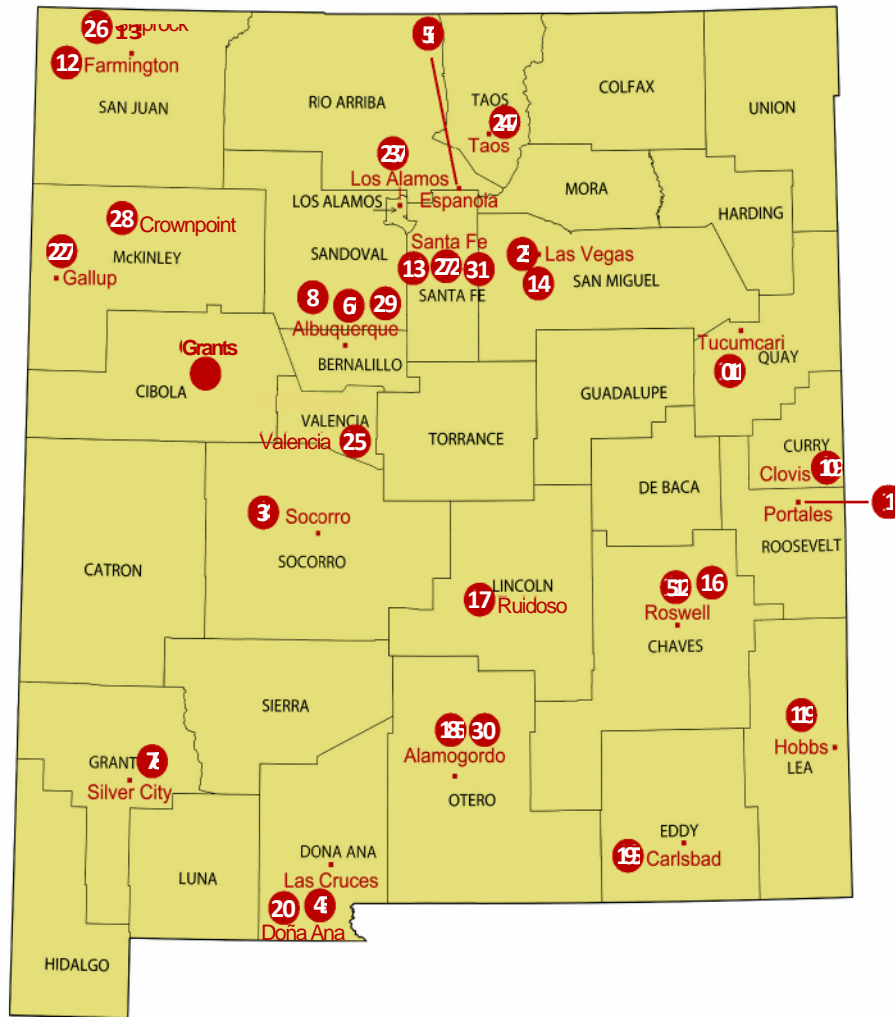


STATE-FUNDED COLLEGES, UNIVERSITIES, TRIBAL COLLEGES & SPECIAL SCHOOLS



FOUR-YEAR PUBLIC COLLEGES & UNIVERSITIES:

- 1 - Eastern New Mexico University, Portales (1934)
- 2 - New Mexico Highlands University, Las Vegas (1893)
- 3 - New Mexico Institute of Mining and Technology, Socorro (1889)
- 4 - New Mexico State University, Las Cruces (1888)
- 5 - Northern New Mexico College, Española (1909)

TWO-YEAR BRANCH COMMUNITY COLLEGES:

- 16 - ENMU-Roswell (1958)
- 17 - ENMU-Ruidoso (1958)
- 18 - NMSU-Alamogordo (1959)
- 19 - NMSU-Carlsbad (1950)
- 20 - NMSU-Doña Ana (1973)
- NMSU-Grants (1968)
- 22 - UNM-Gallup (1968)

- 23 - UNM-Los Alamos (1956)
- 24 - UNM-Taos (1923)

TWO-YEAR COMMUNITY COLLEGES:

- 8 - Central New Mexico Community College, Albuquerque (1965)
- 9 - Clovis Community College, Clovis (1961)
- 10 - Mesalands Community College, Tucumcari (1979)
- 11 - New Mexico Junior College, Hobbs (1966)
- 15 - New Mexico Military Institute, Roswell (1945)

TRIBAL COLLEGES:

- 26 - Diné College, Shiprock (1968)
- 27 - Institute of American Indian Arts, Santa Fe (1962)
- 28 - Navajo Technical College, Crownpoint (1979)
- 29 - Southwestern Indian Polytechnic Institute, Albuquerque (1971)

SPECIAL SCHOOLS:

- 1 - Eastern New Mexico University, Portales (1934)
- 30 - New Mexico School for the Blind and Visually Impaired, Alamogordo (1903)
- 31 - New Mexico School for the Deaf, Santa Fe (1887)

Cooperation with Other Agencies through Joint Task Forces, Councils and Commissions

The **Data Systems Council** meets quarterly and has participation from most of the state agencies, as well as the secondary and post-secondary schools and other interested groups. This Council promotes data sharing among all the participants for the benefit of New Mexico, limited only by the privacy restrictions of state and federal law.

The Higher Education Department assumed the rotating chair of the **Dual Credit Council** on July 1, 2012. The Council's leadership alternates between Public Education and Higher Education every two years. The general role of the Council is to examine what is and is not successful in dual credit and to make recommendations to the respective cabinet secretaries. A major problem facing the public school districts is the lack of funding to meet the need for college textbooks, particularly in the larger school districts such as Albuquerque and Las Cruces. The Council is organizing a task force to examine this challenge.

