



NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career

New Mexico Higher Education Department

2025 Annual Report

Stephanie M. Rodriguez
Cabinet Secretary

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Deputy Secretary

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Dear Higher Education Leaders,

The past year has been one of remarkable progress for higher education in New Mexico. As we completed the third year of tuition-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 and we expect that number to continue to grow.

Advancing Student Success

Momentum continues to build across New Mexico's 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 higher education institution submitted a Strategic Enrollment Management Plan to New Mexico Higher Education Department and the Legislative Finance Committee, laying the groundwork for continued enrollment and graduation growth.

Investing in Institutions and Programs

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

- Higher Education Funding Sustainability Study 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 New Mexico Higher Education Department remains committed to growing New Mexico's educator and health professional pipeline through:

- Teacher Preparation Affordability Scholarship (\$5,000,000)
- Teacher Loan Repayment Program (\$10,000,000)
- Health Professional Loan Repayment Program (\$25,000,000)

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

As we look ahead to 2026, the New Mexico Higher Education Department is proud to continue working with our partners—students, institutions, administrators, faculty, staff, business leaders, and policymakers—to build on this momentum and deliver a stronger future for our students we serve and the communities that trust us.

Sincerely,



Stephanie M. Rodriguez
Cabinet Secretary



Patricia Trujillo, Ph.D.
Deputy Cabinet Secretary



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New Mexico Public Higher Education Data

The New Mexico Higher Education Department (Department) collects data from all twenty-nine colleges and universities in the state through its Electronic Data Editing and Reporting (eDEAR) unit-record system. These submissions serve as the official source of data for public postsecondary education in New Mexico. The Department maintains the data securely and ensures that personally identifiable information is not released.

The data collected includes:

Enrollment

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

Degrees Awarded

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

Financial Aid

The financial aid files provide the most complete record of student aid awards across the fiscal year. Data also incorporates information from students' FAFSA applications, where available, to capture values such as cost of attendance and Pell eligibility.

Photo Credit: New Mexico Institute of Mining and Technology (New Mexico Tech)





Enrollment

Table 1 presents Fall census enrollment for New Mexico's public colleges and universities from 2015 through 2025. Census figures are reported in order to include Fall 2025; however, it is important to note that final enrollment counts are typically slightly higher than census totals.

Table 1. Fall Census Enrollment at New Mexico Public Colleges and Universities, 2015-2025.

Institution	2015 Head Count	2016 Head Count	2017 Head Count	2018 Head Count	2019 Head Count	2020 Head Count	2021 Head Count	2022 Head Count	2023 Head Count	2024 Head Count	2025 Head Count	2015 to 2021	2021 to 2025	2024 to 2025
Research Universities	45,415	44,050	42,719	40,577	38,903	38,157	37,380	38,051	39,280	40,439	41,773	-17.7%	11.8%	3.3%
New Mexico Tech	2,150	2,135	2,009	1,895	1,832	1,686	1,734	1,690	1,713	1,652	1,612	-19.3%	-7.0%	-2.4%
New Mexico State University	15,490	14,852	14,432	14,289	14,279	14,227	13,904	14,268	14,779	15,408	16,076	-10.2%	15.6%	4.3%
University of New Mexico	27,775	27,063	26,278	24,393	22,792	22,244	21,742	22,093	22,788	23,379	24,085	-21.7%	10.8%	3.0%
Comprehensive Universities	13,915	14,037	13,547	13,541	12,909	12,182	11,772	12,321	13,013	13,358	13,475	-15.4%	14.5%	0.9%
Eastern New Mexico University	5,946	6,014	6,027	6,015	5,694	5,268	4,990	5,106	5,398	5,737	6,012	-16.1%	20.5%	4.8%
New Mexico Highlands University	3,563	3,471	3,284	3,181	2,902	2,780	2,658	2,740	2,815	2,704	2,741	-25.4%	3.1%	1.4%
Northern New Mexico College	1,052	1,125	1,148	1,096	1,120	1,238	1,111	1,093	1,229	1,386	1,558	5.6%	40.2%	12.4%
Western New Mexico University	3,354	3,427	3,088	3,249	3,193	2,896	3,013	3,382	3,571	3,531	3,164	-10.2%	5.0%	-10.4%
Branch Community Colleges	21,817	21,819	20,576	20,017	20,319	16,719	16,371	17,562	18,438	18,838	20,069	-25.0%	22.6%	6.5%
ENMU - Roswell	2,657	2,875	2,661	2,410	2,343	1,703	1,601	1,923	2,049	2,088	2,013	-39.7%	25.7%	-3.6%
ENMU - Ruidoso	723	655	615	608	679	679	605	694	745	775	803	-16.3%	32.7%	3.6%
NMSU - Alamogordo	1,848	1,771	1,710	1,636	1,537	941	946	1,032	1,088	1,152	1,215	-48.8%	28.4%	5.5%
NMSU - Doña Ana	8,252	8,157	7,917	7,876	8,054	7,028	6,454	6,662	6,849	7,200	7,649	-21.8%	18.5%	6.2%
NMSU - Grants	824	950	963	996	813	622	692	825	834	754	816	-16.0%	17.9%	8.2%
UNM - Gallup	2,473	2,505	2,214	2,215	2,503	2,198	2,018	2,127	2,295	2,408	2,802	-18.4%	38.9%	16.4%
UNM - Los Alamos	965	1,050	937	906	929	954	846	1,014	985	1,087	1,236	-28.5%	10.6%	
UNM - Taos	1,793	1,714	1,435	1,286	1,225	1,487	1,280	1,282	1,283	1,292	1,241	-28.6%	-3.0%	-3.9%
UNM - Valencia	2,282	2,142	2,124	2,084	2,236	1,107	1,929	2,003	2,310	2,186	2,443	-15.5%	26.6%	11.8%
Independent Community Colleges	49,944	48,203	47,051	45,338	44,373	37,361	34,741	36,637	36,226	37,340	38,594	-30.4%	11.1%	3.4%
Central New Mexico Community College	25,888	24,841	24,612	23,717	23,358	21,592	18,642	19,215	19,159	19,415	19,582	-28.0%	5.0%	0.9%
Clovis Community College	3,696	3,629	3,430	3,354	3,050	2,426	2,309	2,420	2,448	2,455	2,507	-37.5%	8.6%	2.1%
Luna Community College	1,485	1,396	1,367	1,065	1,151	683	818	746	737	711	730	-44.9%	-10.8%	2.7%
Mesalands Community College	769	844	971	900	446	397	541	674	456	544	569	-29.6%	5.2%	4.6%
New Mexico Junior College	2,895	2,720	2,411	2,720	2,388	1,951	1,891	2,162	2,078	2,221	2,386	-34.7%	26.2%	7.4%
San Juan College	7,062	7,062	6,723	6,369	6,621	5,280	5,350	5,615	5,796	6,082	6,661	-24.2%	24.5%	9.5%
Santa Fe Community College	6,218	5,921	5,585	5,422	5,438	3,829	3,829	4,132	4,359	4,432	4,604	-38.4%	20.2%	3.9%
Southeast New Mexico College	1,931	1,790	1,952	1,791	1,921	1,203	1,361	1,673	1,193	1,480	1,555	-29.5%	14.3%	5.1%
Formula Funded Total	131,091	128,109	123,893	119,473	116,504	104,419	100,264	104,571	106,957	109,975	113,911	-23.5%	13.6%	3.6%
*Prior to 2021, Southeast New Mexico College (SENMC) operated as NMSU-Carlsbad. Historical data from NMSU-Carlsbad have been assigned to SENMC.														
Military Institute														
New Mexico Military Institute	428	422	419	412	460	391	374	345	342	331	380	-12.6%	1.6%	14.8%
Tribal Colleges[#]	2,742	2,636	2,740	2,525	2,644	2,238	2,420	2,427	2,356	3,156	2,873	-11.7%	18.7%	-9.0%
Diné College	535	368	445	312	178	196	213	236	193	526	175	-60.2%	-17.8%	-66.7%
Institute of American Indian Arts	521	593	657	613	617	692	808	837	609	920	923	55.1%	14.2%	0.3%
Navajo Technical University	1,686	1,675	1,638	1,600	1,849	1,350	1,399	1,354	1,554	1,710	1,775	-17.0%	26.9%	3.8%
Southwestern Indian Polytechnic Institute	402	367	366	367	443	450	355	284	0	0	0	-11.7%		
Overall Total	134,261	131,167	127,052	122,410	119,608	107,048	103,058	107,343	109,655	113,462	117,164	-23.2%	13.7%	3.3%

Figure 1 displays total end-of-semester enrollment at New Mexico public colleges and universities from Fall 2005 through Fall 2024 (final enrollment for Fall 2025 will be available in Spring 2026). Enrollment grew steadily from 2005 to 2010, increasing by 20.8% overall. Beginning in 2011, however, enrollment declined across all sectors, resulting in a 21.3% decrease between 2010 and 2019.

The COVID-19 pandemic accelerated this trend: from Fall 2019 to Fall 2021, enrollment fell an additional 13.4% statewide as most instruction shifted to online instruction. 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. Enrollment in fall 2024 was 9.0% higher than in fall 2021, and Table 1 on the previous page shows census enrollment up an additional 3.3% statewide.

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 2024. 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 and continues to grow.

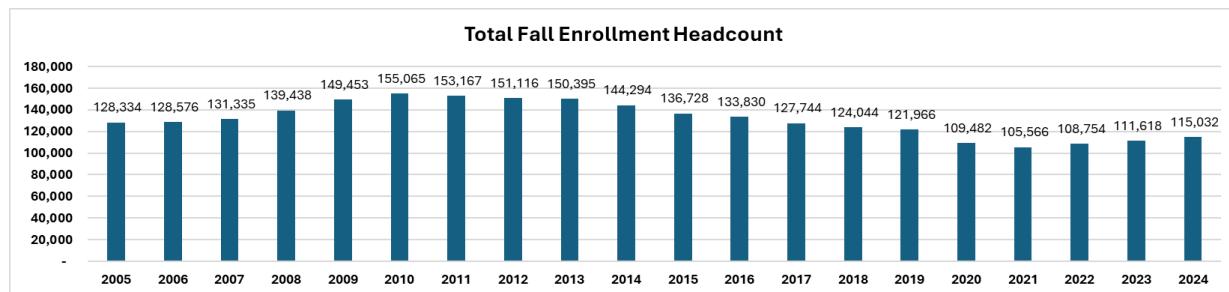
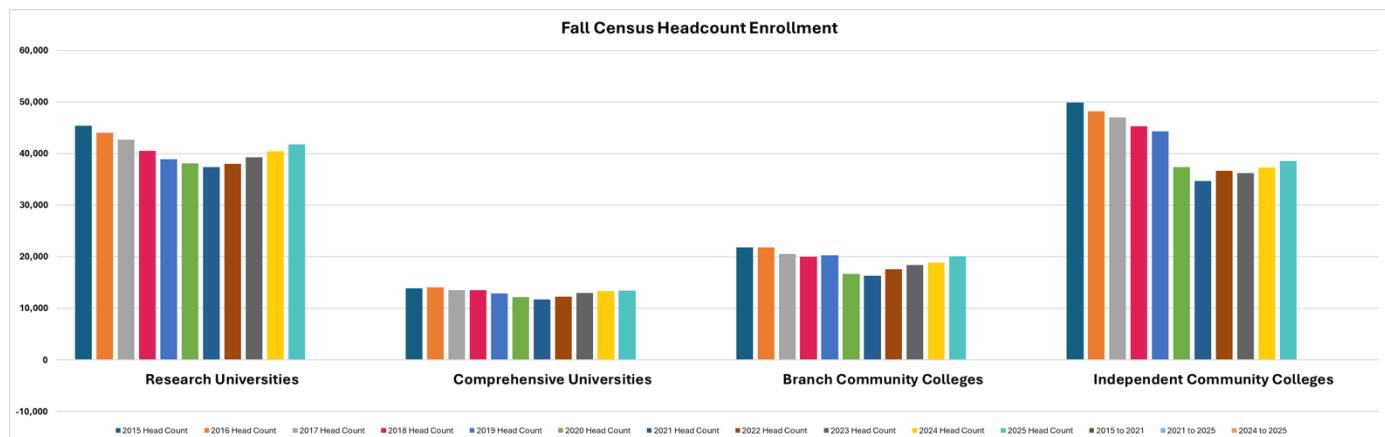


Figure 2. Fall census enrollment at New Mexico public colleges and universities, 2015–2025. Census figures show that the statewide increase from 2021 through 2024 continued into 2025, with gains evident across all sectors. Final enrollment counts are typically higher than census totals.



Enrollment by Sex

The gender distribution of enrollment has remained relatively stable over the past ten years, though male enrollment has declined at a slightly faster rate than female enrollment. In Fall 2015, women represented 57.3% of total enrollment; by Fall 2024, their share had risen to 60.7% (see Figure 3).

Figure 3. Gender distribution of total enrollment at New Mexico public colleges and universities, Fall 2015-Fall 2024. Women's share of enrollment increased from 57.3% in 2015 to 60.7% in 2024, reflecting a slightly steeper decline in male enrollment over this period.

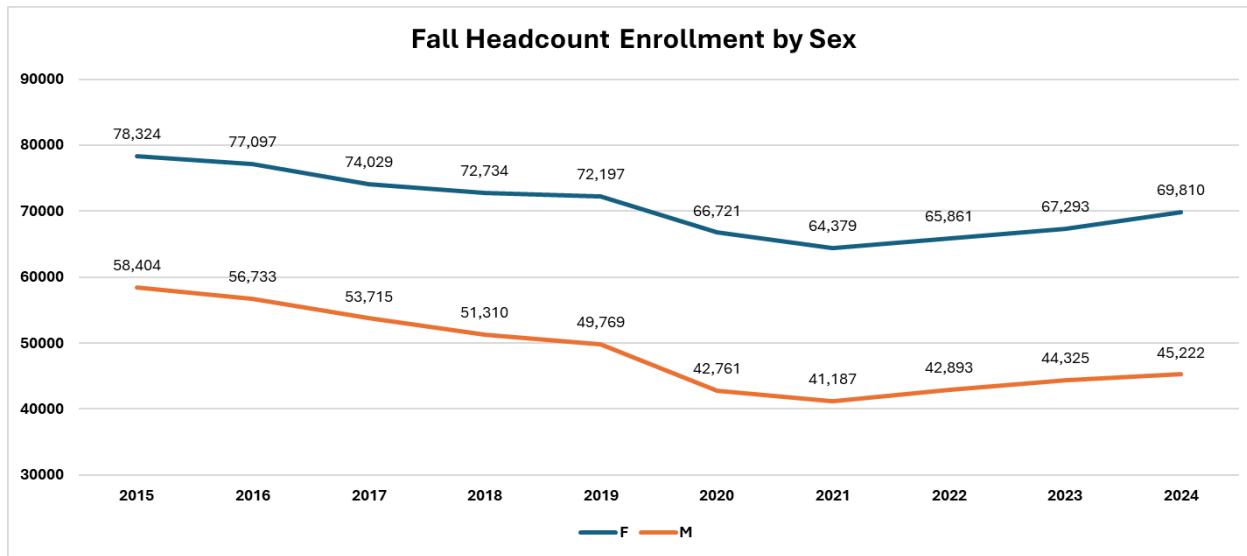


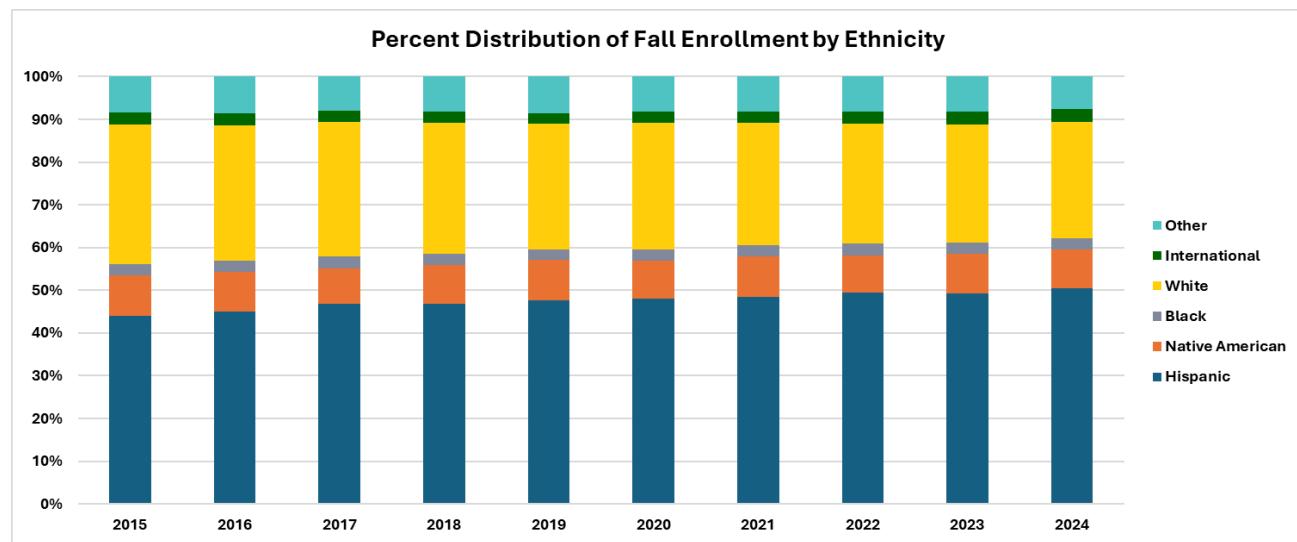
Photo Credit: Allison Shelley, Northern New Mexico College, Complete College America



Enrollment by Ethnicity

The ethnic composition of enrollment has remained largely stable over the past ten years, with only modest shifts among major groups. Hispanic students increased from 44.1% of total enrollment in Fall 2015 to 50.5% in Fall 2024. White, non-Hispanic students declined from 32.6% in 2015 to 27.3% in 2024, 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 2015–Fall 2024. The percentage of Hispanic enrollment increased slightly, the percentage of white non-Hispanic enrollment declined, and the percentage of 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 ten 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 11.4% in 2015 to 13.8% in 2024. The distribution of graduate enrollment also grew modestly, rising from 9.4% in 2015 to 10.6% in 2024 (see Figure 5).

Figure 5. Distribution of enrollment by student level at New Mexico public colleges and universities, Fall 2015-Fall 2024. Dual credit and concurrent enrollment students comprised 12-13% of headcount enrollment, while the distribution of graduate enrollment increased slightly over the period.

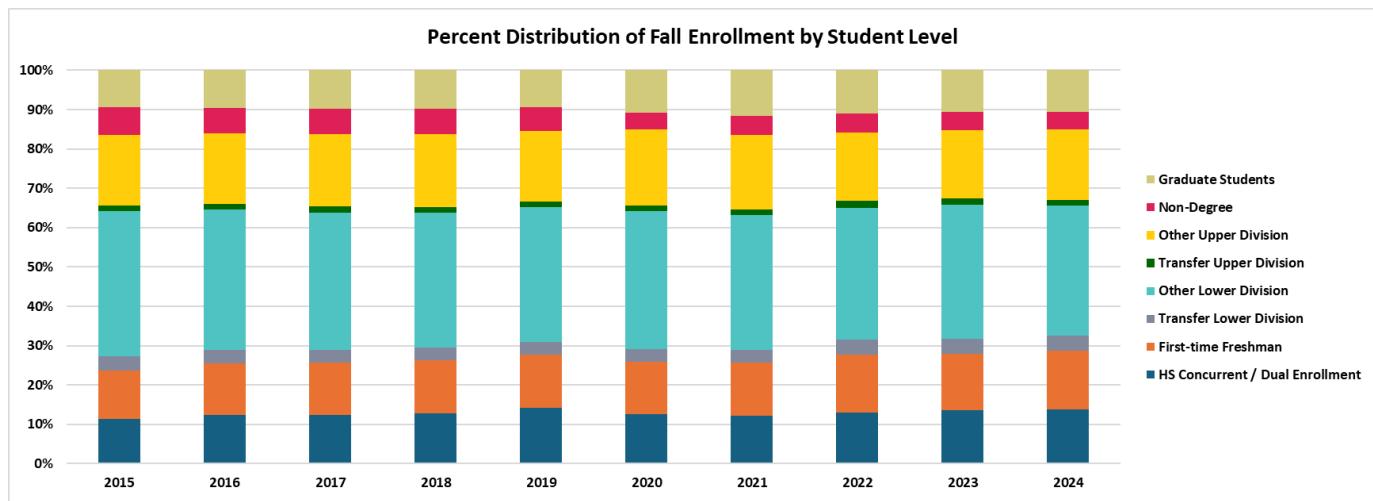


Photo Credit: Luna Community College



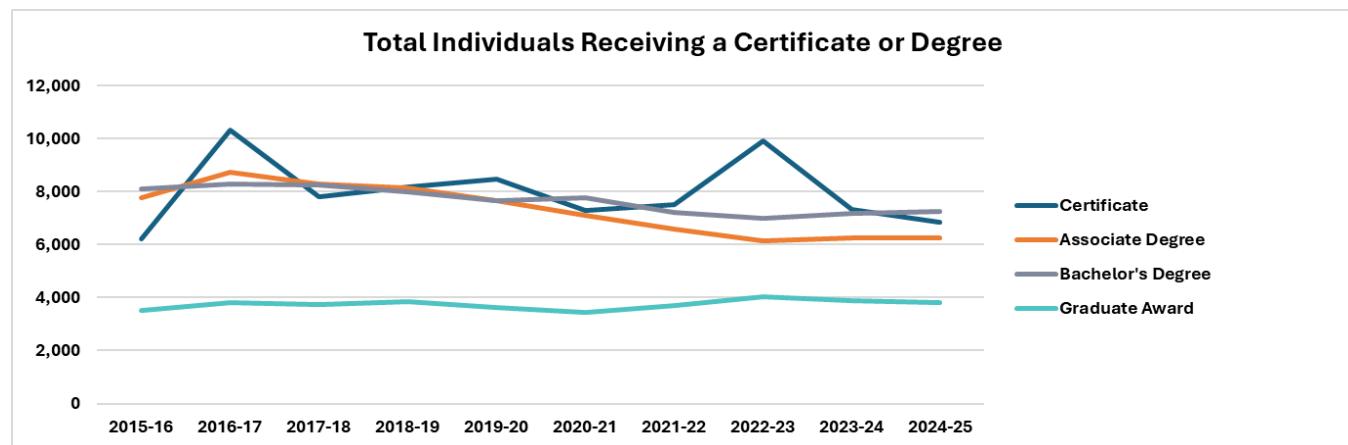
Degrees

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 2024-25. 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	2024-25
Certificate	6,202	10,306	7,797	8,156	8,472	7,283	7,504	9,894	7,335	6,851
Associate's Degree	7,769	8,745	8,294	8,153	7,644	7,115	6,591	6,146	6,257	6,238
Bachelor's Degree	8,087	8,270	8,231	7,987	7,638	7,764	7,219	6,974	7,158	7,245
Graduate Award	3,533	3,808	3,741	3,840	3,642	3,438	3,705	4,015	3,894	3,808
Total Awards	25,591	31,129	28,063	28,136	27,396	25,600	25,019	27,029	24,644	24,142

Figure 6. Total individuals awarded certificates or degrees at New Mexico public colleges and universities, 2015-16 through 2024-25. Counts reflect each student's highest credential earned within the academic year.



Over the past ten years, the number of awards has fluctuated across degree levels. Graduate awards remained relatively stable, increasing slightly from 3,533 in 2015-16 to 3,808 in 2024-25. Bachelor's and associate degrees declined overall (from 7,769 to 6,238 and 8,087 to 7,245, respectively), though these numbers have been rising since 2022-23, 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 2024-25 (6,851) than in 2015-16 (6,202).

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 ten fiscal years.

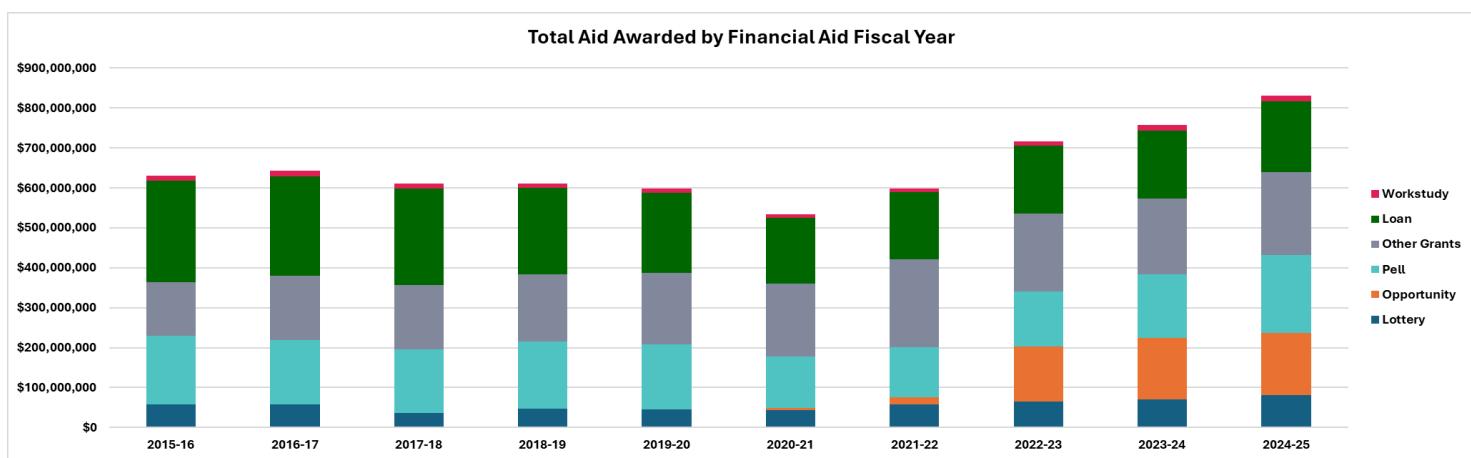
Aid Category	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Lottery	19,282	18,964	16,873	16,166	15,773	15,128	13,352	13,126	14,127	15,692
Opportunity	---	---	---	---	---	6,377	9,717	42,744	41,919	41,863
Other Grants	48,540	45,587	43,511	42,132	41,430	34,390	33,170	34,548	36,228	41,041
Pell	53,818	53,422	52,889	51,843	56,908	56,973	74,329	58,556	47,857	47,369
Loan	31,925	30,129	28,589	25,438	23,585	19,393	18,463	18,502	18,573	18,648
Workstudy	4,651	4,666	4,142	3,848	3,742	2,342	2,547	2,759	3,936	3,719
Unduplicated Total	81,912	79,780	76,887	73,709	73,614	69,324	82,603	82,208	75,600	78,411

Many students receive multiple types of aid—for example, both Pell Grants and the Opportunity Scholarship—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. Total dollars awarded to students receiving financial aid by award type at New Mexico public colleges and universities.

Degree Level	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Lottery	\$57,924,396	\$36,795,339	\$46,611,306	\$45,201,378	\$43,822,806	\$58,286,391	\$64,864,173	\$71,340,926	\$80,612,568
Opportunity	---	---	---	---	\$6,263,563	\$16,795,674	\$150,264,788	\$154,132,439	\$155,906,759
Other Grants	\$162,909,966	\$160,534,631	\$169,862,919	\$176,389,592	\$188,685,433	\$220,036,768	\$190,330,682	\$188,719,478	\$196,068,128
Pell	\$159,642,572	\$163,506,260	\$176,837,552	\$154,029,817	\$127,547,331	\$125,765,219	\$139,483,869	\$161,537,010	\$206,775,802
Loan	\$249,115,801	\$237,640,418	\$215,483,979	\$199,603,609	\$163,223,330	\$170,536,295	\$170,713,308	\$170,735,018	\$177,449,059
Workstudy	\$13,683,848	\$12,023,846	\$11,564,836	\$11,970,899	\$7,429,736	\$8,511,870	\$10,737,628	\$14,220,643	\$14,741,534
Total	\$643,276,583	\$610,500,494	\$620,360,592	\$587,195,295	\$536,972,199	\$599,932,217	\$726,394,448	\$760,685,514	\$831,553,850

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.



