



Photo Credit: Photo provided by New Mexico Tech. Photo depicts two students walking on campus.

NEW MEXICO HIGHER EDUCATION DEPARTMENT 2024 ANNUAL REPORT



Dear Higher Education Leaders,

The past year has been one of remarkable progress for higher education in New Mexico. As we enter the third year of free college through the Opportunity and Lottery Scholarships, thousands more New Mexicans are realizing their educational goals. In 2024 alone, more than 41,000 students benefited from the Opportunity Scholarship and 14,000 from the Lottery Scholarship. Since spring 2024, over 20,900 New Mexicans have earned a credential—from certificates to bachelor's degrees—with the help of the Opportunity Scholarship.

Advancing Student Success

Momentum continues to build across our colleges and universities:

- Enrollment grew by 2.3% in fall 2024, the third consecutive year of increases after a decade of decline.
- More than 110,000 students are now pursuing certificates, associate, bachelor's, and graduate degrees at public institutions.
- Over 12,000 New Mexicans entered college as first-time, full-time students this year.
- Every state formula-funded institution submitted a Strategic Enrollment Management Plan to HED and the Legislative Finance Committee, laying the groundwork for continued enrollment and graduation growth.

Investing in Institutions and Programs

The Department has also overseen significant state investments to strengthen higher education and workforce alignment:

- Higher Education Sustainability Study (with NCHEMS) to review funding equity and formula modernization.
- \$20 million allocated as part of the three-year, \$60 million GRO Fund to expand non-credit training, internships, and apprenticeships.
- \$2 million to adult education programs for Integrated Education and Training (IET), already increasing enrollment by 30%, with further growth expected.
- Additional support for adult education, including \$1 million in GRO funds and \$3 million in TANF funding.
- \$10 million each for STEM graduate scholarships and social work scholarships, internships, and faculty endowments.
- \$1 million for dual credit expansion, ensuring students earn transferable credits or workforce-related certificates.
- \$15 million through the Technology Enhancement Fund for research projects with statewide economic impact.
- \$32.5 million in capital renewal and \$5 million in equipment renewal to modernize campuses.
- \$2.5 million feasibility study for the future of Mesalands Community College.
- Continued leadership in developing New Mexico's statewide longitudinal data system.



Strengthening the Teacher and Health Workforce

The Department remains committed to growing New Mexico's educator pipeline through:

- Grow Your Own Teachers Scholarship
- Teacher Preparation Affordability Scholarship
- Teacher Loan Repayment Program

We also manage loan repayment programs supporting nurses, physicians, mental health professionals, dentists, and other health providers, ensuring New Mexicans have access to qualified healthcare professionals.

As we look ahead to 2025, the New Mexico Higher Education Department is proud to continue working with our partners—institutions, administrators, faculty, staff, business leaders, and legislators—to build on this momentum and deliver a stronger future for our students and communities.

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.

Credit: Photo Provided by New Mexico Tech.





Enrollment

Table 1 presents Fall census enrollment for New Mexico's public colleges and universities from 2015 through 2024 (with 2016–2018 data suppressed for readability). Census figures are reported here in order to include Fall 2024; however, it is important to note that final enrollment counts are typically higher than census totals.

Table 1. Fall Census Enrollment at New Mexico Public Colleges and Universities, 2015–2024 (2016–2018 data suppressed for readability).

Institution	2015 Head Count	2019 Head Count	2020 Head Count	2021 Head Count	2022 Head Count	2023 Head Count	2024 Head Count	2015 to 2019	2019 to 2024	2015 to 2024	2023 to 2024
Research Universities	45,415	38,903	38,157	37,380	38,051	39,280	40,439	-14.3%	3.9%	-11.0%	3.0%
New Mexico Tech	2,150	1,832	1,686	1,734	1,690	1,713	1,652	-14.8%	-9.8%	-23.2%	-3.6%
New Mexico State University	15,490	14,279	14,227	13,904	14,268	14,779	15,408	-7.8%	7.9%	-0.5%	4.3%
University of New Mexico	27,775	22,792	22,244	21,742	22,093	22,788	23,379	-17.9%	2.6%	-15.8%	2.6%
Comprehensive Universities	13,915	12,909	12,182	11,772	12,321	13,013	13,358	-7.2%	3.5%	-4.0%	2.7%
Eastern New Mexico University	5,946	5,694	5,268	4,990	5,106	5,398	5,737	-4.2%	0.8%	-3.5%	6.3%
New Mexico Highlands University	3,563	2,902	2,780	2,658	2,740	2,815	2,704	-18.6%	-6.8%	-24.1%	-3.9%
Northern New Mexico College	1,052	1,120	1,238	1,111	1,093	1,229	1,386	6.5%	23.8%	31.7%	12.8%
Western New Mexico University	3,354	3,193	2,896	3,013	3,382	3,571	3,531	-4.8%	10.6%	5.3%	-1.1%
Branch Community Colleges	21,817	20,319	16,719	16,371	17,562	18,438	18,838	-6.9%	-7.3%	-13.7%	2.2%
ENMU - Roswell	2,657	2,343	1,703	1,601	1,923	2,049	2,088	-11.8%	-10.9%	-21.4%	1.9%
ENMU - Ruidoso	723	679	679	605	694	745	775	-6.1%	14.1%	7.2%	4.0%
NMSU - Alamogordo	1,848	1,537	941	946	1,032	1,088	1,152	-16.8%	-25.0%	-37.7%	5.9%
NMSU - Doña Ana	8,252	8,054	7,028	6,454	6,662	6,849	7,200	-2.4%	-10.6%	-12.7%	5.1%
NMSU - Grants	824	813	622	692	825	834	754	-1.3%	-7.3%	-8.5%	-9.6%
UNM - Gallup	2,473	2,503	2,198	2,018	2,127	2,295	2,408	1.2%	-3.8%	-2.6%	4.9%
UNM - Los Alamos	965	929	954	846	1,014	985	983	-3.7%	5.8%	1.9%	-0.2%
UNM - Taos	1,793	1,225	1,487	1,280	1,282	1,283	1,292	-31.7%	5.5%	-27.9%	0.7%
UNM - Valencia	2,282	2,236	1,107	1,929	2,003	2,310	2,186	-2.0%	-2.2%	-4.2%	-5.4%
Independent Community Colleges	49,944	44,373	37,361	34,741	36,637	36,226	37,340	-11.2%	-15.8%	-25.2%	3.1%
Central New Mexico Community College	25,888	23,358	21,592	18,642	19,215	19,159	19,415	-9.8%	-16.9%	-25.0%	1.3%
Clovis Community College	3,696	3,050	2,426	2,309	2,420	2,448	2,455	-17.5%	-19.5%	-33.6%	0.3%
Luna Community College	1,485	1,151	683	818	746	737	711	-22.5%	-38.2%	-52.1%	-3.5%
Mesalands Community College	769	446	397	541	674	456	544	-42.0%	22.0%	-29.3%	19.3%
New Mexico Junior College	2,895	2,388	1,951	1,891	2,162	2,078	2,221	-17.5%	-7.0%	-23.3%	6.9%
San Juan College	7,062	6,621	5,280	5,350	5,615	5,796	6,082	-6.2%	-8.1%	-13.9%	4.9%
Santa Fe Community College	6,218	5,438	3,829	3,829	4,132	4,359	4,432	-12.5%	-18.5%	-28.7%	1.7%
Southeast New Mexico College*	1,931	1,921	1,203	1,361	1,673	1,193	1,480	-0.5%	-23.0%	-23.4%	24.1%
Formula Funded Total	131,091	116,504	104,419	100,264	104,571	106,957	109,975	-11.1%	-5.6%	-16.1%	2.8%
*Prior to 2021, Southeast New Mexico College (SENM) operated as NMSU-Carlsbad. Historical data from NMSU-Carlsbad have been assigned to SENMC.											
Military Institute											
New Mexico Military Institute	428	460	391	374	345	342	331	7.5%	-28.1%	-22.7%	-3.2%
Tribal Colleges	3,144	3,087	2,688	2,775	2,711	2,356	3,156	-1.8%	2.2%	0.4%	34.0%
Diné College	535	178	196	213	236	193	526	-66.7%	195.5%	-1.7%	172.5%
Institute of American Indian Arts	521	617	692	808	837	609	920	18.4%	49.1%	76.6%	51.1%
Navajo Technical University	1,686	1,849	1,350	1,399	1,354	1,554	1,710	9.7%	-7.5%	1.4%	10.0%
Southwestern Indian Polytechnic Institute	402	443	450	355	284	0	0	10.2%			
Overall Total	134,663	120,051	107,498	103,413	107,627	109,655	113,462	-10.9%	-5.5%	-15.7%	3.5%



Figure 1 displays total end-of-semester enrollment at New Mexico public colleges and universities from Fall 2005 through Fall 2023 (with census data available beginning in Fall 2015). Enrollment grew steadily from 2005 to 2010, increasing by 20.7% overall. Beginning in 2011, however, enrollment declined across all sectors, resulting in a 22.7% decrease between 2010 and 2019.

The COVID-19 pandemic accelerated this trend: from Fall 2019 to Fall 2021, enrollment fell an additional 13.7% statewide as most instruction shifted online. More recently, enrollment has begun to recover. This rebound likely reflects both a post-pandemic return to normal and the impact of the Opportunity Scholarship, which has expanded access to higher education.

As shown in Figure 2, the recent increases are evident across all sectors, and the growth observed in Fall 2022 and Fall 2023 continued into Fall 2024.

Figure 1. Total end-of-semester enrollment at New Mexico public colleges and universities, Fall 2005–Fall 2023. Enrollment grew through 2010 (+20.7%), then declined steadily through 2019 (–22.7%). Following further declines during the pandemic (–13.7% from 2019 to 2021), enrollment began to recover in 2022 and 2023.

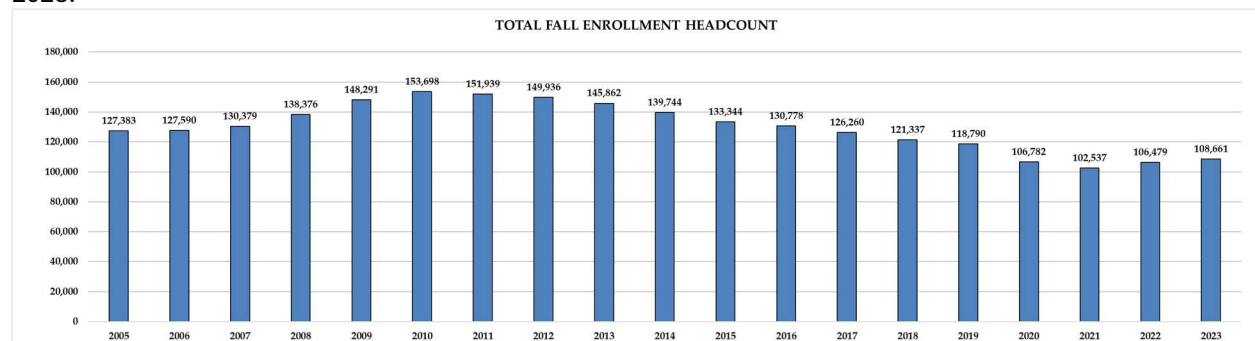
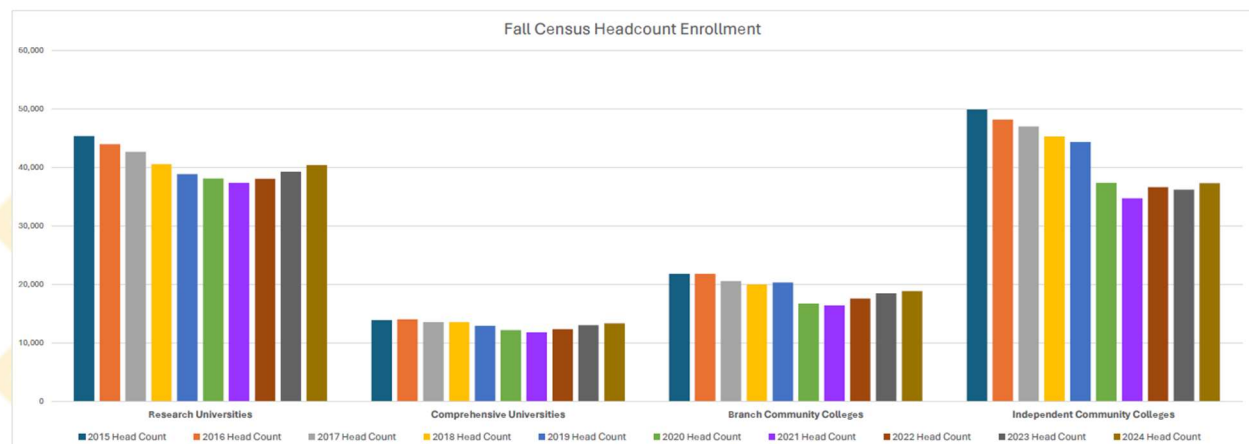


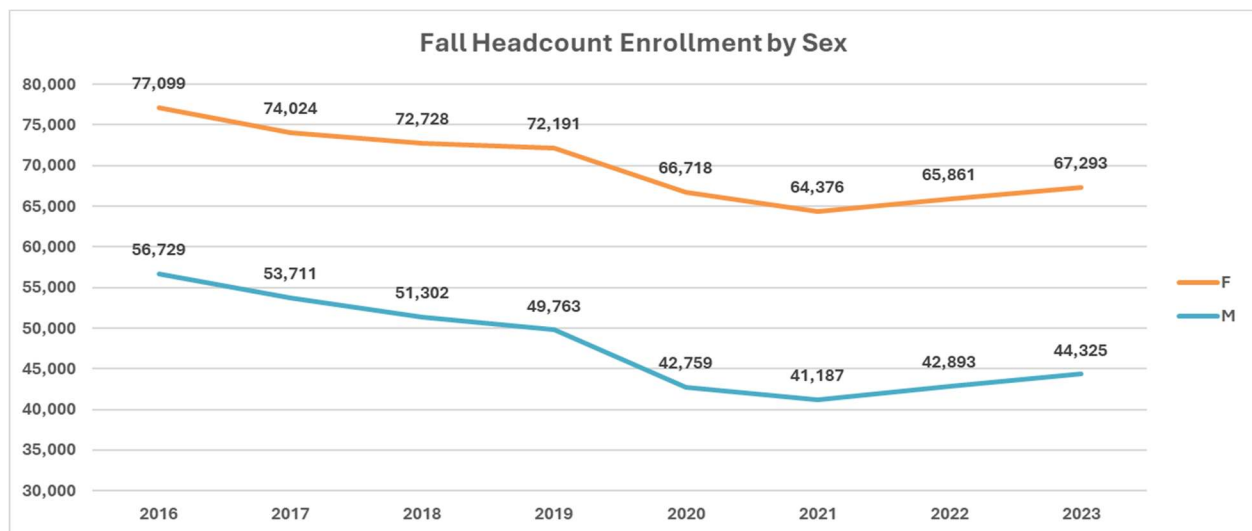
Figure 2. Fall census enrollment at New Mexico public colleges and universities, 2015–2024 (2016–2018 data suppressed for readability). Census figures show that the statewide increase in 2022 and 2023 continued into 2024, with gains evident across all sectors. Final enrollment counts are typically higher than census totals.



