

SPRING 2026 CHIEF ACADEMIC OFFICERS CONVENING

WELCOME!
April 23, 2026

Hosted by the New Mexico Higher Education Department

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career



**WHAT ARE YOU SAYING
YES TO RIGHT NOW?**
**IS THERE ANY OPPORTUNITY TO COLLABORATE
ON “YES INITIATIVES” IN THIS ROOM?**

DEGREE INSIGHTS: CHANGES TO PATHWAYS, DEGREE AUDITS, RULE CHANGES

Higher Education Chief Academic Officer Spring
Convening
April 23, 2026

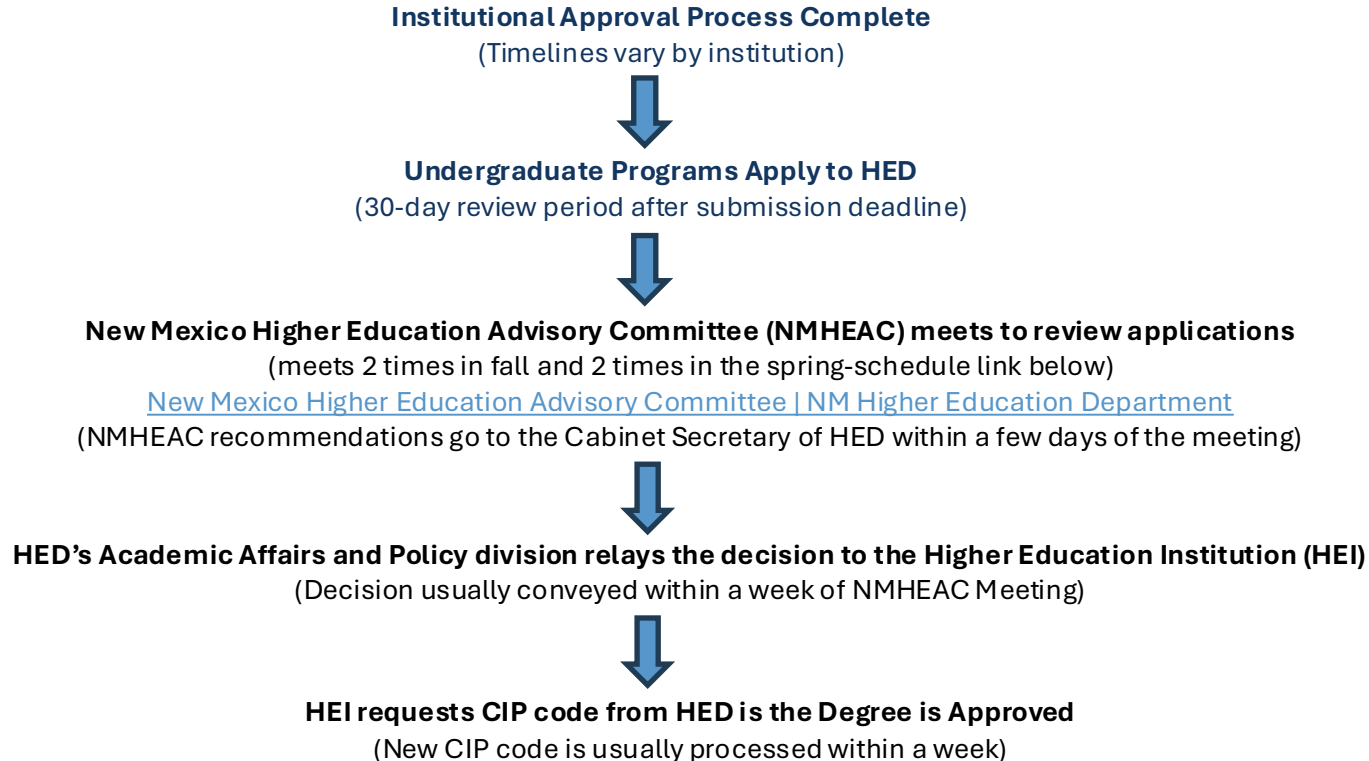
Presentation by Mark Chisholm, Dr. Jody Weber, Dina Advani

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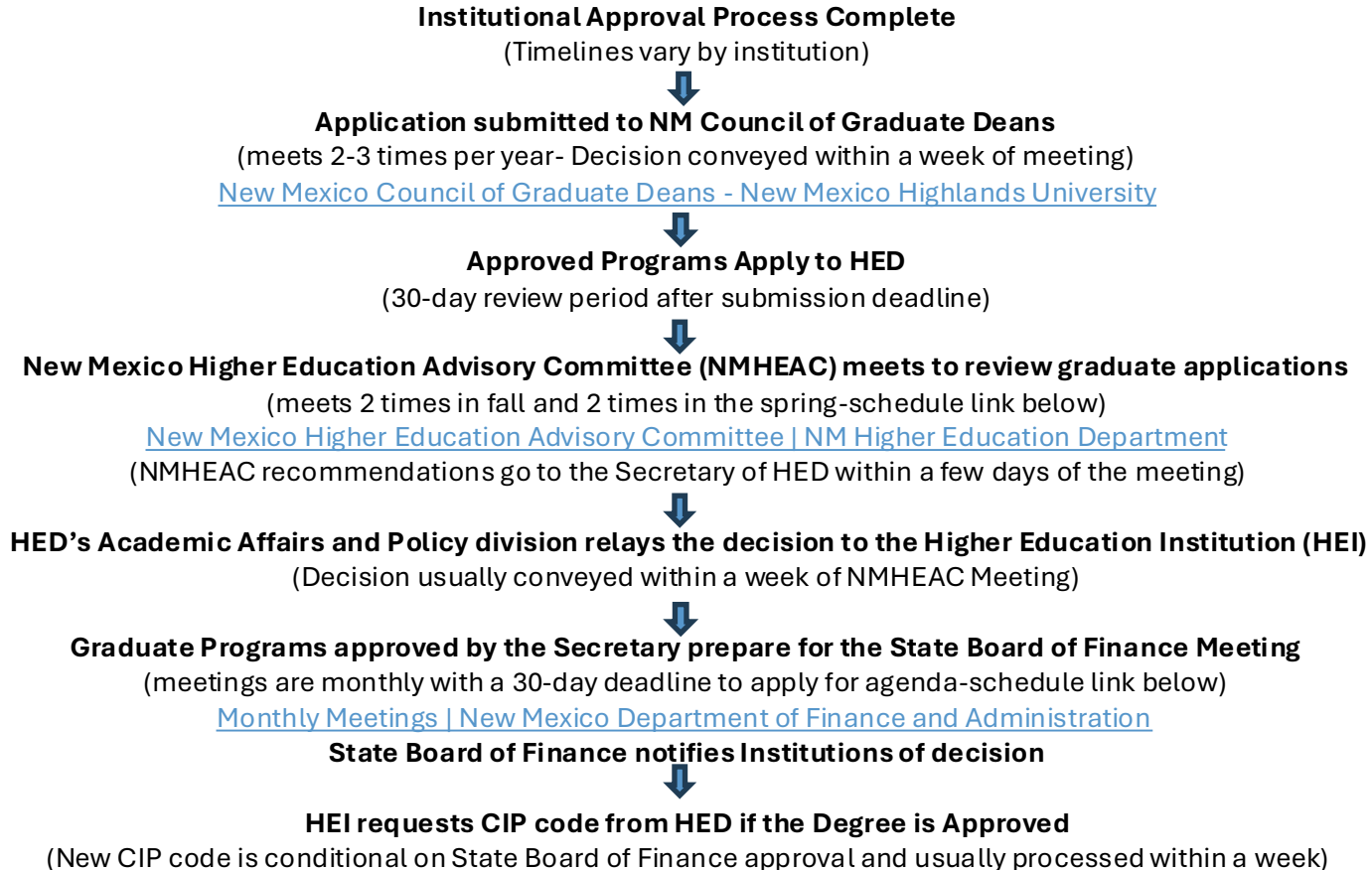


