

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
NEW MEXICO GOVERNOR

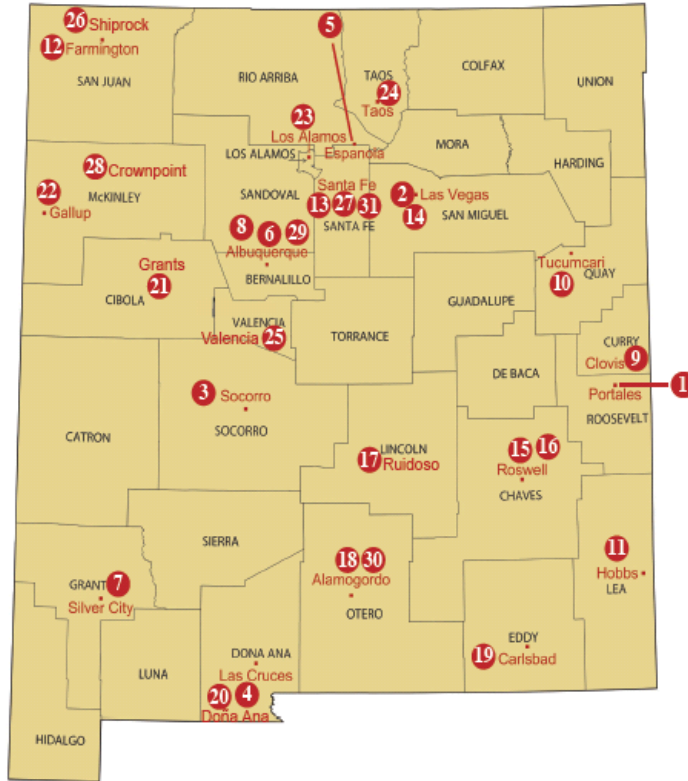


DR. JOSE Z. GARCIA
CABINET SECRETARY

NMHED ANNUAL REPORT 2014

December, 2014

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



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)
- 6 - University of New Mexico, Albuquerque (1889)
- 7 - Western New Mexico University, Silver City (1893)

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)
- 21 - NMSU-Grants (1968)
- 22 - UNM-Gallup (1968)
- 23 - UNM-Los Alamos (1956)
- 24 - UNM-Taos (1923)
- 25 - UNM-Valencia (1978)

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)
- 12 - San Juan College, Farmington (1956)
- 13 - Santa Fe Community College, Santa Fe (1983)
- 14 - Luna Community College, Las Vegas (1969)
- 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:

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

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

HIGHER EDUCATION IN NEW MEXICO: NATIONAL RANKINGS, HISTORICAL TRENDS, AND RECENT IMPROVEMENTS

DECEMBER 2014

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NM HIGHER EDUCATION EXPENDITURES

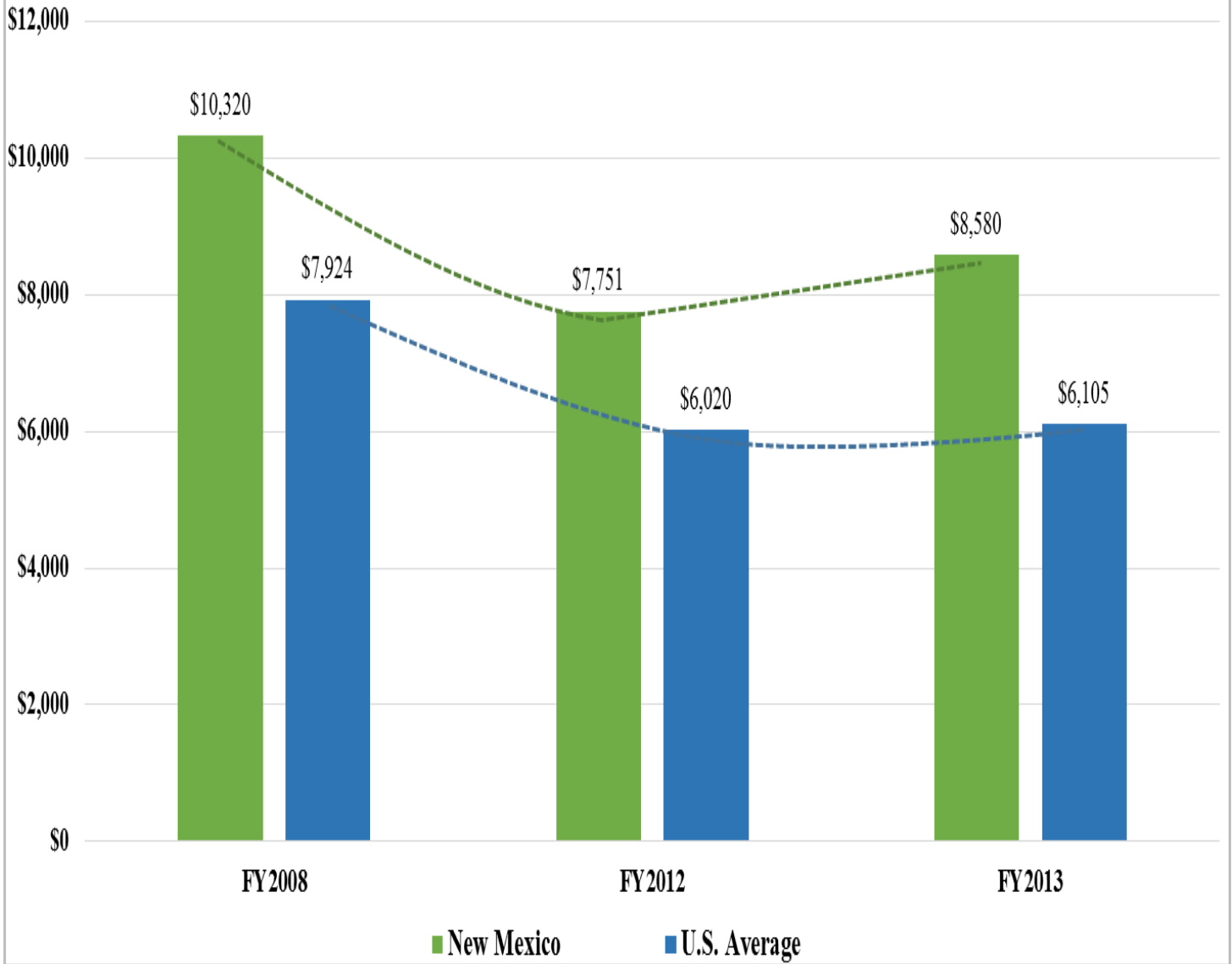
- New Mexico spends a higher proportion of its available funds on Higher Education than most other states.
- New Mexico, by one measure, is the most expensive higher education system in the nation. But however measured, New Mexico consistently places within the top seven most expensive higher education systems in the country.

