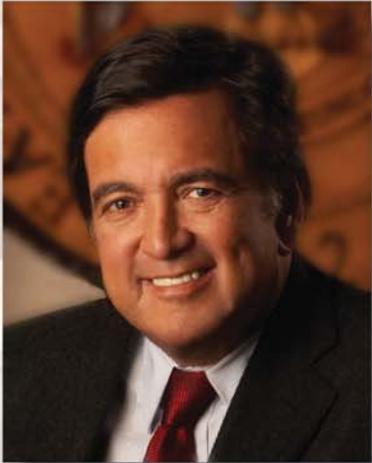




# Helping Students Succeed

New Mexico Higher Education Department





*"In the past we've never linked our colleges and universities with economic development. We're changing that... We're approaching education from a business perspective - identifying which industries are growing and the skills needed to support them."*

**Bill Richardson**  
Governor



*"We pride ourselves on being the Land of Enchantment. We are well on our way to becoming the Land of Education. Education is the key to gainful employment. That's what I call the educonomy – the combined efforts across state government and within our education system to build citizens who are ready to be employed – in good-paying jobs".*

**Diane Denish**  
Lieutenant Governor

# The State of Higher Education in New Mexico

## From the New Mexico Cabinet Secretary of Higher Education



Dear Colleagues:

We have endeavored in this year's edition of the annual report on the State of Higher Education in New Mexico to include more analysis as well as data. We hope the data will be useful as a way to depict where we are and where we have been, while the analysis may provide a sense of where the New Mexico Higher Education Department thinks we should be going.

Compared to where we have been, we believe that this year's report will show that higher education in New Mexico is in good shape, educating more New Mexicans and a broader spectrum of New Mexicans than ever before. Of particular importance given our mission to educate all of the citizens of the state is the increase in the number of Hispanic and American Indian students and graduates. Our system of higher education does a better job of educating 'minority' students, to use the national term which isn't accurate for New Mexico, than that of any other state: all but one of the state's seven four-year colleges and universities and all but three of the 18 two-year colleges are Hispanic-Serving Institutions, for example, while two of those three belong to the new category of Native-American Serving Institutions, and one institution in the state, New Mexico State University-Grants, qualifies as both a Hispanic and Native American Serving institution and may be the only one of its kind in the country with that unique distinction.

We stand in real contrast to our neighboring states in having Hispanic and American Indian participation close to that of the state's population and in

having those students quite evenly distributed across the range of institutions in the state. This is part of our success at ensuring access to higher education, and we have one of the best records of any state at getting high school graduates into higher education.

However, access is not the same as success, and as a state we need to substantially increase our educational attainment—the rate at which New Mexicans earn college degrees of all kinds – if New Mexicans are to have the future they desire and deserve. As many may have heard me assert when I have spoken on this issue across the state, the United States is falling behind other countries in the percentage of its young citizens with postsecondary degrees of all kinds, and New Mexico is well below the national average, actually 47th of the 50 states at attainment of bachelor's degrees. Our challenge as a state is to develop strategies to increase degree attainment at all levels (from high school diplomas and GEDs to doctorates) while also focusing in particular on those degrees crucial to the sizzling New Mexico economy.

This will require a complex array of strategies, not a single magic potion or silver bullet. At the New Mexico Higher Education Department, we are working hard with our colleagues at the Public Education Department on implementing the P-20 (preK through college) agenda developed over the past several years and passed into law by the New Mexico State Legislature and Governor Bill Richardson in the 2007 legislative session. That implementation will take some time, especially involving complex issues like developing a statewide data system. It will also create new opportunities. For example, the dual credit agreement being developed for the whole state creates new possibilities for career technical education to start in the high school years under the auspices of dual credit. A major priority for 2008 will be developing a comprehensive statewide approach to this key issue. We also need to work on what we can do within the world of higher education in order to address this crucial issue: in my first six months as Cabinet Secretary of Higher Education, I have advanced a [six point agenda](#) ([www.hed.state.nm.us](http://www.hed.state.nm.us)) creating a higher degree of interoperability among the state's institutions of higher education, and a crucial task for 2008 will be moving ahead on implementing this agenda.

A key to the process of identifying challenges, proposing solutions, developing implementation plans for those solutions, and then – the crucial step that is so often ignored – analyzing whether the solution has addressed the problem is how good our data is. Our commitment at the New Mexico Higher Education Department is to data-driven analyses, and this report should help those who use it get the data they need to engage in their own analysis. Additional data is available online at [www.hed.state.nm.us](http://www.hed.state.nm.us).

In closing, I would like to thank the staff members at the New Mexico Higher Education Department for their commitment to our mission – serving New Mexico's students, our college and university campuses, and the higher education communities across the state. I would also like to thank those in the Department who helped generate this year's report.

I look forward to working with our leadership – Governor Bill Richardson, Lieutenant Governor Diane Denish, and the New Mexico State Legislature – and our colleagues in higher education to continue to create pathways for students through New Mexico higher education and to provide every New Mexican the opportunity to achieve his or her educational dream.

A handwritten signature in dark ink that reads "Reed Dasenbrock". The signature is written in a cursive, slightly slanted style.

Reed Dasenbrock, Ph.D.  
Cabinet Secretary of Higher Education

# Contents

Public Higher Education in New Mexico .....	1
New Mexico Public Colleges and Universities .....	4
Affordability and Student Financial Aid in New Mexico .....	25
Legislative Lottery Scholarship.....	29
Academic Affairs, Planning and Research.....	36
NM GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs .....	40
2007 Legislation Affecting Higher Education in New Mexico.....	41
Tribal Higher Education in New Mexico .....	44
Adult Basic Education in New Mexico .....	46
Clean Energy: Green Screen for Capital Projects Proposals.....	54
Higher Education Campus Safety in New Mexico.....	55
Workforce Education in New Mexico .....	56
Private Postsecondary Education in New Mexico .....	59

Public Colleges and Universities in New Mexico .....	6
Student Enrollment.....	7
State Residency of Students .....	8
Ethnicity and Gender of Students.....	9
Average Age of Students.....	10
Degrees Awarded .....	11
Certificate and Degree Recipients by Ethnicity and Gender .....	15
Completion Rates .....	17
Institutional Operating Budgets.....	18
Tuition and Fees .....	19
Sources of Revenue for Instruction and General Purposes .....	20
Analysis of Instruction and General Expenditures .....	21
Budgeted Salary Increases for Faculty and Staff.....	22
State Appropriations.....	23
Capital Outlay Appropriations.....	24
Financial Aid Awarded .....	25
Legislative Lottery Scholarship Recipients by County.....	30
Legislative Lottery Scholarship Graduates by County .....	31
Tuition Waivers .....	34
Tribal Higher Education in New Mexico .....	44
Adult Basic Education in New Mexico Student Enrollment by Ethnicity and Age .....	48
Adult Basic Education Student Educational Level Gains.....	51
List of Private Postsecondary Education Institutions in New Mexico .....	61
Ethnicity of Students at Private Postsecondary Institutions in New Mexico .....	62

# List of Tables

# Overview of Public Higher Education in New Mexico

## The New Mexico Higher Education Department

Governor Bill Richardson and the New Mexico State Legislature established the Cabinet-level New Mexico Higher Education Department in 2005. The Department brings a statewide perspective in recommending and establishing policy direction and provides leadership on higher education issues to increase student achievement. Established to foster and guide a system of higher education that best meets the needs of the citizens of the state, the New Mexico Higher Education Department recognizes that the institutions have authority to determine their own respective missions as set forth in the constitutional and statutory provisions through which they have been established.

The New Mexico Higher Education Department provides financing to the state's institutions of higher education with an equitable distribution of funds among the institutions. The Department has oversight of all public universities and colleges. Four American Indian public institutions and four regionally accredited independent private colleges participate voluntarily in a number of Department programs. The Department also has regulatory authority over private for-profit institutions operating within the state that include 40 licensed schools and 53 schools exempt from licensure.

The Department has statutory authority with regard to higher education governance in the following areas:

- Budget
- Data collection and verification
- Administration of student financial aid
- System-wide coordination
- Statewide planning and assessment
- Review of all new academic programs prior to allocation of state funding
- Regulation of private and proprietary schools and out-of-state institutions operating in the state
- Policy analysis, research, and fiscal impact analysis
- Administration of the process for changes in college districts and new campuses.

## Governance of Higher Education in New Mexico

Governance of the public system of higher education in New Mexico is a joint responsibility of the state, exercised through the New Mexico Higher Education Department and the individual institutions. Seven public universities in the state are each governed by a Board of Regents whose members are appointed by the Governor. Ten branch campuses of the universities in the state are governed under the auspices of the Boards of Regents for the parent institutions. In addition, these campuses also have locally elected advisory boards. There are seven independent community colleges which are governed by locally elected governing boards. The Department also oversees three special schools and coordinates financial aid programs at seven institutions that are not part of the state system, including Tribal colleges and private, nonprofit colleges.



## Role of the Higher Education Advisory Board

The Higher Education Advisory Board advises the Department and the Governor on policy matters. The 14-member advisory board is appointed by the Cabinet Secretary and its membership is outlined in statute. The members representing the postsecondary educational institutions are the chief executive officers of the institution. For a list of current advisory board members, visit [www.hed.state.nm.us](http://www.hed.state.nm.us).

## A Statewide Vision for Higher Education

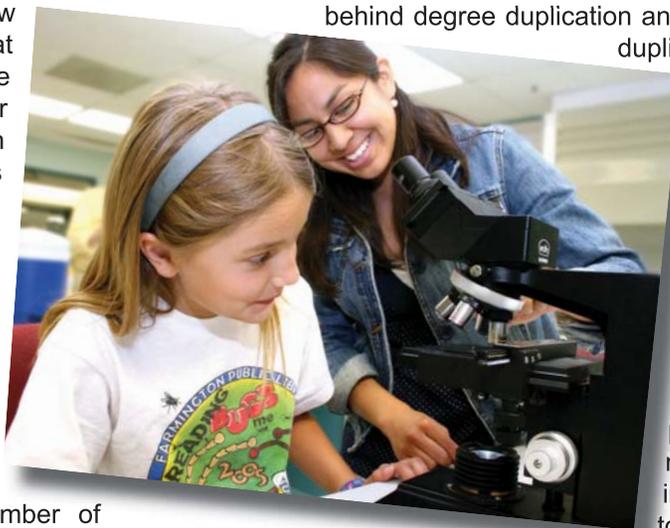
Cabinet Secretary of Higher Education Dr. Reed Dasenbrock has developed a suite of six concepts to facilitate student success. Enacting these six ideas will attract more New Mexicans into higher education and increase the efficiency of higher education by making it easier for students to graduate, and to graduate with the degrees they actually want.

Currently, only 11.9 percent of New Mexico's students earn a bachelor's degree or higher (the national average is 18%), while 42 percent of the new jobs projected for the state over the next generation will require a bachelor's degree or above. The New Mexico Higher Education Department believes we need to set goals for degree production and attainment for the entire state. This year a statewide conversation was begun to set about achieving those goals, though it should be noted that we would need a 50 percent increase in degree production and attainment just to get New Mexico moving in the direction of national norms.

### Six Concepts to Enhance Student Success

1. Create a common online application for all New Mexico public institutions of higher education that would be free for state residents. Many states have developed common application forms, allowing for simultaneous processing of the same application by a number of colleges and universities. This would simplify the admissions process and encourage New Mexico's students to explore their options more freely during the application process.
2. Guarantee admission to all New Mexico public universities for students graduating from a public two-year institution with an associate's degree.

National data indicate that an increasing number of students enter higher education through the two-year sector. These students tend to be less traditional than students at four-year institutions, a higher percentage of them are from underrepresented minorities, and they tend to come from lower income households. Because students who earn an associate's degree earn more and are more likely to participate in the workforce than students who have some college credit but have not earned a degree, New Mexico needs to do everything it can to encourage both the flow of students from the two-year sector into the four-year sector and to increase the number of students earning associate's degrees.



The New Mexico Higher Education Department proposes that the four-year institutions in the state declare that anyone who graduates from a public or Tribal two-year school in the state with an Associate's of Arts or Associate's of Science degree is automatically admitted to the four-year public school of his or her choice. Many individual programs have specific articulation agreements concerning admission into their specific program, and this general statement of admissibility would not abrogate the need for such specific agreement.

This would send a powerful message to community college students that if they wish to pursue a four-year degree after completing their associate's degree, they will be welcome.

3. Develop agreements around "credit stacking" that would allow students to start at one public college or university and complete their degree at the same campus but with a program offered by another public college or university. New Mexico is a large state, many students are place bound, and in many cases the degrees the students wish to pursue are not offered at an institution within a reasonable distance of where they live. This is one of the factors behind degree duplication and at times where this has not led to duplication, it has led to students not

getting the degree they want or feel they need. The state needs in place a general agreement about how to share formula dollars which becomes a standard part of the funding formula, not an ad hoc deal renegotiated individually each time. It would remain up to the individual institutions to decide whether to enter into a specific agreement to offer a specific program. An important part of this model is that institutions could come into a given area, offer the degree to a cohort, and then withdraw if the program had been satisfied.

need for the

4. Develop parallel agreements around "degree hosting" that would allow entire undergraduate or graduate programs to be delivered on public two-year campuses by public universities.

We will soon have each of the state's public school districts assigned to a given two-year institution as the lead provider of educational services to the areas of those school districts. Many of these are in parts of the state where no four-year institution is located, and in those areas in particular we need to design a model to encourage

the appropriate delivery of four-year degrees. A host institution may invite institutions with that degree in their inventory into the community to offer the program on their campus. The host institution provides the facility, and the hosted institution offers a program which is upper division or graduate in nature, with the understanding that all lower-division requirements for the program are offered by the host two-year institution. This differs from concept #3 only in that the point at which a student moves from one institution to another, dependent on program requirements in credit stacking, is after the associate's degree in this case.

There needs to be developed and put in place a set of ground rules by which the funding formula dollars are distributed fairly in such a way that host institutions are compensated for their investment in their facilities but hosted institutions are encouraged to offer the degrees the citizens need. The economic issues are the same between credit stacking and program hosting, and if we can develop guidelines that work for both parties, we should be able to dramatically expand the offerings of higher education around the state without creating more duplication of degree offerings. This concept will assist institutions in being able to respond more quickly to the needs of students.

5. Allow full transferability for all online courses taught by New Mexico public colleges and universities at other New Mexico public colleges and universities.

Each institution in New Mexico in some degree or another is moving into the online course environment, but we are doing so in an uncoordinated way, with the exception of the IDEAL-NM initiative, a joint project of the New Mexico Higher Education Department and the Public Education Department. It is a goal of the New Mexico Higher Education Department that any online course taught by a public institution in the state be freely transferable to any other public college or university in the state and that it be considered part of the student's course load at his or her home institution for financial aid and Legislative Lottery Scholarship eligibility purposes. This would enable students to fill holes in their curriculum that they would otherwise only be able to fill by attending multiple institutions at different locations.

6. Allow full transferability for courses taken at home during the summer for New Mexico students attending public colleges and universities in different locations.

This is essentially the same concept as #4 but applied to students attending school in one location whose home is in another. For a student who comes home for the summer, we should make it easy for them to take courses at a nearby institution by streamlining

admissions and allowing for automatic transfer of those credits to the student's home institution.

Please note that the Articulation Task Force is already at work to address these last two concepts and work has begun to implement the other concepts as well.

None of these goals is an end in itself: the goals are means to an end. They help emphasize the need for us to be more intentional in developing our goals. New Mexico needs a more highly educated and skilled workforce in order to sustain the high-tech economy we are beginning to build in the state. We therefore need to work together in order to increase the number of New Mexicans earning degrees at all levels, from high school diplomas to Ph.D.s. If we truly work together, we can achieve this goal.



# New Mexico Public Colleges and Universities

## The State of New Mexico supports

- Three high quality research universities, each of which has received national recognition in areas of specialization;
- Four comprehensive colleges and universities which provide the benefits of a small campus at relatively low tuition rates;
- Seventeen two-year colleges, ten of which operate as branch campuses of the universities and seven as independent community colleges; they are located around the state so that every New Mexican has geographic access to higher education; and
- Three special schools.

## Student Enrollment

Enrollment at New Mexico's public institutions of higher education is relatively stationary. Recent projections of high school graduates in the state suggest enrollment will continue to remain stable or decrease.

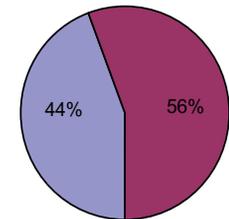
### Enrollment 2006

- Universities serve 44 percent of total higher education enrollments and 55 percent of full-time equivalent (FTE) enrollment
- Community colleges account for 56 percent of total enrollees and 45 percent of the full-time equivalent enrollment due to a significant percentage of part-time students
- Student enrollment has remained stable and is expected to do so for the near future.
- In the Fall 2006 semester, 87 percent of students enrolled in New Mexico were state residents, a one percent decrease from Fall 2005.
- In the Fall 2006 semester, 59 percent of the total student enrollments statewide were women and 61 percent of degrees earned were by women.
- Of total enrollees, 49 percent were members of minority groups – 36 percent were Hispanic, eight percent were American Indians, three percent were Black, and two percent were Asian.
- The median age for undergraduate students statewide was 24 and the average age was 27. At two-year colleges the median age was 25 and the average age was 28, while at the universities the median age for undergraduates was 23 and the average age was 26.
- The median age for graduate students statewide was 41 and the average was 41.

### Completion of Degree Programs

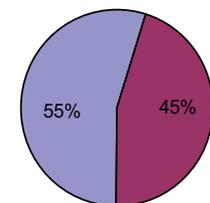
- In the 2006-2007 academic year, 6,980 certificates and associate's degrees were completed with the greatest number going to students studying liberal arts and nursing.
- Of the 6,374 bachelor's degrees awarded in the 2006-2007 academic year, the majorities were in business, social and behavioral sciences, humanities and history, and math, science, and engineering.
- A total of the 3,107 graduate degrees were awarded in the 2006-2007 academic year, with the largest numbers in the fields of education; math, science, and engineering; business; and health related professions.

Enrollment (Headcount)



■ University ■ Community Colleges

Enrollment (FTE)



■ University ■ Community Colleges

## Cost of Attendance

- The 2007-2008 average cost for resident undergraduate tuition and fees was \$4,366 at the research universities; \$2,785 at the comprehensive universities; \$1,199 at the branch community colleges; and \$909 at the independent community colleges. Data on other costs of attendance such as living expenses, travel, etc., are not collected by the state.

## Funding of Postsecondary Education

- In the 2007 fiscal year, 14.9 percent of the General Fund was appropriated by the legislature for higher education, compared to the 2006 fiscal year in which 15 percent of the General Fund was appropriated by the legislature for higher education.
- Public postsecondary institutions rely upon a number of sources of revenue for their operations. The primary source of income is derived from state appropriations; universities obtaining 65.4 percent and colleges obtaining 57.8 percent to support their operations. Tuition and fees play another major factor at 24.5 percent for universities while land-permanent fund/endowment, and miscellaneous sources round out revenue sources for the state's research and comprehensive institutions. Community college revenue sources include tuition and fees, local tax levies (25.6 percent) and miscellaneous income. Grants and contracts/restricted funds also constitute additional revenue.
- The average instruction and general expenditure budgeted per full-time equivalent student was \$12,589 in fiscal year 2008 and \$10,408 in fiscal year 2007.
- The average instruction and general expenditure budgeted by universities in fiscal year 2008 was \$15,386, and in fiscal year 2007 was \$12,308 and for community college and branch campuses was \$8,540.
- During the 2007 Legislative Session, the New Mexico Legislature appropriated nearly \$76 million in Capital Outlay Projects at higher education institutions.

Further detail on each of these points can be found in the data tables that follow. Additional information can be obtained from the New Mexico Higher Education Department or online at [www.hed.state.nm.us](http://www.hed.state.nm.us).



# Public Colleges and Universities in New Mexico

New Mexico has 27 publicly supported, regionally accredited campuses located throughout the state. Many campuses are expanding off-campus and online educational capabilities, providing additional educational opportunities.