It is always a concern of the Council that high school students seeking dual credit have appropriate college-level courses and challenges. It is important to remember that dual credit courses should not only present advanced course material to the students, but also introduce the students to the "college experience."

The Dual Credit Council is required by statute to submit its own annual report, which is available for greater detail.

The **Capital Projects Committee**, chaired by citizen-member Dr. Gerald Burke, reviews all building projects at the special schools and institutions of higher education (IHE). HED capital projects coordinator reviews all building projects before the projects can proceed. The Department's legal counsel reviews contracts and other issues involving lease or purchase of land and buildings by the IHE. Mr. Mignardot and counsel regularly appear at the State Board of Finance meetings and report on building projects as appropriate and as requested.

The Department has also involved the institutions directly through committees and task forces not only on the funding formula, but also remediation, nursing education and articulation. These are critical issues for the future of New Mexico and the Department recognized the need to consider the unique problems facing the research schools, the other four year schools, the community colleges, the special schools and the branch campuses.

Division Reports from the New Mexico Higher Education Department

Indian Education

The position of Director of Indian Education at NMHED is currently vacant, and the Agency is in the process of seeking a candidate to fill that position. In the interim, Deputy Secretary Glenn Walters serves as Tribal Liaison.

In April 2012, NMHED was awarded a \$38.8 million grant (\$4.8 million a year for seven years) from the federal Department of Education. The grant is for GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and serves more than 12,000 students in 25 schools, of whom 26% are Native American. Graduation rates at majority Native American GEAR UP schools in 2012 were: 100% at Dulce, 100% at Walatowa, 90% at Shiprock, 59% at Newcomb, 95% at Kirtland, 96% at Laguna Acoma and 86% at Grants.

In November 2012 NMHED hosted a statewide conference on Developmental Education in which the four tribal colleges – Diné College, Navajo Technical College, the Institute of American Indian Arts and Southwestern Indian Polytechnic Institute – took part along with the other public postsecondary institutions.

The higher education funding formula for fiscal year 2013 contained new, outcomes-based provisions that reward institutions for student success, including incentives for closing the achievement gap. This new formula incentivizes institutions for awarding certificates and degrees to Native American students.

NMHED no longer administers Blackboard Distance Learning, but transferred some of its Blackboard licenses to the Institute of American Indian Arts, as well as to the Public Education Department specifically for the use of Diné College so that distance learning could continue at those institutions.

NMHED, NMPED, BIE schools and tribal colleges are addressing the important issue of reporting and collecting relevant data so we can measure the program's success and track our progress. The 2007 Memorandum of Agreement between NMHED and all of the tribal colleges addressed this issue, and all parties to the MOA are presently working to fulfill the terms of the agreement. NMHED Director of Planning and Research is working with tribal colleges to train their staff in the use of NMHED's e-DEAR data system.

NMHED's Adult Basic Education (ABE) Division serves 21,466 students, of whom 2,711 (12.7%) are Native American. Of the 26 ABE programs in the state, four serve Native American Indians entirely and six others maintain remote sites in Indian Country. ABE supports dedicated Native-serving programs in developing and using culturally sensitive curricula and adapting well-demonstrated best practices for student success for their populations.

Institutional Finance Division

The Institutional Finance Division provides fiscal oversight to the state's 24 publicly funded colleges and universities, 3 special schools, and 4 Tribal colleges.

The Division runs the higher education funding formula. In the General Appropriation Act of 2011, the New Mexico legislature directed HED to fundamentally overhaul the formula to shift from an input-based to an outcome-based approach. The previous formula was based on calculation of such items as student enrollment on the 20th census date, student headcount, equipment replacement, building replacement and renewal, building operations and maintenance costs, tuition, land grant permanent fund, mill levy, tuition waivers, and dual credit adjustments. The new formula is based on outcome measures, such as student credit hours completed, total awards of certificates and degrees, workforce development and outcomes for at-risk students. To develop the new formula, the Division organized more than 30 meetings of the Funding Task Force, a Strawman Committee, Finance Committee, Other State Formula Committee, Utilities Committee, and Institutional Research Committee, including participation from all of the Presidents and executive directors of New Mexico public postsecondary institutions, all Vice Presidents for financial affairs, institutional research directors, major public and private sector employers, cabinet secretaries and staff from other state agencies (especially the Workforce Solutions Department, Economic Development Department, and Department of Finance and Administration), legislators and staff from the New Mexico Legislature, and experts from within and outside the state.

The Division also produces an annual budget recommendation for the public postsecondary sector, including estimates of the costs of compensation and revenues from non-general fund sources. In developing these recommendations, the Division held two days of hearings on Research and Public Service Project (RPSP) FY14 budget requests totaling about \$116 million.

The Division works collaboratively with the New Mexico 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.

The Division has increased fiscal accountability of state funding of higher education institutions via improved review and analysis of financial activity. Financial reports, along with certifications, are submitted on a quarterly basis. Financial ratios are submitted to HED in conjunction with the Higher Learning Commission requirement. Unaudited Reports of Actuals are provided to HED for verification of fund balances. Monthly or quarterly reporting is required of institutions on fiscal watch or with a budget contingency. Compliance with financial reporting and state audit rule requirements is monitored closely including corrective action follow up by HED on the annual financial audit findings. Increased communication with institutional fiscal managers has resulted in standardized and measurable monitoring of institutions' fiscal health and regulatory compliance.