Enrollment by Sex

The gender distribution of enrollment has remained relatively stable over the past eight years, though male enrollment has declined at a slightly faster rate than female enrollment. In Fall 2015, women represented 57.6% of total enrollment; by Fall 2023, their share had risen to 60.3% (see Figure 3).

Figure 3. Gender distribution of total enrollment at New Mexico public colleges and universities, Fall 2015–Fall 2023. Women’s share of enrollment increased from 57.6% in 2015 to 60.3% in 2023, reflecting a slightly steeper decline in male enrollment over this period.



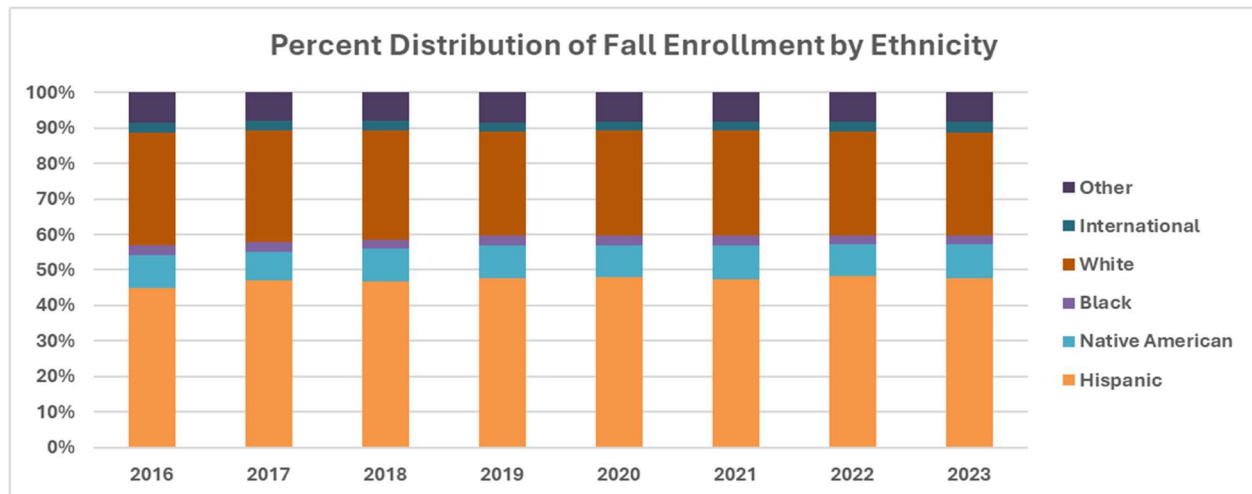
Credit: Photo by Allison Shelley/Complete College Photo Library.



Enrollment by Ethnicity

The ethnic composition of enrollment has remained largely stable over the past eight years, with only modest shifts among major groups. Hispanic students increased from 45.0% of total enrollment in Fall 2016 to 47.8% in Fall 2023. White, non-Hispanic students declined from 31.8% in 2016 to 28.9% in 2023, while Native American enrollment remained steady, averaging about 9.1% during this period (see Figure 4).

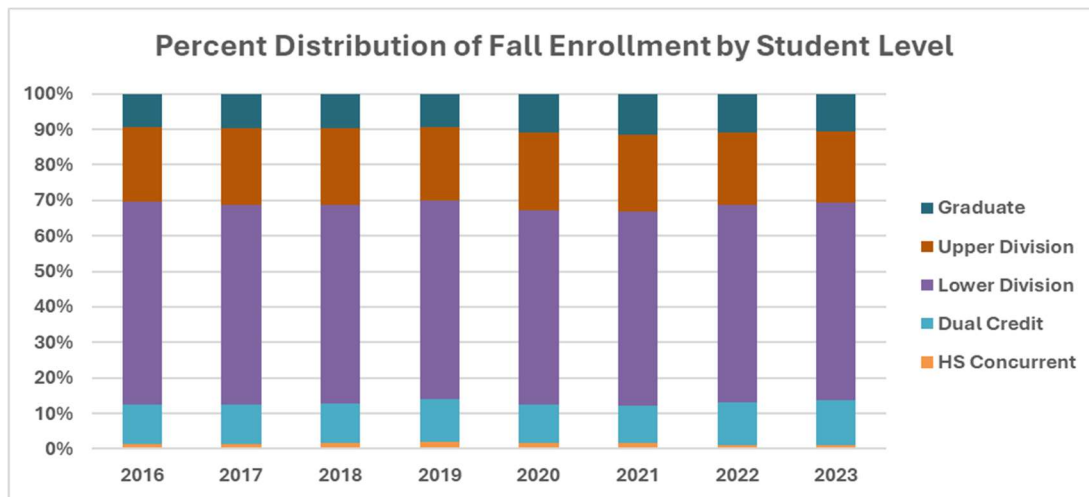
Figure 4. Ethnic distribution of total enrollment at New Mexico public colleges and universities, Fall 2016–Fall 2023. Hispanic enrollment increased slightly, White non-Hispanic enrollment declined, and Native American enrollment remained steady at about 9.1%.



Enrollment by Student Level

The distribution of enrollment by student level has remained relatively stable over the past eight years, with only slight shifts. High school students enrolled through concurrent or dual credit programs consistently represented about 12–13% of total headcount enrollment, increasing from 12.4% in 2016 to 13.6% in 2023. Graduate enrollment also grew modestly, rising from 9.3% in 2016 to 10.5% in 2023 (see Figure 5).

Figure 5. Distribution of enrollment by student level at New Mexico public colleges and universities, Fall 2016–Fall 2023. Dual credit and concurrent enrollment students comprised 12–13% of headcount enrollment, while graduate enrollment increased slightly over the period.



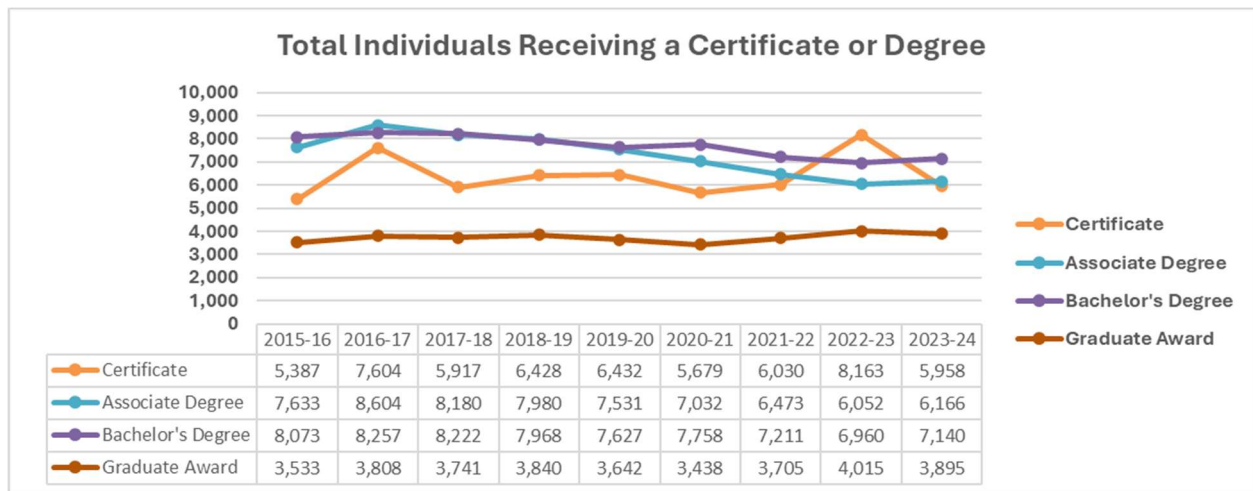
Degrees

Certificates and degrees awarded by institutions can be reported in two ways: by the total number of awards conferred or by the number of individuals earning an award. Because some students receive more than one award in a given year, the two approaches yield different totals. In Table 2 below, we report the number of individuals receiving an award, counting only their highest credential earned if multiple awards are conferred. The data are illustrated in Figure 6.

Table 2. Number of individuals receiving a certificate or degree at New Mexico public colleges and universities, 2015–16 through 2023–24. Only the highest credential per individual is reported.

Degree Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificate	5,387	7,604	5,917	6,428	6,432	5,679	6,030	8,163	5,958
Associate's Degree	7,633	8,604	8,180	7,980	7,531	7,032	6,473	6,052	6,166
Bachelor's Degree	8,073	8,257	8,222	7,968	7,627	7,758	7,211	6,960	7,140
Graduate Award	3,533	3,808	3,741	3,840	3,642	3,438	3,705	4,015	3,895
Total Awards	24,626	28,273	26,060	26,216	25,232	23,907	23,419	25,190	23,159

Figure 6. Total individuals awarded certificates or degrees at New Mexico public colleges and universities, 2015–16 through 2023–24. Counts reflect each student's highest credential earned within the academic year.

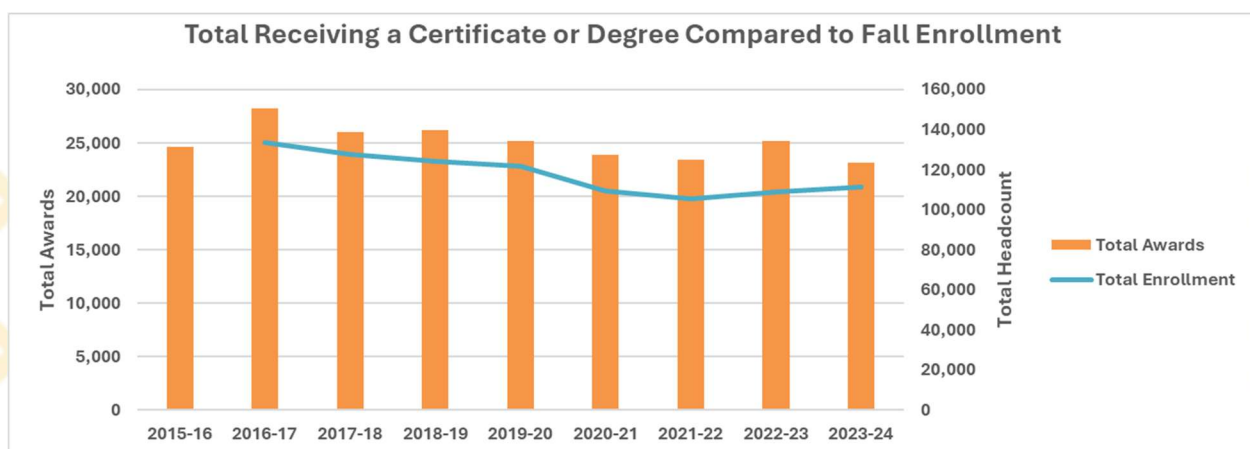


Over the past nine years, the number of awards has fluctuated across degree levels. Graduate awards remained relatively stable, increasing slightly from 3,533 in 2015–16 to 3,895 in 2023–24. Bachelor's and associate degrees declined overall (from 8,073 to 7,140 and 7,633 to 6,166, respectively), though both rose between 2022–23 and 2023–24, suggesting the downward trend may be reversing. Certificates showed the most variability, with spikes in 2016–17 and 2022–23; overall totals were slightly higher in 2023–24 (5,958) than in 2015–16 (5,387).



Figure 7 shows that much of this variation mirrors enrollment trends: as enrollment fell, awards declined as well. With enrollment beginning to rise again—and with the support of the Opportunity Scholarship, which helps students persist or re-enroll to complete their programs—award totals are also likely to increase.

Figure 7. Certificates and degrees awarded at New Mexico public colleges and universities, 2015–16 through 2023–24. Graduate awards remained stable, bachelor’s and associate degrees declined but show recent increases, and certificate totals fluctuated with notable spikes



Financial Aid

Financial aid for New Mexico students comes from federal, state, institutional, and private sources. Table 3 reports the total number of students receiving aid over the past nine fiscal years. The *Other Grants* category includes all grants and scholarships other than Pell, Lottery, and Opportunity Scholarships (e.g., non-Pell federal aid, other state programs, and institutional awards). The *Workstudy* category combines both federal and state work-study programs.

Table 3. Students receiving financial aid at New Mexico public colleges and universities, by aid type, over the past nine fiscal years.