Research Universities	Location	Chief Executive Officer	Website
New Mexico Institute of Mining and Technology	Socorro	Dr. Daniel Lopez	<a href="http://www.nmt.edu">www.nmt.edu</a>
New Mexico State University	Las Cruces	Dr. Michael V. Martin	<a href="http://www.nmsu.edu">www.nmsu.edu</a>
University of New Mexico	Albuquerque	Dr. David Schmidly	<a href="http://www.unm.edu">www.unm.edu</a>
<b>Comprehensive Institutions</b>			
Eastern New Mexico University	Portales	Dr. Steven Gamble	<a href="http://www.enmu.edu">www.enmu.edu</a>
New Mexico Highlands University	Las Vegas	Dr. Jim Fries	<a href="http://www.nmhu.edu">www.nmhu.edu</a>
Northern New Mexico College	Espanola/El Rito	Dr. Jose Griego	<a href="http://www.nnmc.edu">www.nnmc.edu</a>
Western New Mexico University	Silver City	Dr. John Counts	<a href="http://www.wnmu.edu">www.wnmu.edu</a>
<b>Branch Community Colleges and Instructional Centers</b>			
Eastern New Mexico University-Roswell	Roswell	Dr. Judy Armstrong	<a href="http://www.roswell.enmu.edu">www.roswell.enmu.edu</a>
Eastern New Mexico University-Ruidoso	Ruidoso	Dr. Michael Elrod	<a href="http://www.ruidoso.enmu.edu">www.ruidoso.enmu.edu</a>
New Mexico State University-Alamogordo	Alamogordo	Dr. Cheri Jimeno	<a href="http://www.alamo.nmsu.edu">www.alamo.nmsu.edu</a>
New Mexico State University-Carlsbad	Carlsbad	Dr. Ramon Dominguez	<a href="http://www.cavern.nmsu.edu">www.cavern.nmsu.edu</a>
New Mexico State University-Dona Ana	Dona Ana	Dr. Margie Huerta	<a href="http://dabcc-www.nmsu.edu">dabcc-www.nmsu.edu</a>
New Mexico State University-Grants	Grants	Dr. Felicia Casados	<a href="http://www.grants.nmsu.edu">www.grants.nmsu.edu</a>
University of New Mexico-Gallup	Gallup	Dr. Beth Miller	<a href="http://www.gallup.unm.edu">www.gallup.unm.edu</a>
University of New Mexico-Los Alamos	Los Alamos	Dr. Cedric Page	<a href="http://www.la.unm.edu">www.la.unm.edu</a>
University of New Mexico-Taos	Taos	Dr. Kate O'Neill	<a href="http://www.unm.edu/~taos/">www.unm.edu/~taos/</a>
University of New Mexico-Valencia	Valencia	Dr. Alice Letteney	<a href="http://www.unm.edu/~unmvc/">www.unm.edu/~unmvc/</a>
<b>Independent Public Community Colleges</b>			
Central New Mexico Community College	Albuquerque	Dr. Katherine Winograd	<a href="http://www.cnm.edu">www.cnm.edu</a>
Clovis Community College	Clovis	Dr. John Neibling	<a href="http://www.clovis.edu">www.clovis.edu</a>
Luna Community College	Las Vegas	Dr. Sigfredo Maestas	<a href="http://www.luna.cc.nm.us">www.luna.cc.nm.us</a>
Mesalands Community College	Tucumcari	Dr. Phillip Barry	<a href="http://www.mesalands.edu">www.mesalands.edu</a>
New Mexico Junior College	Hobbs	Dr. Steve McCleery	<a href="http://www.nmjc.cc.nm.us">www.nmjc.cc.nm.us</a>
San Juan College	Farmington	Dr. Carol Spencer	<a href="http://www.sanjuancollege.edu">www.sanjuancollege.edu</a>
Santa Fe Community College	Santa Fe	Dr. Sheila Ortego	<a href="http://www.sfccnm.edu">www.sfccnm.edu</a>
<b>Constitutional Special Schools</b>			
New Mexico Military Institute	Roswell	Rear Admiral David R. Ellison	<a href="http://www.nmmi.cc.nm.us">www.nmmi.cc.nm.us</a>
New Mexico School for the Deaf	Santa Fe	Mr. Ronald Stern	<a href="http://www.nmsd.k12.nm.us">www.nmsd.k12.nm.us</a>
New Mexico School for the Blind and Visually Impaired	Albuquerque	Ms. Linda Lyle	<a href="http://www.nmsbvi.k12.nm.us">www.nmsbvi.k12.nm.us</a>

## Total Student Enrollment at New Mexico Public Postsecondary Institutions Fall 2006

Institution	Head Count	Full Time Equivalent
<b>Research Universities</b>		
New Mexico Institute of Mining and Technology	1,868	1,471
New Mexico State University	16,368	12,823
University of New Mexico	25,574	20,233
University of New Mexico -Medical	302	512
Subtotal:	<b>44,112</b>	<b>35,039</b>
<b>Comprehensive Institutions</b>		
Eastern New Mexico University	4,149	3,096
New Mexico Highlands University	3,726	2,540
Northern New Mexico College	2,250	1,131
Western New Mexico University	2,738	1,766
Subtotal:	<b>12,863</b>	<b>8,533</b>
<b>Branch Community Colleges</b>		
Eastern New Mexico University-Roswell	3,864	2,108
Eastern New Mexico University-Ruidoso	850	345
New Mexico State University-Alamogordo	1,990	1,103
New Mexico State University-Carlsbad	1,239	749
New Mexico State University-Dona Ana	7,160	4,001
New Mexico State University-Grants	750	443
University of New Mexico-Gallup	2,783	1,617
University of New Mexico-Los Alamos	821	375
University of New Mexico-Valencia	1,671	951
University of New Mexico-Taos	1,355	593
Subtotal:	<b>22,483</b>	<b>12,285</b>
<b>Independent Community Colleges</b>		
Central New Mexico Community College	22,615	12,005
Central New Mexico Community College-UNM	992	260
Clovis Community College	3,652	1,606
Luna Community College	1,807	825
Mesalands Community College	692	372
New Mexico Junior College	3,106	1,722
New Mexico Military Institute	513	563
San Juan College	9,941	4,109
Santa Fe Community College	5,450	1,992
Subtotal:	<b>48,768</b>	<b>23,453</b>
<b>System Total:</b>	<b>128,226</b>	<b>79,311</b>

**Source:** Fall 2006 end of term report. Full-time equivalent (FTE) enrollment is calculated by dividing the total undergraduate credit hours taken by 15 and dividing the total graduate credit hours taken by 12, the minimum numbers of credit hours required for full-time enrollment at those two levels, respectively.

## State Residency of Students Attending New Mexico Public Postsecondary Institutions Fall 2005 & Fall 2006

	Fall 2005		Fall 2006	
	Head Count	State Residents	Head Count	State Residents
<b>Research Universities</b>				
New Mexico Institute of Mining and Tech	1,888	78%	1,868	79%
New Mexico State University	16,079	79%	16,368	80%
University of New Mexico	26,024	87%	25,574	87%
University of New Mexico Medical School	291	99%	302	99%
	<b>44,282</b>		<b>44,112</b>	<b>84%</b>
<b>Comprehensive Institutions</b>				
Eastern New Mexico University	4,055	81%	4,149	82%
New Mexico Highlands University	3,484	87%	3,726	85%
Northern New Mexico College	2,196	96%	2,250	97%
Western New Mexico University	2,844	82%	2,738	82%
	<b>12,579</b>		<b>12,863</b>	<b>85%</b>
<b>Branch Community Colleges</b>				
Eastern New Mexico University-Roswell	4,216	90%	3,864	87%
Eastern New Mexico University-Ruidoso	674	98%	850	98%
New Mexico State University-Alamogordo	2,035	79%	1,990	82%
New Mexico State University-Carlsbad	1,267	98%	1,239	97%
New Mexico State University-Dona Ana	6,857	93%	7,160	91%
New Mexico State University-Grants	664	98%	750	98%
University of New Mexico-Gallup	2,936	72%	2,783	73%
University of New Mexico-Los Alamos	816	94%	821	94%
University of New Mexico-Taos	1,302	95%	1,355	93%
University of New Mexico-Valencia	1,739	97%	1,671	97%
	<b>22,506</b>		<b>22,483</b>	<b>89%</b>
<b>Independent Community Colleges</b>				
CNM Community College	24,057	97%	23,607	95%
Clovis Community College	3,937	74%	3,652	76%
Luna Community College	2,034	96%	1,807	98%
Mesalands Community College	648	96%	692	93%
New Mexico Junior College	3,104	88%	3,106	87%
New Mexico Military Institute	493	24%	513	25%
San Juan College	8,993	86%	9,941	84%
Santa Fe Community College	5,412	93%	5,450	89%
	<b>48,678</b>		<b>48,768</b>	<b>90%</b>
<b>Statewide Totals:</b>	<b>128,045</b>	<b>88%</b>	<b>128,226</b>	<b>87%</b>

Note: The numbers represent both undergraduate and graduate students regardless of tuition waiver. Includes unduplicated students reported by institutions regardless of location. Northern New Mexico College was recently designated a Comprehensive institution; thus the data reflects the college's two-year mission.

# Ethnicity and Gender of All Students at Public Postsecondary Institutions

## Fall 2006

		Total	White		Hispanic		American Indian		Black		Asian		Unknown		Non-Resident Alien		Male		Female	
Research University		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
NMIMT	Main	1,868	1,212	65%	363	19%	40	2%	21	1%	46	2%	35	2%	151	8%	1,230	66%	638	34%
NMSU	Main	16,368	5,865	36%	6,408	39%	478	3%	447	3%	178	1%	1,845	11%	1,147	7%	7,193	44%	9,175	56%
UNM	Main	25,574	12,495	49%	7,825	31%	1,518	6%	715	3%	911	4%	1,268	5%	842	3%	10,888	43%	14,686	57%
UNM	Medical	302	182	60%	76	25%	9	3%	5	2%	19	6%	10	3%	1	0%	138	46%	164	54%
Subtotal		44,112	19,754	45%	14,672	33%	2,045	5%	1,188	3%	1,154	3%	3,158	7%	2,141	5%	19,449	44%	24,663	56%
<b>Comprehensive University</b>																				
ENMU	Main	4,149	2,379	57%	1,142	28%	126	3%	230	6%	49	1%	169	4%	54	1%	1,654	40%	2,495	60%
NNMC	El Rito	2,250	405	18%	1,565	70%	209	9%	18	1%	13	1%	40	2%	-	0%	856	38%	1,394	62%
NMHU	Main	3,726	1,145	31%	1,930	52%	260	7%	142	4%	51	1%	129	3%	69	2%	1,289	35%	2,437	65%
WNMU	Main	2,738	1,097	40%	1,117	41%	102	4%	81	3%	23	1%	258	9%	60	2%	966	35%	1,772	65%
Subtotal		12,863	5,026	39%	5,754	45%	697	5%	471	4%	136	1%	596	5%	183	1%	4,765	37%	8,098	63%
<b>Branch Community College</b>																				
ENMU	Roswell	3,864	1,934	50%	1,527	40%	110	3%	102	3%	29	1%	160	4%	2	0%	1,785	46%	2,079	54%
ENMU	Ruidoso	850	506	60%	193	23%	72	8%	12	1%	4	0%	62	7%	1	0%	283	33%	567	67%
NMSU	Alamogordo	1,990	827	42%	506	25%	81	4%	108	5%	47	2%	347	17%	74	4%	702	35%	1,288	65%
NMSU	Carlsbad	1,239	496	40%	494	40%	17	1%	18	1%	11	1%	181	15%	22	2%	415	33%	824	67%
NMSU	Dona Ana	7,160	1,559	22%	4,140	58%	174	2%	160	2%	49	1%	567	8%	511	7%	3,062	43%	4,098	57%
NMSU	Grants	750	120	16%	245	33%	273	36%	10	1%	3	0%	94	13%	5	1%	235	31%	515	69%
UNM	Gallup	2,783	280	10%	266	10%	2,127	76%	13	0%	29	1%	46	2%	22	1%	905	33%	1,878	67%
UNM	Los Alamos	821	362	44%	330	40%	57	7%	3	0%	22	3%	38	5%	9	1%	316	38%	505	62%
UNM	Valencia	1,671	586	35%	953	57%	44	3%	18	1%	19	1%	41	2%	10	1%	536	32%	1,135	68%
UNM	Taos	1,355	507	37%	643	47%	89	7%	9	1%	8	1%	97	7%	2	0%	418	31%	937	69%
Subtotal		22,483	7,177	32%	9,297	41%	3,044	14%	453	2%	221	1%	1,633	7%	658	3%	8,657	39%	13,826	61%
<b>Independent Community Colleges</b>																				
CNM	Main	22,615	8,557	38%	9,222	41%	1,542	7%	744	3%	548	2%	1,851	8%	151	0.7%	9,227	41%	13,388	59%
CNM	UNM Site	992	287	29%	474	48%	103	10%	51	5%	46	5%	25	3%	6	0.6%	386	39%	606	61%
CCC	Main	3,652	2,283	63%	1,038	28%	33	1%	174	5%	61	2%	61	2%	2	0.1%	1,244	34%	2,408	66%
LCC	Las Vegas	1,807	222	12%	1,506	83%	12	1%	3	0%	8	0%	54	3%	2	0.1%	733	41%	1,074	59%
MCC	Main	692	342	49%	252	36%	17	2%	14	2%	8	1%	59	9%	-	0.0%	345	50%	347	50%
NMJC	Main	3,106	1,567	50%	1,234	40%	22	1%	100	3%	24	1%	159	5%	-	0.0%	1,184	38%	1,922	62%
NMMI	Main	513	251	49%	113	22%	13	3%	79	15%	41	8%	1	0%	15	2.9%	437	85%	76	15%
SJC	Main	9,941	5,280	53%	1,246	13%	2,543	26%	67	1%	75	1%	730	7%	-	0.0%	4,970	50%	4,971	50%
SFCC	Main	5,450	2,552	47%	1,892	35%	117	2%	65	1%	93	2%	717	13%	14	0.3%	2,033	37%	3,417	63%
Subtotal		48,768	21,341	44%	16,977	35%	4,402	9%	1,297	3%	904	2%	3,657	7%	53	0.3%	18,335	44%	23,209	56%
<b>System Total</b>		<b>128,226</b>	<b>53,298</b>	<b>42%</b>	<b>46,700</b>	<b>36%</b>	<b>10,188</b>	<b>8%</b>	<b>3,409</b>	<b>3%</b>	<b>2,415</b>	<b>2%</b>	<b>9,044</b>	<b>7%</b>	<b>3,035</b>	<b>2%</b>	<b>51,206</b>	<b>42%</b>	<b>69,796</b>	<b>58%</b>

Source: End of term Report, Fall 2006. Cluster percentages may not total 100 because of rounding error.

## Average Age of Students in New Mexico Public Postsecondary Institutions Fall 2006

Institution	Campus	First Time Freshmen		Undergraduate		Graduate		All Students	
		Average	Median	Average	Median	Average	Median	Average	Median
<b>Research Universities</b>									
New Mexico Institute of Mining and Technology	Main	20	18	24	21	33	29	26	22
New Mexico State University	Main	18	18	23	21	34	31	25	22
University of New Mexico	Main	18	18	23	21	35	31	26	23
University of New Mexico	Medical	-	-	-	-	28	27	28	27
<b>Comprehensive Institutions</b>									
Eastern New Mexico University	Main	18	18	25	22	39	38	28	23
New Mexico Highlands University	Main	20	18	27	23	39	37	32	31
Northern New Mexico College	Main	27	20	34	30	-	-	34	30
Western New Mexico University	Main	21	19	27	23	39	38	30	25
<b>Subtotals</b>		<b>20</b>	<b>18</b>	<b>26</b>	<b>23</b>	<b>35</b>	<b>33</b>	<b>28</b>	<b>25</b>
<b>Branch Community Colleges</b>									
Eastern New Mexico University	Roswell	26	21	30	27	-	-	30	27
Eastern New Mexico University	Ruidoso	24	20	31	26	49	50	32	27
New Mexico State University	Alamogordo	22	19	29	25	-	-	29	25
New Mexico State University	Carlsbad	21	19	26	22	-	-	26	22
New Mexico State University	Dona Ana	20	19	26	22	-	-	26	22
New Mexico State University	Grants	25	20	30	28	-	-	30	28
University of New Mexico	Gallup	21	19	28	24	47	58	29	24
University of New Mexico	Los Alamos	25	19	31	26	45	43	32	28
University of New Mexico	Valencia	24	19	30	25	45	45	30	25
University of New Mexico	Taos	30	23	30	25	53	56	34	30
<b>Independent Community Colleges</b>									
Central New Mexico Community College	Main	22	19	29	25	-	-	29	25
Central New Mexico Community College	UNM	18	18	18	18	49	49	18	18
Clovis Community College	Main	28	22	33	28	-	-	33	28
Luna Community College	Main	28	21	28	22	-	-	28	22
Mesalands Community College	Main	25	21	31	28	-	-	31	28
New Mexico Junior College	Main	21	19	29	22	-	-	29	22
New Mexico Military Institute	Main	18	18	18	19	-	-	18	19
San Juan College	Main	31	26	35	31	-	-	35	31
Santa Fe Community College	Main	30	24	38	36	-	-	38	36
<b>Subtotals:</b>		<b>24</b>	<b>20</b>	<b>28</b>	<b>25</b>	<b>48</b>	<b>50</b>	<b>29</b>	<b>26</b>
<b>Statewide Averages:</b>		<b>22</b>	<b>19</b>	<b>27</b>	<b>24</b>	<b>41</b>	<b>41</b>	<b>28</b>	<b>25</b>

**Source:** Institution Student File, End-of-Term, Fall 2006. The average used in this analysis is the arithmetic mean. The median is the middle value indicating there are equal numbers of students older and younger than the median age.

Field of Study	Male	Female	Total
Accounting and banking	32	140	172
Agricultural sciences and services, natural resources	37	7	44
Art, graphic design, photography, visual communications	21	40	61
Automotive and other transportation repair trades	381	35	416
Aviation science and pilot training	45	7	52
Business administration and management	134	245	379
Computing and data processing	176	79	255
Construction trades (carpentry, plumbing, electrical, etc.)	222	17	239
Cosmetology	8	64	72
Culinary arts, baking, and other food service trades	46	54	100
Dental health specialties	3	71	74
Drafting, printing, and graphic trades	0	0	0
Education, child care, and gerontology	65	467	532
Emergency medical technology	240	57	297
Engineering-related technologies	233	81	314
General and specialized secretarial services	23	238	261
Health records technology and health unit coordination	7	114	121
Liberal arts, general studies, social sciences and humanities	450	1,069	1,519
Machine, metal, and welding trades	57	2	59
Media and communication specialties and interpreting	11	8	19
Music, dance, and performing arts	13	7	20
Natural sciences, mathematics, and related technologies	16	30	46
Nursing: LPN and nurse assisting	66	328	394
Nursing: RN	72	532	604
Occupational and physical therapies	6	15	21
Other health-related technologies and therapies	29	194	223
Paralegal and legal assistant services	14	60	74
Pharmacy technology and assisting	4	13	17
Protective services (criminal, fire, police)	138	111	249
Public administration, community, and social work	8	69	77
Public health education and promotion	0	4	4
Radiologic and respiratory technologies	28	74	102
Retailing and hospitality services	2	9	11
Truck, bus, and heavy equipment driving	117	26	143
Woodworking trades	3	0	3

<b>Field of Study</b>	<b>Male Subfield</b>	<b>Female Subfield</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Administration and supervision	0	0	0	0	0
Agriculture and related vocations	0	0	69	57	126
Anthropology	22	62	0	0	0
Architecture and planning	0	0	23	17	40
Biological, life, and environmental sciences	170	231	0	0	0
Business, accounting, management, and applied computing	0	0	676	587	1,263
Communications and journalism	0	0	74	112	186
Community, public, and mental health	21	116	0	0	0
Diagnosis and therapy	1	32	0	0	0
Early childhood education	0	0	0	0	0
Economics	45	22	0	0	0
Education: all fields	0	0	177	753	930
Educational psych and counseling	0	0	0	0	0
Elementary education	54	448	0	0	0
Engineering, surveying, and related	387	95	0	0	0
General education	0	0	0	0	0
Health-related professions	0	0	83	476	559
Home economics and related vocations	0	0	13	117	130
Humanities and history	0	0	384	683	1,067
Law	0	0	0	0	0
Math, science, and engineering	0	0	672	390	1,062
Mathematics, statistics, and computer sciences	49	26	0	0	0
Medicine	0	0	0	0	0
Middle, high school, and adult education	35	119	0	0	0
Nursing	41	270	0	0	0
Other social sciences	18	4	0	0	0
Other specialties of education	49	84	0	0	0
Performing, studio, and musical arts	0	0	110	181	291
Pharmacy	0	0	0	0	0
Physical education and coaching	30	29	0	0	0
Physical sciences and technologies	66	38	0	0	0
Political science	69	86	0	0	0
Protective (criminal, police, fire)	126	146	0	0	0
Psychology	81	271	0	0	0
Public administration	4	16	0	0	0
Social and behavioral sciences	0	0	410	728	1,138
Social work (all fields)	9	56	0	0	0
Sociology	36	65	0	0	0
Special and speech education	9	73	0	0	0
Technical trades	0	0	0	0	0
Technicians and assistants	20	58	0	0	0
	<b>1,342</b>	<b>2,347</b>	<b>2,691</b>	<b>4,101</b>	<b>6,792</b>



# Graduate Degrees Awarded Statewide, 2006-2007 Academic Year Master's, Educational Specialist, and Doctoral Degrees

Field of Study	Male Subfield	Female Subfield	Male	Female	Total
Administration and supervision	47	93	0	0	0
Agriculture and related vocations	0	0	30	14	44
Anthropology	15	30	0	0	0
Architecture and planning	0	0	24	32	56
Biological, life, and environmental sciences	17	34	0	0	0
Business, accounting, management, and applied computing	0	0	162	160	322
Communications and journalism	0	0	6	7	13
Community, public, and mental health	26	111	0	0	0
Diagnosis and therapy	11	64	0	0	0
Early childhood education	0	0	0	0	0
Economics	20	12	0	0	0
Education: all fields	0	0	243	724	967
Educational psych and counseling	24	86	0	0	0
Elementary education	11	83	0	0	0
Engineering, surveying, and related	199	62	0	0	0
General education	37	185	0	0	0
Health-related professions	0	0	120	359	479
Home economics and related vocations	0	0	0	31	31
Humanities and history	0	0	70	121	191
Law	0	0	57	55	112
Math, science, and engineering	0	0	328	163	491
Mathematics, statistics, and computer sciences	27	19	0	0	0
Medicine	45	51	0	0	0
Middle, high school, and adult education	20	39	0	0	0
Nursing	3	65	0	0	0
Other social sciences	6	9	0	0	0
Other specialties of education	40	155	0	0	0
Performing, studio, and musical arts	0	0	35	41	76
Pharmacy	35	64	0	0	0
Physical education and coaching	37	14	0	0	0
Physical sciences and technologies	76	47	0	0	0
Political science	9	10	0	0	0
Protective (criminal, police, fire)	13	21	0	0	0
Psychology	15	32	0	0	0
Public administration	19	30	0	0	0
Social and behavioral sciences	0	0	113	218	331
Social work (all fields)	12	63	0	0	0
Sociology	3	5	0	0	0
Special and speech education	27	68	0	0	0
Technical trades	0	0	0	0	0
Technicians and assistants	0	4	0	0	0
	794	1,456	1,188	1,925	3,113

**Source:** Institution Degree Files, 2006-2007. Categories used in this table have been formed to follow certain disciplines used in New Mexico, including classification of fields of study in the lower-division General Education Common Core, health-related fields of study eligible for state-funded student financial aid, and clusters about which information is most frequently requested.