Adult Basic Education

During 2011/12, the Adult basic Education Division (ABE) served approximately 19,000 students 16 years of age and older. New Mexico community colleges house 22 of the 26 ABE programs located throughout the state. ABE programs provide opportunities for these students to improve the quality of their lives through free classes that help them

- Learn basic literacy and numeracy skills,
- Earn an alternative high school diploma (1,800 received a GED),
- Learn English as a second language (ESL) and civics,
- Prepare for college and careers (1,000 entered postsecondary programs), and
- Enter and thrive in New Mexico's workforce (687 entered the workforce, and 1,027 reported job retention or raises).

A Demonstrated Need:

More than 400,000 Adult New Mexicans Do Not Have a High School Diploma and/or Have ESL (English as Second Language) Needs.

According to the 2010 American Community Survey by the U.S. Census Bureau, approximately 270,000 New Mexico adults between the ages of 18 and 64 do not have a high school diploma. In addition, 132,000 adults report that they do not speak English well. The ABE Division and its 26 local programs are able to serve about 5% of that population by providing appropriate classes and instructional materials free of charge.

- Only 8% of students enter ABE programs ready for instruction at 9th to 12th grade equivalency.
- 56% of students enter at levels above beginning literacy but below 9th grade.
- 36% of New Mexico's ABE students are studying English as a second language.

Data Driven Initiatives in Adult Education

NM ABE has taken steps to improve student intake, assessment, goal setting and follow-up with policies to ensure collection of consistent, reliable data from the 26 local programs in order to drive continuous program improvement. To maintain data compliant with the requirements of the National Reporting System for Adult Education, ABE uses a customized management information system called LACES. Some notable initiatives during 2011/12 include the following:

- A pilot project for Integrated Basic Education and Skills Training (I-BEST) at 6 community colleges. College career technical instructors and ABE instructors partner to design programs of instruction that help students achieve industry-recognized credentials at an accelerated pace. This project is currently collaboration with recipients of a U.S. Department of Labor grant.
- The third year of a shift in the priorities of the NM ABE funding formula from enrollment-based to performance based, in ongoing consultation with the ABE Funding Formula Task Force.

- The fifth reporting year in which ABE used data matching with various databases in other entities to track the core educational outcomes of GED attainment, postsecondary transition, and workforce entry.
- Continuing on-site program evaluation including a compliance component and a program improvement planning component for each program.
- Providing an array of professional development activities for New Mexico's ABE practitioners, focused on improved instruction and covering Math, Reading, Writing, ESL, Leadership Training, ABE national reporting and College and Career Transition.

Performance Based Funding

ABE's performance based funding formula is designed to reward local programs that excel, without unduly punishing other programs that may have special populations or circumstances. The formula increases the funding for performance over time to help local programs adjust to the formula without unsustainable changes in their funding stream.

In 2011/12 the Core funding was 85% and included a base grant, funding based on regional need, and funding based on headcount. Core funding supports student access by measuring need and headcount and 15% of the funding supported student success by measuring program performance. NM ABE is proud to be one of the leaders in changing adult education funding to increase accountability and cost effectiveness, and to drive student success.

2012 Adult Education Program of the Year

Each year the ABE Division awards this distinction in recognition of overall program excellence and innovation. This year, the award went to the Adult Education program at New Mexico State University-Alamogordo, which served 347 students.

The Alamogordo program has been in a state of transition and has made changes to adopt several evidence-based best practices, including a shift from open enrollment to managed enrollment and adopting an intensive student orientation designed to strengthen student learning cohorts. As a result, Alamogordo almost doubled the percent of students who achieved education level gains, moving from 32% to 52% in a single year. Statewide, 33% of students achieved level gains.

The program achieved 11 of 12 state performance targets. Not only did the students make greater gains than students in any other New Mexico adult education program, they also achieved the greatest improvement from the previous year.

Planning and Research Division

The Planning and Research Division helps create a well-informed education leadership community in New Mexico by providing accurate, timely and current data and statistics. Employing the guiding principles of teamwork, efficiency, quality and progress, the Division works to fulfill a mission of providing quality information and planning support to the higher

education community through collaborative data collection, analysis and reporting. Five primary goals have been identified that contribute to the success of this mission:

- 1) Support the policy work of the Department;
- 2) Strengthen partnerships with the state's education leadership community;
- 3) Contribute to the local and national discussion of education policy and reform through research publications;
- 4) Organize the Division's processes, define procedures, and clarify roles; and
- 5) Build Planning and Research Division sustainability.

The responsibilities of the Planning and Research Division are broad. These are some of the Division's important and particularly relevant duties:

- Publish and present research and accountability reports at state and federal levels;
- Inform and support the policy work of other divisions within the Department and other state agencies by providing research design and data analysis and report writing support;
- Manage the public higher education funding formula data generation and certification process;
- Oversee internal and external data flow related to the statewide higher education database;
- Manage the statewide data verification process;
- Lead and perform the legislative bill analysis process;
- Develop data governance for the management and maintenance of student information;
- Lead the development of New Mexico's longitudinal data system initiative;
- Apply for grants that relate to educational research; and
- Provide state and federally mandated compliance reports related to accountability.

The Division is dedicated to improving the ability to identify strategic improvement opportunities for the Governor, the Higher Education Department, legislators and the higher education leadership community via robust student longitudinal data analysis, forecasting, trend analysis and modeling. The Division seeks ways to improve data collection so that decisions that impact education policy for secondary and postsecondary programs, institutions and the workforce may be data informed.