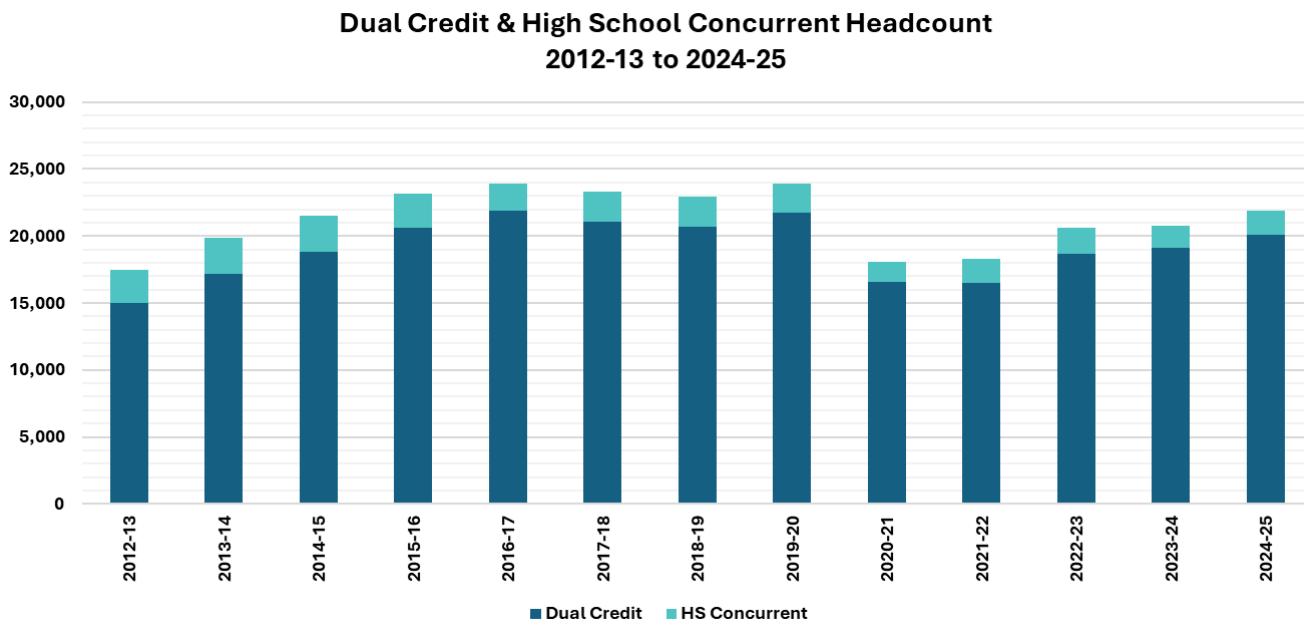
Dual Enrollment

The New Mexico Higher Education Department 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. 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 thirteen years. The program increased or remained stable in most years from 2012-13 through 2019-20. As with overall higher education enrollment, participation declined in 2020-21 and 2021-22 during the COVID-19 pandemic. Dual enrollment numbers have been increasing again over the past three years.

Figure 9. Dual enrollment in New Mexico public colleges and universities, 2012-13 through 2024-25. Participation grew steadily through 2019-20, declined during the pandemic, and has since resumed growth.



See the annual New Mexico Dual Credit Reports for more information about dual enrollment and dual credit students:

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

Institution-Level Data

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

General Information

The College Navigator:

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

Revenue (FY2024-25) and Expenditures (FY2024-25)

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

Degree and Enrollment Demographics

Pulled from the eDEAR Student Files submitted by institutions to the New Mexico Higher Education Department. *Note: For degrees, this table reports the number of recipients, not the total number of awards granted. Note: “Two or More Races,” “Unknown,” and “Native Hawaiian/Pacific Islander” are included in “Other.”*

Student Headcount, Residency, and Modality

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

Research Universities

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

New Mexico State University (NMSU)

University of New Mexico (UNM)

Photo Credit: Allison Shelley, Complete College America Photo Library



New Mexico Institute of Mining and Technology (NMT)

City: Socorro, NM

Website: nmt.edu

Student/Faculty Ratio: 10 to 1

Tuition/Fees AY 2024-2025: \$7,892

Average Net Price AY 2022-2023: \$9,133

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	11
First-Time Freshmen	117	1
Lower Division Transfer	5	2
All Other Lower Division	165	3
Upper Division Transfer	15	1
All Other Upper Division	640	37
Non-Degree	---	74
Graduate	287	266
Total	1,229	395

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$13,614.2	\$0.0
State Appropriations	\$40,004.2	\$0.0
Local Appropriations/ Land Endowments	\$2,457.5	\$0.0
Other Instruction & General	\$11,752.0	\$0.0
Total Instruction and General	\$67,828.0	\$0.0
Research & Public Service	\$10,828.9	\$96,739.6
All Other Revenue	\$91,934.3	\$8,530.8
Total Revenue	\$102,763.1	\$105,270.4

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,189
	Yes	110
Out-of-State	No	293
	Yes	32

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$51,816.7	\$0.0
Research & Public Service	\$14,419.0	\$92,744.0
Student Aid Grants & Stipends	\$8,182.9	\$0.0
Other Expenditures	\$17,678.5	\$8,533.0
Total Expenditures	\$92,097.1	\$101,276.9

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	187	342	52	70
Native American	14	32	4	4
Black	11	15	4	2
Asian	21	23	6	9
White	252	486	61	109
Other	32	41	8	4
International	48	120	14	28
Total	565	1,059	149	226

NMT: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expanding statewide and out-of-state outreach through additional admissions staff, virtual tour tools, and AI-supported recruitment.
- Strengthening transfer pipelines with new articulation agreements and partnerships across New Mexico and internationally.
- Increasing brand recognition by highlighting hands-on STEM research, accelerated master's pathways, and rebranded biomedical/biotechnology programs.

Retention and Student Support Strategies

- Robust early-alert infrastructure, including increased faculty engagement with Dropout Detective to identify students who need support.
- High-impact onboarding programs—New Student Orientation, Student Leadership Camp, and a four-week Weeks of Welcome series—to build early belonging.
- Targeted academic supports such as supplemental instruction in challenging courses, parachute Calculus II, and expanded success coaching for students below Calculus I.

Priority Populations and Equity Focus

- Focused recruitment and retention efforts for Hispanic, Native American, first-generation, Pell-eligible, and rural students.
- Culturally responsive outreach and support aligned with NMT's Hispanic-Serving Institution status.
- Academic and advising interventions designed to help underprepared STEM students succeed despite statewide declines in K-12 math preparation.

Academic Programs and Delivery Modalities

- High-demand programs in Mechanical Engineering, Computer Science, Biology, Biomedical Sciences, and emerging interdisciplinary fields such as cybersecurity and autonomous systems.
- Research-intensive in-person model with small class sizes and lab-integrated learning as NMT's core identity.
- Strategic expansion of online options in selected general education and graduate programs, supported by NM Online Hub resources.

Challenges and Opportunities

- Enrollment pressures tied to declining numbers of regional high-school graduates and reduced STEM readiness.
- Sustainability concerns for high-impact supports like success coaching, which currently rely on temporary funding.
- Opportunities for growth in graduate education, online graduate offerings, and interdisciplinary programs aligned with evolving workforce needs.

New Mexico State University (NMSU)

City: Las Cruces, NM

Website: nmsu.edu

Student/Faculty Ratio: 15 to 1

Tuition/Fees AY 2024-2025: \$6,728

Average Net Price AY 2022-2023: \$8,353

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	199
First-Time Freshmen	1805	604
Lower Division Transfer	209	113
All Other Lower Division	1,979	411
Upper Division Transfer	254	134
All Other Upper Division	5,148	1,342
Non-Degree	32	356
Graduate	1,567	1,318
Total	10,994	4,477

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$115,133.7	\$0.0
State Appropriations	\$169,727.0	\$0.0
Local Appropriations/ Land Endowments	\$7,209.8	\$0.0
Other Instruction & General	\$31,799.9	\$8,762.3
Total Instruction and General	\$323,870.4	\$8,762.3
Research & Public Service	\$71,136.3	\$147,501.7
All Other Revenue	\$100,746.8	\$127,678.9
Total Revenue	\$495,753.4	\$275,180.6

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	8,413
	Yes	2,903
Out-of-State	No	3,230
	Yes	925

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$255,987.1	\$0.0
Research & Public Service	\$78,224.9	\$147,501.7
Student Aid Grants & Stipends	\$20,178.9	\$0.0
Other Expenditures	\$75,248.5	\$127,678.9
Total Expenditures	\$429,639.4	\$275,180.6

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	5,601	3,511	1,192	738
Native American	264	137	51	26
Black	194	188	39	47
Asian	114	96	41	26
White	2,192	1,769	499	376
Other	291	239	76	46
International	362	513	122	164
Total	9,018	6,453	2,020	1,423

NMSU: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expanding recruitment statewide and in the El Paso region through coordinated high school visits, college fairs, admissions workshops, and family-inclusive outreach.
- Strengthening transfer pipelines through articulation agreements with community colleges and improved transcript evaluation processes.
- Growing NMSU-Global enrollment through targeted digital marketing, flexible online programs, and personalized advising for adult learners and students with some college but no degree.

Retention and Student Support Strategies

- Comprehensive onboarding through Aggie Welcome & Orientation, the Aggie Launch Pad laptop program, and the month-long Crimson Kickoff series to build early belonging.
- Centralized academic advising, early alerts through Navigate360, tutoring (in-person and online), and proactive degree audits to identify and support students in academic difficulty.
- Robust wraparound services on NMSU-Global, including Graduation Teams, weekly success seminars, and proactive outreach tied to academic, financial, and wellness indicators.

Priority Populations and Equity Focus

- Focused efforts to improve enrollment and completion for Hispanic, Native American, first-generation, Pell-eligible, and non-traditional adult learners.
- Targeted outreach and advising for men and American Indian students, two groups underrepresented compared to statewide demographics.
- Expanded online pathways and re-entry efforts designed specifically for adult learners with work and family obligations.

Academic Programs and Delivery Modalities

- High-demand in-person programs include Mechanical Engineering, Animal & Range Science, Creative Media, Criminal Justice, Kinesiology, Psychology, Nursing, and Management.
- Graduate growth supported by programs in health, education, STEM fields, Data Analytics, Artificial Intelligence, and the Doctor of Nursing Practice.
- Dual-delivery approach: in-person learning for traditional and graduate research students; online and hybrid pathways through NMSU-Global for adult learners and working professionals.

Challenges and Opportunities

- Enrollment pressures driven by declining college-age populations and national skepticism about four-year degrees.
- Financial barriers affecting retention, including the cost of books, housing, food, and transportation for low-income and first-generation students.
- Opportunities for growth in online degree completion, interdisciplinary graduate programs, and expanded partnerships with industry and statewide agencies.

University of New Mexico (UNM)

City: Albuquerque, NM

Website: unm.edu

Student/Faculty Ratio: 15 to 1

Tuition/Fees AY 2024-2025: \$8,502

Average Net Price AY 2022-2023: \$7,528

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	99
First-Time Freshmen	3,528	110
Lower Division Transfer	387	164
All Other Lower Division	2,972	775
Upper Division Transfer	378	273
All Other Upper Division	6,428	2,434
Non-Degree	89	539
Graduate	2,576	2,244
Total	16,358	6,638

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$178,596.3	\$0.0
State Appropriations	\$275,673.2	\$0.0
Local Appropriations/ Land Endowments	\$14,590.9	\$0.0
Other Instruction & General	\$45,722.6	\$2,085.2
Total Instruction and General	\$514,583.0	\$2,085.2
Research & Public Service	\$39,157.5	\$126,720.2
All Other Revenue	\$163,241.6	\$202,016.7
Total Revenue	\$716,982.1	\$328,736.9

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	16,359
	Yes	2,042
Out-of-State	No	4,410
	Yes	185

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$394,056.1	\$2,085.2
Research & Public Service	\$60,000.2	\$127,399.7
Student Aid Grants & Stipends	\$39,625.2	\$199,259.7
Other Expenditures	\$136,356.3	\$202,016.7
Total Expenditures	\$630,037.8	\$329,416.3

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	6,481	4,236	1,439	811
Native American	787	429	154	58
Black	356	328	59	53
Asian	505	400	144	96
White	3,872	3,090	948	698
Other	735	633	171	114
International	505	639	122	176
Total	13,241	9,755	3,037	2,006

UNM: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expanding in-state outreach through high school partnerships, counselor engagement, campus events, and FAFSA support.
- Strengthening out-of-state and international recruitment with CRM campaigns, targeted travel, and programs like Beca Mexico.
- Enhancing transfer and returning-student pipelines through Transfer Days, CNM-UNM pathways, and re-entry initiatives such as “Rejoin the Pack” and the “Graduation Project.”

Retention and Student Support Strategies

- Comprehensive advising system supported by degree-planning tools and early-alert outreach for at-risk students.
- Broad academic support through CAPS tutoring, supplemental instruction, writing assistance, and TRIO/CEP programs.
- Expanded student services for wellness, mental health, financial capability, and holistic resource support.

Priority Populations and Equity Focus

- Strong emphasis on Hispanic, Native American, first-generation, Pell-eligible, rural, and returning adult learners.
- Equity-based financial aid model (75% need-focused) to address persistent gaps in retention and completion.
- Culturally grounded support through Ethnic Centers and targeted communication strategies.

Academic Programs and Delivery Modalities

- High-demand programs fueling enrollment include Nursing, Film & Digital Media Arts, Computer Science, Mechanical Engineering, Business, and the social sciences, each showing steady multi-year growth.
- UNM continues to expand online and flexible options in areas serving working adults, such as Education, Public Administration, Project Management, and select professional master's programs.
- In-person instruction remains the core modality, but UNM is investing in strategic online and hybrid offerings where they improve access, support time- and place-bound students, and align with statewide workforce needs.

Challenges and Opportunities

- Financial insecurity, rising housing and living costs, and the need to balance work with school remain significant barriers to retention and completion for many students.
- Academic under-preparation—especially in math and writing—continues to impact first-year performance, prompting the need for enhanced supports and more scalable early academic interventions.
- Transfer enrollment is constrained by statewide declines in community college enrollment, underscoring the need for stronger partnerships, clearer pathways, and improved credit mobility.

Comprehensive Universities

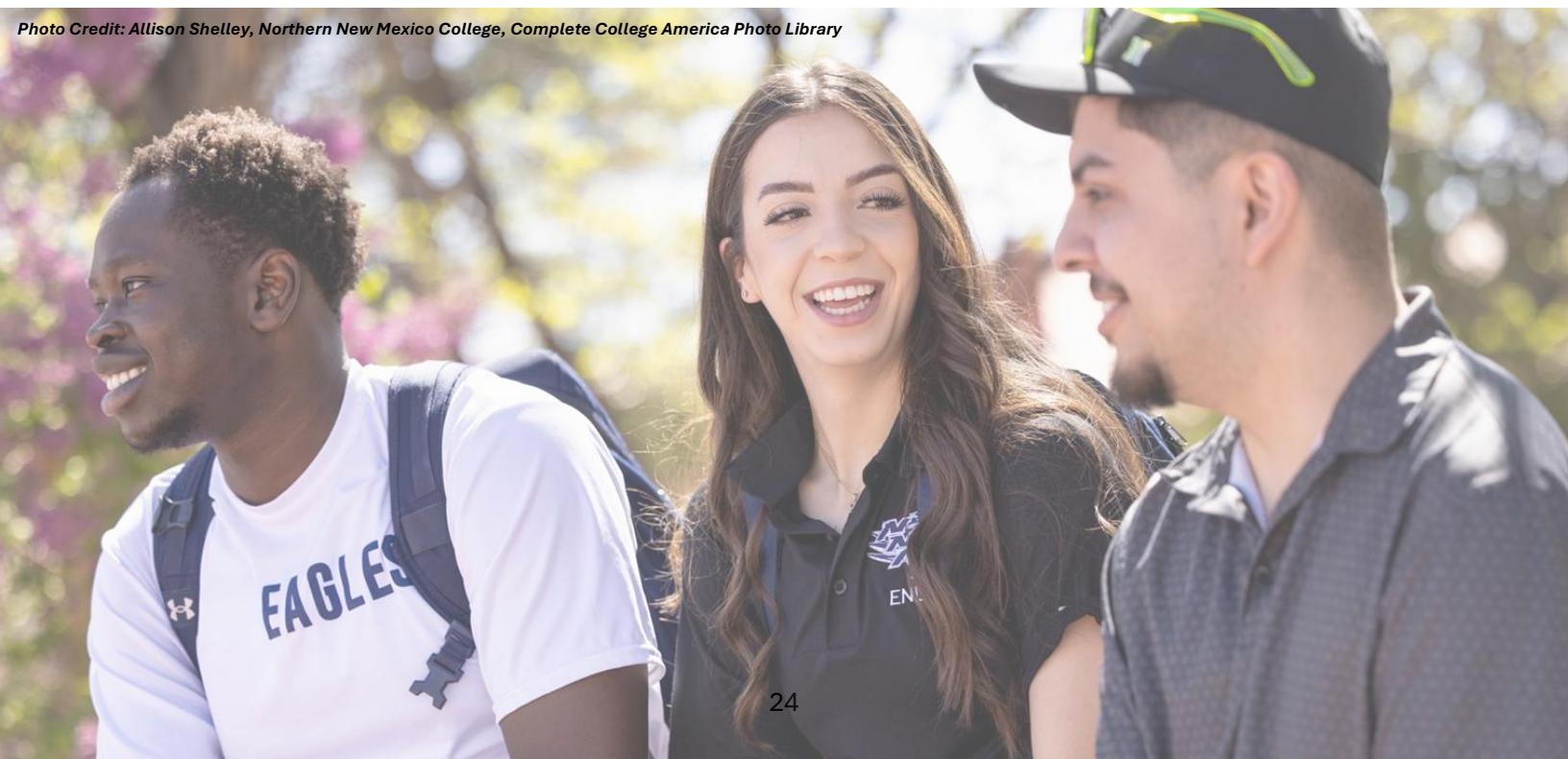
Eastern New Mexico University (ENMU)

New Mexico Highlands University (NMHU)

Northern New Mexico College (NNMC)

**Western New Mexico University
(WNMU)**

Photo Credit: Allison Shelley, Northern New Mexico College, Complete College America Photo Library



Eastern New Mexico University (ENMU)

City: Portales, NM

Website: enmu.edu

Student/Faculty Ratio: 17 to 1

Tuition/Fees AY 2024-2025: \$4,194

Average Net Price AY 2022-2023: \$6,683

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	758
First-Time Freshmen	569	19
Lower Division Transfer	94	42
All Other Lower Division	391	92
Upper Division Transfer	265	141
All Other Upper Division	1,101	683
Non-Degree	16	207
Graduate	592	893
Total	3,028	2,835

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$24,239.2	\$0.0
State Appropriations	\$44,460.5	\$0.0
Local Appropriations/ Land Endowments	\$1,077.2	\$0.0
Other Instruction & General	\$1,366.0	\$0.0
Total Instruction and General	\$71,142.9	\$3,306.8
Research & Public Service	\$2,744.8	\$1,129.6
All Other Revenue	\$19,095.4	\$36,804.4
Total Revenue	\$92,983.1	\$37,934.0

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,643
	Yes	2,503
Out-of-State	No	525
	Yes	1,192

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$58,881.7	\$3,553.4
Research & Public Service	\$2,504.3	\$1,159.0
Student Aid Grants & Stipends	\$6,281.8	\$36,370.0
Other Expenditures	\$14,071.0	\$67.3
Total Expenditures	\$81,738.9	\$41,149.6

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	1,648	779	382	150
Native American	111	57	13	6
Black	156	138	41	33
Asian	71	31	12	6
White	1,460	708	344	177
Other	310	231	40	37
International	77	86	---	---
Total	3,833	2,030	832	409

ENMU: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expand FTIC recruitment in NM and TX through stronger high-school partnerships, dual credit outreach, and enhanced digital marketing.
- Increase transfer enrollment by deepening community college partnerships and improving CRM processes to boost applications and yield.
- Grow graduate enrollment through flexible online and hybrid programs designed for working adults, which have driven recent increases in applications and admits.

Retention and Student Support Strategies

- Centralized first-year advising (first three semesters) supported by Degree Works, with a redesigned FYEX seminar launching in Fall 2025 to strengthen career alignment.
- Early Alert system across all modalities enables rapid intervention for academically or personally at-risk students.
- Expanded student supports through proactive advisor outreach, tutoring, counseling/TimelyCare, and increased engagement opportunities (student organizations, athletics, campus activities).

Priority Populations and Equity Focus

- Large proportions of first-generation, Pell-eligible, and rural students, with tailored supports addressing academic preparation, financial barriers, and life-event disruptions.
- Ongoing efforts to close equity gaps: women retained at higher rates than men, and Hispanic students narrowly below white students but with improving persistence trends.
- Expanded virtual delivery of advising, counseling, tutoring, and FYEX workshops ensures access for online, hybrid, commuting, and rural students.

Academic Programs and Delivery Modalities

- ENMU's enrollment growth is driven by high-demand programs in Business, Education, Health & Social Services, STEM, and Agriculture, all aligned with regional and statewide workforce needs.
- Graduate expansion is centered on flexible online/hybrid programs in CDIS, Nursing, Counseling, Social Work, Alternative Licensure, and the MBA.
- Delivery approach: in-person for hands-on and lab-based disciplines; online for adult learners and degree completers; and hybrid formats that serve both on-campus and online students.

Challenges and Opportunities

- Major barriers include academic preparation, lack of campus connection, limited financial resources, and life disruptions for a largely first-gen, rural demographic.
- Transfer articulation delays sometimes arise from the high volume of out-of-state institutions and multi-transcript students.
- Opportunities include major growth in social work, business, education licensure, graduate health programs, and expanded online/hybrid offerings for adult learners.

New Mexico Highlands University

(NMHU)

City: Las Vegas, NM

Website: nmhu.edu

Student/Faculty Ratio: 10 to 1

Tuition/Fees AY 2024-2025: \$4,886

Average Net Price AY 2022-2023: \$15,106

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	123
First-Time Freshmen	215	4
Lower Division Transfer	19	11
All Other Lower Division	139	28
Upper Division Transfer	111	86
All Other Upper Division	469	379
Non-Degree	---	105
Graduate	572	482
Total	1,525	1,218

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$13,686.0	\$0.0
State Appropriations	\$38,888.2	\$0.0
Local Appropriations/ Land Endowments	\$574.6	\$0.0
Other Instruction & General	\$2,079.3	\$0.0
Total Instruction and General	\$55,228.1	\$386.0
Research & Public Service	\$2,438.9	\$18,315.9
All Other Revenue	\$10,043.3	\$12,540.4
Total Revenue	\$67,710.3	\$30,856.2

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,036
	Yes	1,330
Out-of-State	No	272
	Yes	105

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$47,367.1	\$386.0
Research & Public Service	\$2,901.9	\$18,302.0
Student Aid Grants & Stipends	\$622.6	\$12,044.3
Other Expenditures	\$12,482.2	\$71.5
Total Expenditures	\$63,373.8	\$30,803.8

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	1,025	480	296	97
Native American	169	34	68	12
Black	42	66	20	16
Asian	15	5	5	5
White	358	165	122	48
Other	201	97	26	14
International	60	26	15	11
Total	1,870	873	552	203

NMHU: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach beyond Northern New Mexico into Albuquerque, Rio Rancho, Santa Fe, and neighboring states, supported by targeted digital marketing through Access U.
- Strengthening transfer and pathway pipelines through partnerships with regional community colleges, school districts, and dual-credit partners.
- Growing online enrollment by designing flexible, workforce-aligned programs that serve working adults and rural learners.

Retention and Student Support Strategies

- Robust student success infrastructure including the Student Success Center, Early Alert System, personalized faculty advising, and the Highlands Undergraduate Experience.
- Expanded academic supports such as tutoring, early intervention, and flexible advising for traditional, center-based, and online students.
- Proactive financial aid practices—awarding scholarships at admission and disbursing aid before the semester—reducing financial barriers and increasing persistence.

Priority Populations and Equity Focus

- Serving a predominantly first-generation, Hispanic, Native American, rural, and lower-income student population through culturally responsive and accessible supports.
- Expanding access for working adults and students with some college but no credential through flexible online and hybrid programs.
- Targeted outreach to Native American communities to reach NMHU's goal of achieving 10% Native American enrollment (NASNTI designation).

Academic Programs and Delivery Modalities

- High-demand programs driving enrollment include Nursing, Forestry, Social Work, Education, Business, and career-aligned certificates.
- Online programs (e.g., BAS in General Business, MSW) are major growth areas supporting adult learners and statewide workforce needs.
- Delivery model includes in-person for traditional students, online for working and remote learners, and center-based instruction across regional hubs to expand access.

Challenges and Opportunities

- Financial hardship, academic under-preparation, and work/family obligations remain significant retention risks.
- Transfer evaluation and credit alignment can delay degree progress for incoming transfers.
- Opportunities include expansion in high-demand fields (social work, nursing, education, business), growth in online programs, regional workforce partnerships, and targeted recruitment in urban and border areas.

Northern New Mexico College (NNMC)

City: Española, NM

Website: nnmc.edu

Student/Faculty Ratio: 11 to 1

Tuition/Fees AY 2024-2025: \$5,064

Average Net Price AY 2022-2023: \$6,102

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	6	285
First-Time Freshmen	129	35
Lower Division Transfer	42	43
All Other Lower Division	206	152
Upper Division Transfer	2	25
All Other Upper Division	152	140
Non-Degree	---	207
Total	537	887

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	905
	Yes	482
Out-of-State	No	25
	Yes	12

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$4,576.2	\$0.0
State Appropriations	\$18,072.2	\$0.0
Local Appropriations/ Land Endowments	\$266.1	\$0.0
Other Instruction & General	\$154.5	\$0.0
Total Instruction and General	\$23,068.9	\$7,618.1
Research & Public Service	\$434.5	\$703.9
All Other Revenue	\$2,226.6	\$15,366.4
Total Revenue	\$25,730.0	\$16,070.3

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$19,766.0	\$7,290.6
Research & Public Service	\$442.9	\$632.1
Student Aid Grants & Stipends	\$276.0	\$7,925.2
Other Expenditures	\$2,636.5	\$0.0
Total Expenditures	\$23,121.4	\$15,847.9

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	600	437	148	55
Native American	64	46	10	6
Black	7	19	1	4
Asian	10	6	3	3
White	100	82	33	8
Other	18	25	4	4
International	4	6	2	---
Total	803	621	201	91

NNMC: Strategic Enrollment Management Summary (AY2025-26)

Recruitment Priorities and Strategies

- Strengthening local pipelines through targeted outreach to regional high schools (Española, Pojoaque, Mesa Vista, Los Alamos, Jemez Mountain, Chama) and expanding concurrent/dual credit enrollment tied to Technical Trades.
- Launching CRM Slate to improve application processing, immediate follow-up, and targeted drip campaigns for first-generation students, Native American students, and adult learners.
- Expanding digital marketing via Google and Meta, paired with NNMC's redesigned student-centered website, resulting in a 630% increase in Request-Information submissions.

Retention and Student Support Strategies

- Centralized student support through the new One Stop Center, integrated advising, early alerts, targeted academic interventions, and holistic advising for STEM and Trades students.
- Intensive outreach to returning students using National Student Clearinghouse data and reengagement efforts supported by the Opportunity Scholarship.
- Strengthening persistence through degree audits, proactive advisor check-ins, early registration events, and connection to basic-needs supports (CASSC counseling, food pantry, clothing closet).

Priority Populations and Equity Focus

- Serving a predominantly Hispanic (72%) and Native American (10%) student population with culturally responsive supports and community-aligned programming.
- Expanding access for working adults and students with some college but no credential through online, evening, and flexible pathways.
- Targeted outreach to Eight Northern Pueblos and Native communities to support enrollment and retention.

Academic Programs and Delivery Modalities

- High-demand programs include Nursing, Education, Business, Biology, Psychology, and strong growth in Technical Trades (HVAC, Carpentry, Electrical, Welding, Plumbing/Pipefitting).
- Workforce-aligned certificates in Radiation Protection, Nuclear Operations Technology, Project Management, Phlebotomy, and Biotechnology support regional employer needs, especially LANL
- Balanced delivery model: in-person for hands-on learning; online for working adults (BSN, Business, Teacher Education); and distance options through newly equipped high-school classrooms.

Challenges and Opportunities

- Challenges include housing insecurity, financial barriers, transfer evaluation delays, and ensuring capacity as enrollment grows past 1,400.
- Major opportunities include expanding Trades pathways, leveraging LANL partnerships, scaling online programs, and strengthening re-entry pipelines for adults with prior credits.
- Planned investments (Watermark retention system, Coursedog scheduling analytics) will strengthen predictive interventions and improve retention toward NNMC's 75% target.