## Statewide Certificate and Degree Recipients in New Mexico Numbers of Graduates at Each Degree Level and Number of Recipients by Ethnicity and Gender Categories

	Degrees Awarded	White	Hispanic	American Indian	Black	Asian	Non-Resident Alien	Not Reported	Female	Male
<b>Associate's Degrees &amp; Certificates</b>										
2002-2003	4,892	1,861	1,873	516	105	108	20	409	3,122	1,770
2003-2004	5,634	2,393	2,076	555	108	87	20	395	3,521	2,113
2004-2005	6,183	2,511	2,331	605	114	80	29	513	4,009	2,174
2005-2006	6,651	2,692	2,603	633	121	121	32	449	4,187	2,464
2006-2007	6,980	2,745	2,719	678	169	126	89	454	4,267	2,713
<b>Bachelor's Degrees</b>										
2002-2003	5,794	2,452	2,079	242	133	147	70	671	3,444	2,350
2003-2004	5,940	2,532	2,176	242	148	138	75	629	3,444	2,418
2004-2005	6,101	2,564	2,236	280	148	137	73	663	3,522	2,495
2005-2006	6,158	2,754	2,232	287	156	108	60	559	3,606	2,426
2006-2007	6,374	2,959	2,254	273	176	125	143	444	3,732	2,538
<b>Master's &amp; Post-Master's Degrees</b>										
2002-2003	2,144	1,044	439	58	33	37	263	270	1,256	888
2003-2004	2,414	1,127	550	97	46	53	276	265	1,471	943
2004-2005	2,639	1,262	620	87	53	53	312	252	1,604	1,035
2005-2006	2,595	1,169	643	93	42	43	304	298	1,653	933
2006-2007	2,541	1,232	655	92	41	42	272	207	1,639	902
<b>Doctoral &amp; Professional Degrees</b>										
2002-2003	489	266	85	12	11	28	51	36	249	240
2003-2004	526	267	91	15	13	34	66	40	264	262
2004-2005	561	270	102	23	10	35	80	41	302	259
2005-2006	537	265	103	12	9	30	84	34	268	269
2006-2007	566	264	108	24	14	24	98	34	281	285

## Statewide Certificate and Degree Recipients in New Mexico Percent of Recipients by Ethnicity and Gender Categories (cont.)

	Degrees Awarded	White %	Hispanic %	American Indian %	Black %	Asian %	Non-Res. Alien %	NR %	Female %
<b>Associate's Degrees and Certificates</b>									
2002-2003	4,892	38.0	38.3	10.5	2.1	2.2	0.4	8.4	63.8
2003-2004	5,634	42.5	36.9	9.9	1.9	1.6	0.4	7.0	62.5
2004-2005	6,183	40.6	37.7	9.8	1.8	1.3	0.5	8.3	64.8
2005-2006	6,651	40.0	39.0	10.0	2.0	2.0	0.0	7.0	63.0
2006-2007	6,980	39.3	39.0	9.7	2.4	1.8	1.3	6.5	61.1
<b>Bachelor's Degrees</b>									
2002-2003	5,794	42.3	35.9	4.2	2.3	2.5	1.2	11.6	59.4
2003-2004	5,940	42.6	36.6	4.1	2.5	2.3	1.3	10.6	59.3
2004-2005	6,101	42.0	36.6	4.6	2.4	2.2	1.2	10.9	59.1
2005-2006	6,158	45.0	36.0	5.0	3.0	2.0	1.0	9.0	60.6
2006-2007	6,374	46.4	35.4	4.3	2.8	2.0	2.2	7.0	60.2
<b>Master's and Post-Master's Degrees</b>									
2002-2003	2,144	48.7	20.5	2.7	1.5	1.7	12.3	12.6	58.6
2003-2004	2,414	46.7	22.8	4.0	1.9	2.2	11.4	11.0	60.9
2004-2005	2,639	47.8	23.5	3.3	2.0	2.0	11.8	9.5	60.8
2005-2006	2,595	45.0	36.0	5.0	3.0	2.0	1.0	9.0	63.9
2006-2007	2,541	48.5	25.8	3.6	1.6	1.7	10.7	8.1	64.5
<b>Doctoral and Professional Degrees</b>									
2002-2003	489	54.4	17.4	2.5	2.2	5.7	10.4	7.4	50.9
2003-2004	526	50.8	17.3	2.9	2.9	6.5	12.6	7.6	50.2
2004-2005	561	48.1	18.2	4.1	1.8	6.2	14.3	7.3	53.8
2005-2006	537	49.0	19.0	2.0	2.0	6.0	16.0	6.0	49.9
2006-2007	566	46.6	19.1	4.2	2.5	4.2	17.3	6.0	49.6

**Source:** Institutional Degree Files. Master's degrees include educational specialist awards. Doctoral degrees include awards in the professional fields of law and medicine. NR= Not Reported

## Bachelor's Degree Completion/Continuation Rates for New Mexico Public Universities

Percent of Students Entering the Indicated University Full Time between 1991 and 2001  
Who Have Completed a Bachelor's Degree/Continued Enrollment at a University

### University Graduation Rates

(6 Year Graduation / Continuation Rates)

	Entered Fall 1991		Entered Fall 2000 Six Year Outcome		Entered Fall 2001 Six Year Outcome	
	Cohort	Grad / Complete	Cohort Size	BS/BA Degree	Cohort Size	BS/BA Degree
Eastern New Mexico University	573	32.00%	542	28.60%	548	32.50%
New Mexico Highlands University	349	33.00%	274	20.00%	235	24.10%
New Mexico Institute of Mining and Technology	172	49.40%	253	45.00%	227	43.00%
New Mexico State University	1,656	48.20%	1,985	45.80%	2,068	41.50%
University of New Mexico	1,701	37.20%	2,587	43.20%	2,368	44.00%
Western New Mexico University	273	20.90%	293	19.10%	299	21.40%

Source: Council of University Presidents, Performance Effectiveness Report, New Mexico Universities, November 2007. \*Includes associate's degree recipients. Data from Northern New Mexico College are not included as Northern was recently designated a Comprehensive institution; please see other tables for Northern's data.

## Six-Year Bachelor's Degree Completion Rates for New Mexico Public Universities by Student Ethnicity

### University Graduation Rates

(6 Year Graduation Rates - Entering 2001)

	American Indian		Asian		Black		Hispanic		White Other		Non-Res Alien		Unknown		Cohort Size	% of state
ENMU	20	25.0%	9	22.2%	34	38.2%	186	28.5%	260	36.5%	2	50.0%	37	24.3%	548	32.5%
NMHU	22	4.5%	2	0.0%	6	16.6%	170	25.8%	23	26.1%	2	50.0%	10	40.0%	235	24.3%
NMIMT	4	25.0%	12	66.7%	0	0.0%	50	38.0%	157	42.7%	4	75.0%	0	0.0%	227	43.0%
NMSU	67	32.8%	17	29.4%	57	43.9%	923	38.2%	989	45.5%	16	25.0%	0	0.0%	2,069	41.5%
UNM	99	29.6%	89	44.9%	71	29.6%	848	39.9%	1,199	49.4%	13	61.5%	49	44.9%	2,368	44.0%
WNMU	4	0.0%	3	33.3%	5	0.0%	154	16.9%	100	30.0%	9	22.2%	24	20.8%	299	21.4%
Totals	216		132		173		2,331		2,728		46		120		5,746	

Source: Council of University Presidents, Performance Effectiveness Report, New Mexico Universities, November 2007. \*Includes associate's degree recipients. Data from Northern New Mexico College are not included as Northern was recently designated a Comprehensive institution; please see other tables for Northern's data.

## Institutional Operating Budgets State-Resident Undergraduate Students

	Tuition	Fees	Total	% Increase over prior Year	Tuition as % of I&G
<b>Four-Year Institutions:</b>					
Research Universities					
New Mexico Institute of Mining and Technology	\$3,543	\$531	\$4,074	2.6%	13.8%
New Mexico State University	\$3,274	\$1,178	\$4,452	5.2%	25.7%
University of New Mexico	\$3,640	\$931	\$4,571	5.4%	27.4%
Comprehensive Institutions					
Eastern New Mexico University	\$2,232	\$924	\$3,156	6.5%	20.4%
New Mexico Highlands University	\$1,940	\$576	\$2,516	3.8%	17.0%
Northern New Mexico College	\$2,040	\$206	\$2,246	6.5%	10.2%
Western New Mexico University	\$2,376	\$847	\$3,223	3.8%	21.4%
<b>Average Four-Year Institutions</b>	<b>\$2,721</b>	<b>\$742</b>	<b>\$3,463</b>	<b>4.8%</b>	<b>19.4%</b>
<b>Two-Year Institutions:</b>					
Branch Community Colleges					
Eastern New Mexico University-Roswell	\$987	\$107	\$1,094	4.1%	16.4%
Easter New Mexico University-Ruidoso	\$648	\$20	\$668	0.0%	14.2%
New Mexico State University-Alamogordo	\$1,296	\$48	\$1,344	3.7%	19.9%
New Mexico State University-Carlsbad	\$1,128	\$172	\$1,300	5.9%	18.2%
New Mexico State University-Dona Ana	\$1,008	\$144	\$1,152	2.1%	22.1%
New Mexico State University-Grants	\$1,152	\$48	\$1,200	0.0%	16.3%
University of New Mexico-Gallup	\$1,248	\$190	\$1,438	7.0%	20.3%
University of New Mexico-Los Alamos	\$1,092	\$108	\$1,200	2.0%	19.4%
University of New Mexico-Taos	\$1,272	\$72	\$1,344	1.8%	22.0%
University of New Mexico-Valencia	\$1,176	\$72	\$1,248	0.0%	18.7%
<b>Average Branch Community Colleges</b>	<b>\$1,101</b>	<b>\$98</b>	<b>\$1,199</b>	<b>2.7%</b>	<b>18.7%</b>
Independent Community Colleges					
Central New Mexico Community College	\$994	\$80	\$1,074	0.0%	11.1%
Clovis Community College	\$696	\$40	\$736	0.0%	14.0%
Luna Community College	\$672	\$46	\$718	6.2%	9.7%
Mesalands Community College	\$931	\$260	\$1,191	23.4%	14.9%
New Mexico Junior College	\$672	\$360	\$1,032	2.8%	15.0%
Santa Fe Community College	\$775	\$115	\$890	0.0%	15.5%
San Juan College	\$720	\$0	\$720	0.0%	10.8%
<b>Average Independent Community Colleges</b>	<b>\$780</b>	<b>\$129</b>	<b>\$909</b>	<b>4.6%</b>	<b>13.0%</b>
<b>Special Schools</b>					
New Mexico Military Institute	\$1,337	\$1,099	\$2,436	2.5%	10.0%

**Source:** New Mexico Higher Education Department: Overview of Institutional Operating Budgets, fiscal year 2007-2008, plus institutional data. The far-right column shows the share of each institution's total unrestricted Instruction-and-General (I&G) revenue that will come from tuition. Expenditures for I&G include instruction, student services, academic and administrative support, and physical plant costs. I&G does not include research, public service, financial aid, auxiliary operations, or athletics. For community colleges, rates shown are for students in arts and science courses, not occupational courses.

## Comparison of Annual Tuition and Fees New Mexico Public Postsecondary Institutions 2007-2008

	Undergraduate Rates		Graduate Rates	
	Resident	Non-Resident	Resident	Non-Resident
<b>Four-Year Institutions</b>				
<b>Research Universities</b>				
New Mexico Institute of Mining & Tech	\$4,074	\$11,761	\$4,232	\$12,432
New Mexico State University	\$4,452	\$14,180	\$4,781	\$14,558
University of New Mexico	\$4,571	\$14,942	\$5,023	\$15,361
<b>Comprehensive Institutions</b>				
Eastern New Mexico University	\$3,156	\$8,700	\$3,516	\$9,060
New Mexico Highlands University	\$2,516	\$3,775	\$2,642	\$3,978
Northern New Mexico College	\$2,246	\$8,846		
Western New Mexico University	\$3,223	\$11,887	\$3,391	\$12,079
<b>Two-Year Institutions</b>				
<b>Branch Community Colleges</b>				
Eastern New Mexico University-Roswell	\$1,094	\$4,510		
Eastern New Mexico University-Ruidoso	\$668	\$2,324		
New Mexico State University-Alamogordo	\$1,344	\$3,960		
New Mexico State University-Carlsbad	\$1,300	\$2,812		
New Mexico State University-Doña Ana	\$1,152	\$3,456		
New Mexico State University-Grants	\$1,200	\$2,784		
University of New Mexico-Gallup	\$1,438	\$3,286		
University of New Mexico-Los Alamos	\$1,200	\$3,237		
University of New Mexico-Taos	\$1,344	\$3,192		
University of New Mexico-Valencia	\$1,248	\$3,336		
<b>Independent Community Colleges</b>				
CNM	\$1,074	\$5,377		
Clovis Community College	\$736	\$1,480		
Luna Community College	\$718	\$1,942		
Mesalands Community College	\$1,191	\$1,921		
New Mexico Junior College	\$1,032	\$1,584		
Santa Fe Community College	\$890	\$1,951		
San Juan College	\$720	\$960		
<b>Special Schools</b>				
New Mexico Military Institute	\$2,436	\$5,676		

**Source:** Overview of Institutional Operating Budgets, fiscal year 2007-2008 plus institutional data. For community colleges, rates shown are for students in academic, not vocational courses.

"Non-resident" refers to tuition rates charged to students who are not classified as residents of New Mexico.

"Resident" tuition rates are those charged to New Mexico residents. Where certain community colleges have tuition differentials based on tax district, the in-district rate is used. Where different rates apply to academic or vocational courses, the academic rate is used.

Public colleges and universities rely upon a number of sources of revenue for operation. As the following tables illustrate, the primary source of income is derived from state appropriations; universities obtain 65.4 percent and colleges obtain 57.8 percent to support operations. Tuition and Fees play another major factor at 24.5 percent for universities while land-permanent fund/endowment, and miscellaneous sources round out revenue sources for the state's research and comprehensive institutions. Community college revenue sources include tuition and fees, local tax levies (25.6 percent) and miscellaneous income. Grants and contracts/restricted funds also constitute additional revenue.

<b>Sources of Revenue for Instruction and General Purposes Unrestricted and Restricted Funds in 2007-08</b>								
	<b>State Appropriations</b>	<b>Tuition &amp; Fees</b>	<b>Local Tax Levy</b>	<b>L&amp;PF*/ Endowment</b>	<b>Misc.</b>	<b>Total Unrestricted</b>	<b>Grants &amp; Contracts Total Restricted</b>	<b>Total Budgeted Revenue</b>
<b>Universities</b>	\$454,048,380	\$170,238,100	\$0	\$15,903,670	\$54,028,684	\$694,218,834	\$28,993,071	\$723,211,905
<b>Branch Colleges</b>	\$71,605,776	\$20,286,940	\$10,844,280	\$0	\$1,526,004	\$104,263,000	\$15,727,555	\$119,990,555
<b>Independent Colleges</b>	\$120,936,219	\$27,803,234	\$74,540,509	\$0	\$5,674,657	\$228,954,619	\$18,555,533	\$247,510,152
<b>Total Community Colleges</b>	\$192,541,995	\$48,090,174	\$85,384,789	\$0	\$7,200,661	\$333,217,619	\$34,283,088	\$367,500,707
<b>All Institutions</b>	\$646,590,375	\$218,328,274	\$85,384,789	\$15,903,670	\$61,229,345	\$1,027,436,453	\$63,276,159	\$1,090,712,612
<b>Percentage of Revenue Sources</b>								
	<b>State Appropriations</b>	<b>Tuition</b>	<b>Local Tax Levy</b>	<b>L&amp;PF/ Endowment</b>	<b>Misc.</b>	<b>Total Unrestricted</b>	<b>Grants &amp; Contracts</b>	<b>Total Budgeted Revenue</b>
<b>Universities</b>	65.4%	24.5%	0.0%	2.3%	7.8%	96.0%	4.0%	100.0%
<b>Branch Colleges</b>	68.7%	19.5%	10.4%	0.0%	1.5%	86.9%	13.1%	100.0%
<b>Independent Colleges</b>	52.8%	12.1%	32.6%	0.0%	2.5%	92.5%	7.5%	100.0%
<b>Total Community Colleges</b>	57.8%	14.4%	25.6%	0.0%	2.2%	90.7%	9.3%	100.0%
<b>All Institutions</b>	62.9%	21.2%	8.3%	1.5%	6.0%	94.2%	5.8%	100.0%

Source: New Mexico Higher Education Department, individual institutional budget reports. \*Land and Permanent Fund

## Analysis of Instruction and General Expenditures Operating Budgets, Unrestricted, Fiscal Year 2007-08

		INSTRUCTION			GENERAL			TOTAL I & G	
	Fall 2006 Student FTE	Budget	Budget per Student FTE	Budget as % of Total I&G	Budget	Budget per Student FTE	Budget as % of Total I&G	Budget	Budget per Student FTE
<b>Four-Year Institutions:</b>									
Research Universities									
NMIMT	1,467	\$15,462,259	\$10,540	47.9%	\$16,791,104	\$11,445	52.1%	\$32,253,363	\$21,986
NMSU	12,794	\$89,827,429	\$7,021	55.0%	\$73,450,105	\$5,740	45.0%	\$163,277,534	\$12,762
UNM	20,085	\$146,078,292	\$7,273	54.9%	\$119,944,781	\$5,971	45.1%	\$266,023,073	\$13,245
UNM/HSC	519	\$61,411,000	\$118,326	64.6%	\$33,700,200	\$64,932	35.4%	\$95,111,200	\$183,259
Comprehensive Institutions									
ENMU	3,051	\$18,605,000	\$6,098	55.2%	\$15,089,000	\$4,945	44.8%	\$33,694,000	\$11,044
NMHU	2,460	\$17,856,722	\$7,258	48.8%	\$18,764,456	\$7,627	51.2%	\$36,621,178	\$14,887
NNMC	1,086	\$6,239,544	\$5,745	44.4%	\$7,798,310	\$7,180	55.6%	\$14,037,854	\$12,926
WNMU	1,713	\$13,502,409	\$7,882	58.0%	\$9,787,170	\$5,713	42.0%	\$23,289,579	\$13,596
<b>Total Four-Year Institutions</b>	<b>43,175</b>	<b>\$368,982,655</b>	<b>\$8,546</b>	<b>55.5%</b>	<b>\$295,325,126</b>	<b>\$6,840</b>	<b>44.5%</b>	<b>\$664,307,781</b>	<b>\$15,386</b>
<b>Two-Year Institutions:</b>									
Branch Community Colleges									
ENMU-Roswell	1,952	\$10,916,444	\$5,592,441	58.2%	\$7,841,023	\$4,016	41.8%	\$18,757,467	\$9,609
ENMU-Ruidoso	344	\$1,165,700	\$3,388,663	47.7%	\$1,278,400	\$3,716	52.3%	\$2,444,100	\$7,105
NMSU-Alamogordo	1,068	\$4,459,398	\$4,175,466	53.0%	\$3,950,976	\$3,699	47.0%	\$8,410,374	\$7,875
NMSU-Carlsbad	739	\$2,725,723	\$3,688,394	46.5%	\$3,138,785	\$4,247	53.5%	\$5,864,508	\$7,936
NMSU-Dona Ana	3,922	\$15,883,487	\$4,049,844	58.7%	\$11,173,676	\$2,848	41.3%	\$27,057,163	\$6,899
NMSU-Grants	420	\$1,881,297	\$4,479,279	46.3%	\$2,181,838	\$5,194	53.7%	\$4,063,135	\$9,674
UNM-Gallup	1,630	\$7,648,933	\$4,692,597	53.6%	\$6,614,214	\$4,057	46.4%	\$14,263,147	\$8,750
UNM-Los Alamos	371	\$1,669,586	\$4,500,232	45.1%	\$2,035,610	\$5,486	54.9%	\$3,705,196	\$9,987
UNM-Taos	606	\$1,996,639	\$3,294,784	41.3%	\$2,839,066	\$4,684	58.7%	\$4,835,705	\$7,980
UNM-Valencia	956	\$3,346,671	\$3,500,702	42.1%	\$4,595,589	\$4,807	57.9%	\$7,942,260	\$8,308
<b>Subtotal Branch Community Colleges</b>	<b>12,008</b>	<b>\$51,693,878</b>	<b>\$4,304,953</b>	<b>53.1%</b>	<b>\$45,649,177</b>	<b>\$3,802</b>	<b>46.9%</b>	<b>\$97,343,055</b>	<b>\$8,107</b>
<b>Independent Community Colleges</b>									
CNM	12,275	\$50,489,999	\$4,113,238	50.8%	\$48,820,683	\$3,977	49.2%	\$99,310,682	\$8,090
Clovis Community College	1,600	\$6,140,000	\$3,837,500	47.4%	\$6,825,000	\$4,265	52.6%	\$12,965,000	\$8,103
Luna Community College	761	\$4,733,808	\$6,220,510	42.1%	\$6,508,130	\$8,552	57.9%	\$11,241,938	\$14,773
Mesalands Community College	334	\$1,752,265	\$5,246,302	42.3%	\$2,391,036	\$7,158	57.7%	\$4,143,301	\$12,405
New Mexico Junior College	1,670	\$7,537,874	\$4,513,697	46.5%	\$8,682,081	\$5,198	53.5%	\$16,219,955	\$9,713
San Juan College	3,623	\$22,454,616	\$6,197,796	54.3%	\$18,883,375	\$5,212	45.7%	\$41,337,991	\$11,410
Santa Fe Community College	1,765	\$12,591,307	\$7,133,885	50.1%	\$12,525,145	\$7,096	49.9%	\$25,116,452	\$14,230
<b>Subtotal Independent Community College's</b>	<b>22,028</b>	<b>\$105,699,869</b>	<b>\$4,798,432</b>	<b>50.3%</b>	<b>\$104,635,450</b>	<b>\$4,750</b>	<b>49.7%</b>	<b>\$210,335,319</b>	<b>\$9,549</b>
<b>Total Two-Year Institutions</b>	<b>34,036</b>	<b>\$157,393,747</b>	<b>\$4,624,332</b>	<b>51.2%</b>	<b>\$150,284,627</b>	<b>\$4,415</b>	<b>48.8%</b>	<b>\$307,678,374</b>	<b>\$9,040</b>
<b>GRAND TOTAL</b>	<b>77,211</b>	<b>\$526,376,402</b>	<b>\$6,817,376</b>	<b>54.2%</b>	<b>\$445,609,753</b>	<b>\$5,771</b>	<b>45.8%</b>	<b>\$971,986,155</b>	<b>\$12,589</b>

Source: Fiscal year 2007-08 approved budgets and DEAR (Data Editing and Reporting) files.