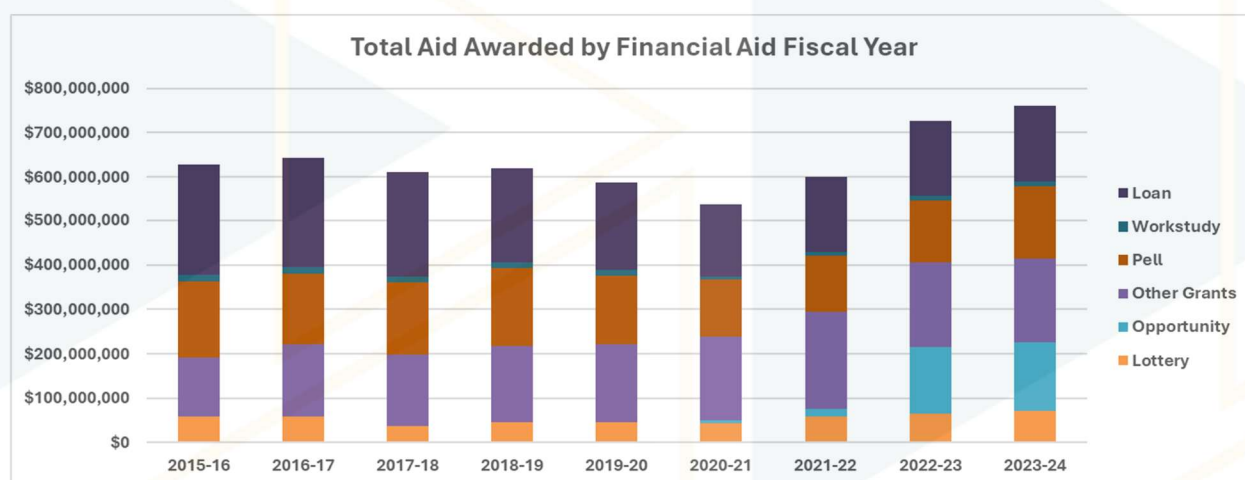
Degree Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Lottery	19,251	18,941	16,853	16,140	15,751	15,095	13,322	13,076	14,091
Opportunity	---	---	---	---	---	6,579	9,536	44,815	44,088
Other Grants	53,324	53,398	53,119	51,217	56,689	64,481	74,056	50,881	47,504
Pell	47,776	44,371	43,065	40,944	39,110	32,802	32,150	33,578	35,389
Loan	31,466	29,767	28,186	25,338	23,285	18,965	18,315	18,451	18,417
Workstudy	4,406	4,361	3,857	3,517	3,441	2,075	2,444	2,740	3,974
Unduplicated Total	81,103	78,514	76,143	72,518	71,393	74,313	82,212	77,257	74,719

Many students receive multiple types of aid—for example, both Pell and Opportunity Scholarships—so the Total row reflects an unduplicated count of students receiving any award, rather than the sum of all categories. The data shows notable shifts over time. Since its launch in its current form in 2022–23, the Opportunity Scholarship has supported more than 40,000 students annually by covering tuition and fees. At the same time, the number of students taking out loans has declined. Table 4 and Figure 8 highlight these trends.

Table 4. Students receiving financial aid by award type at New Mexico public colleges and universities. Totals represent unduplicated student counts.

Degree Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Lottery	\$58,224,095	\$57,924,396	\$36,795,339	\$46,611,306	\$45,201,378	\$43,822,806	\$58,286,391	\$64,864,173	\$71,340,926
Opportunity	---	---	---	---	---	\$6,263,563	\$16,795,674	\$150,264,788	\$154,132,439
Other Grants	\$132,836,386	\$162,909,966	\$160,534,631	\$169,862,919	\$176,389,592	\$188,685,433	\$220,036,768	\$190,330,682	\$188,719,478
Pell	\$171,822,610	\$159,642,572	\$163,506,260	\$176,837,552	\$154,029,817	\$127,547,331	\$125,765,219	\$139,483,869	\$161,537,010
Loan	\$251,746,691	\$249,115,801	\$237,640,418	\$215,483,979	\$199,603,609	\$163,223,330	\$170,536,295	\$170,713,308	\$170,735,018
Workstudy	\$13,760,911	\$13,683,848	\$12,023,846	\$11,564,836	\$11,970,899	\$7,429,736	\$8,511,870	\$10,737,628	\$14,220,643
Unduplicated Total	\$628,390,693	\$643,276,583	\$610,500,494	\$620,360,592	\$587,195,295	\$536,972,199	\$599,932,217	\$726,394,448	\$760,685,514

Figure 8. Trends in student financial aid at New Mexico public colleges and universities, highlighting the expansion of the Opportunity Scholarship since 2022–23 and declining student loan use.



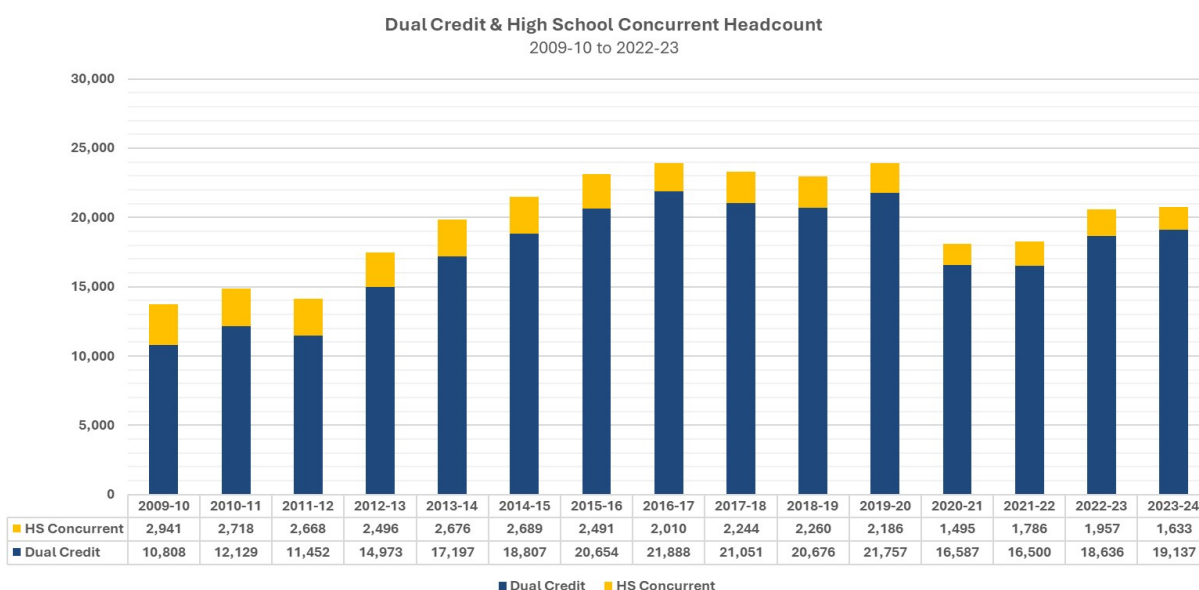
Dual Enrollment

HED refers to high school students who also enroll in college as “dual enrollment” students. Most dual enrollment students participate in the state’s Dual Credit Program, through which they earn both high school and college credit for their courses. Dual Credit students are not charged tuition or standard fees by the college, and their school district covers the cost of books and materials; students and families are responsible for transportation. Participation requires a signed agreement among the student’s family, the college, and the high school. Approximately 90% of all dual enrollment students are Dual Credit students.

Some dual enrollment students are classified instead as concurrent enrollment. This occurs when the high school does not accept the college course for high school credit, or when the district pays the college directly for tuition and fees. In these cases, students may still receive both college and high school credit, but they are not counted as Dual Credit participants.

Figure 9 shows the growth of dual enrollment over the past fifteen years. The program increased or remained stable in most years from 2009–10 through 2019–20. As with overall higher education enrollment, participation declined in 2020–21 and 2021–22 during the COVID-19 pandemic.

Figure 9. Dual enrollment in New Mexico public colleges and universities, 2009–10 through 2023–24. Participation grew steadily through 2019–20, declined during the pandemic, and has since resumed growth.



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



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

Resources available at the bottom of this webpage include a complete listing of approved Common Courses, an Excel file of the full Course Matrix, and a list of recent changes to the Matrix. Currently, nearly 3,000 common courses have been added to the crosswalk, with almost 11,000 institutional courses mapped. Institutional courses may be unique or may align with an existing common course prefix and number. A key advantage of the system is that unique courses will not duplicate a prefix and course number used at another institution, provided the discipline is included in the matrix.

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



Maintenance of the Common Course Numbering System

In 2024, the Common Course Numbering System expanded further. Computer Science is being added, and Engineering is expected in early 2025. Several Career and Technical Education (CTE) fields—such as welding, HVAC, and trades—were also incorporated. For most academic disciplines, NMHED has now entered the maintenance phase. Institutions may request additions, removals, reclassifications, or changes to course descriptions or student learning outcomes (SLOs) through the established application process. Depending on the request type, applications are reviewed and approved by NMHED staff or the New Mexico Curriculum and Articulation Committee (NMCAC).

Online Common Course Numbering Application

Can be found here:

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

NMHED has also purchased a course management tool to strengthen the Common Course Numbering System. The tool will make it easier for institutions to keep course listings current and will provide students and counselors with clearer information on which courses are common and guaranteed to transfer.

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 model for associate and bachelor’s degrees is presented in Table 5. This model is designed to build the essential skills all graduates need for success in higher education and careers, including communication, critical thinking, quantitative reasoning, information and digital literacy, and personal and social responsibility. Each of the six content areas is linked to three essential skills. Courses within a content area develop these skills while also addressing discipline-specific content and outcomes (see Table 6).



Table 5. General Education model for associate and bachelor's degrees in New Mexico public colleges and universities.

Associate's and Bachelor's Degrees: 31 Credit Hours (Excluding Associate of Applied Science)	Associate's of Applied Science: 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 6 identifies the three essential skills associated with each of the six General Education content areas. These skills are embedded in approved courses to ensure that, in addition to mastering disciplinary content, students gain the competencies needed for academic and career success.

Table 6. Essential skills linked to the six General Education content areas in New Mexico public colleges and universities.

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>



To date, 535 general education courses have been approved statewide. Because some institutions list science lecture and lab courses separately while others combine them, the total expands to more than 600 distinct courses when counted individually. All approved general education courses are included in the Common Course Numbering System matrix whenever possible.

All general education courses are guaranteed to transfer among New Mexico's 29 public institutions, even if the receiving institution does not offer the course. Students who complete the full 31 credit hours of general education (or 15 hours for an AAS degree) are certified as general education complete and will be recognized as such upon transfer. Students who transfer before completing the full requirement will still receive credit for all completed general education courses, which will apply to the appropriate 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, following the implementation of 5.5.6 NMAC on June 12, 2018. All degree programs entering the institutional approval process after August 1, 2018 are subject to NMHED review and approval.

The process begins with submission of the Undergraduate Program Application. Applications submitted by the deadline are reviewed at the next New Mexico Higher Education Advisory Committee (NMHEAC) meeting, which issues a recommendation to the Cabinet Secretary to approve, disapprove, or return the application for modification. The Cabinet Secretary then issues a determination within 10 business days. Once approved by both the NMHED Cabinet Secretary and the institution's Governing Board, the institution requests a CIP code through the online academic affairs application. After review and assignment of the appropriate CIP code, the program may begin enrolling students.

Since the beginning of 2023, eleven new associate degrees and two new bachelor's degrees have been approved. One new associate degree is scheduled for review in Fall 2024. In the same period, five associate degrees and one bachelor's degree were rejected or returned for further revision.

Graduate Degree Programs

Graduate programs proposed by New Mexico's public universities must be approved by 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 (NMGCD). Once the NMGCD endorses a proposal, a Graduate Program Application is submitted to NMHED.

NMHED staff review applications and present them to the New Mexico Higher Education Advisory Committee (NMHEAC), which recommends that the Cabinet Secretary approve, disapprove, or return the proposal for modification. The Cabinet Secretary then determines whether the program advances to the BOF for final approval. Once BOF approval is granted, the institution requests a CIP code through the online academic affairs application, and after assignment, the program may begin enrolling students.



Since 2023, NMHED has approved two new master's degrees and one doctoral degree, all of which also received BOF approval. One master's degree proposal was rejected. Currently, three new master's degrees and three new doctoral degrees are under review by either the NMHEAC or the BOF.

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>

Since 2023, NMHED has approved 48 new course CIP codes and 89 new program CIP codes. Certificates do not require NMHED approval but must be assigned a CIP code, which is why the number of program CIPs exceeds the number of newly approved degree programs. During this period, institutions also submitted six requests to modify previously approved CIP codes.

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

Since 2023, NMHED has added several new AP exams to the AP table, including:

- AP African American Studies
- AP Precalculus
- AP Research
- AP Seminar



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

Policy Analyses

In addition to meeting statutory responsibilities, the Academic Affairs and Policy Division conducts policy analyses that inform both internal decision-making and external studies. Some analyses support the Legislative Finance Committee—for example, evaluations of financial aid effectiveness or the role of certificates in workforce preparation—while others guide HED policy development and higher education budget requests.

The division also produces summary reports on enrollment, degrees awarded, and financial aid, working closely with the Planning and Research and Financial Aid Divisions.

Student transfer is another priority area. HED has hosted statewide transfer summits for the past two years, with another planned for next spring. Much of the programming and data presented at these summits has been developed by the Policy Division.

Finally, the division collaborates with the Institutional Finance Division on updates to the State Funding Formula and has played a central role this year in the adequacy study of the formula conducted by NCHEMS.