Fostering Student Success from Cradle to Career

New Degree Approval Process: Undergraduate (associate and baccalaureate degrees)



New Degree Approval Process: Graduate



A background image showing two people sitting at a table. On the left, a person with long reddish-brown hair is seen from the back, wearing a dark top. On the right, a man with dark curly hair and a beard is looking towards the camera. He is wearing a dark t-shirt, a necklace with a circular pendant, a watch on his left wrist, and a bracelet on his right wrist. His hands are raised in a gesturing motion. The table in front of them has some papers and a pen. The overall lighting is bright and natural.

DEGREE INVENTORY REVIEW

Graduate Degree Inventory



NMHED is currently reviewing our list of approved academic Graduate programs and associated CIP codes to ensure our records remain accurate and up to date.



Initial outreach was completed March 31, 2026; as of April 22, responses have been received from 4 of 9 institutions.



Review identified several programs with zero graduates since the 2022–2023 academic year—some newly approved, others with unclear activity status.



Work is focused on improving the accuracy and alignment of graduate program data in preparation for reporting, policy, and funding considerations.



Ongoing coordination with institutions to finalize submissions and ensure consistency across catalogs and data systems.

Review of Certificates (less than one year and 1-2 years)

Creation of certificates do not require HED approval, the institution is required to notify the HED and request a CIP code for the certificate.

They do get reported through eDear when students graduate.

Possible impact on Workforce Pell when fully implemented.

Accuracy of what is presented in the institution's catalog. Catalog review during summer 2026.

Are they offered at 2-year institutions as cohorts if they are topic specific?

Are they currently Title IV eligible?

Proposed Rule Change Updates (5.5.2 and 5.5.6)

Added the definition of “discontinued” to both graduate and undergraduate

“Discontinued graduate program” means a program an institution has ceased offering.

[B.] C. “Dormant programs” means degree programs that have not admitted new students for a period of three consecutive years.

Clarified process for re-instating a degree at both graduate and undergraduate

F. An institution shall be required to initiate and complete the full approval process for dormant programs.

G, An institution shall be required to complete the full approval process for discontinued programs that it seeks to reinstate.

DUAL CREDIT: SPRING 2026 SURVEY RESULTS

Higher Education Chief Academic Officer Spring
Convening
April 23, 2026

Presentation by Dr. Brit Gallegos and Dr. Jody Weber

AGENDA

01

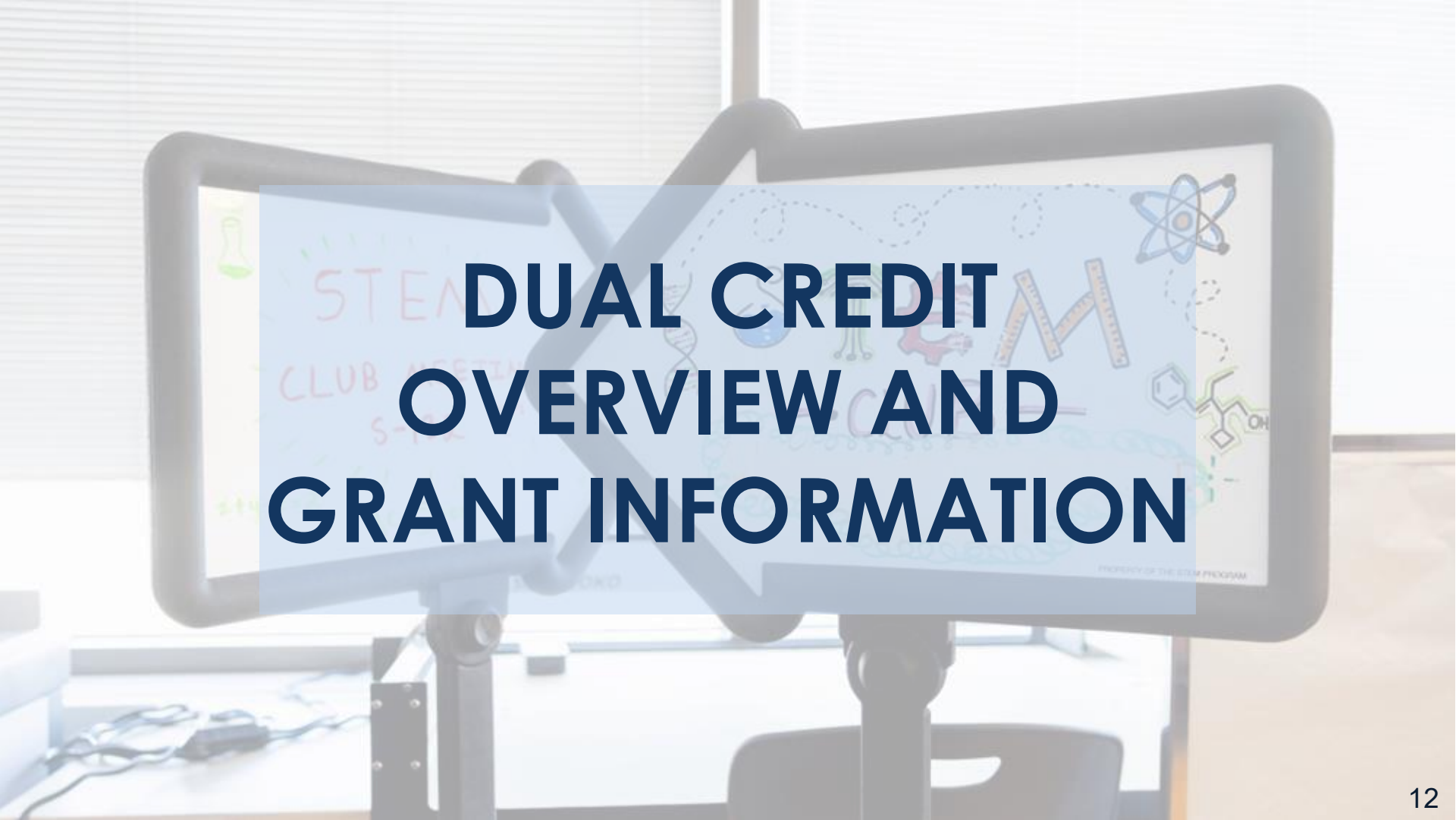
**DUAL CREDIT OVERVIEW AND GRANT
INFORMATION**

02

SURVEY METHODOLOGY

03

SURVEY RESULTS



The background features two computer monitors on a desk. The left monitor displays a green lightbulb icon and the text 'STEM CLUB MEETING S-12'. The right monitor displays a blue atom icon, a DNA helix, a ruler, and a chemical structure. A large, semi-transparent blue rectangle is overlaid across the center of both monitors, containing the main title text.