## Budgeted Salary Increases for Public Postsecondary Faculty and Staff Averaged Amounts Budgeted for the 2003-2004 through 2007-2008 Academic Years

Average Percentage Increase over the Prior Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>Research Universities</b>					
New Mexico Institute of Mining and Technology	5.25%	4.0%	3.0%	5.0%	5.0%
New Mexico State University	3.0%	4.0%	2.3%	4.5%	5.0%
University of New Mexico	3.0%	5.0%	3.3%	4.25%	5.0%
<b>Comprehensive Universities</b>					
Eastern New Mexico University	4.5%	3.0%	3.0%	4.5%	5.0%
New Mexico Highlands University	2.75%	n/a	2.0%	4.5%	5.0%
Northern New Mexico College	6.25%	3.0%	2.0%	4.5%	6.5%
Western New Mexico University	3.0%	3.0%	2.5%	4.5%	5.0%
<b>Branch Community Colleges</b>					
Eastern New Mexico University-Roswell	4.4%	3.0%	2.0%	4.5%	5.0%
Eastern New Mexico University-Ruidoso	4.5%	n/a	3.0%	4.5%	5.0%
New Mexico State University-Alamogordo Alamogordo	3.0%	4.0%	2.3%	4.5%	5.0%
New Mexico State University-Carlsbad	3.0%	4.0%	2.3%	4.5%	5.0%
New Mexico State University-Dona Ana	3.0%	4.0%	2.3%	4.5%	5.0%
New Mexico State University-Grants	3.0%	4.0%	2.3%	4.5%	5.0%
University of New Mexico-Gallup	3.0%	5.0%	3.3%	3.5%	5.0%
University of New Mexico-Los Alamos	3.0%	5.0%	3.3%	4.25%	5.0%
University of New Mexico-Taos	3.0%	5.0%	3.3%	4.25%	5.0%
University of New Mexico-Valencia	3.0%	3.0%	4.2%	4.25%	5.0%
<b>Independent Community Colleges</b>					
CNM	5.0%	5.3%	2.5%	4.25%	5.0%
Clovis Community College	3.0%	2.0%	2.5%	4.5%	5.0%
Luna Community College	0.0%	0.0%	2.0%	4.5%	5.0%
Mesalands Community College	2.0%	2.0%	2.0%	4.0%	5.0%
New Mexico Junior College	5.0%	3.0%	5.0%	4.62%	5.0%
New Mexico Military Institute	2.75%	2.0%	2.0%	4.5%	5.0%
San Juan College	3.0%	2.0%	2.0%	4.5%	5.0%
Santa Fe Community College	3.25%	6.6%	4.0%	4.0%	5.0%

**Source:** Overview of Institutional Operating Budgets. These figures represent simple averages of the amounts budgeted for faculty and for staff increases, prepared for use in this report; n/a notes that data were not available.

# Appropriations

## General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Appropriations for All State Services

Millions of Dollars Appropriated			
Academic (Fiscal) Year	Total General Fund Appropriations	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
2003-2004*	\$4,017.5	\$653.8	16%
2004-2005*	\$4,380.6	\$671.9	15%
2005-2006*	\$4,708.6	\$705.0	15%
2006-2007*	\$5,084.1	\$762.0	15%
2007-2008*	\$5,675.0	\$846.3	15%

Higher education appropriations include funds appropriated for instruction-and-general (I&G), financial aid, and a range of individual appropriations for research and public service.



## History of New Mexico Capital Outlay Appropriations, 2003-2007

Research Universities	2003	2004	2005	2006	2007
New Mexico Tech	25,000	4,490,000	940,000	8,980,000	3,338,000
New Mexico State University	726,000	17,703,000	9,397,855	22,523,500	9,474,985
University of New Mexico	2,824,200	23,558,149	10,262,400	36,910,200	28,721,570
<b>Comprehensive Universities</b>					
Eastern New Mexico University	208,000	8,098,000	1,710,000	8,200,000	3,065,000
New Mexico Highlands University	2,295,000	6,845,000	3,046,000	11,960,000	3,922,385
Northern New Mexico College	20,000	860,000	0	3,740,000	3,605,000
Western New Mexico University	70,000	19,000,000	1,966,048	7,680,000	350,000
University Subtotals:	6,168,200	80,554,149	27,322,303	98,443,700	52,476,940
<b>Branch Community Colleges</b>					
ENMU–Roswell	80,000	3,250,000	345,811	6,840,000	1,210,000
ENMU–Ruidoso	0	865,000	0	1,250,000	800,000
NMSU–Alamogordo	0	280,000	2,500,000	2,075,000	175,000
NMSU–Carlsbad	0	80,000	220,000	1,715,000	81,000
NMSU–Dona Ana	0	3,775,000	375,000	3,875,000	51,000
NMSU–Grants	0	175,000	250,000	1,085,000	0
UNM–Gallup	120,000	1,260,000	45,000	2,445,000	360,000
UNM–Los Alamos	0	435,000	0	600,000	0
UNM–Taos	0	1,500,000	0	1,720,000	1,100,000
UNM–Valencia	0	550,000	0	1,000,000	0
<b>Independent Community Colleges</b>					
Central New Mexico Community College	551,400	7,440,000	375,000	11,300,000	189,300
Clovis Community College	0	750,000	0	3,000,000	270,000
Luna Community College	45,000	1,315,000	1,250,000	2,320,000	1,255,000
Mesalands Community College	0	688,000	25,000	1,500,000	1,951,697
New Mexico Junior College	0	4,895,500	100,000	1,935,000	480,000
San Juan College	877,500	3,510,000	1,262,143	4,000,000	1,490,000
Santa Fe Community College	0	465,000	205,000	3,425,000	1,763,800
Community Colleges Subtotals:	1,673,900	31,233,500	6,952,954	51,635,000	11,176,797
<b>Constitutional Special Schools</b>					
New Mexico Military Institute	101,500	1,750,000	0	4,369,000	1,120,000
New Mexico School for the Deaf	0	6,190,000	0	7,100,000	5,500,000
New Mexico School for the Blind and Visually Impaired	0	240,000	189,000	3,100,000	5,500,000
Special Schools Subtotals:	101,500	8,180,000	189,000	14,569,000	12,120,000
<b>Statewide Totals:</b>					
	7,943,600	119,967,649	34,464,257	164,647,700	75,773,737

This table does not include reauthorizations. The data exclude statewide general obligation bond issues for Americans with Disabilities Act projects, information technologies, and equipment renewal and replacement. 2007 data were extracted from a detailed report (with GOB, GF and STB by agency) from local government.

# Affordability and Student Financial Aid

The New Mexico Higher Education Financial Aid Division is responsible for administering a total of 20 state-funded financial aid programs which include scholarships, grants, loans-for-service and loan repayment, and work-study. In FY 2007, the programs received more than \$23 million dollars in state appropriations, \$35 million from lottery revenues, \$1.25 million from the College Affordability Endowment Fund and approximately \$500,000 from federal grants.

In the 2006-2007 academic year, New Mexico's college students received just over \$486 million in financial assistance, an increase of 5 percent over the previous year. Of the total funding, \$330 million (68 percent) was attributed to federal sources, \$80 million (16 percent) from state appropriations and lottery revenues, and \$76 million (16 percent) from institutional aid, private, and other external resources.

The following charts demonstrate the distribution of federal and state financial aid to New Mexico's eligible institutions which includes public, Tribal, and nonprofit private institutions.

## State Financial Aid Awarded 2006-2007

	Number of Recipients	Total Amount Awarded
<b>Grant and Scholarship Programs</b>		
3% Institutional Scholarship	8,511	\$7,876,351
Athletic Scholarships	1,531	\$11,167,358
Child Care Grant	40	\$22,437
College Affordability Grant	1,464	\$1,192,532
Competitive Scholarships	1,121	\$1,176,237
Legislative Endowment	160	\$210,282
Legislative Lottery Scholarship	16,684	\$35,862,410
New Mexico Scholars	222	\$1,052,364
Student Choice	469	\$1,076,460
Student Incentive Grant (SSIG)	14,831	\$12,252,349
Vietnam Veterans	10	\$18,789
<b>Loan Programs</b>		
Medical Loans	6	\$71,000
Nursing Loans	57	\$310,582
Minority Doctoral Loans	14	\$195,000
Allied Health Loans	9	\$83,000
Teachers' Loans	49	\$239,000
WICHE* Loans	97	\$2,070,834
<b>Work/Service-Related Programs</b>		
Graduate Scholarships	88	\$577,560
State Work-Study	3,138	\$6,964,194
<b>Total State Financial Aid</b>	<b>48,501</b>	<b>\$82,418,739</b>

## Federal Financial Aid Awarded 2006-2007

	Number of Recipients	Total Amount Awarded
<b>Grant and Scholarship Programs</b>		
Academic Competitiveness Grant	1,011	\$782,568
Pell Grants	37,490	\$92,721,814
Smart Grant	482	\$1,443,291
Supplemental Educational Opportunity Grants (SEOG)	6,497	\$5,015,010
<b>Loan Programs</b>		
Direct PLUS	1	\$7,500
Direct Subsidized	2	\$15,747
Direct Unsubsidized	1	\$6,763
Parent Loans for Undergraduates (PLUS)	776	\$6,092,886
Perkins Loan	3,503	\$8,868,159
Stafford Student Loan (Subsidized)	29,186	\$110,596,418
Stafford Student Loan (Unsubsidized)	20,382	\$90,677,730
Other Federal Loans or Loan Programs	1,883	\$6,890,262
<b>Work/Service-Related Programs</b>		
Federal Work-Study	3,427	\$7,330,900
<b>Total Federal Financial Aid</b>	<b>104,641</b>	<b>\$330,449,048</b>

Note: Students may receive aid from more than one of these sources.

\*WICHE – Western Interstate Commission for Higher Education

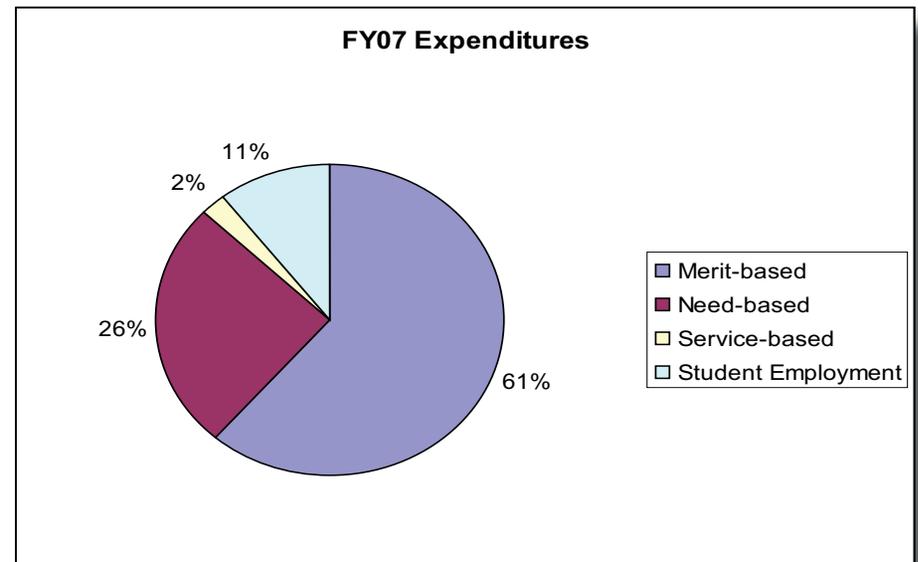
## Sources of Financial Aid Awards by Institution

Sector	Inst./Private		State		Federal		Total (1)	
	Recipients	Amount	Recipients	Amount	Recipients	Amount	Recipients	Amount
<b>Research</b>								
New Mexico Institute of Mining and Technology	947	\$ 2,800,782	700	\$ 1,840,331	564	\$ 3,590,683	2,211	8,540,710
New Mexico State University	4,499	\$ 11,440,835	6,288	\$ 17,490,951	9,133	\$ 67,855,914	19,920	96,940,752
University of New Mexico	8,906	\$ 29,209,150	10,688	\$ 36,000,811	10,811	\$ 86,362,935	30,405	154,070,607
University of New Mexico Health Sciences Center	226	\$ 618,134	3	\$ 36,000	283	\$ 8,133,918	512	8,820,088
<b>Total:</b>	<b>14,578</b>	<b>44,068,901</b>	<b>17,679</b>	<b>55,368,093</b>	<b>20,791</b>	<b>165,943,450</b>	<b>53,048</b>	<b>268,372,157</b>
<b>Comprehensive</b>								
Eastern New Mexico University	1,312	1,583,902	1,777	3,375,818	2,561	19,085,577	5,650	24,292,766
New Mexico Highlands University	790	1,426,177	950	1,768,751	1,939	13,807,141	3,679	18,700,503
Northern New Mexico University	75	70,737	661	523,282	906	2,752,629	1,642	3,460,687
Western New Mexico University	-	-	694	1,673,095	1,409	8,602,541	2,103	10,337,558
<b>Total:</b>	<b>2,177</b>	<b>3,080,816</b>	<b>4,082</b>	<b>7,340,946</b>	<b>6,815</b>	<b>44,247,888</b>	<b>13,074</b>	<b>56,791,514</b>
<b>Branch</b>								
Eastern New Mexico University-Roswell	63	54,946	857	1,019,120	1,233	\$ 4,254,768	2,153	5,423,228
Eastern New Mexico University-Ruidoso	28	15,502	122	71,764	206	\$ 932,656	356	1,019,922
New Mexico State University-Alamogordo	186	176,698	612	533,544	931	\$ 4,688,151	1,729	5,398,393
New Mexico State University-Carlsbad	197	188,555	483	405,218	661	\$ 2,980,999	858	3,574,772
New Mexico State University-Dona Ana	246	441,314	1,848	1,677,646	3,683	\$ 18,536,183	5,777	20,655,143
New Mexico State University-Grants	80	91,693	227	202,192	385	\$ 1,511,183	692	1,805,068
University of New Mexico-Gallup	201	240,506	689	686,839	1,356	\$ 5,335,855	2,246	7,063,852
University of New Mexico-Los Alamos	176	142,933	139	172,648	97	\$ 371,542	412	687,123
University of New Mexico-Valencia	446	165,087	564	483,184	901	\$ 4,607,769	1,911	5,327,501
University of New Mexico-Taos	47	86,819	155	220,505	395	\$ 1,900,691	597	2,208,015
<b>Total:</b>	<b>1,670</b>	<b>1,604,053</b>	<b>5,696</b>	<b>5,472,660</b>	<b>9,848</b>	<b>45,119,797</b>	<b>16,731</b>	<b>53,163,017</b>
<b>Independent</b>								
Central New Mexico Community College	648	335,933	5,623	5,008,869	8,529	34,582,270	14,800	41,169,065
Clovis Community College	384	278,691	748	763,032	1,209	3,973,234	2,341	5,014,957
Luna Community College	91	102,330	281	320,070	423	1,369,293	795	1,808,609
Mesalands Community College	329	212,114	194	115,957	199	509,927	722	904,120
New Mexico Junior College	276	211,265	425	731,005	907	3,441,357	1,608	4,546,960
New Mexico Military Institute	396	1,552,885	31	37,163	212	912,129	639	2,537,226
San Juan College	596	2,367,919	1,289	1,269,708	2,078	8,195,091	3,963	12,589,215
Santa Fe Community College	421	288,456	898	758,384	939	3,246,169	2,258	4,343,761
<b>Total:</b>	<b>3,141</b>	<b>5,349,593</b>	<b>9,489</b>	<b>9,004,188</b>	<b>14,496</b>	<b>56,229,470</b>	<b>27,126</b>	<b>72,913,913</b>

Sources of Financial Aid Awards by Institution (Continued)								
Sector	Inst./Private		State		Federal		Total (1)	
	Recipients	Amount	Recipients	Amount	Recipients	Amount	Recipients	Amount
<b>Tribal</b>								
Diné	61	73,365	80	68,731	231	597,902	372	965,130
SIPI	70	97,293	122	97,136	282	650,102	474	1,027,284
<b>Total:</b>	<b>131</b>	<b>170,658</b>	<b>202</b>	<b>165,867</b>	<b>513</b>	<b>1,248,004</b>	<b>846</b>	<b>1,992,414</b>
<b>Private</b>								
St. John's College	377	\$5,669,310	18	\$83,950	381	\$3,122,068	776	8,894,628
College of Santa Fe	1,116	\$6,487,756	302	\$1,332,255	960	\$10,665,409	2,378	18,585,763
College of the Southwest	148	\$470,263	515	\$1,384,946	533	\$3,872,962	1,196	5,728,171
<b>Total:</b>	<b>1,641</b>	<b>\$12,627,329</b>	<b>835</b>	<b>\$2,801,151</b>	<b>1,874</b>	<b>\$17,660,439</b>	<b>4,350</b>	<b>33,208,562</b>

The total student count may contain students who were receiving special aid programs that were not private, state or federal aid programs. Ex. Tribal aid, grant/gift assistance from other states, loan assistance from other states, and other gifts. This table contains number of awards rather than number of students who have received an award. IAIA was unable to provide financial aid data by publication date.

State-funded financial aid can be categorized into four distinct groups: need-based, merit-based, service-based, and student employment. The following chart displays the distribution:



## Need-Based Financial Aid

During the 2006 legislative session, the College Affordability Fund received a \$48 million appropriation, which allows 50 percent of the interest income to be transferred into a scholarship fund until the corpus reaches \$250 million dollars. In this first year, 50 percent of the interest meant \$1.25 million would be awarded to more than 1,400 deserving New Mexico students.

The following programs are considered need-based:

- College Affordability Grants
- New Mexico Student Incentive Grant
- New Mexico Scholars
- Legislative Endowment Scholarships
- 3% Institutional Scholarships (1/3 of allocation designated for need-based scholarships)
- Student Choice Grants

As indicated by the chart below, at least 40 percent of New Mexico students receiving need-based aid are in the less than \$10,000 income category.

### Income Levels for Need-Based State Aid Recipients

Income Level	Number of Recipients
Less than \$10,000	4,834
\$10,000-\$19,999	2,846
\$20,000-\$29,999	1,930
\$30,000-\$39,999	1,168
\$40,000-\$49,999	635
\$50,000-\$59,999	294
\$60,000-\$69,999	167
\$70,000-\$79,999	79
\$80,000-\$89,999	30
\$90,000-\$99,999	23
More Than \$100,000	40
<b>TOTAL</b>	<b>12,046</b>



## Merit-Based Financial Aid

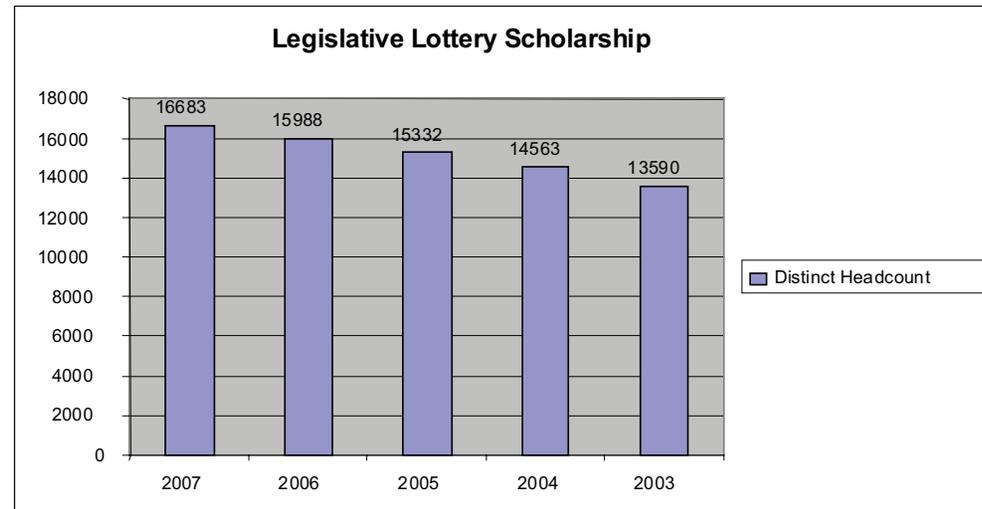
The following programs are considered merit based:

- Legislative Lottery Scholarships
- Vietnam Veteran Scholarships
- 3% Institutional Scholarships (2/3 of allocation designated for merit-based scholarships)

The Legislative Lottery Scholarship is by far the largest state financial aid program offered in New Mexico. The 3% institutional scholarships, determined through the funding formula, are typically used to fund Bridge Scholarships which help provide financial assistance to students in the first college semester since Legislative Lottery Scholarship funding does not begin until the second college semester.

## Legislative Lottery Scholarship

As of 2007, a total of 48,791 students from across the state have attended New Mexico public universities and colleges with the help of the Legislative Lottery Scholarship since the program began in 1996. A total of 16,683 students received the scholarship in the 2006-2007 academic year, and the number continues to increase.



Although the scholarship is considered merit based, a total of 4,872 of recipients also completed a Free Application for Federal Student Aid (FAFSA) and received a federal Pell Grant in 2007, demonstrating that at least 29 percent of the students had substantial financial need.

According to New Mexico Higher Education Department data, every county and school district in the state has students who have received in-state college tuition from the scholarship. The majority of the recipients are between the ages of 18 and 21, and approximately 60 percent of the recipients are women.