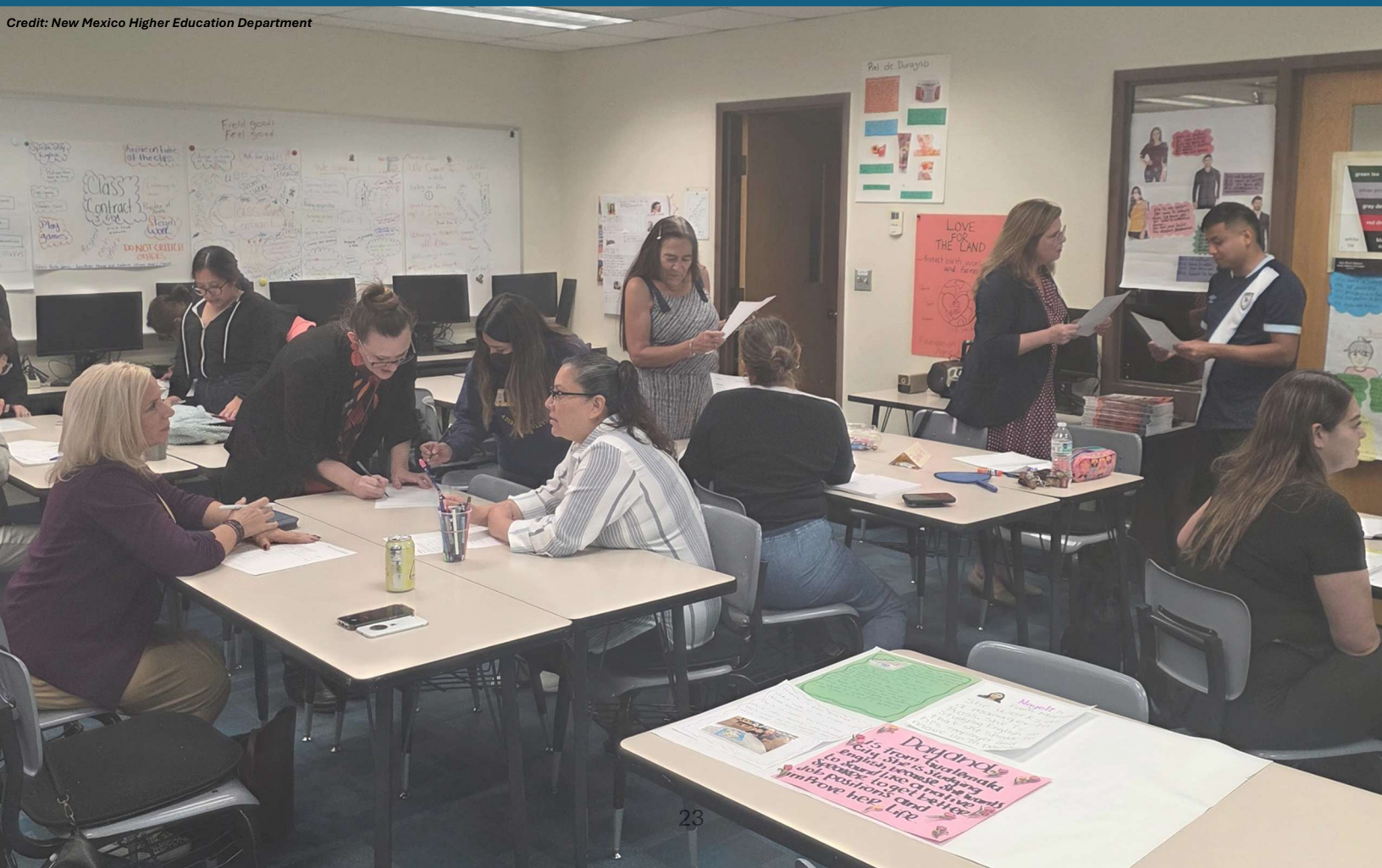


Adult Education Division

Adult Education in New Mexico is a learning and workforce development program that impacts the lives of individuals, families, and communities throughout the state. The Adult Education Division of the New Mexico Higher Education Department oversees 26 Adult Education programs outlined by the Adult Education and Family Literacy Act (AEFLA), Title II of the federal Workforce Innovation and Opportunity Act (WIOA). In program year 2023-2024, 26 Adult Education programs served 12,173 students, including 2,933 seeking English as a Second Language programs, 1,060 enrolled in Integrated English Language and Civics Education programs, and 1,128 within the New Mexico Corrections Department. These efforts were supported by \$6,700,000 in state funding and \$5,223,101 in total federal funding from the U.S. Department of Education. For the first time, in FY24 the state supported the Adult Education Division with an additional \$3,000,000 in federal Temporary Aid for Needy Families (TANF) funding; of this, \$1,000,000 was earmarked for Integrated Education and Training (IET) programs.

Adult Education programs in New Mexico provide education and training to eligible adults, including dislocated workers, justice involved individuals, and out-of-school youth ages 16-18. Most AEFLA funded programs in New Mexico are based within higher education institutions. There are also programs at community-based organizations, a charter school, and the State Corrections Department.

Credit: New Mexico Higher Education Department





Credit: New Mexico Higher Education Department



In addition to the WIOA Title II AEFLA programs, the Adult Education Division also oversees two other state systems. The network of 18 adult literacy provider grantees provide one-on-one and small group tutoring services to adults with low and emerging levels of literacy and numeracy. In 2023-2024 program year, 1,417 participants were served in adult literacy programs. The high school equivalency (HSE) system saw 2,486 New Mexico graduates in 2023-2024, including 1,470 that were served by the adult education system.

Adult Education serves participants who want to improve their core academic skills. This may include individuals who lack a high school diploma or its equivalent, and people who face additional and often multiple barriers to obtaining and maintaining family-supporting careers. With the New Mexico Opportunity Scholarship offering tuition-free college to New Mexicans, Adult Education programs can help individuals become college ready and avoid developmental college classes. Furthermore, immigrants and refugees are able to enroll in Adult Education programs and improve their English proficiency as well as learn about civics and citizenship opportunities. Individuals participating in Adult Education programs can also participate in IET programs, where they simultaneously complete their HSE or improve their English language proficiency while earning an industry-recognized credential. These programs are called Integrated Education and Training (IET) programs. In FY24, 536 learners were served in these programs, earning a total of 317 credentials. NMHED is actively expanding these programs in FY25.

In collaboration with core partners, the New Mexico Higher Education Department, Adult Education Division, works to provide education and training programs that impact the lives of New Mexicans and make the future brighter for our communities.



Capital Projects Division

The New Mexico Higher Education Department (NMHED), through its Capital Projects Division, is statutorily responsible for providing an equitable process for reviewing and recommending capital outlay funding for public postsecondary institutions each year. This includes developing a statewide capital outlay funding plan in collaboration with institutions.

The NMHED Capital Outlay Committee, chaired by Luis Campos and composed of representatives from NMHED, the Department of Finance and Administration's Capital Outlay Bureau, the Legislative Finance Committee, and the Energy Conservation and Management Division, holds annual hearings across the state. Institutions present priority projects from their five-year capital plans, which are reviewed and prioritized based on criteria in NMAC 5.3.9 and the NMHED Instruction Manual for Annual Capital Outlay Funding Requests. Recommendations are then forwarded to the NMHED Cabinet Secretary for approval. In 2024, the committee reviewed 61 project requests totaling nearly \$1 billion during in-person hearings held in five locations statewide.

Project Priorities

NMHED gives preference to projects that contribute to high-quality learning environments, support institutional missions, address major health and safety needs, renovate existing facilities rather than build new ones, and improve building efficiency. Projects are evaluated on their impact on enrollment, retention, and degree production; their alignment with workforce needs and institutional goals; the quality of facility assessments and cost estimates; use of Building Renewal & Replacement (BR&R) funds; impact on deferred maintenance; and incorporation of energy and sustainability measures.

Funding Recommendations

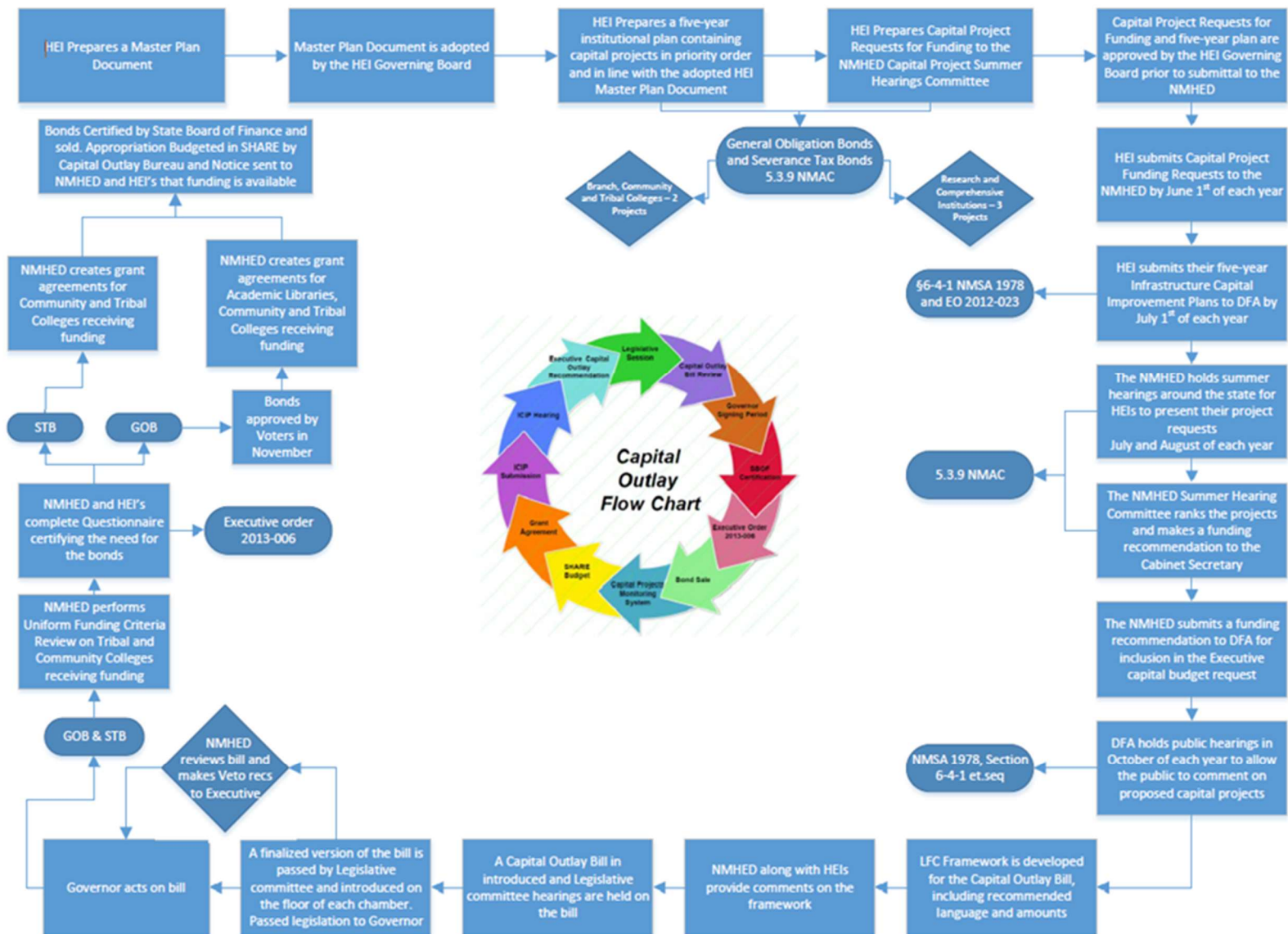
Using the Capital Funding Request and Management System (CFRMS), NMHED reviewed and prioritized projects for 2024, recommending 43 projects totaling \$221.7 million for state funding. Of this amount, \$149.6 million was prioritized for new construction, renovation, and infrastructure improvements. Another \$50.8 million was directed to projects that became underfunded due to rising construction, material, and labor costs, ensuring completion of the original scope. Each recommended project emphasized student enrollment and retention, workforce development, job creation, asset protection, and economic stimulus, and demonstrated readiness to complete a full project or functional phase within appropriation timelines.

Campus Space Reductions

NMHED also remains committed to removing buildings that are no longer in use or have exceeded their useful life. This year's request includes \$21.3 million to support facility demolition, reducing health and safety risks, liability, and deferred maintenance costs. This policy aligns with NMHED's requirement that new square footage must be offset by removal of equivalent space. Prior-year funding supported the removal of more than 600,000 GSF of unsafe facilities across campuses.

Figure 10 provides an overview of the entire capital outlay process.

Figure 10. Capital Outlay funding process for New Mexico public higher education institutions. The flow chart outlines each step, from institutional master planning and project submission to NMHED review, Capital Outlay Committee hearings, legislative action, and final project funding and implementation.



Building Renewal and Replacement (BR&R)

Building Renewal and Replacement (BR&R) funding remains a top priority for NMHED to ensure facilities remain safe, functional, and efficient. Over the past five capital outlay cycles, higher education institutions have utilized more than \$100 million in BR&R funding statewide.

In 2023, institutions requested \$34.9 million in non-recurring BR&R funding; \$15 million was secured and distributed based on each institution's share of FY23 Instruction & General (I&G) appropriations in House Bill 2 (HB2). In 2024, \$32.5 million in non-recurring funding was secured and distributed using FY24 I&G data.