Western New Mexico University

(WNMU)

City: Silver City, NM

Website: wnmu.edu

Student/Faculty Ratio: 13 to 1

Tuition/Fees AY 2024-2025: \$6,140

Average Net Price AY 2022-2023: \$8,712

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	54	556
First-Time Freshmen	284	82
Lower Division Transfer	91	64
All Other Lower Division	277	195
Upper Division Transfer	43	33
All Other Upper Division	504	467
Non-Degree	1	75
Graduate	300	561
Total	1,554	2,033

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$17,457.6	\$0.0
State Appropriations	\$13,251.0	\$0.0
Local Appropriations/ Land Endowments	\$573.2	\$0.0
Other Instruction & General	\$20,166.6	\$0.0
Total Instruction and General	\$51,448.4	\$2,710.9
Research & Public Service	\$2,153.5	\$5,772.6
All Other Revenue	\$12,098.1	\$21,031.6
Total Revenue	\$65,700.1	\$26,804.3

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,246
	Yes	1,587
Out-of-State	No	288
	Yes	466

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$47,565.4	\$2,710.9
Research & Public Service	\$1,730.9	\$5,772.6
Student Aid Grants & Stipends	\$1,470.7	\$18,320.8
Other Expenditures	\$11,468.8	\$0.0
Total Expenditures	\$62,235.8	\$26,804.3

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	1,284	542	334	152
Native American	104	47	28	8
Black	64	65	24	6
Asian	15	10	6	1
White	680	318	219	78
Other	197	150	28	12
International	66	45	24	10
Total	2,410	1,177	663	267

WNMU: Strategic Enrollment Management Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach through increased high school visits, counselor engagement, dual credit partnerships, and targeted digital marketing.
- Strengthening transfer and international pipelines, including new MOUs in Mexico and improved CRM tracking for graduate and international applicants.
- Implementing AI-supported recruitment and automated follow-up to improve inquiry conversion and application completion.

Retention and Student Support Strategies

- Holistic supports including early alerts, Dropout Detective, tutoring, faculty mentorship, and proactive degree planning.
- Expanded wellness services through TimelyCare, HMS partnerships, and comprehensive basic-needs supports (food pantry, emergency aid).
- Targeted interventions for at-risk groups, including probation students, non-traditional online learners, and student-athletes.

Priority Populations and Equity Focus

- Serving predominantly first-generation, Hispanic, Native American, rural, and low-income students with flexible and culturally responsive supports.
- Expanding access for working adults through online, hybrid, and evening programs, plus wraparound services for parents and caregivers.
- Strengthening regional outreach to underrepresented communities through dual credit, workforce pathways, and community partnerships.

Academic Programs and Delivery Modalities

- High-demand programs include Nursing, Social Work, Education, Community & Workforce Development, and new Computer Science options
- Growth in short-term workforce certificates (CNA, phlebotomy, construction, pharmacy tech) aligned with regional employer needs.
- Delivery model combines in-person for hands-on programs with broad online and hybrid offerings for rural and working learners.

Challenges and Opportunities

- Challenges include enrollment declines related to a recent cyberattack, academic under-preparation, and financial/childcare barriers.
- Opportunities for growth in graduate programs, Deming site expansion, AI-supported recruitment, and workforce-aligned certificates.
- Strengthening transfer pipelines and transcript evaluation processes through new partnerships and liaison roles.

Branch Community Colleges

Eastern New Mexico University-Roswell (ENMU-RO)

Eastern New Mexico University-Ruidoso (ENMU-RU)

New Mexico State University-Alamogordo (NMSU-AL)

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

New Mexico State University-Grants (NMSU-GR)

University of New Mexico-Gallup (UNM-GA)

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

University of New Mexico-Taos (UNM-TA)

University of New Mexico-Valencia (UNM-VA)

Eastern New Mexico University-Roswell (ENMU-RO)

City: Roswell, NM
Website: roswell.enmu.edu
Student/Faculty Ratio: 18 to 1

Tuition/Fees AY 2024-2025: \$1,872
Average Net Price AY 2022-2023: \$6,635
[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024		
	Full-Time	Part-Time
HS Concurrent/Dual Credit	181	576
First-Time Freshmen	290	115
Lower Division Transfer	33	46
All Other Lower Division	384	458
Total	888	1,195

Student Headcount by Residency and Modality: Fall 2024		
	Fully Online	Headcount
In-State	No	1,437
	Yes	561
Out-of-State	No	35
	Yes	50

Revenue: FY 2024-2025 (Thousands)		
	Unrestricted	Restricted
Tuition and Fees	\$2,951.3	\$0.0
State Appropriations	\$15,962.5	\$0.0
Local Appropriations/ Land Endowments	\$1,433.5	\$0.0
Other Instruction & General	\$1,283.4	\$0.0
Total Instruction and General	\$21,630.7	\$5,450.0
Research & Public Service	\$715.2	\$5,041.0
All Other Revenue	\$360.5	\$11,150.0
Total Revenue	\$22,706.4	\$16,191.0

Expenditures: FY 2024-2025 (Thousands)		
	Unrestricted	Restricted
Instruction & General	\$19,819.4	\$5,450.00
Research & Public Service	\$740.3	\$5,041.0
Student Aid Grants & Stipends	\$203.4	\$5,650.0
Other Expenditures	-\$11.4	\$50.0
Total Expenditures	\$20,751.7	\$16,191

	Enrollment Demographics: Fall 2024		Degree Demographics: Fall 2024	
	Female	Male	Female	Male
Hispanic	803	423	112	97
Native American	23	15	9	10
Black	33	18	5	9
Asian	13	13	2	4
White	382	282	57	58
Other	44	33	5	15
International	---	1	---	1
Total	1,298	785	190	194

ENMU-RO: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Focusing recruitment within the local Geographic Area of Responsibility (GAR), emphasizing high school outreach, dual credit growth, and community presence across Chaves County.
- Expanding CRM-driven communication, including tour surveys, dual credit engagement, FAFSA/scholarship campaigns, and automated nudging to improve conversions and application file completion.
- Strengthening pipelines for traditional and non-traditional learners through local events, employer partnerships, updated marketing, and increased campus visits (including Explore Eastern twice yearly).

Retention and Student Support Strategies

- Robust academic and wraparound supports including the Math/English Labs, ESL Lab, TRIO and GPS initiatives, Veterans Center, food pantry, and enhanced midterm outreach (“Midterm Mania”).
- Data-driven early alerts, intrusive advising, and re-engagement strategies for at-risk, first-generation, and returning students, supported by Argos dashboards and CRM monitoring.
- Expanded student life and engagement through the Student Lounge, reorganized Learning Resource Center/Success Center, tutoring centers, and increased co-curricular assessment.

Priority Populations and Equity Focus

- Serving a predominantly Hispanic (56–60%), first-generation, and lower-income population, with targeted supports designed to reduce financial, academic, and basic-needs barriers.
- Special focus on Hispanic male persistence and at-risk students through targeted mentoring, intrusive advising, and early academic interventions.
- Outreach strategies tailored for dual credit students, adult learners, readmits, and veterans to support enrollment pathways and re-entry into credential programs.

Academic Programs and Delivery Modalities

- High-demand and workforce-aligned programs include Aviation Maintenance, Welding, Automotive, Nursing, and Agriculture, all experiencing strong growth and employer demand.
- Significant expansion underway in Aviation, Welding, and Nursing due to full enrollment, waitlists, and local industry needs—creating strong recruitment draw.
- Delivery model blends in-person instruction for technical programs with online options for general education, University Studies, and adult learners; flipped-classroom practices are expanding.

Challenges and Opportunities

- Barriers include financial insecurity, food/housing needs, mental health challenges, and transfer-credit processing delays.
- Enrollment opportunities include growing dual credit pipelines, high workforce demand in trades/health fields, and strong community partnerships.
- Continued investments in CRM analytics, degree maps, course scheduling tools, and restructured recruitment workflows will support steady growth and improved student outcomes.

Eastern New Mexico University-Ruidoso (ENMU-RU)

City: Ruidoso, NM

Website: Ruidoso.enmu.edu

Student/Faculty Ratio: 11 to 1

Tuition/Fees AY 2024-2025: \$1,272

Average Net Price AY 2022-2023: \$6,557

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	34	374
First-Time Freshmen	43	30
Lower Division Transfer	17	24
All Other Lower Division	60	136
Upper Division Transfer	4	5
All Other Upper Division	10	60
Non-Degree	3	13
Total	171	642

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$728.5	\$0.0
State Appropriations	\$2,765.8	\$0.0
Local Appropriations/ Land Endowments	\$1,697.6	\$0.0
Other Instruction & General	\$364.7	\$0.0
Total Instruction and General	\$5,556.5	\$2,442.5
Research & Public Service	\$365.6	\$955.3
All Other Revenue	\$349.9	\$3,540.3
Total Revenue	\$6,272.0	\$4,495.6

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	470
	Yes	302
Out-of-State	No	4
	Yes	37

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$4,875.0	\$2,442.5
Research & Public Service	\$304.8	\$955.3
Student Aid Grants & Stipends	\$96.9	\$1,097.8
Other Expenditures	\$403.5	\$0.0
Total Expenditures	\$5,680.1	\$4,495.6

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	206	102	118	23
Native American	81	65	17	5
Black	5	8	1	3
Asian	6	3	2	---
White	167	90	52	17
Other	34	22	15	6
International	21	3	---	---
Total	520	293	205	54

ENMU-RU: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across Lincoln County and the Mescalero Apache Tribe, with strong dual-credit pipelines from seven partner high schools and targeted adult-learner recruitment.
- Increasing enrollment in high-demand workforce programs (CNA, EMT, phlebotomy, cybersecurity, trades, CDL) through employer partnerships and career-focused marketing.
- Using virtual advising, bilingual outreach, and flexible scheduling to reach rural, Native American, veteran, and working adult populations.

Retention and Student Support Strategies

- Structured early-alert system via Canvas (2/4/6/8/10-week checkpoints), proactive advisor outreach, and a dedicated Retention Coordinator to support at-risk students.
- Comprehensive academic support through tutoring, writing assistance, expanded faculty engagement, and a redesigned advising model for persistence.
- Re-engagement initiatives such as “Reconnect to Complete,” employer partnerships for paid experience, and co-enrollment pathways with Adult Education.

Priority Populations and Equity Focus

- Serving a predominantly rural, first-generation, Hispanic, and Native American student population, including strong participation from the Mescalero Apache Tribe.
- Flexible online and hybrid pathways designed for adults balancing school with employment, childcare, or transportation challenges.
- Targeted persistence strategies for dual-credit transitions, adult learners returning with prior credits, and students in short-term workforce programs.

Academic Programs and Delivery Modalities

- High-demand programs include Early Childhood Education, Allied Health (CNA, EMT, phlebotomy, nursing pathways), Cybersecurity, Fire Science, Culinary, Welding, and CDL.
- Strong workforce alignment through partnerships with local hospitals, public safety agencies, school districts, and regional employers.
- Delivery model emphasizes online, hybrid, and HyFlex courses to ensure access for rural and tribal learners; hands-on programs remain in-person or lab-based.

Challenges and Opportunities

- Key barriers include transportation, housing insecurity, childcare needs, and work-school balance—especially for adult learners.
- Opportunities for growth include expanding Allied Health and CDL cohorts, increasing HyFlex delivery, and strengthening employer-aligned microcredentials.
- Rising dual-credit volume and returning adult enrollment provide a strong foundation for continued enrollment growth.

New Mexico State University-Alamogordo (NMSU-AL)

City: Alamogordo, NM

Website: Alamogordo.nmsu.edu

Student/Faculty Ratio: 13 to 1

Tuition/Fees AY 2024-2025: \$1,944

Average Net Price AY 2022-2023: \$7,038

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	2	142
First-Time Freshmen	92	151
Lower Division Transfer	11	59
All Other Lower Division	147	536
Non-Degree	1	23
Total	253	911

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	344
	Yes	724
Out-of-State	No	28
	Yes	68

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$1,809.1	\$0.0
State Appropriations	\$9,521.8	\$0.0
Local Appropriations/ Land Endowments	\$797.8	\$0.0
Other Instruction & General	\$176.8	\$0.0
Total Instruction and General	\$12,305.5	\$565.2
Research & Public Service	\$0.0	\$1,441.6
All Other Revenue	\$26.1	\$3,282.6
Total Revenue	\$12,331.6	\$4,724.2

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$9,845.4	\$565.2
Research & Public Service	\$0.0	\$1,441.6
Student Aid Grants & Stipends	\$1.3	\$2,717.4
Other Expenditures	\$5.6	\$0.0
Total Expenditures	\$9,852.3	\$4,724.2

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	414	191	36	11
Native American	26	8	1	---
Black	29	16	---	1
Asian	12	7	2	3
White	248	146	19	16
Other	33	18	3	2
International	14	2	---	---
Total	776	388	61	33

NMSU-AL: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across Otero County through community tabling (30 events, 1,482 contacts), high school visits, and revised registration processes supported by calling and text campaigns.
- Growing interest in healthcare and career/technical pathways, with strong enrollment in certificates and applied associate degrees and a second nursing cohort planned for AY26.
- Increasing visibility through program-specific videos, social media marketing, and targeted campaigns to support students with some college but no credential.

Retention and Student Support Strategies

- Comprehensive early-alert system in Navigate360, including faculty alerts, “hand raise” student self-referrals, and intrusive advising with early-semester check-ins.
- Embedded tutors, expanded academic advising, and redesigned operations in Student Services to improve response times and student experience.
- Increased course availability through renovated science facilities (online in 2025) and expanded late-afternoon and evening scheduling.

Priority Populations and Equity Focus

- Serving Otero County’s diverse rural population with accessible healthcare, engineering technology, and CTE pathways that align with local economic needs.
- Outreach and support strategies (calls, texts, walk-in support, program videos) designed to reach first-generation students, Pell-eligible students, and adult learners.
- Dual credit partnerships with Alamogordo and Tularosa high schools, with plans to restore outreach to Cloudcroft as staffing stabilizes.

Academic Programs and Delivery Modalities

- High-demand programs include Nursing, Allied Health, Business Management, Welding, and Engineering Technology, all aligned with local employer needs.
- Nursing expansion expected to increase student credit hours by 10% annually, building on strong first-year growth.
- Delivery model combines strong in-person healthcare/CTE pathways with continued online general education offerings; online share expected to decline as CTE and nursing continue to grow.

Challenges and Opportunities

- Barriers include academic under-preparation, limited classroom space during renovations, staffing shortages, and economic challenges faced by local students.
- Opportunities include increased workforce demand in healthcare and CTE, renovated science facilities, expanded evening scheduling, and improved registration and advising workflows.
- Strengthening dual credit outreach, community partnerships, and campus visibility continues to support enrollment growth.

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

City: Las Cruces, NM
Website: dacc.nmsu.edu
Student/Faculty Ratio: 20 to 1

Tuition/Fees AY 2024-2025: \$1,644
Average Net Price AY 2022-2023: \$6,212
[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024		
	Full-Time	Part-Time
HS Concurrent/Dual Credit	174	718
First-Time Freshmen	1,023	992
Lower Division Transfer	83	154
All Other Lower Division	1,544	2,426
Non-Degree	2	67
Total	2,826	4,357

Student Headcount by Residency and Modality: Fall 2024		
	Fully Online	Headcount
In-State	No	3,948
	Yes	2,498
Out-of-State	No	417
	Yes	320

Revenue: FY 2024-2025 (Thousands)		
	Unrestricted	Restricted
Tuition and Fees	\$12,413.9	\$0.0
State Appropriations	\$32,914.1	\$0.0
Local Appropriations/ Land Endowments	\$4.0	\$0.0
Other Instruction & General	\$8,246.0	\$0.0
Total Instruction and General	\$53,577.9	\$5,090.6
Research & Public Service	\$205.3	\$1,395.1
All Other Revenue	\$1,717.2	\$28,828.3
Total Revenue	\$55,500.4	\$30,223.4

Expenditures: FY 2024-2025 (Thousands)		
	Unrestricted	Restricted
Instruction & General	\$48,299.8	\$5,090.6
Research & Public Service	\$1,501.3	\$1,395.1
Student Aid Grants & Stipends	\$436.2	\$23,706.0
Other Expenditures	\$543.3	\$31.6
Total Expenditures	\$50,780.6	\$30,223.4

	Enrollment Demographics: Fall 2024		Degree Demographics: Fall 2024	
	Female	Male	Female	Male
Hispanic	3,385	2,008	584	408
Native American	69	28	10	3
Black	69	73	9	18
Asian	33	21	9	5
White	601	533	123	135
Other	123	92	30	26
International	89	59	30	17
Total	4,369	2,814	795	612

NMSU-DA: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding digital-first outreach with targeted Google/Meta/OTT campaigns, bilingual messaging, and geo-fenced ads to reach Hispanic, rural, and adult learners across Doña Ana County.
- Strengthening high school pipelines through dual credit advising, parent engagement, FAFSA workshops, and counselor partnerships; dual credit consistently represents 12–13% of headcount.
- Increasing recruitment of adults (25+) and students with some college–no credential through community partnerships, library outreach, employer engagement, and the Adult Learner Committee.

Retention and Student Support Strategies

- Proactive supports including Navigate360 early alerts, early performance grades, intrusive advising, embedded tutors, and expanded 8-week/short-term class options.
- Comprehensive academic and wraparound services: ARC tutoring, VLIT tech support, Financial Wellness, Excelencia Pathways mentoring, veterans' services, and mental health/basic-needs assistance (AVANZA, Comfort Casita pantry).
- Multi-campus and virtual service model ensures advising, financial aid, tutoring, and wellness supports reach students at East Mesa, Espina, Sunland Park, Gadsden, Chaparral, and online.

Priority Populations and Equity Focus

- Serving a predominantly Hispanic (76%), bilingual, and high-poverty region; strategies emphasize culturally relevant outreach, Spanish-language communication, and flexible access points.
- Targeted supports for part-time, nontraditional, and South County students, including extended service hours, mobile outreach, and campus-specific resource access.
- Special focus on adult learners (25+) and Pell-eligible students through tailored advising, credit-recovery pathways, and targeted financial-aid communication.

Academic Programs and Delivery Modalities

- High-demand programs in Health Sciences (Nursing, Allied Health, Dental, Respiratory Therapy), Creative Media, Education/Early Childhood, Public Services, and Commercial Technologies (HVAC, Welding, Automotive, Water Tech).
- Strong transfer pathways through Associate of Arts/Science degrees; seven of the top 25 NMSU majors selected by transfer students come from these programs.
- Delivery model blends in-person, online, and hybrid modalities; online share decreased from 62% (2021) to 35% (2024) as hands-on and workforce programs expanded.

Challenges and Opportunities

- Barriers include part-time enrollment patterns, housing/food insecurity, variable online success rates, and limited academic support during nontraditional hours.
- Opportunities include major workforce demand in healthcare, trades, creative media, and digital technologies; expanded program review will guide growth and potential program sunset decisions.
- Strengthening completion—DACC's "wildly important goal"—through enhanced graduation campaigns, early momentum tracking, and faculty professional development focused on online learning and student engagement.

New Mexico State University-Grants (NMSU-GR)

City: Grants, NM

Website: grants.nmsu.edu

Student/Faculty Ratio: 18 to 1

Tuition/Fees AY 2024-2025: \$1,944

Average Net Price AY 2022-2023: \$9,277

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	9	108
First-Time Freshmen	73	107
Lower Division Transfer	10	30
All Other Lower Division	88	326
Non-Degree	---	4
Total	180	575

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	178
	Yes	537
Out-of-State	No	4
	Yes	36

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$1,221.1	\$0.0
State Appropriations	\$5,061.4	\$0.0
Local Appropriations/ Land Endowments	\$0.3	\$0.0
Other Instruction & General	\$590.6	\$0.0
Total Instruction and General	\$6,873.4	\$882.4
Research & Public Service	\$0.0	\$126.1
All Other Revenue	\$20.8	\$2,833.7
Total Revenue	\$6,894.1	\$2,959.8

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$5,308.5	\$882.4
Research & Public Service	\$3.8	\$126.1
Student Aid Grants & Stipends	\$39.4	\$1,951.3
Other Expenditures	\$9.7	\$0.0
Total Expenditures	\$5,375.1	\$2,959.8

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	270	109	45	12
Native American	141	57	27	11
Black	11	8	1	---
Asian	2	---	---	---
White	72	44	21	5
Other	18	7	3	1
International	11	5	3	1
Total	525	230	100	30

NMSU-GR: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across Cibola County schools (Grants, Laguna-Acoma, Tse’Yi’Gai), with increased counselor collaboration, dual-enrollment advising, and family-centered recruitment events.
- Strengthening community-based recruitment through partnerships with local employers, tribal communities, adult education centers, and organizations like CYF and CYFD.
- Increasing application and yield through CRM-driven campaigns, FAFSA and scholarship workshops, and targeted communication with adults (25+), returning students, and working learners.

Retention and Student Support Strategies

- Early-alert system via Navigate360, proactive advisor check-ins, and “intrusive advising” for probation, new students, and returning adults.
- Expanded academic supports including tutoring, writing help, embedded course support, and supplemental instruction, with flexible virtual access for rural students.
- Enhanced wraparound supports—food pantry, mental health connections, basic-needs referral network, veterans services, and targeted support for Native American and Hispanic learners.

Priority Populations and Equity Focus

- Serving a predominantly Hispanic, Native American, rural, and first-generation population, with culturally responsive advising and bilingual communication.
- Strong focus on adult learners, especially those balancing work, childcare, transportation, and financial insecurity.
- Supports for dual credit, veterans, and students in high-need areas including mining, healthcare, public safety, and tribal communities.

Academic Programs and Delivery Modalities

- High-demand programs include Nursing (PN/LPN), Allied Health, Welding, Automotive Technology, Criminal Justice, Business, Education, and STEM/Engineering pathways.
- New or expanding offerings include the re-launched Nursing Assistant (CNA) program and growing interest in short-term workforce certificates.
- Delivery model includes in-person technical and healthcare courses, online general education, and hybrid options to support rural and tribal learners.

Challenges and Opportunities

- Challenges include financial barriers, transportation limitations, childcare constraints, and academic under-preparation among incoming students.
- Opportunities include workforce demand in mining, healthcare, welding, education, and public safety, as well as growth in CNA, Allied Health, and CTE pathways.
- Strengthened partnerships with tribes, local employers, and regional high schools support long-term enrollment growth and improved student transitions.

University of New Mexico-Gallup

(UNM-GA)

City: Gallup, NM

Website: gallup.unm.edu

Student/Faculty Ratio: 13 to 1

Tuition/Fees AY 2024-2025: \$1,682

Average Net Price AY 2022-2023: \$4,750

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	233	630
First-Time Freshmen	116	105
Lower Division Transfer	16	94
All Other Lower Division	288	882
Non-Degree	---	59
Total	653	1,770

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$2,682.4	\$0.0
State Appropriations	\$12,458.8	\$0.0
Local Appropriations/ Land Endowments	\$2,230.1	\$0.0
Other Instruction & General	\$433.2	\$0.0
Total Instruction and General	\$17,804.5	\$87.4
Research & Public Service	\$196.5	\$2,110.5
All Other Revenue	\$995.5	\$87.4
Total Revenue	\$18,996.5	\$2,197.9

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,516
	Yes	672
Out-of-State	No	136
	Yes	99

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$15,611.6	\$87.4
Research & Public Service	\$108.7	\$1,610.5
Student Aid Grants & Stipends	\$193.5	\$0.0
Other Expenditures	\$968.4	\$0.0
Total Expenditures	\$16,882.2	\$1,697.9

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	418	223	41	26
Native American	806	445	154	86
Black	15	12	2	---
Asian	27	28	10	11
White	149	115	10	6
Other	65	84	8	8
International	11	25	5	4
Total	1,491	932	230	141

UNM-GA: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across McKinley County, Navajo Nation, and Zuni Pueblo through high school partnerships, early college programs, dual/concurrent enrollment, and community-based recruitment.
- Implementing the TargetX CRM to improve inquiry tracking, automate communication, strengthen territory-based outreach, and reconnect adults with some college-no credential.
- Increasing FAFSA and scholarship filing support through on-campus, school-based, and weekend workshops to improve access and yield.

Retention and Student Support Strategies

- Centralized advising and intrusive case management via the Student Success Center, supported by degree audits, mandatory orientations, and regular progress monitoring.
- Early-alert system at weeks 4/10/12 with advisor intervention, follow-up to faculty, and referrals to academic, social, and basic needs supports.
- Reorganized academic support through the Center for Academic Learning and the Student Resource Center, providing tutoring, accessibility services, veterans support, crisis intervention, and basic-needs assistance.

Priority Populations and Equity Focus

- Serving a predominantly American Indian (67%) and Hispanic student population, with culturally responsive advising, peer mentoring, and the new Native American Student Success Center.
- Focus on dual-credit high school students, part-time commuters, and nontraditional adult learners balancing work, childcare, and family responsibilities.
- Tailored supports for veterans, first-generation students, and students facing housing, transportation, and financial insecurity.

Academic Programs and Delivery Modalities

- High-demand and newly launched programs include AAS in Fire Science, Practical Nursing, Phlebotomy, Community Health, Business and Tourism Certificates, Alternative Teacher Licensure, and the new Law Enforcement Academy.
- Workforce-aligned programming responds to regional needs in healthcare, education, emergency services, and industry.
- Delivery model emphasizes in-person instruction due to limited broadband access, with online options available for flexibility and adult learners.

Challenges and Opportunities

- Barriers include transportation, family obligations, economic insecurity, academic under-preparation, and limited capacity due to staffing constraints.
- Major opportunities include increased dual credit demand (15% increase from 2023-24), growth in American Indian and Hispanic enrollment, and new workforce programs in fire science, healthcare, and law enforcement.
- CRM implementation, faculty collaboration on course sequencing, and strengthened community partnerships support long-term enrollment growth.

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

City: Los Alamos, NM
Website: losalamos.unm.edu
Student/Faculty Ratio: 11 to 1

Tuition/Fees AY 2024-2025: \$1,968
Average Net Price AY 2022-2023: \$10,663
[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024		
	Full-Time	Part-Time
HS Concurrent/Dual Credit	---	115
First-Time Freshmen	21	64
Lower Division Transfer	10	74
All Other Lower Division	33	650
Non-Degree	---	35
Total	64	938

Student Headcount by Residency and Modality: Fall 2024		
	Fully Online	Headcount
In-State	No	231
	Yes	681
Out-of-State	No	12
	Yes	78

Revenue: FY 2024-2025 (Thousands)		
	Unrestricted	Restricted
Tuition and Fees	\$984.3	\$0.0
State Appropriations	\$2,602.4	\$0.0
Local Appropriations/ Land Endowments	\$1,836.3	\$0.0
Other Instruction & General	\$254.9	\$0.0
Total Instruction and General	\$5,677.9	\$10.8
Research & Public Service	\$1.7	\$1,391.1
All Other Revenue	\$105.2	\$10.8
Total Revenue	\$5,784.9	\$1,401.9

Expenditures: FY 2024-2025 (Thousands)		
	Unrestricted	Restricted
Instruction & General	\$4,214.5	\$10.8
Research & Public Service	\$9.7	\$1,391.1
Student Aid Grants & Stipends	\$19.3	\$0.0
Other Expenditures	\$40.7	\$0.0
Total Expenditures	\$4,284.1	\$1,401.9

	Enrollment Demographics: Fall 2024		Degree Demographics: Fall 2024	
	Female	Male	Female	Male
Hispanic	297	208	22	14
Native American	34	22	4	1
Black	16	15	---	---
Asian	17	11	1	1
White	151	162	4	11
Other	22	28	---	1
International	7	12	1	---
Total	544	458	32	28

UNM-LA: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across Los Alamos, Jemez Valley, Walatowa, and Cuba through strengthened dual-credit pathways, increased advisor presence in high schools, and clearer dual-credit application/onboarding processes.
- Targeting adult learners and working professionals through partnerships with LANL, community organizations, and expanded continuing-education/workforce offerings (ECE, CNA, IT/cybersecurity, welding).
- Using demographic data, workforce trends, and counselor feedback to tailor recruitment, with special attention to growing mechanical engineering and early childhood pipelines.