In addition to routine reporting, the division initiates and completes ad hoc data collection and analysis that further describes the department's activities for quality improvement and public information purposes.

eDEAR (electronic Data Editing and Reporting)

In 2012, NMHED implemented the new [eDEAR](#) as the new web based data collection system. This is a major achievement and breakthrough from the old Fox Pro based system. This was achieved with no funding. Below is a comparison

**DEAR VS E- DEAR
COMPARISON**

The data collected from New Mexico Public institutions includes Enrollment, Degrees Awarded

DEAR (FOXPRO)	E-DEAR (WEB BASED)
No Support from Microsoft	It's one of the latest technologies in the current it Market.
No Portability or Upgrade available.	It can be easily ported to the new technology or to the newer version; since it been written in Object oriented programming language .
Very difficult to maintain different databases	Easy to maintain due to the simplified UI.
Need to have third party drivers or programs to talk to the current database structure.	Does come with inbuilt adapters and drivers for the database.
Does not support RDBMS.	Does support RDBMS.
Very difficult to do updates or enhancements.	Microsoft provides tool to upgrade to a newer version.
Current application might fail at any point.	
Takes multiple steps to deploy in production.	Easy to publish and deploy in production and Runs as WEB application.
Has poor version control or change control management.	Has lot of inbuilt apps and freeware tools are also available in the market.
	Files greater than a certain size limit (size TBD) will be batched. Institutions have an option to receive an email with errors or wait 10 min to see results.
Results can only be exported to pdf (no sorting capability)	Results can be exported to pdf and excel

and Financial Aid.

The data collection year begins with the Summer term and ends with Spring, the following calendar year. The Department collects data throughout the year. For example, Financial Aid and Degree data is collected once a year while Enrollment is collected three times (Summer, Fall, Spring).

For more information, please visit the Division's website:

http://hed.state.nm.us/P_RHome.aspx

Classification of Instructional Programs in Higher Education: CIP 2010 Transition Completed

The National Center for Education Statistics (NCES) Classification of Instructional Program (CIP) codes is a taxonomic scheme of instructional programs used by postsecondary institutions

when reporting to the New Mexico Higher Education Department on degrees and awards completed by field of study. The reporting of these codes are critical to how New Mexico funds public colleges and universities and are vital to the depth and direction of the research undertaken by the Department for the state's schools and students. Data collection under the new classification was completed in Spring 2012.

The transition to CIP 2010 is another component of the Planning and Research Division's work to fulfill a mission of providing quality information and planning support to the higher education community through collaborative data collection, analysis and reporting.

Enrollment Summary
New Mexico Public Postsecondary Institutions

	Fall 2010 Headcount	Fall 2011 Headcount	Percentage change
Research Universities			
New Mexico Institute of Mining and Tech	1,933	2,010	4%
New Mexico State University	18,518	18,060	-2%
University of New Mexico	28,741	28,928	1%
University of New Mexico-Medical School	334	337	1%
	49,526	49,335	0%
Comprehensive Institutions			
Eastern New Mexico University	5,376	5,829	8%
New Mexico Highlands University	3,809	3,804	0%
Northern New Mexico College	2,180	1,861	-15%
Western New Mexico College	3,506	3,360	-4%
	14,871	14,854	0%
Branch Community Colleges			
ENMU - Roswell	4,074	4,014	-1%
ENMU - Ruidoso	1,079	1,107	3%
NMSU -Alamogordo	3,939	3,479	-12%
NMSU -Carlsbad	1,884	1,743	-7%
NMSU - Dona Ana	9,891	9,900	0%
NMSU -Grants	1,587	1,314	-17%
UNM - Gallup	3,027	2,966	-2%
UNM - Los Alamos	775	732	-6%
UNM - Taos	1,615	1,575	-2%
UNM - Valencia	2,436	2,598	7%
	30,307	29,428	-3%
Independent Community Colleges			
Central New Mexico Community College	29,948	29,180	-3%
CNM-UNM Site	1,289	1,239	-4%
Clovis Community College	4,174	3,914	-6%
Luna Community College	2,068	1,919	-7%
Mesalands Community College	1,104	995	-10%
New Mexico Junior College	3,369	3,655	8%
New Mexico Military Institute	584	549	-6%
San Juan College	11,239	11,579	3%
Santa Fe Community College	6,586	6,520	-1%
	60,361	59,550	-1%
Statewide Totals:	155,065	153,167	-1%

**New Mexico Public Postsecondary Institutions
Fall 2011
Headcount, Undergraduate, and Graduate FTE**

	Headcount	UG FTE	GR FTE	Total FTE
Research Universities				
New Mexico Institute of Mining and Tech	2,010	1,281	318	1,599
New Mexico State University	18,060	12,212	2,168	14,380
University of New Mexico	28,928	18,594	4,960	23,554
University of New Mexico-Med School	337	n/a	337	337
	49,335	32,087	7,783	39,870
Comprehensive Universities				
Eastern New Mexico University	5,829	3,423	553	3,976
New Mexico Highlands University	3,804	1,885	893	2,778
Northern New Mexico College	1,861	1,254	n/a	1,254
Western New Mexico College	3,360	1,867	313	2,180
	14,854	8,429	1,759	10,188
Branch Community College				
ENMU-Roswell	4,014	2,391	n/a	2,319
ENMU-Ruidoso	1,107	506	n/a	506
NMSU-Alamogordo	3,479	1,736	n/a	1,787
NMSU-Carlsbad	1,743	827	n/a	915
NMSU-Dona Ana	9,900	5,822	n/a	5,633
NMSU-Grants	1,314	653	n/a	707
UNM-Gallup	2,966	1,889	n/a	1,968
UNM-Los Alamos	732	347	n/a	378
UNM-Taos	1,575	882	n/a	887
UNM-Valencia	2,598	1,532	n/a	1,453
	29,428	16,585	0	16,553
Independent Community College				
Central New Mexico Community College	29,180	16,053	n/a	29,180
CNM-UNM Site	1,239	331	n/a	1,239
Clovis Community College	3,914	1,760	n/a	3,914
Luna Community College	1,919	1,013	n/a	1,919
Mesalands Community College	995	597	n/a	995
New Mexico Junior College	3,655	1,966	n/a	3,655
New Mexico Military Institute	549	579	n/a	549
San Juan College	11,579	5,027	n/a	11,579
Santa Fe Community College	6,520	2,890	n/a	6,520
	59,550	30,216	0	59,550
Statewide Totals	153,167	87,317	9,542	126,161

