

HELPING STUDENTS SUCCEED

NEW MEXICO HIGHER EDUCATION ANNUAL REPORT 2008



Dear Reader,

The New Mexico Higher Education Department's annual report 2008, *Helping Students Succeed*, is both a description of our activities at the Department and of the higher education system in New Mexico which we help coordinate and fund. There is therefore a dual focus in the report: on what we have been doing and on the larger context in which we do those things. These themes converge around the common purpose of doing what we can to educate all New Mexicans so they can have the lives and careers they dream of.

We need to create more connectedness in the educational system of the state, from pre-school to graduate education. P-20 is the term we use for such a coherent system, and we work closely with our colleagues in the Public Education Department to increase the connectedness of the public and higher education systems. We have successes: dual credit is exploding, allowing more high school students to have access to early college experiences, and we have the most comprehensive dual credit policy framework in the nation. Some of that work is happening online, and our innovative statewide e-learning enterprise, IDEAL-NM, made progress on a number of key milestones. We are achieving real momentum at getting more New Mexicans to start college: nearly 1,000 more high school seniors went on to college in Fall 2007 than Fall 2006, and this is an area where we do very well as a state.

Given the financial climate, we face a challenge as we expand participation in higher education in the way we must. New Mexicans are earning bachelor's degrees at a rate about 40% below the national average and about 90% below that of the leading country in the world, Canada. It will not be easy to find the resources to increase funding for higher education by that 40-90%. We need to become more productive as a system: by ensuring that a higher percentage of students who begin higher education complete that education and earn a degree and by using every dollar efficiently.

We need to increase our connectedness in higher education. We call this interoperability: our different and independent institutions need to become more interoperable, so our students can move from one institution to another and make progress towards their degrees. The overriding reason why the state invests in higher education and helps subsidize the cost is the importance of an educated workforce for a 21st century economy. We need a more broadly educated workforce and we need more trained people in key economic sectors. The state's economy has been strong in recent years due in part to the rapid expansion of certain sectors that will be the basis for the economy of the future—film and digital media, aerospace, renewable energy and green manufacturing. How we mesh individual decisions made by college students, individual decisions made by institutions to develop specific programs, and the larger needs of the state is complex, and is perhaps the greatest challenge we face in thinking about how higher education will work together over the next few years.

The opportunities here are exciting: I had the pleasure of traveling to Tucumcari to visit Mesalands Community College for the dedication of the wind turbine, the centerpiece of Mesalands' North American Wind Research and Training Center. Many institutions have set carbon neutrality as a goal, but with the installation of that one turbine Mesalands became the first carbon positive campus in the nation, putting more electricity in the grid than it uses to operate. This is a perfect example of innovation that makes our public investment in higher education go farther, helps achieve larger social goals, and—most important—provides new opportunities for students to learn and create a more vibrant future for themselves and therefore for all of us.

I hope you find our annual report useful. Thanks for all you do to achieve our larger purposes.

Yours sincerely,

A handwritten signature in cursive script, reading "Reed Dasenbrock".

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

HELPING STUDENTS SUCCEED 2008

EXECUTIVE SUMMARY

The New Mexico Higher Education Department is pleased to present the 2008 annual report: Helping Students Succeed. The report is a statutory responsibility. Its purpose is to provide a snapshot of New Mexico’s public higher education system. New Mexico needs to be competitive in today’s world and prepared for tomorrow’s challenges. New Mexico’s higher education system is an extraordinary asset. New Mexico’s colleges and universities educate future leaders who will provide the talent, energy and innovation to make New Mexico competitive in a knowledge-based economy. It is hoped that this report helps to illustrate the important role the New Mexico Higher Education Department plays in the state higher education system.

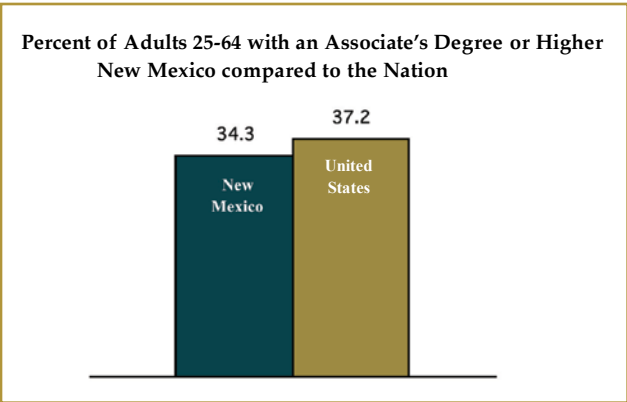
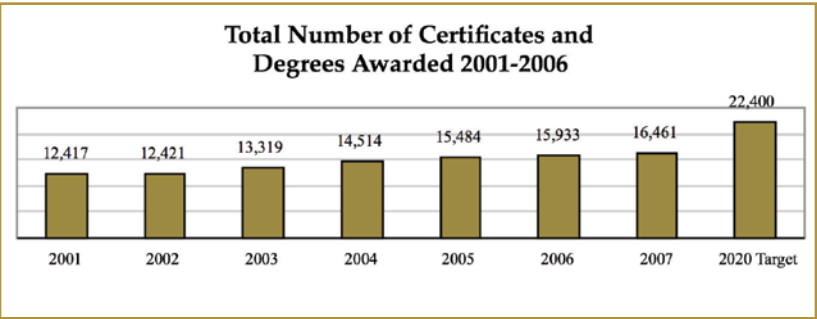
Last year we began the process of redesigning this report to provide a fresh face to the historical Condition on Higher Education document. This year, our focus is on the New Mexico Higher Education Department’s strategic plan. The Department’s comprehensive strategic plan provides a central axis around which the work of the Department now rotates. It serves to link the work of the divisions within the Department and helps to establish a unified policy agenda between the New Mexico Higher Education and Public Education Departments. The primary goals are to raise the educational attainment of New Mexicans and to close the gap between New Mexico and other states and nations. To that end, we have identified five areas of focus and it is around these areas that we have organized the report:

- Increase Degree Attainment and Student Success
- Expand Access to Higher Education
- Make Higher Education Affordable for All New Mexicans
- Provide an Educated Workforce for New Mexico
- Improve Agency Efficiency and Effectiveness

To raise the educational attainment of New Mexicans, the Department must define the need for improvements and demonstrate progress in these five areas of focus. What follows are highlights and baseline data.

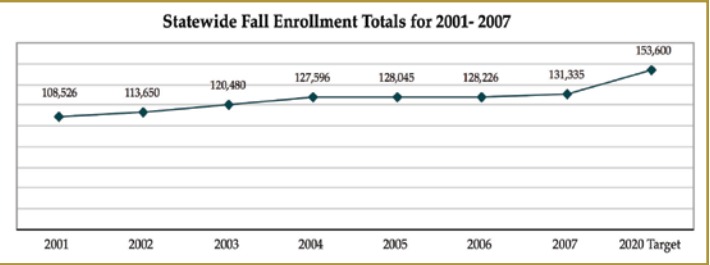
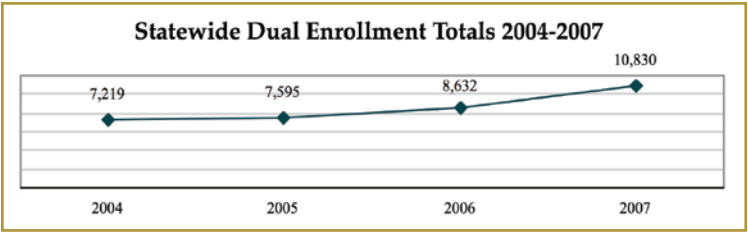
Increase by 40% the number of degrees awarded in the state by 2020

- In 35 states including New Mexico, more than 60% of the population does not have an associate’s degree or higher
- 42% of first time freshman in New Mexico complete a bachelor’s degree within six years (38% of Hispanics, 25% of Native Americans, 47% of whites)
- Out of every 100 students, 15 degrees are awarded among whites and 13 degrees are awarded among ethnic groups
- Degree attainment trends have flattened over the past few years. Assuming the trend continues, New Mexico would need at least 530 additional degree earners each year beyond current numbers to reach a 40% increase in higher education degree attainment by 2020.



Increase by 20% the number of New Mexicans participating in higher education by 2020

- 59 million people, or 30% of the adult population, are untouched by postsecondary education
- 30% of 18-24 year olds in New Mexico are enrolled in college, compared to 44% in the top states
- In New Mexico there is a 13% and 11% gap between whites and Native American and Hispanics, respectively, in the percent of 18-24 year olds enrolled in college
- More students (well over 1,000) are leaving New Mexico than entering college
- New Mexico has fully implemented a comprehensive Dual Credit Policy and positive results are already evident. Well over 2,000 more students participated in dual credit programs in 2008.



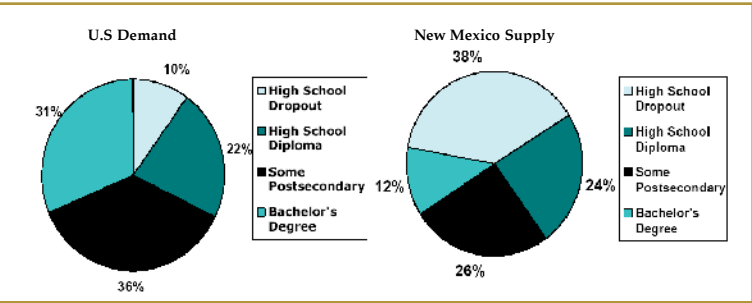
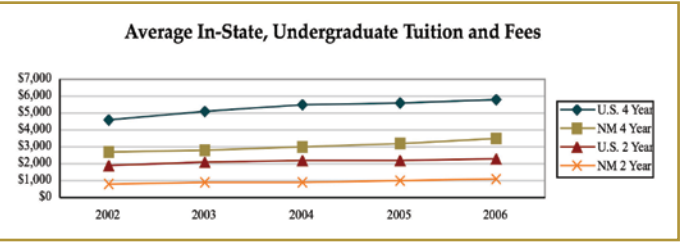
- Enrollment trends have flattened over the past few years. Assuming continued flat enrollment New Mexico would need at least 23,000 additional enrollments (1,900 each year) beyond our current numbers to reach a 20% increase in higher education participation.

Make higher education affordable for all New Mexican’s by 2020

- For every dollar in Pell aid a student receives, New Mexico spends 20 cents
- Undergraduates in New Mexico borrowed on average \$5,200 in 2007, one of the highest averages in the nation
- There are a large number of students attending New Mexico’s higher education institutions who appear to be eligible for need-based financial aid yet the fact that they are not applying is cause for concern.
- NMHED supports a statewide low tuition policy
- NMHED, Institutional Financial Aid offices and other outreach programs around the state are teaming up to encourage students to file a Free Application for Federal Student Aid.
- From the national perspective New Mexico maintains fairly low tuition, however poor and working class families in New Mexico must devote 28% of their income, even after aid to pay for costs at two year schools.

Prepare students and develop academic programs to meet the workforce needs of New Mexico for 2020

- 26 million adults in the U.S. do not have a high school diploma
- NM ranks 5th in the nation for adults 25-64 with less than a high school diploma
- 32 million have no college and are not earning a living wage
- 8 million have no college and speak little or no English
- Two-thirds of new Jobs will require at least some postsecondary education. The following charts show the difference between how much education new jobs demand and what New Mexico is currently supplying.



Over the years we have identified data that appear to be used more than others. This year we have moved some information previously included in the report to our website. We have added new data that demonstrates progress or highlights an important focus. We recognize the obligation we have to make the data we collect useful to the public, so we have added narrative and national perspective where appropriate. Each year presents us with the opportunity to revisit the content and format of this document and we will continue to work hard to increase the value and utility of our annual report. Feedback on your satisfaction would greatly facilitate the improvements for next year. Please consider filling out the short Annual Report Satisfaction Survey online at www.hed.state.nm.us. We look forward to hearing from you.

Sincerely,
Tyler Weldon
Director of Planning and Research
Editors

Laura J. Mulry
Director of Communications

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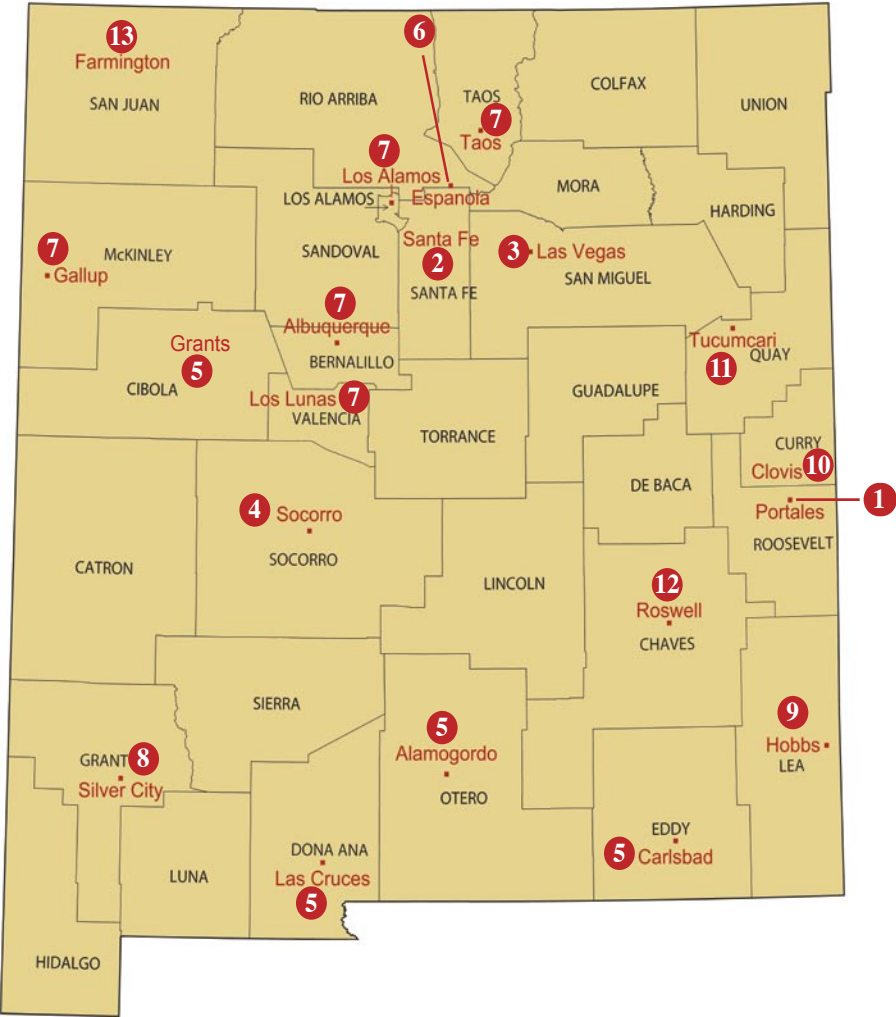
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STATE-FUNDED COLLEGES, TRIBAL COLLEGES & UNIVERSITIES IN NEW MEXICO



FOUR-YEAR PUBLIC COLLEGES & UNIUVERISTIES:

- 1 - Eastern New Mexico University, Portales (1934)
- 2 - Institute of American Indian Arts, Santa Fe (1962)
- 3 - New Mexico Highlands University, Las Vegas (1883)
- 4 - New Mexico Institute of Mining and Technology, Socorro (1889)
- 5 - New Mexico State University, Las Cruces (1888)
- 6 - Northern New Mexico College, Espanola (1909)
- 7 - University of New Mexico, Albuquerque (1889)
- 8 - Western New Mexico University, Silver City (1893)

TWO-YEAR BRANCH COMMUNITY COLLEGES:

- 5 - • NMSU-Alamogordo (1959)
- NMSU-Carlsbad (1950)
- NMSU-Grants (1968)
- 7 - • UNM-Gallup (1968)
- UNM-Los Alamos (1956)
- UNM-Taos (1923)
- UNM-Valencia (1978)
- 12 - • Eastern New Mexico University, Roswell (1958)

TWO-YEAR INDEPENDENT COMMUNITY COLLEGES:

- 7 - Central New Mexico Community College, Albuquerque (1965)
- 10 - Clovis Community College, Clovis (1961)
- 11 - Mesalands Community College, Tucumcari (1979)
- 9 - New Mexico Junior College, Hobbs (1966)
- 12 - New Mexico Military Institute, Roswell (1945)
- 13 - San Juan College, Farmington (1956)
- 2 - Santa Fe Community College, Santa Fe (1983)
- 3 - Luna Community College (1969)

TRIBAL COLLEGES:

- 7 - Dine College, (1968)
- 10 - Navajo Technical (1979)
- 11 - Southwestern Polytechnic Institute (1971)
- 2 - Institute of American Indian Arts, Santa Fe (1962)

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INCREASE DEGREE ATTAINMENT AND STUDENT SUCCESS

Academic Affairs Report 2007-2008 Deputy Secretary William V. Flores, Ph.D.



The New Mexico Higher Education Department develops and implements policies and programs to increase the number of New Mexicans who successfully reach their educational goals, whether earning a General Education Diploma, certificate, associate's, bachelor's, and/or a graduate or postgraduate degree. The Department works closely with other state agencies, particularly with the Public Education Department and the Legislative Education Study Committee, to coordinate statewide P-20 (pre-school through college) initiatives. The Division also has statutory responsibilities including graduate degree approvals, and statewide initiatives such as standardizing cut scores, data sharing, faculty and staff salary studies and other projects.

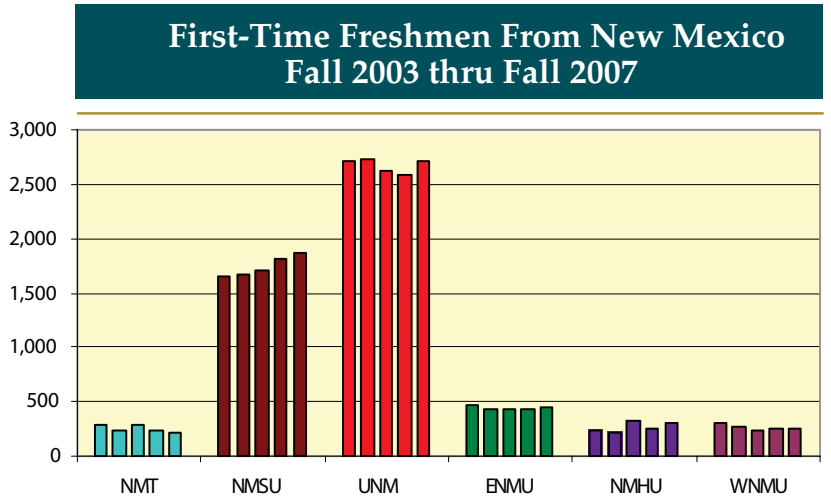
The Division works toward the common purpose: finding ways to increase the number and percentage of New Mexico adults with postsecondary degrees and improving pathways to success for New Mexico students. Working with its constituencies, the Department proposes new legislation, policies, action plans or rules that that help students to achieve their academic and career goals.

Several questions guide the work of the New Mexico Higher Education Department:

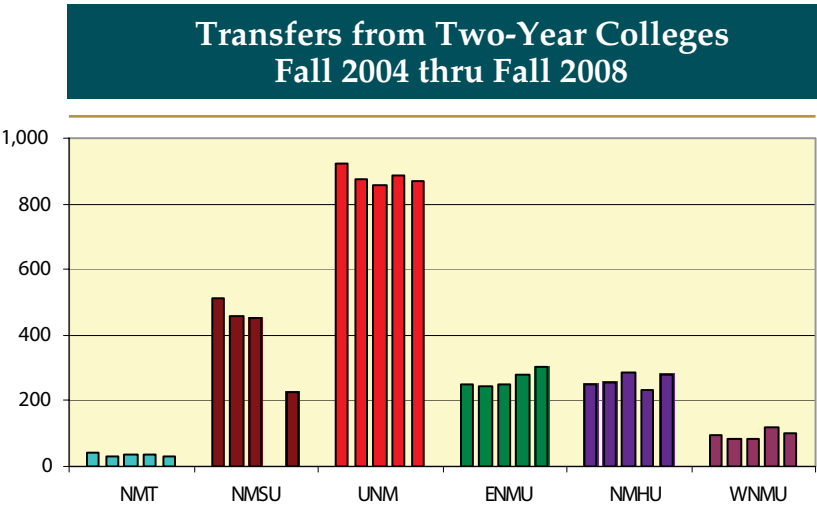
- How can we increase the number of students who begin their college education in New Mexico and ultimately receive some type of degree or certificate?
- How can higher education institutions help increase the number of New Mexico high school students who graduate from high school ready for college and careers?
- What initiatives can higher education institutions undertake to prepare students for careers, particularly in the state-identified career clusters?
- How can we help reduce the number of students receiving remediation?
- How do we improve adult basic education and developmental courses so students are better prepared for college-level courses?
- How do we improve adult basic education to help more students obtain a GED?
- How do we make dual credit and advanced placement courses more available to rural and Tribal schools?
- How do we increase the number of students who transfer from community college to four-year institutions and successfully receive their degrees?
- How do we reduce the number of years it takes for a student to obtain an associate's or bachelor's degree?
- How do we improve retention and graduation rates? and
- What policies, procedures, legislation, and rules need to be in place to help achieve these goals?

These questions are not answered solely by the Department. Department staff values the expertise and advice of colleagues at colleges and universities throughout the state, other state agencies, and counterparts in other states. The Department has formed task forces to carry out that work and thanks the faculty and staff who serve as members of the various task forces. A summary of the Department's current work follows.

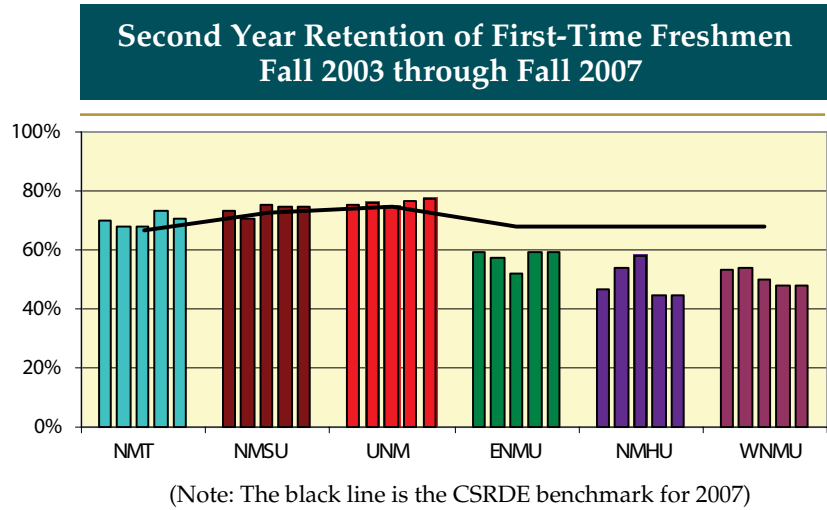
The overall number of first-time freshmen attending New Mexico universities remained fairly constant over the past five years.