National Rankings for State Higher Education Expenditures

Percentage of Tax Revenues/Lottery Profits Allocated to Higher Education	State/Local Educational Appropriation per FTE		HE Spending as a percent of all State Expenditures		
	FY11	FY13	FY13	FY12	
New Mexico	13.10%	Wyoming	\$16,474	Kentucky	25.70%
North Carolina	11.70%	Alaska	\$12,932	Iowa	25.20%
Mississippi	11.50%	Illinois	\$9,439	Nebraska	23.50%
Wyoming	11.30%	North Carolina	\$8,687	Oklahoma	23.10%
Alabama	11.10%	New Mexico	\$8,580	South Carolina	21.00%
Arkansas	10.30%	New York	\$7,843	Alabama	19.70%
Nebraska	9.90%	Nebraska	\$7,357	New Mexico	19.10%
Oklahoma	9.50%	Texas	\$7,259	Georgia	18.70%
Louisiana	9.40%	Hawaii	\$7,173	Washington	18.70%
Georgia	9.20%	California	\$7,096	North Dakota	17.70%
Kentucky	8.80%	Connecticut	\$7,028	Mississippi	17.10%
Tennessee	8.60%	Oklahoma	\$6,955	South Dakota	17.00%
Arizona	8.40%	Maryland	\$6,756	Kansas	16.90%
Kansas	8.30%	Kentucky	\$6,750	Arkansas	16.20%
Texas	8.30%	Georgia	\$6,703	Texas	16.10%
Utah	8.10%	Nevada	\$6,693	Maryland	14.50%
Hawaii	7.80%	North Dakota	\$6,561	West Virginia	14.40%
Idaho	7.80%	Idaho	\$6,546	Wisconsin	14.10%
California	7.10%	Arkansas	\$6,173	Arizona	13.90%
South Carolina	7.10%	Mississippi	\$6,162	Rhode Island	13.20%
West Virginia	7.10%	Tennessee	\$6,022	Virginia	13.00%
South Dakota	7.00%	Maine	\$5,978	Tennessee	12.80%
Wisconsin	7.00%	Wisconsin	\$5,837	North Carolina	12.70%
Illinois	6.80%	West Virginia	\$5,773	Utah	11.90%
Indiana	6.70%	Massachusetts	\$5,672	Hawaii	11.30%
North Dakota	6.60%	Kansas	\$5,634	Connecticut	10.30%
Maryland	6.50%	New Jersey	\$5,545	Louisiana	9.90%
Michigan	6.50%	Louisiana	\$5,515	Montana	9.80%
Iowa	6.40%	Alabama	\$5,507	Nevada	9.70%
Montana	6.30%	Missouri	\$5,310	Massachusetts	9.60%
Florida	6.20%	Iowa	\$5,013	Alaska	9.20%
Virginia	5.90%	Utah	\$5,007	Colorado	9.00%
Oregon	5.80%	Arizona	\$4,958	Idaho	8.10%
Missouri	5.70%	Delaware	\$4,858	New Jersey	8.0%
Washington	5.60%	Washington	\$4,849	New York	7.60%
Nevada	5.40%	South Carolina	\$4,797	Florida	7.20%
Ohio	5.30%	Florida	\$4,784	California	7.00%
Minnesota	5.00%	South Dakota	\$4,778	Indiana	6.50%
Delaware	4.90%	Minnesota	\$4,614	Wyoming	5.80%
Alaska	4.70%	Virginia	\$4,545	Minnesota	4.70%
Connecticut	4.70%	Ohio	\$4,523	Missouri	4.70%
Maine	4.50%	Michigan	\$4,469	Delaware	4.50%
New Jersey	4.20%	Rhode Island	\$4,459	Illinois	4.40%
New York	3.90%	Indiana	\$4,442	Ohio	4.20%
Pennsylvania	3.90%	Montana	\$4,294	Michigan	4.10%
Colorado	3.80%	Pennsylvania	\$3,959	Maine	3.40%
Massachusetts	3.30%	Oregon	\$3,875	New Hampshire	2.70%
Rhode Island	3.00%	Colorado	\$2,779	Oregon	2.50%
Vermont	3.00%	Vermont	\$2,655	Pennsylvania	2.20%
New Hampshire	2.60%	New Hampshire	\$1,708	Vermont	1.80%
U.S.	6.50%	U.S.	\$6,105	U.S.	10.40%
NM Ranking	1st	NM Ranking	5th	NM Ranking	7th

The percentages of tax revenues/lottery profits allocated to higher education were collected from the FY13 State of Higher Education Finance (SHEF) Report published by the State Higher Education Executive Officers (SHEEO). The educational appropriation per FTE data was compiled from the FY13 SHEF Report as well. The higher education spending as a percentage of all expenditures data comes from the "State Expenditure Report: Examining Fiscal 2012-2014 State Spending" published by the National Association of State Budget Officers (NASBO).

**State/Local Educational Appropriation per FTE (2013 Constant Adjusted Dollars)
 NM and U.S. Average Comparison - SHEEO Finance Data**



New Mexico's National Ranking for Educational Appropriation per FTE

FY08	FY12	FY13
4th Highest	5th Highest	5th Highest

Educational Appropriation per FTE data was compiled from the FY13 State of Higher Education Finance (SHEF) Report published by the State Higher Education Executive Officers (SHEEO). Educational appropriations exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospitals, and medical education.

The Educational Appropriation per FTE data uses the following adjustment factors to arrive at constant dollar figures: Cost of Living Adjustment (COLA), Economic Mix Index (EMI), and the Higher Education Cost Adjustment (HECA).



NM HIGHER EDUCATION PERFORMANCE

- The most recently available data from the National Center for Higher Education Management Systems (NCHEMS) indicates that New Mexico higher education performance is below the national average.
- Across different measures of higher education performance, New Mexico is ranked below the majority of U.S. states.