**New Mexico Public Postsecondary Institutions
Fall 2011
Resident and Non-resident Student Status**

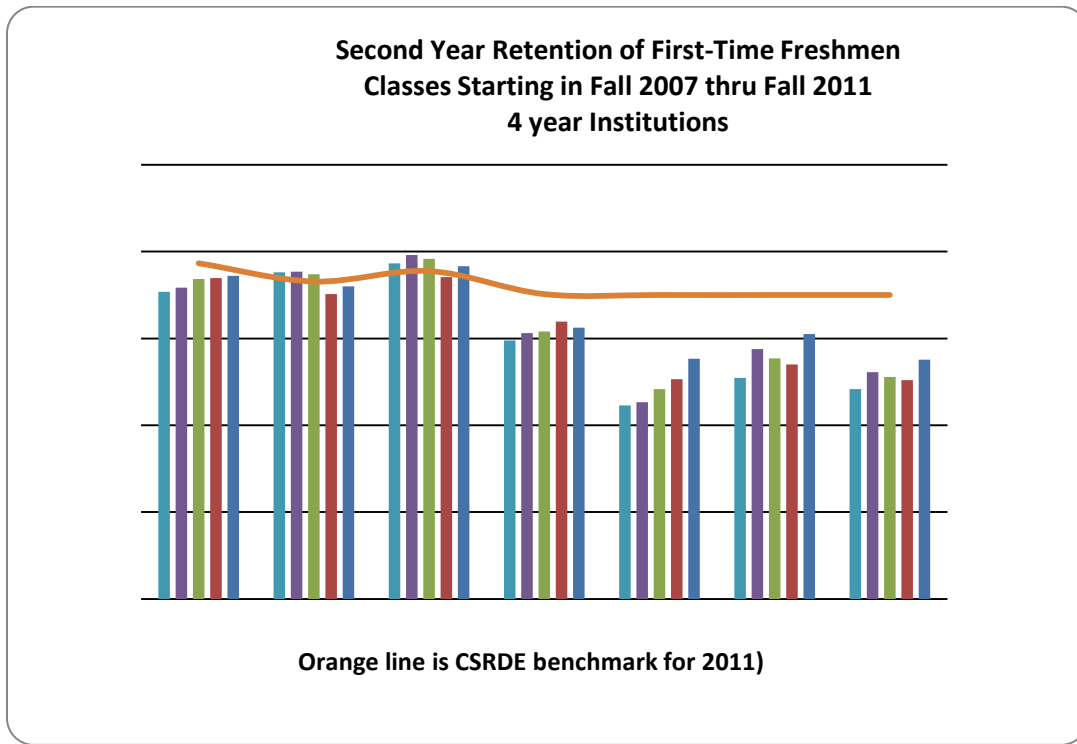
Research Universities	Headcount	Resident	Non Resident
New Mexico Institute of Mining and Tech	2,010	1,544	466
New Mexico State University	18,060	13,216	4,844
University of New Mexico	28,928	24,891	4,037
University of New Mexico-Med School	337	329	*
	49,335	39,980	9,355
Comprehensive Universities			
Eastern New Mexico University	5,829	4,487	1,342
New Mexico Highlands University	3,804	3,024	780
Northern New Mexico College	1,861	1,805	56
Western New Mexico College	3,360	2,729	631
	14,854	12,045	2,809
Branch Community College			
ENMU-Roswell	4,014	3,678	336
ENMU-Ruidoso	1,107	1,016	91
NMSU-Alamogordo	3,479	2,959	520
NMSU-Carlsbad	1,743	1,631	112
NMSU-Dona Ana	9,900	8,902	998
NMSU-Grants	1,314	1,229	85
UNM-Gallup	2,966	2,318	648
UNM-Los Alamos	732	685	47
UNM-Taos	1,575	1,508	67
UNM-Valencia	2,598	2,509	89
	29,428	26,435	2,993
Independent Community College			
Central New Mexico Community College	29,180	26,572	2,608
CNM-UNM Site	1,239	1,103	136
Clovis Community College	3,914	3,200	714
Luna Community College	1,919	1,849	70
Mesalands Community College	995	924	71
New Mexico Junior College	3,655	2,913	742
New Mexico Military Institute	549	131	418
San Juan College	11,579	8,991	2,588
Santa Fe Community College	6,520	5,909	611
	59,550	51,592	7,958
Statewide Totals	153,167	130,052	23,115