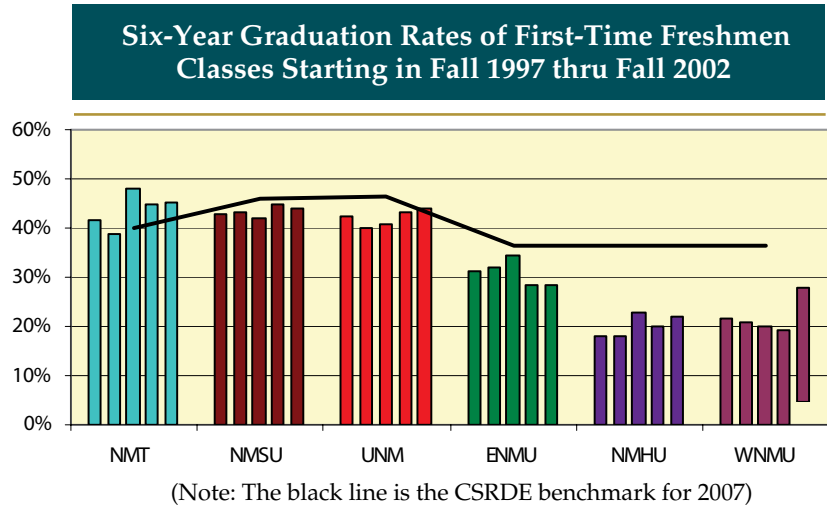
One measure of access is the number of students who transfer from New Mexico two-year colleges to New Mexico universities. These data are shown in the following chart for fall 2004 through fall 2008 (note, data for NMSU for fall 2007 is not available). Overall, the number of fall transfer students from two-year colleges has remained fairly constant.



Persistence of first-time freshmen to the second fall semester has remained relatively constant for all universities. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the graph represents the average retention rate for similar public universities nationally based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). The research universities are at or near their benchmark, the comprehensive universities are all slightly below. All six universities have goals to improve student retention over the next few years.



A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the open door admission policies of the comprehensive universities help explain the lower rates relative to the research universities. The black line in the graph represents the average six-year graduation rate nationally for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange.



Source: Council of University Presidents 2008 Performance Effectiveness Report
Data from Northern New Mexico College was not included because Northern was recently designated a comprehensive institution.

Remediation

Each year, the Office of Education Accountability along with the New Mexico Higher Education and Public Education Departments releases a report on the number of high school seniors who are placed into remedial courses once they enter college. Data revealed that 50% of New Mexico high school graduates who attend New Mexico public colleges or universities must take at least one remedial course.

Developmental Courses

The Department's Achieving the Dream grant sponsored a conference on student transitions to college, with emphasis on adult basic and developmental education. The Department established a task force to review courses and to consider ways of accelerating learning and progress.

Placement Tests

Working with public colleges and universities and Tribal colleges, the Department developed a matrix of placement exam cut scores used to place entering freshmen in introductory college-level math and English courses. Placement scores for college-level algebra and college English vary dramatically from institution to institution. The Department solicited input from presidents, chief academic officers, faculty and staff and worked with ACT, Inc. and the College Board to determine how well students are placed in freshman college courses according to institutional cut scores and to review student performance in freshman courses with the goal of setting common cut scores.

Dual Credit

The Alignment Task Force's Dual Credit Committee has more than 50 representatives from school districts, charter schools, and two- and four-year colleges and universities. The committee developed a statewide dual credit master agreement and rules to increase the number of students who take dual credit courses in both academic and career technical college curricula. The legislation specifies that high school students can take college courses that accrue toward a degree or certificate program and earn both high school and college credit. New rules became effective in 2008. Also in 2008, the legislature expanded dual credit to students at state-supported schools and allowed eligible students to take dual credit courses during the summer. The Higher Education and Public Education Departments established a Dual Credit Council in rule to hear appeals from entities implementing the new dual credit program. Rules for online dual credit courses are being developed.

Forward Mapping

Working as part of Achieve, Inc.'s American Diploma Project, the New Mexico Higher Education and Public Education Departments, the Legislative Education Study Committee, faculty from colleges and universities, and high school teachers reviewed the math and English standards for New Mexico. Achieve, Inc. developed a crosswalk between its benchmarks, the New Mexico standards, and those of the College Board and ACT. A team of faculty from higher education and K-12 worked with the Higher Education and Public Education Departments to "forward map" those standards to requirements needed for success in college algebra, pre-calculus and English courses.

Statewide Articulation Agreements

The Articulation Task Force developed a 35-hour lower-division General Education core and is currently reviewing new course submissions for inclusion in the General Education Matrix. Students may also take advantage of 64-hour transfer modules in Business, Criminal Justice, Early Childhood, Social Work, Teacher Education, and Engineering. The task force is completing work in nursing (RN to BSN) and has initiated a committee to articulate film and digital arts programs and one to work on pre-health professions.

Accreditation and Outcomes-Based Learning Assessments

The Higher Learning Commission has incorporated outcomes-based assessments of learning as key components of regional and professional accreditation. Each institution assesses learning differently. Nationally accredited academic programs regularly assess student learning; however, outcomes-based assessment is relatively new for other academic programs. New Mexico statutes require regular assessment of General Education. The Department established the Assessment Task Force to ensure that New Mexico's public higher education institutions are assessing General Education courses and that there is sufficient equivalency among courses. State law requires that if students in New Mexico take a lower-division General Education course at any New Mexico public institution that it be transferable and fully accepted to fulfill General Education requirements at any other New Mexico public college or university. The Assessment Task Force is composed of faculty and staff from New Mexico public colleges and universities and works closely with the General Education Task Force. Beginning in 2008, each higher education institution, including Tribal colleges, will annually submit an assessment report to the New Mexico Higher Education Department which the Department evaluates and from which it develops recommendations.

Teacher Education Accountability

In response to Senate Bill 211 (2007), the New Mexico Higher Education and Public Education Departments, the Legislative Education Study Committee and the Department of Finance and Administration’s Office of Education Accountability formed the Teacher Education Accountability Task Force to assist the teacher education deans and higher education institutions in preparing annual accountability reports. In addition, the task force held workshops with faculty and deans from Arts and Sciences and Education Departments as well as superintendents and principals and Regional Education Cooperatives to strengthen mentoring of new high school teachers through regional planning committees.

Cultural Competence in Health Education

New Mexico is a highly diverse state with varying health needs in rural communities, urban areas, tribes and pueblos, colonias, and isolated areas of the state. It is vital that health care providers in our state understand the cultural and linguistic needs of their patients. Established under Senate Bill 600 (2007), the Cultural Competence Task Force consists of representatives from colleges and universities, state agencies and provider associations. In 2007, the task force developed a matrix of courses and requirements offered in health-related programs throughout the state. A preliminary report was submitted to the Governor and the New Mexico Legislature. In 2008, discipline-specific workgroups developed competencies in Medicine, Pharmacy, Social Work, Behavioral Health and Nursing. Work is proceeding in Occupational Therapy and Public Health. A second report was recently published.

Consortium for Behavioral Health Training, Research and Evaluation

New Mexico is the first state in the country to bring together all of the state agencies concerned with behavioral health. At the initiative of Governor Bill Richardson, the state formed a collaborative that oversees and coordinates behavioral health. The Behavioral Health Collaborative’s CEO and the Deputy Secretary of Higher Education co-chair a consortium of behavioral health professionals from various higher education institutions to conduct evaluation, research and training. The Consortium for Behavioral Health, Training, Research and Evaluation initiated training opportunities and conducted evaluation projects.

Blue Ribbon Commission on Disproportionate Minority Contact

The Blue Ribbon Commission on Disproportionate Minority Contact was established by New Mexico’s Children, Youth and Families Department to study the extent of disproportionate arrests and sentencing of minorities in New Mexico. The New Mexico Higher Education Department has assisted the commission. Nationally, studies have found that minorities face a greater likelihood of being stopped, questioned, referred, arrested, and convicted. Minorities are more likely to be expelled from school, more likely to be arrested rather than given warning, and more likely to face stiffer sentences. 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 research on the matter.

Film, Digital Arts and Media

At the request of the Governor’s Office and the Governor’s Film and Media Industries Council, the New Mexico Higher Education Department sponsored sessions on the developing film and media industries in New Mexico

and participated in events hosted by the Film and Media Industries Council and the Media Industries Strategy Project conference held at the University of New Mexico. These conferences brought together media professionals and educators to discuss industry needs. The Department has formed a Film and Digital Arts work group to identify key competencies in film education programs, to develop articulation, transfer, and career pathways for film and digital arts students and professionals and to ensure that degree programs help to meet industry needs. The Department also is working with the Public Education Department so that students in high school and middle school film and digital arts programs transition smoothly to associate’s and bachelor’s degree programs.



2008 LEGISLATION AFFECTING P-20 INITIATIVES

Expand Schools In Dual Credit Program, Senate Bill 31: Amends dual credit program (Senate Bill 943, 2007) by making students at state-supported schools eligible and allowing eligible students to take dual credit courses in summer if minimum requirements are met; exempts the New Mexico Military Institute.

College and Workplace Readiness Assessments, Senate Bill 460: Amends high school redesign legislation (Senate Bill 561, 2007) by modifying high school assessments. Ninth and tenth grade locally administered short cycle assessments in reading, language arts, and mathematics; tenth grade assessment also serves as an early indicator of college readiness. In fall, eleventh graders take college placement, workforce readiness, or alternative assessment; in spring, eleventh graders take Standards Based Assessment, which becomes the high school graduation exam. House Bill 2 appropriates \$5.5 million.

School Principal Recruitment & Mentoring, Senate Joint Memorial 3: Requests the Department of Finance and Administration’s Office of Education Accountability, the Higher Education and Public Education Departments to collaborate with school districts and public colleges and universities to develop a plan to enhance the recruitment, preparation, mentoring, evaluation, professional development and support for school principals and other school leaders in order to ensure an adequate supply of effective school leaders.

Study Education Accountability Targets, Senate Joint Memorial 43: Requests the Legislative Education Study Committee, in collaboration with the Public Education Department, the Legislative Council Service, public school superintendents, directors of special education, directors of bilingual education and other appropriate educators to form a study group to discuss the possible use of short-cycle assessments as an indicator of student progress and to recommend an accountability mechanism for the specific subpopulations based on a growth model.

Study School Staff Shortage Issues, House Joint Memorial 3: Requests the Public Education Department and the Department of Finance and Administration’s Office of Education Accountability to examine issues related to turnover and emergencies resulting from predicted shortages of school counselors, nurses and other professional instructional support personnel in public school districts and charter schools.

Support for New Mexico Project 2012, House Joint Memorial 32: Requests the Public Education Department, the Legislative Education Study Committee, the New Mexico Coalition of School Administrators, statewide teacher organizations and other interested groups to support Project 2012, an innovative and critical plan to improve mathematics and science education in New Mexico public schools and to undertake a creative and effective public relations effort with the goal of enabling young people in the state to realize a rewarding future. The plan aims to improve mathematics and science content for teachers; to expand professional development for mathematics and science teachers; to draw on the expertise of New Mexico’s large community of mathematicians, scientists and engineers to provide specialized content knowledge; and to give students needed tutoring, mentoring and career advice.



NEW MEXICO ADULT BASIC EDUCATION

The New Mexico Higher Education Department’s Adult Basic Education Division serves adults 16 years of age and older who function below the high school completion level. New Mexico community colleges house the majority of the 28 Adult Basic Education programs in the state. The programs provide opportunities for New Mexico’s adults to improve their lives through education:

- Learning basic literacy and numeracy skills
- Earning a GED high school diploma
- Learning English as a second language (ESL) and civics
- Preparing for college and careers
- Obtaining and keeping a job

Adult educators help adult students to design individual learning plans that correspond to their personal needs and goals such as learning the English language, understanding U.S. culture and participating in society, helping their children achieve success in school, earning a GED, enrolling in college or university or other training, securing a job and leaving public assistance, and earning a family-sustaining income.

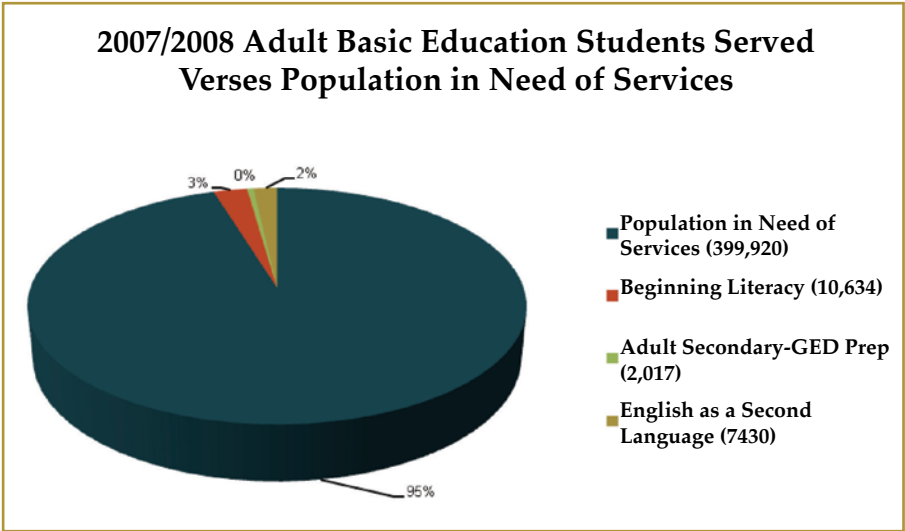
The Adult Basic Education Division provides participatory leadership, services, support, and technical expertise to ABE program personnel, students, communities and partners. The 28 ABE programs provide all services free of charge to the community. Students pay no tuition or costs for books and materials. Adult Basic Education relies primarily on federal and state funding for providing these services, with contributions from postsecondary institutions, community organizations, and the private sector.

A Demonstrated Need: More than 400,000 Adult New Mexicans Do Not Have a High School Diploma and/or Have English as a Second Language Needs

According to the 2006 American Community Survey, more than 300,000 New Mexico adults between the ages of 18 and 64 do not have a high school diploma. An additional 100,000 adults have English as a second language needs. This constitutes nearly 30 percent of New Mexico’s adult population. In FY 07-08, ABE programs in New Mexico enrolled only 20,000 students. We are currently serving less than 5% of the eligible adult population in New Mexico, with 28 locations in 16 counties expressing a need for ABE services.

Statistics show that 90% of New Mexico ABE students enroll in the lowest levels of adult basic education and ESL programs. New Mexico ABE is considered primarily a GED program; however, few students enter prepared to study at this level. The following chart compares the number of students served to the proportion of the population in need. Of particular note are these data:

- Only 10% of students enter ABE programs ready for instruction at adult secondary levels (9th-12th grade equivalency)
- 53% of students enter at the ABE levels (below 9th grade)
- 37% of students enter as ESL students

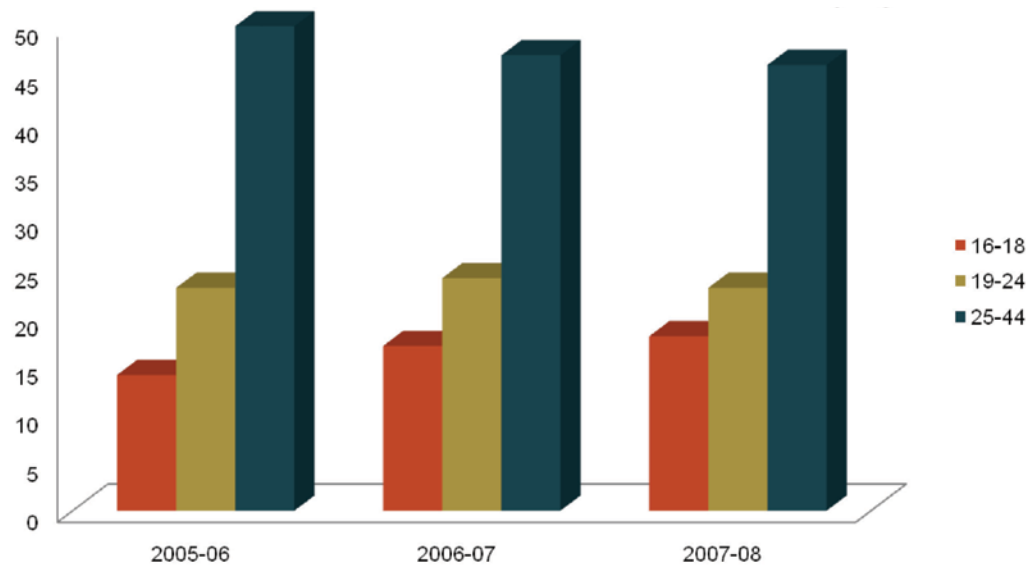


New Mexico Adult Basic Education Enrollment by Ethnicity and Age

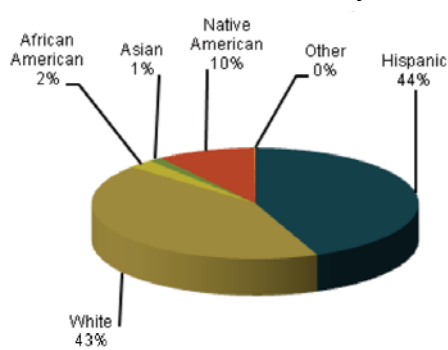
While enrollment in ABE programs has been steady at approximately 20,000 students per year, the number of students aged 16-24 has been slowly increasing, from 38% of the ABE population in 2005-06 to 41% in 2007-08. A gender shift observed from 2005 into 2007, where the number of female students steadily increased, has stabilized at 54% female to 46% male students. Hispanic females still constitute the largest group of the ABE population in New Mexico at 39%, a disproportionate number compared to statewide ethnicity.

Students ages 25-44 comprise the largest group of the ABE population, though that number has decreased from 50% in 2005-06 to 46% in 2007-08. There has been a concomitant increase in the number of students in the 19-24 range, increasing from 38% to 41% in the same time period. It is expected that this trend will continue, with the average age of ABE students continuing to decrease in the coming years. The following charts describe age, ethnicity, and gender demographics currently observed in the New Mexico ABE student population.

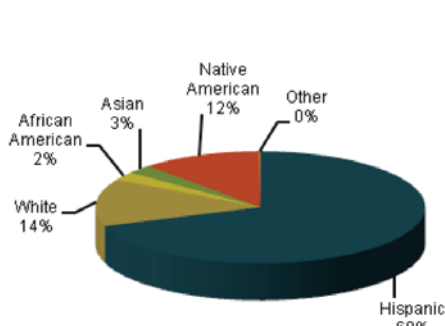
Percent of Total Adult Basic Education Enrollment by Age



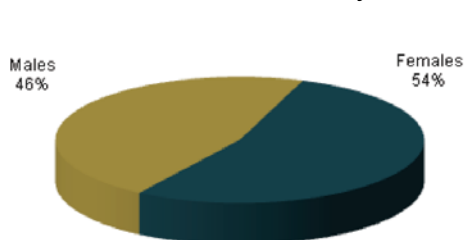
New Mexico Residents by Ethnicity



2007-2008 ABE Enrollment by Ethnicity



2007-2008 ABE Enrollment by Gender



Note: The percent of men and women seeking adult basic education services has remained fairly even over the years with female enrollment only slightly higher than that of men. In contrast, female enrollment in public postsecondary institutions is nearly 60%.

Adult Basic Education Programs Prepare New Mexicans for the Workforce

According to New Mexico Department of Workforce Solutions projections, while the population of New Mexico has grown steadily at about one percent each year, job growth is projected to outpace the population, growing 1.4% annually. In the 2007-08 fiscal year, New Mexico ranked twelfth in the nation for job growth. Adults 18 and over consist of 74% of the population, approximately 1.4 million New Mexicans (2006 American Community Survey). Job growth in New Mexico is increasing most rapidly in health care and technology-driven fields where a high school education is a minimum requirement, and often an associate's degree or higher is required. In fact, 70% of all new jobs require education beyond high school and over 40 percent require an associate's degree. These figures underscore the vital role of the state's Adult Basic Education programs and services in preparing New Mexico's workforce of the future.

Students who transition into the workforce produce a measurable boon to the state's economy. In addition to tax revenue, many students make the transition away from public assistance through ABE programs. From a new student income perspective, ABE programs made the following contributions:

- \$9,501,440 in new student income: 571 ABE students who had a goal of obtaining employment obtained jobs in 2007-08 (estimating \$16,640 annually at \$8 per hour)
- \$17,234,320 in additional income: 2,348 students with a high school equivalency make an estimated \$7,340 annually above that of a person without a diploma. (2,348 GED graduates in 2007-08 at \$7,340)

Achievements in Data Quality

The Adult Basic Education Division reports annually to the U.S. Department of Education through the National Reporting System. Student data is compiled in aggregate form to develop policies and strategies with respect to student recruitment and retention, assessment, goal setting, and student follow-up. The Department's Adult Basic Education Division is reporting its second full year of data with the LACES data management system. This state-of-the-art, web-based database is designed for the management of adult education and literacy program data.

This year, the Adult Basic Education Division continues to enhance data quality by migrating from a survey-based collection of core outcomes, where local programs are required to follow up on student achievement, to a data-matching process where student goals are tracked by matching with information obtained from databases in other agencies. The New Mexico Higher Education Department has part levels nered with Oklahoma Scoring to match New Mexico ABE/GED graduates with a nationwide clearinghouse of GED data. Employment outcomes are tracked by matching student employment goals to data obtained from the New Mexico Department of Workforce Solutions. Transition into postsecondary education is followed by comparing ABE data with that stored in the New Mexico Higher Education Department's database of postsecondary students, known as DEAR (Data Editing and Reporting).



2007-2008 Adult Basic Education Student Outcomes

Upon entering an ABE program, students set goals according to desired outcome, placement level after initial assessment, and their ability to accomplish their goal(s) within the fiscal year. Four core goals are tracked according to federal policy:

- Obtaining Employment
- Retaining Employment
- Obtaining a GED
- Entering Postsecondary Education or Training

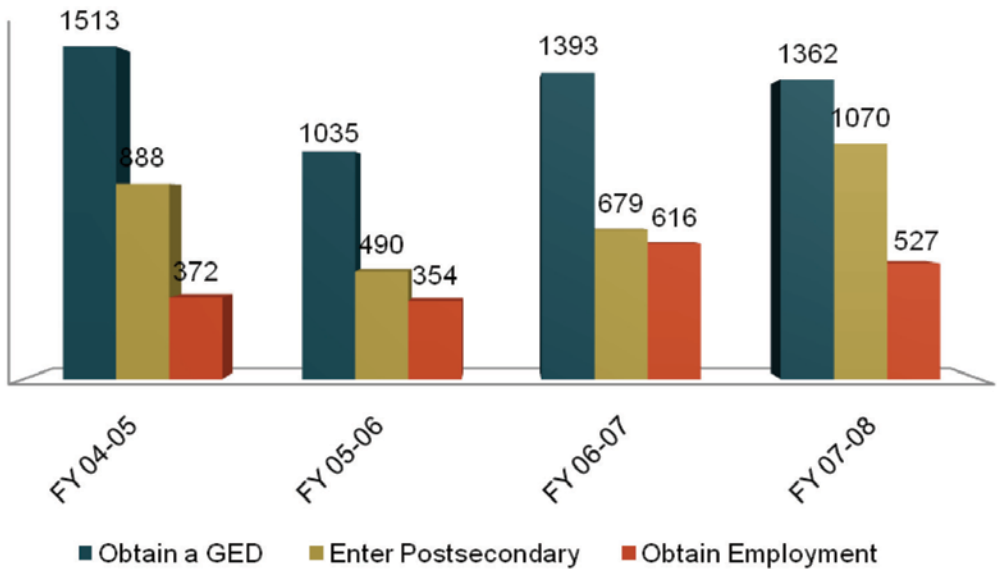
New Mexico ABE programs continue to increase the number of GED graduates every year. In 2007-08, 2,348 students obtained their high school equivalency through statewide programs, a 29% increase from the prior fiscal year. Of these graduates, 1,362 or 58% of these students met the federal guidelines for instruction and assessment to be counted as reportable to the National Reporting System. The following chart tracks the number of reported outcomes for the core goals of GED attainment, postsecondary transition, and employment for the past four years. Strong gains in postsecondary transition were observed this year, up 58 percent from 2006-07. The downward trend in employment numbers is due to the shift from surveys to data matching for tracking student outcomes.