National Rankings for State Higher Education Performance

6-Year Graduation Rates for Bachelors Students	Year 2009	3-Year Graduation Rates for Associate Students	Year 2009	Percent of workforce population (25 to 64) with an Associates or Higher	Year 2012
Massachusetts	69.20%	South Dakota	60.70%	Massachusetts	50.47%
Rhode Island	66.20%	Wyoming	53.90%	Colorado	47.87%
Connecticut	65.90%	Florida	48.10%	Connecticut	47.48%
Pennsylvania	65.70%	Nevada	42.70%	Minnesota	47.26%
Maryland	64.10%	Colorado	39.30%	New Hampshire	46.80%
Vermont	63.90%	Arizona	39.30%	Vermont	46.31%
California	63.90%	California	38.20%	North Dakota	46.28%
New Jersey	63.30%	North Dakota	37.00%	New Jersey	45.93%
Virginia	63.20%	Pennsylvania	36.90%	Maryland	45.69%
Iowa	62.90%	Utah	36.40%	Virginia	45.49%
Washington	62.70%	Wisconsin	34.70%	New York	45.32%
New Hampshire	60.60%	Kansas	34.40%	Nebraska	43.99%
Minnesota	60.20%	Washington	32.90%	Washington	43.40%
Delaware	59.90%	Iowa	32.80%	Iowa	42.76%
New York	59.20%	Missouri	31.10%	Rhode Island	42.73%
North Carolina	58.90%	Kentucky	30.50%	Illinois	42.42%
Illinois	58.60%	Nebraska	30.30%	Hawaii	42.32%
Wisconsin	58.00%	Virginia	29.60%	Utah	41.67%
South Carolina	57.60%	Minnesota	29.60%	Wisconsin	41.01%
Maine	56.70%	Oregon	29.30%	Kansas	40.98%
Oregon	56.50%	Louisiana	28.80%	Pennsylvania	40.22%
Indiana	56.40%	Oklahoma	28.70%	Oregon	40.03%
Missouri	55.80%	Georgia	28.50%	South Dakota	39.89%
Wyoming	55.40%	Idaho	27.80%	California	39.79%
Nebraska	55.10%	Ohio	27.10%	Maine	39.42%
Michigan	54.80%	Tennessee	26.20%	Alaska	38.89%
Ohio	54.70%	New Hampshire	25.50%	Montana	38.26%
Arizona	54.10%	Texas	25.40%	North Carolina	38.23%
Colorado	53.30%	Maine	25.40%	Delaware	38.10%
Kansas	53.20%	Mississippi	25.20%	Florida	38.06%
Tennessee	51.50%	Illinois	25.20%	Wyoming	37.83%
Utah	51.50%	Indiana	24.90%	Michigan	37.49%
Mississippi	51.50%	Montana	24.40%	Georgia	37.44%
Texas	48.50%	Arkansas	23.50%	Arizona	36.89%
Kentucky	47.80%	West Virginia	23.30%	Ohio	36.53%
Georgia	47.50%	Maryland	21.80%	South Carolina	36.11%
Florida	47.30%	Alabama	21.70%	Missouri	36.10%
North Dakota	46.90%	New York	21.40%	Idaho	35.73%
Alabama	46.90%	North Carolina	20.50%	New Mexico	35.67%
Montana	45.20%	Massachusetts	20.20%	Texas	34.61%
South Dakota	44.80%	New Mexico	20.10%	Indiana	34.27%
Oklahoma	44.10%	Hawaii	17.90%	Tennessee	33.38%
West Virginia	43.80%	New Jersey	16.80%	Alabama	33.31%
Idaho	42.40%	Michigan	15.20%	Oklahoma	32.53%
Hawaii	42.20%	South Carolina	14.00%	Kentucky	31.26%
Arkansas	41.20%	Vermont	13.40%	Mississippi	31.02%
Louisiana	40.70%	Alaska	13.30%	Nevada	30.45%
New Mexico	39.40%	Delaware	12.60%	Arkansas	29.77%
Nevada	35.40%	Rhode Island	12.40%	Louisiana	29.42%
Alaska	26.90%	Connecticut	11.70%	West Virginia	27.39%
U.S.	55.50%	U.S.	29.20%	U.S.	39.50%
NM Ranking	48th	NM Ranking	41st	NM Ranking	39th

The graduation rate percentages come from Integrated Postsecondary Education Data System (IPEDS) graduation rate survey data – compiled by the National Center for Higher Education Management Systems (NCHEMS). The degree-attainment population percentages come from 2012 American Community Survey (ACS) data - collected by NCHEMS. This represents the latest data available on NCHEMS as of December 2014.



NM EDUCATIONAL ATTAINMENT

- The percentage of the New Mexico population with a high school diploma, bachelor's degree or higher degree has increased since 1990.
- However, all other states have improved their educational attainment percentages at a greater pace than New Mexico within the same time period.
- New Mexico has steadily lost ground in educational attainment, relative to other states, since 1990.