Retention and Student Support Strategies

- Early-alert system supported by academic advisors, case management, cohort advising groups, and individualized probation success plans.
- Expanded academic supports through the Academic Support Center, tutoring, workshops, online orientation, and increased in-person and hybrid course availability as facilities reopen.
- Strengthening student engagement & basic-needs supports through welcome events, resource fairs, skill workshops, FAFSA help, and development of a campus food pantry.

Priority Populations and Equity Focus

- Serving a diverse regional population (63% minority; large Hispanic cohort) with culturally responsive advising, flexible scheduling, hybrid orientation, and bilingual communication.
- Focus on part-time students (92% of enrollment), adult learners, dual-credit transition students, and LANL employees seeking upskilling.
- Expanded supports for students balancing work, childcare, transportation, and broadband constraints through online options, hybrid NSO, and evening/weekend schedules.

Academic Programs and Delivery Modalities

- High-demand programs include Mechanical Engineering (BSME), Early Childhood Education, CNA/Allied Health, IT/Cybersecurity, and Welding, aligned with LANL and regional workforce needs.
- BSME serves 90+ students, over half of whom are LANL employees; ECE certificate/associate programs address regional childcare shortages and school district demand.
- Balanced modality model (40% in-person / 60% online), with in-person expanding as facilities reopen; online remains essential for working adults and rural students.

Challenges and Opportunities

- Barriers include heavy part-time enrollment, work/family obligations, limited broadband/technology access, academic under-preparation, and low orientation attendance.
- Opportunities include LANL-driven workforce demand (engineering, IT, ECE), improved dual-credit pipelines, expanded hybrid/in-person offerings, and new student-support infrastructure (food pantry, Career Center).
- Program review and Academic Master Plan will guide new program development (AEMT, engineering tech, additional allied health) to align with employer needs.

University of New Mexico-Taos

(UNM-TA)

City: Ranchos de Taos, NM

Website: taos.unm.edu

Student/Faculty Ratio: 15 to 1

Tuition/Fees AY 2024-2025: \$1,872

Average Net Price AY 2022-2023: \$8,587

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	5	425
First-Time Freshmen	57	75
Lower Division Transfer	15	68
All Other Lower Division	62	494
Non-Degree	9	118
Total	148	1,180

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	841
	Yes	426
Out-of-State	No	22
	Yes	39

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$1,186.6	\$0.0
State Appropriations	\$6,271.7	\$0.0
Local Appropriations/ Land Endowments	\$2,863.9	\$0.0
Other Instruction & General	\$1,041.3	\$0.0
Total Instruction and General	\$11,363.4	\$82.2
Research & Public Service	\$739.8	\$4,480.8
All Other Revenue	\$120.5	\$82.2
Total Revenue	\$12,223.7	\$4,563.1

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$9,923.7	\$82.2
Research & Public Service	\$832.8	\$4,480.9
Student Aid Grants & Stipends	\$83.1	\$0.0
Other Expenditures	\$115.2	\$0.0
Total Expenditures	\$10,954.8	\$4,563.1

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	481	247	76	24
Native American	54	25	8	2
Black	7	7	1	---
Asian	12	5	2	---
White	263	155	23	10
Other	46	23	7	1
International	2	1	---	---
Total	865	463	117	37

UNM-TA: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Prioritizing outreach across Taos and Colfax counties, Taos and Picuris Pueblos, and surrounding areas (Santa Fe, Rio Arriba), with targeted engagement of adult learners, males, Native American students, and dual credit populations.
- Strengthening on-site recruitment through community events, high school partnerships, Taos Pueblo MOU, industry-based events (e.g., CDL recruitment at Taos Pueblo), and expanded use of the TargetX CRM for real-time tracking and follow-up.
- Increasing visibility and re-engagement of home students through targeted campaigns, strategic messaging, and course scheduling that prioritizes local enrollment.

Retention and Student Support Strategies

- Mandatory advising, early alerts, mid-semester check-ins, and proactive registration outreach to improve persistence and reduce stop-outs
- Strengthened academic support through CASA tutoring, TRIO-SSS, disability services, skill workshops, and data-informed interventions.
- Expanded wraparound services—including the Thrive Resource Center, mental health referrals, transportation support, Indigenous outreach, and flexible course modalities—to remove common barriers.

Priority Populations and Equity Focus

- Focus on Native American students (11% of enrollment) through the new Taos Pueblo partnership, Indigenous Outreach Coordinator, culturally responsive advising, and co-located supports in Taos Pueblo
- Adult learners (majority part-time) targeted through flexible scheduling, short-term certificates, employer partnerships, and funding supports (Opportunity Scholarship, GRO-funded training).
- Intentional outreach to underserved groups—first-generation, Pell-eligible, Hispanic, and rural students—via targeted advising, community partnerships, and data-informed intervention strategies.

Academic Programs and Delivery Modalities

- High-demand programs include Allied Health (EMT, Phlebotomy, Medical Assistant), Construction Technology, CDL A/B, Fiber Optics/Microgrid, Culinary, Early Childhood, FDMA, and other CTE pathways.
- Major expansion opportunities tied to the Armory Workforce Center, enabling fourfold growth in FDMA, Construction, CDL, and related trades.
- Delivery model blends in-person (healthcare/CTE), hybrid, and online; online sections remain essential for working adults, while face-to-face strengthens campus connection and student outcomes.

Challenges and Opportunities

- Challenges include transportation, financial aid limits (90-credit cap), limited vocational facilities, heavy part-time enrollment, childcare/work obligations, and workforce constraints in the region.
- Opportunities include workforce-aligned program growth (film, fiber optics, microgrid, healthcare, CDL), expanded dual credit demand, and strengthened tribal and employer partnerships.
- CRM implementation, strategic course scheduling giving priority to home students, and regional workforce collaborations position UNM-Taos for continued enrollment growth.

University of New Mexico-Valencia

(UNM-VA)

City: Los Lunas, NM

Website: Valencia.unm.edu

Student/Faculty Ratio: 13 to 1

Tuition/Fees AY 2024-2025: \$1,788

Average Net Price AY 2022-2023: \$8,034

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	22	700
First-Time Freshmen	53	230
Lower Division Transfer	8	130
All Other Lower Division	108	1,286
Non-Degree	---	72
Total	191	2,418

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$1,652.3	\$0.0
State Appropriations	\$8,113.8	\$0.0
Local Appropriations/ Land Endowments	\$3,969.0	\$0.0
Other Instruction & General	\$516.7	\$0.0
Total Instruction and General	\$14,251.8	\$249.9
Research & Public Service	\$66.9	\$2,767.3
All Other Revenue	\$609.8	\$268.7
Total Revenue	\$14,928.5	\$3,036.1

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$12,089.7	\$249.9
Research & Public Service	\$57.9	\$2,767.3
Student Aid Grants & Stipends	\$279.0	\$0.0
Other Expenditures	\$604.7	\$18.8
Total Expenditures	\$13,031.4	\$3,036.1

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	1,004	617	77	29
Native American	96	38	3	2
Black	21	26	---	1
Asian	24	20	---	1
White	340	267	20	12
Other	72	54	3	2
International	7	23	1	---
Total	1,564	1,045	104	47

UNM-VA: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across Valencia, Socorro, and Torrance Counties by embedding advisors in high schools, increasing recruiter visits, and strengthening intentional dual-credit pathways.
- Aligning recruitment with workforce demand—especially health sciences—due to the county's first hospital opening and continued employer need in trades, automotive technology, and OSHA safety training.
- Leveraging improved onboarding, targeted messaging, and CRM tools (TargetX) to support steady enrollment growth and increase the share of recent high school graduates and adult learners.

Retention and Student Support Strategies

- Implementing the Academic Success Coach model, early-alert systems in LoboAchieve, and integrated “First Stop” one-stop services to address academic issues quickly and reduce stop-outs.
- Mandatory New Student Orientation ensures all students receive advising, financial aid guidance, and early connection to success teams, including dedicated weekend sessions for adult learners.
- Multi-channel outreach (text, social media, phone) and proactive scheduling support ensure students receive timely interventions and resource referrals.

Priority Populations and Equity Focus

- Serving a broad regional population including dual-credit students, recent high school graduates, adult learners, and residents of rural and low-income communities in Valencia, Socorro, and Torrance Counties.
- Targeting dual-credit students through embedded advisors and strengthened career-aligned pathways via the PASOS grant, supporting a smoother transition into degree programs.
- Expanding FAFSA assistance, career support, and culturally responsive advising for first-generation, low-income, and returning adult students.

Academic Programs and Delivery Modalities

- Growing programs aligned with regional labor needs—including Nursing, Allied Health, Construction, Welding, Automotive Technology, OSHA training, and short-term workforce certificates.
- Preparing for increased demand in health sciences due to the new Valencia County hospital, prompting expansion of aligned credit and non-credit offerings.
- Flexible learning via in-person, hybrid, and online courses supports working adults, degree completers, and UNM Main students who enroll in Valencia sections.

Challenges and Opportunities

- Dual-credit policy changes and declining enrollment at major feeder high schools create uncertainty in the early-college pipeline.
- Workforce gaps remain in areas like renewable energy, advanced manufacturing, and IT, requiring continued program development and curriculum updates.
- Opportunities include rising local population, strong employer partnerships, and demand for healthcare and skilled trades, positioning UNM-Valencia for continued enrollment growth through 2027.

Independent Community Colleges

Central New Mexico Community College (CNM)

Clovis Community College (CCC)

Luna Community College (LCC)

Mesalands Community College (MCC)

New Mexico Junior College (NMJC)

New Mexico Military Institute (NMMI)

San Juan College (SJC)

Santa Fe Community College (SFCC)

Southeast New Mexico College (SENMC)

Central New Mexico Community College (CNM)

City: Albuquerque, NM

Website: cnm.edu

Student/Faculty Ratio: 21 to 1

Tuition/Fees AY 2024-2025: \$1,632

Average Net Price AY 2022-2023: \$4,961

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	131	3,487
First-Time Freshmen	1,300	1,499
Lower Division Transfer	428	696
All Other Lower Division	2,699	8,696
Non-Degree	11	457
Total	4,569	14,835

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	8,001
	Yes	9,655
Out-of-State	No	696
	Yes	1,052

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$30,053.7	\$0.0
State Appropriations	\$81,783.3	\$8,341.1
Local Appropriations/ Land Endowments	\$71,058.6	\$0.0
Other Instruction & General	\$4,428.4	\$28,544.4
Total Instruction and General	\$187,324.0	\$36,885.6
Research & Public Service	\$55.5	\$433.1
All Other Revenue	\$1,354.0	\$69,626.6
Total Revenue	\$188,733.5	\$70,059.7

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$173,234.4	\$36,884.6
Research & Public Service	\$176.0	\$433.1
Student Aid Grants & Stipends	\$1,993.6	\$32,183.7
Other Expenditures	\$28,544.4	\$558.3
Total Expenditures	\$176,300.6	\$70,059.7

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	7,214	3,994	2,543	1,300
Native American	786	376	292	127
Black	281	271	80	55
Asian	255	190	84	79
White	2,647	2,168	961	740
Other	628	537	191	130
International	26	31	7	1
Total	11,837	7,567	4,158	2,432

CNM: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach across Bernalillo and Sandoval Counties through high school counselor engagement, dual-credit recruitment, and targeted communication campaigns.
- Aligning recruitment to Albuquerque's major workforce sectors—healthcare, advanced manufacturing/renewable energy, IT/cybersecurity, aviation/aerospace, and film/media—shaping program development and messaging.
- Strengthening application-to-enrollment conversion via Navigators, Enrollment Palooza events, FAFSA campaigns, Motimatic outreach, and improved CRM-driven communication.

Retention and Student Support Strategies

- Early-alert systems, redesigned advising structures (Navigators for new learners; advisors for at-risk students), and proactive outreach before each term to keep students on track.
- Expanded basic-needs supports including multiple food pantries, wellness and mental-health services, and increased student engagement activities across campuses.
- Workforce and Community Success workshops, tutoring expansion, and improved data dashboards guide timely interventions and academic progress checks.

Priority Populations and Equity Focus

- Serving a diverse metropolitan population, including recent high school graduates, adult learners, dual-credit students, and students seeking short-term training rather than degrees.
- Targeted support for Pell-eligible, first-generation, and underprepared students through flexible scheduling, competency-based options, and Credit for Prior Learning.
- Outreach tailored to students balancing work, family, childcare, and transportation constraints, with evening/weekend courses and CNM My Way flexible pathways.

Academic Programs and Delivery Modalities

- Scaling high-demand programs aligned with workforce needs, including healthcare, skilled trades, public safety, IT/cybersecurity, film, and advanced manufacturing.
- Expanding evening, weekend, and accelerated formats; CBE programs enabling 4–15 week completion; and targeted growth of short-term workforce certificates.
- Balanced delivery model: in-person for hands-on programs, Online College/OER courses for flexibility, and hybrid options supporting working adults.

Challenges and Opportunities

- Barriers include limited funding to meet diverse student needs, students' competing family/work demands, and academic under-preparation impacting persistence.
- Opportunities include strong industry partnerships, major regional investments in solar manufacturing, IT, and healthcare, and cross-enterprise initiatives (Learner Supports, Learner-Centered Experience, Data & Systems).
- Dual-credit shifts, financial aid eligibility issues (Opportunity Scholarship GPA), and mental-health needs require continued structural and advising adaptations.

Clovis Community College (CCC)

City: Clovis, NM

Website: clovis.edu

Student/Faculty Ratio: 14 to 1

Tuition/Fees AY 2024-2025: \$1,152

Average Net Price AY 2022-2023: \$5,167

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	112	566
First-Time Freshmen	123	202
Lower Division Transfer	28	80
All Other Lower Division	283	647
Non-Degree	4	536
Total	550	2,031

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,522
	Yes	717
Out-of-State	No	198
	Yes	144

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$2,700.5	\$0.0
State Appropriations	\$14,037.4	\$0.0
Local Appropriations/ Land Endowments	\$2,007.8	\$0.0
Other Instruction & General	\$355.6	\$0.0
Total Instruction and General	\$19,101.3	\$1,746.5
Research & Public Service	\$1,034.2	\$2,485.0
All Other Revenue	\$130.5	\$7,314.9
Total Revenue	\$20,265.9	\$9,799.9

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$19,028.7	\$1,746.5
Research & Public Service	\$765.1	\$2,485.0
Student Aid Grants & Stipends	\$86.1	\$5,568.3
Other Expenditures	\$0.0	\$0.0
Total Expenditures	\$20,195.3	\$9,799.9

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	809	345	315	117
Native American	8	5	---	1
Black	74	31	23	5
Asian	19	13	6	4
White	721	401	203	92
Other	54	47	23	23
International	44	10	11	5
Total	1,729	852	581	247

CCC: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expanding outreach through high school senior presentations, dual-credit partnerships, postcards to recent graduates, and increased social media and marketing campaigns.
- Re-engagement of lapsed students via texting campaigns, home visits (25–35% return rate), and satellite registration events that bring enrollment services into rural communities.
- Leveraging data dashboards, program demand trends, and regional workforce needs to guide targeted recruitment in healthcare, trades, IT, and transfer pathways.

Retention and Student Support Strategies

- Starfish early alerts with four progress surveys per term, coordinated advisor outreach, and embedded faculty-driven interventions (e.g., ATD Faculty Toolkit).
- Holistic supports addressing food insecurity, transportation, emergency aid, mental health, and accommodations through OARS, Tutoring, and Writing Centers.
- New Student Orientation for gateway courses, proactive faculty referrals, and cross-departmental data review to quickly identify at-risk students.

Priority Populations and Equity Focus

- Serving rural eastern NM and west Texas, including first-generation, economically disadvantaged, military-affiliated, adult learners, and dual-credit students.
- Targeted support for groups with lower retention/completion—Black, American Indian, first-generation students, and those not completing FAFSA.
- Increased outreach through community events, high-school presentations, and technology-enabled access (ZoomTech, hybrid, mixed-mode) for remote learners.

Academic Programs and Delivery Modalities

- High-impact programs include Allied Health (Nursing, Rad Tech, PTA, CNA), Occupational Technology (Automotive, Welding, Cosmetology, Industrial Tech), Teacher Education, and Computer Information Systems.
- Flexible modalities—face-to-face labs, asynchronous online, live online, hybrid, mixed-mode, and ZoomTech—expand access for working adults, military students, and rural schools.
- Programs aligned directly with regional workforce needs in healthcare, skilled trades, teaching, logistics/IT, and early-pathway dual-credit pipelines.

Challenges and Opportunities

- Barriers include low FAFSA completion, financial insecurity, work/family demands, transportation issues, and academic under-preparation in gateway courses.
- Opportunities include strong partnerships with Cannon AFB, regional employers, rural high schools, and expansion into high-demand sectors (healthcare, trades, IT).
- Need for improved transfer clarity, articulation updates, intrusive advising, and better employment outcomes data beyond self-reported surveys.

Luna Community College (LCC)

City: Las Vegas, NM

Website: luna.edu

Student/Faculty Ratio: 13 to 1

Tuition/Fees AY 2024-2025: \$1,224

Average Net Price AY 2022-2023: \$7,962

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	5	209
First-Time Freshmen	103	38
Lower Division Transfer	---	---
All Other Lower Division	127	163
Non-Degree	18	80
Total	253	490

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	465
	Yes	245
Out-of-State	No	5
	Yes	28

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$1,247.5	\$0.0
State Appropriations	\$9,750.9	\$0.0
Local Appropriations/ Land Endowments	\$2,255.0	\$0.0
Other Instruction & General	\$53.0	\$0.0
Total Instruction and General	\$13,306.4	\$3,034.4
Research & Public Service	\$201.0	\$330.9
All Other Revenue	\$541.7	\$10,364.3
Total Revenue	\$14,049.1	\$10,695.2

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$11,436.3	\$1,725.7
Research & Public Service	\$291.4	\$330.9
Student Aid Grants & Stipends	\$37.1	\$6,998.9
Other Expenditures	\$774.2	\$0.0
Total Expenditures	\$12,539.1	\$9,055.6

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

Degree Demographics: Fall 2024

Total degrees produced, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	365	238	71	33
Native American	6	9	---	2
Black	5	4	---	---
Asian	2	4	---	1
White	45	54	8	5
Other	5	6	---	1
International	---	---	---	---
Total	428	315	79	42

LCC: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Strengthening outreach in the four-county service region through high-school visits, college nights, counselor days, campus tours, and expanded digital/print marketing, including contracted social media campaigns.
- Rebuilding pipelines through the Rough Rider Mentorship & Summer Bridge Program, renewed dual-credit partnerships, and increased community-based recruitment events.
- Streamlining admissions (removal of transcript requirements, cross-training staff, improved onboarding) and preparing future CRM implementation through CHESS/Workday.

Retention and Student Support Strategies

- Early-alert reporting at 4/8/12 weeks with coordinated follow-up from Student Success Specialists, proactive advising, embedded tutoring, and expanded ACE Lab services.
- One-stop student support model, increased mental-health resources (including TimelyCare), campus food pantry (Tienditas), transportation/technology improvements, and revived student life activities.
- Course scheduling flexibility—night/weekend offerings, more online and hybrid options—and peer mentoring, orientation enhancements, and regular registration/outreach campaigns.

Priority Populations and Equity Focus

- Focus on traditional and non-traditional learners, including adult learners, HiSET completers, working students, displaced workers, and communities impacted by wildfire and flooding.
- Continued recruitment and support for dual-credit students across Las Vegas, Mora, Springer, Santa Rosa, and surrounding rural schools, with online dual-credit expansion.
- Commitment to DEI through restructuring programs, culturally relevant community education (e.g., Adobe House Project), and support for underrepresented genders in specific fields.

Academic Programs and Delivery Modalities

- Expansion of workforce-aligned programs including EMT, Film Industry, Land & Restoration, Fire Science, Surgical Technology, Building Technology, and Community Health Worker training.
- Development of stackable micro-credentials and industry certifications in Welding, Automotive, Construction (NCCER), and other CTE pathways to accelerate employability.
- Significant growth in asynchronous online offerings, hybrid options, and regional course access via satellite sites and community education programming.

Challenges and Opportunities

- Persistent enrollment pressure from declining regional population, reduced high school class sizes, and ongoing disaster-related impacts (fire, flood, displacement).
- Limited data/technology capacity until Workday implementation in 2027; need for improved analytics, CRM functions, and automated student tracking.
- Opportunities through employer partnerships, adult-learner financial support (WIN & Displaced Worker grants), wildfire-resiliency programming, and increased demand for short-term workforce training.

Mesalands Community College (MCC)

City: Tucumcari, NM

Website: mesalands.edu

Student/Faculty Ratio: 12 to 1

Tuition/Fees AY 2024-2025: \$1,512

Average Net Price AY 2022-2023: \$11,423

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	1	142
First-Time Freshmen	38	102
Lower Division Transfer	23	117
All Other Lower Division	25	88
Non-Degree	5	22
Total	92	471

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees		
State Appropriations		
Local Appropriations/ Land Endowments		
Other Instruction & General		
Total Instruction and General		
Research & Public Service		
All Other Revenue		
Total Revenue		

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General		
Research & Public Service		
Student Aid Grants & Stipends		
Other Expenditures		
Total Expenditures		

Enrollment Demographics: Fall 2024

	Female	Male	Female	Male
Total students enrolled, sorted by gender and race/ethnicity.				
Hispanic	98	170	16	63
Native American	6	14	1	4
Black	3	17	1	8
Asian	1	1	---	---
White	75	151	22	40
Other	11	16	4	10
International	---	---	---	2
Total	194	369	44	127

MCC: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Strengthening regional outreach through high-school partnerships, faculty-supported recruitment visits, and expanded connections with EPCOG, SBDC, Impact Wind, and local employers.
- Targeted recruitment for underrepresented groups—especially Hispanic and adult learners—through ESL pathways, Spanish-language outreach, and community events led by bilingual faculty/staff.
- Re-engagement strategies including new recruiter-led follow-up, tracking contacted-to-enrolled conversion, and enhanced dual-credit/Early College Advantage pipelines.

Retention and Student Support Strategies

- Intrusive advising, degree maps, early alerts, and mid-semester progress reporting to proactively support at-risk students.
- Expanded basic-needs services including emergency aid, food pantry access, mental health counseling, transportation help, and a dedicated Mother's Room for parenting students.
- Faculty-integrated support systems, embedded tutoring, and coordinated intervention by the Student Success Committee using real-time Jenzabar reporting.

Priority Populations and Equity Focus

- Strong focus on Hispanic students (over 46% of service area), Spanish-speaking populations, first-generation learners, and adult learners over age 25.
- Outreach to rural communities and incarcerated learners through ESL programs, flexible scheduling, and partnerships with correctional facilities.
- Targeted supports for part-time, first-generation, and economically disadvantaged students through advising, financial assistance, and culturally responsive engagement.

Academic Programs and Delivery Modalities

- High-demand programs including Wind Energy, Health Science (CNA, Phlebotomy, Nursing pipeline), Farrier Science, Cowboy Arts/Silversmithing, and Agribusiness.
- Expansion of stackable, short-term credentials and industry-aligned training (OSHA, NCCER, GWO) to meet regional workforce needs.
- Flexible delivery through in-person labs, fully online general education, hybrid/HyFlex models, and mobile labs to serve remote rural communities.

Challenges and Opportunities

- Barriers include rural isolation, housing shortages, transportation, childcare, limited local job markets, and academic under-preparation.
- Opportunities include strong employer partnerships, industry-informed program development in Wind, Trades, and Health, and renewed enrollment momentum after institutional restructuring.
- Technology improvements (Jenzabar reimplementation, future Workday) will enhance data-driven advising, retention tracking, and CRM-style recruitment.

New Mexico Junior College (NMJC)

City: Hobbs, NM

Website: nmjc.edu

Student/Faculty Ratio: 14 to 1

Tuition/Fees AY 2024-2025: \$1,200

Average Net Price AY 2022-2023: \$5,924

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	45	355
First-Time Freshmen	485	170
Lower Division Transfer	42	27
All Other Lower Division	527	586
Non-Degree	---	---
Total	1,099	1,138

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$5,080.2	\$0.0
State Appropriations	\$9,508.8	\$0.0
Local Appropriations/ Land Endowments	\$106,830.8	\$0.0
Other Instruction & General	\$255.8	\$0.0
Total Instruction and General	\$121,675.7	\$735.3
Research & Public Service	\$0.0	\$233.5
All Other Revenue	\$4,011.2	\$5,808.6
Total Revenue	\$125,686.8	\$6,042.2

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$34,417.4	\$735.3
Research & Public Service	\$9.4	\$233.9
Student Aid Grants & Stipends	\$1,465.2	\$5,073.3
Other Expenditures	\$10,337.1	\$0.0
Total Expenditures	\$46,229.2	\$6,042.5

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	898	394	162	98
Native American	9	7	1	---
Black	73	57	17	13
Asian	20	13	3	3
White	406	239	65	39
Other	61	58	5	14
International	1	1	---	---
Total	1,468	769	253	167

NMJC: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Strengthening high school pipelines across Lea County through dual-credit growth, increased counselor collaboration, campus tours, and targeted outreach to Hobbs, Lovington, Eunice, Jal, and Tatum schools.
- Expanding community-based recruitment at events (e.g., EnergyPlex Expo), employer partnerships, athletic recruitment pipelines, and marketing through social media, radio, and billboard campaigns.
- Re-engaging adult learners and stop-outs via CRM-supported communication, improved onboarding, guided pathways messaging, and outreach emphasizing affordability and flexible scheduling.

Retention and Student Support Strategies

- Enhanced advising structure with proactive outreach, degree mapping, and mandatory advising checkpoints; early-alert referrals through faculty reporting and Success Center follow-up.
- Expanded academic support through tutoring, writing labs, supplemental instruction, and targeted gateway-course interventions, especially in math and English.
- Wraparound resources including mental health counseling, basic-needs support, disability services, TRIO programs, and success workshops focused on time management, financial literacy, and academic habits.

Priority Populations and Equity Focus

- Serving a diverse, majority-Hispanic and rural population, with targeted supports for first-generation students, economically disadvantaged students, and part-time adult learners.
- Strong focus on student-athletes, dual-credit students, and students in workforce programs connected to Lea County's energy industry.
- Bilingual communication, culturally responsive advising, and financial-aid outreach (FAFSA completion, scholarship workshops) support equity and access.

Academic Programs and Delivery Modalities

- High-demand programs include Nursing/Allied Health, Energy Technology, Automotive, Welding, Criminal Justice, Business, Education, and Cybersecurity.
- Short-term certificates and industry-aligned credentials (e.g., OSHA, CDL, EMT, energy-sector training) support rapid employment and employer demand.
- Flexibility through in-person, hybrid, and fully online courses; extended evening/weekend options support working adults, especially in energy and shift-based jobs.

Challenges and Opportunities

- Barriers include economic volatility in the oil and gas sector, transportation constraints, competing work obligations, and academic under-preparation in developmental and gateway courses.
- Opportunities include strong local employer partnerships, high regional demand for health, energy, and skilled trades programs, and growing dual-credit enrollment in Lea County.
- Implementation of guided pathways, improved advising structures, and data-informed scheduling will support long-term retention and completion gains.

New Mexico Military Institute (NMMI)

City: Roswell, NM

Website: nmmi.edu

Student/Faculty Ratio: 14 to 1

Tuition/Fees AY 2024-2025: \$2,200

Average Net Price AY 2022-2023: \$6,968

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	12	120
First-Time Freshmen	195	---
Lower Division Transfer	11	---
All Other Lower Division	125	---
Non-Degree	---	---
Total	343	120

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$2,750.4	\$0.0
State Appropriations	\$2,866.0	\$0.0
Local Appropriations/ Land Endowments	\$27,900.2	\$0.0
Other Instruction & General	\$3,603.6	\$0.0
Total Instruction and General	\$37,120.2	\$1,595.1
Research & Public Service	\$0.0	\$0.0
All Other Revenue	\$10,326.8	\$3,032.4
Total Revenue	\$47,447.0	\$3,032.4

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	---
	Yes	165
Out-of-State	No	---
	Yes	298

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$13,930.3	\$824.5
Research & Public Service	\$0.0	\$0.0
Student Aid Grants & Stipends	\$2,636.4	\$0.0
Other Expenditures	\$11,177.7	\$14,618.5
Total Expenditures	\$27,744.4	\$15,443.0

Enrollment Demographics: Fall 2024

	Female	Male	
Hispanic	33	112	
Native American	4	2	
Black	12	35	
Asian	7	18	
White	23	76	
Other	9	28	
International	27	77	
Total	115	348	

Total degrees produced, sorted by gender and race/ethnicity.