Despite the differences in skill level at entry, local ABE programs have shown great success in preparing students for further education. In 2007-2008, over 50 percent of students enrolled in adult basic education were illiterate in one or more types of literacy: prose (newspaper), document (instructions), or quantitative literacy (e.g. tax forms). Fifty-eight percent of all ABE students experienced educational level gains as measured by pre- and post-assessment scores. The following chart examines post-tested students and the percent completing a level gain within the fiscal year. A default goal for every ABE student is the completion or advancement of an education functioning level each year. Each level represents learning gains as students move through the 12 defined levels.

Adult Basic Education Core Outcomes for State Measures and Incentive-Based Funding

In addition to federally mandated reporting, program- and state-specific performance measures are tracked and measured annually. For the past four years, New Mexico Adult Basic Education programs have received performance-based incentive funding for meeting and/or exceeding state standards. The incentive measures for 2007-08 included student retention, post-test rates, educational level gains, and GED attainment. These measures were selected based on overall importance to state improvement efforts. Different weights were assigned to show measures having the highest priority.

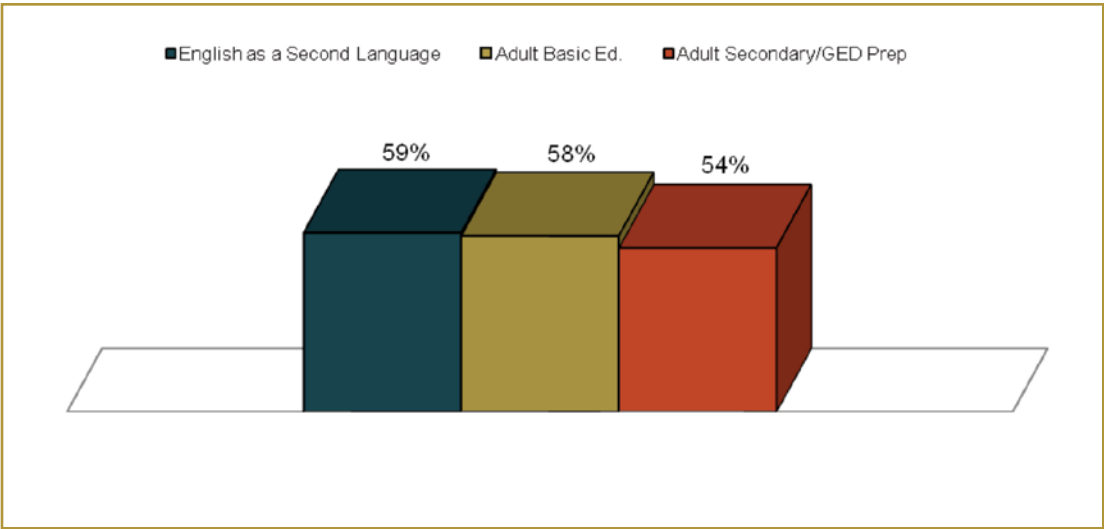
New Mexico Adult Basic Education Students Who Set and Attain Core Goals



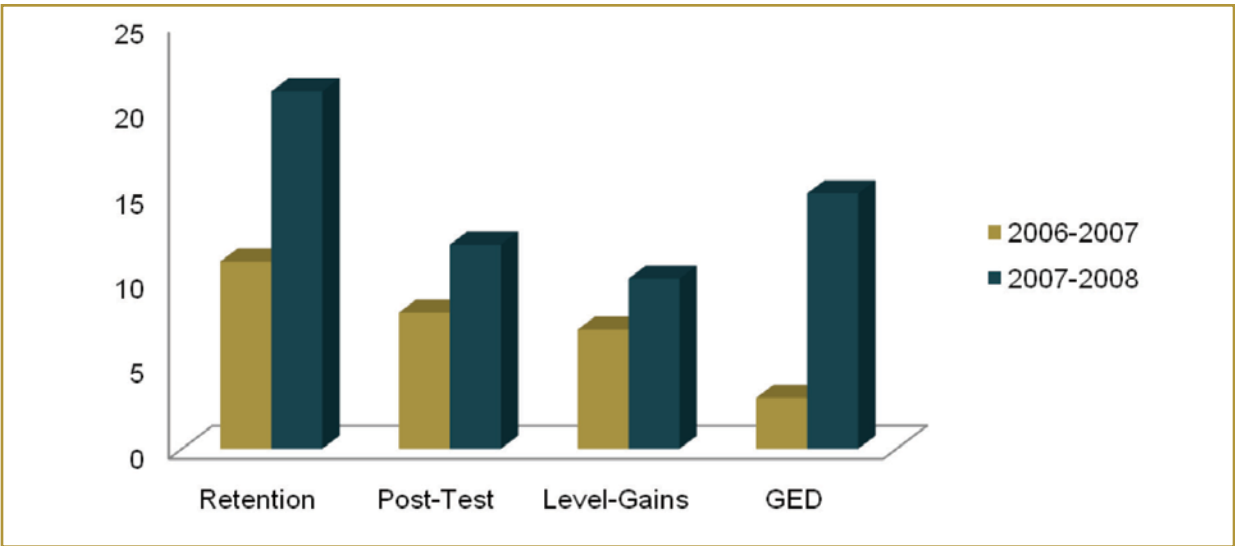
The following chart shows the number of local programs that met and/or exceeded the specific measures and compares to the previous year's distribution of performance-based incentive funding. It is evident that there is progress:

- Twenty four of the 28 programs received at least one incentive.
- Five local programs received all four incentives.
- Five local programs received three out of four incentives.
- The statewide focus on quality and performance improvement and the movement toward performance-based incentive funding are helping local program directors to make more informed, data-driven decisions.

Percentage of Students Who Complete a Level by Program Type



Number of Adult Basic Education Programs Receiving Incentive Based Funding Based on Reaching State Goals for Student Success



Distance Education / Computer-Based Instruction

Adult Basic Education programs continue to increase the use of technology in both traditional classrooms and in distance education programs. ABE programs implement numerous programs in instruction including Plato, WorkKeys, Key Train, Rosetta Stone and GED Interactive software. These programs have the synergistic benefit of enhancing student computer literacy while simultaneously providing basic literacy and numeracy instruction.

The ABE Division partnered with the national Project Ideal, housed at the University of Michigan, to build effective distance education programs for adult learners and help teachers develop materials and tools. New Mexico has one new and two continuing ABE programs participating in the Project Ideal pilot program. An additional three ABE programs are participating on a limited basis with the intent of applying for pilot project membership in 2009-10.

Forty-four staff members from 15 ABE sites were selected to participate in training to administer the online TABE test (a standardized placement and progress test). Twelve sites received access to Rosetta Stone software, used to teach English and Spanish.

The New Mexico Higher Education Department, the Department of Workforce Solutions and ABE programs established a task force to increase the number of employers, employees, and potential employees participating in and benefiting from the Career Readiness Certification Program. This initiative is being lead by the coordinator of ABE distance education who collaborates with IDEAL-NM (Innovative Digital Education and Learning) staff.

Transition to College and Careers

Demand for the nation's workforce outpaces the number of students entering employment solely through public schools. ABE programs are developing services to help adult learners to move beyond obtaining a GED and to pursue further education to increase opportunities for success. New Mexico ABE programs include transition services to enable ABE graduates to prepare for, enter, and succeed in postsecondary education. A newly founded New Mexico ABE Transition Task Force is partnering with community and business leaders, ABE and postsecondary professionals, student leaders, nonprofit organizations, and other state agencies. Model programs will be developed around preparing students for successful college experiences while earning a GED. Dual enrollment in credit bearing classes is a central method of implementation. Pilot projects will be underway by the end of the fiscal year.

"We must bring adults back into the education system and put them on track to earning certificates and degrees, and to qualify for jobs at family sustaining wages."

Reach Higher, America: Overcoming crisis in the U.S. Workforce, The National Commission on Adult Literacy

Expanding ABE Outreach

With the demand for ABE services far outweighing the current means of outreach to the communities, goals and strategies are being actively explored to address the needs:

- Serve Waitlisted Students - Fourteen ABE programs in New Mexico reported 2,467 students waiting to enter programs during 2006-07. Due to lack of capacity, these students waited between three and 12 months to enter classes. Preliminary figures for 2007-08 show an increase to 2,515 students.
- Expand Programs to Serve More Students – More than 400,000 New Mexican adults are in need of ABE services because they do not have a high school diploma or speak English well. Expanding enrollment beyond the current 5% of the population in need is crucial. In 2006-07, ABE programs reported requests for instruction in 28 communities that do not currently have ABE services.

PRIVATE POSTSECONDARY EDUCATION

New Mexico's private postsecondary education market is significant and growing. In addition to its contribution to tax bases in New Mexico, this market significantly contributes to the state economy by preparing adults for jobs in New Mexico. The private postsecondary education sector responds to the needs of business and industry, at times filling a need not met by public sector institutions.

The New Mexico Higher Education Department's Workforce Education Division regulates the operation of private postsecondary schools in New Mexico that are not regionally accredited. These include nationally accredited institutions, career technical schools, and schools issuing certificates for short courses of study. The Division processes license applications, determines compliance, investigates complaints and violations, retains student educational records from closed institutions, and provides students with access to their educational records. The Division also provides consumer protection through posting of information about accreditation and licensing to enable prospective students to make informed decisions when choosing a school.

The Workforce Education Division licenses and regulates 54 private postsecondary schools operating vocational and degree programs in the state. These private universities, colleges, career colleges, and vocational schools annually serve approximately 22,000 students. The presence of these schools in New Mexico is growing due to the use of distance learning and competition for students. Previously, registered students were limited to those who are New Mexico residents. However, with online learning, New Mexico schools now provide training to students across the nation and around the world.

In 2008, the Division licensed 51 schools (including vocational/degree and non-accredited) and approved within several of these schools 22 new programs, responded to more than 90 inquiries, supervised two school closures and serviced 115 student transcript requests, among other regulatory duties. Each new license application contains items that must be reviewed and approved, including, among others, CPA prepared financial statements, certificates of insurance, surety bonds, course descriptions and faculty resumes. Recent staff additions will enable the division to expand its role in the areas of site inspections to obtain updated institutional performance data and to promote student course credit transfers between public and private postsecondary institutions.

In addition to improving the response time for our regulatory functions, the Division began the integration of private proprietary schools as they relate to the state's strategy of establishing career pathways in targeted cluster areas. The two primary career clusters areas of focus are health and biosciences (nursing) and arts and entertainment (film and digital arts).

In 2009 the Division will improve student performance data from private postsecondary schools. This trend data will assist in determining the effectiveness of training programs in meeting the needs of business and industry. The Division will continue to promote and facilitate student transfers between public and private postsecondary institutions and expand to additional career cluster areas such as green technologies. In addition, the Division will ensure proper oversight of the ever increasing number of online schools serving New Mexicans.



List of Accredited Private Postsecondary Institutions in New Mexico

Colleges and Universities with Regional Accreditation	Principal Location	CEO/Dir/Pres	website
College of Santa Fe	Santa Fe	Dr. Stuart Kirk	www.csf.edu
National American University-ABQ	Albuquerque	Brenda Graves	www.national.edu
Southwestern College	Santa Fe	Dr. James Nolan	www.swc.edu
St. John's College	Santa Fe	Michael Peters	www.stjohnscollege.edu
The Art Center Design College	Albuquerque	Becky Wible-Searls	www.artcenter.edu
University of Phoenix	Albuquerque	William J. Pepicello	www.phoenix.edu
University of St. Francis	Albuquerque	Dr. Michael J. Vinciguerra	www.stfrancis.edu
University of the Southwest	Hobbs	Dr. Gary Dill	www.usw.edu
Wayland Baptist University	Clovis	Dr. Gary Mitchell	www.wbu.edu
Webster University	Albuquerque	Ellen Driber-Hassall	www.webster.edu/abq

Institutions with National Accreditation	Principal Location	CEO/Dir/Pres	website
Anamarc Educational Institute	Santa Teresa	Ana Maria Pina Houde	www.anamarc.com
Apollo College of New Mexico	Albuquerque	Terri Hock	www.apollocollege.com
ATI	Albuquerque	Arthur Benjamin	www.aticareertraining.edu
International Institute of the Americas	Albuquerque	Cheryl Kindred	www.iaa.edu
International Schools	Sunland Park	Norma Thompson	www.internationalschools.com
ITT Technical Institute	Albuquerque	Jeff Sullivan, Acting Director	www.itt-tech.edu
National College of Midwifery	Taos	Elizabeth Gilmore, LM	www.midwiferycollege.org
PIMA Medical Institute	Albuquerque	Richard Luebke, Jr.	www.pmi.edu

List of Licensed Private Postsecondary Schools in New Mexico

Licensed Schools Non-accredited	Principal Location	Principal Owner/Director	Website
A Cat & Dog Grooming Academy	Albuquerque	Carolyn Conwell	www.petgroomingschoolnm.com
Albuquerque Career Institute	Albuquerque	Dr. Anita Padilla	
American Century University	Albuquerque	Antonin Smrcka	www.centuryuniversity.edu
Aquila Travel Academy	Albuquerque	Sandra Levinson	www.aquilatravel.com
Artesia Training Academy	Artesia	Lee Macaw	www.artesiatraining.com
Aviation & Electronic Schools of NM	Alamogordo	James Doyle	www.aesa.com
Casino Dealer School	Albuquerque	David Rosenlund	www.casinodealerschool.net
Comp USA - Albuquerque	Albuquerque	Jill Wagon	www.compusa.com
Culinary Business Academy	Rio Rancho	David MacKay	www.culinarybusiness.com
EC-Council University	Albuquerque	Sanjay Bavisi	www.eccuni.us
EcoVersity	Santa Fe	Arina Pittman	www.ecoversity.org
EMI, Incorporated	Mesa	Eunice Kent	
Employment Training Svs., Inc.	Albuquerque	Hank Vigil	
Hypnotherapy Academy of America	Santa Fe	Heather Simmerman	www.hypnotherapyacademy.com
Studies	Albuquerque	Jeff Hill	www.ijcts.com
John Robert Powers School of Albuquerque	Albuquerque	Diana Horner	www.jrpsouthwest.com
Life Design International	Santa Fe	Gary De Rodriguez	www.garyderodriguez.com
Maharishi College of Vedic Medicine	Albuquerque	D. Edwards Smith, MD	
Mesilla Valley Training Institute	Las Cruces	Luis Garcia	www.m-v-t-i.com
Mission Career Institute	Albuquerque	Frances Abila	www.missioncareerinstitute.org
National Ctr for Montessori Education	Los Alamos	Joan Ellard	none reported
Natl. Hypnotherapy Training Center	Albuquerque	Lois Prinz	www.hypnotherapytrainingcenter.com
New Horizons Computer Learning Ctr	Albuquerque	Robin Dennehey	www.nhabq.com
New Mexico Dealers School	Albuquerque	Julian Padilla, Jr.	none reported
Precision Groom Academy	Las Cruces	Sarah Reynolds	none reported
Pro Force Training Center	Silver City	Charles W. Cassady	www.proforcetrain.com
Rio Grande Dental Assisting Training Program	Socorro	Ginger Bratzel, DDS	
Rocky Mt. Truck Driving School	Albuquerque	Tracy Raven	
Southern New Mexico Dental Assiting School	Las Cruces	Kenneth Childress,DDs	
The Ayurvedic Institute	Albuquerque	Wynn Werner	www.ayurveda.com
The Kentah Group	Albuquerque	Keith Harris	www.kemtahtraining.com
The Medicine Wheel	Aztec	Randy L. Barnes	not reported
Trim Interntl Floral School	Albuquerque	Lois I. Trim	www.floralschools.com
Trinity Learning Solutions, Inc.	Albuquerque	Don Bass	www.trinityls.com
University of Natural Medicine	Santa Fe	Larry J. Milam, Ph.D.	www.universitynaturalmedicine.org

NM GEAR UP: GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS

New Mexico Gaining Early Awareness and Readiness for Undergraduate Programs (NM GEAR UP) is an academic readiness and college preparation program funded by the U.S. Department of Education. The goal is to significantly increase the number of economically disadvantaged middle and high school students who are prepared to pursue and succeed in college or university. Upon award of this \$18 million grant, the New Mexico Higher Education Department became the fiscal agent from 2006-2012. The NM GEAR UP cohort accounts for 25% of the high school class of 2012 -the state’s Centennial Graduates - and includes 6,000 freshmen in 29 high schools statewide.

The U.S. Department of Education also awarded four GEAR UP Partnership grants to New Mexico collaboratives between local education agencies and higher education institutions. These include ENMU-Roswell GEAR UP, New Mexico Highlands University Rural Northern New Mexico GEAR UP, Clovis Community College GEAR UP, and New Mexico Highlands University /ENLACE GEAR UP. Collectively, GEAR UP Partnership Grants provide early college preparation and family outreach services to an additional 4,000 New Mexico students and will remain active through 2013.

Strategically, NM GEAR UP clusters key partners around mutually leveraging goals to increase the speed and breadth of service delivery for programs that increase student success. During the middle school experience and in conjunction with 40 partners, NM GEAR UP focused on creating student awareness of postsecondary programs, promoting teacher professional development, and launching outreach programs to educate families about higher education, including the college selection, application and financial aid processes. From start-up in 2006 through transition to high school in the fall of 2008, NM GEAR UP was awarded \$9 million to support supplemental academic interventions, teacher programs, and student summer enrichment camps. On average, each of the 33 middle school awards were allocated toward tutoring and mentoring, summer enrichment programs, college visits, and teacher professional development. Career counseling to students was also initiated in many NM GEAR UP middle schools.

Key accomplishments during the first two years of grant administration include the establishment of school team structures to facilitate supplemental academic, family outreach, and teacher professional development programs. As part of this effort, NM GEAR UP began collecting longitudinal data to support a six-year study based on outcomes from 2006-2012. Other middles school milestones include:

- Partnering with New Mexico colleges and universities in school district geographic areas of responsibility for college campus administration of the EXPLORE exam, ACT’s eighth grade college readiness test, to the entire NM GEAR UP cohort.
- Increasing university-based NM GEAR UP summer camp sites from one site in one region to nine sites in four regions with a corresponding increase in student attendance of more than 100%.
- Awarding 21st Century Scholars certificates from the U.S. Department of Education to more than 5,600 eighth grade students who participated in promotion-to-high-school ceremonies at 33 NM GEAR UP middle schools.
- Conducting a statewide tour of 21 NM GEAR UP school districts to kick off high school transition programs with NM GEAR UP superintendents and high school staff.

NM GEAR UP efforts also focus on High School Redesign and the implementation of P-20 policy initiatives based on recently passed legislation.



HELPING AFFORDABLE
DIRECTION ASPIRATION
ACCESS People EDUCATION
QUALITY INTEGRITY
IMPROVEMENTS SUCCESS Building



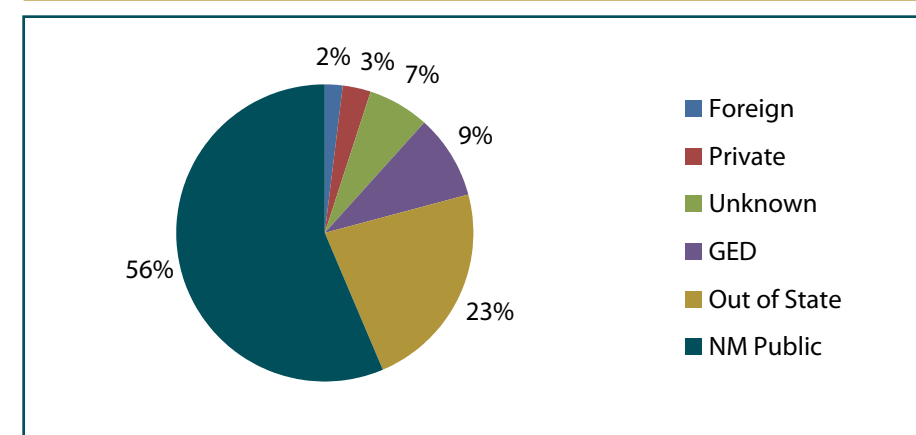
HELPING AFFORDABLE
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EXPANDING ACCESS TO HIGHER EDUCATION

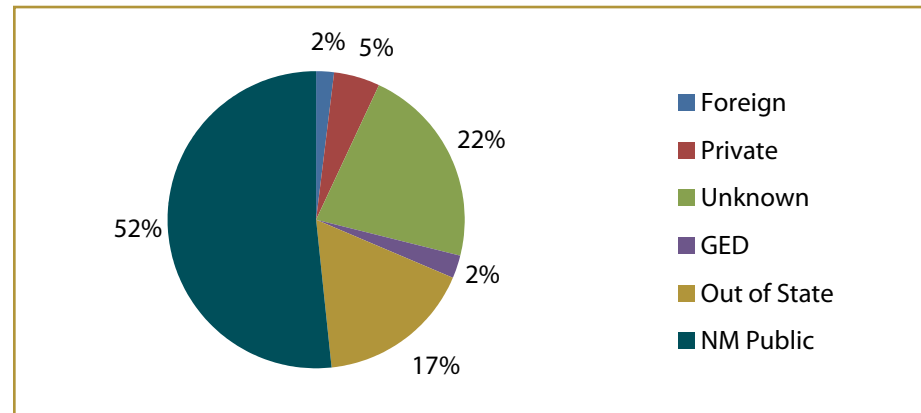
Introduction

College access today involves much more than gaining entry to college or university. Access also represents the variety of obstacles postsecondary education poses for many students in New Mexico. Financial ability, academic preparation, geographic location, and social disadvantage are primary examples of the barriers many in New Mexico face, particularly minority and low-income students. For example, low-income families are said to be 32 percent less likely to send their children to college than families with higher incomes. (U.S. Department of Education, Digest of Education Statistics, 2002). The New Mexico Higher Education Department recognizes these barriers and in response has created additional need-based financial aid opportunities, established a statewide college access initiative and is collaborating with New Mexico's Tribal colleges to increase the number of American Indian students who transfer to public colleges and universities. The charts and graphs that follow illustrate enrollment trends in New Mexico and general demographic information on postsecondary students statewide. Detailed access program information follows.