## Legislative Lottery Scholarship Recipients by County, Age and Gender (1996 - 2007)

County	Age Not Reported	18-19	20-21	21+	Male	Female	Total
Other	2	346	170	53	263	308	575
Bernalillo	25	9,430	5,085	198	5,960	8,778	14,738
Catron	0	44	27	0	30	41	71
Chaves	6	993	688	53	701	1,039	1,740
Cibola	4	355	221	19	236	363	599
Colfax	1	174	109	2	125	161	286
Curry	2	777	510	54	536	807	1,343
De Baca	3	55	33	0	32	59	91
Dona Ana	11	3,301	1,729	151	2,031	3,161	5,192
Eddy	7	895	652	40	592	1,002	1,594
Grant	4	530	323	22	369	510	879
Guadalupe	0	66	52	2	59	61	120
Harding	0	27	27	2	24	32	56
Hidalgo	0	83	49	1	53	80	133
Lea	59	592	492	17	492	668	1,160
Lincoln	7	268	195	19	196	293	489
Los Alamos	2	512	323	8	396	449	845
Luna	2	246	171	7	173	253	426
McKinley	3	812	462	36	477	836	1,313
Mora	0	86	57	1	63	81	144
Otero	6	1,006	564	20	659	937	1,596
Quay	0	169	117	22	127	181	308
Rio Arriba	4	860	479	34	520	857	1,377
Roosevelt	3	436	250	19	289	419	708
San Juan	4	1,503	1,016	52	1,008	1,567	2,575
San Miguel	1	548	318	13	351	529	880
Sandoval	4	1,568	813	27	924	1,488	2,412
Santa Fe	12	1,979	1,166	73	1,297	1,933	3,230
Sierra	1	110	73	3	76	111	187
Socorro	0	195	148	4	134	213	347
Taos	1	444	270	15	280	450	730
Torrance	0	228	127	4	133	226	359
Union	0	63	61	2	45	81	126
Valencia	11	1,257	658	68	710	1,284	1,994
Unknown	0	110	55	3	105	63	168
<b>Total</b>	<b>185</b>	<b>29,958</b>	<b>17,435</b>	<b>1,041</b>	<b>19,361</b>	<b>29,258</b>	<b>48,791</b>

The purpose of the Legislative Lottery Scholarship is to encourage New Mexico high school students to complete a bachelor's degree within a maximum of nine semesters. The completion rates at New Mexico's four-year universities have steadily increased from 40.4 percent in 2003 to 42.6 percent in 2006.

New Mexico Legislative Lottery Scholarship Graduates by County							
County	Total Awards	Total Graduates	Certificates	Associate's Degrees	Bachelor's Degrees	Master's Degrees	Professional Degrees
Bernalillo	\$ 74,407,904	5,531	178	614	4,864	405	112
Catron	\$ 332,704	34	2	9	25	2	0
Chaves	\$ 5,387,252	627	83	183	425	27	5
Cibola	\$ 1,997,489	268	40	101	161	14	5
Colfax	\$ 1,190,727	116	1	9	107	8	0
Curry	\$ 3,564,528	489	69	165	311	24	6
De Baca	\$ 332,269	41	3	8	33	2	0
Dona Ana	\$ 22,725,373	2,042	78	354	1,693	151	16
Eddy	\$ 5,320,337	653	48	218	452	46	3
Grant	\$ 3,518,727	346	7	51	300	30	1
Guadalupe	\$ 439,034	40	3	5	33	6	0
Harding	\$ 241,604	29	2	4	25	4	0
Hidalgo	\$ 608,443	64	3	8	58	5	0
Lea	\$ 2,287,570	458	52	236	212	18	2
Lincoln	\$ 1,803,931	185	8	58	133	7	0
Los Alamos	\$ 4,240,703	342	3	46	303	20	4
Luna	\$ 1,618,923	158	14	33	120	10	0
McKinley	\$ 4,294,775	417	32	146	267	23	6
Mora	\$ 612,765	66	1	5	61	6	1
Otero	\$ 6,126,621	691	15	222	515	37	6
Quay	\$ 1,030,138	118	10	32	81	7	2
Rio Arriba	\$ 4,726,093	556	57	209	343	41	4
Roosevelt	\$ 2,224,275	267	26	44	220	16	0
San Juan	\$ 7,588,178	1,051	82	479	610	52	12
San Miguel	\$ 3,393,060	352	22	43	303	37	3
Sandoval	\$ 10,903,973	755	49	112	619	31	7
Santa Fe	\$ 13,055,111	1,159	50	250	913	68	10
Sierra	\$ 848,282	67	2	10	58	4	1
Socorro	\$ 1,567,791	139	8	21	113	10	3
Taos	\$ 2,819,168	252	27	57	185	18	3
Torrance	\$ 1,549,464	134	12	22	106	8	1
Union	\$ 515,215	47	1	4	43	3	0
Valencia	\$ 7,520,238	729	50	227	520	40	9
<b>Total</b>	<b>\$200,843,402</b>	<b>18,457</b>	<b>1,061</b>	<b>4,051</b>	<b>14,367</b>	<b>1,195</b>	<b>224</b>

## Service Based Financial Aid

### Loans-for-Service

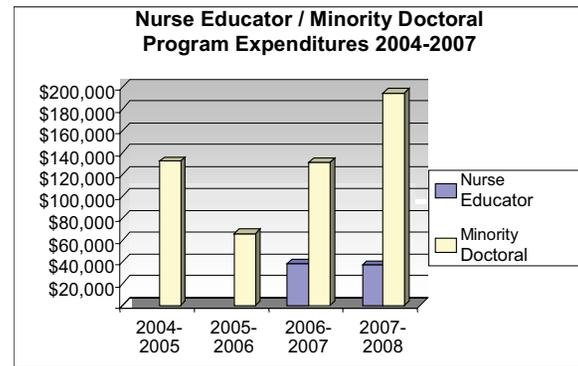
The State of New Mexico has identified several professions in high demand, especially in our rural communities. In an attempt to attract teachers, doctors, allied health professionals, nurses, nurse educators, and pharmacists to provide service in the neediest areas, the New Mexico Higher Education Department provides loans to help pay for educational costs.

The following loan-for-service programs are available:

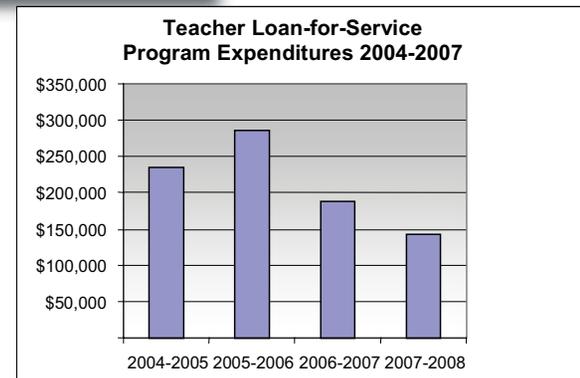
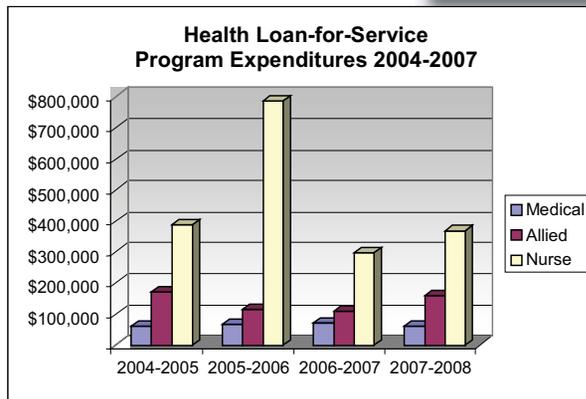
- Allied Health
- Nursing
- Nurse Educator
- Medical
- Teacher
- Minority Doctoral
- WICHE (Western Interstate Commission for Higher Education)
- Baylor School of Dentistry



The following charts illustrate the distribution of expenditures for the Loan-for-Service programs offered in New Mexico:



Source: New Mexico Higher Education Department Financial Aid Division



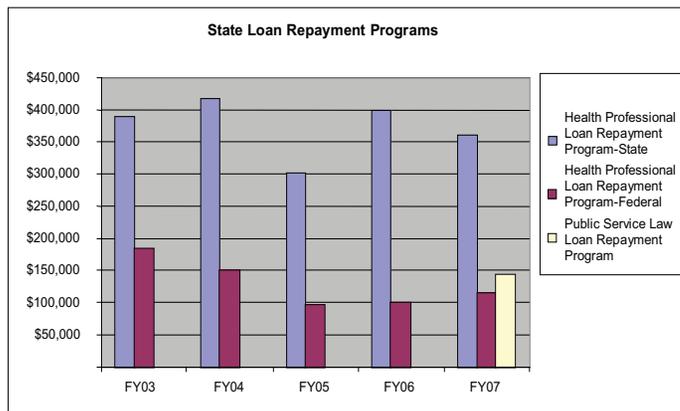
## Loan Repayment Programs

The State of New Mexico strives to help professionals with high student loan debt as a means to attract them to work in shortage areas. The New Mexico Higher Education Department receives a federal grant from the U.S. Department of Health and Human Services to administer the New Mexico Health Professional Loan Repayment Program. The Public Service Law Loan Repayment program was implemented last year.

The following loan repayment programs are available:

- Health Professional Loan Repayment Program
- Public Service Law Loan Repayment Program

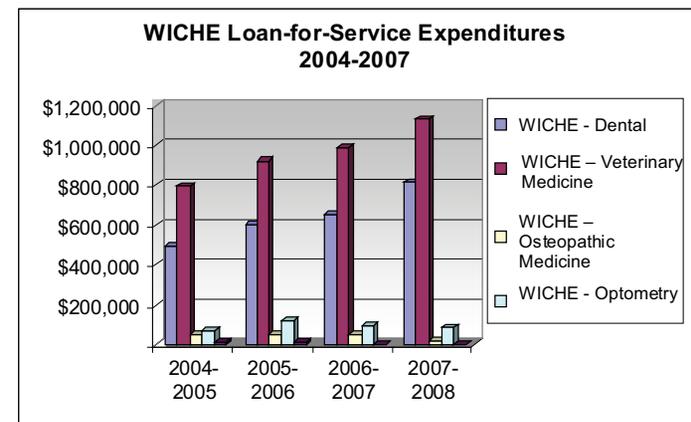
The following charts illustrate the distribution of expenditures for the Loan Repayment Programs offered in New Mexico.



## WICHE Loan-for-Service

To address other critical shortages in the state, the New Mexico Higher Education Department helps support students who attend eligible institutions in the western region through the Western Interstate Commission for Higher Education (WICHE) Loan-for-Service (Professional Student Exchange Program). New Mexico supports students in these programs:

- Dentistry
- Veterinary Medicine
- Optometry
- Osteopathic Medicine



## Student Employment

More than \$5.7 million dollars is allocated to New Mexico colleges and universities to provide need and no-need work-study opportunities to students. An additional \$600,000 is distributed to graduate students.

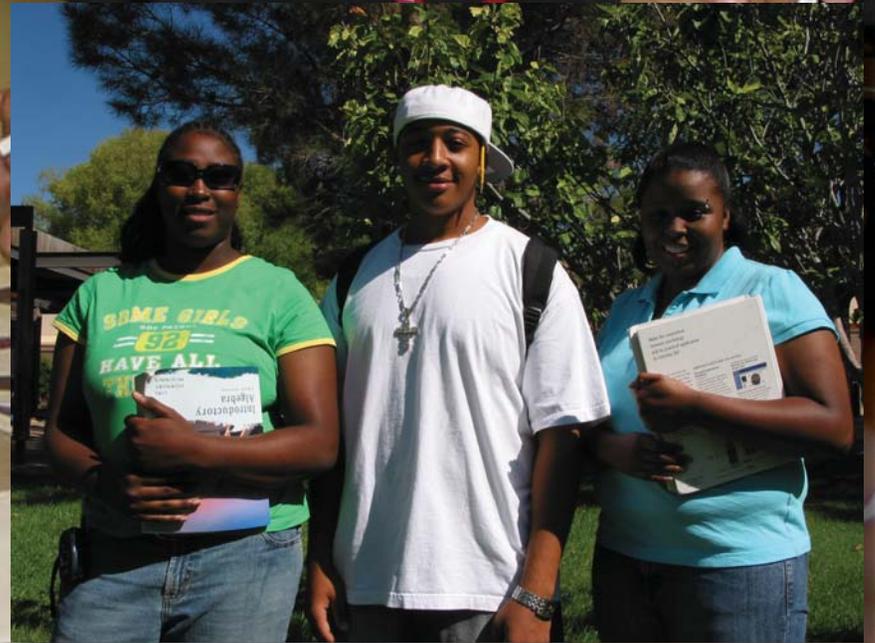
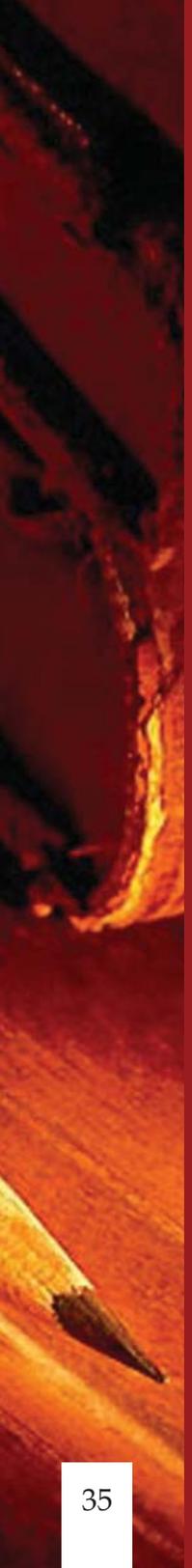
The following programs are considered student employment:

- State Work-Study
- Graduate Scholarships

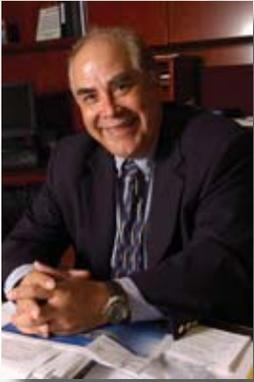
## Tuition Waivers

In general, tuition waivers allow eligible out-of-state residents to attend New Mexico public colleges and universities at the in-state tuition rate. For specific requirements of each waiver program, refer to New Mexico Administrative Code 5.7.18.10. The following chart displays the total number of tuition waivers offered in 2006-2007.

Tuition Waivers 2006-2007	
Waiver Description	Headcount
Graduate assistant	1,772
Texas resident within 135 miles of a New Mexico university	1,263
Senior citizen	1,141
Active duty military	1,016
Undergraduate competitive scholarship recipient	774
Non-resident athlete	744
Out-of-state member of the Navajo Nation	606
Nondiscrimination (Senate Bill 582, 2005)	363
Colorado tuition reciprocity	336
Western Undergraduate Exchange (WUE)	193
Arizona tuition reciprocity	121
National Guard member	61
New Mexico Tribal Membership	54
International/Foreign Military, spouse or dependent	30
<b>TOTAL</b>	<b>8,474</b>



## An Overview of Academic Affairs, Policy and Research From the Deputy Secretary of Higher Education



The New Mexico Higher Education Department has many responsibilities, some of which are statutory. Above all, we are committed to developing and implementing policy and programs that increase the number of New Mexicans who successfully reach their postsecondary educational goals. We view all of our work from that basic perspective. For example, how can we increase the number of New Mexico high school students who graduate from high school ready for college? How can we increase the number of students who begin their college education in New Mexico and ultimately receive some type of degree or certificate? What can our higher education institutions do to help prepare students for careers, particularly in the state-identified [New Mexico Career Clusters](#)? How do we improve adult basic education to help more students obtain a GED? How do we increase the number of students who transfer from community college to four-year institutions and successfully receive their degrees? What policies, procedures, legislation, and rules need to be in place to help these goals?

Rather than build layers of bureaucracy or regulation, the New Mexico Higher Education Department wants to make the process easier for students. The best way to do that is by relying on the expertise of our colleagues in colleges and universities throughout the state. We have formed task forces to carry out that work and we thank the faculty and staff who are members of the New Mexico Higher Education Department's task forces. In addition, we also work with other departments and agencies and represent higher education on some of their task forces. Thanks to the efforts of many who have served on our task forces and worked on these initiatives, we have made progress in our goal to better serve New Mexico students.

A handwritten signature in black ink, appearing to read "W. Flores".

William V. Flores, Ph.D.  
Deputy Secretary

# Preparing Students Early for Success in College and the Workforce

The New Mexico Higher Education Department's P-20 Policy and Program Division works to remove barriers to student progress in the educational system from pre-kindergarten through college. The division collaborates with the Public Education Department, the Legislative Education Study Committee, and leaders of New Mexico K-12 schools, community colleges, and universities to develop policy and programs to increase student academic preparation for success in college and the workplace. Key policy initiatives include student data sharing among state agencies, alignment of high school graduation requirements with college competencies, and strengthening dual credit policy and practice throughout the state.

## Higher Education Task Forces and State Policy Projects

A number of initiatives are under way to ensure that students have every chance to succeed. Through the work of higher education task forces, barriers that previously created stumbling blocks are being addressed and overcome. On multiple levels, New Mexico is creating pathways for student success. Here is a list of some of the task force and committee work actively preparing the way for positive student outcomes.

**Alignment Task Force:** Alignment is the process of matching up high school graduation requirements with college placement requirements to ensure that what students are asked to learn in high school connects with postsecondary expectations. The Alignment Task Force works to address the alignment of high school competencies with college readiness requirements at public institutions. More than 100 educators, legislators, and members of statewide organizations have joined the effort to tackle the formal alignment process and address the multiple aspects that will lead to student success in higher education. In addition, subcommittees are furthering the work of the task force in specific areas. Some of the subcommittee initiatives are outlined here.

- **Remediation:** For the past two years the Alignment Task Force co-chaired by the New Mexico Higher Education Department and the Public Education Department along with the Office of Education Accountability have released a report on the number of New Mexico high school seniors who require remediation courses once they enter college, [Ready for College 2007 Remediation Report \(pdf\) \(www.hed.state.nm.us\)](#). The data allow close collaboration with the K-12 system and provide a framework for the New Mexico Higher Education Department and the Public Education Department to work together to reduce the number of students who need remediation when they arrive in college.
- **Placement Tests:** The Higher Education Matrix Committee collected the placement exam cut scores from New Mexico public colleges, universities and tribal colleges, and published them in a matrix. Cut scores are the college placement test score numbers that colleges use to determine a student's preparedness to enter and succeed in college level courses. The matrix is the first step in equalizing cut scores across the state and informing students of placement scores required for each institution. Working closely with New Mexico's community colleges, the task force prepared a matrix of tests and cut-scores used to place entering freshmen in introductory college-level math and English courses. The matrix is online at [Higher Education Placement Exam Cut Score Matrix \(pdf\) \(www.hed.state.nm.us\)](#).
- **Dual Credit:** The Dual Credit Committee developed a new Statewide Dual Credit Agreement that will go into effect for the 2008-2009 school year. Senate Bill 943: Dual High School and Postsecondary Credits has the goal of making dual credit programs across the state more uniform and within reach for all New Mexico students. Students who take dual credit courses receive both high school and college credit. In order to graduate, ninth graders beginning in the 2009-2010 school year must take one dual credit, distance learning, advanced placement, or honors course. The task force brought together representatives from school districts, tribal colleges, and public colleges and universities to develop a master agreement and rules on dual credit courses, with the intent of increasing the number of students who take dual credit courses in both vocational and college curricula. The resulting draft rules for dual credit programs are available at [www.hed.state.nm.us](#).
- **High School Assessment:** The High School Assessment Committee addresses Senate Bill 561: High School Redesign (2007). Public and higher education representatives are working together to define the new high school assessment system, a three-pronged approach to measure high school readiness in grade nine, college readiness in grade ten, and workforce readiness in grade eleven. Ultimately, high school students will be better informed about their college and workplace readiness. And, by being informed early in their education, students can take the appropriate steps to improve readiness in each of these areas.

- **Forward Mapping:** Working with the American Diploma Project and Achieve, Inc., the New Mexico Higher Education Department, the Public Education Department, the Legislative Education Study Committee, high school teachers, and faculty from community colleges and universities reviewed the math and English standards for New Mexico. Achieve, Inc. developed a “cross-walk” between its benchmarks, the New Mexico standards, and those of SAT and ACT. A team of faculty is now in the process of forward mapping those standards to requirements needed for success in college mathematics courses. A similar forward-mapping process will be initiated in 2008 with the English standards. This process will ensure more New Mexico high school graduates have the skills they need to successfully complete introductory college-level math and English courses.

In addition to involvement in the work of the Alignment Task Force subcommittees, staff members of the New Mexico Higher Education Department are involved in strategic efforts to identify and address ways to improve student success. The following list outlines some of those ongoing efforts.

**Data Sharing Task Force:** Through the work of a multi-agency task force comprised of the New Mexico Higher Education Department, the Public Education Department, the Children, Youth and Families Department, and others, efforts are underway to follow students from K-12 through college and careers. The Public Education Department developed the STAR data management system to track students with a nine-digit randomly assigned identifier. The New Mexico Higher Education Department is working with a team of IT professionals from the state’s colleges and universities to follow the students as they enter college, graduate, and move into careers.

**Articulation Task Force:** The Articulation Task Force developed a 35-hour lower-division General Education Common Core and is reviewing new course submissions for inclusion in the General Education Matrix. The task force is developing 64-hour transfer modules for social work, nursing, teacher education, and engineering – all high demand careers in New Mexico.

**Teacher Education Accountability:** The New Mexico Higher Education Department and the Public Education Department have formed the Teacher Education Accountability Task Force to assist teacher education deans and higher education institutions in preparing an annual accountability report. In addition, the task force is working with deans to develop further plans for the mentoring of new high school teachers, working with the school districts and with district mentoring programs.

**Cultural Competence Task Force:** New Mexico is a highly diverse state with different health needs in rural communities, urban areas, pueblos, and colonias, and among linguistically- and culturally- different populations. It is vital that health care providers understand the cultural and linguistic needs of their patients. A statewide task force will review and make recommendations on specific cultural competence curricula for all health-related professions. The curricula are to ensure that students in health professions are provided knowledge of cultural awareness and competence in their respective health service fields. The broad-based task force includes representatives from colleges and universities, health professions, the New Mexico Health Policy Commission, the Department of Health, the Indian Affairs Department, the Behavioral Health Collaborative, the Public Education Department, the Indian Affairs Department, and the Office of African American Affairs, among others. The task force has developed a matrix of courses and requirements used by health-related programs throughout the state. In addition, the task force is developing discipline-specific subcommittees to specify the competencies it recommends for inclusion in the training of students in health-related fields.

**Blue Ribbon Commission on Disproportionate Minority Contact:** The Blue Ribbon Commission on Disproportionate Minority Contact was established by the Children, Youth and Families Department to study the extent of disproportionate treatment of minorities in New Mexico. Nationally, studies have found greater likelihood of minorities being arrested and of facing differential sentencing, often with more severe sentences dispensed for similar crimes, than non-minority individuals. Studies in social and behavioral sciences have found that minorities are more likely to enter the juvenile justice system than non-minorities, they are more likely to be expelled from school, more likely to be arrested rather than being given warnings, and more likely to be sentenced rather than given probation. The Commission has gathered data on minority contact, and the Children, Youth and Families Department has named New Mexico State University to serve as the Technical Assistance and Research Center for collection and evaluation of data, training, and on research on the subject matter.