Historical National Rankings for State Higher Education Degree-Attainment

Percent of Population (25+) with a High School Diploma or Higher	1990	Percent of Population (25+) with a High School Diploma or Higher	2000	Percent of Population (25+) with a High School Diploma or Higher	2010	Percent of Population (25+) with a Bachelors Degree or Higher	1990	Percent of Population (25+) with a Bachelors Degree or Higher	2000	Percent of Population (25+) with a Bachelors Degree or Higher	2010
Alaska	86.60%	Alaska	88.30%	Wyoming	92.30%	Connecticut	27.20%	Massachusetts	33.20%	Massachusetts	39.00%
Utah	85.10%	Minnesota	87.90%	Minnesota	91.80%	Massachusetts	27.20%	Colorado	32.70%	Colorado	36.40%
Colorado	84.40%	Wyoming	87.90%	Montana	91.70%	Colorado	27.00%	Connecticut	31.40%	Maryland	36.10%
Washington	83.80%	Utah	87.70%	New Hampshire	91.50%	Maryland	26.50%	Maryland	31.40%	Connecticut	35.50%
Wyoming	83.00%	New Hampshire	87.40%	Alaska	91.00%	New Jersey	24.90%	New Jersey	29.80%	New Jersey	35.40%
Minnesota	82.40%	Montana	87.20%	Vermont	91.00%	Virginia	24.50%	Virginia	29.50%	Virginia	34.20%
New Hampshire	82.20%	Washington	87.10%	Iowa	90.60%	New Hampshire	24.40%	Vermont	29.40%	Vermont	33.60%
Nebraska	81.80%	Colorado	86.90%	Utah	90.60%	Vermont	24.30%	New Hampshire	28.70%	New Hampshire	32.80%
Oregon	81.50%	Nebraska	86.60%	Nebraska	90.40%	California	23.40%	Washington	27.70%	New York	32.50%
Kansas	81.30%	Vermont	86.40%	Maine	90.30%	New York	23.10%	Minnesota	27.40%	Minnesota	31.80%
Montana	81.00%	Iowa	86.10%	North Dakota	90.30%	Alaska	23.00%	New York	27.40%	Washington	31.10%
Vermont	80.80%	Kansas	86.00%	Wisconsin	90.10%	Hawaii	22.90%	California	26.60%	Illinois	30.80%
Hawaii	80.10%	Maine	85.40%	Hawaii	89.90%	Washington	22.90%	Hawaii	26.20%	Rhode Island	30.20%
Iowa	80.10%	Oregon	85.10%	Washington	89.80%	Utah	22.30%	Illinois	26.10%	California	30.10%
Massachusetts	80.00%	Wisconsin	85.10%	Colorado	89.70%	Minnesota	21.80%	Utah	26.10%	Kansas	29.80%
Idaho	79.70%	Massachusetts	84.80%	South Dakota	89.60%	Delaware	21.40%	Kansas	25.80%	Hawaii	29.50%
Connecticut	79.20%	Idaho	84.70%	Kansas	89.20%	Rhode Island	21.30%	Rhode Island	25.60%	Utah	29.30%
Maine	78.80%	Hawaii	84.60%	Massachusetts	89.10%	Kansas	21.10%	Oregon	25.10%	Montana	28.80%
Nevada	78.80%	South Dakota	84.60%	Oregon	88.80%	Illinois	21.00%	Delaware	25.00%	Oregon	28.80%
Arizona	78.70%	Connecticut	84.00%	Michigan	88.70%	Oregon	20.60%	Alaska	24.70%	Nebraska	28.60%
Wisconsin	78.60%	North Dakota	83.90%	Connecticut	88.60%	New Mexico	20.40%	Montana	24.40%	Alaska	27.90%
Maryland	78.40%	Maryland	83.80%	Pennsylvania	88.40%	Arizona	20.30%	Georgia	24.30%	Delaware	27.80%
Delaware	77.50%	Michigan	83.40%	Idaho	88.30%	Texas	20.30%	Nebraska	23.70%	North Dakota	27.60%
South Dakota	77.10%	Ohio	83.00%	Maryland	88.10%	Montana	19.80%	Arizona	23.50%	Georgia	27.30%
Michigan	76.80%	Delaware	82.60%	Ohio	88.10%	Georgia	19.30%	New Mexico	23.50%	Pennsylvania	27.10%
New Jersey	76.70%	Indiana	82.10%	New Jersey	88.00%	Nebraska	18.90%	Texas	23.20%	Maine	26.80%
North Dakota	76.7%	New Jersey	82.10%	Delaware	87.70%	Maine	18.80%	Maine	22.90%	North Carolina	26.50%
California	76.20%	Pennsylvania	81.90%	Indiana	87.00%	Wyoming	18.80%	North Carolina	22.50%	South Dakota	26.30%
Illinois	76.20%	Virginia	81.50%	Illinois	86.90%	Florida	18.30%	Pennsylvania	22.40%	Wisconsin	26.30%
Ohio	75.70%	Illinois	81.40%	Missouri	86.90%	North Dakota	18.10%	Wisconsin	22.40%	Arizona	25.90%
Indiana	75.60%	Missouri	81.30%	Virginia	86.50%	Pennsylvania	17.90%	Florida	22.30%	Texas	25.90%
Virginia	75.20%	Arizona	81.00%	Oklahoma	86.20%	Missouri	17.80%	North Dakota	22.00%	Florida	25.80%
New Mexico	75.10%	Nevada	80.70%	Arizona	85.60%	Oklahoma	17.80%	Wyoming	21.90%	Missouri	25.60%
New York	74.80%	Oklahoma	80.60%	Florida	85.50%	Idaho	17.70%	Michigan	21.80%	Michigan	25.20%
Pennsylvania	74.70%	Florida	79.90%	New York	84.90%	Wisconsin	17.70%	Idaho	21.70%	New Mexico	25.00%
Oklahoma	74.60%	New York	79.10%	Nevada	84.70%	Michigan	17.40%	Missouri	21.60%	Iowa	24.90%
Florida	74.40%	New Mexico	78.90%	North Carolina	84.70%	North Carolina	17.40%	South Dakota	21.50%	Ohio	24.60%
Missouri	73.90%	Georgia	78.60%	Georgia	84.30%	South Dakota	17.20%	Iowa	21.20%	South Carolina	24.50%
Texas	72.10%	North Carolina	78.10%	South Carolina	84.10%	Ohio	17.00%	Ohio	21.10%	Idaho	24.40%
Rhode Island	72.00%	Rhode Island	78.00%	Tennessee	83.60%	Iowa	16.90%	South Carolina	20.40%	Wyoming	24.10%
Georgia	70.90%	California	76.80%	Rhode Island	83.50%	South Carolina	16.60%	Oklahoma	20.30%	Tennessee	23.10%
North Carolina	70.00%	South Carolina	76.30%	New Mexico	83.30%	Louisiana	16.10%	Tennessee	19.60%	Oklahoma	22.90%
Louisiana	68.30%	Tennessee	75.90%	West Virginia	83.20%	Tennessee	16.00%	Indiana	19.40%	Indiana	22.70%
South Carolina	68.30%	Texas	75.70%	Arkansas	82.90%	Alabama	15.70%	Alabama	19.00%	Alabama	21.90%
Tennessee	67.10%	Alabama	75.30%	Alabama	82.10%	Indiana	15.60%	Louisiana	18.70%	Nevada	21.70%
Alabama	66.90%	Arkansas	75.30%	Kentucky	81.90%	Nevada	15.30%	Nevada	18.20%	Louisiana	21.40%
Arkansas	66.30%	West Virginia	75.20%	Louisiana	81.90%	Mississippi	14.70%	Kentucky	17.10%	Kentucky	20.50%
West Virginia	66.00%	Louisiana	74.80%	Mississippi	81.00%	Kentucky	13.60%	Mississippi	16.90%	Arkansas	19.50%
Kentucky	64.60%	Kentucky	74.10%	California	80.70%	Arkansas	13.30%	Arkansas	16.70%	Mississippi	19.50%
Mississippi	64.30%	Mississippi	72.90%	Texas	80.70%	West Virginia	12.30%	West Virginia	14.80%	West Virginia	17.50%
U.S. Average	75.20%	U.S. Average	80.40%	U.S. Average	85.60%	U.S. Average	20.30%	U.S. Average	24.40%	U.S. Average	28.20%
NM Ranking	33rd	NM Ranking	37th	NM Ranking	43rd	NM Ranking	21st	NM Ranking	25th	NM Ranking	35th

The state educational attainment percentages are from 1990 Census data, 2000 Census data, and 2010 American Community Survey (ACS) data compiled by Proximity One Information Resources and Solutions.