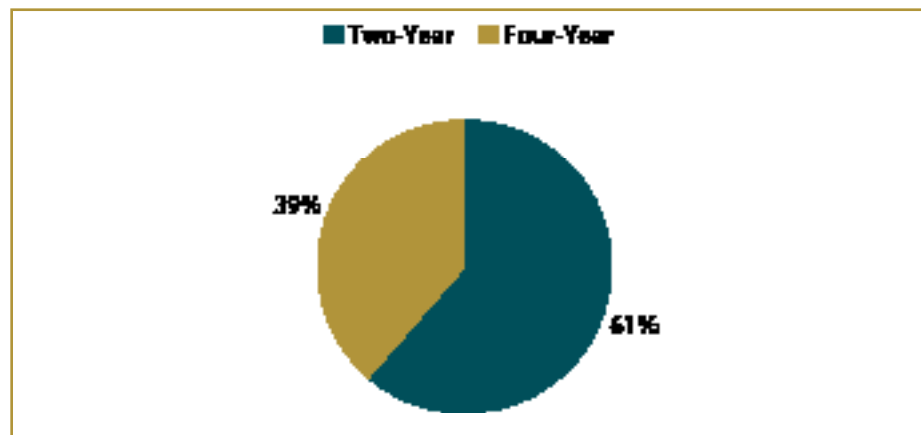
High School of Origin
Two-year Institutions



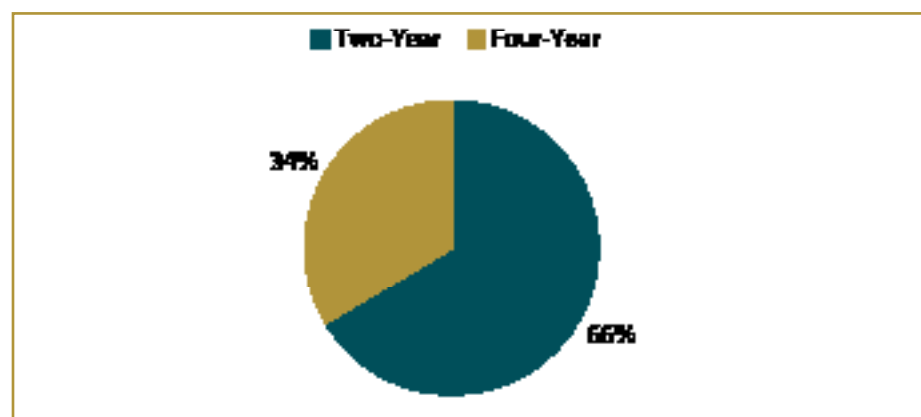
High School of Origin Four-year Institutions



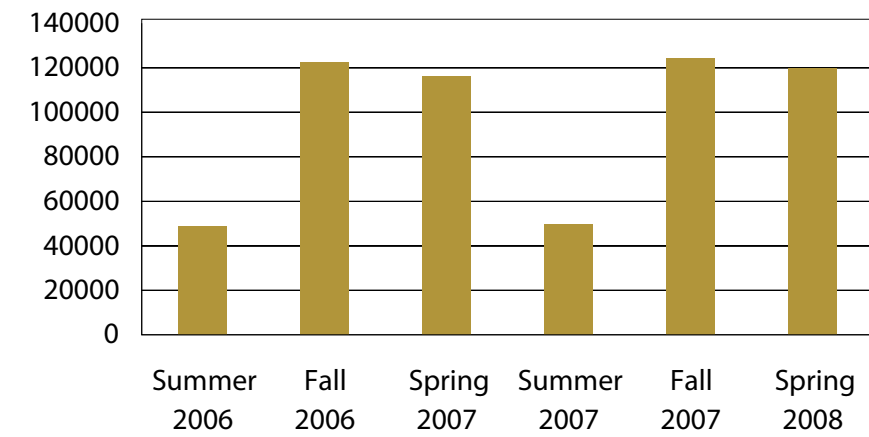
Undergraduate Enrollment



Full-time Freshman Enrollment

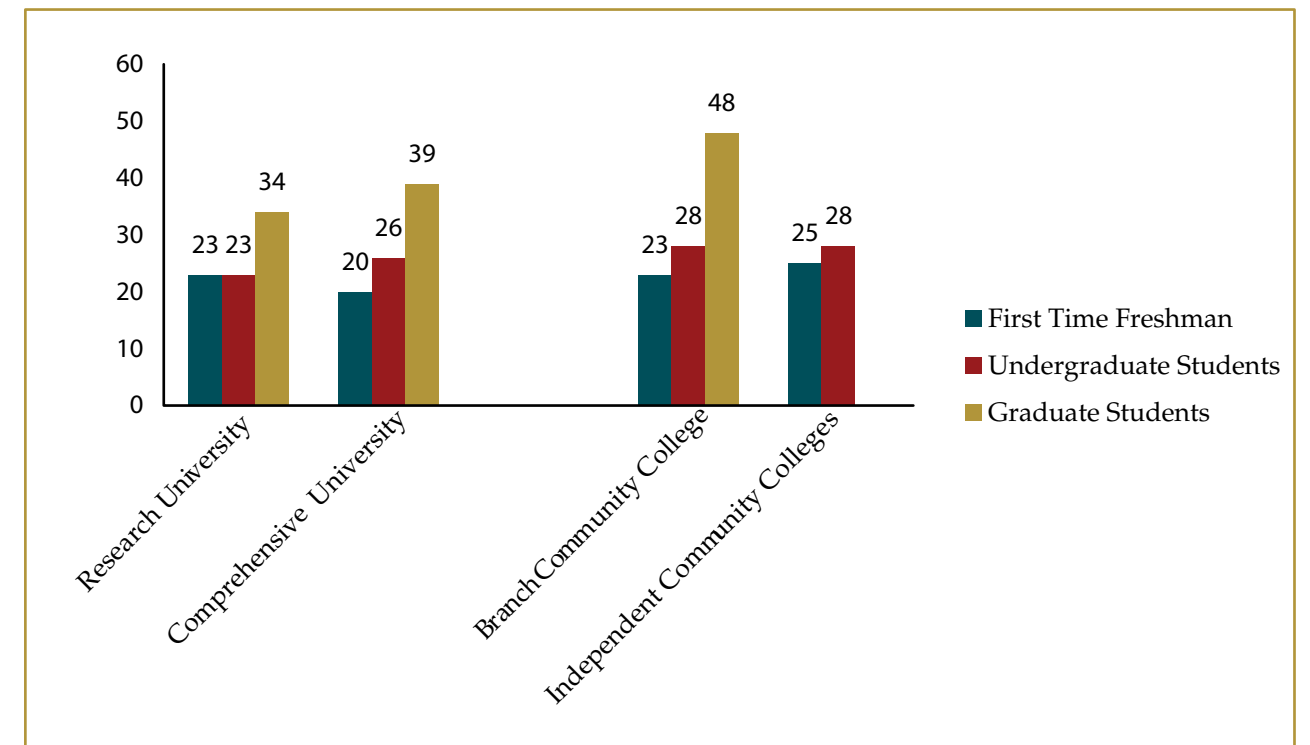


AY06-AY07 Enrollment



Average Age of Students in New Mexico Public Postsecondary Institutions Fall 2007

Four-Year Institutions	First-time Freshman	Undergraduate Students	Graduate Students
Research University	23	23	34
Comprehensive University	20	26	39
Two-Year Institutions			
Branch Community College	23	28	48
Independent Community Colleges	25	28	



Full-time Equivalent and
Headcount Semester Graph

Institution	Campus	Head Count	UG FTE	GR FTE	Total FTE
2006 FALL					
CCC	Main	3,657	1,606	n/a	1,606
CNM	main campus	22,615	12,005	n/a	12,005
CNM	UNM Site	992	259	0	260
ENMU	Main	4,149	2,734	361	3,096
ENMU	Roswell Branch	3,864	2,108	n/a	2,108
ENMU	Ruidoso Center	850	345	n/a	345
LCC	Las Vegas	2,016	825	n/a	825
MCC	Main	692	372	n/a	372
NMHU	Main	3,726	1,698	842	2,540
NMIMT	Main	1,868	1,161	310	1,471
NMJC	Main	3,114	1,722	n/a	1,722
NMMI	Main	513	563	n/a	563
NMSU	Alamogordo Branch	1,990	1,103	n/a	1,103
NMSU	Carlsbad Branch	1,239	749	n/a	749
NMSU	Dona Ana Branch	7,160	4,001	n/a	4,001
NMSU	Grants Branch	750	443	n/a	443
NMSU	Main	16,367	10,865	1,957	12,823
NNMC	El Rito	2,250	1,131	n/a	1,131
SFCC	Main	5,450	1,992	n/a	1,992
SJC	Main	9,941	4,109	n/a	4,109
UNM	Gallup Branch	2,783	1,600	21	1,621
UNM	Los Alamos Branch	821	356	24	380
UNM	Main	25,703	15,826	4,407	20,233
UNM	Medical School	302	-	512	512
UNM	Taos Center	1,355	541	64	606
UNM	Valencia Branch	1,671	946	6	952
WNMU	Main	2,738	1,542	224	1,766
2007 FALL					
CCC	Main	3,706	1,532	n/a	1,532
CNM	main campus	22,759	12,144	n/a	12,144
CNM	UNM Site	961	245	n/a	245
ENMU	Main	4,253	2,764	335	3,098
ENMU	Roswell Branch	3,905	2,059	n/a	2,059
ENMU	Ruidoso Center	845	356	n/a	356
LCC	Las Vegas	2,113	947	n/a	947
MCC	Main	905	474	n/a	474
NMHU	Main	3,604	1,687	870	2,557
NMIMT	Main	1,890	1,168	311	1,479
NMJC	Main	3,077	1,734	n/a	1,734
NMMI	Main	508	558	n/a	558
NMSU	Alamogordo Branch	2,514	1,276	n/a	1,276
NMSU	Carlsbad Branch	1,423	774	n/a	774
NMSU	Dona Ana Branch	7,803	4,298	n/a	4,298
NMSU	Grants Branch	798	460	n/a	460
NMSU	Main	16,722	11,070	2,075	13,145
NNMC	El Rito	2,237	1,220	n/a	1,220
SFCC	Main	5,670	2,006	n/a	2,006

(cont.)

Full-time Equivalent and
Headcount Semester Graph

SJC	Main	10,345	4,166	n/a	4,166
UNM	Gallup Branch	2,894	1,628	14	1,642
UNM	Los Alamos Branch	664	281	23	305
UNM	Main	25,534	15,988	4,358	20,346
UNM	Medical School	301	-	498	498
UNM	Taos Center	1,278	507	60	568
UNM	Valencia Branch	1,879	1,101	7	1,108
WNMU	Main	2,747	1,609	206	1,815
2007 SPRING					
CCC	Main	3,618	1,500	n/a	1,500
CNM	main campus	20,870	10,844	n/a	10,844
CNM	UNM Site	384	82	0	82
ENMU	Main	3,600	2,406	313	2,718
ENMU	Roswell Branch	3,736	1,981	n/a	1,981
ENMU	Ruidoso Center	821	333	n/a	333
LCC	Las Vegas	1,976	887	n/a	887
MCC	Main	785	369	n/a	369
NMHU	Main	3,448	1,512	853	2,365
NMIMT	Main	1,732	1,088	309	1,397
NMJC	Main	3,066	1,568	n/a	1,568
NMMI	Main	482	520	n/a	520
NMSU	Alamogordo Branch	2,026	1,071	n/a	1,071
NMSU	Carlsbad Branch	1,193	677	n/a	677
NMSU	Dona Ana Branch	6,523	3,621	n/a	3,621
NMSU	Grants Branch	759	423	n/a	423
NMSU	Main	15,345	10,109	1,932	12,041
NNMC	El Rito	2,324	1,191	n/a	1,191
SFCC	Main	5,866	2,032	n/a	2,032
SJC	Main	9,123	3,663	n/a	3,663
UNM	Gallup Branch	2,799	1,591	20	1,610
UNM	Los Alamos Branch	782	321	31	352
UNM	Main	24,056	14,539	4,239	18,778
UNM	Medical School	301	-	385	385
UNM	Taos Center	1,253	504	74	578
UNM	Valencia Branch	1,943	1,004	5	1,009
WNMU	Main	2,589	1,469	217	1,685
2008 SPRING					
CCC	Main	3,796	1,528	n/a	1,528
CNM	main campus	21,966	11,468	n/a	11,468
CNM	UNM Site	307	71	0	71
ENMU	Main	3,841	2,482	319	2,801
ENMU	Roswell Branch	3,713	1,910	n/a	1,910
ENMU	Ruidoso Center	886	378	n/a	378
LCC	Las Vegas	2,197	1,019	n/a	1,019
MCC	Main	982	464	n/a	464
NMHU	Main	3,387	1,504	860	2,364
NMIMT	Main	1,795	1,092	334	1,426
NMJC	Main	3,008	1,529	n/a	1,529
NMMI	Main	423	472	n/a	472

Full-time Equivalent and
Headcount Semester Graph

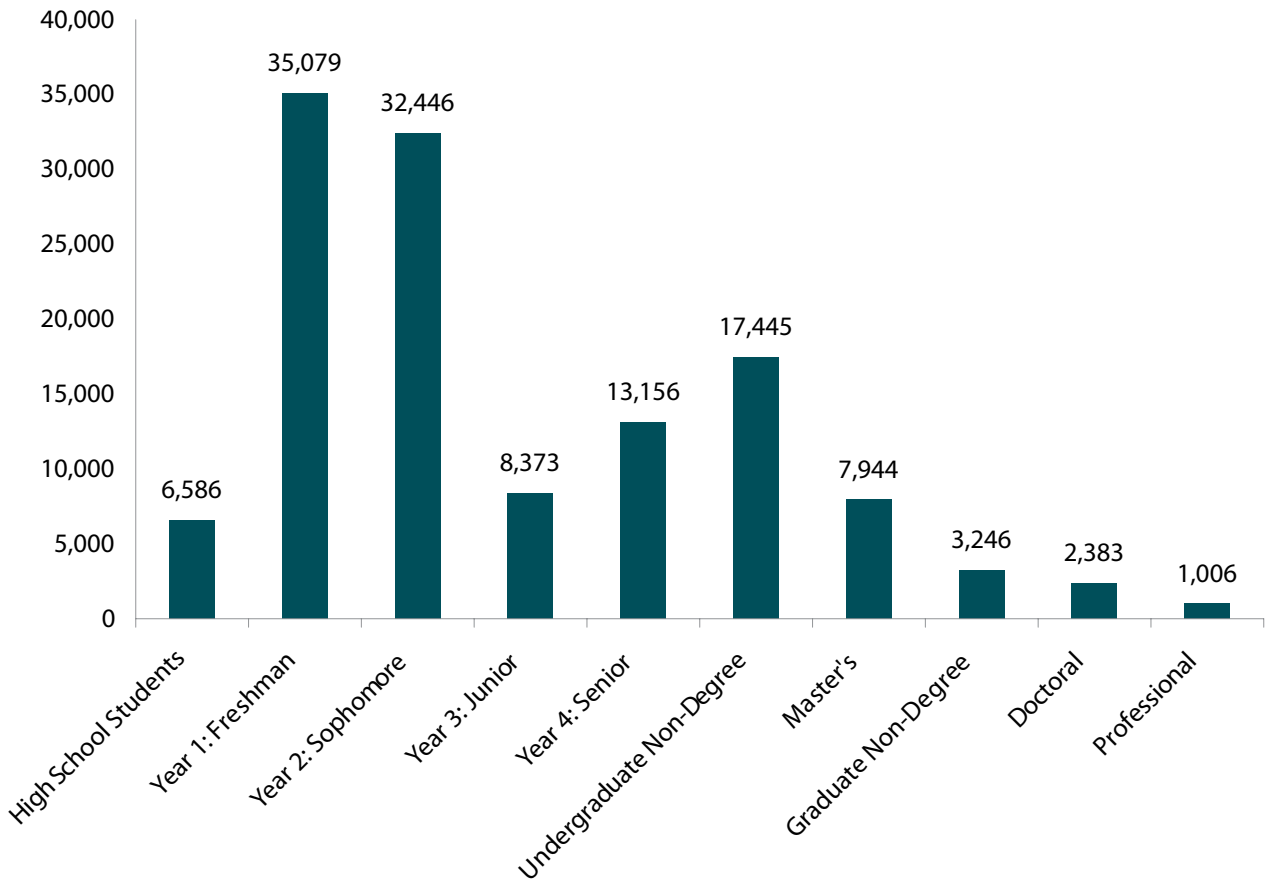
(cont.)

NMSU	Alamogordo Branch	2,796	1,318	n/a	1,318
NMSU	Carlsbad Branch	1,515	712	n/a	712
NMSU	Dona Ana Branch	7,361	3,986	n/a	3,986
NMSU	Grants Branch	987	473	n/a	473
NMSU	Main	15,752	10,199	2,102	12,301
NNMC	El Rito	2,185	1,145	n/a	1,145
SFCC	Main	6,049	2,068	n/a	2,068
SJC	Main	9,676	3,852	n/a	3,852
UNM	Gallup Branch	2,973	1,602	14	1,616
UNM	Los Alamos Branch	639	244	32	276
UNM	Main	23,911	14,715	4,138	18,853
UNM	Medical School	305	-	422	422
UNM	Taos Center	1,316	509	65	574
UNM	Valencia Branch	2,068	1,137	7	1,144
WNMU	Main	2,739	1,524	221	1,746

Source: DEAR 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.



Fall 2007 Enrollment by Student Level



CY	Semester	Level	HeadCount
2007	Fall	High School Student	6,586
2007	Fall	Year 1: Freshman	35,079
2007	Fall	Year 2: Sophomore	32,446
2007	Fall	Year 3: Junior	8,373
2007	Fall	Year 4: Senior	13,156
2007	Fall	Undergraduate Non-Degree	17,445
2007	Fall	Master's	7,944
2007	Fall	Graduate Non-Degree	3,246
2007	Fall	Doctoral	2,383
2007	Fall	Professional	1,006

FALL 2007 ETHNICITY & GENDER ENROLLMENT

College	Campus	White	Black	Hispanic	American Indian	Asian	Foreign	No Response	Male	Female	Total
CCC	Main	2,347	183	1,026	25	62	1	62	1,338	2,368	3,706
CNM	main campus	8,292	732	9,308	1,652	553	201	2,021	9,692	13,067	22,759
CNM	UNM Site	310	50	461	80	36	8	16	361	600	961
ENMU	Main	2,459	218	1,184	108	44	96	144	1,757	2,496	4,253
ENMU	Roswell Branch	1,900	91	1,625	127	30	3	129	1,807	2,098	3,905
ENMU	Ruidoso Center	497	16	210	75	7	2	38	297	548	845
LCC	Las Vegas	266	18	1,770	0	5	2	52	894	1,219	2,113
MCC	Main	439	15	310	26	8	0	107	431	474	905
NMHU	Main	1,059	151	1,844	256	63	121	110	1,299	2,305	3,604
NMIMT	Main	1,201	16	387	53	51	155	27	1,221	669	1,890
NMJC	Main	1,531	138	1,202	21	19	0	166	1,276	1,801	3,077
NMMI	Main	252	91	89	8	44	24	0	427	81	508
NMSU	Alamogordo Branch	1,057	134	756	89	56	116	306	873	1,641	2,514
NMSU	Carlsbad Branch	621	21	571	18	9	29	154	544	879	1,423
NMSU	Dona Ana Branch	1,711	194	4,607	215	59	508	509	3,302	4,501	7,803
NMSU	Grants Branch	137	14	274	309	3	4	57	278	520	798
NMSU	Main	5,980	481	6,575	517	216	1,253	1,700	7,395	9,327	16,722
NNMC	El Rito	420	11	1,606	175	25	0	0	754	1,483	2,237
SFCC	Main	2,505	63	1,851	127	78	23	1,023	2,145	3,525	5,670
SJC	Main	5,573	76	1,325	2,723	76	10	562	5,264	5,081	10,345
UNM	Gallup Branch	268	13	279	2,246	26	18	44	989	1,905	2,894
UNM	Los Alamos Branch	313	2	255	29	23	14	28	243	421	664
UNM	Main	12,367	749	8,012	1,528	1,033	728	1,117	10,942	14,592	25,534
UNM	Medical School	175	5	78	11	20	1	11	139	162	301
UNM	Taos Center	481	12	594	87	14	0	90	405	873	1,278
UNM	Valencia Branch	614	26	1,097	73	12	13	44	640	1,239	1,879
WNMU	Main	1,131	90	1,134	89	28	44	231	972	1,775	2,747

FALL 2007
RESIDENT & NON-RESIDENT ENROLLMENT

		Non-res	Res	Total
CCC	Main	798	2,908	3,706
CNM	Main campus	1,465	21,294	22,759
CNM	UNM Site	82	879	961
ENMU	Main	779	3,474	4,253
ENMU	Roswell Branch	485	3,420	3,905
ENMU	Ruidoso Center	33	812	845
LCC	Las Vegas	47	2,066	2,113
MCC	Main	69	836	905
NMHU	Main	657	2,947	3,604
NMIMT	Main	393	1,497	1,890
NMJC	Main	507	2,570	3,077
NMMI	Main	375	133	508
NMSU	Alamogordo Branch	377	2,137	2,514
NMSU	Carlsbad Branch	41	1,382	1,423
NMSU	Dona Ana Branch	718	7,085	7,803
NMSU	Grants Branch	29	769	798
NMSU	Main	3,547	13,175	16,722
NNMC	El Rito	102	2,135	2,237
SFCC	Main	625	5,045	5,670
SJC	Main	1,618	8,727	10,345
UNM	Gallup Branch	781	2,113	2,894
UNM	Los Alamos Branch	37	627	664
UNM	Main	3,123	22,411	25,534
UNM	Medical School	3	298	301
UNM	Taos Center	74	1,204	1,278
UNM	Valencia Branch	40	1,839	1,879
WNMU	Main	461	2,286	2,747

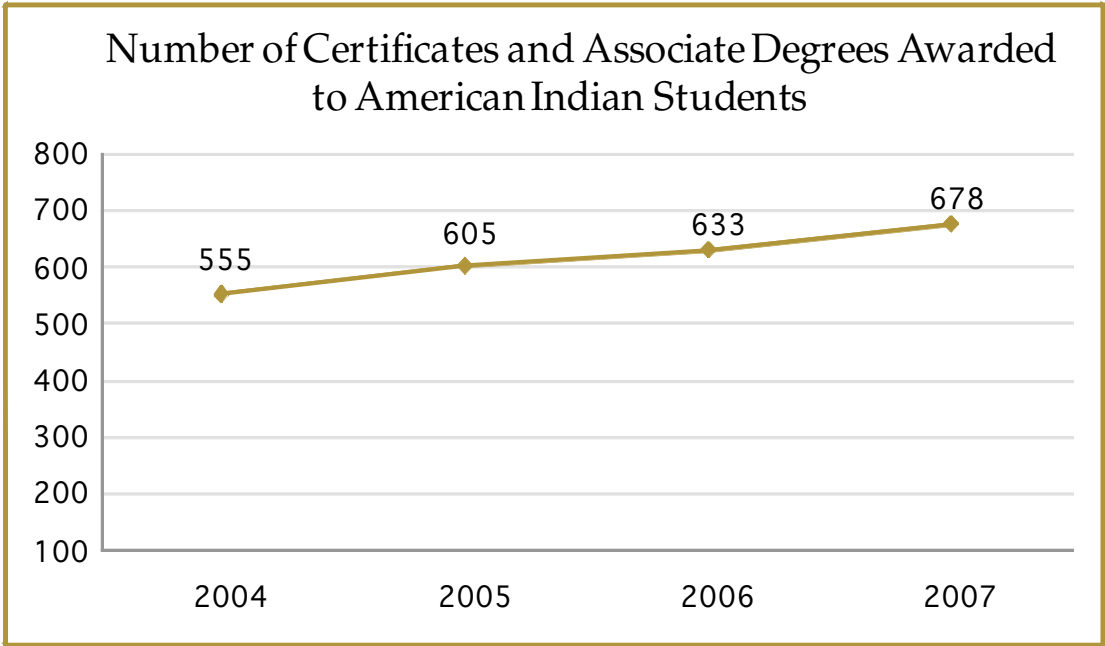


State Residency of Students Attending New Mexico
Public Postsecondary Institutions Fall 2005 & Fall 2006

	Fall 2005		Fall 2006	
	Head Count	State Residents	Head Count	State Residents
Research Universities				
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%
	44,282		44,112	84%
Comprehensive Institutions				
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%
	12,579		12,863	85%
Branch Community Colleges				
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%
	22,506		22,483	89%
Independent Community Colleges				
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%
	48,678		48,768	90%
Statewide Totals:	128,045	88%	128,226	87%

Indian Education in New Mexico 2007-2008

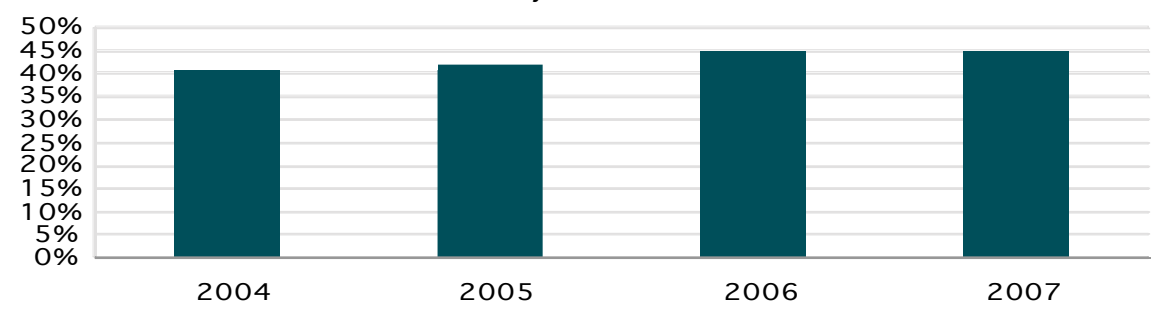
American Indian students who pursue higher education in New Mexico schools come from a variety of tribes both within New Mexico and nationally. As of Fall 2006 there were 10,188 American Indian students in the state’s 25 public colleges and universities. This enrollment is up from 8,616 in Fall 2004 and 6,952 in Fall 1999. In addition, there are 2,162 American Indian students in New Mexico’s four Tribal colleges: Diné College, Institute of American Indian Arts, Navajo Technical College and Southwestern Indian Polytechnic Institute. Currently, American Indian enrollment is 9.5% of the state’s total enrollment at public institutions, which is near the proportion of 10.5% of New Mexico’s American Indian population, with a gap of 1% or 1,200 students. American Indian student enrollment is concentrated in the two-year sector. In fact, New Mexico leads that nation in the number of American Indian students who complete associate’s degrees and certificates.