NMMI does not submit degree data to NMHED.

NMMI: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Strengthen New Mexico recruitment to support the goal of increasing in-state cadets from 39% (2025) to 50% by 2030 through expanded high-school outreach and scholarship communication.
- Expand global pipelines via international partnerships and targeted digital outreach after international enrollment rose from 21% (2022) to 26% (2025).
- Increase recruitment of first-generation and veteran-affiliated students aligned with military preparation pathways (Service Academies, Early Commissioning Program).

Retention and Student Support Strategies

- Proactive advising with structured degree planning, cross-faculty monitoring, and required academic check-ins to maintain academic rigor and cadet accountability.
- Mandatory peer tutoring, morning faculty tutoring, math labs, and supervised night study halls, improving outcomes (average +0.5 GPA for struggling cadets).
- Early Warning System with faculty/parent alerts and weekly Student Success Committee review; daily attendance app supports a 0.5% absenteeism rate.

Priority Populations and Equity Focus

- Hispanic enrollment (39–45%) with goal of 47% by 2030, reflecting demographic shifts in New Mexico's K-12 pipeline.
- International cadets (35+ countries) maintained at ~25% to support global diversity and recruitment stability.
- New Mexico residents and first-generation cadets prioritized through expanded scholarship outreach and affordability initiatives.

Academic Programs and Delivery Modalities

- Liberal Arts & Sciences AA programs supporting ~120 associate degrees annually and preparing cadets for transfer into STEM, healthcare, education, and other high-need fields.
- ROTC & Service Academy pathways (ECP, JROTC) serving as signature recruitment drivers, producing ~30 Army second lieutenants and ~40 Academy appointments annually.
- Structured academic environment with required study hours, integrated leadership curriculum, and no online programs due to the residential military model.

Challenges and Opportunities

- Enrollment decline from 2020–2024 followed by recovery in 2025; goal of 965 cadets by 2027 built on improving inquiry and conversion trends.
- Barriers include affordability of residential costs, geographic distance for in-state families, and limits on dual enrollment due to the boarding model.
- Opportunities include rising demand for military-aligned education, strong outcomes in commissioning and Academy placement, and increasing interest from global markets.

San Juan College (SJC)

City: Farmington, NM

Website: sanjuancollege.edu

Student/Faculty Ratio: 12 to 1

Tuition/Fees AY 2024-2025: \$1,830

Average Net Price AY 2022-2023: \$6,288

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	126	1,255
First-Time Freshmen	561	344
Lower Division Transfer	117	221
All Other Lower Division	1,054	2,007
Non-Degree	20	747
Total	1,878	4,574

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$10,387.5	\$0.0
State Appropriations	\$10,387.5	\$0.0
Local Appropriations/ Land Endowments	\$36,055.1	\$0.0
Other Instruction & General	\$9,267.1	\$0.0
Total Instruction and General	\$66,097.2	\$6,242.0
Research & Public Service	\$497.8	\$2,167.3
All Other Revenue	\$4,370.6	\$27,942.0
Total Revenue	\$70,965.6	\$30,109.2

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$59,686.5	\$6,242.0
Research & Public Service	\$1,599.2	\$2,167.3
Student Aid Grants & Stipends	\$93.7	\$21,700.0
Other Expenditures	\$5,555.0	\$0.0
Total Expenditures	\$66,934.3	\$30,109.2

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	925	487	176	143
Native American	1,387	720	306	192
Black	43	20	11	9
Asian	32	21	5	5
White	1,602	687	290	203
Other	296	168	72	58
International	35	29	6	3
Total	4,320	2,132	866	613

SJC: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Expand outreach across the Four Corners region, with targeted engagement of Navajo Nation communities, rural towns, and dual-credit pipelines to strengthen local enrollment.
- Enhance adult-learner and stop-out reengagement through a “Welcome Back” campaign, mobile enrollment van, and scalable SMS nudges supporting remote communities.
- Advance workforce-aligned recruitment through employer partnerships in healthcare, energy, trades, and infrastructure sectors identified as high-demand.

Retention and Student Support Strategies

- Strengthen intrusive advising with degree plans, milestone check-ins, redesigned FYEX course, early alerts, and clear pathways supporting persistence.
- Expand academic supports—including tutoring, writing labs, redesigned math/English strategies, and cohort-based scheduling—to improve gateway course momentum.
- Increase wraparound services via iCare case management, basic-needs supports, mental health referrals, childcare/transportation assistance, and flexible modalities.

Priority Populations and Equity Focus

- Serve a diverse region that is 39% Native American and 20% Hispanic, with intentional supports for first-generation and working-adult learners.
- NASNTI and Emerging HSI designations guide expanded culturally relevant programming and resource allocation for Indigenous and Hispanic students.
- Reduce equity gaps by using CRM analytics, early alerts, and targeted outreach to students with the highest risk of stop-out (rural, first-gen, low-income).

Academic Programs and Delivery Modalities

- High-demand expansion areas include Nursing (cohort increase from 64 → 96), health sciences, trades, construction, energy, and short-term workforce credentials.
- Dual credit (19% of headcount) expanded through multiple modalities, structured advising, and pathways intentionality to improve post-HS college continuation.
- Multimodal delivery (in-person, online, hybrid) including block scheduling, national online programs, course design improvements, and increased dual-credit face-to-face access.

Challenges and Opportunities

- Barriers include rural distance, transportation, childcare, inconsistent broadband, economic instability, and limited mental health services.
- Opportunities include strong industry partnerships, growing demand for short-term upskilling, and significant gains in math/English completion and retention momentum points.
- Transfer pathways strengthened through new articulation agreements (FLC, WGU, CSU-Pueblo, IAIA, NMHU, NMSU) and a new Transfer Center.

Santa Fe Community College (SFCC)

City: Santa Fe, NM

Website: sfcc.edu

Student/Faculty Ratio: 11 to 1

Tuition/Fees AY 2024-2025: \$1,470

Average Net Price AY 2022-2023: \$10,349

[Net Price College Navigator Source Link](#)

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	43	796
First-Time Freshmen	166	226
Lower Division Transfer	87	234
All Other Lower Division	385	1,477
Non-Degree	11	1,067
Total	692	3,800

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	2,974
	Yes	1,202
Out-of-State	No	163
	Yes	153

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$6,252.9	\$0.0
State Appropriations	\$14,787.9	\$0.0
Local Appropriations/ Land Endowments	\$26,657.6	\$0.0
Other Instruction & General	\$895.6	\$0.0
Total Instruction and General	\$48,593.9	\$10,662.0
Research & Public Service	\$6,981.0	\$0.0
All Other Revenue	\$497.0	\$15,998.3
Total Revenue	\$56,072.0	\$15,998.3

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$45,696.4	\$6,201.0
Research & Public Service	\$7,183.8	\$4,465.8
Student Aid Grants & Stipends	\$784.9	\$5,326.4
Other Expenditures	\$1,061.6	\$0.0
Total Expenditures	\$54,726.6	\$15,993.2

Enrollment Demographics: Fall 2024

	Female	Male	Female	Male
Hispanic	1,379	762	255	107
Native American	139	63	30	3
Black	31	20	8	4
Asian	50	26	10	6
White	1,050	634	98	64
Other	98	73	11	6
International	123	44	29	10
Total	2,870	1,622	441	200

SFCC: Strategic Enrollment Management Summary

(AY2025-26)

Recruitment Priorities and Strategies

- Grow outreach across the Santa Fe Public Schools district and surrounding rural communities through “Day at SFCC” events, embedded advising at high schools, and bilingual, equity-focused recruitment for first-generation and underserved students.
- Strengthen adult-learner pipelines via targeted campaigns, SMS/email re-engagement, and flexible pathways marketed through the Online@SFCC and Guided Pathways initiatives.
- Align recruitment with regional workforce demand by promoting high-growth fields (healthcare, education, IT, trades, renewable energy) and employer-connected programs.

Retention and Student Support Strategies

- Intrusive advising with structured check-ins, early alerts, academic referrals, and milestone advising supported by LMS analytics, Dropout Detective, and degree audits.
- Expanded academic supports including tutoring, supplemental instruction, redesigned math/English strategies, and guided study sessions.
- Robust wraparound services: Campus Cupboard, clothing closet, emergency aid, mental health/counseling, student-parent supports, accessibility services, technology access, and paid internships.

Priority Populations and Equity Focus

- Hispanic/Latino students (55% of the service area), first-generation students, parenting students, and working adults supported through Title V (MAPS/ÉXITO), bilingual communication, and targeted outreach.
- High school dual credit students across Santa Fe Public Schools, charter schools, and rural areas, with focused outreach to Title I schools and underserved youth.
- Equity-based retention practices using disaggregated data to identify gaps and tailor interventions across age, race/ethnicity, Pell status, and enrollment type.

Academic Programs and Delivery Modalities

- High-demand programs in Nursing/Health Sciences, Teacher Education, IT/Computer Science, Business/Accounting (8-week), renewable energy, and skilled trades/apprenticeships
- Guided Pathways with fully updated degree/certificate maps and growing use of 8-week accelerated formats to reduce excess credits and improve completion.
- Flexible delivery through online (30–35%), hybrid, and in-person options supported by strengthened course design and faculty development.

Challenges and Opportunities

- Barriers include transportation, childcare, technology gaps, housing/food insecurity, and limited high-wage jobs in the Santa Fe region.
- Opportunities in high-demand workforce sectors, improved dual credit pipelines, strong employer partnerships, and redesigned guided pathways with reduced hidden credits.
- Transfer challenges include unclear student plans and articulation gaps; SFCC is expanding agreements, transfer advising, and career/transfer fairs to strengthen pathways.

Southeast New Mexico College (SENMC)

City: Carlsbad, NM

Website: senmc.edu

Student/Faculty Ratio: 15 to 1

Tuition/Fees AY 2024-2025: \$984

Average Net Price AY 2022-2023: \$14,834

Net Price College Navigator Source Link

Student Headcount Enrollment: Fall 2024

	Full-Time	Part-Time
HS Concurrent/Dual Credit	55	918
First-Time Freshmen	73	43
Lower Division Transfer	25	44
All Other Lower Division	103	196
Non-Degree	1	16
Total	257	1,217

Student Headcount by Residency and Modality: Fall 2024

	Fully Online	Headcount
In-State	No	1,220
	Yes	236
Out-of-State	No	9
	Yes	9

Revenue: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Tuition and Fees	\$538.8	\$0.0
State Appropriations	\$6,005.2	\$0.0
Local Appropriations/ Land Endowments	\$43,804.9	\$0.0
Other Instruction & General	\$1,011.6	\$0.0
Total Instruction and General	\$51,360.5	\$5,868.3
Research & Public Service	\$0.0	\$143.2
All Other Revenue	\$403.5	\$7,541.9
Total Revenue	\$51,764.1	\$7,685.1

Expenditures: FY 2024-2025 (Thousands)

	Unrestricted	Restricted
Instruction & General	\$18,005.2	\$5,868.3
Research & Public Service	\$0.0	\$143.2
Student Aid Grants & Stipends	\$44.7	\$1,633.6
Other Expenditures	\$2,565.2	\$40.0
Total Expenditures	\$20,615.0	\$7,685.1

Enrollment Demographics: Fall 2024

Total students enrolled, sorted by gender and race/ethnicity.

	Female	Male	Female	Male
Hispanic	525	306	48	12
Native American	4	5	---	---
Black	12	7	1	---
Asian	12	11	---	1
White	252	161	30	16
Other	80	70	4	---
International	19	10	1	1
Total	904	570	84	30

SENMC: Strategic Enrollment Management

Summary (AY2025-26)

Recruitment Priorities and Strategies

- Expand recruitment across Eddy County through stronger partnerships with Carlsbad Municipal Schools, career-technical dual-credit pathways, and bilingual outreach for growing ESL populations.
- Increase new, returning, and transfer student enrollment through improved admissions processes, enhanced visibility post-independence, and targeted adult-learner reengagement.
- Align recruitment with regional workforce needs in oil & gas, energy, healthcare, trades, and WIPP-related fields to support immediate employment pipelines.

Retention and Student Support Strategies

- Launch required First Year Experience course (Fall 2025) and scale early alerts, early-term performance grades, case-management advising, and peer mentoring to improve persistence.
- Strengthen academic supports including tutoring, writing assistance, technology access, and faculty-driven early interventions.
- Expand wraparound supports: childcare, mental health counseling, food pantry, emergency aid, transportation help, and academic skill-building for underprepared learners.

Priority Populations and Equity Focus

- Serve a diverse regional population including dual-credit students, adult learners, first-generation students, and a growing ESL/bilingual community.
- Target underprepared recent high school graduates through academic readiness supports, help-seeking skill development, and structured onboarding.
- Expand access for working adults through flexible scheduling, CTE programs aligned to shift work, and bilingual services.

Academic Programs and Delivery Modalities

- Major program growth in Skilled Trades & Technologies—including Oil & Gas, Electrical, Welding, Industrial Maintenance, Radiation Control, and Radiologic Technology.
- Additional expansion in Cybersecurity, Healthcare (including Nursing pathways), Theatre Arts, and Hospitality/Food & Beverage.
- Delivery centered on in-person, hands-on instruction; online general education supports flexibility, with some hybrid courses planned (e.g., part-time Nursing).

Challenges and Opportunities

- Barriers include academic under-preparation, low help-seeking behavior, housing shortages, transportation barriers, and rapid economic fluctuations tied to oil & gas.
- Large opportunities driven by strong employer demand, WIPP expansion, and opening of the new Trades & Technologies Building in 2027.
- Continued need for support in rapid program development, non-credit workforce pipelines, and sustaining dual-credit growth.

Statewide Strategic Enrollment Themes

Strengthening Recruitment Through Schools, Community Partnerships, and Workforce Alignment

Across New Mexico, institutions are rebuilding recruitment pipelines by deepening partnerships with high schools, expanding dual-credit pathways, and increasing their presence in rural communities. Many colleges are also aligning their outreach with regional workforce needs, emphasizing programs in healthcare, trades, energy, IT/cybersecurity, and education to attract students seeking career-focused training. Recruitment strategies increasingly rely on community events, bilingual communication, and re-engagement campaigns targeting adult learners and stop-outs. While institutional approaches vary by region, the statewide trend is clear: recruitment is becoming more targeted, data-informed, and closely tied to local economic drivers.

Retention as a Proactive, Whole-Campus Effort Grounded in Advising, Early Alerts, and Wraparound Supports

Retention emerged as a universal priority, with institutions emphasizing proactive advising, degree mapping, mandatory check-ins, and early-alert systems that allow staff to intervene before students disengage. Colleges are expanding academic supports—tutoring, writing centers, redesigned gateway courses—as well as holistic services such as food pantries, mental health counseling, childcare, transportation support, and emergency aid. These approaches reflect a shared understanding that persistence requires both academic structure and nonacademic stability, especially for students navigating work, family responsibilities, and economic hardship. Even institutions with highly structured environments incorporate early academic monitoring and coordinated support, underscoring the statewide commitment to student success.

Serving Priority Populations Through Equity-Focused Outreach, Culturally Responsive Supports, and Data-Driven Interventions

Most institutions explicitly prioritize serving Hispanic/Latino learners, Native American students, first-generation college-goers, adult learners, part-time students, and growing ESL/bilingual populations. Colleges are leveraging HSI and NASNTI designations, bilingual outreach, culturally grounded programming, and partnerships with tribal communities to close equity gaps. Dual credit continues to play a major role in expanding access for underserved students statewide. Institutions are also increasingly disaggregating data to identify disparities in persistence, gateway-course completion, and financial-aid uptake. Collectively, the SEMPs show a strong statewide commitment to equity through targeted outreach and tailored student supports.

Expanding Academic Pathways Through Workforce Programs, Short-Term Credentials, and Flexible Delivery Models

Academic programming across the state is shifting toward workforce-aligned degrees and certificates, stackable short-term credentials, and expanded access through online, hybrid, 8-week, and evening/weekend formats. Many institutions have redesigned program maps under Guided Pathways to reduce excess credits and improve completion momentum. Workforce partnerships are driving the growth of programs in nursing, allied health, skilled trades, clean energy, cybersecurity, teacher education, and public safety. While some campuses maintain traditional in-person models for hands-on programs, the statewide pattern reflects increased flexibility, industry alignment, and intentional structuring of academic pathways to meet the needs of both traditional and adult learners.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

DIVISION STATUS REPORTS

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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 12,000 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).

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, 538 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. In 2025, the Department approved seven new undergraduate degrees and rejected three.

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. In 2025, the Department approved two new graduate degrees and rejected two new graduate degrees.

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 2024, NMHED has approved 15 new course CIP codes and 41 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 four 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, that 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.

In 2025, NMHED added the Spanish Literature AP exam to the AP table, and is adding two new AP tests, AP Cybersecurity and AP Business with Personal Finance for implementation in 2026

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

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

Dual Credit Program

Every New Mexico high school student, including home-schooled students, can 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 general education courses such as English and mathematics, options may also include courses in Career and Technical Education, such as culinary arts, criminal justice or welding. These options are dependent on the student's Next Step Plan and the degree and certificate 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 (21-1-1.2) requires public colleges to waive fees for dual credit students and encourages them to also waive tuition. The law also 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 and Surveys

In addition to fulfilling its statutory responsibilities, the Academic Affairs and Policy Division conducts ongoing policy analysis that informs both internal agency decisions and statewide higher education strategy. These analyses support the Department's leadership, institutions, and external partners by translating complex data into actionable insights. Several major projects directly assisted the Legislative Finance Committee (LFC), including evaluations of financial aid effectiveness, analyses of student retention and completion patterns, and reviews of the role of certificates in preparing students for high-demand occupations. Other analyses guided HED policy development, supported higher education budget requests, and helped shape the agency's legislative agenda for the upcoming year.

Over the past year, the Division also implemented several large-scale data collection efforts and published corresponding reports. These include:

- **The Faculty Headcounts, Compensation, and Benefits Report:** Gathered detailed information on both part-time and full-time instructional faculty across all public institutions (see appendix for the most recent published report).
- **Strategic Enrollment Management Plan:** Submitted annually by each institution and summarized in the institutional detail pages of this report.
- **Impact of Federal Funding Changes:** A bi-weekly monitoring effort tracking federal cuts and program changes, used to inform the Department, the Governor's Office, and the Legislature about emerging fiscal risks and institutional impacts.
- **Teacher Education, Social Work, and Nursing Endowment Survey:** Sought to understand the impact of endowment funds on higher education institutions following an LFC program evaluation.

The Division also produces statewide summary reports on enrollment, degrees awarded, and financial aid, collaborating closely with the Planning and Research and Financial Aid Divisions to ensure accuracy, consistency, and alignment with national reporting requirements.

Student transfer remains a long-standing priority area. Each year, the Division hosts technical sessions on transfer at the HED Technical Summits, focusing on credit mobility, common course

numbering, articulation agreements, and opportunities to streamline pathways between two- and four-year institutions.

Finally, the Division works in partnership with the Institutional Finance Division on updates to the State Funding Formula and played a central role this year in the funding formula adequacy study conducted by NCHEMS. This work will inform future recommendations to strengthen equity, transparency, and alignment between state funding and institutional goals.

Photo Credit: Allison Shelley, Complete College America Photo Library



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 2024-2025, 26 Adult Education programs served 11,956 students, including 3,030 in English as a Second Language programs, 1,219 in Integrated English Language and Civics Education programs, and 1,358 in correctional Adult Education programs. These efforts were supported by \$6,800,000 in state funding and \$5,071,472 in total federal funding from the U.S. Department of Education. In FY25, the state also supported the Adult Education Division with \$2,000,000 in pilot funding for Integrated Education and Training (IET) programs and an additional \$3,000,000 in federal Temporary Aid for Needy Families (TANF) funding; of this, \$1,000,000 was earmarked for 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.

Photo 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. The state appropriated a recurring \$750,000 for the support of these grantees. In 2024-2025 program year, 1,626 participants were served in adult literacy programs. The high school equivalency (HSE) system saw 2,483 New Mexico graduates in 2024-2025, including 1,226 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 the rights and responsibilities of citizenship. Individuals participating in Adult Education programs can also participate in workforce development programs in which they can 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 FY25, 787 learners were served in these programs, earning a total of 487 credentials. NMHED will continue to actively expand these programs in FY26.

In collaboration with core partners, the Adult Education Division of the New Mexico Higher Education Department 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

Statutory Responsibilities and Annual Hearing Process

The New Mexico Higher Education Department (NMHED), through its Capital Projects Division, has a statutory responsibility to provide an equitable process for reviewing and recommending capital outlay funding for public post-secondary institutions each year. This includes developing a statewide capital outlay funding plan in collaboration with public post-secondary institutions. The NMHED Capital Outlay Committee, chaired by Luis Campos and made up of representatives from the NMHED, Department of Finance and Administration Capital Outlay Bureau, and Infrastructure Planning and Development Division, Legislative Finance Committee, and Energy and Minerals and Natural Resources Energy Conservation and Management Division, holds annual hearings throughout the state. Higher education institutions present their highest-priority projects from their five-year capital plans to the committee. The committee reviews and prioritizes all project requests, using the criteria established within NMAC 5.3.9 Capital Budgets – Planning and Funding Recommendations, as well as the NMHED Instruction Manual for Annual Capital Outlay Funding Requests, and presents funding recommendations to the NMHED Cabinet Secretary for approval. In 2025, fifty-three (53) project requests totaling \$1,058,192,667 were given to the Capital Outlay Committee during the Summer Hearing process. The NMHED held in-person hearings in five different locations throughout the state.

Project Prioritization and Scoring Criteria

The NMHED continues to give preference to projects that contribute to a high-quality educational environment, support the mission and role of the institution, address major health and safety issues, renovate existing facilities rather than new construction, and improve building efficiency within eligible campus facilities statewide. These metrics provide the basis for the department's assessment of each request. Projects are scored based on their specific effect on enrollment growth, retention, and degree production; their support for workforce needs in the state; their alignment with the institution's goals; and whether a formal facility assessment has been conducted on campus to support the funding request. Additional scoring criteria include how the cost estimates were developed, how the institution utilizes BR&R, how the project will impact deferred maintenance, and whether the project incorporates energy and sustainability measures.

Use of CFRMS and FY27 Funding Recommendations

The NMHED Capital Projects Division continues to use the Capital Funding Request and Management System (CFRMS), which provides a comprehensive, uniform method for assessing, planning, and recommending capital funding for higher education institutions. This system was used to review and prioritize this year's recommendations, which included a total of thirty-one (31) projects totaling \$298,124,425 recommended for state funding. As part of this recommendation, the department prioritized \$186,975,000 to support New Construction, Renovation, and Infrastructure Improvement projects statewide. Each of these projects is recommended with a funding amount sufficient to complete the project or a functional phase. Another \$1,342,000 is recommended to address projects that are now underfunded due to increased construction, material, and labor costs. This funding will allow higher education institutions to complete the project initially funded by the state. Each of these recommended projects demonstrated an emphasis on student enrollment and retention, workforce development, job creation opportunities, asset protection, and economic stimulus, all while documenting the ability to either complete the entire project or a fully functional phase within the timeframe allowed by capital appropriations.

New FY27 Line Items: Campus Security and Childcare Infrastructure

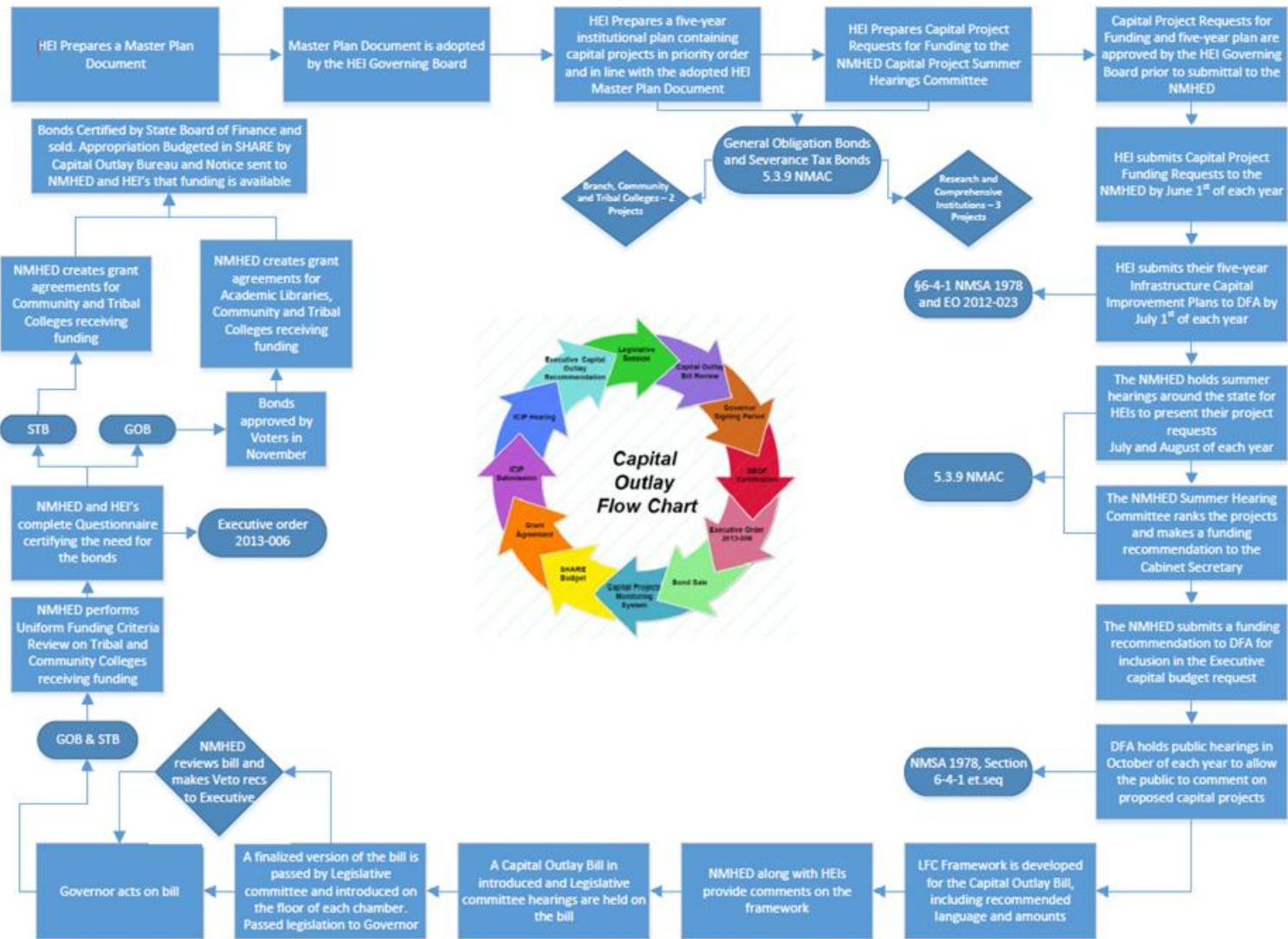
This year, the FY27 capital recommendation adds two new line items—campus security and safety and childcare infrastructure—to address emerging statewide priorities for higher education. These requests are presented as separate exhibits for one-time, targeted investments that align with agency and administration priorities. To ensure the safety of students, faculty, and staff, the Department recognizes the urgent need for \$46,152,302 in targeted one-time investments to enhance campus security across 25 institutions. Concurrently, the Department recognizes the critical importance of expanding campus childcare capacity. This move aligns with Governor Michelle Lujan Grisham’s universal childcare announcement and directly supports student-parents and working families, totaling \$15,249,752, to achieve this expansion across 11 projects. Together, these two recommendations strengthen institutional capacity, modernize campus infrastructure, and make higher education more accessible statewide. These investments help increase educational attainment, address access gaps, and ensure that early childhood facilities meet health, safety, and ADA requirements.

Facility Removal and Space Management Requirements

The NMHED remains committed to removing buildings on campuses across the state that are no longer in use or have exceeded their useful life. This initiative supports the agency’s longstanding requirement that prohibits the expansion of square footage without an equal offset of space. This year’s request supports \$19,500,000 for the removal of facilities that have exceeded their useful life and pose a health and safety risk on college campuses. This funding is key to reducing liability on campuses and the deferred maintenance and operational costs associated with the continued upkeep of these facilities. This strategic investment in removing facilities remains a priority. Prior-year FY25 funding enabled the removal of over 305,000 gross square feet (GSF) of unusable and unsafe facilities.

Figure 10 on the next page 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.