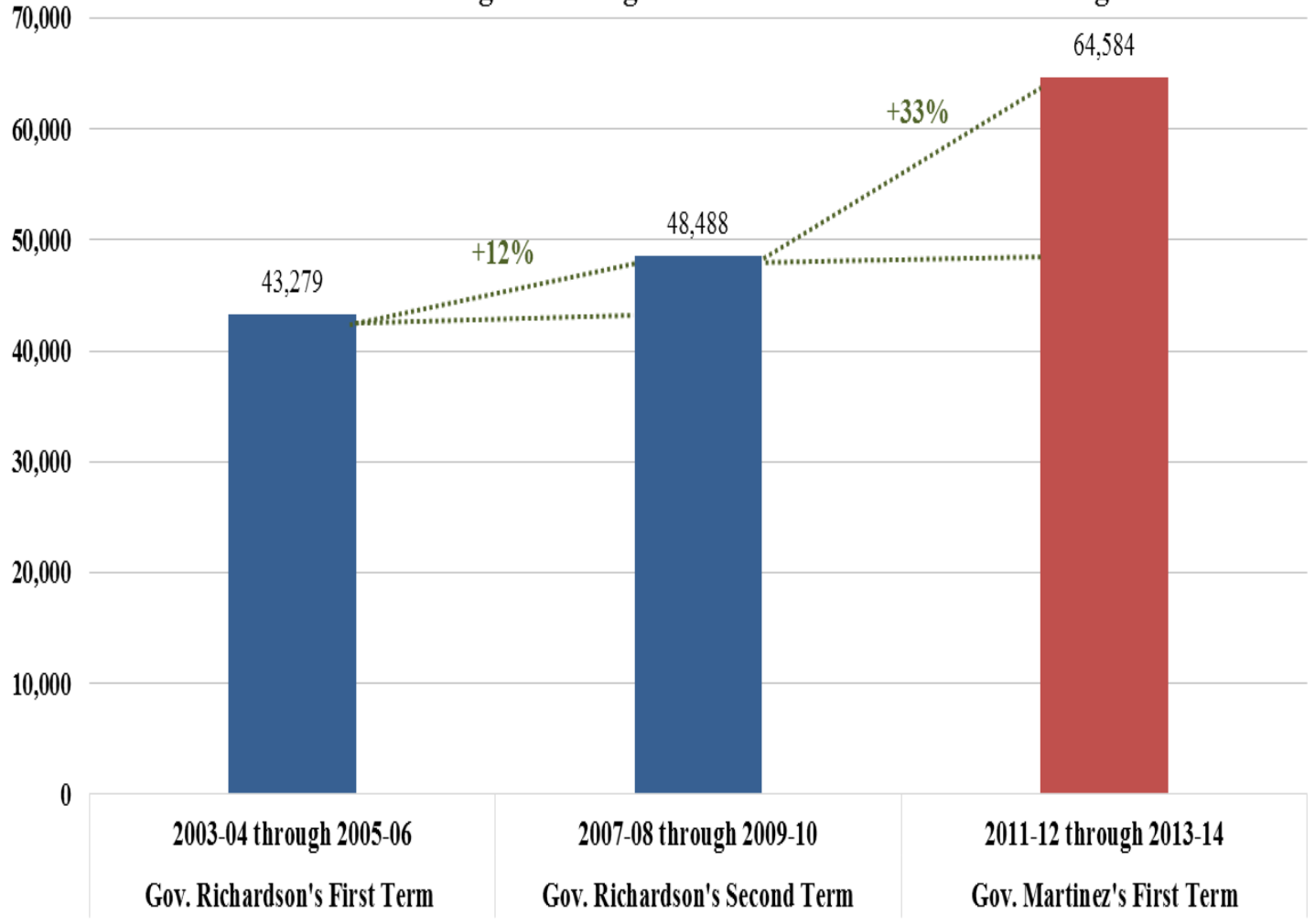


RECENT IMPROVEMENTS: DEGREE PRODUCTION

The NM Higher Education system has significantly increased its overall degree production during the past three academic years (academic years 2011-12 through 2013-14) compared to the last three academic years of the previous administration (2007-08 through 2009-10).

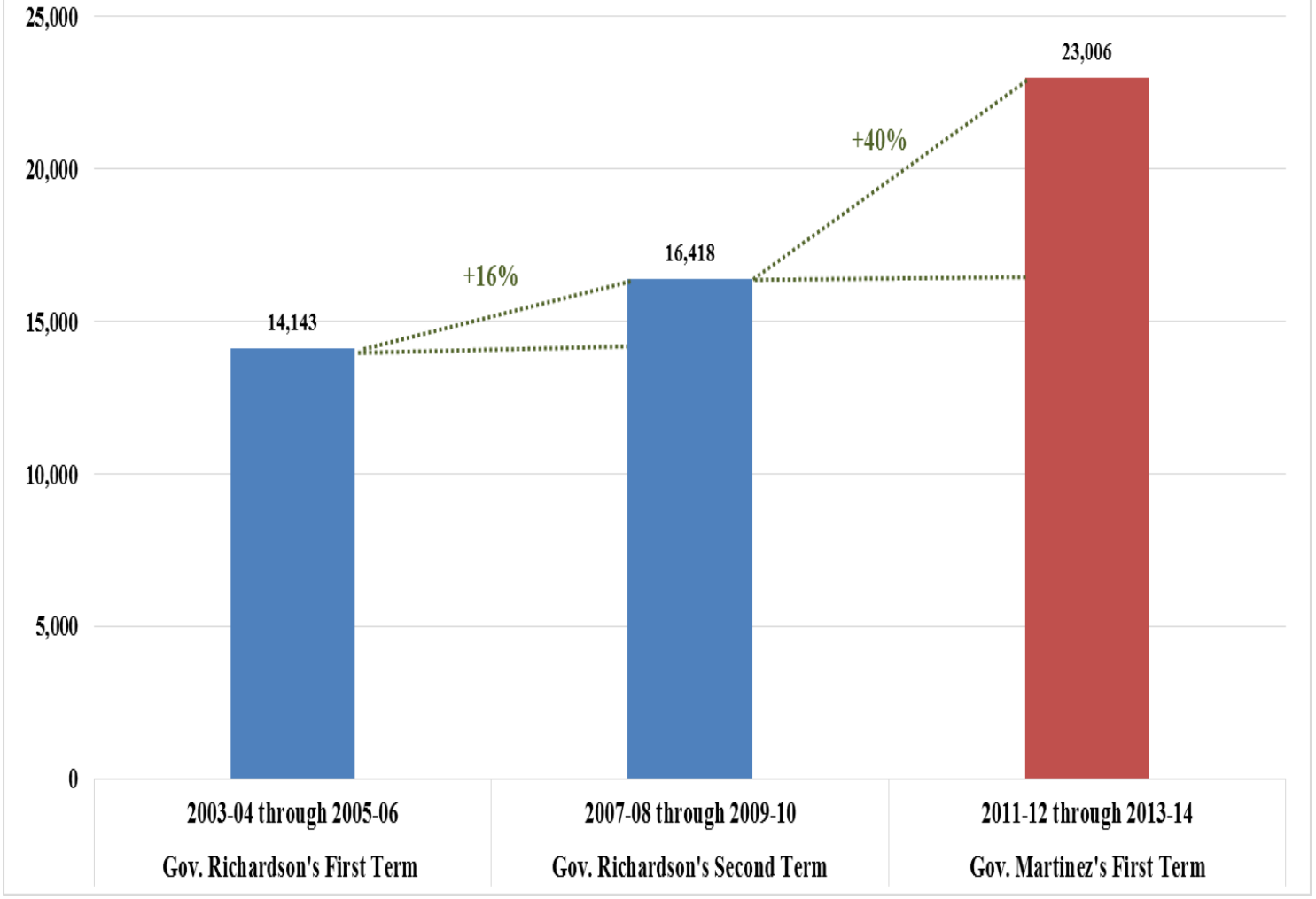
- Using the overall degree production from 2007-08 through 2009-10 as a base, the total number of students receiving an undergraduate or graduate award has **increased 33%** from 48,488 students during the previous administration to 64,584 students during Governor Martinez's first term.
- The number of students receiving a STEMH (Science, Technology, Engineering, Math and Health) award **increased 40%** from 16,418 students during the previous administration to 23,006 during Gov. Martinez's first term.
- The number of financially at-risk students receiving an award **increased 60%** from 21,695 at-risk students during the previous administration to 34,695 at-risk students during Gov. Martinez's first term.