DUAL CREDIT OVERVIEW AND GRANT INFORMATION

SELECT DUAL CREDIT RESPONSIBILITIES

HIGHER EDUCATION INSTITUTIONS (HEIs)

Waive all general fees, and are encouraged to waive tuition for high school students

Designate a representative to manage the dual credit program

SHARED

Determine in collaboration that dual credit applicants have the required academic standing to participate.

Provide advising for dual credit students.

LOCAL EDUCATION AGENCIES (LEAs)

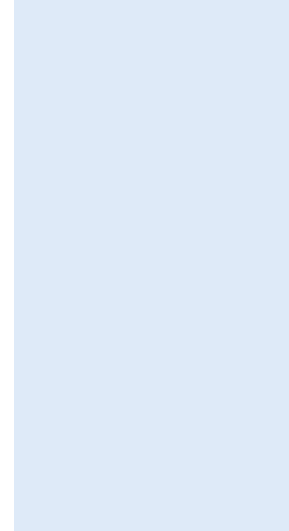
Pay the cost of required course materials

Designate a representative to manage the dual credit program

**A full list of these responsibilities, along with student responsibilities, is available on page 35 of the Annual Dual Credit Report.*

COLLEGE AND HIGH SCHOOL ALLIANCE (CHSA) GRANT

- In late 2024, New Mexico was selected as one of seven (7) states to receive a College in High School Alliance (CHSA) grant focused on expanding dual enrollment opportunities.
 - The state identified as its primary focus:
 - rural students, and
 - economically disadvantaged students
- The CHSA Grant Workgroup includes representatives from:
 - The Higher Education Department (HED),
 - The Public Education Department (PED), and
 - New Mexico Dual Credit Partnerships.





SURVEY METHODOLOGY

SPRING 2026 DUAL CREDIT SURVEY

NMHED distributed the survey to all higher education institutions on March 13, 2026, with responses due April 8, 2026. Unlike last year, institutions were asked to submit one official response each. To date, 23 public and tribal colleges/universities have responded. The survey included the following data categories:

01	Dual Credit Course Volume and Delivery Model	Asked whether an HEI has had to open a new course section solely for dual credit students and who incurred the cost of these new sections. Also asked the different instructor types (i.e., community experts, graduate students, qualified high school instructors, adjunct instructors, full-time faculty) by delivery modality.
02	Dual Credit Cost Structure	Asked if there is a minimum number of tuition-paying students required to run a course and whether dual credit students count toward this number, "dual credit incidentals," resources provided to dual credit students, and additional costs associated with running a CTE course.
03	Dual Credit Strategy and Capacity	Asked if dual credit demand has exceeded capacity for specific constraints impacting the institution, the HEI's perspective on dual credit, and whether dual credit is a part of the HEI's strategic enrollment management planning.
04	Dual Credit Staffing	Asked if the HEI has a full-time position dedicated to dual credit, or if any positions dedicate part of their time to dual credit. Questions included the salary and benefits attributable to dual credit.
05	Dual Credit Governance	Asked if the HEI offers dual credit pathways for students, advising and marketing to high school students, and/or training for LEA staff. Asked for the date of the HEI's most recent dual credit agreement, the contents of that agreement, and a list of their active agreements.

A photograph of a classroom with students at desks. A semi-transparent blue rectangle is overlaid in the center, containing the text 'SURVEY RESULTS'.

SURVEY RESULTS

COURSE SECTIONS OPENED SOLELY FOR DUAL CREDIT STUDENTS (AY2024-25)

1,001

Sections opened solely for dual credit students (i.e., sections that only included dual credit students)

HEIs are Largely Incurring the Cost

If your HEI opened a new section solely for dual credit students, did the HEI incur the cost?

- No: 3
- Yes/No: 2
- **Yes: 16**

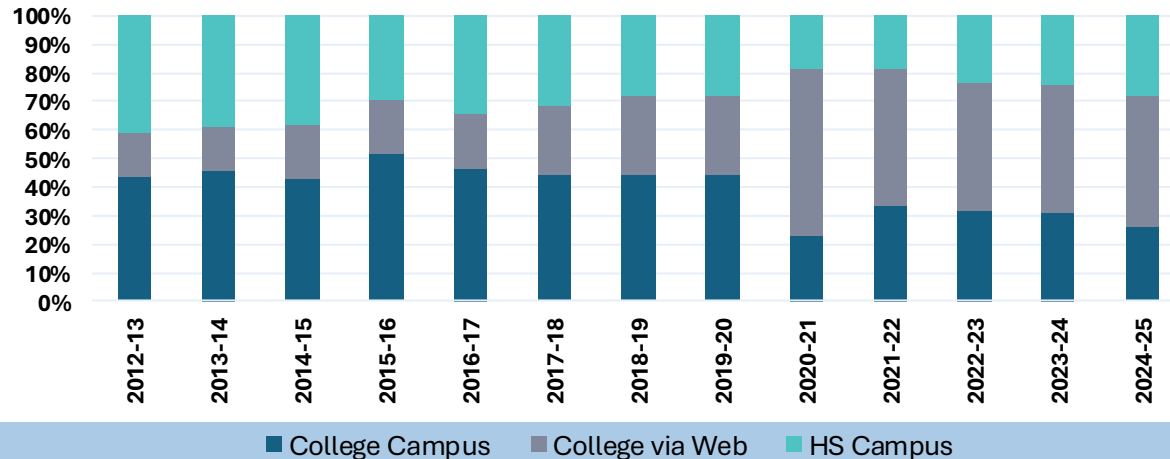
Independent Community Colleges	481
Branch Community Colleges	286
Comprehensive Universities	132
Tribal College/ Universities	71
Research Universities	31

COURSE DELIVERY MODALITY (DUAL CREDIT ANNUAL REPORT)

The chart below compares the three means by which dual credit courses are delivered:

- Classroom instruction held on the college campus;
- Online, web-based instruction;
- Traditional classroom instruction held at high school.

**Share of Dual Credit Course Enrollments by Course
Delivery Modality
2012-13 to 2024-25**



INSTRUCTOR BY COURSE MODALITY

MODALITY	INSTRUCTOR TYPE	COUNT
LEA (HIGH SCHOOL)	Qualified High School Teacher	188
	HEI Faculty	795
	Community Expert	21
COLLEGE CAMPUS	Graduate Student (Where Applicable)	8
	Adjunct HEI Faculty	821
	Full-Time HEI Faculty	1,218
FULLY ONLINE	Graduate Student (Where Applicable)	4
	Adjunct HEI Faculty	1,230
	Full-Time HEI Faculty	1,141
	Qualified High School Teacher	1
	Community Expert	10

HEI Faculty:
5,205

Qualified HS
Teacher: **189**

Community
Expert: **31**

Graduate
Student: **12**

**Numbers based on all classes that include any dual credit students – not just sections opened solely for dual credit students.*