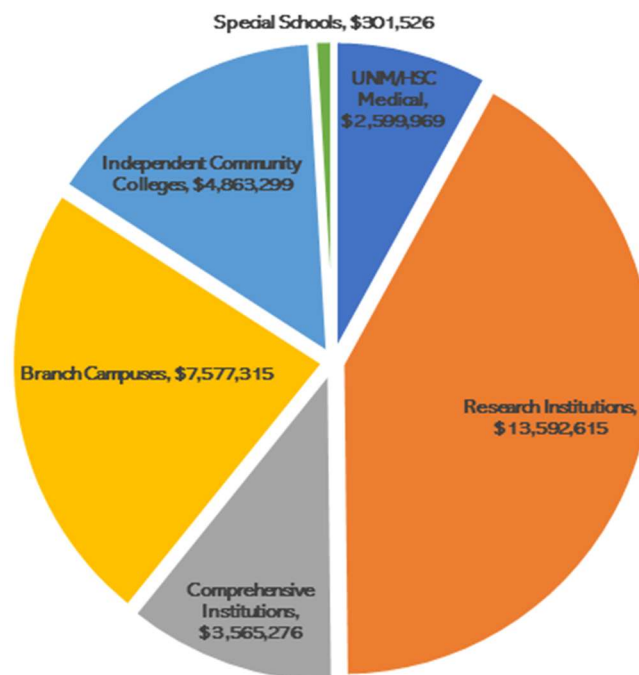


These funds are supporting urgent campus needs, including ADA upgrades, replacement of end-of-life infrastructure (such as boilers and air handling units), and supplementation of existing BR&R transfers from I&G. NMHED requires institutions to maintain BR&R transfers at the level established in FY11, when BR&R was included in the funding formula, and institutions must follow eligible expenditure guidelines outlined in the NMHED Space Policy.

This sustained investment enables institutions to address their most critical renewal and replacement needs, maintain staff and contractor capacity amid record levels of statewide capital investment, and reduce the growing deferred maintenance backlog.

Figure 11 outlines the FY24 BR&R distribution by sector.

Figure 11. Distribution of FY24 Building Renewal and Replacement (BR&R) funding across New Mexico public higher education sectors. Research institutions received the largest share (\$13.6 million), followed by branch campuses (\$7.6 million), independent community colleges (\$4.9 million), comprehensive institutions (\$3.6 million), UNM/HSC Medical (\$2.6 million), and special schools (\$0.3 million).

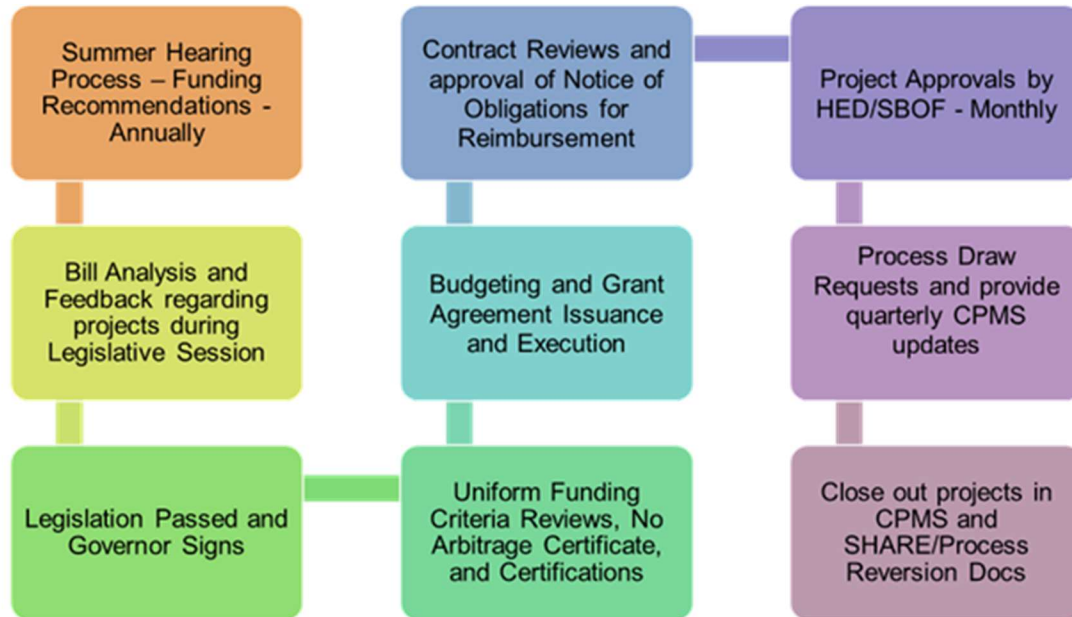


Day-to-Day Operations

The Capital Projects Division also manages the day-to-day operations of the higher education capital outlay program, ensuring compliance with Executive Order 2013-006 (Establishing Uniform Funding Criteria and Grant Management and Oversight Requirements for State Capital Outlay Appropriations) and NMAC 5.3.10 (Capital Projects Approval by the New Mexico Higher Education Department). In accordance with these requirements, NMHED establishes grant agreements with grantees, monitors compliance, processes financial draws through the State Board of Finance, and organizes monthly Higher Education Capital Outlay Committee hearings (see Figure 12).



Figure 12. Process flow for managing higher education capital outlay projects. Steps include annual funding recommendations, legislative approval, grant agreement issuance, project approvals, compliance reviews, financial draw processing, and project closeout activities.



The Capital Projects Division currently manages 182 active grant agreements totaling \$119.8 million in appropriations. The Division is staffed by two full-time employees and is in the process of filling a third position funded during the 2024 legislative session. These staff provide capital outlay support and technical assistance to higher education institutions, special schools, and tribal colleges and universities statewide.

In 2024, the Division provided resources and training to all institutions at the first Annual Higher Education Summit and is developing a training schedule for 2025. Updates to the New Mexico Administrative Code are also being planned to align with recent changes to the New Mexico State Board of Finance code, approved in November 2024.

Looking ahead, the Division remains committed to supporting institutions and stakeholders through the upcoming legislative session and continuing to strengthen New Mexico's higher education capital infrastructure.



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.

*In FY24, Opportunity Scholarship funds supported **42,552 students statewide**, including **20,805** at the state's research universities, **6,166** at four-year comprehensive and tribal colleges, and **15,581** at two-year independent, branch community, and tribal colleges.*



Teacher Preparation Affordability Scholarship

The Teacher Preparation Affordability Scholarship was established to encourage eligible New Mexico students to enroll in and complete a public education department–approved teacher preparation program at a New Mexico public postsecondary institution or tribal college. The scholarship helps defray educational expenses, including tuition, fees, books, course supplies, and living costs, providing up to \$6,000 per year based on student need.

Now in its fourth year, the program distributed nearly \$10 million in FY24 to students pursuing undergraduate or graduate teacher preparation programs, supporting New Mexico’s ongoing efforts to strengthen the educator pipeline.

Legislative Lottery Scholarship Program

The Legislative Lottery Tuition Scholarship provides tuition assistance to eligible New Mexico students attending public postsecondary institutions under the Legislative Lottery Tuition Scholarship Act.

In FY24, the program supported 14,245 students statewide, including 10,675 at research universities, 1,201 at four-year comprehensive and tribal colleges, and 2,369 at two-year independent, branch community, and tribal colleges.

Additional detail on the Legislative Lottery Tuition Scholarship program is available 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 address shortages of health practitioners across New Mexico by providing educational loans to students pursuing certification or licensure in eligible health fields. In return, recipients commit to practicing as health professionals in designated shortage areas within the state. A portion of the loan is forgiven for each year of qualifying service, with 100% forgiveness available upon full completion of the service agreement.

In FY23, 50% of applicants received awards of \$16,000 each to support their educational and professional training.

Medical Loan-For-Service Program

The Medical Loan-for-Service Program was created to increase the number of physicians practicing in New Mexico, particularly in areas experiencing shortages of health professionals. The program provides educational loans to students enrolled in medical school who commit to serving in designated shortage areas within the state. A portion of the loan is forgiven for each year of qualifying service, with 100% forgiveness granted upon full completion of the service agreement. Penalties apply if the service commitment is not met.

Nursing Loan-For-Service Programs

The Nursing Loan-for-Service Program was established to address nursing shortages across New Mexico by providing educational loans to students enrolled in approved nursing programs. In return, recipients commit to practicing in designated shortage areas within the state. A portion of the loan is forgiven for each year of qualifying service, with 100% forgiveness available upon full completion of the service agreement. Penalties are applied if the service obligation is not fulfilled.



Additional information on nursing loan-for-service programs are listed at:

<http://hed.nm.gov/financial-aid/loan-service-programs/nursing>

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.

WICHE Loan-For-Service Program

The Western Interstate Commission for Higher Education (WICHE) Loan-for-Service Program enables New Mexico students to enroll in out-of-state graduate or professional programs not offered at New Mexico's public universities. Through this program, participating students receive preference in admission and pay reduced tuition rates—typically resident tuition at public institutions or discounted standard tuition at private schools. The State of New Mexico provides a support fee to the admitting institution to help offset educational costs.

As a condition of the loan, recipients agree to return to New Mexico to practice professionally in their field of study. A portion of the loan is forgiven for each year of qualifying service, with 100% forgiveness available upon full completion of the service agreement. Penalties apply if the service obligation 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 outstanding student loans held by practicing health professionals. In exchange, recipients commit to two years of full-time service in a designated medical shortage area within New Mexico. Participation in the program is competitive, and funding is not guaranteed.

In FY24, the program received a \$10 million appropriation increase—the largest in its history—and provided loan repayment to 745 additional health professionals, bringing the total number of participants statewide to 1,269. This expansion marks a significant step in New Mexico's ongoing effort to recruit and retain health care providers across the state.

Minority Doctoral Loan Repayment Program

The Minority Doctoral Loan Repayment Assistance Program was established to increase the number of ethnic minorities and women qualified to teach in fields where they are underrepresented, such as engineering, the physical and life sciences, mathematics, and related disciplines, at New Mexico's colleges and universities. In return for their service, recipients receive loan repayment assistance to support their continued academic and professional development.



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 risk positions within New Mexico's public schools. The program provides repayment of the principal and accrued interest on educational loans obtained for teacher preparation.

In FY24, the program experienced over a 50 percent increase in applicants. The average debt amount among New Mexico teachers was \$48,000, with an average award of \$5,500 under a two year service agreement. The Teacher Loan Repayment Program distributed nearly \$4.9 million in loan repayment assistance statewide.

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.

Credit: Photo by Allison Shelley/Complete College Photo Library.



Financial Aid Data Tables

Table 7. State Financial Aid for New Mexico Students, FY24: Total Amount Awarded and Students Served by Program Type.

State Financial Aid for New Mexico Students FY24	Amount Awarded	Students Served
Need-Based Aid		
3% Scholarship	\$4,739,438	3,985
College Affordability Grant	\$889,500	48
Legislative Endowment	\$64,208	27
Student Incentive Grant (SSIG)	\$7,603,494	9,402
State Work-Study	\$5,871,904	1,483
Teacher Preparation Affordability Scholarship	\$3,949,497	1,302
Total Need-Based Aid	\$23,118,041	16,247
Need-Based Loan for Service		
Allied Health Loan	\$94,000	7
Medical Student Loan	\$325,000	13
Nurse Educator	\$11,250	2
Nursing Loan	\$356,805	27
Teacher Loan for Service Program	\$16,750	3
WICHE	\$2,100,050	62
Total Need-Based Loans	\$2,903,855	114
Merit-Based Scholarships		
3% Scholarship	\$4,739,438	3,985
Athletic Scholarships	\$17,558,402	1,725
New Mexico Scholars	\$56,090	15
Lottery Disability	\$1,036,394	276
Lottery Success Scholarship	\$70,244,048	13,975
New Mexico Opportunity Scholarship	\$153,799,354	42,590
Total Merit-Based Scholarships	\$247,433,726	62,566

Table 8. Federal Financial Aid for New Mexico Students, FY24: Total Amount Awarded and Students Served by Program Type.

Federal Financial Aid FY24	Amount Awarded	Students Served
Federal Scholarship/Grants		
Federal Work-Study	\$5,136,433	1,455
Pell Grants	\$159,324,732	36,801
Supp. Educational Opportunity Grants (SEOG)	\$6,033,705	7,633
Other Federal	\$4,632,416	849
Total Federal Financial Aid	\$175,127,286	46,738



Table 9. Other Financial Aid for New Mexico Students, FY24: Total Amount Awarded and Students Served by Program Type.

Other Sources of Financial Aid FY24	Amount Awarded	Students Served
Grant and Scholarship Programs		
Grant/Gift Assistance from OTHER States	\$259,655	172
Native American (Tribal Aid)	\$10,413,868	2,510
Other Gift/Scholarships WITHIN NEW MEXICO	\$4,271,358	1,452
Other Institutionally Funded	\$109,710,906	30,307
Other State Aid (e.g., DVR)	\$2,872,595	1,164
Private Aid	\$44,871	26
Private Grant/Gift	\$11,818,097	4,399
Total Other Forms of Aid	\$139,391,350	40,030
Loan Programs		
Direct PLUS	\$3,366,465	314
Direct Subsidized	\$24,194,703	7,167
Direct Unsubsidized	\$50,493,145	7,815
Parent Loans for Undergraduates (PLUS)	\$8,306,294	598
Private Loan	\$9,930,093	941
Stafford Student Loan (SSL)	\$11,673,857	3,168
Stafford Unsubsidized	\$59,211,352	5,680
Total Loan Programs	\$167,157,909	25,683

Credit: Photo by Allison Shelley/Complete College Photo Library.





GEAR UP New Mexico

GEAR UP New Mexico (GUNM) — Gaining Early Awareness and Readiness for Undergraduate Programs — is a seven-year initiative funded by the U.S. Department of Education. As a division of the New Mexico Higher Education Department, GUNM supports college and career readiness programming at middle and high schools across the state.