The New Mexico Higher Education Department is taking significant steps to increase American Indian student enrollment and persistence from two-year to four-year institutions. One policy intervention of early college opportunities for American Indian students is outlined in the Indian Education Act. Sections 1 and 3 of the Indian Education Act ask for coordination with the New Mexico Higher Education Department to “to facilitate the successful and seamless transition of American Indian students in postsecondary education and training.” To that end, the Department is working on initiatives to incorporate Bureau of Indian Education schools and Tribal colleges as part of the state’s new dual credit program. Students who take dual credit courses receive both high school and college credit. Data show that students who have an early college experience are much more likely to pursue higher education and be successful. The Department recommends that this opportunity be extended to American Indian students who attend either a Tribal college or a Bureau of Indian Education high school.

In 2008, the Department organized a Tribal College Summit that included representatives from New Mexico’s four Tribal colleges. Part of the discussion was to revisit the Memorandum of Agreement between the Department and Tribal colleges to strengthen partnerships and to improve recruitment and retention for New Mexico students. The Department is working to encourage Tribal college graduates to pursue bachelor’s or master’s degrees. In addition, Tribal colleges are now eligible to participate in the Department’s Capital Outlay process, which means that they have access to state funding for capital projects requests. Having adequate infrastructure for an appropriate learning environment is imperative. The New Mexico Higher Education Department continues to expand partnerships with each of the Tribal colleges through campus visits and by sharing information on higher education policies affecting Tribal colleges and their students.

Percent of American Indian Students who Earn a Certificate or Associate's Degree and Transfer to a Four-year Institution



Note: It is encouraging that American Indian students who earn a credential at a two-year college are transferring at increasing rates and that the number of students earning credentials is on the rise. However, the graph above does not fully represent transfer rates of Native students as many also transfer without first earning a degree at a two-year institution.

Among federal legislation affecting American Indians in New Mexico was the recent passage of the Higher Education Reauthorization and College Opportunity Act. The Act established the new federal category of Native American Serving Non-Tribal Institutions. The intention of the NASNTI designation is to provide grants to eligible schools that have an American Indian undergraduate enrollment of at least 10%. These competitive grants will provide financial support for schools that serve the interest and success of the American Indian student population and their respective communities. However, Tribal colleges are not eligible to participate as a NASNTI institution.

The availability of this funding and support for schools that serve, recruit and graduate American Indians is a positive step toward helping Native students succeed. This grant is one way to facilitate existing partnerships that are currently being undertaken with two-plus-two initiatives as well as transferring courses from Tribal colleges to one of New Mexico's four-year schools.

In a national competitive review, New Mexico's San Juan College was the only institution in the state that was awarded the NASNTI grant to support academic programs. However, there are a handful of New Mexico colleges currently eligible or well within reach of at least a 10% American Indian enrollment that could potentially be eligible for future grants as a Native American Serving Non-Tribal Institution. Increasing American Indian student enrollment at the state level provides potential federal incentives for such opportunities.

With the growing enrollment of 280,000 Tribal college students nationally, the Higher Education Reauthorization and College Opportunity Act was welcoming news. The Reauthorization amended

the Tribally Controlled Colleges Act to allow for the designation of Tribal colleges focused on technical and vocational education. Navajo Technical College is now statutorily eligible to be part of the appropriation process. According to the 2006 American Indian Measures for Success in Higher Education, about 80% of Tribal college students are American Indian and 66% are female. The past three years have shown an increase in the number of non-American Indian students enrolled, which demonstrates that Tribal colleges are serving a more diverse population. Navajo Technical College was not previously eligible since two tribally controlled colleges from the same tribes were disqualified from the process. This new designation is an important aspect in determining how Tribal colleges are allocated federal dollars.

In addition to partnerships with and visits to each of the state's Tribal colleges, the New Mexico Higher Education Department has made presentations to the All Indian Pueblo Council and the New Mexico Tribal Higher Education Commission and has participated in the Indian Education Advisory Council through the Government-to-Government meetings between New Mexico tribes and the State of New Mexico. This continued partnership demonstrates important progress in cultivating initiatives that support the success of all New Mexico students.



IDEAL-NM (Innovative Digital Education and Learning)

The Innovative Digital Education and Learning (IDEAL-NM) initiative has moved from concept to reality. Uniquely positioned as a joint program of the New Mexico Higher Education and Public Education departments, IDEAL-NM has made major strides toward fulfilling its charge to:

- Expand education opportunities, close achievement gaps, support college and career goals, and prepare students for global competition
- Reduce the cost of technology access to P-12 schools, higher education institutions, and state agencies
- Reduce the travel and personnel costs of state agency training and P-12 teacher professional development via online courses
- Increase technology application skills of New Mexico youth and adult learners.

To accomplish these goals, IDEAL-NM is developing the following eLearning services for P-20 learners:

- Online courses for students in grades 6-12
- A comprehensive web portal that provides access to a clearinghouse of all online courses offered by public colleges and universities
- A single, statewide eLearning Management System for use by all public colleges, universities, school districts, charter schools, and state agencies
- Online training courses for state agency employees and P-12 teachers.

During 2007-2008, the departments established a professional staff, leased office facilities, trained eTeachers, wrote plans and handbooks, and established regional hosting arrangements with New Mexico's nine Regional Education Cooperatives. In addition, staff began course development, procured a statewide enterprise eLearning Management System, purchased intra-office technology infrastructure, developed a comprehensive web portal, and began eLearning Management System implementation and integration training. A critical component of the IDEAL-NM project is the procurement and administration of the statewide management system that provides the technology platform by which all eLearning is facilitated. This provides important cost efficiencies and savings to the institutions that use this option.

Outreach activities included site visits and meetings with district and college and university officials, presentations at conferences and to legislative committees, and informational, planning and policy meetings to inform and collaborate with stakeholders in the far-reaching eLearning environment. The Public Education Department’s Distance Learning Rule was repealed and replaced to reflect the evolution of eLearning policy and to integrate the provisions of the 2007 Statewide Cyber Academy Act. In addition, necessary Intergovernmental Agreements and Memoranda of Understanding were put in place with Regional Education Cooperatives, districts and charter schools.

An advisory board consisting of five representatives of the higher education and public education communities rendered significant policy and operational advisement within an executive framework governed by the Higher Education and Public Education Cabinet Secretaries.

Pilot implementation of IDEAL-NM high school coursework in FY 08 saw participation from 17 school districts and 246 students. Forty-four districts, three charter schools, and two nonpublic high schools registered 700 students in Fall 09 courses. On the higher education side, Northern New Mexico College was the first to migrate its courses to the statewide Learning Management System. Cohort Learning Management System integration training is ongoing with 2009 participation projected to include nine institutions of higher education, four Regional Education Cooperatives, 30 school districts, and seven agencies. Colleges and universities have led the way in New Mexico’s eLearning environment, and currently offer more than 5,000 online courses. Innovative Digital Education and Learning (IDEAL-NM) provides an online clearinghouse for these courses, with search capabilities by course, program and institutional provider. Prospective students use this tool to connect with institutions offering courses they seek. The clearinghouse site also provides answers to frequently asked questions and information related to eLearning opportunities.

One of the goals of the IDEAL-NM project is to increase access to online dual credit options for New Mexico students. Online dual credit courses remove geographic barriers and open new doors to advanced learning for high school students. Of specific interest in the P-20 (pre-K-college) realm is the progress being made toward an online dual credit policy mechanism to support statewide access and the removal of administrative hurdles. Expanded course options provided by IDEAL-NM to secondary students means that those students will be better prepared for postsecondary participation and success. More dual credit, advanced placement, honors-level, enrichment and remedial courses contribute to higher levels of preparation. IDEAL-NM is all about the collaboration that supports a true P-20 vision for youth and adult learners. Twentieth century models created the systems and silos that meant artificial boundaries for students to negotiate. These boundaries are disappearing as educational leaders tap into the power of 21st century eLearning tools. IDEAL-NM is a catalyst for these discussions.

The launch of IDEAL-NM portrays the dynamic implementation of an initiative that provides direct services to New Mexico learners and that directly supports the strategic plans of the Higher Education and Public Education Departments. On the higher education side, it contributes to:

- Increasing higher education graduation numbers by better preparing high school students for academic success via access to online courses.
- Interoperability—helping students succeed through the educational system or redesigning how components of the education system work together by providing the single state eLearning Management System platform for the development and delivery of eLearning courses and via dual credit and advanced placement courses.
- Addressing the gaps in equity and access or expanding access by providing eLearning courses for New Mexico’s rural and small secondary schools that have previously not been able to offer curricula comparable to large schools.
- Increasing the efficiency and productivity of higher education by providing a comprehensive portal clearinghouse of higher education online courses and via the state eLearning Management System platform.

In the coming year IDEAL-NM hopes to register 5,000 New Mexico high school students, offer 100 courses in 72 Districts (80%), and have trained 200 eTeachers and 100 site coordinators. For middle school students, IDEAL will offer 50 courses in 45 districts (50%), and hopes to register 2,000 student and train 50 site coordinators. In addition, IDEAL-NM will offer online training for New Mexico’s state agencies and plans to offer up to 100 training courses and reach 5,000 state employee learners and 50 courses in P-12 Teacher Professional Development, reaching approximately 3,000 learners. Once online dual credit courses are established, there will be 50 IDEAL-vetted courses targeted toward approximately 3,000 learners.

HELPING AFFORDABLE
DIRECTION ASPIRATION
ACCESS People EDUCATION
QUALITY INTEGRITY



HELPING AFFORDABLE
DIRECTION ASPIRATION
ACCESS People EDUCATION
QUALITY INTEGRITY
IMPROVEMENT ACCESSIBILITY

INCREASE AFFORDABILITY FOR NEW MEXICO STUDENTS TO ATTEND COLLEGE OR UNIVERSITY

Financial Aid

The New Mexico Higher Education Department’s Financial Aid Division is responsible for administering the day-to-day operations of 20 state financial aid programs and managing the distribution of more than \$72 million dollars in state programs, including \$26 million in state appropriations, \$44 million from New Mexico Lottery revenues and other state funds and \$1.2 million in federal grants. Financial aid funding is distributed through the Department to New Mexico’s public colleges and universities, private nonprofit colleges and Tribal colleges. In addition, the Financial Aid Division manages the state financial aid hotline responding to inquiries ranging from financial aid and residency in New Mexico to interpreting state regulations on the financial aid programs. Outlined below are the financial aid programs offered to New Mexico students for assistance pursuing higher education.

Need-based aid is awarded on the basis of the financial need of the student. The FAFSA (Free Application for Federal Student Aid) is generally used to determine federal, state, and institutionally need-based aid eligibility.

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

Merit-based aid is awarded for outstanding academic achievement, special talent and leadership potential. These scholarships are often awarded without regard for the financial need of the student.

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

Work-Study is student employment (on and off campus) and provides need-based and non-need based work-study opportunities to students.

- State Work-Study
- Graduate Scholarships

Loans-for-Service are considered service-based financial aid. The loans are awarded to financially needy students who commit to repaying their loans by providing professional service in one of New Mexico’s shortage areas upon completion of their education.

- Allied Health
- Nursing
- Medical
- Teacher
- Nurse Educator - no need-based requirement
- Minority Doctoral - no need-based requirement
- WICHE (Western Interstate Commission on Higher Education) - no need-based requirement
- Baylor School of Dentistry - no need-based requirement

During the 2007-2008 academic year, New Mexico students received more than \$72 million in state appropriated financial aid and \$345 million in federal aid, less than 1% of the \$86 billion distributed nationally. These dollar figures are not insignificant when one considers that a majority of New Mexico students are from low- to moderate-income families; 40% of New Mexico students who received need-based aid are from families with combined incomes of \$10,000 or less.

While New Mexico colleges and universities are affordable options for students, the total cost of attendance often outweighs the level of income a New Mexico family has to support students, making access to financial aid that more much critical. Financial aid has the potential to promote increased access and degree attainment among our most vulnerable populations, the low- to moderate-income students.

Federal Financial Aid Awarded 2007-2008

	Number of Recipients	Total Amount Awarded
Grant and Scholarship Programs		
Academic Competitiveness Gran	1,702	\$1,255,701
Pell Grants	38,303	\$100,422,371
Smart Grant	389	\$1,062,477
Supp. Educ'l Opportunity Grants (SEOG)	6,062	\$4,554,321
Loan Programs		
Direct PLUS	4	\$17,560
Direct Subsidized	10	\$60,578
Direct Unsubsidized	6	\$29,937
Parent Loans for Undergraduates (PLUS)	740	\$5,890,945
Perkins Loan	2,745	\$7,560,817
Stafford Student Loan (SSL)	29,159	\$120,830,886
Stafford Unsubsidized	20,537	\$94,025,728
Other Federal	1,056	\$2,290,157
Work/Service Related Programs		
Federal Work-Study	3,394	\$7,667,469
Total Federal Financial Aid	104,107	\$345,668,947

70% of all New Mexico students who completed a FAFSA have a combined family income of \$40,000 or less.

*Tribal college financial aid data are not included.



State Financial Aid Awarded 2007-2008

	Number of Recipients	Total Amount Awarded
Grant and Scholarship Programs		
3% Scholarship	9,179	\$8,711,476
Athletic Scholarships	1,373	\$6,721,751
Child Care Grant	11	\$9,784
College Affordability Grant	2,340	\$1,885,713
Competitive Scholarships	1,087	\$1,101,156
Legislative Endowment	225	\$309,468
Lottery Success Scholarship	17,21	\$38,859,211
New Mexico Scholars	187	\$834,713
Student Choice	384	\$992,420
Student Incentive Grant (SSIG)	13,88	\$12,019,737
Vietnam Veterans	8	\$18,058
Loan Programs		
Medical Student Loan	5	\$59,896
Nursing Loan	50	\$315,600
Nurse Educator Loan	10	\$38,500
Minority Doctoral Loans	4	\$60,000
Allied Health Loan	12	\$120,000
Southeast NMTeacher Loan	36	\$121,088
WICHE	91	\$2,070,834
Work/Service Related Programs		
Graduate Scholarships	88	\$560,938
State Work-Study	3,287	\$6,721,552
Total State Financial Aid	49,482	\$81,531,895

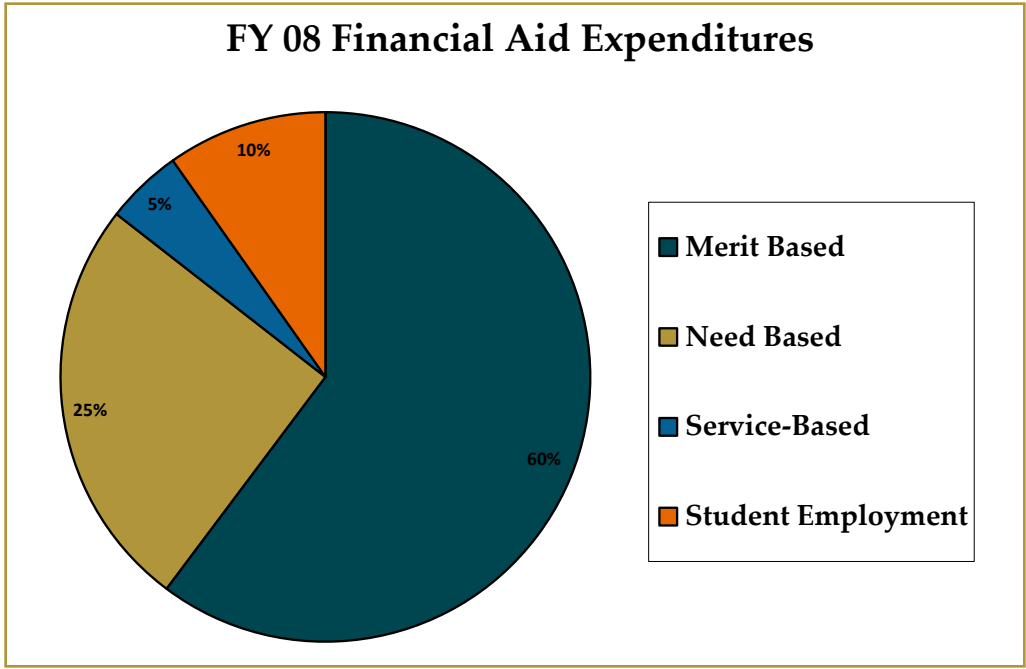
70% of all New Mexico students who completed a FAFSA have a combined family income of \$40,000 or less.

*Tribal college financial aid data are not included.

WICHE (Western Interstate Commission for Higher Education)



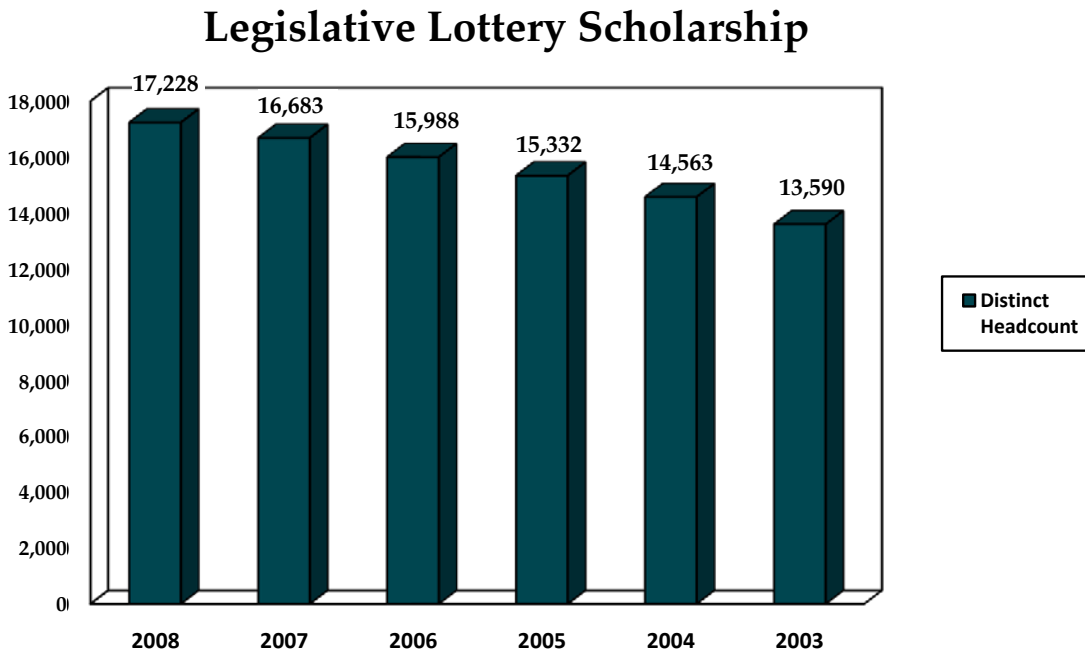
Graph A. FY08 Financial Aid Expenditures



The Financial Aid Division analyzes state funded financial aid programs to identify where need-based components could better support low- to moderate-level income students consistently throughout their college careers to aid in completion of a degree or certificate, broadening the focus of the Financial Aid Division beyond enrollment and toward expanded outreach.

Although the Legislative Lottery Scholarship is considered a merit-based program, it is worth noting that nearly 30% of the Legislative Lottery Scholarship recipients also received a federal Pell grant in 2007-2008, indicating a significant financial need among those receiving the state's merit-based scholarship.

Graph B. Legislative Lottery Scholarship



The Legislative Lottery Scholarship continues to be one of the most successful scholarship incentives for students to enroll into a New Mexico public college or university directly out of high school.

Legislative Lottery Scholarship Timeline

March 1995	Senate Bill 853 creating the NM Lottery passed into law
July 1995	Effective date of the NM Lottery Act, with 40% of funding for the Lottery Tuition Fund and 60% for the Public School Capital Outlay Fund
August 1997	First Lottery Success Scholarships awards made to eligible students at New Mexico’s public postsecondary institutions
June 2001	100% of Lottery profits transfer to Lottery Tuition Fund
January 2007	Name changes to Legislative Lottery Scholarship
January 2007	Legislation requires increased revenues be transferred to scholarship fund
June 2007	The Lottery Authority transfers at least 27% of gross revenues into the Lottery Tuition Fund
January 2009	The Lottery Authority transfers at least 30% of gross revenues into the Lottery Tuition Fund

Work-Study

The state work-study program continues to decline in participation due to the recent increases in minimum wage rates across the state as minimum wage rates go up and the funding for the program does not increase. New Mexico’s public colleges and universities are forced to make a choice between awarding the same number of students with less work-study funding amounts or keep the work-study aid at a consistent level per award and reduce the overall number of students who receive awards. The data reflect that the overall number of awards is being reduced.