Source: New Mexico Higher Education Department
eDEAR Fall 2011

*Less than 10

Retention of First-Time Freshmen to Their Second Year

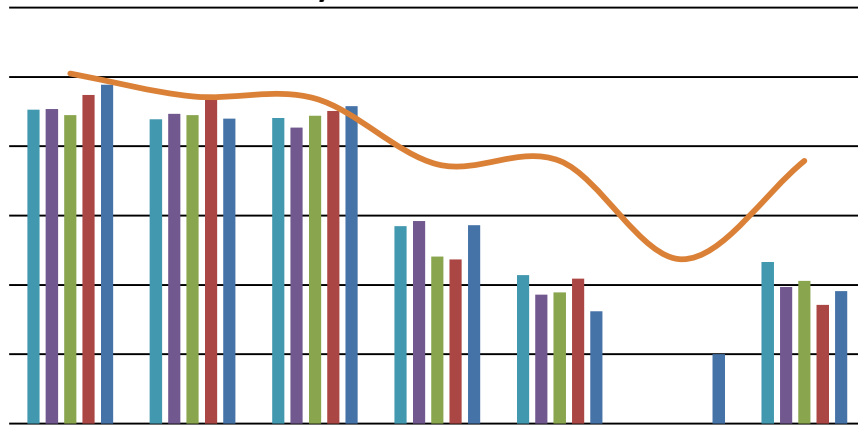
Persistence of first-time freshmen to the second fall semester has remained relatively constant for all universities, though both NMSU and UNM had a drop in retention this year. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the graph represents the average retention rate for similar public universities 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 CSRDE benchmark; the comprehensive universities are all slightly below. All universities have goals to improve student retention over the next few years.



Six-Year Graduation Rate of First-Time Freshmen

A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. 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 for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE).

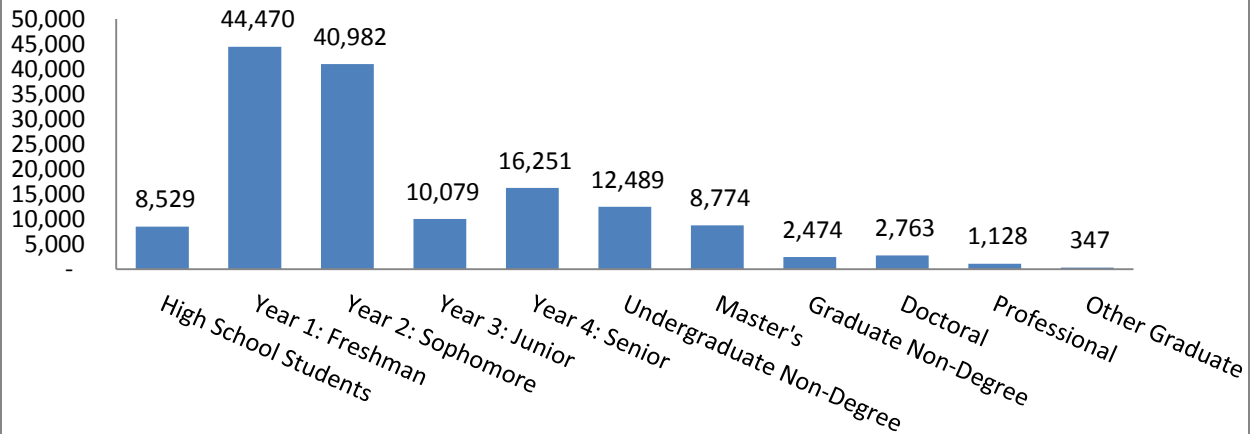
**Six-Year Graduation Rates of First-Time Freshmen
Classes Starting in Fall 2002 thru Fall 2006
4 year Institutions**



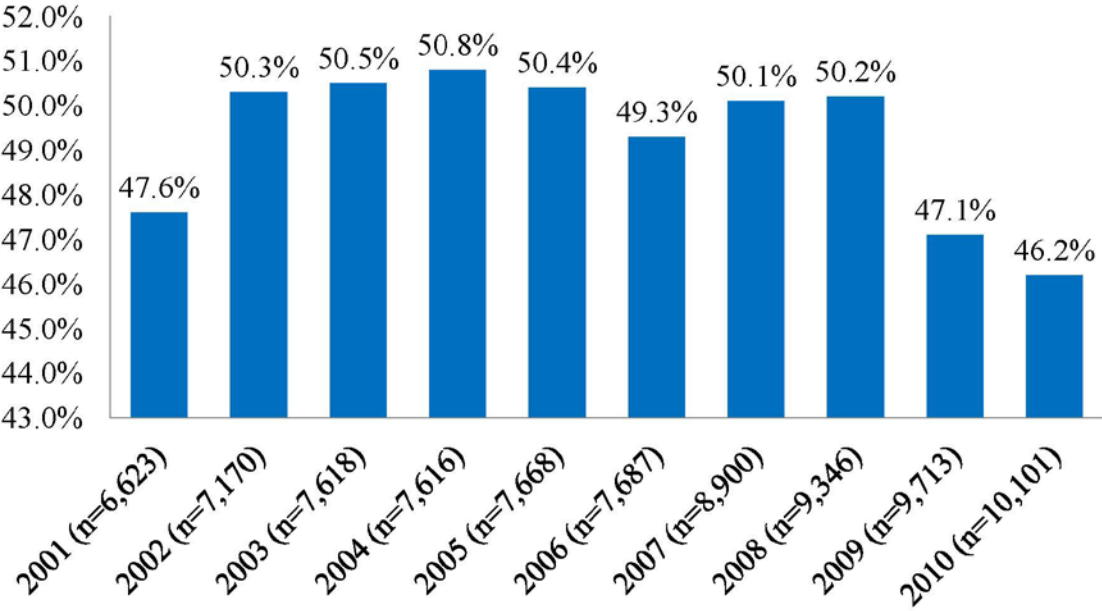
(orange line is CSRDE benchmark for 2006)

SOURCE: Council of University Presidents Performance Effectiveness Report (2006-2011)
www.unm.edu/~cup