YES

7

SOMETIMES

11

NO

5

**Not Exceeding
Capacity**

2 Comprehensive Universities
1 Branch Community College
1 Research University

**Sometimes
Exceeding
Capacity**

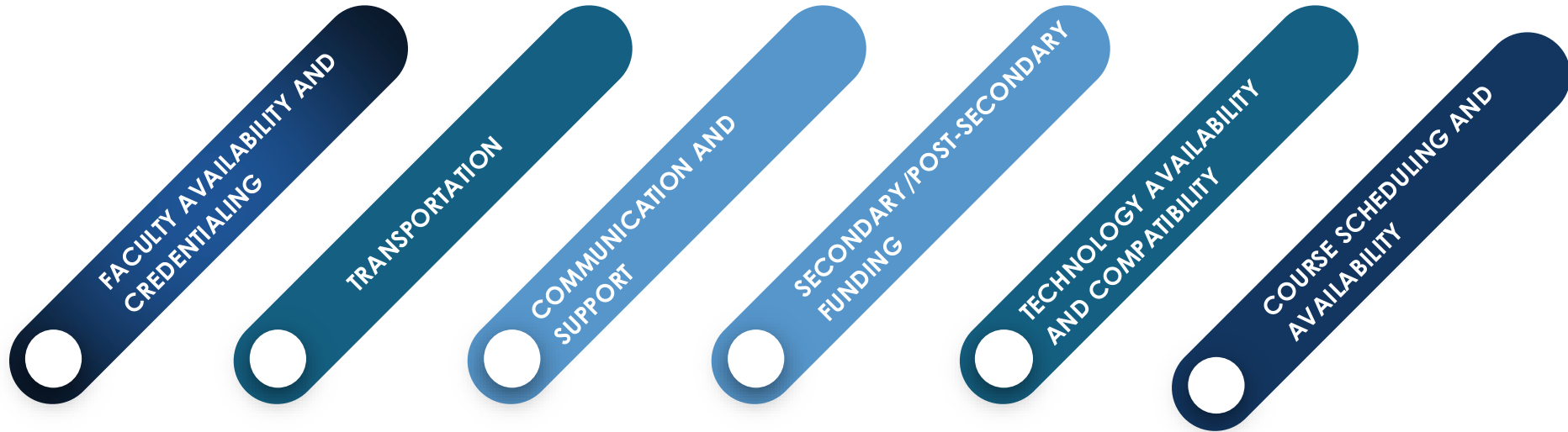
4 Independent Community
Colleges
4 Branch Community Colleges
1 Comprehensive University
1 Research University
1 Tribal College/University

**Exceeding
Capacity**

3 Branch Community Colleges
3 Independent Community
Colleges
1 Comprehensive University

**IS DUAL CREDIT DEMAND
EXCEEDING CAPACITY?**

SPRING 2025: SIX BARRIERS TO DUAL CREDIT IDENTIFIED



SPRING 2026: CONSTRAINTS FACING DUAL CREDIT CAPACITY



16	Insufficient Qualified High School Instructors
15	Insufficient Faculty Availability
13	Transportation Barriers
12	Space/Facility Limitations
12	Scheduling Conflicts
12	Administrative/Advising Capacity
11	Budget Limitations
05	Institutional Policy Limitations

DUAL CREDIT RESOURCES: COST TO HEIs

DUAL CREDIT STUDENTS DO NOT:

- Pay tuition for their courses
- Pay fees for their courses

But higher education institutions largely provide the same campus resources to dual credit students as they do to traditional students.

WE ESTIMATE THAT THESE RESOURCES TOTAL:

\$8.1M

We believe this represents a floor, not a full state-wide total

- Many institutions did not quantify costs
- Some institutions provided per-student estimates that could not be aggregated
- **Key costs likely not captured:** Advising and staff time, IT and LMS licensing, facilities usage, waived fees at scale

HEIs LARGELY VIEW DUAL CREDIT POSITIVELY

HIGHER EDUCATION INSTITUTIONS AGREE:

DUAL CREDIT EXPANDS ACCESS TO HIGHER EDUCATION AND SERVES LOCAL COMMUNITIES

Nearly all institutions emphasize dual credit as a community service and local investment

Supports students through early exposure, confidence building, and reduced time/cost to degree

Strengthens workforce pipelines and aligns with regional needs

Builds partnerships with K-12 systems and local communities

Provides a recruitment pipeline, though rarely the primary goal

Creates financial strain, with growing concerns about long-term sustainability

DUAL CREDIT STRUCTURED PATHWAYS

13 OF 22 INSTITUTIONS NOTED THAT THEY PROVIDE STUDENTS WITH STRUCTURED DUAL CREDIT PATHWAYS

MOST COMMON DUAL CREDIT PATHWAYS:

- General Education/Liberal Arts (Transfer Pathways)
 - E.g., AA/AS, General Studies, NM General Education Core
- Health Sciences/Allied Health
 - E.g., nursing, phlebotomy, health sciences
- Career Technical Education (CTE)/Skilled Trades
 - E.g., welding, automotive, construction, electrical
- Business and Administrative Fields
 - E.g., business administration, accounting, business technology
- Education/Early Childhood Education
 - E.g., teacher preparation and early childhood pathways
- Engineering/STEM Pathways
 - E.g., pre-engineering, engineering, natural sciences
- Public Safety and Protective Services
 - E.g., criminal justice, fire science, police science

DUAL CREDIT AGREEMENTS

343

**REPORTED ON OUR
SURVEY**

55

**POSTED ON PED'S
WEBSITE**

**Excluding uploads that were solely appendices.*

ON DUAL CREDIT AGREEMENTS

Dual credit agreements are statutorily required to be sent to NMHED – we do not receive these and are working to get them sent to us beginning this year.

It is possible to track these agreements – HED will work on a process with PED to ensure all agreements are posted as a service to both HEIs and LEAs.

HED is working to restructure the sample document to provide institutions with a template agreement to ensure accountability and transparency on both sides.

Comprehensive dual credit agreements help everyone, protecting HEIs, LEAs, and students.



QUESTIONS AND DISCUSSION

Thank you!

Contact us:

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Data Analyst

Academic Affairs and Policy Division

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MICRO-CREDENTIAL DISCUSSION

Higher Education Chief Academic Officer Spring
Convening
April 23, 2026

Presentation by Kathleen Sena

Micro-Credentialing – Where Are We?

■ Micro-credentials survey

- Received from all institutions (including NMMI and NTU)
 - 9 institutions are not offering micro credentials
 - 9 institutions are exploring options
 - 12 institutions are offering micro-credentials
- Micro credentials definition. Needs to be developed
 - Are they credit-bearing or Continuing Education/Workforce Training?
 - Ranges from 3–9 credit hours to 18–21 credit hours (which really look to be our less than one-year certificates)
- Process for approval varies depending on how the course is offered.
- What does the student receive in the end? Badge, certificate, posted to the academic transcript, or to another learner record?
- Next Steps:
 - Definition of Micro-credential
 - Understand Badging or Completion Process
 - Develop a method to collect and analyze data
 - Establish Advisory Committee
 - Possible Fall gathering for discussion/sharing best practices

Credit: Photo Provided by University of New Mexico: Valencia



WORKFORCE DISCUSSION: WORKFORCE GRO AND WORKFORCE PELL

Credit: Photo Provided by Santa Fe Community College



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Fostering Student Success from Cradle to Career



A photograph of two construction workers in a workshop. A man in a black shirt and a grey baseball cap is on the left, and a woman in a green jumpsuit and safety glasses is on the right. They are both focused on measuring a large wooden structure with a red measuring tape. The background shows wooden beams and a red ladder. A semi-transparent blue rectangle is overlaid in the center, containing the title text.