Table 1. Minimum Wages in New Mexico 2006-2009

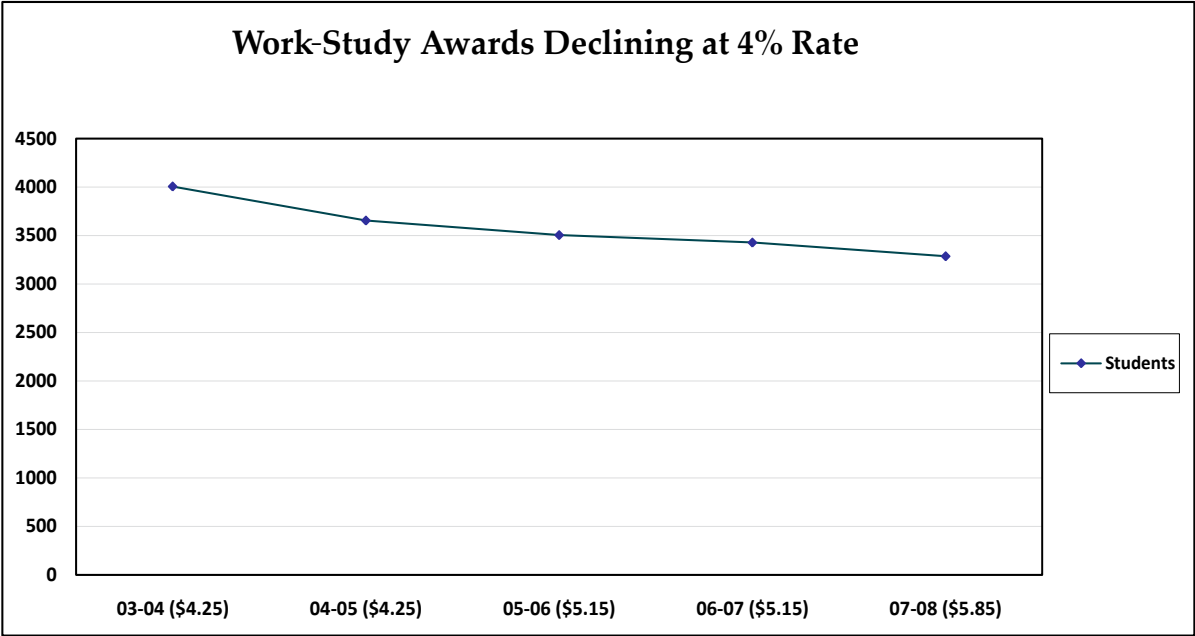
State/City	Jan. 1, 2006	Jan. 1, 2007	July 1, 2007	Jan. 1, 2008	July 24, 2008*	Jan. 1, 2009
Statewide	\$5.15	\$5.15	\$5.85*	\$6.50	\$6.55*	\$7.50
Albuquerque	\$5.15	\$6.75	\$6.75	\$7.15	\$7.15	\$7.50
Santa Fe	\$9.50	\$9.50	\$9.50	\$9.50	\$9.50	\$9.50

*Federal increases that surpass the state’s minimum wage.
Sources: Minimum Wage Act, City of Albuquerque, City of Santa Fe, US Department of Labor

The Financial Aid Division is working with institutions to ensure state work-study dollars are being maximized by leveraging other work programs such as AmeriCorps that provides an annual scholarship to work-study students who meet the 300-hour threshold. As of December 2008, the University of New Mexico and New Mexico State University are on board with the AmeriCorps model that benefits its work-study students with a one-time \$1,000 scholarship.



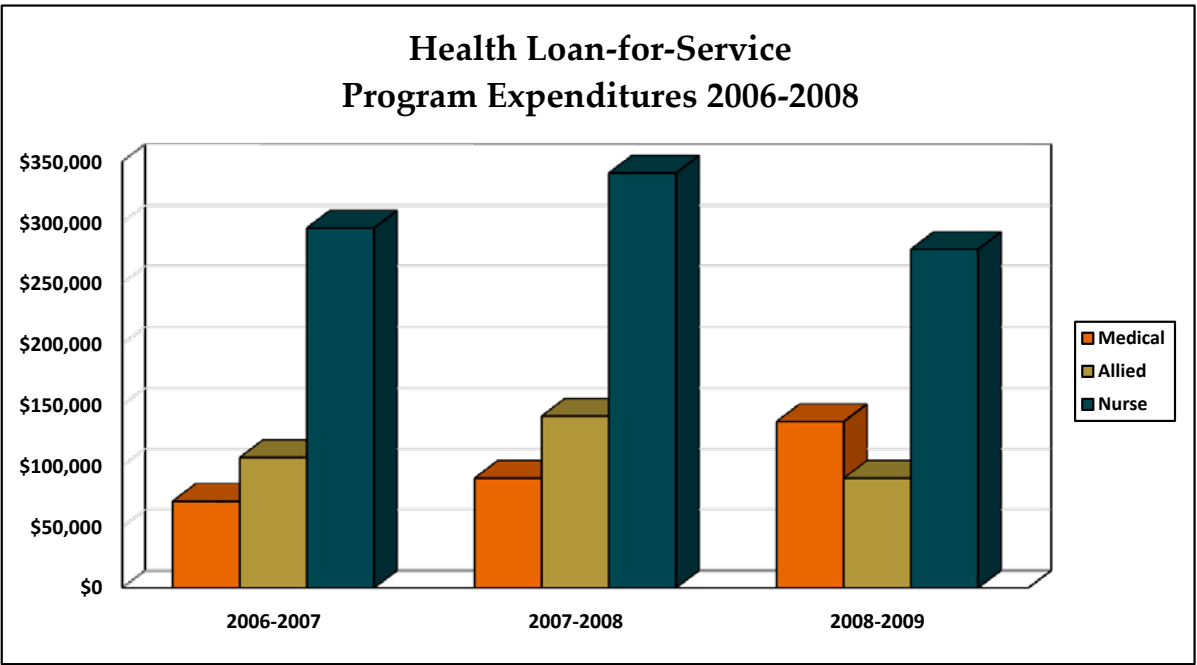
Graph C. Number of State Work-Study Awards



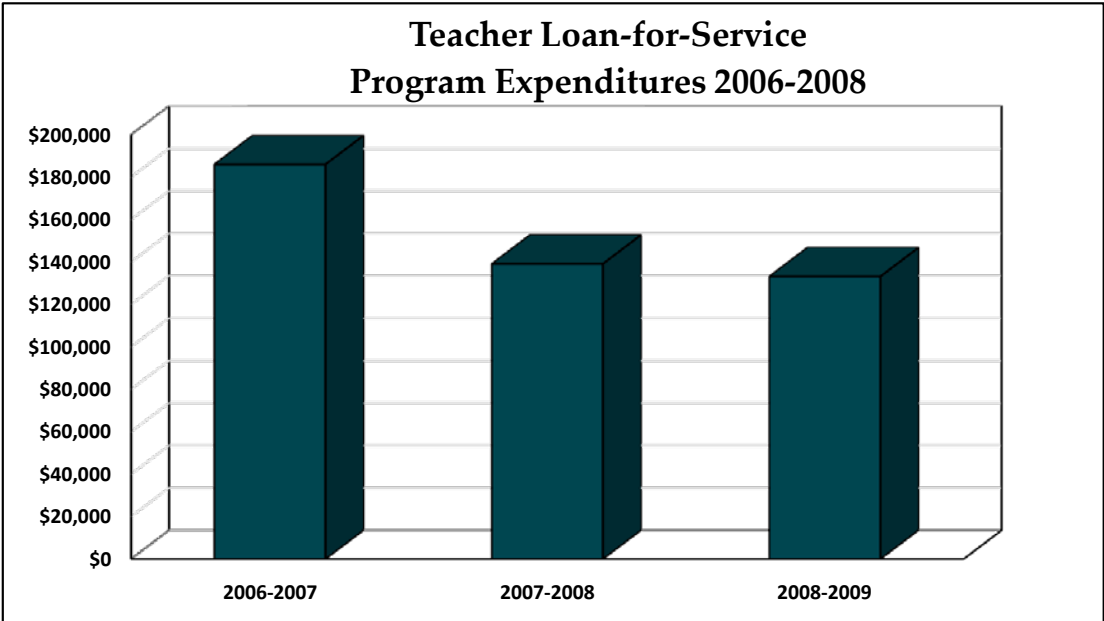
Loans-for-Service

The state of New Mexico has identified several professions in high demand, especially in rural communities. In an attempt to attract teachers, doctors, allied health professionals, nurses, and pharmacists to provide service in the state’s neediest areas, the Financial Aid Division provides loans to help pay for educational costs.

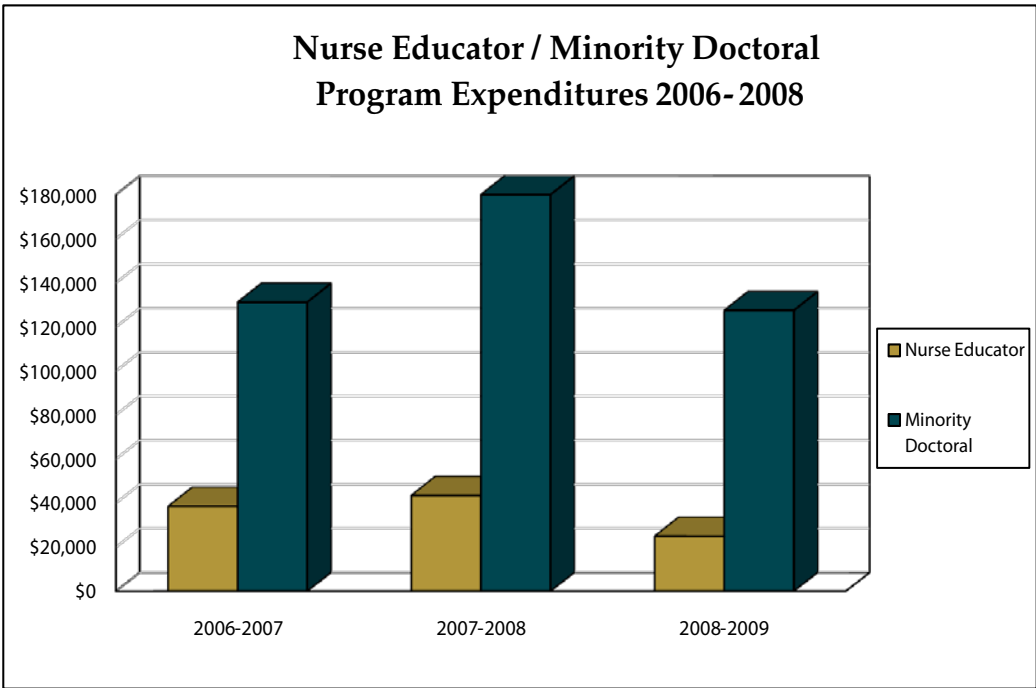
Graph D. Health Loan-for-Service Expenditures



Graph E. Teacher Loan-for-Service Expenditures



Graph F. Nurse Educator and Minority Doctoral



Loan Repayment Programs

The Financial Aid Division strives to help professionals who have high student loan debt as a means to attract them to work in shortage areas. As an incentive to those professionals, the Department offers the Health Professional and the Public Service Law Loan Repayment Programs. Over the last few years, participation has increased significantly as demonstrated by the charts below.

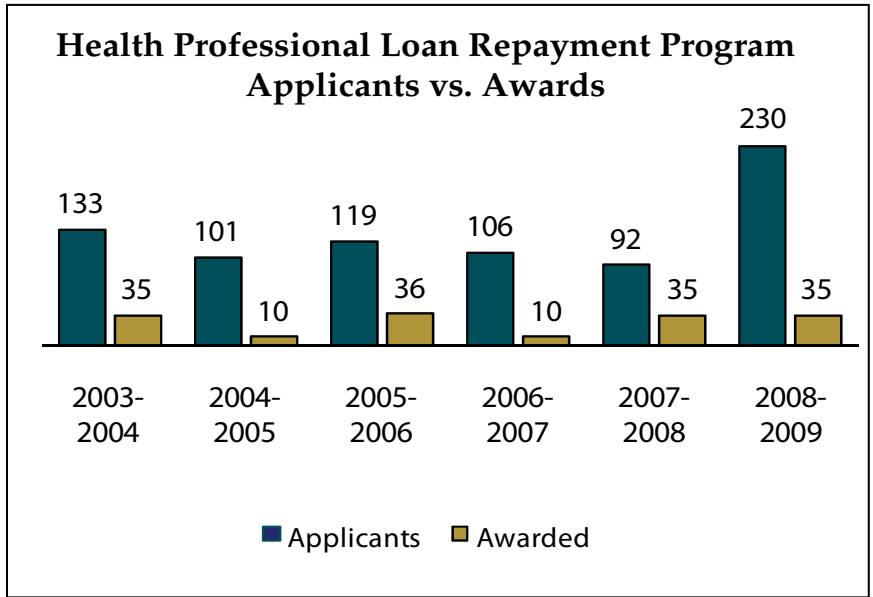
The Public Service Law Loan Repayment Program's purpose is to provide legal educational loan repayment assistance to individuals providing public service as a public defender, district attorney or in the nonprofit sector in New Mexico to low income or under-served residents. This is a service-based program that requires a three-year commitment to work in Public Service Law; the annual award was increased to \$7,200.

The Health Professional Loan Repayment Program's purpose is to provide for repayment of outstanding student loans of practicing health professionals. As a condition of the program, a health professional must make a two-year service commitment to practice full time in a designated medical shortage area in New Mexico.

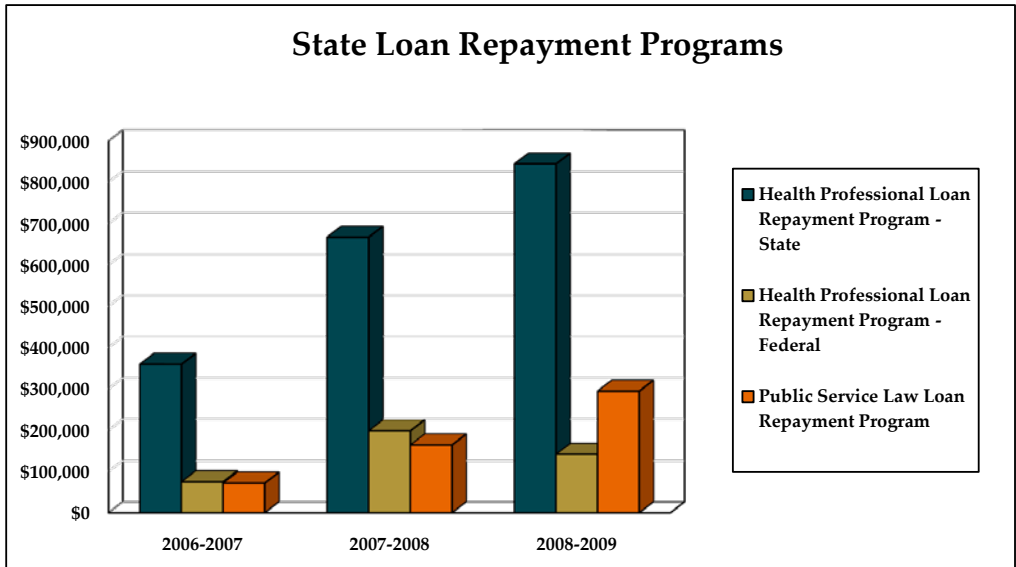
Dual efforts on outreach and partnerships compel the Financial Aid Division to work closely with the two advisory committees for the two loan repayment programs, a Health Advisory and a Public Service Law committee. The Health Advisory Committee is comprised of health professionals, faculty, and administrators to stay in tune with health care workforce needs of the state, with specific respect to two state administered programs: the Health Loan-for-Service and the Health Loan Repayment Programs. The Public Service Law Advisory Committee has representation of the offices of the district attorney, the public defender and University of New Mexico law school administrators and makes recommendations to the Department regarding needs of the public service sector.

The Health Advisory Committee made a program recommendation to the Health Professional Loan Repayment Program that was adopted and became effective July 1, 2008. The recommendation was to increase the annual award up to \$25,000 for state awards and to \$35,000 for those eligible for the federal matching award. The increased award places New Mexico's health loan repayment program at a nationally competitive level thus attracting and committing health professionals to work in our neediest communities. The programmatic change dramatically increased the applicant pool in one year from 92 to 230 applicants for the FY08 award period.

Graph G. Health Professional Loan Repayment Program Demand



Graph H. State Loan Repayment Programs



WICHE

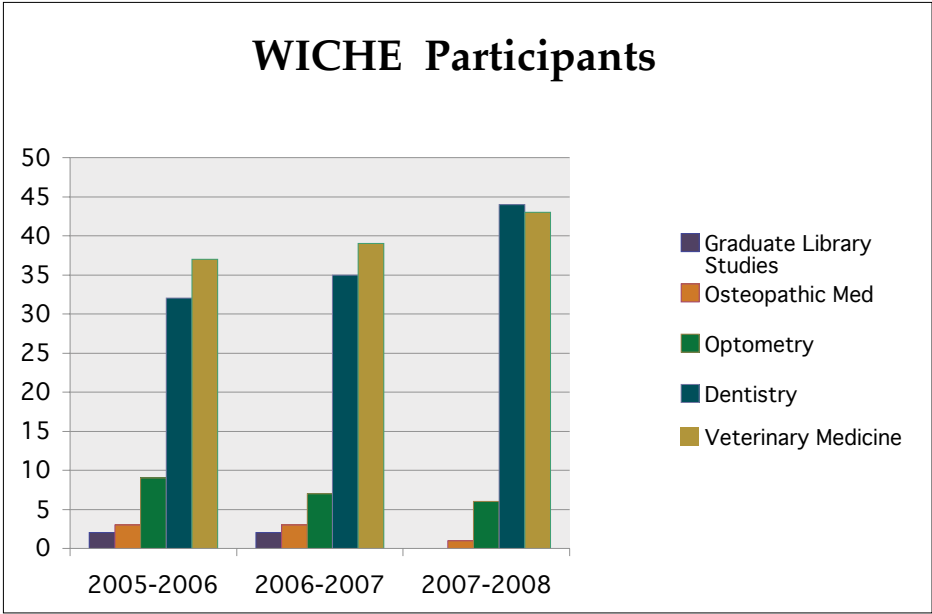
The purpose of the Western Interstate Commission on Higher Education (WICHE) Loan-for-Service Program is to allow New Mexico students to enroll at selected out-of-state graduate or professional programs that are not offered at New Mexico public universities. Exchange students receive preference in admission. They pay reduced levels of tuition: for most students, resident tuition in public institutions or reduced standard tuition at private schools. New Mexico pays a support fee to the admitting school to help cover the cost of students’ education.

In New Mexico, the Financial Aid Division provides funds to support specific fields:

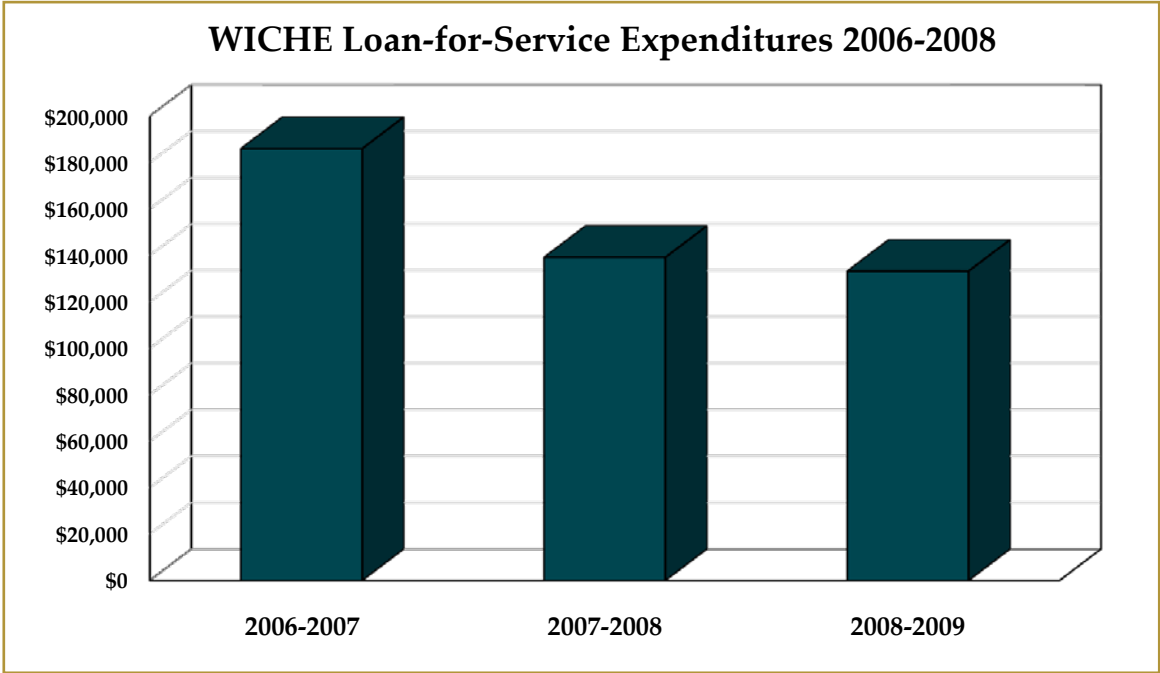
- Dentistry
- Optometry
- Veterinary Medicine

In FY08, the WICHE program received a \$206,500 increase to the annual appropriation that will support two additional dental students entering the WICHE pipeline each year for the next four years.

Graph I. WICHE Participants



Graph J. WICHE Loan-for-Service Expenditures



College Outreach

In addition to managing financial aid funding programs, the Financial Aid Division supports New Mexico student success through significant and targeted outreach efforts. The goal is to inform students that college is attainable and affordable. This is achieved through sustained and consistent statewide outreach efforts directed to students and families, educators and school administrators. The Division provides students and their families with the consumer information needed to make informed decisions about financing an education through a statewide annual publication distributed through multiple channels of media, grassroots connections and the New Mexico Higher Education and Public Education Departments.

The Division works closely with the New Mexico Legislature and the Governor’s Office to provide funding to pay for educational expenses for as many New Mexico students as possible and to ensure financial aid remains a top priority for the State of New Mexico. In addition, the Division hopes to expand the loan-for-service programs that offer funds to students who are studying in specific fields identified as shortage professions i.e. teachers, nursing, medical and allied health. And, the Division makes information about financial aid programs accessible to all who qualify through statewide collaborative efforts with college access programs located throughout the state.

College Access Challenge Grant and Carve Your Path Initiative

In August 2008, the New Mexico Higher Education Department was awarded the College Access Challenge Grant, a federal grant designed to foster partnerships among federal, state and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enter and remain in postsecondary education. The College Access Challenge Grant provides the Department \$556,798 a year for two years.

