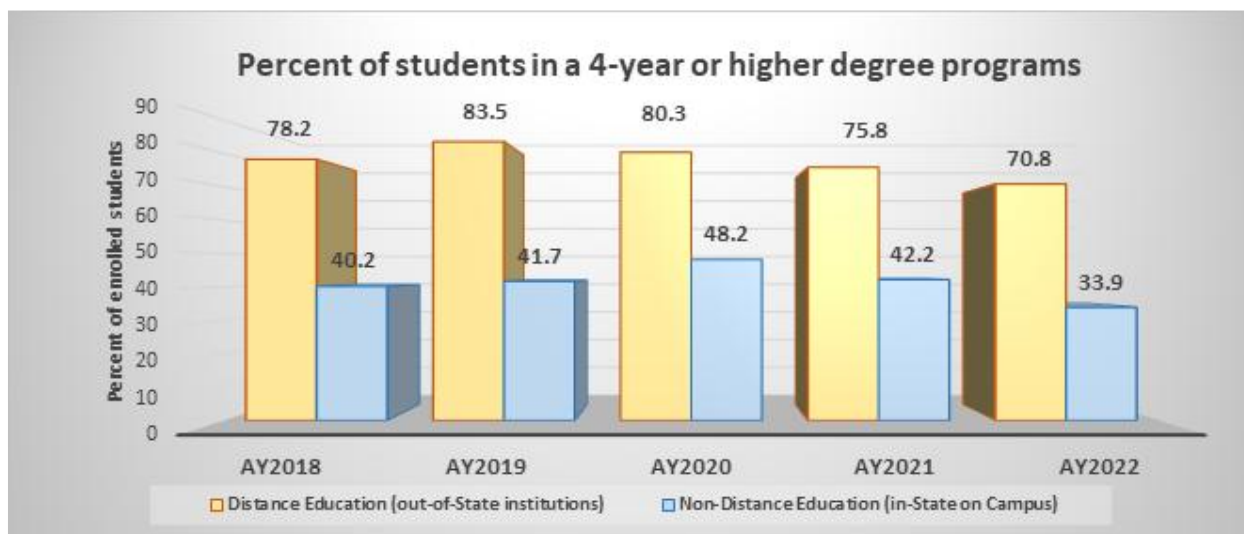




Student Enrollment Counts in Four Year and Higher Degree Programs

In AY2022, 4,931 students pursued four-year or higher degree programs in private post-secondary institutions. Of those, 1,594 students were enrolled in out-of-state distance education institutions, representing 70.8% of the total student population enrolled in out-of-state distance education institutions. The other 3,337 students were enrolled at in-state private institutions, representing 33.9% of all students that were enrolled in such institutions. This divisive trend might continue as certain four-year and higher degree programs are unavailable at in-State private institutions.

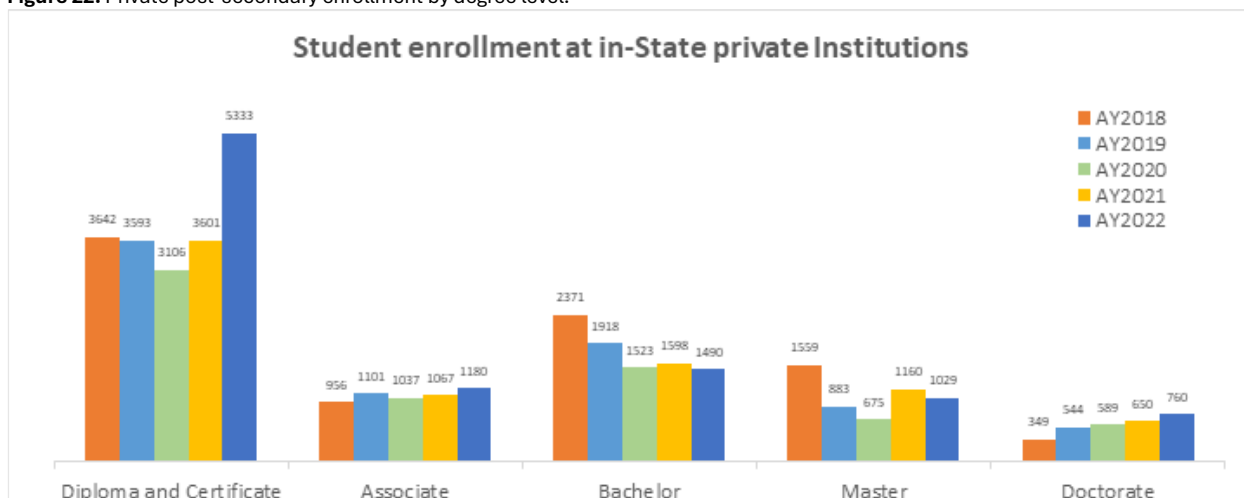
Figure 21. Percentage of students in 4-year or graduate programs, 2018-2022.