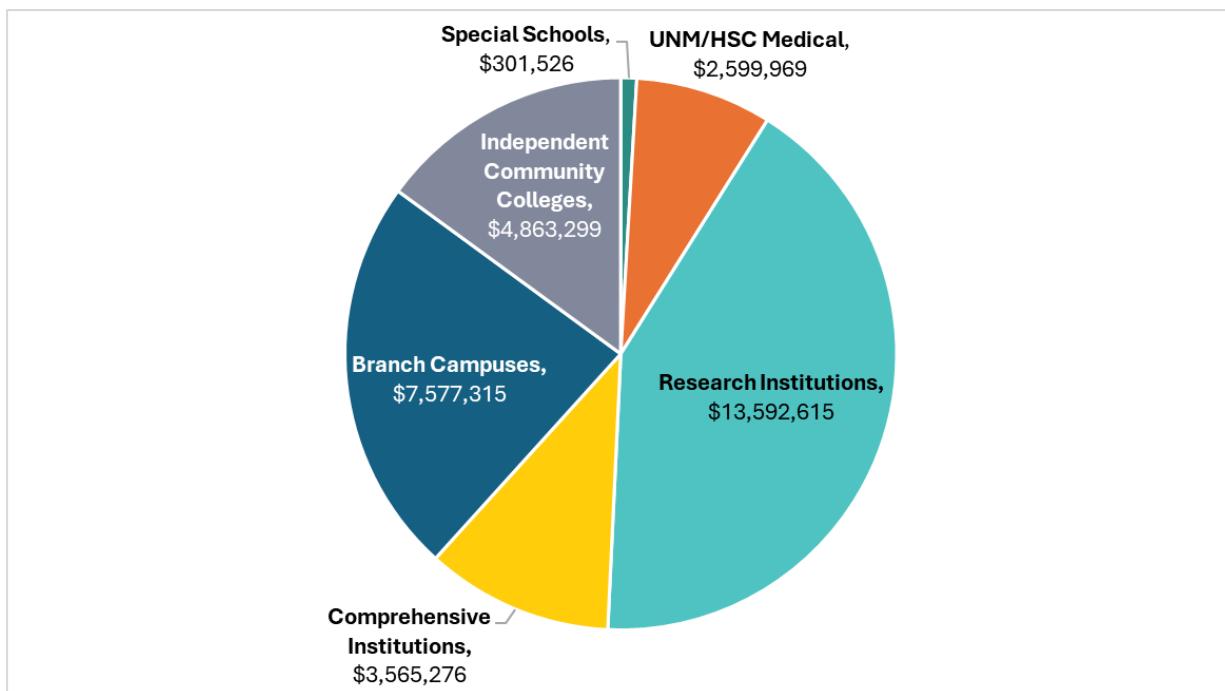
Building Renewal and Replacement (BR&R)

Funding for Building Renewal and Replacement (BR&R), to be used by HEIs for systematic repairs and replacements that extend the life and maintain the usable condition of a facility, component, or system, also remains a high priority for the department. HEIs have invested over \$100 million in capital to support these BR&R needs statewide over the past six capital outlay cycles. In 2025, \$32,500,000 in non-recurring BR&R was secured and was distributed to each institution based on a percentage of their individual FY24 Instruction & General (I&G) appropriations in House Bill 2 (HB2). These funds are being used to address BR&R needs on campuses statewide, including ADA upgrades, end of life infrastructure such as boilers and air handling units, and to supplement existing BR&R transfers made by HEI's from their I&G. The NMHED is also requiring higher education institutions to maintain their BR&R transfers at the same level calculated in FY11 when BR&R was part of the funding formula. The NMHED has also outlined eligible expenditures within the NMHED Space

Policy for institutions to follow when using these funds. This funding has allowed colleges and universities to address their most pressing BR&R needs while maintaining staff and contractor capacity during a period of significant capital investment funding distributed statewide. This funding will also reduce the deferred maintenance backlog that continues to grow. In turn, the department has seen fewer capital outlay requests for emergency repairs and system replacements, freeing statewide capital capacity for more strategic, high-impact investments in academic, research, and workforce facilities.

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

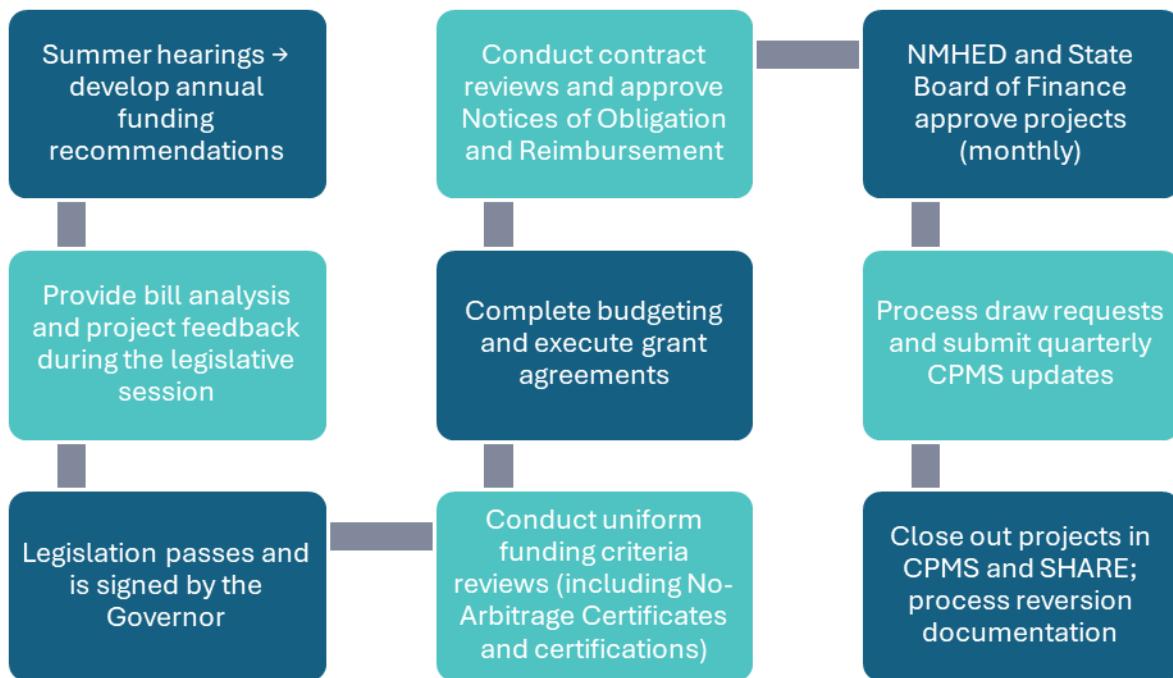
Figure 11. Distribution of FY24 Building Renewal and Replacement (BR&R) funding across New Mexico public higher education sectors. Research institutions received the largest share (\$13.6 million), followed by branch campuses (\$7.6 million), independent community colleges (\$4.9 million), comprehensive 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 aspects of the higher education capital outlay program, which includes compliance with Executive Order 2013-006 Establishing Uniform Funding Criteria and Grant Management and Oversight Requirements for Grants of State Capital Outlay Appropriations by State Agencies and Other Entities, as well as NMAC 5.3.10 Capital Projects Approval by the New Mexico Higher Education Department. In compliance with these requirements, NMHED establishes grant agreements between the Department and its grantees, monitors the grant agreement requirements, processes financial draws through the State Board of Finance, and organizes monthly Higher Education Capital Outlay Committee hearings.

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 oversees 189 active grant agreements totaling \$218.1 million in appropriations. The Division currently has three full-time positions. These positions will continue to provide capital outlay support and technical assistance for higher education institutions, special schools, and tribal colleges and universities statewide. Resources and training were offered last year to all higher education institutions during our 2nd Annual Higher Education Summit, and the Division is working to establish a schedule for future training sessions in 2026. Updates to the New Mexico Administrative Code are also being planned to align with the New Mexico State Board of Finance code updates approved in November 2024.

Photo Credit: University of New Mexico-Taos



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

Established in 2022, the Opportunity Scholarship provides financial support to qualified New Mexico students enrolled at an eligible New Mexico public postsecondary 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's 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. The state scholarship program supports over 40,000 New Mexicans each year.

Teacher Preparation Affordability Scholarship

The purpose of the Act is to encourage eligible New Mexico students to attend and complete an accredited public education department-approved teacher preparation program at a New Mexico public post-secondary educational institution or a tribal college by providing a scholarship opportunity. The scholarship is intended to help defray the educational expenses charged by the public post-secondary institution or tribal college, including tuition, fees, books, and course supplies, and living expenses, up to \$6,000 per year based on student need. In the fourth year since inception, the Teacher Preparation Affordability Scholarship distributed nearly \$10 million to students to help them pursue their goal of becoming teachers or enroll in a graduate teacher preparation program.

Legislative Lottery Scholarship Program

Implemented in 1996, the Legislative Lottery Tuition Scholarship (Lottery Scholarship) provides tuition assistance for eligible higher education students under the Legislative Lottery Tuition Scholarship Act. In FY25, Lottery Scholarships were distributed to 13,658 students. Additional details on the Lottery Scholarship program are provided in the data section of this report.

New Mexico Scholars

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

Athletic Scholarship

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

Bridge Scholarship

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

Competitive Scholarship

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

Graduate Scholarship

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

Vietnam Veterans' Scholarship

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

Wartime Veterans' Scholarship

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

Grants

Student Incentive Grant Program

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

Work Study Program

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

Loans For Service

Allied Health Loan-For-Service Program

The purpose of the Allied Health Loan-For-Service is to increase the number of physician assistants in areas of the state that have experienced shortages of health practitioners by making educational loans to students seeking certification/licensure in an eligible health field. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied. In FY23, 50% of the applicants were awarded \$16,000.00 for the year.

Medical Loan-For-Service Program

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

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

Nursing Loan-For-Service Programs

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

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

Link to additional information: <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 allows New Mexico students to enroll in selected out-of-state graduate or professional programs not offered at New Mexico public universities.

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

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

Loan Repayment Programs

New Mexico Children, Youth and Families Worker Loan Repayment Program

The New Mexico Children, Youth and Families Worker Loan Repayment Program provides education loan repayment assistance to eligible professionals employed by the New Mexico Children, Youth, and Families Department (CYFD).

Health Professional Repayment Program

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

Minority Doctoral Loan Repayment Program

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

Public Service Law Loan Repayment Program (LRAP)

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

Teacher Loan Repayment Program (TLRP)

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

Children Youth & Families Loan Repayment Program (CYFD)

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

Photo Credit: Allison Shelley, Complete College America Photo Library

FINANCIAL AID



Table 6. Total amount awarded and number of recipients by financial aid program, FY25.

Program Name	Amount Awarded FY25	Students Served
Grants and Scholarship Programs	\$ 284,898,537	77,679
3% Scholarship	\$ 7,797,589	5,459
Athletic Scholarships	\$ 18,856,311	1,859
Firefighter Peace Officer Survivor Scholarship	\$ 45,547	4
College Affordability Grant	\$ 250	1
Competitive Scholarships	\$ 10,998,816	1,850
Legislative Endowment	\$ 47,381	24
Lottery Disability	\$ 1,361,695	342
Legislative Lottery Scholarship	\$ 79,250,873	15,494
New Mexico Opportunity Scholarship	\$ 153,799,354	42,590
New Mexico Scholars	\$ 27,701	24
Student Incentive Grant (SSIG)	\$ 6,856,101	8,492
Teacher Preparation Affordability Scholarship	\$ 5,553,616	1,455
Vietnam Veteran/Wartime Veteran Scholarship	\$ 303,303	85
Loan Programs	\$ 3,097,335	129
Allied Health Loan	\$ 104,000	7
Medical Student Loan	\$ 400,000	16
Nurse Educator	\$ 37,500	5
Nursing Loan	\$ 362,600	29
Teacher Loan for Service Program	\$ ---	---
WICHE	\$ 2,193,235	72
Work/Service-Related Programs	\$ 6,144,372	1,587
Graduate Scholarships	\$ 303,925	48
State Work-Study	\$ 5,840,447	1,539
Loan Repayment Programs	\$ 20,472,845	1,711
Health Loan Repayment Program	\$ 14,978,635	1,054
Public Service Law Loan Repayment	\$ 63,000	7
Teacher Loan Repayment Program	\$ 4,997,000	529
Minority Doctoral Loan Repayment	\$ 25,000	4
Children Youth & Families Loan Repayment	\$ 409,210	117
Grand Total	\$ 314,613,089	81,106

GEAR UP New Mexico

GEAR UP New Mexico (GUNM) is a seven-year federal initiative funded under the Higher Education Act and administered by the New Mexico Higher Education Department (NMHED) through a grant from the U.S. Department of Education. The program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education by providing sustained, evidence-based supports beginning no later than the 7th grade and continuing through high school graduation and the transition to college.

Guided by the national GEAR UP mission, GUNM works to strengthen New Mexico's college-going culture, improve academic achievement, and expand access and opportunity across the state's higher education system. The program delivers a coordinated set of services that help students build academic readiness, explore college and career pathways, and develop the knowledge and confidence needed to persist beyond high school.

In Fiscal Year 2025 (FY25), GUNM partnered with 15 schools—eight high schools and seven middle schools—across Albuquerque, Bernalillo, Española, Mountainair, Santa Fe, Socorro, and Taos, reaching 7,583 students and their families.

Program Design

Consistent with U.S. Department of Education priorities, GUNM's comprehensive model integrates:

- 1) **Academic Preparation and Support:** Tutoring, AVID implementation, math interventions, and credit recovery to strengthen core competencies.
- 2) **College and Career Readiness:** College visits, workforce and apprenticeship exposure, mentoring, and family engagement to increase awareness of postsecondary options and requirements.
- 3) **Educator and Systems Capacity Building:** Professional development, data fidelity, and fiscal compliance to ensure long-term sustainability and alignment across secondary and postsecondary systems.

Through these efforts, GUNM advances educational equity and builds pathways that connect students' aspirations to college access, completion, and career success.

Program Implementation and Key Initiatives

During the 2024–2025 program year, GEAR UP New Mexico (GUNM) continued to strengthen a coordinated set of student-centered initiatives designed to enhance college and career readiness, expand equitable access to postsecondary opportunities, and sustain student engagement across all partner districts. Now in its fifth year of implementation, these efforts reflect steady growth in program quality, cross-sector partnerships, and measurable student outcomes.

Student Success Agency (SSA)

GUNM maintained implementation of SSA mentoring and tutoring supports for juniors, seniors, and first-year college students. Through individualized mentoring, goal setting, and tutoring beyond the school day, the virtual platform continued to provide flexible academic and personal support. Fall kickoffs reinforced continuity and student re-engagement.

Focus group feedback from program coordinators indicated that SSA continues to serve as a consistent bridge between high school and postsecondary life. Coordinators observed measurable gains in student confidence, goal orientation, and persistence, and emphasized the value of sustained mentor relationships during critical transitions such as graduation and the first semester of college.

FOCUS Training and District-Led College Bus Tours

In FY25, GUNM expanded statewide college tours to connect students with high-demand sectors, apprenticeship pathways, and applied-learning settings. In 2024–2025, 1,073 students participated in college visits—both GUNM-sponsored and district-led—across 25 institutions. The program also hosted its first Tribal College Bus Tour, during which students visited four postsecondary institutions, including tribal colleges.

District-led college visits included 43 trips to the following universities: Central New Mexico (South Valley, Montoya, Trades, Main), New Mexico Tech, UNM–Main, Pima Medical Institute, Southwestern Indian Polytechnic Institute, Fort Lewis College, Institute of American Indian Arts, New Mexico Highlands University, Santa Fe Community College, Stanford University, Northern New Mexico College (NNMC), Mesalands Community College, New Mexico State University, UNM–Valencia, NMSU–Doña Ana, and Adams State University.

Focus group feedback from GUNM program coordinators suggests that these tours were “transformational,” sparking increased student motivation, college applications, and family engagement. Coordinators also noted that workforce site visits helped students see apprenticeships and skill-based careers as high-quality, attainable pathways to success.

Workforce Development Bus Tours

In 2024–2025, GUNM broadened its experiential learning opportunities by conducting two statewide Workforce Development Bus Tours—one in the fall and one in the spring—serving a total of 70 students. These multi-day tours connected participants with high-demand sectors, registered apprenticeships, and applied-learning environments aligned with New Mexico’s evolving workforce needs.

Fall 2024 Workforce Development Tour. Held during National Apprenticeship Week, this overnight tour introduced students and coordinators to training programs and employment pathways across multiple industries. Sites included:

- **Assistance Dogs of the West** – State-registered apprenticeship training site
- **Rocky Mountain Youth Corps** – Summer internship and workforce development site
- **University of New Mexico – Los Alamos, in partnership with N3B Legacy Cleanup** – State-registered apprenticeship training contract with the U.S. Department of Energy Environmental Management, Los Alamos
- **New Mexico Department of Workforce Solutions (NMDWS) America’s Job Center** – Collaboration with the NMDWS Apprenticeship Office and the New Mexico Information Technology Apprenticeship Program
- **Central New Mexico Community College (CNM) Rio Rancho Campus** – Site visit with CNM Ingenuity’s Electric Lineworker Pre-Apprenticeship Program
- **Associated Builders and Contractors of New Mexico** – State-registered apprenticeship training site
- **Belen Meadows Healthcare and Rehabilitation Center** – Healthcare workplace site

Spring 2025 Workforce Development Tour. The spring overnight tour built on the fall’s success, exposing students to additional sectors including energy, media, animal care, and forestry management. Sites included:

- **Santa Fe Community College** – Career and technical education programs
- **New Mexico Energy, Minerals, and Natural Resources Department Forestry Division** – Wildfire response program and training site
- **Central New Mexico Community College (CNM) South Valley Campus** – Technical and applied sciences programs
- **Bernalillo County Animal Care and Resource Center** – Workplace and volunteer training site

- **KNME-TV/NMPBS** – Public media workplace and internship site
- **University of New Mexico Mesa del Sol Campus** – Advanced technology and creative media learning environment

Program Coordinator input indicated that the workforce development tours were “eye-opening” for students who had previously viewed college and career as separate pathways. Participants returned with stronger interest in technical training, credentialing opportunities, and apprenticeship-to-career pipelines. Coordinators also noted that students demonstrated greater clarity about how their academic coursework connects to tangible employment outcomes and statewide workforce priorities.

Advancement via Individual Determination (AVID)

In FY25, AVID continued across grades 9–12, supporting students in building academic discipline, leadership skills, and college-readiness habits. Fifteen teachers received advanced AVID training; three GUNM coordinators participated in district leadership training; and 26 staff engaged in AVID-related professional development, including site visits and AVID-focused tours.

Participating schools included ATDA, Archer Academy of Accelerated Learning, Capital High School, and Mountainair Junior High School.

Coordinator reflections continue to highlight AVID’s impact on strengthening student organization, note-taking, and time management, as well as fostering greater teacher collaboration and a consistent college-readiness culture across campuses.

True Kids 1 – Digital Media Pathways

FY25 marked the fourth year of GUNM’s partnership with True Kids 1 (Taos), engaging over 100 students in media production across aviation, electronics, and computer programming. Coordinators observed that the program effectively supported students with nontraditional learning styles, combining creativity with technical skill development. Several faculty reported that participation increased students’ confidence in technology-driven projects and expanded awareness of digital and creative career pathways.

Student Leadership Conference – Leadership and Mentorship

Eighty-three students and twenty-three school staff participated in the 2024 Student Leadership Conference, a three-day immersive experience designed to strengthen leadership, college and career readiness, and community engagement skills. The event brought together students from across New Mexico to connect, collaborate, and reflect on their potential as emerging leaders.

Keynote speakers Lilyan Prado Carrillo and Ernesto Mejía inspired participants with powerful messages on resilience, advocacy, and self-leadership—urging students to see themselves as changemakers within their schools and communities.

Interactive workshops deepened this focus, offering practical tools for leadership growth and postsecondary planning. Sessions included:

- Registered Apprenticeship as an Alternative Career Pathway – ***Robyn Trammell***
- Tuition-Free College Program – ***New Mexico Higher Education Department***
- GEAR UP Data Collection: Data Validation – ***Darren Griego***
- If One Fails, We All Fail – ***Lilyan Prado Carrillo***
- How to Improve Communication with Peers and Teachers – ***Ernesto Mejía***

- Lead, Inspire & Ignite Change – **Dr. LeAnna Wilson & Héctor García de León**
- Team Building – **Jade Curry & Juan Pablo Fernandez Perez**

Feedback from coordinators and teachers highlighted clear gains in student confidence, communication, and college knowledge. Many noted that participants returned to their schools energized—initiating peer mentorship activities, taking on leadership roles, and showing greater engagement in GEAR UP programs. The conference served not only as a leadership training experience but also as a catalyst for sustained student empowerment and school-based collaboration.

Girls' STEM Pathways Conference – Women in STEM

In March 2024, GEAR UP New Mexico partnered with STEM Santa Fe to host the Girls' STEM Pathways Conference, engaging 108 middle school girls in a day of exploration, discovery, and mentorship. The conference invited participants to envision their future in science, technology, engineering, and mathematics through interactive learning experiences and direct connection with women professionals in STEM fields.

The event opened with welcoming remarks from NMHED Secretary Stephanie Rodriguez and keynote presentations by Dr. Cecilia Aragon and Alefiya Master, both of whom shared personal stories of perseverance, innovation, and leadership in fields where women remain underrepresented.

Throughout the day, students rotated through hands-on sessions designed to spark curiosity and connect classroom learning to real-world applications, including:

- Laser Lifesavers! Using Nanoparticles in Cancer Treatment
- Fire Adaptations Explorer
- Code Detectives: Test and Explore!
- Operation Animal Rescue: An Introduction to Veterinary Medicine

A total of 140 participants attended, including 108 students and 23 school staff. Feedback from coordinators underscored the event's impact—many reported increased student enrollment in STEM courses and clubs, as well as a noticeable rise in confidence among girls who had previously viewed STEM as “not for them.” Exposure to women scientists and mentors from New Mexico was described as both motivational and transformative, reinforcing the importance of representation and hands-on engagement in cultivating future STEM leaders.

Capacity Building and Professional Development

Throughout the fifth year of implementation, GEAR UP New Mexico (GUNM) prioritized capacity building as a core strategy for ensuring program sustainability, fidelity, and long-term impact. Recognizing that local implementation strength determines statewide success, the state team invested in developing the knowledge, skills, and confidence of district-level personnel through a framework emphasizing collaboration, accountability, and continuous improvement across fiscal, data, and programmatic domains.

This section outlines GUNM's integrated professional development and support framework, designed to strengthen institutional capacity, deepen technical expertise, and foster cohesive systems of practice. Through structured trainings, mentoring, and feedback loops, GUNM advanced a model of partnership grounded in responsiveness, transparency, and shared leadership.

Professional Development Opportunities

GUNM's professional development strategy emphasized ongoing learning and practical application to promote program continuity and data integrity.

District Data Coordinators (DCs). DCs received SCRIBE User Training, updates to Operational Service Definitions, and participated in bi-monthly information-sharing meetings focused on data validation and submission protocols. Continuous support was provided through on-site visits, TEAMS meetings, and email correspondence. Additional data training was embedded within major events such as the *Student Leadership Conference* and *Girls' STEM Pathways Conference*, reinforcing the connection between data quality and student outcomes.

District Program Coordinators (PCs). PCs received mentoring across all GEAR UP service domains, including financial aid counseling, FAFSA campaigns, academic and career planning, mentoring, math tutoring, credit recovery, college visits, and college entrance exam preparation. The State Director and Regional Coordinators facilitated bi-monthly statewide meetings, while Regional Coordinators conducted monthly on-site visits and additional virtual meetings to provide targeted support. Focus group findings and site observations indicated stronger professional confidence, clearer role definition, and more consistent implementation across districts.

Comprehensive Support Strategies

To ensure consistency, compliance, and sustainability across partner districts, GUNM employed a multi-dimensional support framework emphasizing fiscal accountability, data integrity, program quality, and relational capacity.

Fiscal Support. In August 2024, GUNM delivered fiscal training for program coordinators and district fiscal officers covering Requests for Reimbursement (RfR), match/cost sharing, time and effort, budget adjustments, and allowable costs. These topics were reinforced through bi-monthly virtual trainings, with Regional Coordinators offering on-site assistance to review fiscal documents and clarify procedures, improving accuracy and efficiency in reporting.

Data Support. SCRIBE training for DCs, PCs, and RCs standardized documentation and aligned reporting across districts. The Participatory Evaluation Team established a collaborative model for continuous improvement, while bi-monthly data meetings supported validation and problem-solving, strengthening data reliability and ownership.

Program Support. Regular coordination meetings guided planning for National GEAR UP Week, College Application Week, FAFSA Season, and College Signing Day, ensuring alignment between state and district implementation. Regional Coordinators maintained fidelity through a balanced combination of in-person and virtual engagement, reducing delays and increasing responsiveness.

Relational Development

FY25 also emphasized team development and well-being within NMHED and across district partnerships. Members of the NMHED GUNM state team and district coordinators participated in a series of leadership trainings, integrating insights from the Enneagram framework to deepen self-awareness and strengthen interpersonal effectiveness. This investment enhanced communication, empathy, and cohesion. District partners noted a visible increase in the team's unity, attentiveness, and professionalism, reinforcing trust and partnership quality across districts and state personnel.

Collaboration and Knowledge Exchange

GEAR UP New Mexico (GUNM) advanced its mission not only through direct district engagement but also through strategic participation in regional and statewide professional networks. These collaborations reflected GUNM's ongoing commitment to continuous learning, knowledge dissemination, and alignment with New Mexico's higher education and workforce priorities. Collectively, these efforts elevated the program's visibility, strengthened professional capacity, and reinforced GUNM's leadership within both state and national education communities.

GEAR UP West Regional Conference (October 2024)

In October 2024, GUNM hosted the GEAR UP West Regional Conference at the Albuquerque Convention Center, welcoming more than 500 education professionals from 35 states and Washington, D.C. The two-day event positioned New Mexico as a national leader in college access and readiness initiatives and provided a dynamic platform for collaboration, innovation, and cultural exchange.

Participants attended more than 60 workshops and keynote sessions exploring topics such as STEM education, family engagement, scholarship access, innovative tutoring and mentoring models, and educator well-being. Sessions such as *“Leading with Equity: Building College and Career Pathways for Rural Students”* and *“Expanding FAFSA Completion Through Community Partnerships”* reflected the shared focus on equitable access and systemic improvement. The event also featured professional learning on culturally responsive leadership and the integration of social-emotional learning in secondary education.

Cultural performances by G Precious, Mariachi Plata, and the Tewa Dancers of the North highlighted New Mexico’s vibrant artistic traditions and emphasized the state’s distinctive approach to community-based education.

By hosting this national event, GUNM not only amplified the visibility of New Mexico’s education initiatives but also strengthened the collective infrastructure of the GEAR UP network. The conference fostered cross-state collaboration, encouraged replication of effective practices, and deepened partnerships between secondary, postsecondary, and workforce sectors. Focus group participants later described the event as energizing and affirming—highlighting the sense of pride that came from seeing New Mexico’s innovation and leadership recognized on a national stage. Participants also noted renewed confidence in GUNM’s sustainability and an increased sense of alignment between district-level implementation and the program’s statewide mission.

Second Annual Higher Education Technical Summit

In April 2025, GUNM presented at the Second Annual Higher Education Technical Summit, hosted by the New Mexico Higher Education Department and Central New Mexico Community College. The presentation, “Expanding College & Career Readiness: GEAR UP New Mexico’s Innovative Approach,” was delivered collaboratively by two Regional Coordinators, two District Coordinators, and the Program Director. This multi-perspective approach provided a comprehensive overview of GUNM’s initiatives, integrating both policy and practice perspectives and highlighting the program’s partnerships with universities, trade schools, and the New Mexico Department of Workforce Solutions.

The session emphasized data-driven strategies for bridging secondary and postsecondary systems and demonstrated alignment with NMHED’s statewide goals to increase postsecondary access, completion, and alignment with workforce needs. It also underscored GUNM’s role as a connector across educational sectors—linking academic institutions, workforce agencies, and community partners in support of equitable student outcomes.

Focus group discussions following the summit reflected increased coordinator confidence in GUNM’s public leadership and statewide recognition. Participants expressed that seeing the program represented by both state and district leaders reinforced their sense of shared ownership and professional credibility, further strengthening commitment to the program’s long-term goals.