As part of the College Access Challenge Grant and in collaboration with key partners, the New Mexico Higher Education Department designed a statewide college outreach campaign called “Carve Your Path” targeted at New Mexico’s underrepresented communities that will change the face of higher education in New Mexico. The Carve Your Path campaign champions the value of higher education and represents a unique opportunity to leverage existing resources including local outreach programs as well as government, business and nonprofit initiatives. The campaign will better inform and prepare underrepresented student populations for entering and succeeding in college. The Carve Your Path outcomes are to dramatically change the way New Mexicans think about education and increase the number of New Mexicans who go on to college and complete a degree. Due to the high percentage of New Mexicans living at or below the poverty level, there is a significant need for college

outreach. Current outreach activities conducted by various entities are largely underfunded, are not coordinated by any one organization, and the messaging is inconsistent. The ability to harness multiple outreach activities into a coordinated campaign will greatly enhance New Mexico’s capacity to reach underrepresented student populations with key messages about planning, preparing, and paying for college.

To achieve the objective of reaching underrepresented student populations in low-income communities, the Department has identified four goals with measurable outcomes for the College Access Challenge Grant:

- 1. Design and implement a comprehensive college outreach campaign using an online college and career web portal.
- 2. Establish and formalize a New Mexico College Access Network to leverage resources at the grass roots level benefitting all New Mexico students and their families.
- 3. Support and expand the College Goal Sunday initiative.
- 4. Increase college enrollment among graduating high school seniors through the Ticket to College initiative. Ticket to College is a statewide model adopted from the Santa Fe Community College outreach activities. There are four steps involved with the objective being to send every graduating high school senior or GED recipient an “acceptance letter” from their local community college. The letter will congratulate them on completing high school and announce that they are admitted to the community college, outline how to enroll in their local college and how to take advantage of the Legislative Lottery Scholarship.

The Carve Your Path campaign will provide a forum for the exchange of best practices, develop appropriate materials and an online presence, distribute more specific information about financial assistance, reach the students who most need it, and result in a better educated populace with more opportunities to obtain better jobs and increase earning potential, thus improving the quality of life and alleviating the high incidence of poverty in our state. Accountability for the success of these initiatives will be carefully measured and analyzed.

Education Trust Board Pathways Scholarship

The Department submitted a proposal to the Education Trust Board, the entity that oversees the state’s 529 College Education Savings Plan, to establish a need-based scholarship targeting recent high school graduates with an incoming GPA of 3.5 who demonstrate the highest financial need (Expected Family Contribution = \$0). The Education Trust Board Pathways Scholarship funds serve as the 1/3 match required by the College Access Challenge Grant. Awards will begin in the 2008-2009 academic year. The Education Trust Board and OppenheimerFunds committed to funding the Education Trust Board Pathways Scholarship through 2015.

College Goal Sunday New Mexico

There are a large number of students attending New Mexico’s higher education institutions who appear to be eligible for need-based financial aid yet who do not apply for it. This is cause for concern. The New Mexico Higher Education Department and the Financial Aid Offices at public colleges and universities along with other outreach programs around the state are teaming up to encourage students to file a Free Application for Federal Student Aid (FAFSA) through the national initiative College Goal Sunday (www.collegegoalsundaynm.org). The College Goal Sunday workshop provides students free assistance in filling out the FAFSA at 22 sites around the state with a \$500 scholarship awarded at each site.

Pell Grant

The College Cost Reduction and Access Act (CCRAA), passed by Congress in 2007, encourages postsecondary students to apply for federal aid. For example, CCRAA reduced the penalty in federal need analysis on students who work, potentially increasing eligibility for millions of students. Prior to the passage of the law, a dependent student whose parents earned \$25,000 and who worked 30-40 hours per week would typically only qualify for a small Pell Grant, at best. In 2009-2010, the same student will be eligible for a full Pell Grant. This is promising for low to moderate income families, but this message needs to be communicated regularly and often, and will be disseminated through the newly designed outreach framework established with the Department’s College Access Challenge Grant mentioned above.

Other Academic Resources

A recent College Board study, Rethinking Student Aid, recommends that the U.S. Department of Education take steps to ease the complicated federal applicaton process and the Department’s Financial Aid Division along with New Mexico college and university representatives participated in the redesign of the FAFSA throughout the year.

The recommendations include focusing on three financial aid related goals, which the Financial Aid Division promotes through its outreach efforts:

- 1) Communicate increased federal aid eligibility widely and effectively
- 2) Make applying for financial aid easy and a priority
- 3) Encourage students to moderate the number of hours worked

Make Higher Education Affordable for All

The purpose of the student financial aid programs is to provide access, affordability and opportunities for success in higher education so that all New Mexicans can benefit from postsecondary education and training beyond high school. The Financial Aid Division works in concert with New Mexico’s public universities and colleges to ensure that each student is afforded equal access to state financial aid funds with a focus on assuring students and their families that state financing is available. Through the work of the Division, more New Mexicans will be more aware of the financial assistance available to them, that there is an opportunity to pursue education beyond high school and that they may further their educational and professional dreams.

As we head into an uncertain economic future as a nation, the Financial Aid Division is reviewing current state allocations to see where program redesign might benefit students in their effort to secure financing for their education. Additionally, as opportunities present themselves to the Department, the Division will work with other state agencies, nonprofit organizations and the private sector to secure dollars on behalf of New Mexico students.

Financial aid can play a key role in increasing persistence rates by ensuring funding is available to students throughout their college career with the goal of increasing student success throughout the entire education pipeline. As the Department continues to strengthen its partnership with the Public Education Department on education programs that directly impact career readiness, the Financial Aid Division works in concert with other statewide outreach initiatives to promote financial aid and shape policy to increase college access for students where appropriate. The Financial Aid Division reaches out to students and their families to provide students the information they need when they need it. The Division is committed to expanding outreach efforts, to seeking funds so students have access to financial aid to see them through graduation, and to pursuing partnerships with other organizations and agencies. The issues of financial need and the academic preparedness are not inseparable when it comes to addressing the issues of why students do not enroll, do not persist or do not graduate. Therefore, the Financial Aid Division is working closely with the Department’s other Divisions and other state agencies and organizations to address these statewide issues as a unified statewide effort.





PROVIDING AN EDUCATED WORKFORCE FOR NEW MEXICO

A high school education was once considered sufficient for most working adults. This is no longer the case. Many jobs require some level of higher education, as do most of the high-paying jobs. Without a college degree, the average citizen will lose well over a million dollars of income during his or her lifetime, and the state's economy will lose as well. The quality of life of the citizens of New Mexico—the quality of jobs, businesses, culture, and environment—will, most certainly, depend upon the extent to which our citizens of today and tomorrow are educated.

Furthermore, the Bureau of Labor Statistics projects that the number of jobs requiring some form of postsecondary training or education will grow 60 percent faster than the job market as a whole between 2004 and 2014. Yet only four in 10 Americans between the ages of 25-34 currently have postsecondary degrees, and the U.S. Department of Labor estimates a shortage of more than 10 million skilled workers by 2012.

The Workforce Education Division is assisting New Mexico's colleges and universities in preparing citizens for jobs in every region of New Mexico, at every level of business, industry, and government. As society changes quickly, so too do the opportunities for employment. A great job today may not exist tomorrow. The ability of the state's higher education institutions to provide education and training that adequately anticipate new realities is of paramount importance to workforce development.

An effective approach to workforce education must encompass the full range of educational offerings, including all degree programs and non-credit education, as well as instruction designed to impart basic skills, such as literacy, which enable students to benefit from collegiate study. Workforce education must also be responsive to the needs of a diverse citizenry, including out-of-school youth who must be reconnected to education; unemployed workers who must be reconnected to jobs, or retrained if necessary; and government, nonprofit, and private sector workers who require new skills. To respond to these diverse needs, instructional activity can take place in a variety of formats; traditional classroom instruction, classes taught outside the regular semester schedule, workshops, short courses, contract training in the workplace and distance learning.

Data-Driven Decision Making

One of the basic tenants of the Workforce Education Division is to improve the quality of information available to help policy makers assess the needs of New Mexico employers compared with the "output" of the state's higher education system.

"In the globally competitive economy of the 21st century, state economies in large part will thrive or decline based on how well they cultivate and retain 'knowledge workers': individuals who possess postsecondary educational credentials (though not necessarily a bachelor's degree), technical aptitudes, the ability to learn rapidly, and an entrepreneurial approach to employment."

- Richard Florida, The Rise of the Creative Class

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. Using population growth projections allows the Division to better predict future demand.

This information will assist academic administrators in planning and evaluation, including information to estimate potential demand for new academic programs. The data gathered by the state on training activities is limited to headcounts and credit hours in a few broad categories of instruction. Although more data are collected for credit courses, they are not systematically analyzed for planning purposes. The Division will provide research on the higher education system's responsiveness to industry needs. Currently, it is difficult to evaluate the effectiveness of training, as student records are not linked with state employment records. Linking records and tracking training results would allow the state to assess how well job training programs prepare participants for better jobs. The Division is involved in the process of developing a comprehensive database that will make such tracking routine.



Career Clusters

New Mexico has identified 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. New Mexico has identified seven strategic market sectors or “clusters” as the foundation for its future economy - its careers and businesses. These New Mexico career clusters help the state prepare workers who have the talent, skills and passion 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

Career Pathways

In an effort to more effectively prepare individuals for jobs within the state’s target career clusters, the state is using a career pathways framework as a major strategy. Career pathways are systems for training, educating, transitioning, and advancing populations of workers based on industry- and business-specific workforce needs. The model, created by the Workforce Strategy Center, presents an innovative framework for organizing publicly funded workforce and economic development programs, educational systems, and social services to meet the needs of businesses, students, job seekers, and incumbent workers.

Career pathways involve five stages that follow a rational design model. The five stages of the process are: 1) Gap Analysis, 2) Career Pathways Planning, 3) Implementation, 4) Continuous Improvement, and 5) Expanding and Scaling. From beginning to end, the process guides regions through data analysis, planning, partnership development, goal setting, and implementation of strategies. Taken together, the career pathways steps represent a continuous improvement process that, if undertaken correctly, will have a systemic and sustainable impact on the performance of the partner organizations.

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 students entering and advancing in high-wage, high-demand employment sectors such as information technology, healthcare, energy or manufacturing.

Initiatives

Arts and Entertainment Cluster

Governor Richardson’s vision for growing and expanding the state’s film industry has depended upon incentives and aggressive recruiting. However, the industry cannot grow without a qualified workforce. The Workforce Education Division has been developing a career pathway to support this industry by establishing industry led work groups that include educators from public and private secondary and postsecondary institutions. The initial focus has been determining skills sets needed by industry as well as identifying and assessing existing program offerings. The Division is developing articulation and program alignment between high school, two-year and four-year institutions.

Energy and Environmental Technologies Cluster

In 2006, more than eight million Americans worked in the Renewable Energy and Energy Efficiency industries and under an aggressive deployment forecast scenario, there could be more than 40 million Americans employed in these industries—about one in every four working Americans. The new green economy is growing fast, and the role community colleges must play in building a green workforce to support this new economy is no longer an option, but a vital necessity.

New Mexico was recently awarded a three year, \$5 million WIRED (Workforce Innovation in Regional Economic Development) grant from the United States Department of Labor to the Department of Workforce Solutions. The WIRED program funds regional initiatives that integrate educational, economic development and workforce

activities to promote talent development and economic transformation in the areas of green manufacturing which includes advanced manufacturing, green building, clean and renewable energies, aerospace, microelectronics and optics. Activities include labor needs assessment; development of career academies; professional development for teachers of math and science; community college training program development; and scholarships and internships. The Workforce Education Division has been an integral partner and has assisted in the design project.

Engineering, Construction, Manufacturing and Agribusiness Cluster

According to the labor statistical data, there are currently about 37,000 jobs in the manufacturing field in New Mexico. It is estimated that jobs in manufacturing will increase in the next three years. The New Mexico Department of Workforce Solutions in partnership with the Manufacturing Skills Standards Council plans to implement the New Mexico manufacturing skills certification pilot program. In the first year, 100 students at five New Mexico high schools partnered with community colleges will be served. Students who participate in the program will be trained, assessed and credentialed. They will be given high-performance knowledge and skills necessary to find meaningful employment and to boost the productivity, innovation and competitiveness of regional manufacturers in New Mexico. The Manufacturing Skills Standards Council certification is designed to validate that any individual with the certification has both the technical as well as employability and academic skills needed to work in modern manufacturing.

Workforce Education Legislation

In 2008, House Memorial 46/Senate Memorial 36 created a task force to study the feasibility of implementing an industry-taught pre-apprenticeship curriculum in high school career-technical programs. The goal is to create an initiative to give students direct entry into industry developed/industry taught pre-apprenticeship programs in career development areas during their eleventh and twelfth grade years. The Workforce Education Division worked closely with the state's Public Education Department and industry in an effort to encourage and facilitate dual credit opportunities.

Health and Biosciences Cluster

The Workforce Education Division administers and oversees the state appropriated nursing programs. In 2008, the division awarded \$6.8 million across two years to support nursing programs at the state's public colleges and universities. Another \$500,000 was awarded to provide supplemental compensation packages for nursing faculty and staff. A total of 18 New Mexico colleges and universities have received funding in an effort to help address the state's critical nursing shortage.

The Nursing Enhancement Funds allow the state's public colleges and universities to support the expansion of nursing programs by providing salaries for more nursing instructors and expanded facilities and by increasing the number of graduates in the field of nursing. New Mexico's public colleges and universities will use these 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.



ENSURING AGENCY EFFICIENCY AND ACCOUNTABILITY

[need an introduction here](#)

Institutional Finance and Capital Projects Division

The Institutional Finance and Capital Projects Division's primary function is to provide fiscal oversight to the state's publicly funded institutions of higher learning and special schools. To facilitate better oversight, the Division has added staff to better serve New Mexico's students and the colleges and universities they attend: Capital Projects Coordinator, Facilities Coordinator, Institutional Auditor and a Program Evaluator.

The Division runs the higher education funding formula, including verifying student credit hours and student headcount, calculating ER & R, Building Replacement and Renewal, Instruction & General space certification, and generating funding schedules such as Instruction & General Master File, including One Percent Factors, Tuition Credit File, Formula Enrollment Calculation, and Special Schools Recommendation and the comprehensive higher education funding recommendation.

The Division is responsible for the review and approval of institutional operating budgets. In FY09, the division approved and submitted to the Department of Finance and Administration and the Legislative Finance Committee approval of \$3.6 billion in expenditures for the 27 publicly funded institutions. This was an 8% increase from last fiscal year. Prior to the operating budget approval, the Division also reviewed and approved 52 operating budget adjustment requests for FY08. As part of the the Department of Finance and Administration and the Legislative Finance Committee submission, the Division prepared and included budget summaries (Exhibits 1 and 2) and revised General Fund Appropriation Schedules.

The Division assists with preparation of the Department's operating budget. Various appropriations flow through the Department to institutions and are distributed through the Institutional Finance Division. For FY09 this amounted to \$38,924,900 and comprised 50.3% of the Department's total budget.

The Division conducts both capital projects hearings and Research and Public Service Projects and other Non-Instruction & General Funding request hearings on a regular basis.

The Division processes capital project draws. As of May 2008, all prior year capital project draws from 2000 through 2007 have been paid to the institutions. The total amount of capital draws paid out to institutions since June 2007 is approximately \$26 million, of which about \$10 million was for prior years' draws.

The Division also works collaboratively with the Tax and Revenue Department and the Department of Finance and Administration's Local Government Division, as well as other agencies to complete the Mil Levy and Debt Service Certification. Revenue from the Mil Levy generates more than \$110 million for all 17 public community colleges.

The Division is responsible for fiscal watch over each publicly funded institution. Financial reports along with certifications are submitted on a quarterly basis. Financial ratios are submitted following release of each annual financial audit, and unaudited Reports of Actuals are submitted as well.

The Division completed and submitted various national surveys including the Grapevine Survey conducted by the University of Illinois which lists annual institutional state appropriation amounts, the WICHE (Western Interstate Commission for Higher Education) Survey, which lists institutional tuition and fees, the FY09 SHEF survey, a state higher education finance survey that details gross state support as well as covers operating expense and tuition revenue informal and a SHEEO (State Higher Education Executive Officers) State Budget Process Survey.

Environmentally conscious efforts by the division during the FY08-09 fiscal year include:

- o Implemented automated clearing house, ACH (direct deposit), to better facilitate the disbursements for flow-thru appropriations and capital project handled by the division. All back-up documentation is emailed to each institution thus saving time, paper, and money.
- o Implemented acquisition of information and all reporting from New Mexico higher education institutions to be submitted electronically. This has led to a well-organized, streamlined method of communication of data between the Department of

- Finance and Administration and the Legislative Finance Committee.
- o Finally, this Division took the initiative to instituted a recycling effort for the Department.

Higher Education Capital Projects

The Capital Projects Division established standardized performance measures for New Mexico’s publicly funded colleges and universities to be evaluated for Research and Public Service Projects and Capital Projects appropriation recommendations. This led to an efficient, defined process for the Department’s yearly Capital Projects hearings and increased transparency for the public to understand how recommendations are determined.

The Division created and documented a new yearly process for capital projects prioritization required to submit higher education capital projects requests for legislative funding. This process utilizes eight criteria to evaluate projects for institutions: space utilization, enrollment trends, timeline for project completion, funding from other sources, green standards for buildings, facility condition index, safety and programmatic use of buildings. Projects are ranked and rated on how well they support the criteria. With this criteria the Department provides a more transparent process for evaluation of higher education capital projects.

The Capital Projects team implemented the Higher Education Green Screen, a method by which the Department can review indicators of college and university efforts to reduce the higher education carbon footprint in New Mexico. The Capital Projects Office created the Higher Education Green Team, a group of professionals from key institutions that support education and shared learning of green concepts implemented on higher education campuses. To expand awareness of this initiative, the Department coordinated two statewide forums.

To enhance accountability and streamline procedures, the Division documented the steps for the draw process and updated the threshold for draws to allow for institutions to submit draws more frequently and ensure expenditures were submitted by the reversion date. This standardization of the process has ensured \$16 million of payments was submitted promptly to institutions and all outstanding draws have been paid up to date.

In 2008, at the request of the Legislative Finance Committee, the New Mexico Higher Education Department hired a Facilities Coordinator to perform space evaluations and monitor eligible Gross Square Footage for the higher education funding formula. For the first time, the Department performed institutional space evaluation of 24 postsecondary institutions. The Facilities Coordinator evaluated 18,452,769 square footage for eligibility in the funding formula. This lead to better accuracy in the Gross Square Footage numbers reported to both the Department and the Legislative Finance Committee.

The Division collected information on each public higher education facility including Gross Square Footage, Net Square Footage, condition, location, year built, and any major anomalies. Through this review, it was discovered that more than 540,000 Gross Square Footage was ineligible for the higher education funding formula – this resulted in millions of dollars in savings for the State of New Mexico. The Facilities Coordinator, working in conjuncture with the Instructional and General Space Committee, developed a working policy document and identified more than 30 issues that have not been addressed properly in New Mexico Administrative Code.

Currently the Division is working on the establishment of working groups to address issues that are specific to facilities coordination and funding:

- Policy Group: Develop a policy document to outline the state’s approach to facilities and space funding and evaluation
- Building Replacement and Renewal: Compile changes to the COMET database to support input for instructional and general square footage and building renewal and replacement cost calculations
- Space Utilization Group: Focus on space planning for assessing or projecting current and future needs based on specific assumptions of program, enrollment, and /or research growth during a given planning period.
- Audit Action Group: Establish an appeal process for institutions and provide feedback / insights on ways to improve the next round of space evaluations.

Through these collaborative efforts the state will be better positioned to ensure accurate identification of funding needs for eligible learning environments on New Mexico’s college and university campuses.

Instruction and General Expenditures
Operating Budgets, Unrestricted, Fiscal Year 2008-09

	INSTRUCTION				GENERAL			TOTAL I&G
	Fall 2007 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
Four-Year Institutions:								
Research Universities								
New Mexico Mining and Tech	1,479	\$64,742,87	\$43,789	196.0%	-\$31,710,092	(\$21,447)	-96.0%	\$33,032,778
New Mexico State University	13,145	\$19,665,00	\$1,49	11.3	\$154,840,103	\$11,779	88.7%	\$174,505,103
University of New Mexico	20,346	\$17,777,19	\$874	6.2%	\$269,436,946	\$13,243	93.8%	\$287,214,136
University of New Mexico - HSC	498	\$6,784,59	\$13,615	6.5%	\$96,983,208	\$194,615	93.5%	\$103,767,800
Comprehensive Institutions								
Eastern New Mexico University	3,098	\$13,127,923	\$4,237	37.1%	\$22,273,077	\$7,189	62.9%	\$35,401,000
New Mexico Highlands University	2,557	\$10,821,445	\$4,233	30.2%	\$24,994,389	\$9,777	69.8%	\$35,815,834
Northern New Mexico College	1,220	\$1,517,600	\$1,244	10.5%	\$13,000,471	\$10,659	89.5%	\$14,518,071
Westren New Mexico University	1,815	\$4,983,278	\$2,745	21.3%	\$18,448,053	\$10,163	78.7%	\$23,431,331
Total Four-Year Institutions	44,158	\$139,419,898	\$3,157	19.7%	\$568,266,155	\$12,869	80.3%	\$707,686,053
Two-Year Institutions:								
Branch Community Colleges								
Eastern New Mexico University-Roswell	2,059	\$3,368,091	\$1,636	17.8%	\$15,527,303	\$7,542	82.2%	\$18,895,394
Eastern New Mexico University-Ruidoso	356	\$17,526,771	\$49,205	610.5%	-\$14,655,971	(\$41,145)	-510.5%	\$2,870,800
New Mexico State University-Alamogordo	1,276	\$1,904,810	\$1,493	20.2%	\$7,523,431	\$5,898	79.8%	\$9,428,241
New Mexico State University-Carlsbad	774	\$7,871,482	\$10,175	110.2%	-\$727,052	(\$940)	-10.2%	\$7,144,430
New Mexico State University-Dona Ana	4,298	\$1,248,593	\$291	4.2%	\$28,796,634	\$6,701	95.8%	\$30,045,227
New Mexico State University-Grants	460	\$2,138,957	\$4,647	52.0%	\$1,972,805	\$4,286	48.0%	\$4,111,762
University of New Mexico-Gallup	1,642	\$3,617,520	\$2,203	24.2%	\$11,348,025	\$6,911	75.8%	\$14,965,545
University of New Mexico-Los Alamos	305	\$52,091,339	\$171,025	1528.9%	-\$48,684,233	(\$159,839)	-1428.9%	\$3,407,106
University of New Mexico-Taos	568	\$6,240,000	\$10,993	118.9%	-\$993,553	(\$1,750)	-18.9%	\$5,246,447
University of New Mexico-Valencia	1,108	\$4,310,585	\$3,892	49.8%	\$4,345,231	\$3,923	50.2%	\$8,655,816
Subtotal Branch Comm. Coll.	12,844	\$100,318,148	\$7,811	95.8%	\$4,452,620	\$347	4.2%	\$104,770,768
Independent Comm. Colleges:								
CNM Community College-UNM	12,389	\$2,040,100	\$165	2.0%	\$101,894,124	\$8,224	98.0%	\$103,934,224
Clovis Community College	1,532	\$8,579,781	\$5,600	65.7%	\$4,477,219	\$2,922	34.3%	\$13,057,000
Luna Community College	947	\$4,310,585	\$4,551	37.5%	\$7,198,892	\$7,600	62.5%	\$11,509,477
Mesalands Community College	474	\$13,097,101	\$27,623	286.0%	-\$8,517,700	(\$17,965)	-186.0%	\$4,579,401
New Mexico Junior College	1,734	\$8,579,781	\$4,948	47.1%	\$9,624,723	\$5,551	52.9%	\$18,204,504
New Mexico Military Institute	4,166	\$23,905,999	\$5,739	53.3%	\$20,940,617	\$5,027	46.7%	\$44,846,616
San Juan College	2,006	\$13,097,101	\$6,527	48.5%	\$13,881,382	\$6,918	51.5%	\$26,978,483
Santa Fe Community College	23,249	\$73,610,448	\$3,166	33.0%	\$149,499,257	\$6,430	67.0%	\$223,109,705
Total Two-Year Institutions	36,093	\$173,928,596	\$4,819	53.0%	\$153,951,877	\$4,265	47.0%	\$327,880,473
GRAND TOTAL:	80,251	\$313,348,494	\$3,905	30.3%	\$722,218,032	\$9,000	69.7%	\$1,035,566,526

Source: Fiscal year 2008-09 approved budgets and D.E.A.R. files.