WORKFORCE GROWTH OVERVIEW

WORKFORCE GRO OVERVIEW

\$60M

\$60M from FY25 to FY27 - \$20M each year

ELIGIBILITY

Community colleges or regional universities (no research institutions) for workforce training courses not eligible for other financial aid that result in an industry-recognized credential or endorsement.

STATUTE TEXT

For New Mexico community colleges and regional universities to pay up to the full cost of student tuition and fees for workforce training courses not eligible for other financial aid that result in an industry-recognized credential or endorsement. This funding may also be used to subsidize costs of students involved in apprenticeships or internships. Higher education institutions shall submit an implementation plan to the Higher Education Department prior to receipt of funding and include identification of the types of certificates or credentials offered and the employers and industries eligible for internship and apprenticeship support.



**FY26
PROGRESS**

275

Programs,
Internships, or
Apprenticeships

\$11.5 MILLION

Spent or
Encumbered

\$791 THOUSAND

Projected
Reversion at
end of FY26



Positive
Trajectory!

FY26 PROGRESS

as of February 16, 2026

POPULAR FIELDS IN FY26 BY PROGRAM

70
INTERNSHIPS
SUPPORTED

Program Count

Field

30

HEALTHCARE PRACTITIONER AND TECHNICIAN

29

INSTALLATION AND MAINTENANCE

28

CONSTRUCTION AND EXTRACTION

26

COMPUTER AND MATH

20

TRANSPORTATION AND MATERIAL MOVING

11

BUSINESS AND FINANCIAL OPERATIONS

9

ARTS, DESIGN, AND ENTERTAINMENT

POPULAR FIELDS IN FY26 BY SPENDING

Amount Spent/Encumbered Field

\$3.4 M	TRANSPORTATION AND MATERIAL MOVING
\$1.3 M	COMPUTER AND MATH
\$1.3 M	INTERNSHIPS
\$1.0 M	INSTALLATION AND MAINTENANCE
\$762 K	HEALTHCARE PRACTITIONER AND TECHNICIAN
\$562 K	APPRENTICESHIPS
\$560 K	COMMUNITY AND SOCIAL SERVICES

A photograph of a chef in a white uniform and tall white hat, smiling broadly at the camera. She is wearing black-rimmed glasses and is holding a small, round, golden-brown food item in her hands. In the background, another chef is visible, working at a counter. The kitchen is equipped with stainless steel surfaces, a large mixer, and various cooking utensils. A box of Sysco Imperial Raisins is visible on the counter in the foreground.

FY27: FINAL YEAR

LOOKING FORWARD: FY27

MEMO

A short memo will be sent soon with guidance on FY27.

DISCRETION

FY27 allocations will be determined at the Department's discretion based on FY25 and FY26 outcomes reporting (e.g., expenditures). Institutions are not guaranteed funding if they have not fully expended prior allocations. Conversely, institutions demonstrating strong productivity may receive increased funding compared to recent years.

INCENTIVES

In FY27, the Department will work to introduce incentives to encourage the submission of programs in high-need areas, such as climate-ready and behavioral health programs, as well as IETs. The specific incentive structure will be finalized following further internal discussion and approval. We also plan to collaborate with DWS to identify the highest-need areas within these fields.



WORKFORCE PELL OVERVIEW

WHAT IS WORKFORCE PELL?

In July 2025, Congress passed H.R. 1, which included an expansion of federal Pell Grants to students enrolled in short-term, career-focused postsecondary programs. This policy change is commonly referred to as “Workforce Pell” or Short-Term Pell.” While the law stipulates some basic eligibility standards, most decisions about program approval, design, and oversight are left to the states. Program eligibility and approval are determined by states and the federal government in the following ways:

Federal law requires programs to meet minimum instructional hours, operate for at least 12 months before approval, and be offered by a Title IV eligible institution.

Governors approve programs that prepare students for high-skill, high-wage, or in-demand occupations, align with employer needs, lead to stackable and portable, or academic credit-bearing credentials.

The federal Department of Education verifies eligibility based on completion and job placement rates and a value-added earnings test comparing program costs to graduate earnings.

KEY FEDERAL REQUIREMENTS

PROGRAM LENGTH

- 8 to <15 weeks
- 150–600 clock hours (or equivalent credit hours)

STUDENT ELIGIBILITY

- Must meet Pell eligibility requirements (FAFSA, etc.)

PROGRAM REQUIREMENTS

- Must align with high-skill, high-wage, or in-demand occupations
- Must be stackable or lead directly to employment

PERFORMANCE THRESHOLDS

- $\geq 70\%$ completion rate
- $\geq 70\%$ job placement rate
- Must meet Value-Added Earnings (ROI) requirement



WHO MIGHT WORKFORCE PELL BEST SERVE?

ECONOMICALLY DISADVANTAGED STUDENTS
PURSUING CTE PROGRAMS LEADING TO CERTAIN
CREDENTIALS, OF "GOLDILOCKS" LENGTH

PROGRAMS WITH CONSISTENTLY STRONG
EMPLOYMENT OUTCOMES

ESTABLISHED, STABLE OFFERINGS

POTENTIAL SKILLS TRAINING PORTION OF ADULT
EDUCATION IET PROGRAMS

NOT EVERY PROGRAM. NOT EVERY STUDENT.
STRATEGIC DEPLOYMENT MATTERS.

NOW

Planning Phase,
Convening
Advisory Group

STARTING JULY 1, 2026

Pilot Phase
Begins with ~5
Eligible
Programs,
Following
Necessary
Approvals

ONGOING

Engage
Advisory Group
in Statewide
Decision-
Making,
Meeting
Regularly

FUTURE

Phase in More
Programs;
Programs May
Have to Adapt
to Meet
Requirements

PLANNED TIMING

PROCESS: BEYOND PILOT PHASE

DEFINE ELIGIBILITY

SUBMIT PROGRAMS

REVIEW AND APPROVE

MONITOR OUTCOMES, CONSTANT DATA
COLLECTION



Credit: Photo by Allison Shelley/Complete College Photo Library

KEY STATE DECISION POINTS ON WORKFORCE PELL

A woman with dark hair is working on a network switch. She is surrounded by many blue and black cables. The background is slightly blurred, showing more of the network equipment.

Decision-making processes for program approvals

Definitions related to eligibility

Verification and oversight processes

Plan for data measurements and calculations

- Completion rates
- Job placement rates
- Value-added earnings

Scope and extent of initial rollout

25% non-accredited eligible institutions

WORKFORCE PELL ADVISORY GROUP

MEMBERSHIP

Chosen by NMHED and NMDWS to capture voices from higher education, industry, and around the state.

FIRST MEETING

April 22, 2026

Covered:

- Introductions, overview, group tasks/decisions to advise, HEI internal planning progress, planning future meetings

PURPOSE

- Align on Workforce Pell
- Discuss planning approaches
- Gather input and recommendations for decision-makers



Thank you!

Contact me:

**Dr. Brit Gallegos,
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Academic Affairs and Policy Division

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A photograph of two young men sitting at a red wooden table in a cafeteria. They are both looking down at their smartphones. The man on the left is wearing a light blue long-sleeved shirt, and the man on the right is wearing a dark grey hoodie. On the table, there are several red trays with food and a blue cup. The background is blurred, showing other students and the interior of a school cafeteria. A semi-transparent blue rectangle is overlaid on the center of the image, containing the word "LUNCH" in white capital letters.