NM Students receiving an Undergraduate/Graduate Certificate or Degree



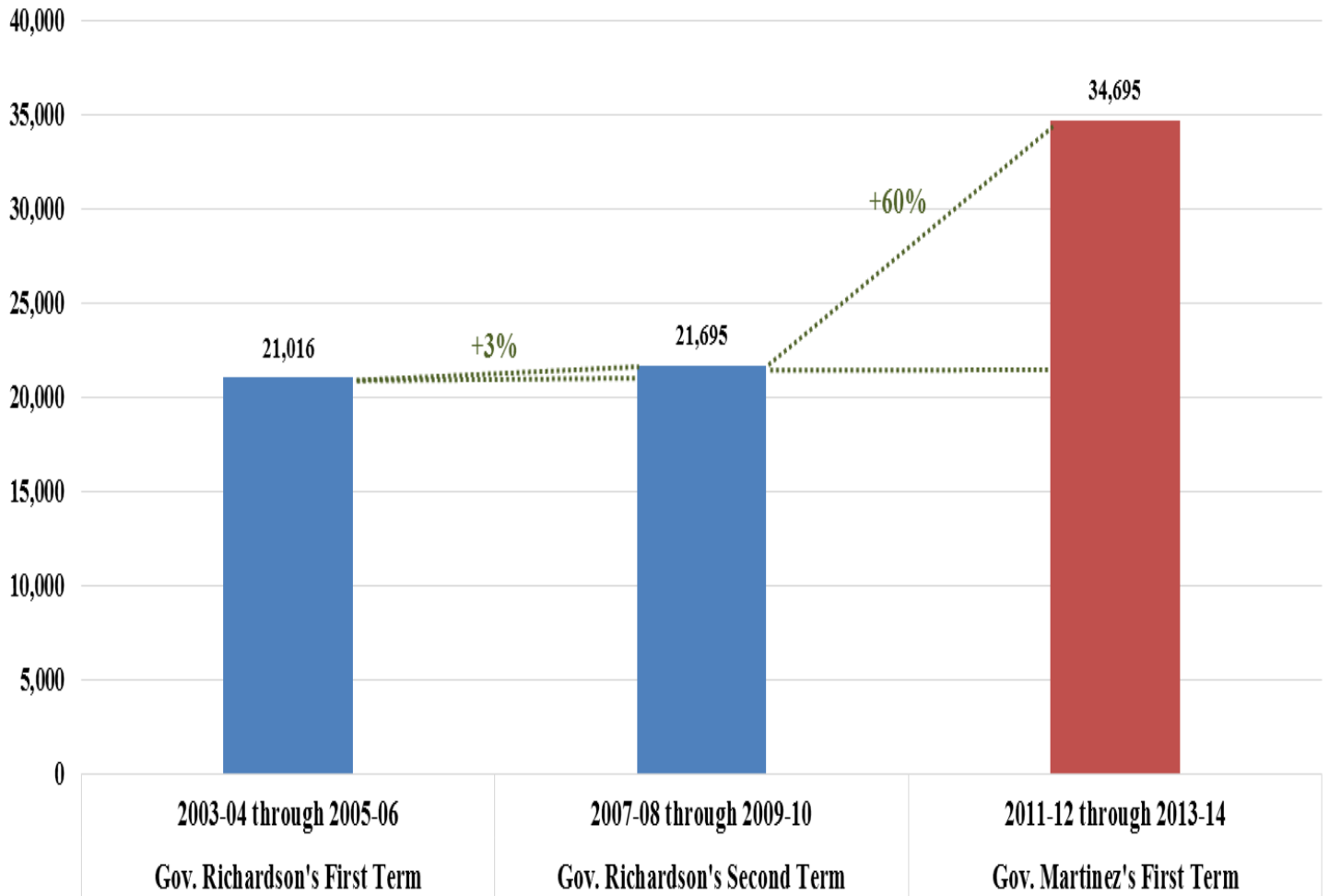
The total undergraduate award figures come from data submitted to the NMHED by the NM higher education institutions through the DEAR reporting system. The 2010-11 through 2013-14 data was published in the FY16 funding formula, all previous data used similar criteria for counting awards.

NM Students Awarded an Undergraduate/Graduate STEMH Certificate or Degree



The STEMH award figures come from data submitted to the NMHED by the NM higher education institutions through the DEAR reporting system. The 2010-11 through 2013-14 data was published in the FY16 funding formula, all previous data used similar criteria for counting awards.

At-Risk NM Students Awarded an Undergraduate/Graduate Certificate or Degree



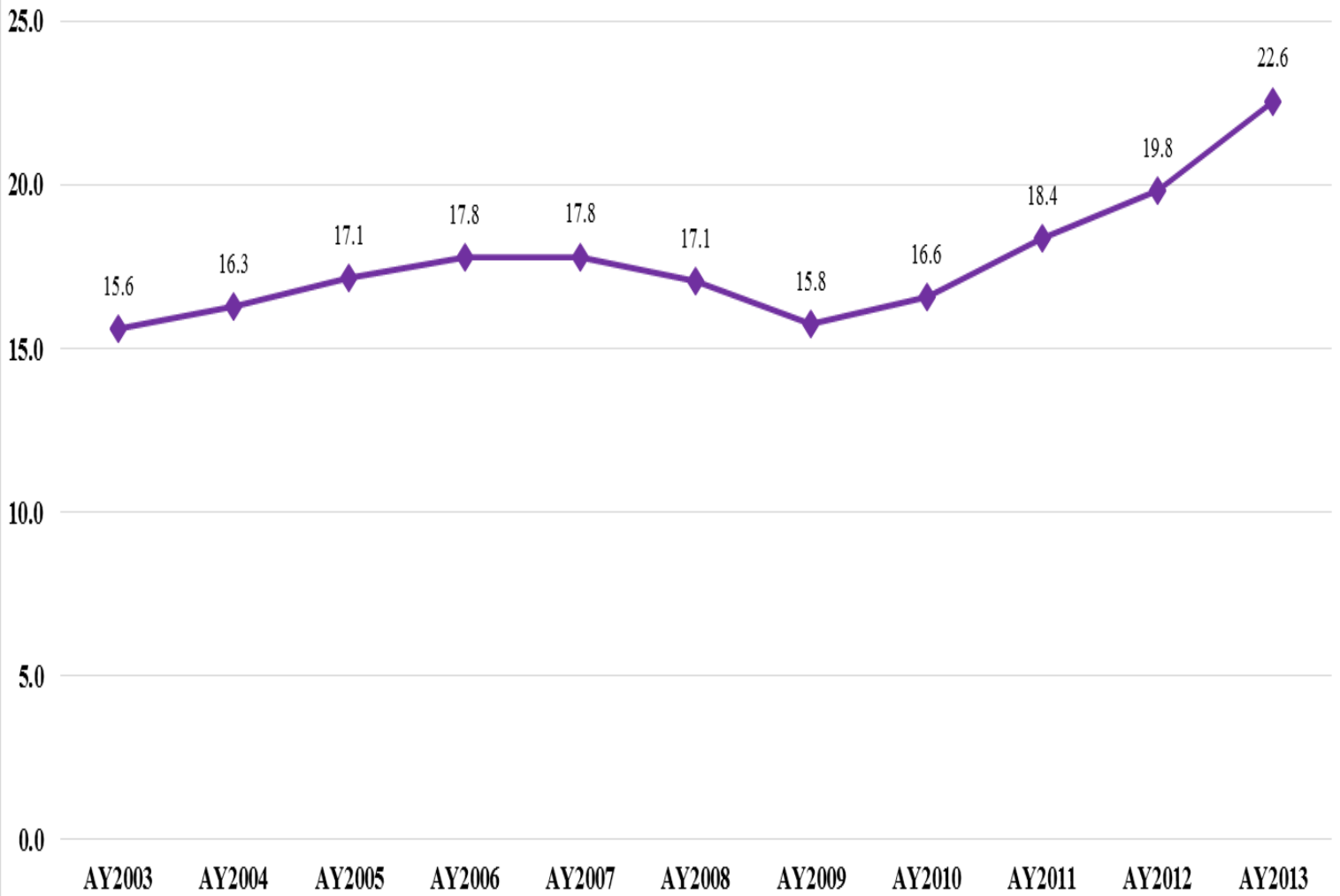
The total awards to at-risk student figures come from data submitted to the NMHED by the NM higher education institutions through the DEAR reporting system. The 2010-11 through 2013-14 data was published in the FY16 funding formula, all previous data used similar criteria for counting awards. A student is defined as “at-risk” when their expected family-contribution to higher education is below \$5,000 per semester.