The mission of GUNM is to increase the number of students who enroll in postsecondary education, strengthen the college going culture in New Mexico communities, and expand access and opportunity within the state's public colleges and universities. In FY24, GEAR UP New Mexico partnered with eight high schools and seven middle schools in Albuquerque, Bernalillo, Española, Mountainair, Santa Fe, Socorro, and Taos, serving more than 7,000 students statewide.

2023-2024 Highlights

During the 2023–2024 school year, 74 percent of GEAR UP New Mexico (GUNM) students participated in at least one GEAR UP activity. Key highlights from the year include:

- **College and Career Exploration:** More than 1,000 students visited 18 college campuses and career training centers across the state.
- **Workshops and Skill Development:** Over 53 percent of students participated in GEAR UP workshops focused on college and career preparation, college applications, STEM, GEAR UP Week, and FAFSA completion.
- **Counseling and Advising:** 40 percent of students engaged in counseling and advising activities centered on eighth grade transition, AVID, dual enrollment, college applications, and overall college readiness.
- **Postsecondary Enrollment:** 48 percent of the Class of 2023 graduates enrolled in postsecondary education. Of these, 26 percent attended the University of New Mexico, 16 percent attended Santa Fe Community College, 13 percent attended Central New Mexico Community College, 10 percent attended New Mexico State University, and 9 percent attended Northern New Mexico College. Overall, 64 percent of students enrolled in four-year degree programs, 36 percent in two-year programs, and 88 percent chose to attend college in-state.
- **Workforce Development Tour:** GUNM hosted its first Workforce Development Tour, offering 39 students hands-on exposure to high-demand and governor-priority industries such as film and media, health care, veterinary care, and technical trades. Students participated in immersive experiences at NMPBS studios, Los Alamos National Laboratory, Central New Mexico Community College's Veterinary Technology Department, and the Bernalillo County Animal Center. Following overwhelmingly positive feedback, this tour will become an annual spring event throughout the remaining years of the grant.
- **College Advantage Camp:** GUNM hosted its first College Advantage Camp at New Mexico Highlands University, providing 100 high school students with the opportunity to develop



skills in college selection, financial planning, career exploration, and overcoming barriers to postsecondary success.

From July 1, 2023, through June 30, 2024, GUNM focused on the second year of implementation across eight school districts. Key initiatives included:

- Launch of the GEAR UP New Mexico website and expanded presence on social media platforms.
- Student Success Agency (SSA) kick-offs and online mentoring and tutoring support for juniors, seniors, and first-year college students.
- College bus tours offering one-day and multi-day experiences for GUNM students.
- Student Leadership Conference (139 attendees), Girls' STEM Conference (136 attendees), and Indigenous Pathways Conference (140 participants).

Social Media and Media Engagement

During the FY24 school year, GEAR UP New Mexico partnered with Obtain Media to maintain a robust social media presence and share programming updates, success stories, and event information with students, families, educators, and community members. In March 2024, Obtain Media completed and launched the GEAR UP New Mexico website, providing a centralized platform for information on program initiatives, data, and upcoming events.

Training and Mentoring GUNM Staff

External Staff

During FY24, GEAR UP New Mexico (GUNM) prioritized training, mentoring, and ongoing support for district data and program coordinators across participating school districts.

Training and Mentoring

District Data Coordinators received extensive training in the collection and upload of student information through the GUNM data collection portal, ensuring consistent and accurate reporting. District Program Coordinators participated in professional development and mentoring on all aspects of GEAR UP programming, including financial aid counseling, FAFSA campaigns, academic and career planning, mentoring, math tutoring, credit recovery, college visits, and preparation for college entrance exams.

Intensive Support Strategies

Throughout FY24, GUNM implemented targeted support strategies in four key areas: fiscal support, data support, program support, and relationship building.

- **Fiscal Support:** In August 2023, GUNM provided comprehensive fiscal training for all district program coordinators and fiscal officers. Training topics included reimbursement guidelines, match and cost sharing, time and effort reporting, budget adjustments, and allowable costs. These topics were reinforced during bi-monthly Teams trainings held



throughout the academic year. Regional Coordinators also conducted monthly on-site visits to review fiscal documentation and assist with budgetary processes.

- **Data Support:** In September 2023, GUNM’s internal evaluator, in collaboration with the external evaluator Xcalibur, conducted a day-long training introducing SCRIBE, GUNM’s longitudinal student data tracking system. Follow-up site visits were conducted within two weeks to assist with data entry and retrieval. The internal evaluator also provided ongoing technical assistance, including weekly calls with district coordinators and collaboration with district IT staff to ensure proper data access and upload procedures.
- **Program Support:** The GUNM State Director and Regional Coordinators held bi-monthly meetings with district Program Coordinators to share best practices for implementing GEAR UP programming, including National GEAR UP Week, National College Application Week, FAFSA Season, and College Signing Day. Regional Coordinators conducted monthly in-person visits and additional virtual meetings as needed to provide individualized support.
- **Building Relationships:** FY24 emphasized strengthening relationships among NMHED and district staff. In October 2023, GUNM district staff—including program and data coordinators, school counselors, and Native American liaisons—joined NMHED staff for a statewide college bus tour to San Juan College, Adams State College, and Fort Lewis College. The tour fostered collaboration and deepened participants’ understanding of student services across institutions. In March 2024, GUNM hosted its second annual Pathways to Success Conference for Indigenous students and families, focused on creating support networks and enhancing connections with Indigenous communities in northern New Mexico. Partners included Tewa Women United, Native Forward Scholars Fund, and the NMSU Indian Resources Development Program, alongside Indigenous thought leaders in career and workforce development.

Internal NMHED Staff

During the FY23 school year, GEAR UP New Mexico (GUNM) operated with all positions fully staffed and reported no staff turnover. The program added a fourth Regional Coordinator, Katherin Hinton, who successfully launched and now manages GUNM’s workforce development initiative.

GUNM Programming

During FY24, GEAR UP New Mexico (GUNM) focused on delivering the full suite of program services across all participating school districts. Core GUNM programming included:

- District-led college visits
- On-site SAT preparation
- Credit recovery opportunities
- Math intervention and tutoring services
- The launch of student College Engagement Organizations (CEOs) and related community service projects



Highlighted Programming

School Bus Tours: In FY24, GEAR UP New Mexico (GUNM) conducted three student bus tours and one professional development bus tour. The overnight tours provided students and coordinators with the opportunity to visit a range of college campuses across the region, including the University of New Mexico, New Mexico Tech, Western New Mexico University, New Mexico State University, and Doña Ana Community College. Additional district led visits took students to the Institute of American Indian Arts (IAIA) in Santa Fe, Santa Fe Community College, New Mexico Highlands University, UNM Taos, Fort Lewis College, and San Juan College.

AVID: AVID services continued throughout the FY24 school year, with over fifteen teachers receiving advanced AVID training and three GUNM coordinators participating in AVID district leadership training. Additional funding has been earmarked for AVID teachers, materials, and support to expand the AVID reach for 9th – 12th graders.

True Kids 1. FY24 served as the third year of partnering with TrueKids1 in Taos. This digital-based media non-profit works with students in grades 9 – 12 to create, communicate, and collaborate in the digital media age. Over one-hundred Taos High School students were provided the opportunity to engage in hands-on media production while developing essential critical thinking and media skills.

Student Leadership Conference. In October 2023, 90 high school students attended the GEAR UP New Mexico Student Leadership Conference. This two-and-a-half-day conference supports GUNM CEOS (College Engagement Officers) in financial literacy, college and career readiness strategies, and emotional intelligence.

Pathways to Success for Indigenous Students. In March 2023, over 100 Indigenous students, families, and professionals attended the first annual Pathways to College and Career Success conference. This conference brought together Indigenous students from schools across GUNM districts to learn directly from Indigenous leaders in college and career readiness.

Girl's STEM Conference. In April 2023, nearly 100 middle school girls explored college and career options in science, technology, engineering, and math during the second-annual GEAR UP Girls STEM Pathways Conference. In collaboration with STEM Santa Fe, the conference brought together students and faculty from school districts across the GUNM network to learn directly from New Mexico women scientists and participate in hands-on activities related to STEM career pathways.



Looking Ahead

GUNM's commitment to supporting New Mexico students continues through its ongoing programs, workforce development tours, and leadership conferences. As the program enters its next year of implementation, the focus remains on preparing students for postsecondary success, strengthening partnerships with school districts, and expanding college and career opportunities for students across the state.

Credit: Photo by Allison Shelley/Complete College Photo Library.



CAREER
CLOSET



Indian Education Division

The Indian Education Division (IED) is committed to working collaboratively with Tribes, Nations, and Pueblos across New Mexico to advance the success of Native American students in higher and adult education. The division engages directly with Tribal leadership to understand community needs, provide timely support, and connect students with available resources and programs.

In 2024, IED strengthened partnerships through community visits, consultations, and participation in statewide convenings, including the State–Tribal Leaders Summit and the Spring and Fall Government-to-Government Education Summits. Within NMHED, IED collaborated with other divisions and state agencies through meetings, planning sessions, and professional development. At the 2024 Higher Education Summit, IED presented on topics including Building Relationships with Tribes, Nations, and Pueblos, Native American Data, and Memoranda of Understanding with Tribes.

Throughout the year, IED participated in 33 events supporting Native American students and programs. Notable activities included:

- Legislative session updates with Tribal Leaders
- Native American community outreach and visits
- Virtual update meetings with Tribal Education Directors
- Participation in local Native American student college fairs
- Development of the 2024 State Tribal Collaboration Act (STCA) Report
- Attendance at annual Urban Indian Education Summits

A major milestone in 2024 was the signing of the American Indian Education Technical Assistance Centers Act (House Bill 280) by Governor Michelle Lujan Grisham, establishing the state’s first Tribal Education Technical Assistance Centers (TACs) at the University of New Mexico and Navajo Technical University. The TACs will provide culturally and linguistically responsive support, enhance educator career pathways, and expand professional development opportunities for educators serving Native American students.

IED recognizes that a one-size-fits-all approach does not meet the unique needs of each Tribe. Continued collaboration and respect for Tribal sovereignty remain central to IED’s mission. Through these partnerships, IED works to strengthen educational outcomes and support systems for Native American students across New Mexico’s higher education system.



Information Technology Services Division

The Information Technology Services Division (ITS) plays a central role in advancing the New Mexico Higher Education Department's (HED) mission to promote accessibility to education for all New Mexicans. ITS supports every aspect of agency operations, including management of agency smartphones, physical access systems, and desktop, laptop, and tablet computers. The division also administers HED's cloud-based services, public websites, and web-based applications.

ITS focuses on projects that engage higher education institutions and the public while empowering staff and protecting agency data. Key priorities include:

- Regular updates and new features for agency applications
- Providing archived school transcripts for students
- Managing submission portals for Capital Projects, Institutional Finance reports, Financial Aid, and Academic Affairs applications
- Procuring and installing new network and server systems
- Ensuring continuous, high-level cybersecurity
- Supporting legislative bill analysis

These priorities align with both the Department's and the State's broader IT strategic goals.

To strengthen system performance and security, ITS continues to enhance Internet traffic management, implement Zero Trust Architecture, and maintain multi-factor authentication across all systems and services. As part of its continuous integration and delivery efforts, ITS regularly improves existing applications and deploys new ones, including the Bill Analysis System (BAS), Electronic Data Editing and Reporting (eDEAR) system, and the Academic Affairs Application.

A major goal for 2025 is the development of systems to support HED's acquisition of the CourseLeaf platform, a statewide course management system that will facilitate common course numbering across New Mexico's public institutions. ITS also continues to refine and expand its public cloud infrastructure to increase efficiency, redundancy, performance, accessibility, and security.

ITS collaborates closely with the Chief Information Officers (CIOs) of all New Mexico higher education institutions on cybersecurity initiatives, including regular penetration testing and security assessments. The division also serves as a key stakeholder in the New Mexico Longitudinal Data System (NMLDS) project, a collaboration between HED, ECECD, PED, and the Department of Workforce Solutions (DWS). ITS provides project management, vendor oversight, and funding administration for NMLDS, which is currently advancing through Phase 2 implementation and planning.

Institutional Finance Division

The Institutional Finance Division is responsible for reviewing and approving the operating budgets of New Mexico's public higher education institutions. The division also develops the Higher Education Funding Formula and ensures institutional compliance with all financial reporting requirements. This oversight promotes fiscal responsibility, transparency, and accountability across the state's higher education system.

In FY24, the division welcomed new team members: Taña Martinez, Director; Dawn Webster, Senior Budget Analyst; Savana Simbola, Financial Specialist; and Danielle Netzer, Research Analyst.

Appropriation History

Table 11 illustrates the trend in New Mexico General Fund appropriations for higher education compared to total General Fund appropriations for all state agencies.

Table 11. 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%
FY23	\$8,424.0	\$1,025.5	12.2%
FY24	\$9,578.9	\$1,212.5	12.7%

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

Public Postsecondary Tuition and Fees

Table 12. Tuition and Required Fees for New Mexico Public Postsecondary Institutions, Academic Year 2024–2025, by Institution and Sector.