LUNCH

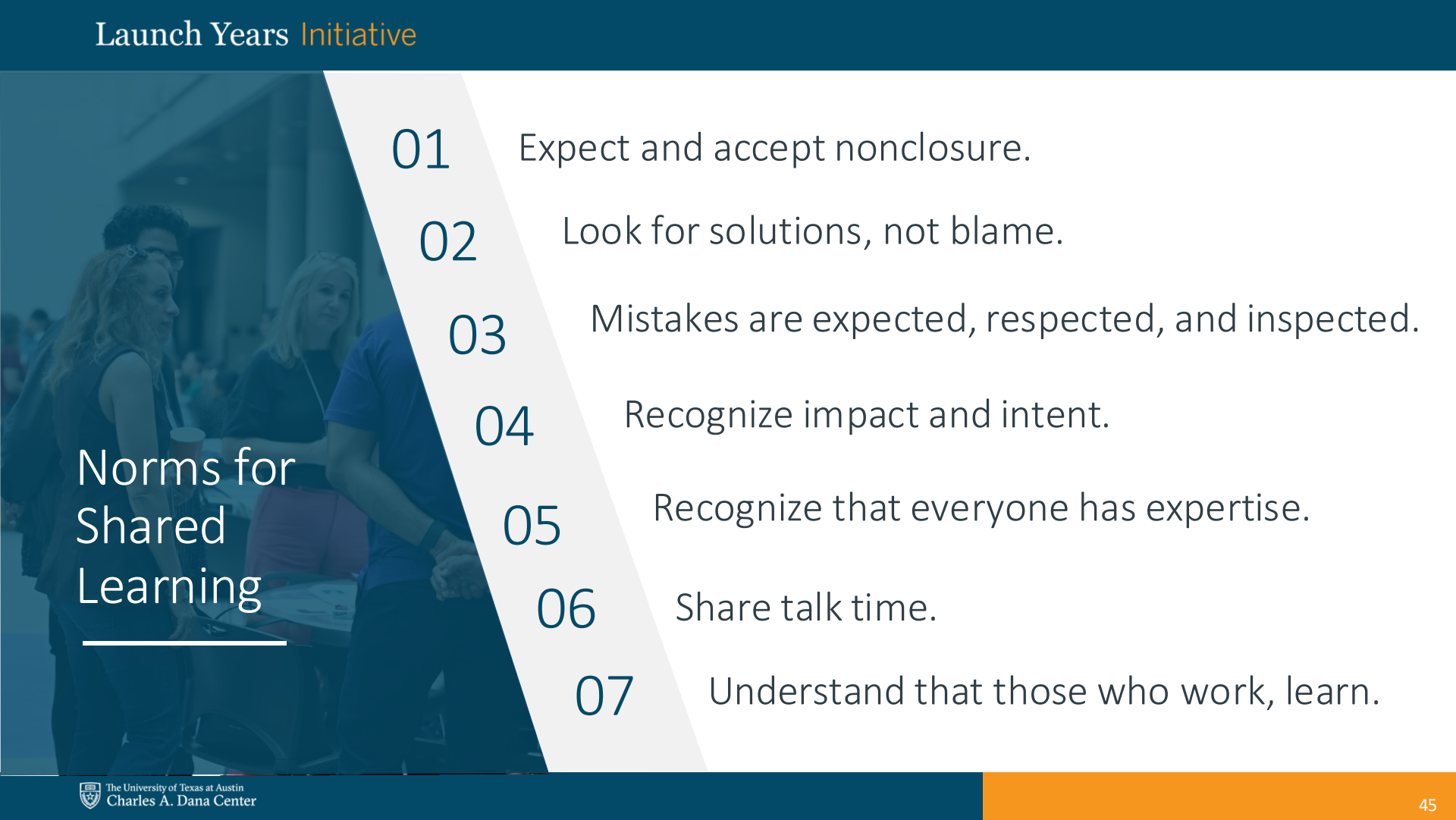
ENHANCED MATH PATHWAYS: VERTICAL INTEGRATION WITH PED MATH REQUIREMENTS/COURSES

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Presentation by Kathleen Sena, Dina Advani, Dr. Michael Ottinger

Enhanced Math Pathways

Vertical Integration of Mathematics with PED
Math Requirements

A background image showing a group of people at a conference or event. In the foreground, a woman with blonde hair is looking towards the right. Behind her, a man with dark hair is also looking right. Further back, another woman with blonde hair is visible. They appear to be in a hallway or a large room with other people in the background.

Norms for Shared Learning

- 01 Expect and accept nonclosure.
- 02 Look for solutions, not blame.
- 03 Mistakes are expected, respected, and inspected.
- 04 Recognize impact and intent.
- 05 Recognize that everyone has expertise.
- 06 Share talk time.
- 07 Understand that those who work, learn.

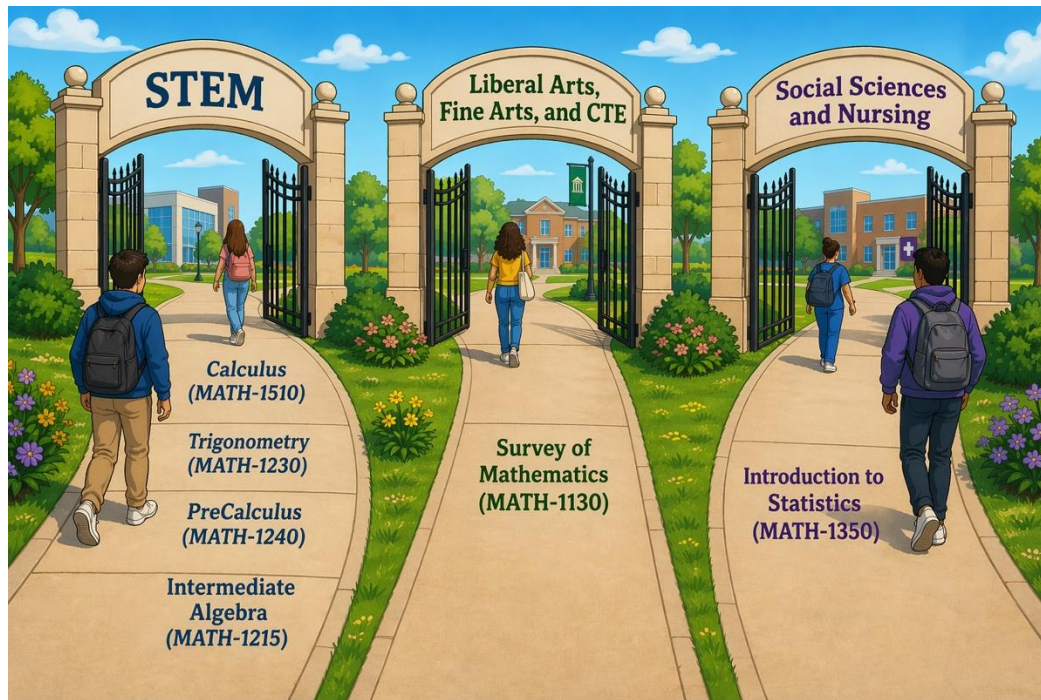
Agenda

- › Review of College Math Pathways
- › Changes to High School Math Graduation Requirements
- › New High School Math Pathway Courses
- › Placement for “differently prepared” students
- › Improving Communications between secondary & post-secondary math faculty

Discussion 1: Think, Pair, Share

- › What are the common introductory math sequences at your institution?
- › Roughly what percent of students take each sequence? Which sequences are the most common, which are least?