### Assessment Task Force

On the national level, outcomes-based assessment of learning increasingly has become a part of regional and professional accreditation. Each institution and academic program assesses student learning differently, but all institutions conduct assessment, especially in New Mexico, as it is a requirement of the Higher Learning Commission, the accrediting body for our region. The New Mexico Higher Education Department established the Assessment Task Force to ensure that New Mexico higher education institutions are assessing General Education courses and that there is sufficient equivalency among General Education courses, so that if a student takes a course at one institution it can be transferred to another institution and students, parents, and faculty can be assured that the student received competencies required for the area and/or course. The Assessment Task Force is composed of faculty and/or institutional research staff from colleges and universities and works closely with the General Education Task Force. This year the task force is reviewing how each college or university is assessing General Education courses taught on its campus.

### IDEAL-NM and the New Mexico Cyber Academy

As part of IDEAL-NM (Innovative Digital Education and Learning in New Mexico), the New Mexico Cyber Academy is a joint effort of the New Mexico Higher Education Department, the Public Education Department, and the Department of Information Technology to increase the number of online courses available to New Mexico students. This year the New Mexico Cyber Academy began a pilot program, and preparations are underway to initiate course offerings to high school students across the state with the goal of providing high-quality teachers in rural and underserved school districts. Eventually, the statewide e-learning center will be open to all New Mexicans, from pre-school through college, graduate, and post-graduate programs, as well as lifetime learning and professional development programs.

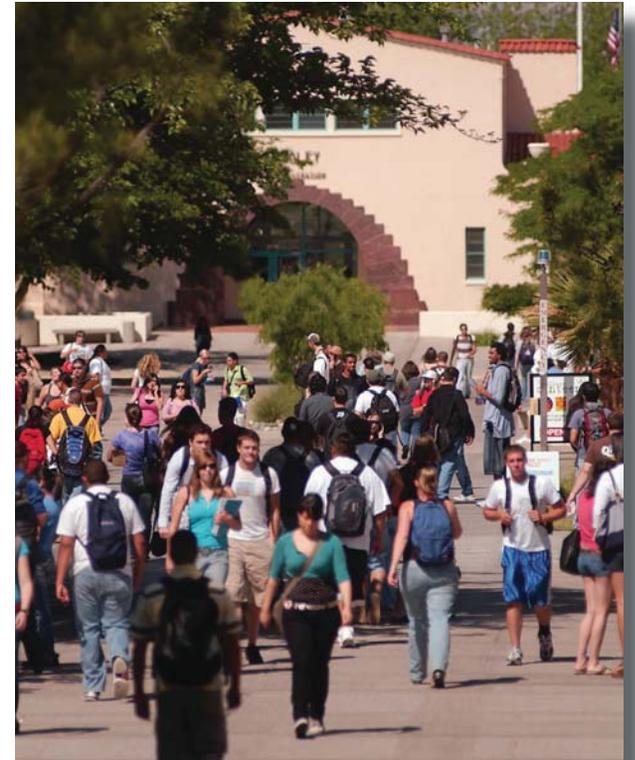
### Achieve, Inc. Alignment Institute

New Mexico joined the Achieve, Inc. Alignment Institute, a national policy project created for select states participating in Achieve, Inc.'s American Diploma Project. New Mexico joined the American Diploma Project last year and is one of 30 states participating. The Alignment Institute's purpose is to work with states to develop alignment policies that are congruent with and adhere to national practice. Dr. D. Pauline Rindone, Director of the Legislative Education Study Committee, is the Alignment Institute team leader for New Mexico. The New Mexico team has been refining K-12 English and math standards, with the goal of determining how well these standards align to higher education competencies in those subjects. The intended outcome is a clearly defined set of high school and college academic proficiencies that indicate a student's college readiness.

### Achieving the Dream

Achieving the Dream is a national policy initiative of the Lumina Foundation for Education to increase student success among low income, first generation students attending community colleges. New Mexico was awarded a state grant to coordinate policy, while five New Mexico colleges were awarded grants to measure success of programs designed to help students succeed. Achieving the Dream focuses on making better use of data to improve student outcomes and helps colleges adapt practices to better support student success. As the state lead organization for Achieving the Dream, the New Mexico Higher Education Department's role is to facilitate the statewide policies that enable community colleges to implement Achieving the Dream.

The five New Mexico Achieving the Dream institutions are Central New Mexico Community College, New Mexico State University-Doña Ana, Santa Fe Community College, Southwestern Indian Polytechnic Institute, and University of New Mexico-Gallup. Together, the New Mexico Higher Education Department and Achieving the Dream institutions will participate in the redesign and expansion of the higher education data collection system, including data elements that will allow the Department to inform its policy agenda; establish higher education placement cut scores for English and math for credit-bearing courses; conduct a survey of adult basic education transition strategies to identify best practices, and increase awareness of and provide assistance on state need-based financial aid programs.



# NM GEAR UP: New Mexico Gaining Early Awareness and Readiness for Undergraduate Programs

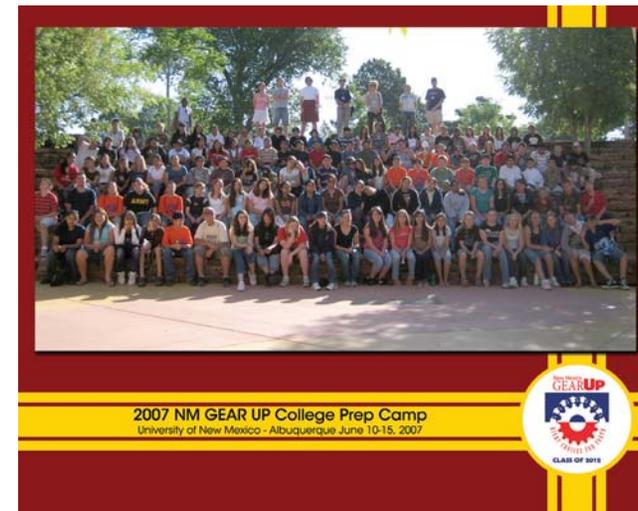
In 2006 the New Mexico Higher Education Department was awarded a six-year U.S. Department of Education grant called Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to provide college preparation and academic support to students in mostly rural school districts and to increase the number of students who graduate from high school prepared to complete the college or career-technical program of their choice. NM GEAR UP optimizes federal, state, and private resources to support a group of New Mexico students as they progress from seventh grade through high school graduation.

The NM GEAR UP cohort includes students from the 2007-2008 eighth grade class, the Class of 2012. Thirty-three middle and junior high schools in 21 districts comprise the 5,700 NM GEAR UP student cohort, 25 percent of all eighth graders in New Mexico.

NM GEAR UP staff members provide technical assistance in the areas of tutoring, mentoring, summer enrichment programs, family outreach, college counseling, teacher professional development, and curriculum improvement. NM GEAR UP students who graduate from high school in 2012 are eligible for state grant supported college scholarships.

In its first year, NM GEAR UP implemented an online data collection and analysis system and partnered with NM GEAR UP schools, regional colleges and universities, Sandia National Labs, the Albuquerque Public Schools Foundation, and others on college awareness events and activities. NM GEAR UP has established relationships with more than 40 partners. Each partner provides financial and/or in-kind contributions to ensure program and student success. Strategic partners are closely aligned and critical to program outcomes as well as student success.

In addition to the state grant administered by the New Mexico Higher Education Department (NM GEAR UP), there are three active federally sponsored GEAR UP partnership grants in New Mexico. They are housed at the New Mexico Highlands University Center for the Education and Study of Diverse Populations, Clovis Community College, and Eastern New Mexico University-Roswell. The NM GEAR UP state grant complements the three partnership grants.



# 2007 Legislation Affecting Higher Education in New Mexico

P-20 initiatives largely defined the executive and legislative education agenda during the 2007 Legislative Session. Several bills resulted from collaboration among the New Mexico Higher Education Department, the Public Education Department, and members of the Alignment Task Force. With stakeholders from across the state, the State has made progress in many of these initiatives. For more details on higher education legislation visit [www.hed.state.nm.us](http://www.hed.state.nm.us).

## Summary of P20 (Pre-k to College) Legislation 2007

### **Senate Bill 211: High School Reform**

Addresses high school reform as part of a P-20 system (pre-kindergarten through college) with policy objectives for the Public Education Department and the New Mexico Higher Education Department working with public schools, colleges and universities, and the legislature. Requires the New Mexico Higher Education Department and institutions of higher education to develop a system to assign a unique number for each state public school student.

### **Senate Bill 561: High School Redesign**

Addresses high school redesign through modifying the timing and purpose of high school assessments, using them to inform students about career and postsecondary options, increasing the age a student may legally drop out of school, changing graduation requirements, and establishing the structure for a middle and high school literacy initiative. Proposes a high school exam in grade nine, a college readiness exam in grade ten, and a workplace readiness exam in grade eleven. House Bill 2 appropriates \$1.5 million to the Public Education Department for an eleventh grade exit examination.

### **Senate Bill 943: Dual High School & Postsecondary Credits**

Clarifies dual credit by defining student eligibility for participation, payment for dual credit tuition and related expenses, and dual credit administration through code revision by the New Mexico Higher Education Department and the Public Education Department.

### **House Bill 201/Senate Bill 209: Cyber Academy Act**

Provides online courses to support an executive initiative to keep pace with the digital age. Promotes collaborative development and implementation of educational technologies, projects, and best practices to enhance teaching and learning capabilities.

### **House Bill 308/Senate Bill 355/Senate Bill 573: College Affordability Scholarships**

Allows scholarship funds to be used at Tribal colleges and defines an eligible student as those attending part time and who have enrolled no later than 120 days after high school graduation. Eliminates the requirement that a recipient can only receive the award for eight consecutive semesters.

### **House Bill 911: Uniform Curricula in Each School District**

Aligns curricula in math, language arts, and science in each school district to meet state standards. Requires professional development relating to curriculum be aligned to state standards.

### **House Bill 198: Kindergarten through Third Grade Project**

Creates “K-3 plus” as a six-year pilot project for students in high poverty schools where at least 85 percent of students qualify for free/reduced lunch and whose kindergarten plus programs have received at least one satisfactory annual evaluation. Extends school year by at least 25 instructional days to narrow achievement gap.

## Education Equity and Access

The New Mexico Higher Education Department's Educational Equity and Access Division addresses questions of equity, access, and participation of underrepresented populations in higher education in New Mexico. Division staff members foster dialogue and initiate policy to address pertinent issues related to educational equity and access.

## Academic Program Approval

The New Mexico Higher Education Department analyzes the financial impact of new degree programs of the state's public colleges and universities. The Department also reviews all new publicly-funded graduate degree programs and requires institutions to outline feasibility, development, implementation, and assessment plans, and specify fiscal, human, and physical resources needed to offer the new programs. A survey conducted on projected undergraduate degree programs in New Mexico public higher education institutions is available online at [www.hed.state.nm.us](http://www.hed.state.nm.us) under Publications and Research.

## American Indian and Hispanic Recruitment and Retention

New Mexicans of American Indian and Hispanic ancestry participate less often and less successfully in the higher education system than do other groups. This fact has been demonstrated in studies and is exacerbated by a cycle of poverty, inadequate academic and financial preparation for college, and other issues related to traditional first generation families. In such settings, regardless of ethnicity, higher education and the resulting economic and social benefits may not be well understood. Even if participation is deemed desirable in an abstract manner, the lack of practical experience with both preparation and the processes involved limit access and successful completion.

In response to these needs, the New Mexico Higher Education Department develops trend data on the recruitment and retention of American Indian and Hispanic students attending New Mexico public higher education institutions. Input from diverse communities within the state has been solicited and their continued participation is considered vital in achieving successful change. To establish and maintain representation of underrepresented student interests in the system of higher education, the Education Equity and Access Division facilitates liaison activities and provides outreach services to these populations.

The Education Equity and Access Division works to improve the transfer of underrepresented students between institutions through the Articulation Task Force mentioned above. This is a critical area of focus because the majority of American Indian and Hispanic first-time freshmen enter the system through community colleges.

## Nursing Enhancement Funds - Educating Professionals for New Mexico's Health Care Workforce

Governor Richardson, the New Mexico State Legislature, and the New Mexico Higher Education Department work collaboratively to promote the state's commitment to a healthy New Mexico by increasing the number of nurses for the workforce, ensuring that all students are taught by competent teachers, and supporting the state's efforts in developing a high-wage economy. In 2006, Governor Bill Richardson and the New Mexico State Legislature appropriated funding to support Nursing Program Enhancement at New Mexico's public colleges and universities. Funds were awarded to nursing programs through a competitive proposal process. In 2007, 17 New Mexico public colleges and universities received funding in amounts ranging from \$50,000 to \$500,000 to help address the state's critical nursing shortage. In addition, the New Mexico Higher Education Department received \$500,000 for institutions to provide a supplemental compensation package for nursing faculty and staff. New Mexico public colleges and universities will use the Nursing Enhancement Funds for the recruitment and retention of quality faculty, staff, and students; student stipends; lab equipment; and professional development, among other needs. The supplemental nursing faculty and staff salary compensation appropriation will be used to recruit and retain qualified nursing faculty and staff in New Mexico's public higher education institutions.

## Dental Hygiene Training and Distance Education

During the 2007 legislative session, Governor Bill Richardson and the New Mexico Legislature appropriated funds for dental hygiene training and distance learning initiatives. A Statewide Dental Hygiene Education Planning Committee comprised of college and university representatives, the New Mexico Dental Society, the New Mexico Dental Hygiene Association, and others developed a plan for the expenditure of funds to enhance the utilization of dental hygienists in underserved areas throughout the state. Funding will support personnel, distance learning, supplies, information technology and equipment, and travel. Statewide distance education workshops will be offered to promote dental hygiene care for the geriatric population.

## No Child Left Behind

The Education Equity and Access Division administers the U.S. Department of Education Teacher Quality State Formula Grants. The purpose of these grants is to help shape state and local activities that aim to improve teacher quality and to increase the number of highly qualified teachers, including paraprofessionals and principals. The Education Equity and Access Division coordinates the competitive proposal process for the Title II Teacher Quality Grant Program and awards sub-grants to eligible partnerships comprised of institutions of higher education and high-need local education agencies.

The New Mexico Higher Education Department works in collaboration with the Public Education Department to ensure that educators meet teacher quality standards. The New Mexico Higher Education Department conducts a competitive Request for Proposal process where institutions of higher education submit proposals aimed to assist all teachers, and particularly those in rural areas, to be highly qualified. In order to be highly qualified, teachers must complete a bachelor's degree, demonstrate competence in each academic subject he or she teaches, obtain full licensure, and hold a current New Mexico license to teach.

In 2007, New Mexico was allotted funding by the U.S. Department of Education toward Improving Teacher Quality State Grants. Four institutions (Eastern New Mexico University, Western New Mexico University, New Mexico State University, and University of New Mexico) were awarded a total of \$568,000.

The competitive proposal process requires institutions of higher education and a high need school district to work in partnership on developing core academic subjects to ensure that teachers and paraprofessionals who have an associate's degree obtain subject matter knowledge in the academic area of the subject that they teach. In addition, these monies provide resources for principals to develop instructional leadership skills to help them work most effectively with teachers in order to help students master core academic subjects. One goal of the U.S. Department of Education for Title II, Part A, is to encourage computer-related technology to enhance instruction.

During U.S. Department of Education on-site visits to New Mexico, New Mexico Higher Education Department staff members presented on key areas that include managing a competition, collaborating with the Public Education Department, eligible partnerships, and eligible activities. The desired outcome of the on-site visits is to provide guidance and assistance to New Mexico toward successful completion of programs that meet the terms of the grant and that are in federal and state compliance. The New Mexico Higher Education Department is committed to administering funds and distributing resources to high need areas and in a manner that addresses equitable distribution throughout the state and that best serves students.

## ENLACE (Engaging Latino Communities for Education)

The New Mexico Higher Education Department supports programs that increase opportunities for college preparation, access, retention, and graduation. One of the successful programs is ENLACE. ENLACE works to increase student success in middle and high school, reduce drop-out rates, encourage participants to take more Advanced Placement courses, increase achievement in academic areas such as math and science, increase overall GPA and graduation rates, assist students in successfully entering college, and track students from high school into college and the workforce. Public colleges and universities throughout the state participate in ENLACE including Santa Fe Community College, the University of New Mexico, New Mexico State University, Clovis Public Schools/Clovis Community College, and San Juan Community College. ENLACE activities in New Mexico include culturally relevant activities to increase literacy, parental involvement, peer mentoring, partnerships, college awareness, access, retention, and success. ENLACE also provides student leadership development, academic intervention in schools, and summer "Bridge" programs.

# Tribal Higher Education in New Mexico

## 2006 - 2007

The New Mexico Higher Education Department collaborates with New Mexico's four Tribal colleges and the New Mexico Tribal Higher Education Consortium to address and promote issues of access and success for American Indian college students attending or transferring to New Mexico public higher education institutions. The Department also works closely with the Public Education Department on P-20 initiatives in Indian Education. Recent developments include the amendment of the Indian Education Act to promote achievement and success for American Indian students in New Mexico.

In 2007 the New Mexico Higher Education Department signed an historic Memorandum of Agreement with New Mexico's four Tribal colleges: Diné College, the Institute of American Indian Arts, Navajo Technical College, and Southwestern Indian Polytechnic Institute. The agreement forges the way for increased access and higher educational attainment for the state's American Indian students. The Memorandum of Agreement – the first of its kind in the nation – strengthens partnerships between the New Mexico Higher Education Department and Tribal colleges to improve accessibility, retention, and education opportunities for American Indian students and increase Tribal student success in higher education.

The 2007 report *The Path of Many Journeys*, which was sponsored by USA Funds, focused on higher education access for American Indian students and shows that an educated American Indian citizenry will contribute to the state's economic development and ameliorate the challenges faced by Tribal communities. The report provides a rationale for involvement by states in providing educational opportunities and developing strategies to ensure American Indian student success. New Mexico is the first state in the nation to create partnerships with Tribal colleges specifically to enhance American Indian student success in higher education.

The New Mexico Higher Education Department works closely with Tribal colleges to collect and analyze Tribal student data that will help inform policy decisions developed to increase student success. In New Mexico, American Indians account for approximately eight percent of statewide enrollment on average, and not enough of those students persist and graduate. Sharing Tribal student data between the Tribal colleges and the New Mexico Higher Education Department will strengthen the work underway to improve Tribal students' ability to graduate from college or university and will lead to additional resources for financial aid and academic achievement for Tribal students.

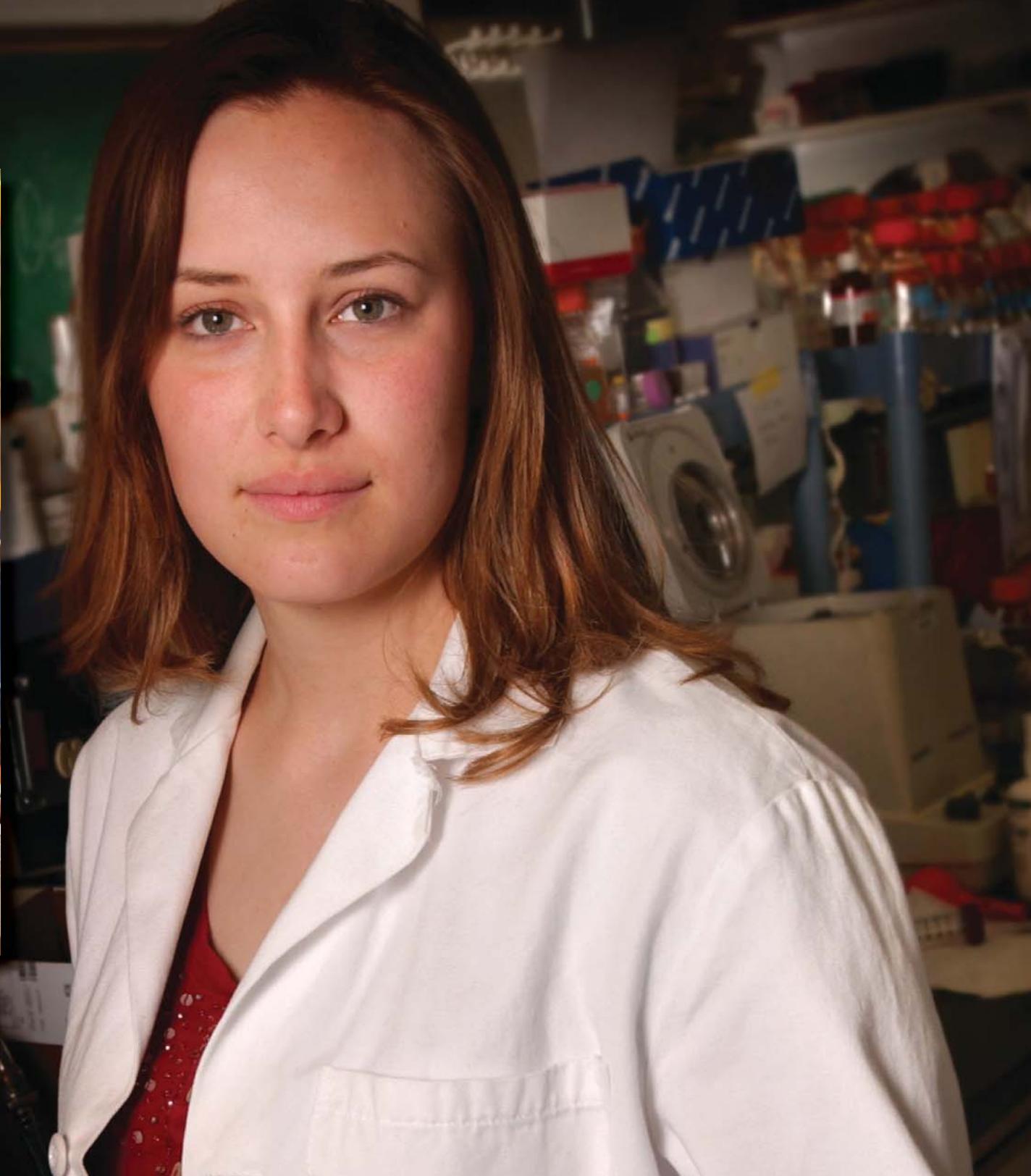
The agreement to share student and enrollment data will enhance accountability and aid in the effective management of state sponsored scholarship programs impacted by Tribal college participation as well as create opportunities to foster effective communication and increase involvement with the New Mexico Higher Education Department and its task forces. In addition, working together to develop strategies and advocate policy changes will improve the accessibility, retention, and education opportunities for American Indian students in New Mexico postsecondary institutions and tribal colleges.