New Mexico Public Higher Education Institutions: Certified Tuition and Fee Rates per FY25 Operating Budget Exhibit Submissions				
Sector Institution	Total Tuition and Fees – Per Semester			
	Undergraduate		Graduate	
	Resident In-District	Non-Resident	Resident In-District	Non-Resident
Research Universities				
New Mexico Tech	\$4,737.80	\$13,623.56	\$4,903.38	\$14,417.30
New Mexico State University	\$4,251.80	\$13,415.00	\$4,163.76	\$12,725.76
University of New Mexico	\$5,604.90	\$17,064.60	\$5,460.68	\$14,897
University of New Mexico Law – Professional*	---	---	\$17,822.72	\$39,349.28
University of New Mexico – Health Sciences Center*	---	---	\$19,477.04	\$48,172.76
Comprehensive Universities				
Eastern New Mexico University	\$3,537.00	\$4,527.00	\$3,804.00	\$4,986.00
New Mexico Highlands University	\$3,552.00	\$6,012.00	\$3,852.00	\$6,240.00
Northern New Mexico College	\$2,532.00	\$7,164.00	---	---
Western New Mexico University	\$4,909.80	\$8,963.85	\$4,110.00	\$7,291.08
Branch Community Colleges				
Eastern New Mexico University – Roswell	\$1,128.00	\$2,808.00	---	---
Eastern New Mexico University – Ruidoso	\$1,010.00	\$1,958.00	---	---
New Mexico State University – Alamogordo	\$1,068.00	\$2,796.00	---	---
New Mexico State University – Doña Ana	\$921.00	\$2,940.00	---	---
New Mexico State University - Grants	\$1,068.00	\$2,136.00	---	---
University of New Mexico – Gallup	\$966.00	\$2,353.92	---	---
University of New Mexico – Los Alamos	\$1,048.00	\$2,794.00	---	---
University of New Mexico – Taos	\$1,002.00	\$2,502.00	---	---
University of New Mexico - Valencia	\$939.00	\$2,565.00	---	---
Independent Community Colleges				
Central New Mexico Community College	\$1,030.00	\$4,342.00	---	---
Clovis Community College	\$796.00	\$1,672.00	---	---
Luna Community College	\$622.00	\$1,594.00	---	---
Mesalands Community College	\$1,068.00	\$1,704.00	---	---
New Mexico Junior College	\$900.00	\$1,425.00	---	---
San Juan College	\$1,120.00	\$3,263.50	---	---
Santa Fe Community College	\$1,072.50	\$2,497.50	---	---
Southeast New Mexico College	\$588.00	\$2,004.00	---	---
Military Institute				
New Mexico Military Institute	\$3,230.00	\$6,670.00	---	---

*Annual Rate



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 reliable data, analysis, and planning support to inform policy and strengthen decision-making across the state's higher education system.

The Division's work is centered on five primary goals:

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

The Division's responsibilities are broad and integral to statewide higher education planning and accountability. Key functions include:

- Publishing and presenting research and accountability reports at state and federal levels.
- Supporting policy development across the Department and other state agencies through research design, data analysis, and reporting.
- Managing the higher education funding formula data generation and certification process.
- Overseeing internal and external data flow for the statewide higher education database.
- Administering the statewide data verification process to ensure accuracy and consistency.
- Leading the Department's legislative bill analysis process.
- Developing data governance policies for student information management and maintenance.
- Leading development of New Mexico's Longitudinal Data System (NMLDS).
- Applying for research grants that advance educational data initiatives.
- Providing state and federally mandated accountability reports.

The Division remains dedicated to improving New Mexico's capacity to identify strategic opportunities for the Governor, Legislature, and higher education leaders through longitudinal data analysis, forecasting, trend modeling, and policy research. These efforts enhance the ability to make data-informed decisions affecting education policy, programs, and workforce alignment statewide.

In addition to routine reporting, the Division conducts ad hoc analyses and special data projects that inform continuous improvement and promote transparency in higher education outcomes across New Mexico.

Private and Post-Secondary Schools Division

The Private Post-Secondary Schools Division (PPSD) protects students and consumers through the oversight and enforcement of the New Mexico Private Post-Secondary Educational Institution Act. The Division ensures that private postsecondary institutions operating in the state meet established standards for authorization and compliance.

As part of the state's ongoing compliance program, authorized institutions are required to submit an Annual Report to the Division each year. This reporting process supports transparency, accountability, and the continued protection of New Mexico students.

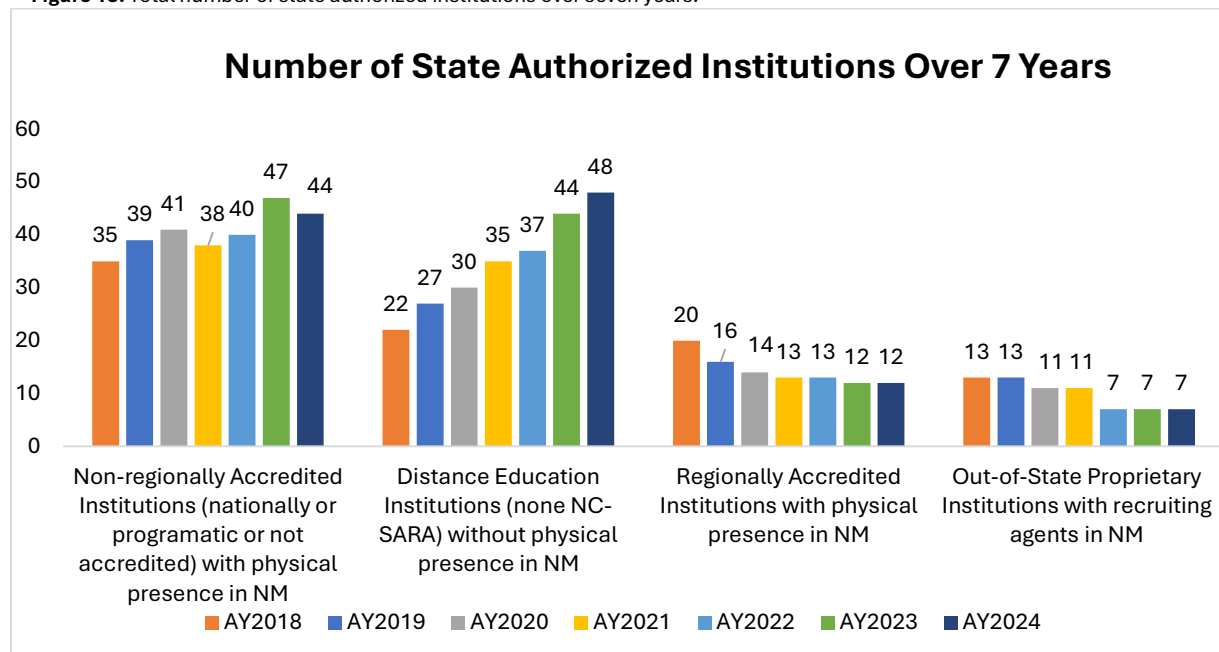
State Authorized and Exempted Institutions

In 2024, there were 111 private postsecondary state-authorized institutions operating in New Mexico. Of these, 104 institutions were required to submit an annual report to the Private Post-Secondary Schools Division (PPSD).

The information in this section is derived from self-reported data provided by the institutions and has not been independently verified by the Division or a third party. Analysis of these reports provides valuable insight into trends within the private postsecondary education sector.

Over the past seven years, the Division has observed a 118 percent increase in the number of state-authorized distance education institutions. During the same period, the number of regionally accredited private institutions competing with public postsecondary institutions has declined by 46 percent. This decrease may be partially attributed to the availability of the New Mexico Opportunity Scholarship and Legislative Lottery Scholarship, which provide tuition coverage for nearly all students enrolling in public institutions. Continued growth in these state-funded programs may contribute to a further decline in private, regionally accredited authorizations in the coming years.

Figure 13. Total number of state authorized institutions over seven years.





Institutional Accreditation Profiles

The following table summarizes the accreditation status of New Mexico's state-authorized private postsecondary institutions by degree-granting status. In 2024, 35 institutions (31%) were non-accredited and granted only certificates or diplomas, while 77 institutions (69%) were accredited by agencies recognized by the U.S. Department of Education.

Table 12. Accreditation Status of New Mexico State-Authorized Private Postsecondary Institutions by Degree-Granting Status, 2024.

AY2024	Only Degree Granting	Degree and Certificate/ Diploma Granting	Only Certificate/ Diploma Granting	Total Institutions
Accredited	14	53	9	76
Non-Accredited	0	0	35	35
Total Institutions	14	53	44	111

Student Enrollment Counts

In Academic Year (AY) 2024, total New Mexico student enrollment at private postsecondary educational institutions reached 10,685, representing a 6 percent increase (587 students) compared to AY2023. This overall growth reflected an increase of 347 students at in-state institutions and 240 students at out-of-state distance education institutions.

The number of New Mexico students enrolled in distance education programs offered by non-NC-SARA-approved out-of-state institutions rose to a six-year high of 2,548 students. This trend is expected to continue due to the convenience of online learning and the limited availability of certain degree programs at in-state private postsecondary institutions.

Figure 14. In-state student enrollment based on campus location.

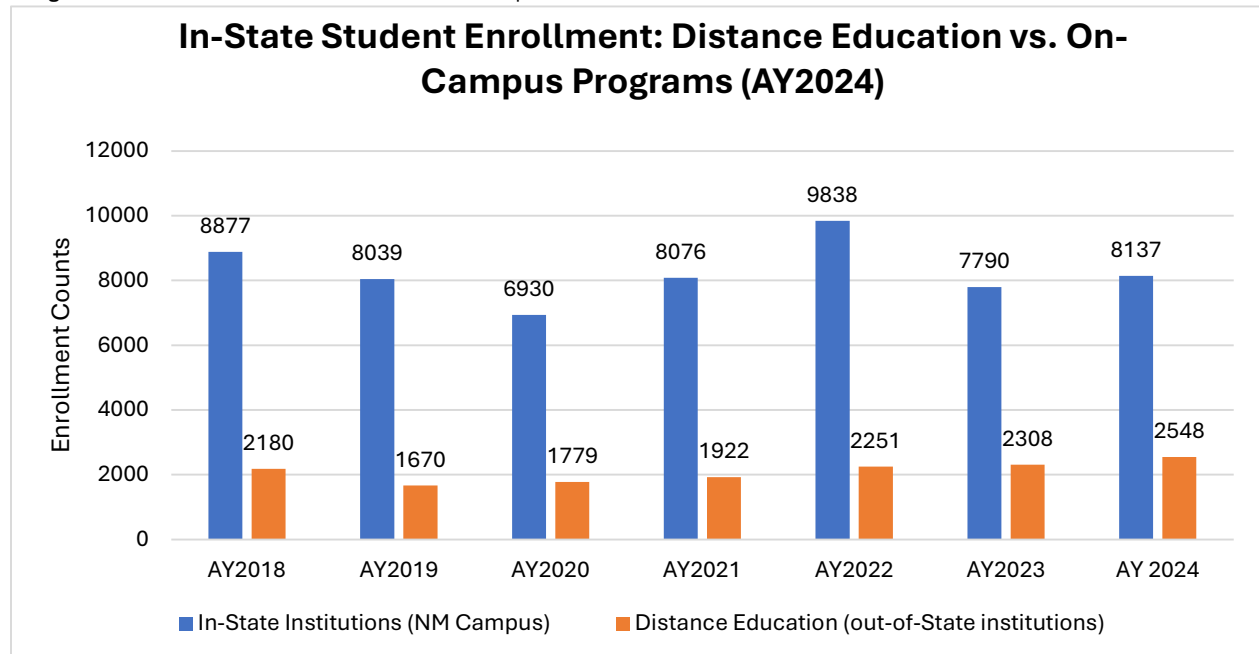
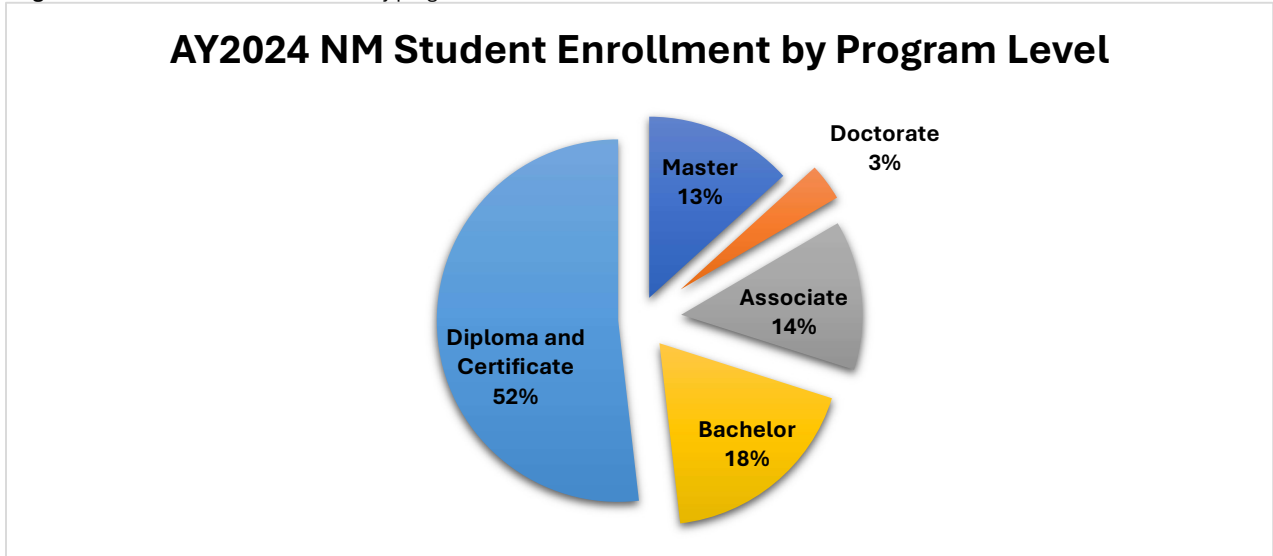




Figure 15. In-state student enrollment by program level.