Recommended College Math Pathways



Recent Pathway Initiatives in New Mexico

- › **Common Course Numbering of Math Courses**
 - Common Course Names, Numbers, Catalog Descriptions, Learning Objectives

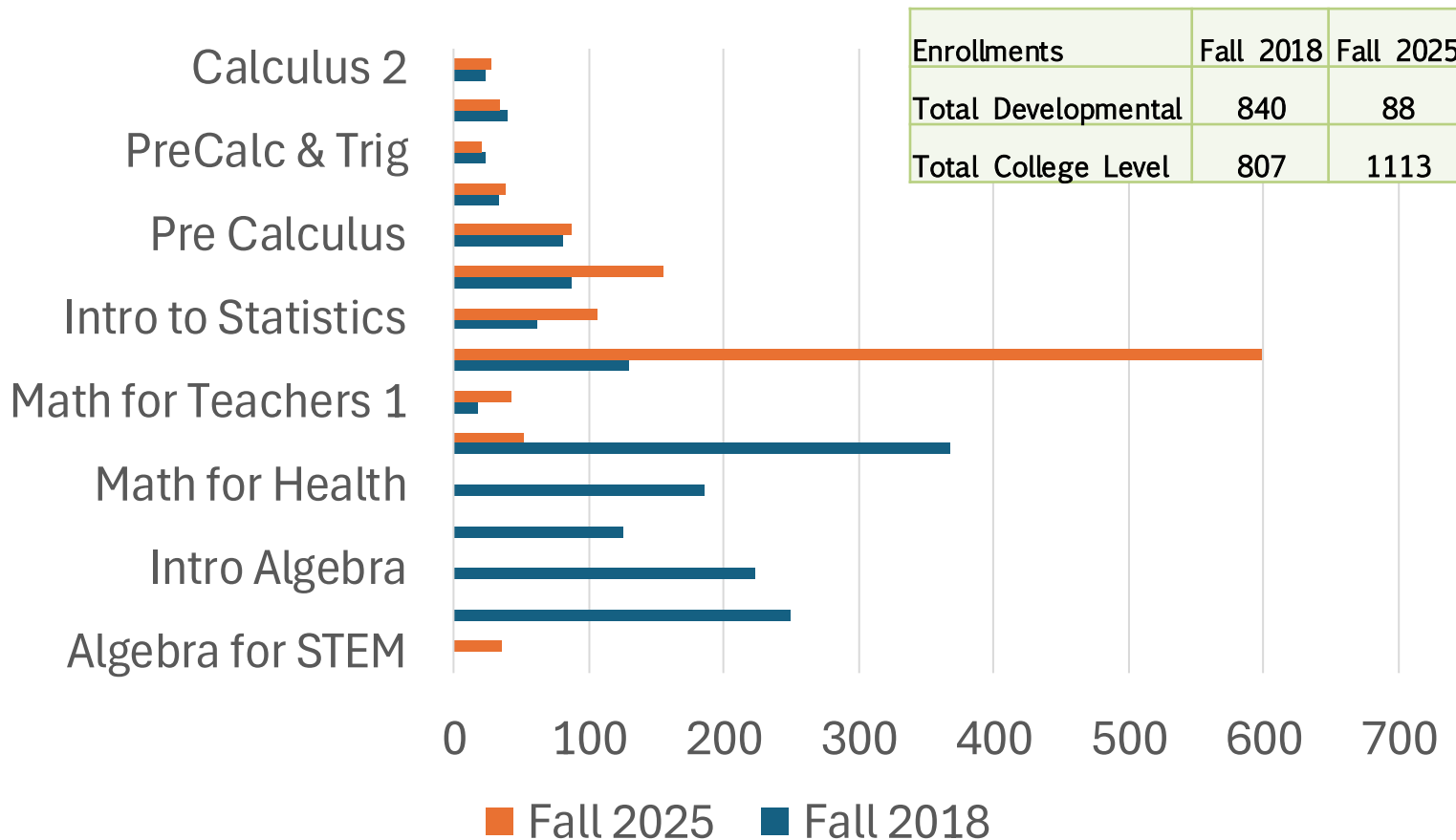
- › **Common State General Education Program**
 - 1 or 2 Required Math Courses
 - Survey of Math, Intro to Statistics, College Algebra, ...

- › **Project ECHO**
 - Moving from Developmental Math Courses to Co-Requisite Support Courses

Discussion 2: Think, Pair, Share

- › What math initiatives has your institution undertaken?
- › What results have you observed from these initiatives?
- › Based on your experience, what recommendations would you have for other institutions?

SJC Math Enrollments Fall 2018 and Fall 2025



Discussion 3: Think, Pair, Share

- › How does your institution determine if students are prepared for the various math courses? (i.e., What do you use for math placement?)
- › How well is the placement working? What issues or concerns do you have with the current placement?

SJC Placement

- › Before Spring 2019 – Original Accuplacer
 - 0-25 In Arithmetic → College Prep (ABE)
 - 26-35 Arithmetic & 0-40 in Algebra → Pre Algebra w/support
 - 36-120 Arithmetic & 0-40 in Algebra → Pre Algebra
 - 40-60 Algebra → Intro Algebra
 - 61-103 Algebra → Intermediate Algebra
 - 104-120 Algebra → College Algebra or Statistics

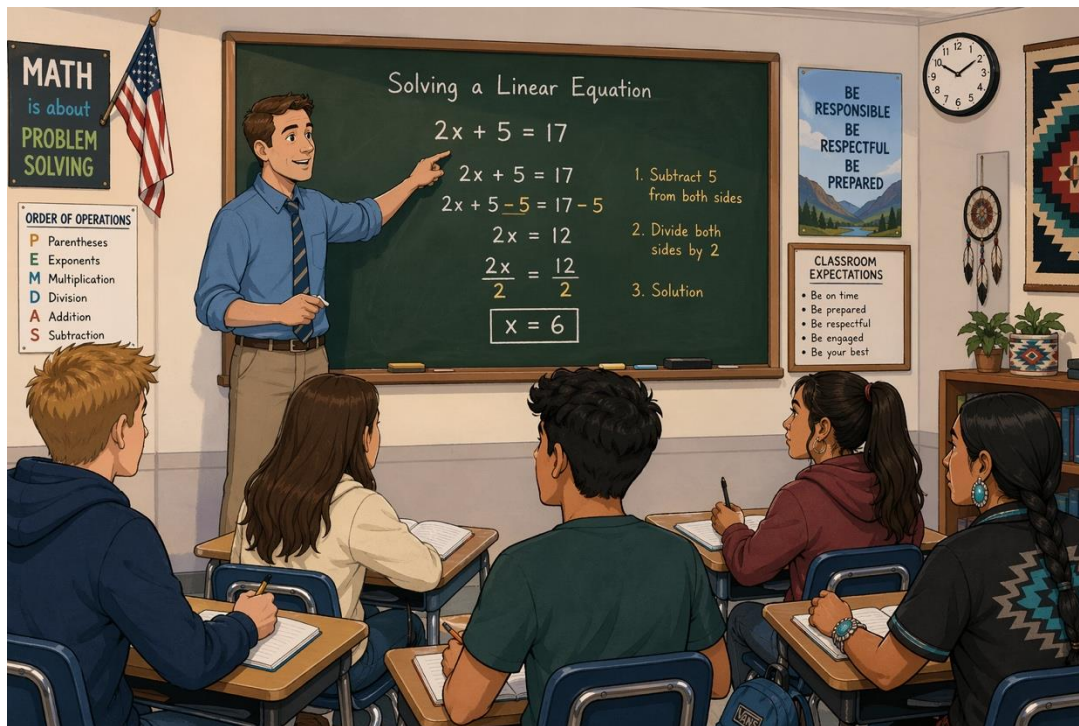
- › Spring 2018 – AACC Conference on Multiple Measures
 - Campus discussions on English and math placement
 - Developed new placement procedures