Fall 2011 Enrollment By Student Level



Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2001-2010



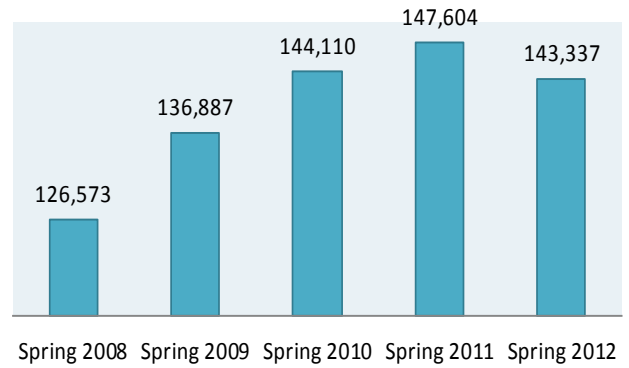
Note: Preliminary Data for 2010. Subject to change as new methodology is being developed.
 Data does not include alternative schools

Five Year Enrollment Trend

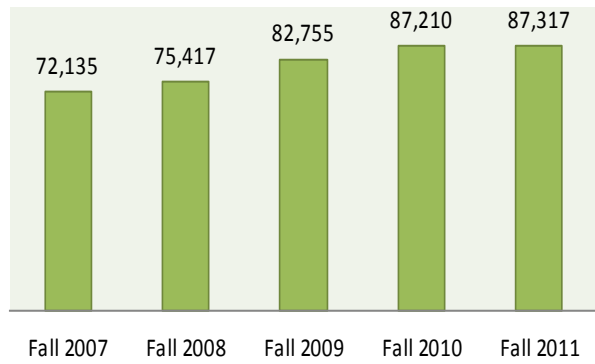
Fall Headcount



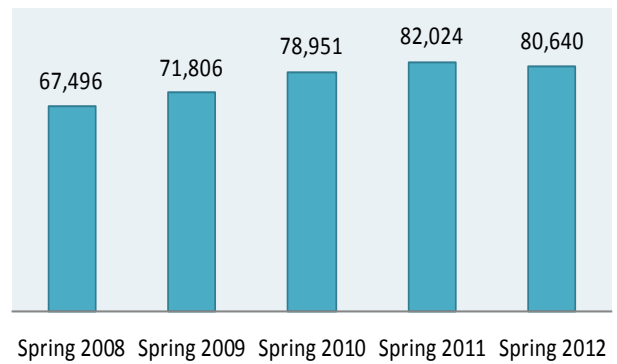
Spring Headcount



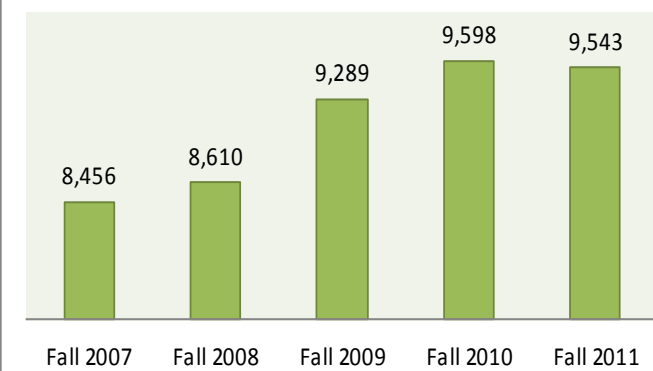
Fall Undergraduate FTE



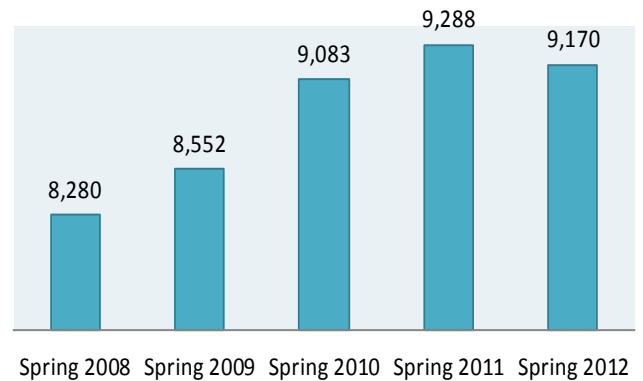
Spring Undergraduate FTE



Fall Graduate FTE



Spring Graduate FTE



New Mexico Public Higher Education Capital Projects

The New Mexico Higher Education Department (NMHED) has a statutory responsibility to recommend to the Governor and to the Legislature Capital Projects for the 31 institutions (24 institutions of higher education, 3 special schools and 4 Native American schools) it oversees. The NMHED capital projects division also oversees the process by which those projects' state financing and approvals are managed. As the Capital Projects Division continues to embrace the Governor's overall initiatives to reform education and follow the NMHED Secretary's leadership to improve capital projects efficiency and effectiveness; the Capital Projects division is in the process of implementing some changes to the capital projects evaluation process. The Capital Projects division is following the guidance of the Funding Formula committee by including performance goals into the overall Capital Projects evaluation, review and approval process. With these improvements, the Division will enhance its capability to adequately function as an oversight authority with newly developed performance goals as part of the process.

For 2012 the Capital Projects Division established clear criteria for New Mexico's publicly funded colleges and universities to be evaluated for yearly Capital Projects appropriation recommendations. Project evaluations and capital outlay request forms were distributed to institutions so they could articulate how their individual projects supported these criteria. 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. This process was used in the evaluation of projects for the 2012 Higher Education Bond C, a bond issue on the 2012 general election ballot that allocates money to help improve the aging facilities of New Mexico colleges and universities.