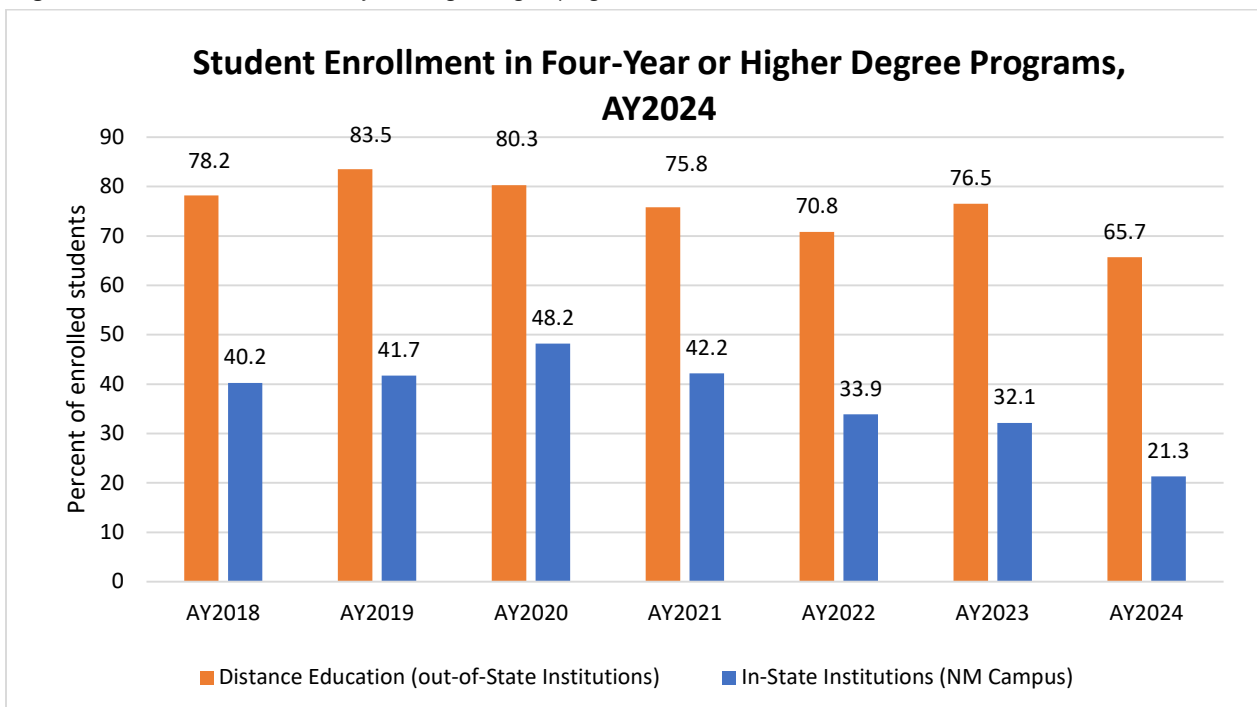


Student Enrollment Counts in Four-Year and Higher Degree Programs

In Academic Year 2024, 65.7 percent of students enrolled in private out-of-state distance education institutions were pursuing a four-year or higher degree program, compared to 21.3 percent of students enrolled at in-state private institutions.

Over the past five years, there has been a downward trend in the number of students pursuing four-year or higher degrees through either distance education or in-state private institutions. The availability of tuition-free enrollment at public colleges and universities through the New Mexico Opportunity Scholarship and Legislative Lottery Scholarship likely contributes to this decline in private institution enrollment for higher-degree programs.

Figure 16. Student enrollment in four-year or higher degree programs.

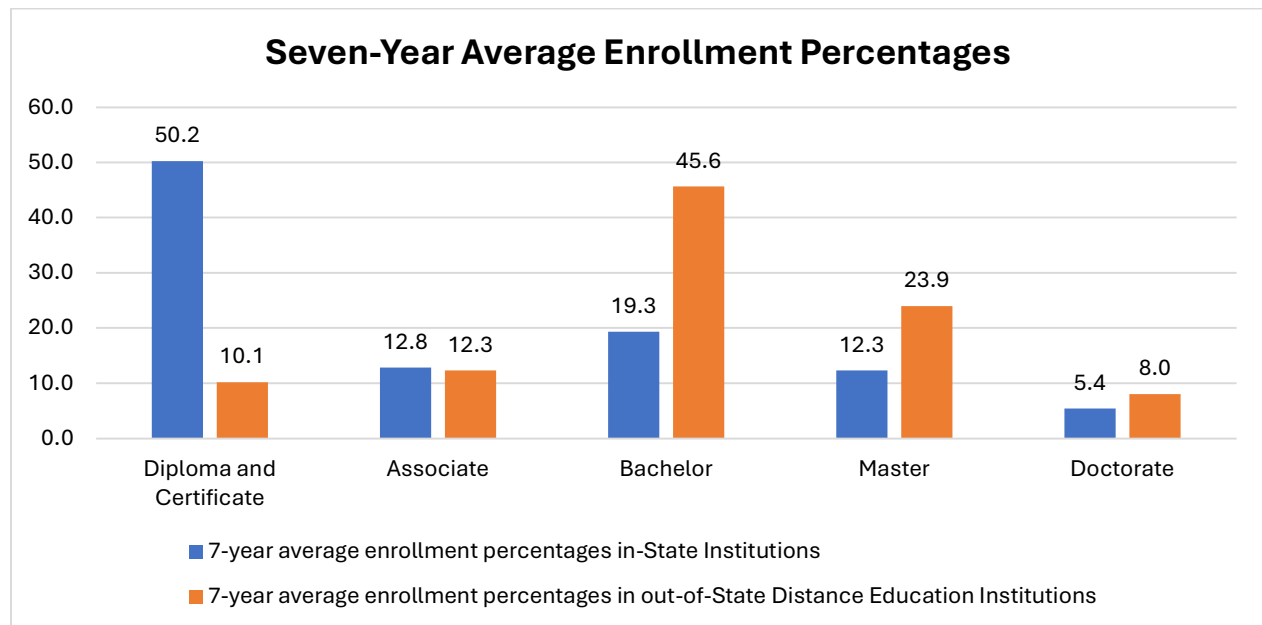




Seven-Year Average Student Enrollment Counts

The seven-year enrollment average shows that approximately 50 percent of students enrolled at authorized in-state private postsecondary institutions pursued certificate or diploma programs. In contrast, among students enrolled at authorized out-of-state private distance education institutions, 45.6 percent pursued bachelor's degrees—the highest percentage across all program levels.

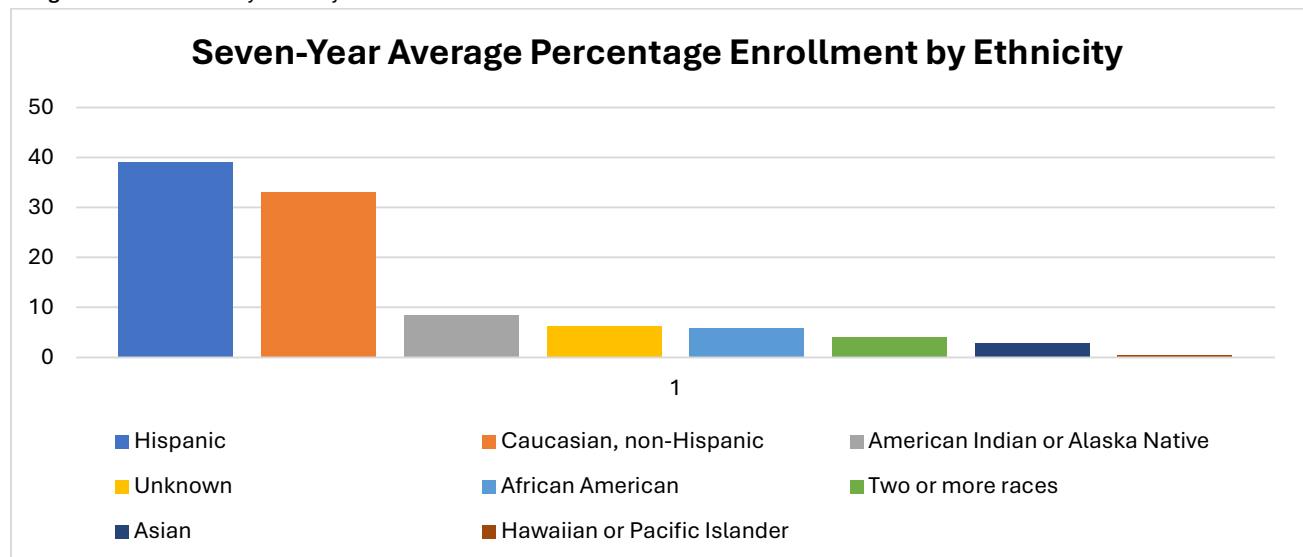
Figure 17. Seven-year average enrollment percentages by degree type.



Ethnic Composition of Student Body

The graph below shows the average ethnic composition of students enrolled in New Mexico private postsecondary institutions over a seven-year period. The distribution closely mirrors the statewide population, with Hispanic and White students together comprising approximately 72 percent of total enrollment.

Figure 18. Enrollment by ethnicity.

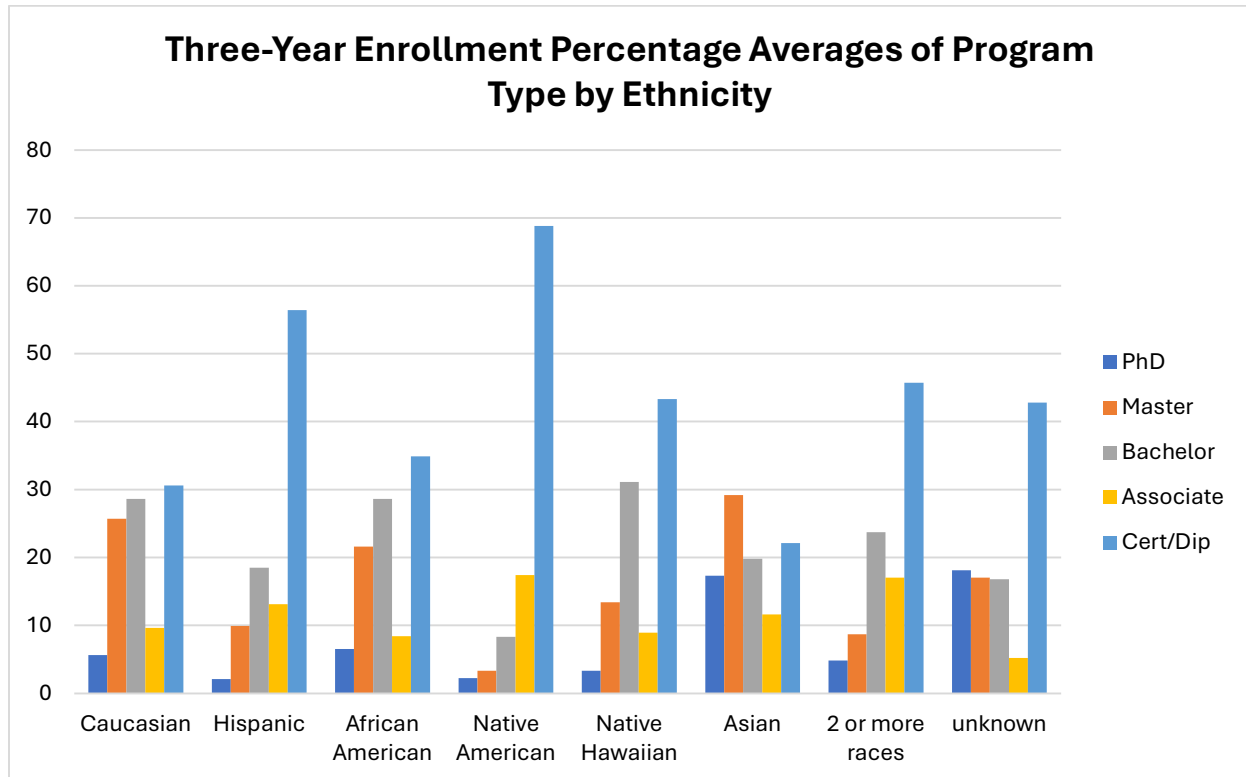




Three-Year Average Enrollment Percentages of Program Type by Student Ethnicity

When enrollment percentages are analyzed by program type and ethnicity, distinct patterns emerge. White, African American, and Asian students are more likely to pursue four-year or higher degree programs, while Hispanic, Native American, and Native Hawaiian students tend to enroll in two-year degree or certificate/diploma programs. For example, approximately 67 percent of Asian students are enrolled in bachelor's or higher degree programs, whereas about 86 percent of Native American students are pursuing associate degrees or certificate/diploma programs.

Figure 18. Enrollment by program type and ethnicity.



Schools Obtaining First-Time State Authorization in AY24

A comprehensive list of all current State authorized institutions is available on the Departments website at:

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

Several institutions received first-time state authorization in New Mexico. These include:

Institutions with Physical Presence in New Mexico

- New Mexico Pipe Trades Joint Apprenticeship Trust Fund
- Mountain View Vocational Institute
- New Mexico Dental Academy
- Grand Canyon University



Out-of-State Distance Education Institutions

- Southwestern Law School
- Alliant International University
- Point Loma Nazarene University
- University of California San Diego
- Unitek College Utah
- San Joaquin Valley College
- Arizona Christian University

Schools No Longer State Authorized in AY 2024

Several factors may explain why certain institutions are no longer state-authorized in New Mexico. Some schools may have closed operations, paused educational activities, or chosen to discontinue state authorization, particularly in the case of out-of-state distance education institutions. Additionally, when an out-of-state institution obtains NC-SARA membership, separate New Mexico state authorization is no longer required.

The following private postsecondary institutions were previously authorized in New Mexico but lost state authorization during AY2024:

- **New Mexico Institute of Dental Assisting** – Closed operations
- **Capstone Construction School** – Postponed educational activities
- **Los Angeles Pacific University** – No longer holds New Mexico state authorization
- **Miami International University of Art & Design** – No longer holds New Mexico state authorization
- **The University of Arizona Global Campus** – Newly approved NC-SARA member

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

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



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