RECENT IMPROVEMENTS: INSTITUTIONAL EFFICIENCY

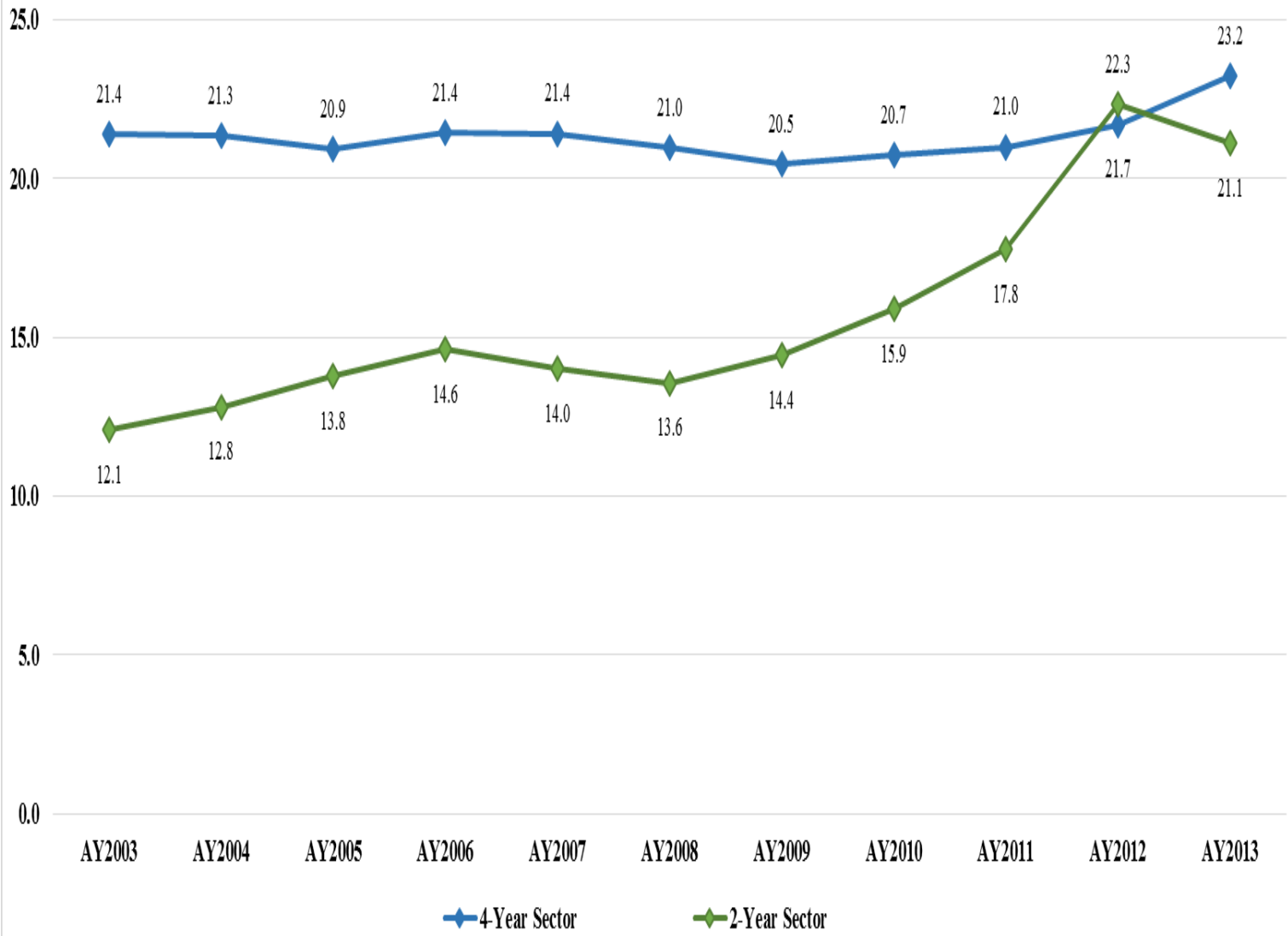
- The efficiency of NM higher education institutions, measured as certificates/degrees awarded per 100 Full-Time Enrollment (FTE), has been increasing since 2010.
- The academic awards per 100 FTE for the NM higher education system increased from 16.6 in academic year 2010 to 22.6 in academic year 2013.
- NM higher education institutions have improved the efficiency of degree production relative to FTE. Furthermore, the funding formula steering committee will discuss adding efficiency metrics into the higher education funding formula in 2015.