The Capital Projects office continues the Higher Education Green Screen review by partnering with the New Mexico Energy, Minerals and Natural Resources Department to improve on the method by which the Department can review indicators of college and university efforts to reduce the higher education carbon footprint in New Mexico.

To enhance accountability and streamline procedures, the Capital Projects Division documented the steps for draw requests on appropriations and updated the threshold for draws to allow for institutions to submit draws more frequently and verify that expenditures were submitted by the reversion date. This standardization of the process has ensured \$20.8

million of payments was submitted promptly to institutions and all outstanding draws have been paid up to date.

In 2012 the Capital Projects Office requested the institutions perform space evaluations and monitor eligible Gross Square Footage for the higher education funding formula and capital project evaluations. The Capital Projects Coordinator evaluated 20,290,176 square feet for eligibility in the higher education data and formula analysis. This led to better accuracy in the Gross Square Footage numbers reported to the New Mexico Higher Education Department and to the Legislative Finance Committee.

The Capital Projects Division manages the day-to-day aspects of the higher education capital outlay program, which includes the processing of financial draws through the State Board of Finance and the Department of Finance and Administration and the organization of monthly Higher Education Capital Project Committee meetings. The division manages purchasing logistics for payments of capital projects, staff review and approval of capital projects monthly, logistics and evaluation required to support monthly and yearly capital project hearings, training of capital processes for capital projects to higher education institutions, statutory and NMAC maintenance for higher education capital projects, evaluation of instructional and general space submitted by post-secondary institutions and special schools, and implementation of performance goals in the capital projects hearings and evaluation process. The Capital Projects Division is the conduit to communicate to higher education institutions other Governor directives such as freezes to capital projects, the current self-imposed moratorium on the construction of new facilities and the proliferation of new branches, campuses and learning sites, etc. The division also communicates all executive orders that affect institutions and other cost- and energy-saving initiatives.

History of New Mexico Capital Outlay Appropriations, 2007-2012

Research Universities	2007	2008	2009	2010	2011	2012
New Mexico Tech	3,338,000	8,939,000	400,000	12,000,000		
New Mexico State University	9,474,98	25,379,0	5,500,00	18,000,0		

	5	00	0	00		
University of New Mexico	28,721,5	24,047,0	6,800,00	41,200,0		
	70	00	0	00		

Comprehensive Universities

Eastern New Mexico University	3,065,00	12,570,0	400,000	7,000,00		
	0	00		0		
New Mexico Highlands University	3,922,38	10,880,0	400,000	7,100,00		
	5	00		0		
Northern New Mexico College	3,605,00	8,355,00		5,000,00		
	0	0		0		
Western New Mexico University	350,000	8,144,00	400,000	5,500,00		
		0		0		
University Subtotals:	52,476,9	98,314,0	13,900,0	95,800,0		
	40	00	00	00		

Branch Community Colleges

ENMU – Roswell	1,210,00	4,157,50		4,000,00		
	0	0		0		
ENMU-Ruidoso	800,000	464,000		500,000		
NMSU – Alamogordo	175,000	1,067,00		1,750,00		
		0		0		
NMSU – Carlsbad	81,000	3,300,00		1,250,00		
		0		0		
NMSU – Dona Ana	51,000	6,500,00		5,650,00		
		0		0		

NMSU – Grants	0	1,000,000		1,750,000		
UNM – Gallup	360,000	900,000		1,400,000		
UNM – Los Alamos	0	400,000		750,000		
UNM – Taos	1,100,000	3,300,000		2,000,000		
UNM – Valencia	0	1,000,000				

Independent Community
Colleges

Central New Mexico Community College	189,300	12,000,000		16,000,000		
Clovis Community College	270,000	4,113,000		1,000,000		
Luna Community College	1,255,000	4,925,000		5,000,000		
Mesalands Community College	1,951,697	7,025,000	470,000			
New Mexico Junior College	480,000	1,595,000		3,000,000		487,000
San Juan College	1,490,000	5,912,000		2,000,000		
Santa Fe Community College	1,763,800	4,765,000		1,000,000		58,000
Community Colleges	11,176,700	62,423,500	470,000	47,050,000		545,000

Subtotals:	97	00		00		00
------------	----	----	--	----	--	----

Constitutional Special Schools

New Mexico Military Institute	1,120,00 0	5,215,00 0	2,200,00 0	5,000,00 0		
New Mexico School for the Deaf	5,500,00 0	6,125,00 0	2,500,00 0	3,000,00 0		
New Mexico School for the Blind and Visually Impaired	5,500,00 0	1,600,00 0	2,300,00 0	3,500,00 0		
Special Schools Subtotals:	12,120,0 00	12,940,0 00	7,000,00 0	11,500,0 00		
Statewide Totals:	75,773,7 37	173,677, 500	21,370,0 00	154,350, 000		545,0 00

This table does not include reauthorizations. The data excludes the following: statewide general obligation bond issues for Disabilities Act projects, information technologies, Libraries and building renewal and replacement.

GOB2010 was a General Obligation Bond year, the Bond failed to pass the general election and no funds were appropriated in 2011.

The 2007 – 2012 data was extracted from a detailed report (with General Obligation Bond, General Fund and Severance Tax Bond by agency) from the State of New Mexico DFA Local Government Bureau.

Financial Aid Division

Financial Aid is required to submit a separate annual report, which is attached hereto as Appendix 1.

There has been a significant growth in reliance on financial aid by the higher education students of New Mexico. The students of today are the future workforce of New Mexico and these students will begin their careers with very significant education debts. New Mexico students received a total of \$765 million in financial aid in 2012. About \$105 million of that amount was through state financial aid programs and the remainder was federal.