Student Enrollment Counts by Program Level and Institution Type

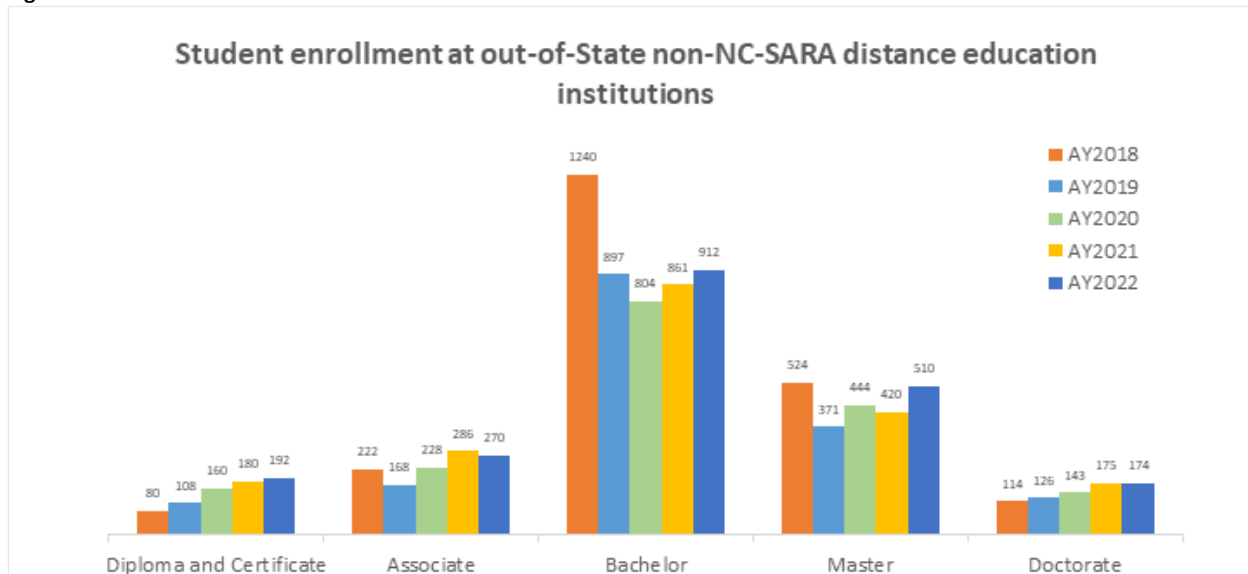
About 54% of all students who were enrolled at state authorized in-state private post-secondary educational institutions were enrolled in diploma and/or certificate programs in AY2022, representing a 9% increase from AY2021. Students enrolled in Doctorate programs have shown a steady increase in enrollment over the past five years.

Figure 22. Private post-secondary enrollment by degree level.



Of the approximately one-fifth of New Mexico students that enrolled in non-NC-Sara approved out-of-state post-secondary educational institutions in AY2022, an impressive 41% were enrolled in bachelor's degree programs. Doctorate and diploma/certificate programs both show a steadily increasing enrollment trend over the last five years.

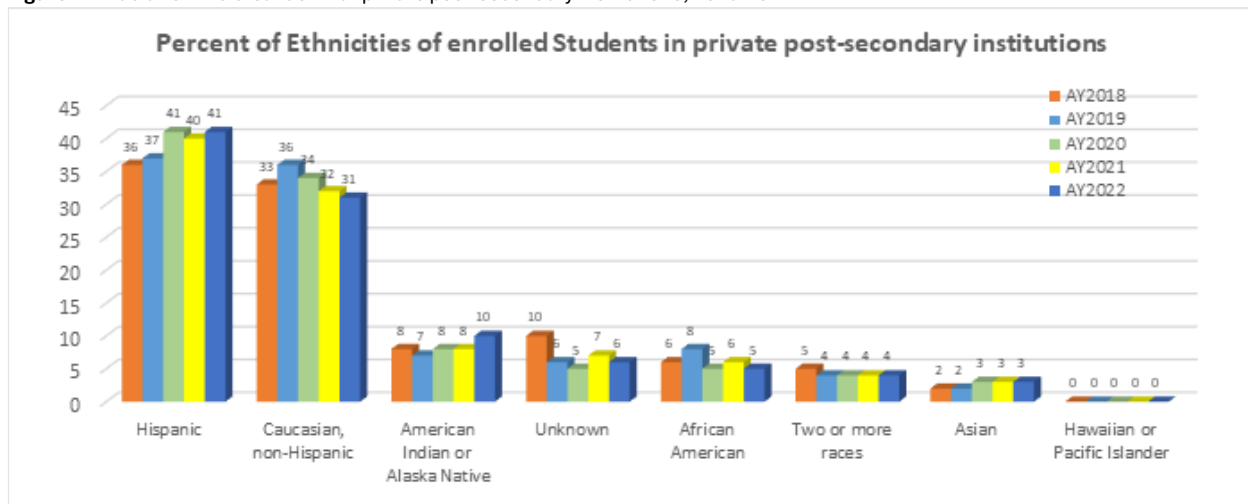
Figure 23. Out-of-state non-NC-SARA distance education enrollment.