Program Outcomes and Impact Analysis

Building on the capacity-building, collaboration, and implementation efforts described in previous sections, this analysis presents a data-informed overview of GEAR UP New Mexico’s (GUNM) impact during the 2024–2025 program year. Findings in this section were produced by Xcalibur, GUNM’s external evaluation partner, and reflect both quantitative and qualitative measures of participation, service utilization, and postsecondary outcomes. Together, these data illustrate how sustained program fidelity, targeted interventions, and strategic partnerships translated into measurable gains in college and career readiness across partner districts.

GUNM Participation and Service Utilization

- 83% of 7,583 students engaged in at least one GEAR UP activity.
- Nearly 1,100 students visited 26 college campuses, and 300 students participated in 18 workplace site visits.
- 70% of students participated in workshops focused on college and career preparation, college applications, STEM, and GEAR UP Week.
- 40% of students engaged in transition-related activities emphasizing 8th-grade readiness, AVID, dual enrollment, and college application processes.
- The most utilized service modalities included:
 - Workshops (70%)
 - College Fairs (41%)
 - Counseling and Advising (36%)
 - Career Exposure (23%)
 - Mentoring (19%)

Postsecondary Outcomes

- 49% of the Class of 2024 enrolled in postsecondary education, with 67% attending four-year institutions and 33% enrolling in two-year colleges.
- Top enrollment destinations included:
 - 31% – University of New Mexico (UNM)
 - 18% – Santa Fe Community College (SFCC)
 - 16% – Central New Mexico Community College (CNM)
 - 10% – New Mexico State University (NMSU)
 - 10% – Northern New Mexico College (NNMC)
 - 3% – NMSU-Doña Ana
 - 2% – New Mexico Highlands University (NMHU)
- FAFSA completion: 40% of seniors completed the FAFSA.
- Aspirations: 75% of graduating students reported plans to pursue postsecondary education.

Correlational Findings

- Family engagement in GEAR UP services was significantly higher among students who immediately enrolled in postsecondary education.
- Participation in counseling and advising showed a positive correlation with postsecondary enrollment, underscoring the program's efficacy in providing psychosocial and informational support.
- Coordinators attributed improved student participation to clearer service definitions and more consistent SCRIBE data practices.
- **The combined influence of college and workforce exposure, Student Success Agency (SSA) mentoring, and AVID programming contributed to observable gains in college readiness, self-efficacy, and postsecondary momentum.**

Synthesis and Implications

The 2024-2025 evaluation findings demonstrate that GUNM's integrated, student-centered model continues to yield measurable results in participation, persistence, and postsecondary enrollment. Increases in data reliability, strengthened implementation fidelity, and alignment between counseling, mentoring, and exposure-based activities have produced a more cohesive and effective program structure. These outcomes affirm the collective impact of GUNM's statewide strategy—one grounded in evidence-based practice, interagency collaboration, and continuous improvement—positioning the program to sustain long-term gains in college and career readiness for New Mexico students.

Programmatic Implications and Future Directions

Transition from Quantitative Outcomes

Taken together, the outcomes and qualitative feedback from 2024-2025 underscore the enduring effectiveness of GEAR UP New Mexico's integrated service model. The program continues to serve as a statewide catalyst for college access, academic readiness, and workforce alignment—bridging classrooms, campuses, and communities through coordinated, equity-centered interventions.

Findings indicate that GUNM's integrated service model—combining academic interventions, mentoring, college and workforce exposure, and capacity building—is effectively strengthening New Mexico's college-going culture and responding to regional labor-market needs. The model's holistic design—linking student support, educator development, and system-level collaboration—has fostered a shared language of readiness across secondary and postsecondary partners.

Looking ahead, GUNM will leverage these lessons to sustain momentum and institutionalize practices that have proven most impactful.

FY26 Priorities (Evidence-Informed)

1. **Expand workforce and apprenticeship partnerships** to align secondary curricula with emerging labor-market demand and ensure that technical education pathways reflect the evolving economy of New Mexico.
2. **Strengthen dual enrollment and math interventions** to close achievement gaps and reinforce college readiness benchmarks that predict postsecondary success.
3. **Increase FAFSA completion** through behaviorally informed outreach, peer-to-peer engagement, and district-level support systems that reduce barriers to financial aid access.
4. **Deepen Student Success Agency (SSA) mentoring** across the junior-to-college transition by employing predictive indicators to identify and prioritize students at elevated risk of non-enrollment or first-year attrition.
5. **Scale AVID implementation** and embed formative evaluation processes to measure impacts on student academic self-efficacy, persistence, and high school-to-college transition outcomes.
6. **Advance longitudinal tracking** through NMHED's Statewide Longitudinal Data System (SLDS) to connect GEAR UP participation with postsecondary enrollment, retention, and completion indicators.

These priorities reaffirm GUNM's fidelity to federal GEAR UP objectives while moving beyond compliance toward institutional transformation. The coming year will focus on deepening partnerships that make educational equity a structural reality rather than an aspiration—building systems that sustain college and career opportunities long after the grant period concludes.

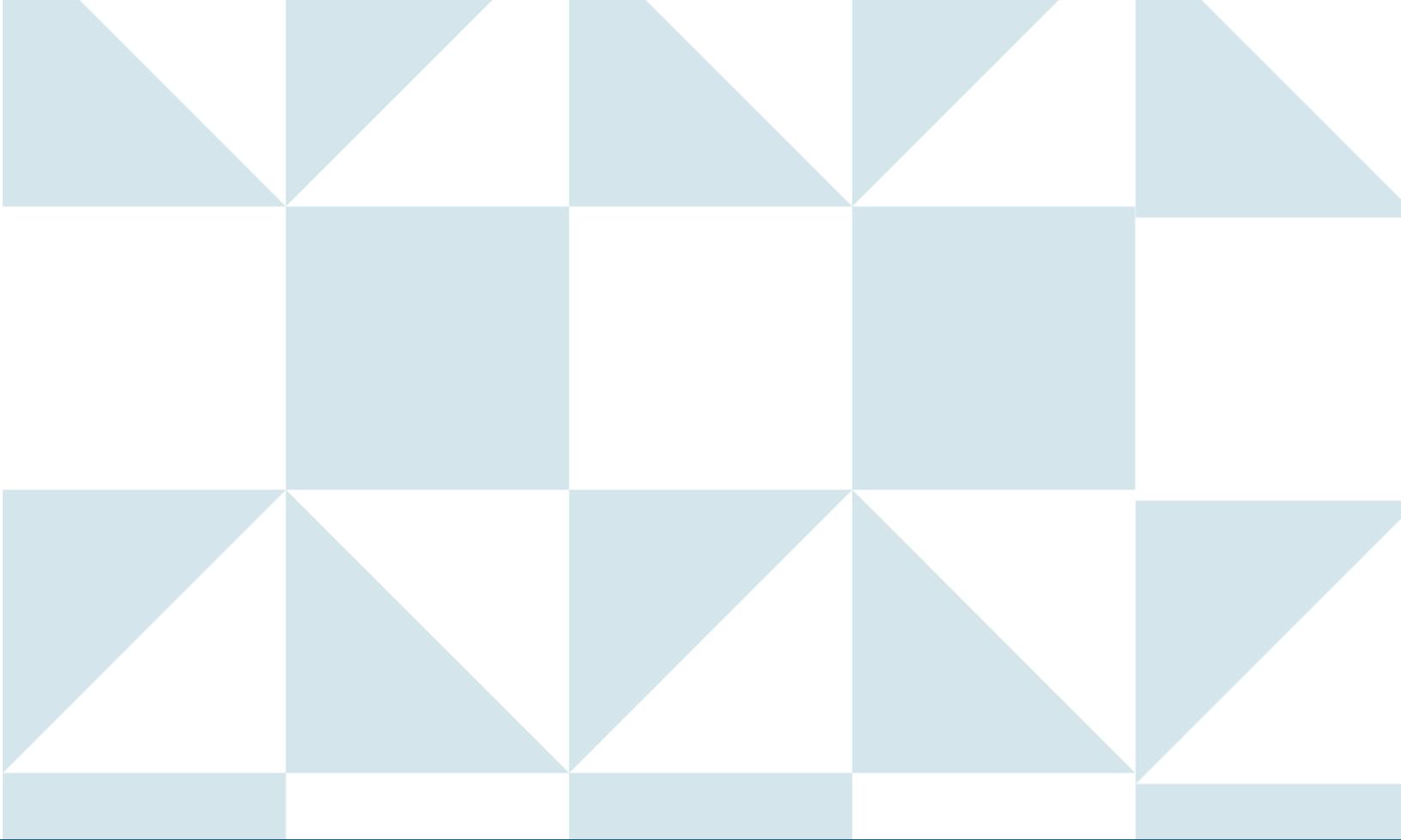


Photo Credit: Allison Shelley, Complete College America Photo Library



Indian Education Division

The Indian Education Division (IED) is committed to working alongside New Mexico's 23 Tribes, Nations, and Pueblos for the best interests of Native American students in our higher education and adult education systems. The division works with Tribes, Nations, and Pueblos to understand their needs, challenges, and questions, and to address them promptly and appropriately. IED also works to promote and share constituent service support and agency resources available to Native American students.

Collaboration and partnership are foundational aspects for IED. In 2025, IED attended the initial All Pueblo Council of Governors meeting and convenings with Tribal Leadership, such as the 2025 State-Tribal Leaders summit (hosted by the Indian Affairs Department) and the 2025 Spring and Fall Government-to-Government Education Summits (hosted by the Public Education Department). These convenings serve as spaces for Tribal Leaders and State Agencies to come together, better understand one another, and continue working towards mutual goals.

Within NMHED, IED provided support and collaborated with other divisions and state agencies through meetings, planning sessions, and professional development. In 2025, IED participated in a panel for the Adult Education Conference. The division also supported the Public Education Department and the Early Childhood Education and Care Department in preparing for the Government-to-Government Education Summits. Furthermore, the division engaged and collaborated with Higher Education Institutions and other Higher Education agencies. IED attended virtual and in-person meetings to support Native American students in Higher Education.

Altogether, IED participated in 35 events regarding supporting Native American students and programs. Other notable activities include (non-exhaustive):

- 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
- Developed 2025 State Tribal Collaboration Act (STCA) Report
- Attend Higher Education Institution Events

Governor Michelle Lujan Grisham signed the American Indian Education Technical Assistance Centers Act (House Bill 280) to create the state's first-ever Tribal education technical assistance centers (TACs) dedicated entirely to Native American education. Part of the Tribal Remedy Framework, the TACs aim to put tribal education departments and schools on equal footing with nontribal local education agencies that already benefit from regional education cooperatives and provide focused resources for Native American students and educators in public school districts. The centers will help develop culturally relevant and linguistically appropriate curriculum and instructional materials, enhance career pathways for Native American educators, and expand professional development opportunities for educators from early childhood to college.

The agency is currently developing contracts for the awarded institutions (University of New Mexico and Navajo Technical University), which were selected through a Request for Proposal. The implementation of this policy connects the community advocacy with systems improvements for Native American students. IED is proud to move this work forward.

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

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

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Information Technology Services Division

The New Mexico Higher Education Department (NMHED) seeks to promote accessibility to education for all New Mexicans. The Information Technology Services Division (ITS) is key to this mission by being part of every aspect of NMHED operations: obtaining and configuring agency smartphones; managing the physical door access system; deploying and administering desktop, laptop, and tablet computers; and providing cloud-based services, public websites, and web-based applications.

The ITS work that most effectively engages the higher education institutions and the public and which further empowers our staff and better protects our data, receives most of our attention. This includes (a) regular updates and new features for our applications, (b) offering archived school transcripts for students, (c) providing portals for uploading Capital Projects, Institutional Finance reports, and Academic Division applications for common courses, general education courses, CIP code assignments, and new degree programs, (d) procuring and installing new network and server systems, (e) providing continuous high-level cyber security, and (f) facilitating legislative bill analysis. Therefore, the ITS work and goals are in alignment with the Higher Education Department's and the State's IT strategic goals.

ITS is continuing to improve overall security and functionality by way of (a) robust Internet traffic management via our firewalls, (b) utilizing Zero Trust Architecture across all systems and services, and (c) implementing multi-factor authentication. Also, as part of our continuous integration and continuous delivery efforts, we are adding features and improving performance of all existing applications and deploying new ones, including the Bill Analysis System (BAS), Electronic Data Editing and Reporting (eDEAR), and our Academic Affairs Application. Additionally, ITS continues to refine and expand services in the public cloud, increasing efficiencies, redundancy, performance, accessibility, and security.

Regarding inter-agency activity, ITS continues to work with the CIOs of all the New Mexico Higher Education Institutions (HEIs) on cybersecurity, currently focusing on performing regularly penetration testing and assessments. We remain a key stakeholder on the New Mexico Longitudinal Data System project (NMLDS), which is a collaboration between NMHED, New Mexico Early Childhood Education and Care Department, New Mexico Public Education Department, and the New Mexico Department of Workforce Solutions; ITS participates on the NMLDS Project Team, secures and oversees state and federal funding, executes and manages vendor contracts, and provides project management and IV&V services. NMLDS, a certified project, is currently in the planning steps for Phase 2b of NMLDS.

Photo Credit: Allison Shelley, Complete College America Photo Library



Institutional Finance Division

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

Appropriation History

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

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

General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Appropriations for All State Agencies			
Fiscal Year	Total General Fund Appropriations	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
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	\$1,025.4	12.2%
FY24	\$9,578.9	\$1,212.5	12.7%
FY25	\$10,787.9	\$1,441.6	13.4%

*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 Post-Secondary Tuition and Fees

Table 8 illustrates the tuition and fees for all public postsecondary institutions, compiled by the institutional finance division.

New Mexico Public Postsecondary Institutions Certified Tuition and Fee Rates per FY26 Operating Budget Exhibit Submissions				
	Total Tuition and Fees – Per Semester			
	Undergraduate		Graduate	
	Resident In-District	Non-Resident	Resident In-District	Non-Resident
Research Universities				
New Mexico State University	\$4,278.50	\$13,441.70	\$4,185.12	\$12,747.12
New Mexico Tech	\$5,007.00	\$15,792.32	\$4,933.39	\$14,447.37
University of New Mexico	\$5,682.50	\$17,256.80	\$5,534.68	\$15,065.80
University of New Mexico – Law (Annual Rate)	---	---	\$20,459.60	\$44,177.36
University of New Mexico – Health Sciences Center (Annual Rate)	---	---	\$19,537.04	\$48,232.76
Comprehensive Universities				
Eastern New Mexico University	\$3,537.00	\$4,527.00	\$3,804.00	\$4,986.00
New Mexico Highlands University	\$3,640.20	\$6,100.20	\$3,940.20	\$6,328.20
Northern New Mexico College	\$2,532.00	\$7,164.00	---	---
Western New Mexico University	\$4,931.70	\$8,985.75	\$4,127.52	\$7,308.60
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	\$957.00	\$2,583.00	---	---
Independent Community Colleges				
Central New Mexico Community College	\$1,068.00	\$4,500.00	---	---
Clovis Community College	\$796.00	\$1,672.00	---	---
Luna Community College	\$637.00	\$1,609.00	---	---
Mesalands Community College	\$1,068.00	\$1,704.00	---	---
New Mexico Junior College	\$900.00	\$1,425.00	---	---
San Juan College	\$1,130.25	\$3,280.50	---	---
Santa Fe Community College	\$1,192.50	\$2,752.50	---	---
Southeast New Mexico College	\$648.00	\$1,200.00	---	---

Planning and Research Division

The Planning and Research Division serves as the central data, research, and analytic hub for New Mexico's higher education system. Guided by the principles of teamwork, efficiency, quality, and continuous progress, the Division is responsible for ensuring that every major policy, funding, and reporting decision is supported by accurate, timely, and high-quality information. As the statewide steward of New Mexico's higher education data infrastructure, the Division provides essential support to agencies, institutions, legislative partners, and the public. The Division also manages the New Mexico Higher Education Department's (NMHED) statewide Data Request process, including MOU coordination and FERPA-compliant review of internal and external data requests.

Statewide Data Collection and Management (DEAR)

At the core of the Division's work is the management of DEAR, New Mexico's statewide student-level postsecondary database. The Division oversees every aspect of DEAR, including annual and semester-based submissions, edits and validation rules, data governance, documentation, and quality control. All institutional reporting, enrollment, financial aid, degree completions, course taking, demographics, transfer, dual credit, and other performance metrics flow through DEAR and are maintained by Planning and Research.

Statewide Enrollment, Completions, and Outcomes Reporting

The Division produces New Mexico's official enrollment and outcomes data, including:

- Fall headcount and full-time enrollment (FTE)
- Annual degree completions
- Enrollment trends and demographic dashboards

These reports support the Governor, Legislature, NMHED staff, institutions, media, and the public. Planning and Research is the primary source of statewide higher education metrics for New Mexico.

Link to data reports: <https://hed.nm.gov/data-reports/data-reports-1>

Funding Formula Data and Certification

The Planning and Research Division oversees all data components of the state's public higher education funding formula. This includes preparing and validating the full formula dataset, communicating data requirements to institutions, running certification checks, and verifying every student, course, credit hour, and degree record used in funding calculations. Through this work, the Division ensures accuracy, transparency, and consistency in statewide funding decisions.

Inter-Division Data Support

The Planning and Research Division collaborates with all NMHED divisions to meet their data and reporting needs. The Division ensures all NMHED units have a clean, consistent, accurate data foundation to make decisions and meet federal/state requirements. This support includes:

- **Academic Affairs & Policy:** CIP program review data and coordination of the Faculty Salary and Benefits Survey
- **Adult Education:** Data alignment, WIOA reporting assistance, and NRS performance indicator support
- **Financial Aid:** Allocation reporting, Opportunity Scholarship and Lottery data, NASGAAP reporting, and other ad hoc analyses
- **GEAR UP:** Student-level matching and outcome reporting for the annual APR
- **Indian Education Division:** G2G reporting and preparation of annual State Tribal Collaboration Act financial aid and outcomes data, in partnership with the division
- **Institutional Finance:** Funding-formula datasets and SHEEO reporting

K-12 Coordination with the New Mexico Public Education Department

The Division collaborates extensively with the Public Education Department (PED) to support statewide reporting, accountability, and cross-agency data alignment. This work includes serving as NMHED's data representative on the Dual Credit Council; providing Perkins program reporting and postsecondary performance indicators; submitting data for the Hispanic Education Act and Black Education Act; and producing annual remediation reports for first-time college students statewide.

National Reporting and Benchmarking (PSEO, SHEEO, CCA)

Planning and Research represents New Mexico in several national initiatives that support benchmarking, policy alignment, and improved student outcomes. This work includes participation in:

- **PSEO (U.S. Census Bureau):** Linking New Mexico postsecondary records to wage and employment outcomes
- **State Higher Education Executive Officers Association (SHEEO):** Completing the annual State Higher Education Finance report and carrying out related data verification
- **Complete College America (CCA):** Conducting corequisite course analyses and aligning statewide outcomes with national frameworks
- **Additional collaborations:** Ongoing work with Strada, Trellis, Coleridge, and peer states to advance affordability, equity, and student experience metrics

These partnerships strengthen New Mexico's national presence and ensure statewide priorities are aligned with leading research and best practices.

Legislative Support and Policy Analysis

Planning and Research leads the agency's legislative bill analysis process, including staff training and coordination. The Division also serves as the primary point of contact for NMHED's Bill Analysis System, ensuring all submissions are accurate, timely, and aligned with agency policy priorities.

Ad Hoc and Strategic Analysis

Beyond scheduled reporting, the Division responds to requests from institutions, legislators, media, community partners, and internal leadership. These analyses advance quality improvement, support transparency, and inform decision-making across the state.

Private Post-Secondary Schools Division

The Private Post-Secondary Schools Division (PPSD) safeguards students and consumers by administering and enforcing the New Mexico Private Post-Secondary Educational Institution Act.

Pursuant to this Act, all state-authorized private post-secondary institutions must submit an Annual Report to the New Mexico Higher Education Department (NMHED) as part of their ongoing compliance requirements. This reporting process promotes transparency, accountability, and continuous oversight of each institution's performance and operational stability.

The 2025 academic year, for purposes of this reporting cycle, began on August 1, 2024, and concluded on July 31, 2025.

State Authorized Institutions

Over the past several years, New Mexico has witnessed a significant transformation in its private postsecondary education landscape, marked by a contraction of campus-based institutions and a rapid expansion of distance education providers. The number of private, regionally accredited institutions maintaining a physical presence in the state has continued to decline, reflecting reduced enrollment demand, program consolidation, and growing competition from the public higher education sector. Expanded access to publicly funded tuition initiatives, such as the New Mexico Opportunity Scholarship and the Legislative Lottery Scholarship has made public colleges and universities more affordable and attractive to residents, contributing to enrollment shifts away from the private sector.

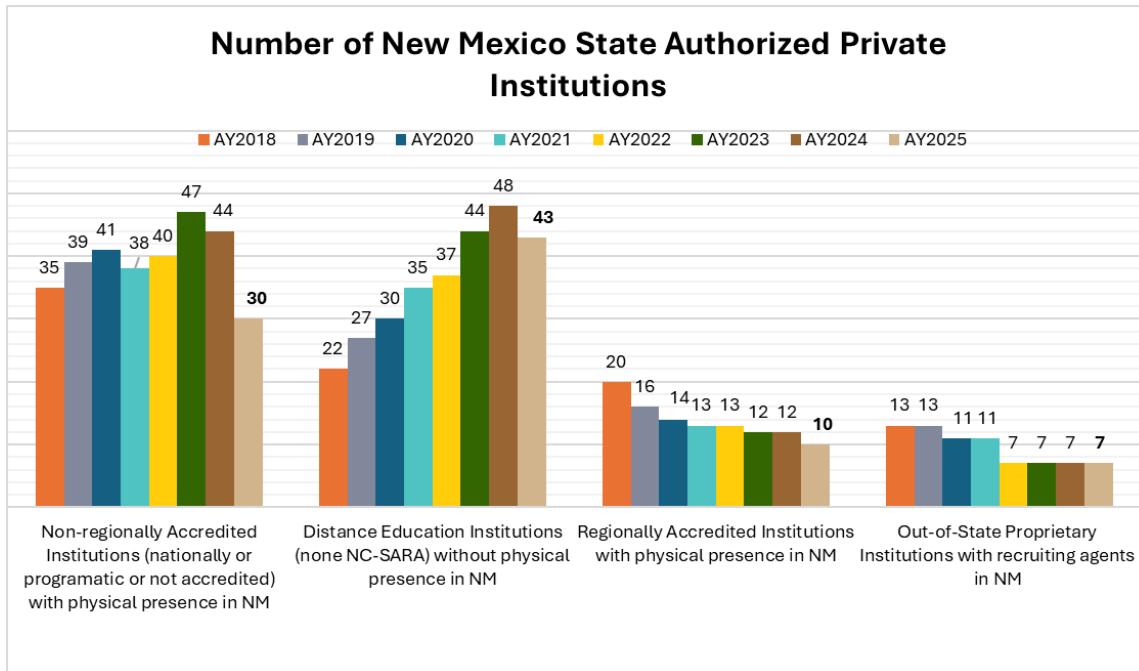
As a result, several private institutions have scaled back or discontinued on-site programs, transitioned to online or hybrid delivery models, or withdrawn from the state altogether. In Academic Year 2025, the total count of licensed institutions with a physical presence declined further following the reclassification of all previously licensed Commercial Driver's License (CDL) schools, which were granted exemption status under NMHED regulations. This policy change, combined with continued consolidation trends, has narrowed the range of on-site offerings, with most remaining institutions now focused on workforce-aligned programs in healthcare, technical trades, and vocational education.

Conversely, the number of out-of-state private distance education institutions authorized to offer programs to New Mexico residents has increased substantially, by approximately 95 percent over the past eight years. Much of this growth stems from institutions based in California, a non-NC-SARA state whose providers must obtain individual authorization from NMHED to serve New Mexico students. This expansion underscores both the national shift toward remote and hybrid learning and the diversification of educational access points available to New Mexico learners.

It should be noted that seven out-of-state proprietary institutions holding New Mexico state authorization have not been included in this report beyond the institutional profile table, as these institutions are not legally required to submit an annual report under current NMHED reporting requirements.

Taken together, these developments illustrate a fundamental structural shift in the state's private postsecondary sector: a steady contraction of traditional, campus-based education and a concurrent surge in distance learning opportunities that continue to reshape New Mexico's higher education landscape.

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



Institutional Accreditation Profiles

Table 8 shows the New Mexico State authorized private post-secondary institutions' accreditation status by degree granting status. In the 2025 academic year, New Mexico had 91 state-authorized private post-secondary institutions, encompassing a diverse range of degree and certificate granting providers. About 86 percent of these institutions are accredited, reflecting the sector's strong commitment to recognized quality and academic standards. Among accredited institutions, most offer a combination of degree and certificate or diploma programs, while others focus exclusively on degree programs. The remaining non-accredited institutions primarily operate in specialized vocational or technical fields, meeting targeted workforce needs across the state. Overall, this institutional profile demonstrates a dynamic and responsive private education sector that continues to align with New Mexico's educational and economic development goals.

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

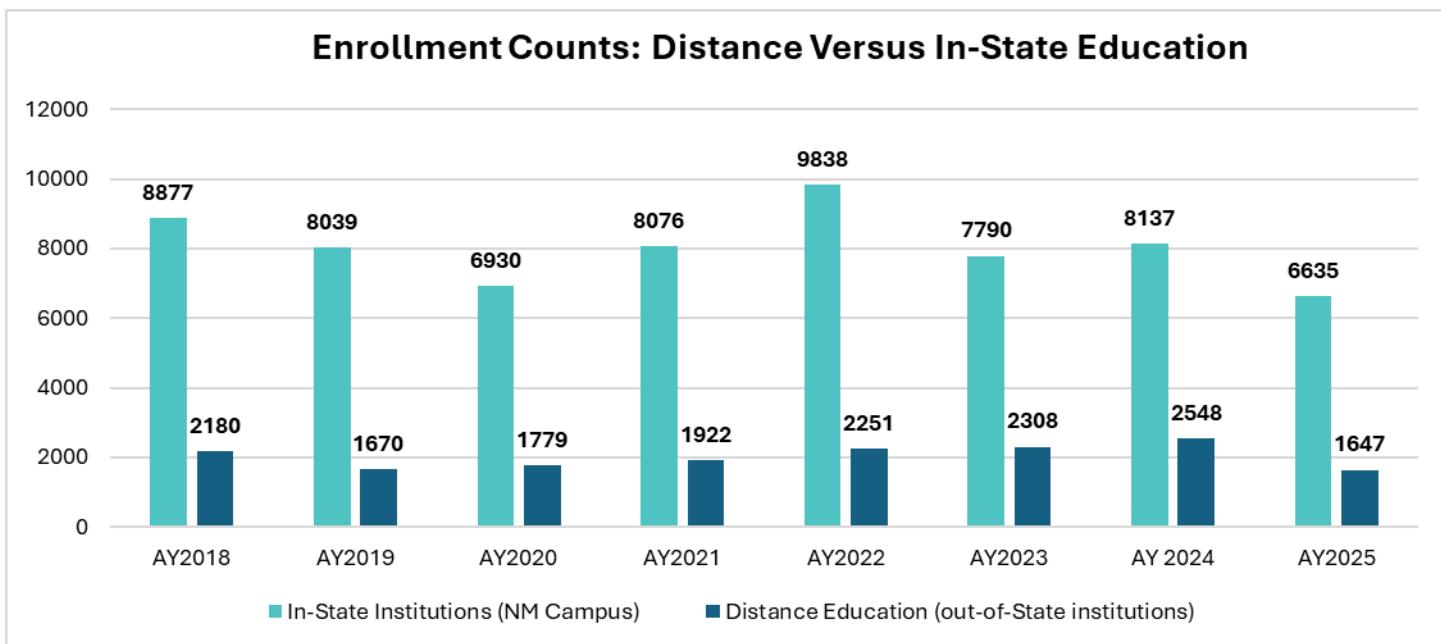
AY2022	Only Degree Granting	Degree and Certificate/ Diploma Granting	Only Certificate/ Diploma Granting	Total Institutions
Accredited	18	51	9	78
Non-Accredited	0	0	13	13
Total Institutions	18	51	22	91

Student Enrollment Counts

In Academic Year 2025, total student enrollment across New Mexico's licensed private post-secondary institutions reached 8,282. The decline from the previous year is primarily attributable to two factors: the reclassification and removal of all previously state-authorized commercial driver's license (CDL) schools from the annual count, and a reduction in distance education participation. Enrollment in distance education programs reached an eight-year low of 1,647 students.