SJC Placement

- › After Spring 2019 – High School Transcript or Interview
 - HS Algebra 1 with C or higher → Survey of Math, Interm Alg or College Algebra w/Support
 - HS Algebra 2 with C or higher → College Algebra
 - HS PreCalc with C or higher → Calc 1

- If no transcript available, student meets with math representative, reviews course study guides, and determines what they are ready to take.

Changes to High School Graduation Requirements



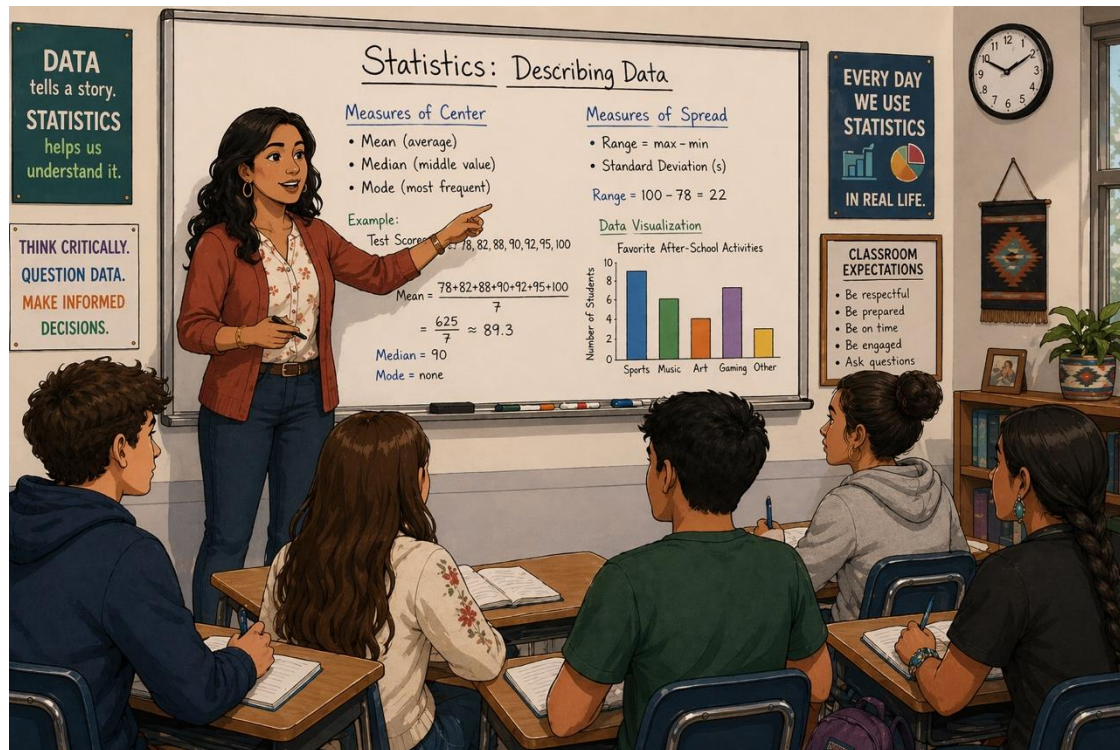
Students who entered 9th grade beginning in 2025-2026

- › Four units in mathematics, two of which shall include a sequence of **algebra 1 and geometry** or another integrated pathway of mathematics equivalent to algebra 1 and geometry.
- › Financial literacy courses, department approved work-based learning or career technical education courses that meet state mathematics academic content and performance standards may qualify as required mathematics units.
- › Algebra II shall be offered as a mathematics course. (but not required for graduation)

Discussion 4: Think, Pair, Share

- › How will these changes to graduation requirements affect your institution?
- › What modifications is your institution considering as a result of these changes?

New High School Pathway Courses



GeoStats (short for Geometry and Statistics)

- Geometry phased out by 2028-2029
- Content
 - Core geometry concepts (shapes, transformations, proofs)
 - Triangle similarity and basic trigonometry
 - Coordinate geometry and measurement (area, volume)
 - Real-world modeling with geometry
 - Data analysis and visualization
 - Probability and statistical reasoning
 - Interpreting data and making informed conclusions

Modern Algebra II

- Semester 1: Basic foundations of functions
- Semester 2: Choose from:
 - › Quantitative Reasoning
 - › Data Science and Statistics
 - › Advanced Algebraic Concepts

Integrated Statistics & Quantitative Reasoning

Develop Thinking & Communication

- Apply mathematical & statistical reasoning
- Communicate conclusions clearly

Solve Real-World Problems with Data

- Use the data cycle: ask → collect
→ analyze → interpret
- Justify conclusions in context

Reason with Quantitative Information

- Work with ratios, rates, percentages
- Interpret distributions and variability

Analyze & Visualize Data

- Create and critique graphs
- Identify misleading visuals

Model Relationships & Predictions

- Use functions and statistical models
- Distinguish correlation vs. causation

Probability & Risk

- Interpret uncertainty and probability
- Use data to inform decisions

Technology & Ethics

- Use tools for analysis
- Evaluate bias and data quality

Discussion 5: Think, Pair, Share

- › With high schools developing pathway courses, that branch out after geostats, how will this affect the college pathways at your institution?
- › What can, or should, we do to ensure that our institutions are ready for students with different high school preparation?

New Mexico State Team

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Recommendations

- Secondary and postsecondary institutions offer multiple effective and **aligned mathematics pathways**.
- Education institutions offer **robust supports** to help students navigate mathematics pathways, maximize learning, and access broader postsecondary options.
- State agencies and education systems develop policies that enable **smooth student transitions** from secondary to postsecondary mathematics.
- State agencies and education systems, institutions, and schools build a strong **shared understanding** of—and commitment to—goals among their constituents.
- State agencies, systems, and institutions use **data** and research to measure impact and to inform continuous improvement of mathematics pathways.



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Accomplishments

- Working with secondary and postsecondary partners, developed the ModernAlgebra II and ISQR courses.
- Holding regional secondary and postsecondary convenings to bring together faculty and administration to foster communication.
 - **San Juan College** – May 2, 2025
 - **Southeast NM College** – Sept 19, 2025
 - **NM Junior College** – Oct 3, 2025
 - **Dona Ana Community College** – Nov 14, 2025
 - **Luna Community College** – April 17, 2026
 - **Central NM College** – April 24, 2026



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Discussion 6: Next Steps

- › What can we do together to improve math education in New Mexico?
- › What have we not yet discussed, but should, regarding math education?
- › What will be our next steps?