Ethnic Composition of Student Body

Figure 24 below depicts the ethnic composition of the New Mexico private post-secondary student body over a five-year period. The percentages follow roughly statewide percentages of New Mexico residents. American Indian or Alaska Native student population had the largest increase of enrolled students between the previous academic year and AY2022.

Figure 24. Racial/ethnic breakdown at private post-secondary institutions, 2018-2022.

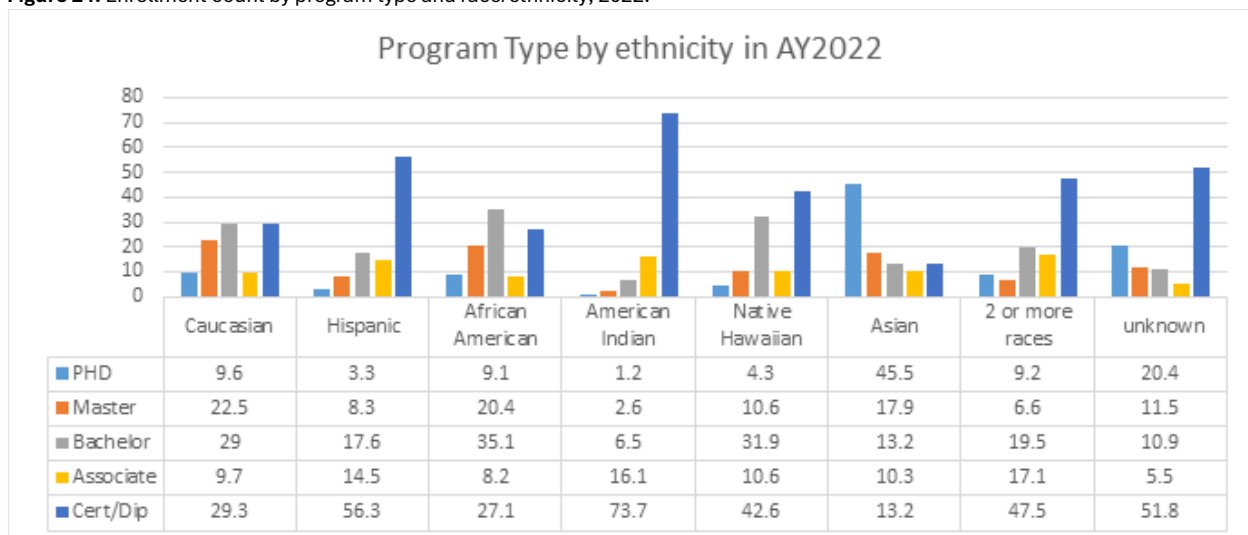




Program Type by Students Ethnicity

Slicing the enrollment percentages by program types and ethnicities, we can depict some interesting information. For example, about 90% of American Indian or Alaskan Native students enroll in certificate (diploma) or associate degree programs whereas 76% of all Asian students enroll in bachelor or higher degree programs, of which almost half were enrolled in PhD programs. African American and Caucasian students are also more likely to enroll in higher degree programs.

Figure 24. Enrollment count by program type and race/ethnicity, 2022.



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

The division issued first-time state authorization certificates to the following institutions:

- Aspen University
- Phlebotomy Training Specialists
- RVs Transportation, LLC
- United Education Institute

A comprehensive list of all current state authorized institutions is available at:

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

Institutions 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 AY2021.

A comprehensive list of all previously closed schools with information about the custodian of records can be found at:

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



Approved Rule Changes to 5.100.5 (Registration under the Post-Secondary Educational Institution Act) in AY2022

Rule Hearing July 2021

Summary of proposed changes:

The amendment to Section 5.100.5.6 NMAC adds a listing of various operations which are excepted under the Post-Secondary Educational Institution Act. The addition of the listing is for clarity. The listing includes provisions relating to an exemption for chartered, nonprofit religious non-degree and degree granting institutions whose sole purpose is to train students in religious disciplines to prepare them to assume a vocational objective relating primarily to religion. Lastly, the amendment adds requirements for exemption of non-accredited private post-secondary educational institutions that offer a degree program.

Credit: Photos by Allison Shelley/Complete College Photo Library