Additionally, broader national factors appear to be influencing enrollment trends. The shift in federal loan forgiveness policies under the current administration, combined with increasing uncertainty in the U.S. economy, has contributed to more cautious student decision-making and reduced new enrollments. Despite these headwinds, distance education continues to play a vital role in expanding access to post-secondary opportunities for New Mexico residents.

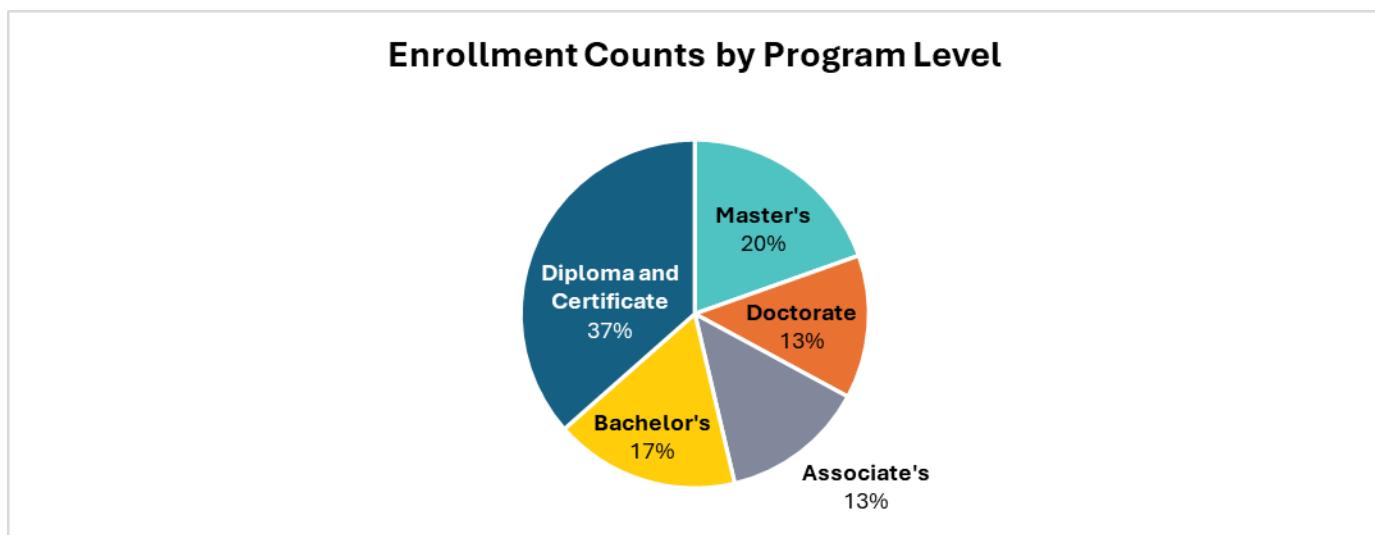
Figure 19. Enrollment counts: distance education versus on-campus private post-secondary enrollment, 2025.



Student Enrollment Counts by Program Level

In Academic Year 2025, a total of 8,282 New Mexico students were enrolled in state-authorized private post-secondary institutions. Among these, the largest proportion, 37 percent were pursuing certificate and diploma programs, reflecting the continued demand for career-oriented training in fields such as cosmetology, vocational nursing, commercial driving, computer technology, and aviation. These programs play a vital role in preparing students for immediate entry into the workforce and meeting the state's skilled labor needs. Additionally, 50 percent of all students were enrolled in bachelor's or graduate-level degree programs, highlighting the significant contribution of private institutions to New Mexico's higher education ecosystem and to pathways for advanced academic and professional achievement.

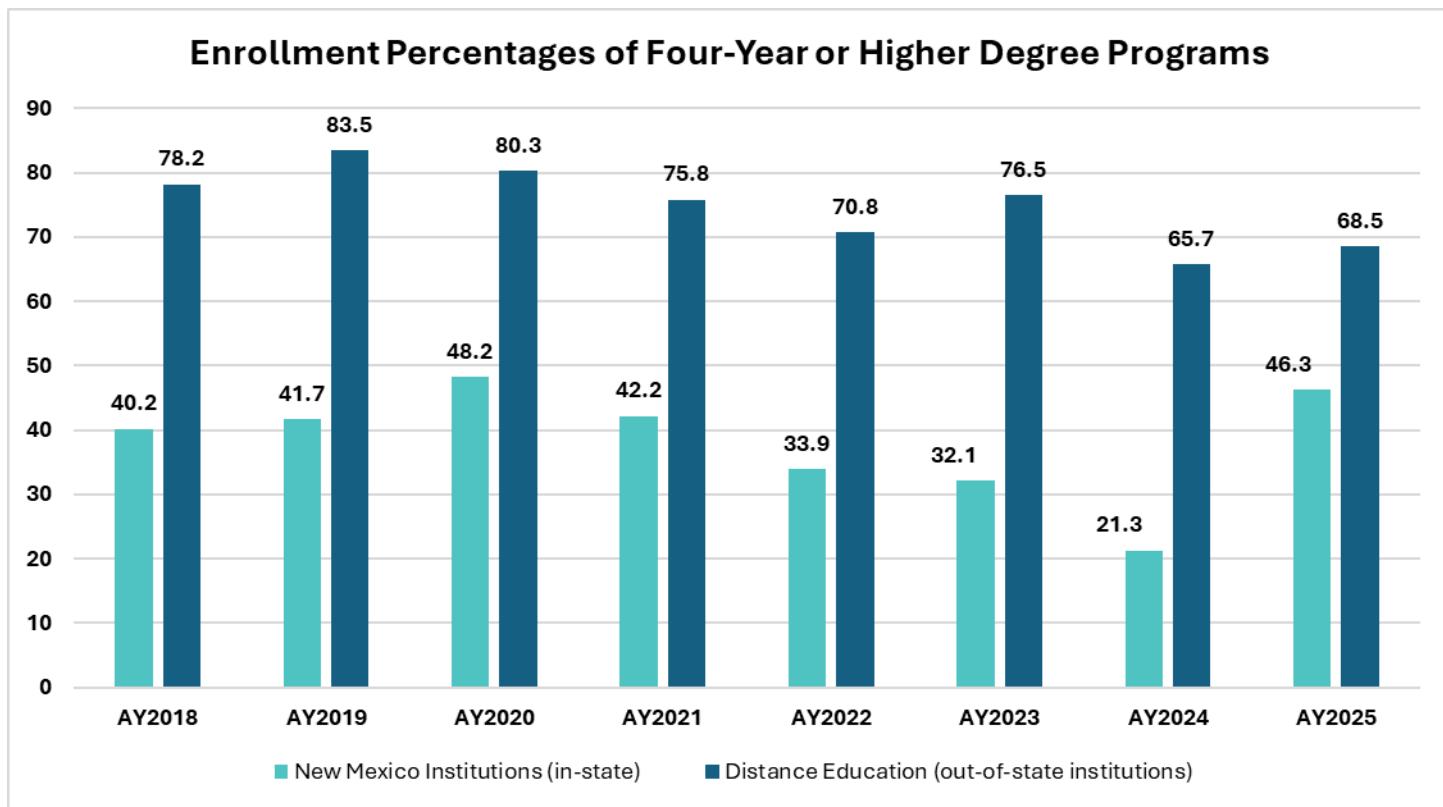
Figure 20. Student enrollment in state-authorized private post-secondary institutions by program level, 2025.



Student Enrollment Counts in Four-Year and Higher Degree Programs

In Academic Year 2025, 68.5 percent of students enrolled in private out-of-state distance education institutions pursued a four-year or higher degree program, compared to 46.3 percent of students enrolled at in-state private institutions. This marks a stabilization in enrollment patterns, as the multi-year decline in students pursuing bachelor's or higher degrees, whether through distance education or at New Mexico based private institutions, appears to have reversed. The shift may reflect renewed student confidence in the value of higher degree attainment amid a recovering job market, expanded federal student aid and loan-forgiveness measures, and the increased accessibility of flexible online and hybrid program options that allow adult learners to return to higher education.

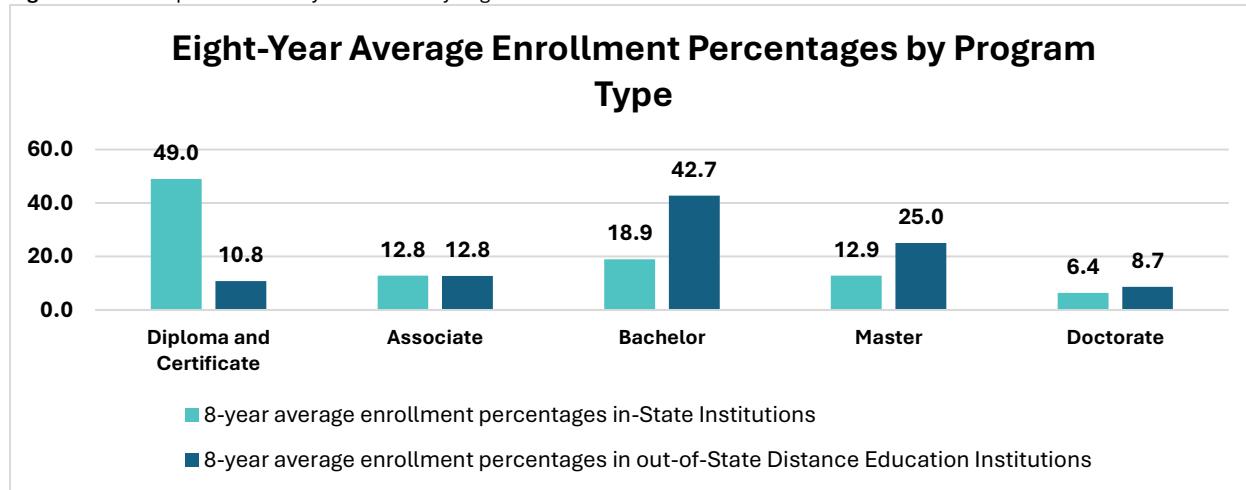
Figure 21. Percentage of students in 4-year or graduate programs, 2018-2025.



Eight-Year Average Student Enrollment Counts by Program Type

Over the past eight years, nearly half of all students enrolled at authorized in-state private post-secondary educational institutions have pursued diploma or certificate programs, underscoring the continued importance of career-focused training within New Mexico's private education sector. In contrast, the eight-year enrollment average for students attending authorized out-of-state private distance education institutions reveals that 42.7 percent are pursuing bachelor's degrees, by far the largest share across all program levels, highlighting the sustained national demand for online undergraduate study.

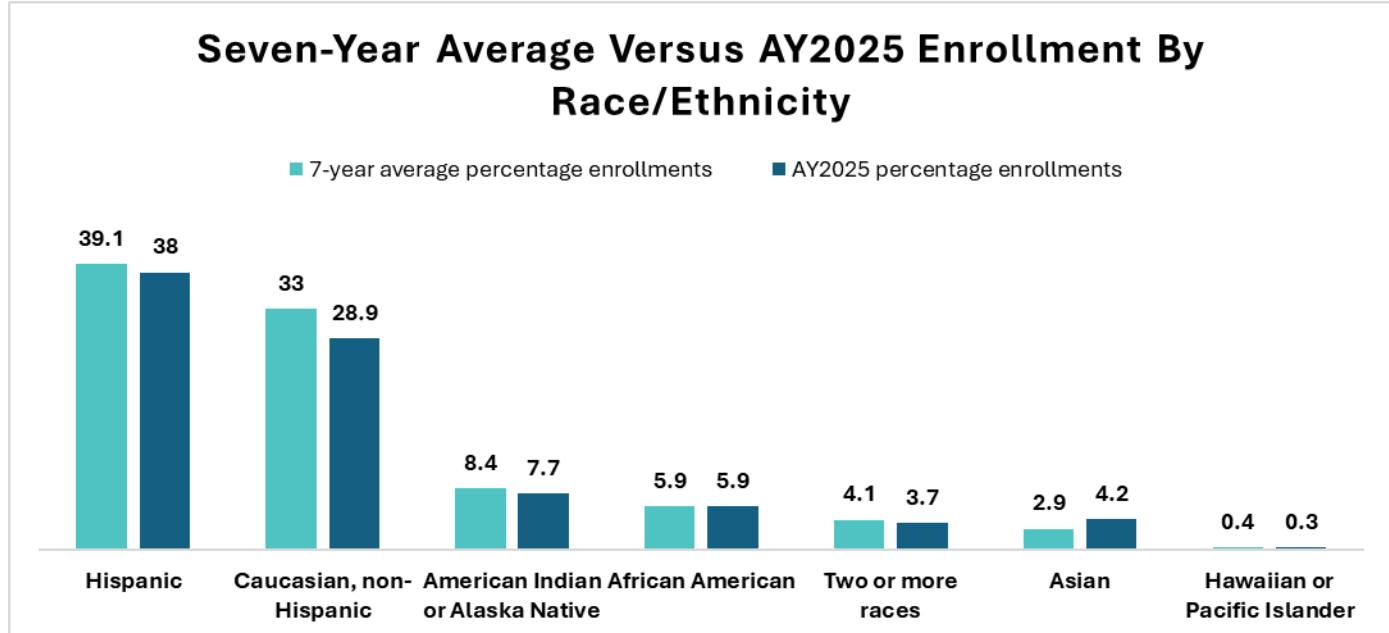
Figure 22. Private post-secondary enrollment by degree level.



Racial/Ethnic Composition of Student Body

Over a seven-year period, the ethnic composition of students enrolled in New Mexico's private post-secondary institutions has largely mirrored the state's overall demographics, with Hispanic and Caucasian students together accounting for approximately 72 percent of total enrollments. However, a comparison with the 2025 academic year reveals notable demographic shifts: the proportion of Asian students nearly doubled to 4.2 percent, while the combined share of Hispanic and Caucasian students declined to 67 percent. These trends indicate a gradual diversification of the student population within the state's private education sector.

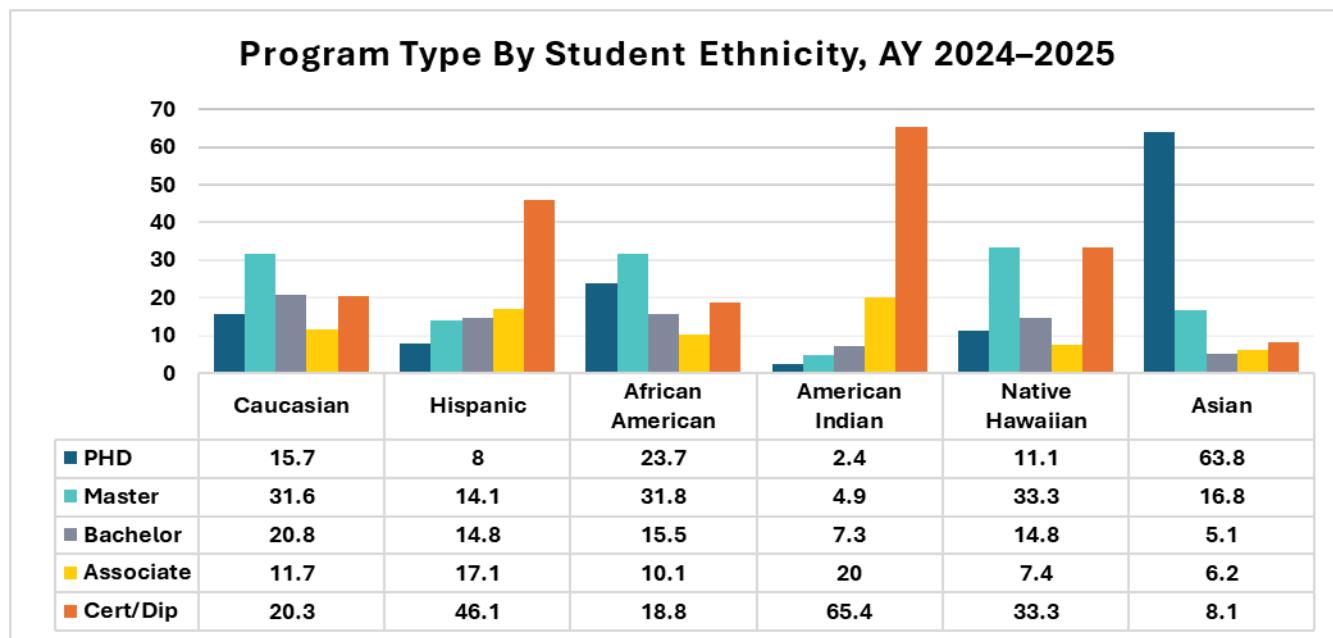
Figure 24. Seven-year average versus academic year 2025 enrollment by race/ethnicity.



Enrollment Percentages of Program Type by Student Ethnicity

An analysis of enrollment percentages by program type and student ethnicity reveals distinct patterns in educational pursuits across demographic groups. Caucasian, African American, and Asian students are predominantly enrolled in four-year or higher degree programs, while Hispanic and Native American students are more likely to pursue two-year degrees or certificate and diploma programs. Notably, approximately 86 percent of Asian students are enrolled in bachelor's or higher degree programs, whereas about 85 percent of Native American students and 63 percent of Hispanic students are pursuing associate degrees or certificate/diploma programs. These patterns highlight differing educational pathways and may reflect variations in access, affordability, and program availability across demographic groups.

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



Private Postsecondary Appendix A: In-State State-Authorized Institutions

Institution	Accreditation Status	Renewal Date for State Authorization	Profit/Nonprofit	Location	Website
A Better U Beauty Barber Academy	Accredited	6/30/2025	Profit	Albuquerque	https://abuacademy.com
Albuquerque Medical Assistant School	Non-accredited	6/30/2025	Profit	Albuquerque	https://albuquerquemedicalassistantschool.com
Associated Builders and Contractors	Non-accredited	6/30/2025	Nonprofit	Albuquerque	https://abcnm.org
Ballroom Dance Teachers Academy	Non-accredited	6/30/2025	Profit	Las Cruces	https://ballroomdanceteacherscollege.com
Bode Aviation	Non-accredited	6/30/2025	Profit	Albuquerque	https://flybode.com
Brookline College	Accredited	6/30/2025	Profit	Albuquerque	https://brooklinecollege.edu
California Institute of Arts and Technology	Accredited	6/30/2025	Profit	Albuquerque	https://ciat.edu
Charter Institute, a Division of Charter College	Accredited	6/30/2025	Profit	Farmington	https://chartercollege.edu
EC-Council University	Accredited	6/30/2025	Profit	Albuquerque	https://eccu.edu
Feldenkrais in Santa Fe	Non-accredited	6/30/2025	Profit	Santa Fe	https://feldenkraisinsantafe.com
Glitz School of Cosmetology	Accredited	6/30/2025	Profit	Las Cruces	https://glitzschoolofcosmetology.com
Hypnotherapy Academy of America	Non-accredited	6/30/2025	Profit	Albuquerque	https://hypnotherapyacademy.com
IntelliTec College	Accredited	6/30/2025	Profit	Albuquerque	https://intellitec.edu
Mark Pardo Institute of New Mexico	Accredited	6/30/2025	Profit	Albuquerque	https://markpardoacademy.com
Mountain View Vocational Institute	Non-accredited	6/30/2025	Profit	Alamogordo	https://mymvvi.com
National College of Midwifery	Accredited	6/30/2025	Nonprofit	Taos	https://midwiferycollege.edu
New Mexico Dental Academy	Non-accredited	6/30/2025	Profit	Albuquerque	https://nmdentalacademy.com
New Mexico Dental Institute	Non-accredited	6/30/2025	Profit	Socorro	https://nm dentalinstitute.com
Paul Mitchel The School	Accredited	6/30/2025	Profit	Albuquerque	https://paulmitchell.edu/albuquerque
Phlebotomy Training School	Non-accredited	6/30/2025	Profit	Albuquerque	https://phlebotomytrainingschoolnm.com
Pima Medical Institute	Accredited	6/30/2025	Profit	Albuquerque	https://pmi.edu
Pinnacle Institute	Non-accredited	6/30/2025	Profit	Las Cruces	https://pinnacleinstitute.edu
Quality Health Management	Non-accredited	6/30/2025	Profit	Albuquerque	https://qhmi.org
Red Arrow Flight Academy	Non-accredited	6/30/2025	Profit	Santa Teresa	https://redarrowaviation.com
Royalty School of Barber & Cosmetology	Non-accredited	6/30/2025	Profit	Albuquerque	https://royaltschoolofbarbercosmo.com
Southwest University of Naprapathic Medicine	Accredited	6/30/2025	Profit	Santa Fe	https://sunm.edu
The Avenue Academy	Accredited	6/30/2025	Profit	Albuquerque	https://theavenueacademy.com
United Education Institute	Accredited	6/30/2025	Profit	Albuquerque	https://uei.edu
Vertical Limit Aviation	Non-accredited	6/30/2025	Profit	Albuquerque	https://verticallimitaviation.com
Vogue College of Cosmetology	Accredited	6/30/2025	Profit	Santa Fe	https://voguecollege.edu
Burrell College of Osteopathic Medicine	Accredited	6/30/2029	Profit	Las Cruces	https://burrell.edu
Carrington College	Accredited	6/30/2029	Profit	Albuquerque	https://carrington.edu
Embry Riddle Aeronautical University	Accredited	6/30/2033	Nonprofit	NM Air Force Bases	https://erau.edu
Grand Canyon University	Accredited	6/30/2026	Nonprofit	Albuquerque	https://gcu.edu
Lewis University	Accredited	6/30/2029	Nonprofit	Albuquerque	https://levisu.edu
Southern Methodist University	Accredited	6/30/2032	Nonprofit	Ranchos de Taos	https://smu.edu
Southwestern College	Accredited	6/30/2031	Nonprofit	Santa Fe	https://www.sckans.edu
St. John's College	Accredited	6/30/2029	Nonprofit	Santa Fe	https://sjc.edu
Touro University	Accredited	6/30/2032	Nonprofit	Albuquerque	https://touro.edu
University of New Haven (no longer active)	Accredited	6/30/2031	Nonprofit	Kirtland AFB	https://newhaven.edu
University of the Southwest	Accredited	6/30/2034	Nonprofit	Hobbs	https://usw.edu

Private Postsecondary Appendix B: Out-of-State (Distance) State-Authorized Institutions

Institution	Accreditation Status	Renewal Date for State Authorization	Profit/Nonprofit	Location	Website
Academy of Art University	Accredited	6/30/2025	Profit	San Francisco, CA	https://www.academyart.edu
Animal Behavior College, Inc.	Accredited	6/30/2025	Profit	Valencia, CA	https://www.animalbehaviorcollege.com
Arizona Christian University	Accredited	6/30/2025	Nonprofit	Glendale, AZ	https://www.arizonachristian.edu
Aspen University	Accredited	6/30/2025	Profit	Phoenix, AZ	https://www.aspen.edu
Biola University	Accredited	6/30/2025	Nonprofit	La Mirada, CA	https://www.biola.edu
Brookline College	Accredited	6/30/2025	Profit	Phoenix, AZ	https://www.brooklinecollege.edu
California Coast University	Accredited	6/30/2025	Profit	Santa Ana, CA	https://www.calcoast.edu
California Institute of Integral Studies	Accredited	6/30/2025	Nonprofit	San Francisco, CA	https://www.ciis.edu
California Polytechnic State University	Accredited	6/30/2025	Nonprofit	San Luis Obispo, CA	https://www.calpoly.edu
Campus	Accredited	6/30/2025	Profit	Sacramento, CA	https://campus.edu
Carrington College - Phoenix	Accredited	6/30/2025	Profit	Phoenix, AZ	https://carrington.edu
Carrington College - Sacramento	Accredited	6/30/2025	Profit	Sacramento, CA	https://carrington.edu
Chamberlain University	Accredited	6/30/2025	Profit	Chicago, IL	https://www.chamberlain.edu
Claremont Lincoln University	Accredited	6/30/2025	Profit	Claremont, CA	https://www.claremontlincoln.edu
Concordia University Irvine	Accredited	6/30/2025	Nonprofit	Irvine, CA	https://www.cui.edu
Fielding Graduate University	Accredited	6/30/2025	Nonprofit	Santa Barbara, CA	https://www.fielding.edu
Fuller Theological Seminary	Accredited	6/30/2025	Nonprofit	Pasadena, CA	https://www.fuller.edu
Los Angeles Film Schools, LLC	Accredited	6/30/2025	Profit	Hollywood, CA	https://www.lafilm.edu
National American University	Accredited	6/30/2025	Profit	Rapid City, IA	https://www.national.edu
National University	Accredited	6/30/2025	Nonprofit	La Jolla, CA	https://www.nu.edu
Pacific Oaks College	Accredited	6/30/2025	Nonprofit	Pasadena, CA	https://www.pacificoaks.edu
Pacifica Graduate Institute	Accredited	6/30/2025	Profit	Carpinteria, CA	https://www.pacifica.edu
Pepperdine University	Accredited	6/30/2025	Nonprofit	Malibu, CA	https://www.pepperdine.edu
Point Loma Nazarene University	Accredited	6/30/2025	Nonprofit	San Diego, CA	https://www.pointloma.edu
San Jose State University	Accredited	6/30/2025	Nonprofit	San Jose, CA	https://www.sjsu.edu
Saybrook University	Accredited	6/30/2025	Nonprofit	Pasadena, CA	https://www.saybrook.edu
South University	Accredited	6/30/2025	Nonprofit	Savannah, SC	https://www.southuniversity.edu
Southern California University of Health Sciences	Accredited	6/30/2025	Nonprofit	Whittier, CA	https://www.scuhs.edu
Southwestern Law School	Accredited	6/30/2025	Nonprofit	Los Angeles, CA	https://www.swlaw.edu
Spartan College of Aeronautics and Technology	Accredited	6/30/2025	Profit	Tulsa, OK	https://www.spartan.edu
The Chicago School of Professional Psychology	Accredited	6/30/2025	Nonprofit	Los Angeles, CA	https://www.thechicagoschool.edu
Ultimate Medical Academy	Accredited	6/30/2025	Nonprofit	Tampa, FL	https://www.ultimatemedical.edu
United States University	Accredited	6/30/2025	Profit	San Diego, CA	https://www.usuniversity.edu
Unitek College Utah	Accredited	6/30/2025	Profit	Murray, UT	https://www.unitekcollege.edu
University of California Irvine	Accredited	6/30/2025	Nonprofit	Irvine, CA	https://uci.edu
University of California Los Angeles	Accredited	6/30/2025	Nonprofit	Los Angeles, CA	https://www.ucla.edu
University of California San Diego	Accredited	6/30/2025	Nonprofit	La Jolla, CA	https://www.ucsd.edu
University of Massachusetts Global	Accredited	6/30/2025	Nonprofit	Irvine, CA	https://www.umassglobal.edu
University of San Diego	Accredited	6/30/2025	Nonprofit	San Diego, CA	https://www.sandiego.edu
University of Southern California	Accredited	6/30/2025	Nonprofit	Los Angeles, CA	https://www.usc.edu
University of St. Augustine for Health Sciences	Accredited	6/30/2025	Profit	San Marcos, CA	https://www.usa.edu
University of The People	Accredited	6/30/2025	Nonprofit	Pasadena, CA	https://www.uopeople.edu
Walden University	Accredited	6/30/2025	Profit	Minneapolis, MN	https://www.waldenu.edu

Private Postsecondary Appendix B: Out-of-State Proprietary State-Authorized Institutions

Institution	Accreditation Status	Renewal Date for State Authorization	Profit/Nonprofit	Location	Website
Lincoln College of Technology	Accredited	6/30/2025	Profit	Denver, CO	https://www.lincolntech.edu
Spartan College of Aeronautics and Technology, Broomfield	Accredited	6/30/2025	Profit	Broomfield, CO	https://www.spartan.edu
Spartan College of Aeronautics and Technology, Tulsa	Accredited	6/30/2025	Profit	Tulsa, OK	https://www.spartan.edu
Tulsa Welding School & Technology Center	Accredited	6/30/2025	Profit	Houston, TX	https://www.tws.edu
Tulsa Welding School	Accredited	6/30/2025	Profit	Tulsa, OK	https://www.tws.edu
Universal Technical Institute of Southern California	Accredited	6/30/2025	Profit	Long Beach, CA	https://www.uti.edu
Wyotech	Accredited	6/30/2025	Profit	Laramie, WY	https://www.wyotech.edu