Enrollment at New Mexico Tribal Colleges		
	2007	2006
Navajo Technical College	594	393
Diné College-Crownpoint and Shiprock	539	611
Institute of American Indian Arts	233	252
Southwest Indian Polytechnic Institute	796	913
<b>Total Tribal College Students</b>	<b>2,162</b>	<b>2,169</b>

Degree Completion at New Mexico Tribal Colleges			
	Certificates	Associate's Degrees	Bachelor's Degrees
Navajo Technical College	136	32	n/a
Diné College at Crownpoint and Shiprock	0	44	n/a
Institute of American Indian Arts	0	14	22
Southwest Indian Polytechnic Institute	7	39	n/a
<b>Total Tribal College Students</b>	<b>143</b>	<b>129</b>	<b>22</b>

Ethnicity and Gender of Students at New Mexico Tribal Colleges							
	White	Hispanic	American Indian	Black	Asian	Female	Totals
Navajo Technical College	0	0	594	0	0	352	594
Diné College (Crownpoint and Shiprock)	10	1	521	3	3	390	539
Institute of American Indian Arts	14	1	215	0	1	126	233
Southwest Indian Polytechnic Institute	0	0	796	0	0	427	796
<b>Subtotals</b>	<b>24</b>	<b>2</b>	<b>2,126</b>	<b>3</b>	<b>4</b>	<b>1,295</b>	<b>2,162</b>

Source: As reported by New Mexico Tribal colleges for academic year 2006 - 2007



# Adult Basic Education in New Mexico

The Adult Basic Education Division of the New Mexico Higher Education Department provide opportunities for adults 16 years of age and older who function below the school completion level to

- Learn English
- Obtain a GED
- Enroll in college or other training
- Obtain and keep a job

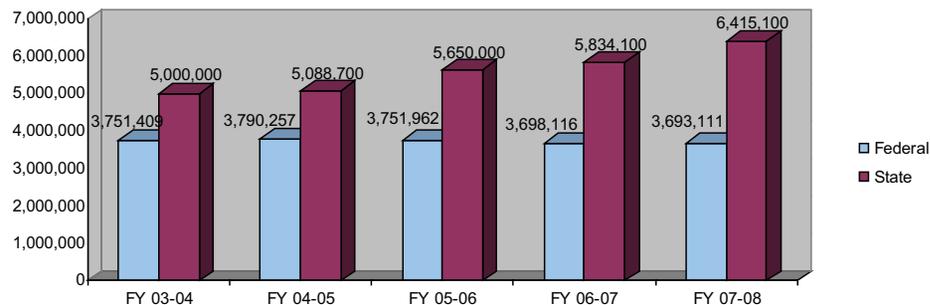
Adult educators help adult students to design individual learning plans that correspond to their personal needs and goals such as getting a job, obtaining a GED, enrolling in college or other training, learning the English language, helping their children achieve success in school, getting off welfare and earning a family-sustaining income, and understanding American culture and participating in society. The Department's Adult Basic Education Division provides participatory leadership, services, support, and technical expertise to 28 Adult Basic Education programs and their students, staff members, partners, and communities.

Last year, New Mexico ranked fifteenth in the nation for job growth (May 2006 to May 2007, New Mexico Department of Labor). Given that 70 percent of all new jobs require some education beyond high school and no less than 40 percent require an associate's degree, it is apparent that Adult Basic Education and English as a Second Language (ESL) programs serve a vital role in preparing New Mexico's citizens to participate in the workforce.

Currently, more than 400,000 adult residents in New Mexico are in need of education services. However, the Adult Basic Education Division's 28 state programs serve approximately 20,000 adult students, a fraction of New Mexicans who could benefit from the program.

Adult Basic Education in New Mexico relies on federal and state funding for its 28 administrative sites.

State and Federal Adult Basic Education Funding 2004-2008



Adults 20 and older comprise 71 percent of New Mexico's total population (Bureau of Business and Economic Research statistics, University of New Mexico, 2005). Because more than 30 percent of adults in New Mexico do not have a high school diploma or speak English well, addressing the basic education needs of this population is a top priority.

Twenty-four percent of New Mexico children live in a home where the head of household did not graduate from high school. Additionally, 19 percent of school-age children speak a language other than English in the home. The number one predictor of school success is parent education. A large number of New Mexico adults have basic skill deficiencies. Thus, adult education has immediate and future economic value and benefits New Mexico's children as they move through the educational system.

Accountability has taken center stage in education and with this are demands for efficiency and better returns on governmental investments. Using a cost-benefit analysis to illustrate return on investment in the charts below demonstrates that adult education in New Mexico provides positive results.

In 2006-07, New Mexico generated:

**From a Student Income Perspective:**

\$10,946,000 in new income from 842 students gaining jobs (842 x 2,080 hours per year x \$6.25/hour)

\$751,837 in increased income from 1,166 students receiving job promotions (1,166 x 2,080 hours per year x \$.31/hour)

An estimated savings of \$845,000 from 65 students being removed from public assistance (65 x \$13,000 annual average TANF\* benefits for family of four)

$$\$11,697,837 \quad - \quad \$5,834,100 \quad = \quad \mathbf{\$5,863,737}$$

Savings + Increased Income    06-07 State ABE Budget    **Return on Investment**

\*TANF (Temporary Assistance for Needy Families)

**From a Tax Perspective:**

\$2,189,200 in new taxes from 842 students gaining jobs (\$10,946,000 income tax at 20 percent)

\$150,367 in increased taxes from 1,166 students receiving job promotions (\$751,837 x 20 percent)

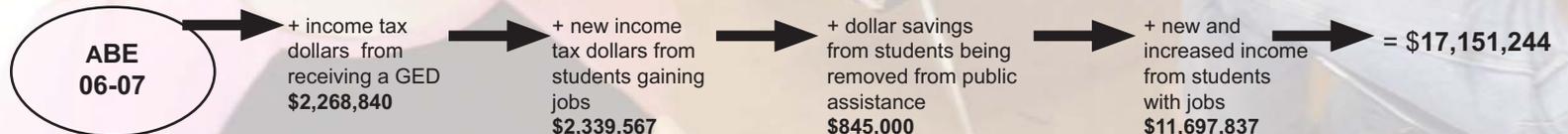
**\$2,339,567** increased taxes paid annually (\$2,189,200 + \$150,367)

**From a GED/High School Diploma Perspective:**

\$7,400 added income annually per graduate

\$11,344,200 added income annually for 1533 GED graduates (1,533 x \$7,400)

**\$2,268,840** additional tax revenue annually (\$11,344,200 x 20 percent)



## New Mexico Adult Basic Education Program Enrollment by Ethnicity and Age

While enrollment by ethnicity remains steady from year to year, the age of a typical student is younger. In the last year there has been a three percent increase in the number of students 16-18 years of age, with students 16-24 making up 40 percent of total enrollment. It is important to consider the unique instructional needs of students 25 years and older verses students 16-24 years old. These groups transition into college or university with distinctly different needs and expectations. Younger students require separate materials and classrooms and impact teachers, instructional strategies, and classroom dynamics.

For the last three years the gender breakout has shifted by one percent a year. In 2004-2005 female enrollment was 52 percent, in 2005-2006 it was 53 percent and in 2006-2007 it was 54 percent. During those same years whites, Pacific Islanders, Hispanics, and American Indians have shown even male to female enrollment. However, Asian females enroll at double the rate of their male counterparts. On the other hand, African American men enroll at double the rate of their female counterparts.

### Key Achievements in Data Quality

The Adult Basic Education Division compiles student information annually for the U.S. Department of Education via the National Reporting System. This involves developing policies around student intake, assessment, goal setting, and follow-up to ensure collection of consistent, reliable data from 28 local Adult Basic Education programs. To accomplish this, the Adult Basic Education Division purchased a state-of-the-art web-based data management system, LACES, which was deployed statewide last year. All local programs received training and technical assistance and recently submitted their first annual reports using this new system.

In Fiscal Year 2006-07, following a detailed strategic plan, Adult Basic Education Division staff made significant strides in sustaining and growing three areas: Program Evaluation, Finance, and Instruction.

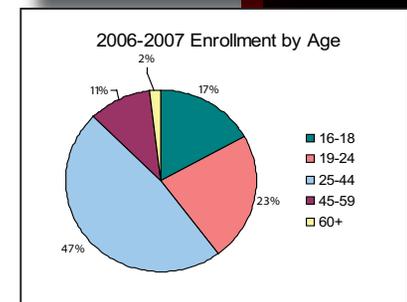
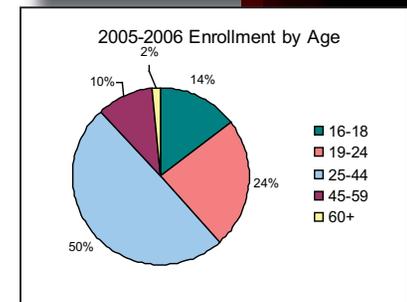
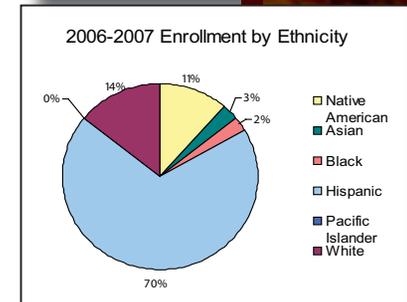
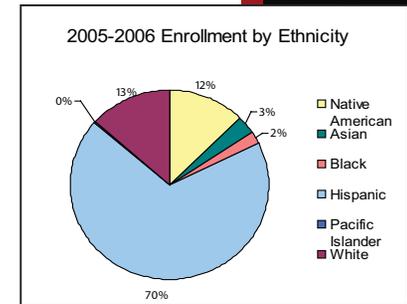
The state evaluation instrument was enhanced to comply with changes in policy and practice. This instrument is used to conduct formal site evaluation visits to local programs and provide technical assistance and support in administration, curriculum and instruction, data management, student support services and community involvement. Summary and final reports are issued to local programs, and follow-up is consistently provided to help programs initiate and maintain improvement activities.

In the area of finance, the Adult Basic Education Division developed comprehensive business policies and procedures that help guide directors and fiscal agents and assist them in spending and reimbursement processes. This year, the Adult Basic Education Division also aligned performance incentives for federal funding to match established program goals. At Governor Bill Richardson's recommendation, for the first time a successful community-based organization was included in the state funding for FY07-08.

Ongoing professional development efforts were implemented to improve ABE program instruction, with areas of special focus in English as a second language, learning differences/disabilities, and mathematics. The Adult Basic Education Division, supported by the New Mexico Adult Education Association, is continuing to assess the impact of professional development activities on teachers, classrooms, and student progress.

The Adult Basic Education Division contracts with Eastern New Mexico University-Roswell to coordinate statewide distance education activities for local programs. The Eastern New Mexico University-Roswell Center for Workforce and Community Development oversees the project, maintains licenses, and tracks the use of such interactive internet programs as PLATO, Rosetta Stone, Work Keys, Key Train, and Discover.

The Adult Basic Education Division formed the Distance Education and Learning Technologies Task Force inviting participation from program directors and teachers. The task force researched activities taking place in other states and Project Ideal, a national initiative that coordinates distance education for Adult Basic Education. This year New Mexico joined Project Ideal.



Source: New Mexico Higher Education Department Adult Basic Education Division Annual Report 2006-2007

## Transition to College Focus

A recent Lumina Foundation publication, *Returning to Learning: Adults' Success in College is the Key to America's Future*, states that the 21st century economy demands a college-educated workforce. While this has become common knowledge, what many do not realize is that the future workforce cannot be supplied solely through the public schools. Adult learners are the key, and more than 54 million working adults who do not have a college degree need to be educated.

### Progress on Goals – 2006-2007 Adult Basic Education Student Outcomes

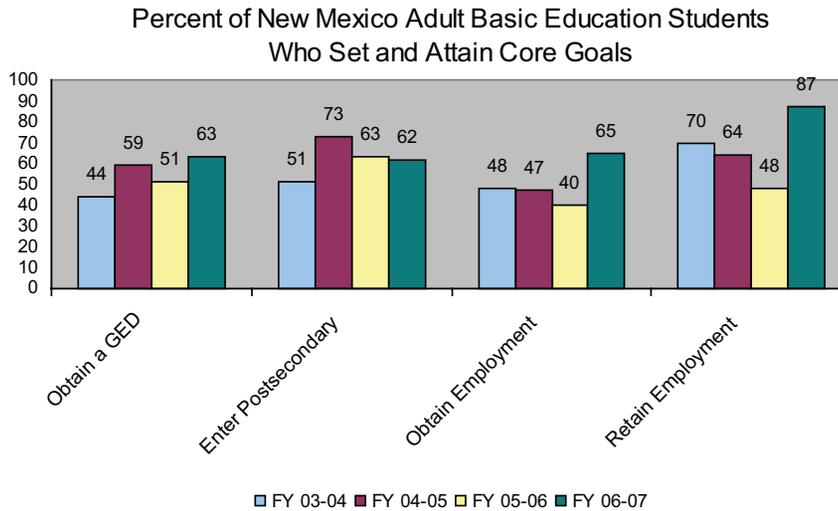
Adult Basic Education students set goals upon entry into the program according to desired outcome, placement level, and the perceived ability to accomplish the goal(s) within the fiscal year. Four core goals are tracked according to federal policy:

- Entered Employment
- Retained Employment
- Obtained a GED
- Entered Postsecondary Education or Training

Every year, the four federal core outcomes are tracked to measure the percent of students who successfully complete their set goals for the year. Adult Basic Education programs have experienced progress in all outcomes. The Adult Basic Education Division emphasizes adult student transition to postsecondary education and the workforce. Statewide data matching is underway for employment and postsecondary goals. The accompanying chart illustrates the success rates for these core outcomes over the last four fiscal years.

The Adult Basic Education Division and statewide programs place a high emphasis on improving employment options for its students. The success of these efforts is clear in the chart above. In the past year a strong focus has been placed on improving the number of students who transition to postsecondary education or training.

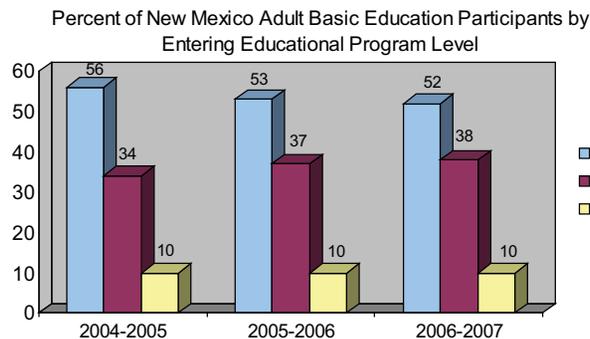




## Literacy

According to the National Center for Education Statistics, literacy is defined as using print and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

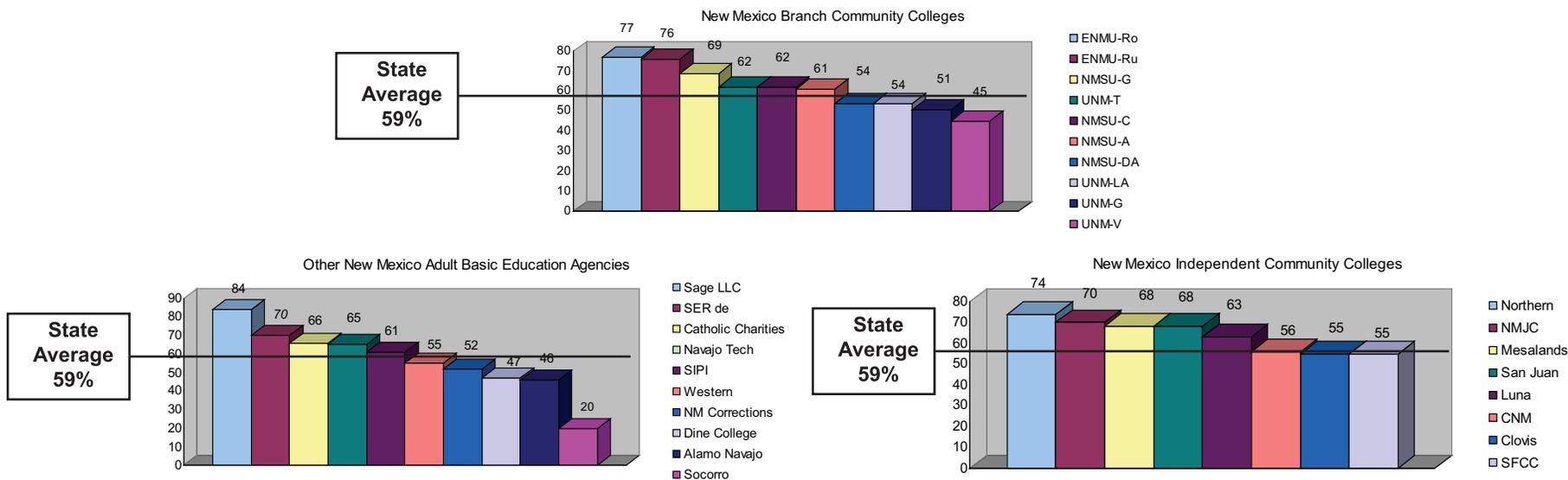
In New Mexico, more than 50 percent of the students who enroll in Adult Basic Education are illiterate in one or more of the three types of literacy: prose (e.g. newspaper); document (e.g. prescription instructions); quantitative (e.g. tax forms). This figure is generated from the lowest National Reporting System levels within ESL and Adult Basic Education. Although Adult Basic Education is considered primarily a GED program, fewer than 10 percent of students come in prepared to study at that level. The chart below illustrates the educational functioning level of students at entry to Adult Basic Education programs.



ABE = Adult Basic Education grade equivalency 1-8  
 ASE = Adult Secondary Education grade equivalency 9-12, GED track  
 ESL = English as a Second Language

The default goal for every student is completing an educational functioning level. Each level represents learning gains as they move through the 12 levels. As described above, many students set their proximal goals around achieving learning gains and not on earning a GED. The charts illustrate the percent of post-tested students who successfully complete the educational functioning level where they begin their studies within the fiscal year. The charts include the educational level gain rates for students at each of the 28 programs statewide. Sixteen programs statewide exceed the state average in student learning gains. Six Programs have a 70 percent or greater success rate in learning gains. Four programs received funding for three incentives

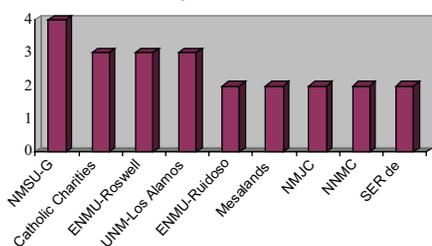
## Percent of Post-tested Adult Basic Education Students Who Experience Educational Level Gains by Program



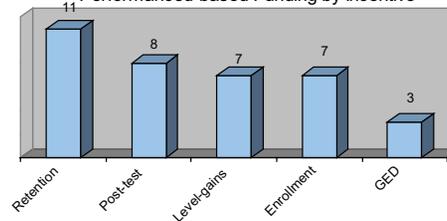
## Core Outcomes for State Measures

In addition to the federally required reporting, state-specific measures are also tracked. For the past three years New Mexico Adult Basic Education programs received incentive dollars from Adult Basic Education funding if they met or exceeded set standards. This year nearly 12 percent of New Mexico's federal allocations are earmarked for state incentives. There are five incentive measures that were set for fiscal year 06-07: educational level gains, post-test rates, student retention, student enrollment, and GED attainment. These five incentives are weighted according to state office priorities and funds are allocated accordingly. The accompanying charts illustrate the number of programs out of 28 in the state to receive incentive funding.

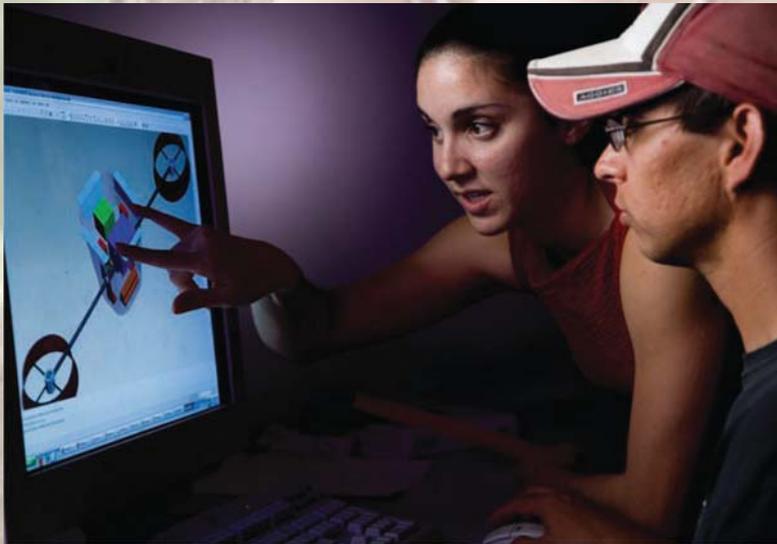
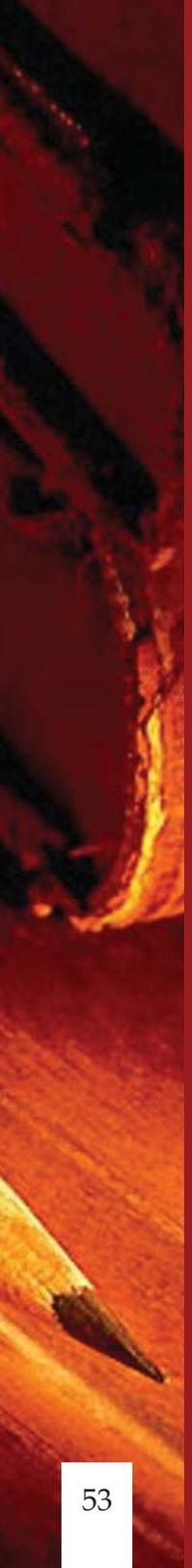
New Mexico Adult Basic Education Programs that Received Performance-based Funding for Two or More Incentives



The Number of New Mexico Adult Basic Education Programs Receiving Performance-based Funding by Incentive







# Clean Energy Initiatives: Green Screen for Capital Projects Proposals

The New Mexico Higher Education Department has a statutory responsibility to recommend to the Governor and to the Legislature capital projects for the 27 institutions of education (24 institutions of higher education and 3 special schools) it oversees. The Department also oversees the process by which those projects' state financing and approvals are handled. In support of Governor Bill Richardson's clean energy initiatives, and recognizing the importance of higher education's ability to adjust its facilities planning to address global warming and contribute to the clean energy efforts in our state, the New Mexico Higher Education Department is changing its approach to the evaluation of capital projects proposals.