History of New Mexico Capital Outlay Appropriations 2005-2008

Research Universities	2005	2006	2007	2008
New Mexico Tech	\$940,000	\$8,980,000	\$3,338,000	\$8,939,000
New Mexico State University	\$9,397,855	\$22,523,500	\$9,474,985	\$25,379,000
University of New Mexico	\$10,262,400	\$36,910,200	\$28,721,570	\$24,047,000

Comprehensive Universities				
Eastern New Mexico University	\$1,710,000	\$6,650,000	\$3,065,000	\$12,570,000
New Mexico Highlands University	\$3,046,000	\$11,960,000	\$3,922,385	\$10,880,000
Northern New Mexico College	0	\$3,740,000	\$3,605,000	\$8,355,000
Western New Mexico University	\$1,966,048	\$7,680,000	\$350,000	\$8,144,000

University Subtotals:	\$27,322,303	\$98,443,700	\$52,476,940	\$98,314,000
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Branch Community Colleges				
ENMU – Roswell	\$345,811	\$6,840,000	\$1,210,000	\$4,157,500
ENMU-Ruidoso	0	\$2,800,000	\$800,000	\$464,000
NMSU–Alamogordo	\$2,500,000	\$2,075,000	\$175,000	\$1,067,000
NMSU–Carlsbad	\$220,000	\$1,715,000	\$81,000	\$3,300,000
NMSU–Dona Ana	\$375,000	\$3,875,000	\$51,000	\$6,500,000
NMSU–Grants	\$250,000	\$1,085,000	0	\$1,000,000
UNM– Gallup	\$45,000	\$2,445,000	\$360,000	\$900,000
UNM– Los Alamos	0	\$600,000	0	\$400,000
UNM– Taos	0	\$1,720,000	\$1,100,000	\$3,300,000
UNM–Valencia	0	\$1,000,000	0	\$1,000,000

Independent Community Colleges				
Central New Mexico Community College	\$375,000	\$11,300,000	\$189,300	\$12,000,000
Clovis Community College	0	\$3,000,000	\$270,000	\$4,113,000
Luna Community College	\$1,250,000	\$2,320,000	\$1,255,000	\$4,925,000
Mesalands Community College	\$25,000	\$1,500,000	\$1,951,697	\$7,025,000
New Mexico Junior College	\$100,000	\$1,935,000	\$480,000	\$1,595,000
San Juan College	\$1,262,143	\$4,000,000	\$1,490,000	\$5,912,000
Santa Fe Community College	\$205,000	\$3,425,000	\$1,763,800	\$4,765,000

Community Colleges Subtotals:	\$6,952,954	\$51,635,000	\$11,176,797	\$62,423,500
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Constitutional Special Schools				
New Mexico Military Institute	0	\$4,369,000	\$1,120,000	\$5,215,000
New Mexico School for the Deaf	0	\$7,100,000	\$5,500,000	\$6,125,000
New Mexico School for the Blind and Visually Impaired	\$189,000	\$3,100,000	\$5,500,000	\$1,600,000

Special Schools Subtotals:	\$189,000	\$14,569,000	\$12,120,000	\$12,940,000
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Statewide Totals:	\$34,464,257	\$164,647,700	\$75,773,737	\$173,677,500
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This table does not include reauthorizations. The data excludes the following: statewide general obligation bond issues for Americans with Disabilities Act projects, information technologies, and building renewal and replacement. And 2007 data was extracted from a detailed report (with GOB, GF and STB by agency) from Local

General Obligation Bond 2008 - Capital Outlay Projects		
Institution	Project	GOB 2008 (SB333)
Question 3 - Health		
UNM-Health Sciences Center	Cancer Research and Treatment Center	\$ 17,000,000
UNM-Health Sciences Center	Neurosciences Research Building	\$ 4,500,000
UNM-Health Sciences Center	Dental Residency Educ Facilities Statewide	\$ 7,000,000
San Juan College	Health Sciences Center, Phase II	\$ 5,000,000
Clovis Community College	Allied Health Building, Phse II	\$ 4,000,000
NMSU-Carlsbad	Allied Health, University Transfer Center	\$ 3,000,000
Total for Health Question 3		\$ 40,500,000
Question 4 - Higher Education		
NMSU-Doña Ana Community College	East Mesa Center, Phase VI	\$ 6,000,000
University of New Mexico	Film & Digital Media Building, Mesa Del Sol	\$ 4,000,000
Western New Mexico University	Infrastructure	\$ 6,000,000
New MexicoTech	Renovation and Remodel	\$ 8,000,000
New Mexico Highlands University	Infrastructure	\$ 9,000,000
New Mexico School for the Deaf	Dillon Hall, Phase I	\$ 3,000,000
University of New Mexico	Biology Building, Phase II	\$ 5,000,000
New Mexico State University	Arts Complex, Phase I	\$ 19,000,000
Eastern New Mexico University	Technology Building Renovation	\$ 9,000,000
CNM	CNM Westside, Phase III	\$ 12,000,000
New Mexico Junior College	Central Plant Upgrade	\$ 3,500,000
UNM-Taos	Classroom Completion Project, Phase IV	\$ 3,300,000
Santa Fe Community College	Trades and Advanced Technology Center	\$ 4,200,000
	North American Wind Research and Training Center Building	\$ 7,000,000
Mesalands Community College		
Northern New Mexico College	Ben Lujan Learning Resource Center	\$ 5,000,000
UNM-Gallup	Calvin Hall Structural Repair	\$ 900,000
University of New Mexico	Learning Center	\$ 2,000,000
University of New Mexico	College of Education Renewal, Phase II	\$ 6,000,000
Western New Mexico University	Chino Computing Center Renovation	\$ 2,000,000
Eastern New Mexico University	Electrical System Upgrade	\$ 2,000,000
ENMU-Roswell	Educational Center Phase I	\$ 4,000,000
NMSU-Alamogordo	Renovation of General Classroom Building	\$ 1,000,000
NMSU-Doña Ana Community College	Trades Building Renovation and Expansion	\$ 500,000
Luna Community College	Multi-Purpose Education Center	\$ 4,500,000
New Mexico Military Institute	Pearson Renovations/Code compliance	\$ 5,000,000
NMSU-Carlsbad	Infrastructure Renovation and Remodel	\$ 300,000
NMSU-Grants	Infrastructure Renovation and Remodel	\$ 1,000,000
Eastern New Mexico University	Music Building Renovation	\$ 1,000,000
Institute of Indian American Arts	Science Technology - Sculpture Building	\$ 500,000
New Mexico Highlands University	Lora Magnum Shields Science Building	\$ 1,800,000
NMSU-NMDA	Agriculture Center	\$ 2,400,000
Northern New Mexico College	Solar Engineering Research Park	\$ 1,000,000
Total for Higher Education Question 4		\$ 139,900,000.00
Other Questions 1,2, 3 (Senior Centers, Libraries, & other Health Care)		\$ 43,028,000
Grand Total		\$ 223,428,000

Information Technology

The Information Technology Division (IT) has been involved in many new and expanding state initiatives in the past year. The Department supports technology in education and preparing New Mexico youth and adult learners with 21st century skills. Many of the goals and objectives for the Department are made possible by enabling technology and demonstrate how technology is a force for moving education in New Mexico forward.

The prominent success this year has been the implementation and development of the joint Higher Education and Public Education Department’s IDEAL-NM (Innovative Digital Education and Learning) eLearning program. The technical framework for this program is the learning management system that, when fully implemented, will provide a common platform for all public schools, institutions of higher education and state agencies to deliver education and professional development opportunities for all New Mexicans. As a core statewide service, the learning management system also presents a significant solution for state agency requirements to decrease non-essential operations like travel and training costs, and reducing energy and waste.

The Dual Credit rule for New Mexico has been amended by making students eligible at state-supported schools, and allows students to take dual credit courses in summer. Next step plans for dual credit includes expansion of dual credit options in the online format by leveraging the IDEAL-NM eLearning environment.

To further help narrow the gap between secondary education and higher education, New Mexico has been selected to participate in the College and Career-Ready Policy Institute that positions the state to take action on a full set of college and career-ready policy outcomes. This multi-state venture is designed to accelerate New Mexico’s efforts to create an assessment and accountability system that fully reflects the goal of all students graduating college and career ready. To address this need, the New Mexico Higher Education Department has partnered with the Public Education Department to submit a federal funding request for a P-20 longitudinal data system. Technology will also support the Department’s two-year federal grant for the development of a college access outreach program and portal.

Other agency improvements this year: the Financial Aid Division is preparing for a low-cost online subscription service for managing eight loan-for-service financial aid programs and two loan repayment programs that improves efficiency up to two thirds. NM GEARUP has issued an RFP for evaluation, collection, and storage services of data for federal and state data reporting purposes. Finally and most exciting for the department, the introduction of the Cabinet Secretary’s six concepts for higher education has provided a framework for planning and developing an education IT architecture that will make the concepts attainable. The many technology initiatives underway are already in alignment, and all future IT projects will help further sustain this architecture of interoperability.

Interoperability and Identity Management

The New Mexico Higher Education Department is on track to improve customer service. The IT Division has completed significant improvements with the agency technical infrastructure and processes. As a data intensive agency, the Department has assessed the need to enhance its mission-critical Data Editing and Reporting System (DEAR) which was originally developed as a funding formula tool. The 2007 legislation outlined in Senate Bill 211 requires the Department, in collaboration with public postsecondary institutions, to use the same student identification number issued to New Mexico public school students and to design a uniform statewide teacher education accountability reporting system to measure and track teacher education candidates. Senate Bill 943 requires collecting and disseminating data on dual credit students. For implementation of the Unique Student Identifier system, the partnership with the Public Education Department for a P-20 longitudinal data system will simplify the interconnection between the DEAR and STARS systems.

The higher education and P-20 initiatives have revealed a critical need to articulate a plan for the statewide educational system and data architecture. For example, interoperability for the implementation of Banner v.8 will consider the impact of interfacing or integrating other education products (i.e. the Blackboard learning management system and web-conferencing software). The institutions have a long-range goal to implement an identity management system that defines the New Mexico education architecture domain and links education systems such as learning management systems and the student teacher accountability reporting system for education data collection and reporting.

The Department has already begun with some of the policy groundwork needed by requesting new legislation (i.e. state student ID on public high school transcripts) or rule promulgation (i.e. dual credit amendments, and online dual credit policies and procedures) for operations that permit interoperability. These accomplishments support the Department’s mission to bring more New Mexicans into higher education and to graduate more New Mexicans with the degrees they want and need.

Future goals will further support the mission:

- Complete the implementation of the IDEAL-NM Project technology and integration. IDEAL-NM is a multi-sector program that is well underway in terms of project management and technical implementation expenditures. The learning management system will be rolled out in cohorts of four or five institutions, multiple public schools, and state agencies. The next steps are to develop the IDEAL-NM Portal where the three main components are accessible: K12 registration and enrollment, higher education eCourse clearinghouse, and state agency course access. Other plans include identifying ways to integrate the Adult Basic Education distance learning activities with IDEAL’s. This would accelerate the Adult Basic Education Division’s current program activities by providing a shared online environment for adult students. This goal provides an environment that works for K-12 students as well as adult learners with potential for online dual credit, advanced placement, and the ability for future transfer of courses through cross-institutional collaboration. It significantly increases access to rural communities and underrepresented populations, it provides a way to leverage state dollars to expand higher education in the state, and it’s “green.” Finally, this goal is responsive to education and workforce needs and provides a platform for more degree variety.
- Plan for funding the Unique Student ID/Data Warehouse legislation. Work closely with the Public Education Department and the Data Sharing Task Force to develop a plan of action for the 2010 fiscal year to secure funds and to promote buy-in and commitment from the participating agencies and institutions. This goal provides an opportunity for the two education departments to collaborate on the alignment of systems and programs. Data that provide business intelligence for decision support will provide significant increased efficiency and productivity for the department.
- To plan for a statewide higher education identity management system (IDM). In order to accomplish the vision for student-centered access to higher education services for New Mexico’s students,

interoperability of systems can be attained in an architectural framework based on identity management. This involves a student’s secure, single sign on to systems with a unique ID in a seamless environment that provides access to a common online application for admission, credit stacking, degree hosting, and transferability of courses. This collaborative initiative will provide learners the technical efficiency and capability to place them in an environment with quick access to all their learning needs. And, this provides a tool that places the student in the center of a seamless educational environment with a single identifier.



2008 Legislative Action Related to Higher Education

Appropriations and Capital Bills

- House Bill 2: General Appropriations Act 2008
- Senate Bill 165: State Agency Expenditures
- Senate Bill 333: Capital Projects G.O. Bond Act
- Senate Bill 471: Severance Tax Bond

Statutory Bills

House Bill 249: Community College Elections requires that community college board members be elected for staggered six-year terms beginning on April 1 succeeding their elections. The elections will be held in conjunction with regular school district elections on the first Tuesday of February in each odd-numbered year, if the community college board and school board agree to hold their elections at the same time, or, on the date otherwise prescribed by the Community College Act.

House Bill 468: Endowment Bill removes appropriating language in Section 21-1-27.1 NMSA 1978 (House Bill 292 2007 Session) and replaces it with a provision that allows any General Fund appropriation contained in the General Appropriation Act of 2008 to be disbursed in FY09 and subsequent fiscal years. The amendment removes a potential conflict between statute and the General Appropriation Act. The change recognizes the General Appropriation Act as the appropriating authority with respect to the Higher Education Endowment Fund and provides for flexibility in case the final, approved General Appropriation Act appropriates an amount that differs from the \$5 million contained in the General Appropriation Act at the time of the amendment. House Bill 468 addition of specific language that allows disbursement in FY09 and subsequent fiscal years would override language in the 2008 General Appropriation Act, Section 5, which stated that an appropriation in the section is for expenditure in FY08 and FY09.

The funds shall be invested by the institutions. The income from the investments shall be used to provide funding for chairs, lectureships, professorships, scholarships for students, graduate assistantships and faculty development programs, including paying all or a portion of salary of the faculty member or the expenses to support associated academic activities.

House Bill 660: Solar Energy Research Park Part A establishes the Solar Energy Research Park and Academy at Northern New Mexico College to conduct applied research into the following topics:

- Solar energy storage devices
- Photovoltaic technology
- Solar thermal and concentrated solar technologies
- Other alternative renewable energy sources
- Northern New Mexico College shall collaborate with Los Alamos National Laboratory to develop technology transfer applications related to solar energy.

House Bill 660, Part B permits Northern New Mexico College to provide new academic programs including three tiers of engineering degrees: associate of science, bachelor of science and master of science in mechanical engineering with a major in solar energy.

Senate Bill 31: Expand Dual Credit allows public high school students to enroll in dual credit courses year-round, since summer courses will become an option for students enrolled in a regular public school, charter school or state-supported school in one-half or more of the minimum course requirements approved by the Public Education Department for public school students.

Senate Bill 122: Legal Loan Repayment amends the current statute 21-22F NMSA 1978. The amendment makes two additions that prohibits consideration of income from military service in awards under the public service law loan repayment act and provide an appeal of an award determination.

Senate Bill 460: High School Assessments amends the 2007 High School Redesign legislation by:

- changing the required assessments high school students must take;
- requiring financial literacy to be offered as an elective for ninth graders beginning in 2009-2010;
- allowing the eleventh grade assessment to serve as the high school graduation exam;
- revising the date for the Public Education Department to promulgate rules.

House Bill 384: Part-Time Faculty

In 2007 the Higher Education Department was directed to produce an Annual Accountability Report (HB 384) that was to include a component pertaining to faculty compensation, benefits, and practices. The Higher Education Department then conducted a study utilizing HED staff, institutional resources, university officials, and an in-depth survey of the 21 institutions. Analysis of the survey resulted in a number of significant findings. Highlights from the complete report are as follows:

- Faculty compensation and benefits
 - o 83% of New Mexico’s institution of higher learner do not offer benefits to part time instructors regardless of the number of hours they teach
 - o All NM institutions offer benefits to full time faculty
- Numbers and percentages of PT and FT faculty
 - o Approximately 67% of non-tenured faculty are part time instructors
 - o Part time instructors account for almost exactly half of the courses taught
- Per Credit hour pay for both PT and FT
 - o Part time faculty were paid about \$1 to a full time instructors \$1.90
- Percent of annual salary increase for both PT and FT faculty
 - o FT instructors have averaged consistent salary increases at about 2 percent per year, and as high as 4.4 percent
 - o PT instructors have lagged behind in both consistency of raises and percentages
- Institutional policies for providing benefits to faculty
 - o Of the 21 institutions studied, it could be said that there were 21 differing policies on part time instructors.
 - o Simple benefits such as campus amenities (i.e. gym, library, parking) also widely varied from campus to campus

A statewide focus group of key stakeholders has been established and utilized extensively for this work. Membership includes institution faculty (part time and full time), administrators, HED part time faculty study committee members, and students. This focus group contributed a great deal in design and feedback of the 2007 survey. In preparation for a secondary satisfaction survey, the group also played a critical role in helping NMHED identify the potential needs, wants, and satisfaction issues of part time faculty.

Using the information gathered from the focus group and an extensive literature review, the Research and Planning staff formulated several hypotheses that will be tested in the satisfaction survey which was disseminated statewide in the first week of 2009:

- Part time instructors are not homogeneous within institutions or among the 28 institutions.
- There is a statistically significant difference in satisfaction between involuntary and voluntary part time instructors.
- There is a statistically significant difference in satisfaction between part time instructors by institution.
- There are statistically significant differences in level of satisfaction among specific sub-groups (gender, ethnicity, teaching levels, teaching disciplines).
- Institutions utilize part time instructors in particular disciplines, class levels, core vs. non-core classes (revenue generators).

After the survey of part-time faculty satisfaction is completed and combined with the results of the compensation survey done in 2007, NMHED staff will continue the process of refining and developing the next chapter in our in depth analysis of role, cost, benefits and satisfaction of part-time faculty in New Mexico institutions of Higher Education. The next level of analysis should include a student success component to the relationship of Institutions and part-time faculty, as well as a comparative look at compensation and related faculty satisfaction across other states.

It is our hope that this update demonstrates our dedication and thoughtful approach to better understanding the nature of part-time faculty in New Mexico.

New Mexico Higher Education Campus Safety

In the wake of the Virginia Tech tragedy in April 2007, Governor Richardson established a statewide Higher Education Campus Safety Task Force to examine the state of preparedness and to establish a best practices approach to safety and security on New Mexico’s public colleges and universities. New Mexico was the first state in the nation to create such a task force.

The most tangible outcome of these efforts has been increased communication and cooperation: among New Mexico’s public colleges and universities, between the New Mexico higher education community and the New Mexico Department of Homeland Security and Emergency Management, and between individual institutions and their local, county, state, and federal law enforcement agencies. Awareness of campus safety issues has been reinforced through enhanced partnerships between the higher education, emergency response, and government communities. Together, these groups have worked to ensure that their collaborative efforts will help to increase safety on public higher education campuses in New Mexico.

The New Mexico Higher Education Campus Safety Committee is chaired by Higher Education Cabinet Secretary Reed Dasenbrock who established three subcommittees: 1) Emergency Management, 2) Mitigation, Protocols and Infrastructure, and 3) Accreditation.

Emergency Management

The subcommittee has reviewed all of the emergency response plans for each public higher education campus in the state and provided feedback to each campus, including incorporating an “All Hazards” approach to emergency response planning.

Every New Mexico public higher education campus has provided an emergency response Point of Contact to the New Mexico Higher Education Department. With these contacts in place, a network of higher education emergency response expertise has been established and is sharing knowledge of tools, training, equipment, and resources that are available. In addition, the subcommittee assists in furthering relationships between higher education campus safety personnel and local emergency responders, law enforcement, and local and regional governments thus strengthening the network should an emergency situation arise.

The subcommittee also promotes access to emergency response training opportunities and assists in developing campus specific emergency response training for parents, faculty, students, and staff. The subcommittee has provided free introductory higher education campus safety classes for public information officers, emergency management personnel, and higher education officials. Through the U.S. Department of Homeland Security, the subcommittee has provided vulnerability assessments on several campuses.

Mitigation, Protocols and Infrastructure

This subcommittee identified specific areas of focus respective to campus safety issues, including communications, protocols for students, faculty and staff for recognizing and reporting patterns of behavior that may be of concern, policies for student health issues, and other pertinent federal and state laws and regulations, and technology, equipment, and personnel. The subcommittee developed internal and mass campus communication strategies for emergency situations, established best practices for interpretation of various federal statues such as FERPA (Family Education Rights and Privacy Act), ADA (Americans with Disabilities Act), HIPAA (Health Insurance and Portability Act), Section 504 of the Rehabilitation Act, and made recommendations with respect to security infrastructure. This subcommittee also outlined sample protocols for communicating issues of campus safety concerns among the campus community and for the sharing of resources among campuses. The subcommittee’s recommendations are posted at www.hed.state.nm.us, under Boards and Committees, Campus Safety.

The subcommittee also recommended that the state require all state higher education facility construction that incorporates environmental design requirements for safety into the facility design. This recommendation was adopted by the Department’s Capital Projects Committee and is part of the criteria for review of capital projects requests.

Campus Safety Accreditation

The Accreditation Subcommittee was established to explore the concept of self-accreditation related to campus safety practices at higher education institutions. The subcommittee’s work has benefitted from the results and recommendations of the other two subcommittees whose findings can be used in the establishment of the final accreditation criteria. The draft criteria have been drawn from national standards and adopted for higher education use. The subcommittee is in the process of receiving input from institutional leadership and finalizing its recommendations. Should the accreditation process be implemented, New Mexico would be the first state in the nation to adopt campus safety accreditation.

The New Mexico Higher Education Department continues to maintain a focus on campus safety issues and has established a centralized source of information for Campus Safety online at www.hed.state.nm.us.



Acknowledgements

The New Mexico Higher Education Department's 2008 annual report *Helping Students Succeed* was a collaborative effort of the Department's staff and multiple divisions. Although efforts were made to ensure accuracy, we apologize for errors that may have occurred. Data reflected in this document were submitted prior to an early deadline for publication and may have changed. Please visit www.hed.state.nm.us for more current data and to download additional copies.

Special thanks to the following New Mexico colleges and universities for photographs that appear in this publication.



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New Mexico Military Institute
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Santa Fe Community College
San Juan College
St. John's College