The citizens of New Mexico have made an enormous investment in the facilities of these 27 colleges and universities, and the reason for this investment is to create a safe and appropriate environment in which New Mexicans can pursue higher education. The educational use of these facilities is paramount, though of course faculty, staff, and students of these institutions also engage in research and public service, in part in state-funded and supported facilities. The challenge is that enrollment, patterns of interest in a particular field, and the technological requirements for advanced education change much more quickly than buildings can. This requires the state to be careful when considering requests to build a new building with a useful life span of many years, whether such a building is necessary, and whether the particular use for this building requires that physical structure. These considerations are strengthened when the considerations of climate change are introduced. No matter how energy efficient a new building is, it will add to a campus' carbon footprint by adding to the inventory of built structures on campus.

There is a statewide problem – indeed crisis – concerning the quality of the space already built in previous years. The most recent estimate of the size of the problem of “deferred maintenance” on New Mexico's public higher education campuses conducted last year by 3DI/Parsons was \$1.4 billion. Reducing this backlog is a policy goal for the state and an overriding consideration by the Department in making capital recommendations.

This year, for the first time, the Department has asked institutions of higher education to be responsive to the issues of global warming and specifically to respond to Governor Richardson's Executive Orders on green building. The Department will explicitly consider the effect on the environment in the evaluation of every project presented to us. This 'green screen' will pay attention to energy costs, but also other aspects of environmental design affecting the carbon footprint and sustainability of the entire campus. A LEED Platinum building in a remote location which will require people to drive to it rather than walk is probably not a step in the right direction. So the plans for the individual projects need to be integrated into larger issues of campus design, which in turn are integrated into larger community issues and challenges. This consideration and deferred maintenance will have some overlap.

Another change in evaluating capital projects requests derives from a concern expressed from every quarter and intensified in recent years given the inflation in construction costs: the issue of time to completion on projects. From the point of view of the state, once money is appropriated, it should be drawn down in an expeditious manner; however from the point of view of the institutions, it is difficult to acquire 100% of a budget for a project when partial funding is obtained across a number of years, only to lose purchasing power due to inflation. The Department intends to use several criteria in screening in order to address this issue. First, local tax dollars are expected to be part of the proposal, not just as a plan to cover the gap after the state does its part. Data indicating the total local and state share of funding across a number of years should be included. In general, universities do not have access to this funding mechanism, but they have access to many other sources of funds, including federal funds, private donations, student fees, and institutional bonds. Similarly, community colleges have access to non-state funds. Projects will be presented to the Department with non-state contributions clearly outlined, and the Department will use as an evaluation criterion the degree to which a plan for funding the total project is presented.

This statement of values and general criteria is currently in draft form, and the Department has invited input on it from legislators, from colleges and universities, and from other stakeholders. Having received general concurrence on the criteria, the Department has convened a working group of facilities professionals from around the state to work on the degree to which this statement can be quantified and rendered into a scoring matrix. The Department will outline clearer procedures and potentially a matrix before the capital projects hearings in 2008.



## Higher Education Campus Safety in New Mexico

In the wake of the Virginia Tech tragedy, Governor Richardson established a statewide task force to examine the state of preparedness and to establish a best practices approach to safety and security on New Mexico's public college and university campuses. The New Mexico Higher Education Campus Safety Task Force developed preliminary recommendations and established subcommittees on Emergency Preparedness, Mitigation, Protocols and Infrastructure, and Accreditation.

The Emergency Management Subcommittee will review higher education campus emergency response plans and will provide feedback on how to improve them. The subcommittee will review state and national best practices to develop an emergency response plan template for use by college and university campuses. In addition, the subcommittee assists in furthering relationships between campus safety personnel and local, regional, and state governments, provides free training opportunities, and will assist campuses in the development of appropriate training and orientation for campus community members.

The Mitigation, Protocols and Infrastructure Subcommittee will explore internal and mass campus communication strategies for emergency situations, establish best practices for interpretation of various federal statutes, and make recommendations with respect to security infrastructure. Specific initiatives will include the development of a clear understanding and single interpretation of federal privacy laws as they relate to campus safety. This subcommittee will outline sample protocols for communicating issues of campus safety concerns to the campus community. The subcommittee will also make recommendations for improving communication among campus community members and for the sharing of resources and information among New Mexico's 26 institutions.

The Accreditation Subcommittee is exploring the concept of determining a basic standard of campus safety on multiple levels, such as having a plan and the quality of the plan, having relationships with local government, and other aspects of campus safety. This subcommittee will develop the points that would indicate that aspects of campus safety were being properly addressed, and institutions could conduct their own self-assessment to identify areas that might need improvement. The voluntary accreditation could serve as a tool to support student recruitment and retention.

Results from the work of the Campus Safety Task Force and subcommittees includes two surveys conducted to provide an overview of the current campus safety practices, the appointment of an Emergency Response Point of Contact for each college and university campus, the submission of emergency response plans for review and support, the identification of protocols related to campus communications, the pooling of local, state, and federal resources, and the determination that the task force will continue as a permanent committee. In addition, subcommittees drafted recommendations and will be working throughout the coming year to make available campus safety related best practices and templates and to provide on-site assistance to colleges and universities to continue to improve ways to protect New Mexico's higher education campus communities. In addition, a campus safety online resource site was developed and is posted at [www.hed.state.nm.us](http://www.hed.state.nm.us).

# Workforce Education in New Mexico

New Mexico is facing a shortage of knowledgeable and skilled workers. The growing gap between the economy's requirements and the labor force's knowledge and skills is caused in part by well-educated baby boomers leaving the workforce, and lesser-educated people entering the workforce with more people lacking high school diplomas. In addition, demand for industry skills sets continue to increase.

The necessary elements for regional economic success depend on how well communities cultivate and retain "knowledge workers." These individuals possess postsecondary educational credentials, technical skills, the ability to learn rapidly, and an entrepreneurial approach to work and career management. More specifically, economic development in New Mexico is impacted at multiple levels:

- Current and future industry skill gaps at all education levels cause businesses to import workers, go without necessary employees, and cause lower sales, diminished services, and decreased productivity.
- Globalization and technological change require business to continually increase productivity and workers to adapt to new processes and technologies and solve problems in the work environment.
- Innovation and the importance of "making better things" require creativity and innovation among all workers.

It is with these issues in mind that the New Mexico Higher Education Department established the new Workforce Education Division, designed to better align New Mexico's educational system with the state's economic development efforts. The Division works to assist New Mexico's postsecondary institutions with the tools they need to provide access for all New Mexicans to attain family sustaining wage jobs, adapt to future career requirements in New Mexico's changing economy, and to help create a system of lifelong learning. In addition, the Division develops partnerships with New Mexico business and industry in order to build a world-class education and training system that makes every region of the state competitive in the world economy.

Some regions within the state can attract knowledge workers by virtue of their natural amenities. Most cannot. They have to "grow their own" talent. This challenge presents a catch-22 for rural areas: the absence of good jobs provides few incentives for residents to get an education, while low levels of education and skill in the local workforce constrains the ability of these communities to attract and retain good jobs.

Given increasingly limited public resources and the importance of education and training to the economic health of regions, maximizing the return on the public's investment in education must be a top priority for policymakers. For this to happen, education at every level needs to be more closely aligned with current and future workforce and economic development efforts.

## What does this mean for New Mexico's higher education system?

- The economy can't grow without raising the knowledge and skill levels of all current and future workers.
- New Mexico's institutions will need to expand capacity in industries with supply and demand gaps, especially in the state's target career clusters;
- New Mexico's institutions will need to serve a greater share of the state's population to raise the knowledge and skill levels of its citizenry, with emphasis on underserved populations such as ethnic minorities, low-income adults, and working adults.
- New Mexico's institutions can improve retention and transition of students to meet the demands of the economy. We need to raise knowledge and skill levels more quickly with fewer leaks in the pipeline.
- New Mexico's institutions must develop more mechanisms for continuous knowledge and skill improvement, including education and training for people who are already working.

## Career Clusters

New Mexico has identified seven strategic career clusters as the foundation for its future economy. Career clusters are groups of related industries that share common resources, like raw materials or equipment, and employ workers who have similar interests and abilities. The following New Mexico career clusters help the state prepare workers to work in the state's top industries:

- Arts and Entertainment
- Business Services
- Communications and Information
- Energy and Environmental Technologies
- Engineering, Construction, Manufacturing and Agribusiness
- Health and Biosciences
- Hospitality and Tourism

## Partnerships

The Workforce Education Division helps build regional and statewide partnerships between postsecondary institutions, companies, and industry associations to link colleges and universities with businesses throughout the state. The Division also works with the Public Education Department on career pathways initiatives; the Economic Development Department on business recruitment, retention, and expansion; and the Department of Workforce Solutions on employment services in an effort to develop a seamless educational system that is responsive to industry needs.

## Economic Development

Developing a skilled labor pool is recognized as a major economic development strategy for communities and states alike. New Mexico's colleges and universities play a vital role in contributing to the state's economic vitality. In the past, industry looking to locate in an area relied solely on tax incentives and infrastructure. Although these continue to be important incentives, increasingly the number one concern is quality of labor. New Mexico must be able to demonstrate that it has a capable workforce readily available; and if not, we must demonstrate that we have a system in place to provide a capable workforce in a timely fashion. In addition, businesses demand productivity increases and adaptation, thus, requiring workers to continually increase skills, adapt to new processes, and solve problems.

The focus of the Workforce Education Division is to assist in positioning colleges and universities to be more market driven and respond to industry needs more quickly and effectively. The Division assists in providing resources and incentives to colleges to collaborate with key strategic industries in an effort to build strong regional economies.

## Career Pathways

Career pathways, targeted to regional labor markets, focused on employment sectors, and combining education, training, and on-the-job learning provide a framework for workforce development by integrating the programs and resources of high schools, branch, community and four-year colleges, workforce agencies, and business. By partnering with the Public Education Department, the Workforce Education Division supports a common model for career progression, beginning in high school, to develop pathways that assist our students entering and advancing in high-wage, high-demand employment sectors such as information technology, healthcare, energy or manufacturing. Experts suggest that effective career pathways incorporate three levels of training, serving a broad range of individual needs:

- **Basic Skills Training**

For those with little in the way of skills and/or work experience, such as many welfare recipients, a first level of training offers orientation to career and educational opportunities and basic literacy, numeracy, and computer skills.

- **Entry Level Training**

This coursework provides college level skills training in a specific industry, provided in relatively quick increments (up to six months). The classes are designed to offer a direct transition to higher wage entry-level jobs in the region and often include internships and work experience.

- **Upgrade Training and Education**

Targeted to workers with demonstrated skills and work experience, this training provides additional skills and education to meet evolving employer and labor market needs. For maximum impact, upgrade training should be offered at the workplace, at branch or community colleges, and in the community.

## **Data-Driven Decision Making**

One of the basic tenants of the Workforce Education Division is to improve the quality of information available to help policymakers assess the needs of New Mexico employers compared with the “output” of the state’s higher education system.

Utilizing various data sources including standard Labor Market Information from the Department of Workforce Solutions, computer software tools, economic forecasting models, and information from local economic development representatives, the Division is establishing more accurate, localized data on current demand for job openings. By using population growth projections, future demand can be better predicted.

The Division will provide research on the educational system’s responsiveness to industry needs. For example, the Division will analyze the workforce supplied by higher education in New Mexico; employer demand for higher education as measured by the number of projected job openings; and the match between supply and demand. In addition the Workforce Education Division will regularly survey employers in an effort to better respond to their needs in term of labor quantity and quality.



## Private Postsecondary Education in New Mexico

There are 100 exempt and licensed private postsecondary institutions operating in New Mexico. Not all are academic or vocational programs; some institutions are recreational, avocational, or religious in nature while others offer classes solely at military installations. A few graduate programs are offered by out-of-state institutions at established New Mexico schools. In following the relevant New Mexico Administrative Codes, the New Mexico Higher Education Department's Private Postsecondary Education Division actively monitors 53 institutions. Of these, 14 are regionally accredited and therefore eligible for exemption; two choose to be licensed anyway. Of the 40 licensed private postsecondary institutions in New Mexico, 11 institutions are nationally accredited. Each private postsecondary institution plays a unique and important role in the scope of educational opportunities and services provided to New Mexico's citizens.

Private postsecondary education is a vibrant sector offering a range of educational programs awarding certificates or diplomas in diverse areas such as floral design, dog grooming, water technologies, allied health occupations, and computer training. There are associate degree programs in fields such as nursing, accounting, and graphic design. Baccalaureate degrees and/or graduate degrees abound in education, business, counseling, computer security, midwifery, advanced nursing, physician's assistant, and many more. Some programs are delivered in brick and mortar facilities in a more or less traditional manner or via distance education, especially online asynchronous facilitation. Many institutions offer unlimited electronic access to library collections, professional journals, and other publications vital to student research on a 24/7 basis.

### Student Enrollment

- 21,729 students were reported as enrolled in New Mexico's private postsecondary institutions during fall 2006. Seventy-five percent of these students are taking classes at a campus or learning center and the remainder via distance education.
- The median age of students enrolled at institutions with regional accreditation during fall of 2006 was 34; at institutions with national accreditation the median age was 27. At institutions with no accreditation that are tracking median age, the median age was 38. Women represent 56 percent of the total enrollment at those institutions reporting gender. (Not all institutions track gender.)
- Of the total number of students reported enrolled, 19,913 were tracked as to their ethnicity. Of these students, in the fall of 2006 the ethnic representation at New Mexico's private postsecondary institutions reporting was 42 percent Anglo/White; 30 percent Hispanic; four percent American Indian; seven percent Black; two percent Asian, and 15% were reported as 'Other.' (These percentages are based upon only those students classifying themselves among these five categories. Not all institutions report ethnicity.)

### Program Completions at New Mexico Private Postsecondary Institutions

During the 2005–2006 academic year, private institutions awarded 4,300 certificates of completion, 737 diplomas, 318 associate's degrees, 2,103 bachelor's degrees and 1,238 graduate degrees.

## Private Postsecondary Institutions in New Mexico

### Colleges and Universities with Regional Accreditation

	Principal Location	CEO/ Director/ President	Website
The Art Center Design College	Albuquerque	Andrew Webb	<a href="http://www.theartcenter.edu">www.theartcenter.edu</a>
American Public University System	Holloman AFB	Wallace E. Boston, Jr.	<a href="http://www.apus.edu">www.apus.edu</a>
College of Santa Fe	Santa Fe	Dr. Stuart C. Kirk	<a href="http://www.csf.edu">www.csf.edu</a>
College of the Southwest	Hobbs	Dr. Gary Dill	<a href="http://www.csw.edu">www.csw.edu</a>
Loyola Institute for Ministry	Las Cruces	Dr. Thomas Ryan	<a href="http://www.loyno.edu">www.loyno.edu</a>
National American University	Albuquerque	Dr. Samuel D. Kerr	<a href="http://www.national.edu">www.national.edu</a>
St. John's College	Santa Fe	Michael Peters	<a href="http://www.stjohnscollege.edu">www.stjohnscollege.edu</a>
Southwestern College	Santa Fe	Dr. MaryLou Butler	<a href="http://www.swc.edu">www.swc.edu</a>
University of Phoenix	Albuquerque	Randy Lichtenfeld	<a href="http://www.phoenix.edu">www.phoenix.edu</a>
University of St. Francis	Albuquerque	Dr. Michael J. Vinciguerra	<a href="http://www.stfrancis.edu">www.stfrancis.edu</a>
Wayland Baptist University	Albuquerque & Clovis	Dr. Gary D. Mitchell	<a href="http://www.wbu.edu">www.wbu.edu</a>
Webster University	Albuquerque	Ellen Driber-Hassall	<a href="http://www.webster.edu/abq">www.webster.edu/abq</a>
Anamarc Educational Institute	Santa Teresa	Pablo Fuentes	<a href="http://www.anamarc.com">www.anamarc.com</a>
Apollo College of New Mexico	Albuquerque	Mark Lucero	<a href="http://www.apollocollege.com">www.apollocollege.com</a>
ATI Career Training Center	Albuquerque	Kerry J. Ransonette	<a href="http://www.aticareertraining.edu">www.aticareertraining.edu</a>
Business Schools Institute	Las Cruces	Kerry Caldwell	<a href="http://www.bsi.edu">www.bsi.edu</a>
International Institute of the Americas	Albuquerque	Jeffrey S. Olson	<a href="http://www.iaa.edu">www.iaa.edu</a>
International Schools	Sunland Park	Larry Hobgood	<a href="http://www.internationalschools.com">www.internationalschools.com</a>
ITT Technical Institute	Albuquerque	Marianne Rittner-Holmes	<a href="http://www.itt-tech.edu">www.itt-tech.edu</a> <a href="http://www.kaplan.edu">www.kaplan.edu</a>
Kaplan Career Institute	Albuquerque	Wayne F. Zellner, II	
National College of Midwifery	Taos	Emily Gemmill, LN	<a href="http://www.midwiferycollege.org">www.midwiferycollege.org</a>
PIMA Medical Institute	Albuquerque	Holly Woelber	<a href="http://www.pmi.edu">www.pmi.edu</a>
A Cat & Dog Grooming Academy	Albuquerque	Carolyn Conwell	<a href="http://www.petgroomingschoolnm.com">www.petgroomingschoolnm.com</a>
Aquila Travel Academy	Albuquerque	Sandra Levinson	<a href="http://www.aquilatravel.com">www.aquilatravel.com</a>
Artesia Training Academy, LLC	Artesia	Lee Macaw	<a href="http://www.artesiatraining.com">www.artesiatraining.com</a>
Aviation & Electronic Schools of New Mexico	Alamogordo	James Doyle	<a href="http://www.aesa.com">www.aesa.com</a>
The Ayurvedic Institute	Albuquerque	Wynn Werner	<a href="http://www.ayurveda.com">www.ayurveda.com</a>

# List of Private Postsecondary Institutions in New Mexico (continued)

Licensed Schools – Non-accredited	Principal Location	Principal Owner/ Director	Website
Casino Dealer School	Albuquerque	David Rosenlund	<a href="http://www.casinodealerschool.net">www.casinodealerschool.net</a>
Century University	Albuquerque	Dr. Antonin Smrcka	<a href="http://www.centuryuniversity.edu">www.centuryuniversity.edu</a>
Comp USA - Albuquerque	Albuquerque	Jill Wagnon	<a href="http://www.compusa.com">www.compusa.com</a>
Computer Career Center	Las Cruces	Jim Tolbert	<a href="http://www.ccc.edu.com">www.ccc.edu.com</a>
Culinary Business Academy, LLC	Rio Rancho	David MacKay	<a href="http://www.culinarybusiness.com">www.culinarybusiness.com</a>
EC-Council University	Albuquerque	Sanjay Bavis	<a href="http://www.eccuni.us">www.eccuni.us</a>
Hypnotherapy Academy of America	Santa Fe	Heather Simmerman	<a href="http://www.hypnotherapyacademy.com">www.hypnotherapyacademy.com</a>
International Institute for Counter Terrorism Studies	Albuquerque	Jeffrey Hill	<a href="http://www.iicts.com">www.iicts.com</a>
John Robert Powers School of Albuquerque	Albuquerque	Diana Horner	<a href="http://www.jrpsouthwest.com">www.jrpsouthwest.com</a>
Life Design International	Santa Fe	Gary De Rodriguez	<a href="http://www.garyderodriguez.com">www.garyderodriguez.com</a>
Maharashi College of Vedic Medicine	Albuquerque	D. Edwards Smith, MD	<a href="http://www.alltm.org/ayurveda.html">www.alltm.org/ayurveda.html</a>
The Medicine Wheel	Aztec	Randy L. Barnes, M.D.	n/a
Mesilla Valley Training Institute	Las Cruces	Terri Garcia	<a href="http://www.m-v-t-i.com">www.m-v-t-i.com</a>
National Center for Montessori Education (NCME)	Los Alamos	Joan Ellard	<a href="http://www.montessori-ncme.org">www.montessori-ncme.org</a>
National Hypnotherapy Training Center	Albuquerque	Lois Prinz	<a href="http://www.hypnotherapytrainingcenter.com">www.hypnotherapytrainingcenter.com</a>
New Horizons Computer Learning Center	Albuquerque	Eric Lopez	<a href="http://www.nhabq.com">www.nhabq.com</a>
Precision Groom Academy	Las Cruces	Sarah Reynolds	n/a
Pro Force Training Center	Silver City	Brenda Moore	<a href="http://www.proforcetrain.com">www.proforcetrain.com</a>
Rio Grande Dental Assisting Training Program	Socorro	Ginger Bratzel, DDS	n/a
Rocky Mountain Truck Driving School	Albuquerque	Tracy Raven	<a href="http://mttaylor.com/rmtds">mttaylor.com/rmtds</a>
Trim International Floral School	Albuquerque	Lois I. Trim	<a href="http://www.floralschools.com">www.floralschools.com</a>
Trinity Learning Solutions, Inc.	Albuquerque	Don Bass	<a href="http://www.trinityls.com">www.trinityls.com</a>
University of Natural Medicine	Santa Fe	Larry Milam, Ph.D.	<a href="http://www.universitynaturalmedicine.org">www.universitynaturalmedicine.org</a>
Water Technologies Training Institute	Farmington	David H. Paul	<a href="http://www.dhptraining.com">www.dhptraining.com</a>



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