Certificates/Degrees Awarded per 100 FTE - NM Higher Education System



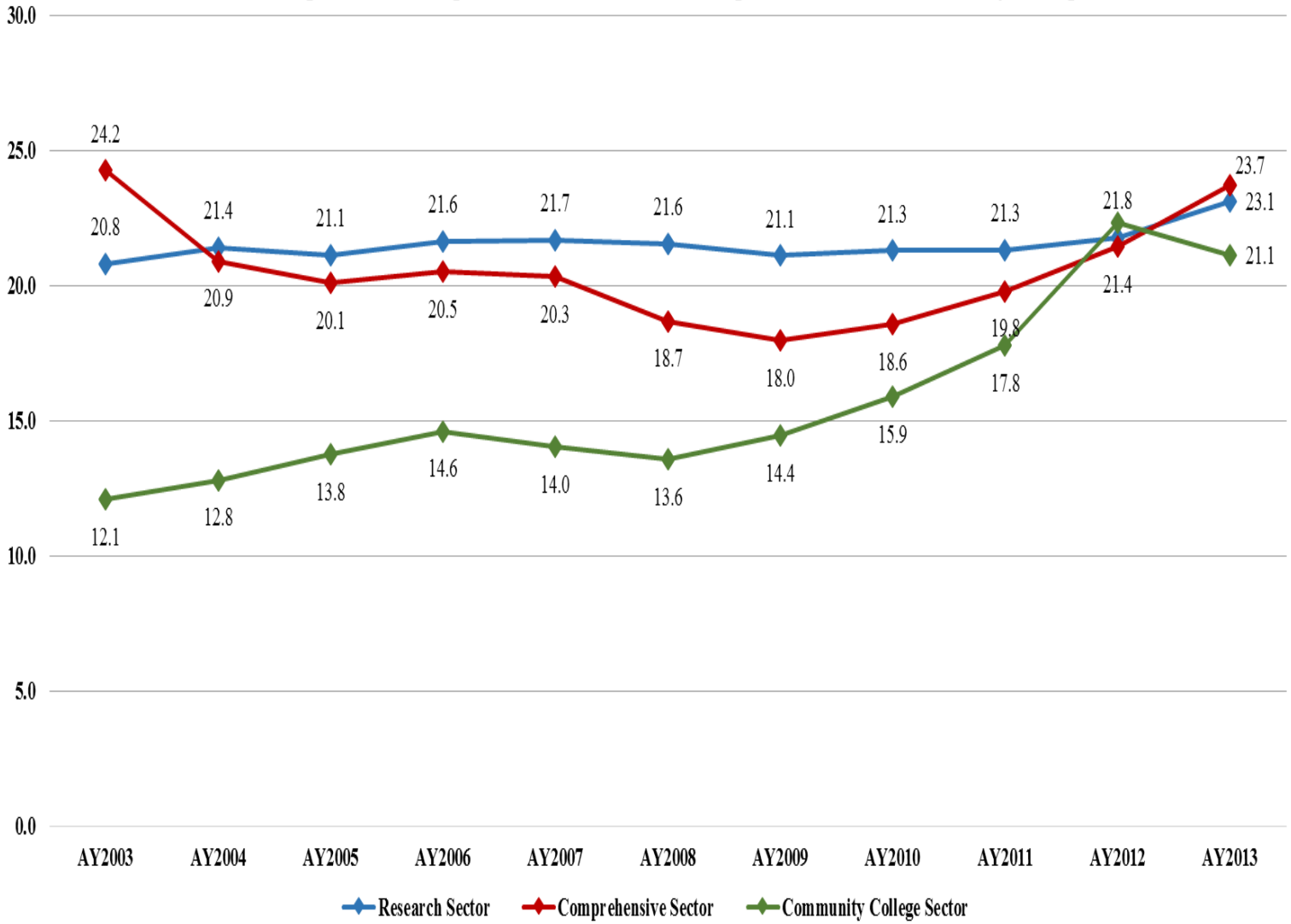
The 12-Month Full-Time Enrollment (FTE) figures come from data submitted to the NMHED by New Mexico's public higher education institutions through the DEAR Reporting System. The certificates/degrees figures came from DEAR awards data that was published in the FY16 funding formula or uses similar criteria for counting awards.

Certificates/Degrees Awarded per 100 FTE: 4-Year and 2-Year Sectors



The 12-Month Full-Time Enrollment (FTE) figures come from data submitted to the NMHED by New Mexico’s public higher education institutions through the DEAR Reporting System. The certificates/degrees figures came from DEAR awards data that was published in the FY16 funding formula or uses similar criteria for counting awards.

Certificates/Degrees Awarded per 100 FTE: Research, Comprehensive, and Community College Sectors



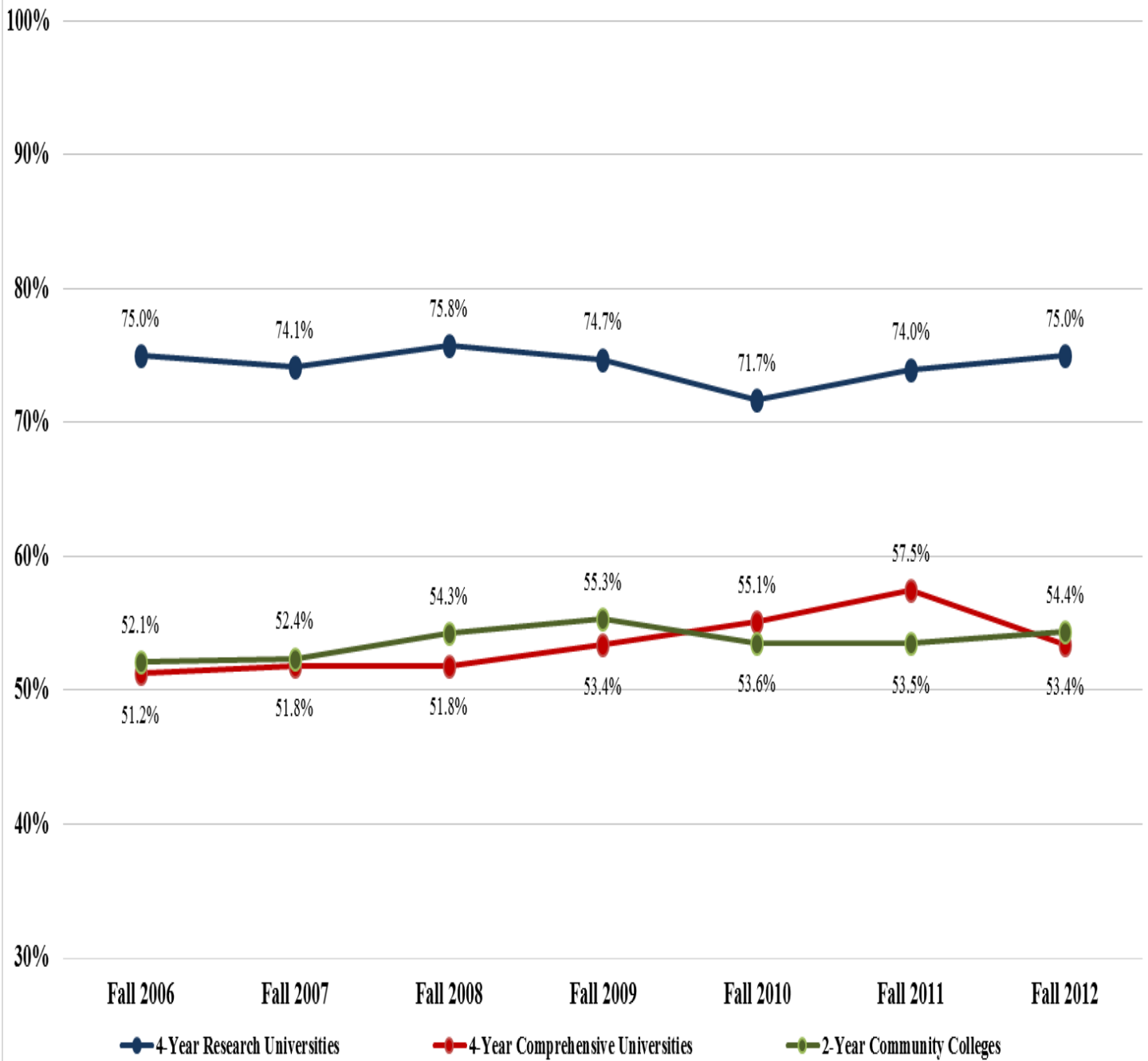
The 12-Month Full-Time Enrollment (FTE) figures come from data submitted to the NMHED by New Mexico’s public higher education institutions through the DEAR Reporting System. The certificates/degrees figures came from DEAR awards data that was published in the FY16 funding formula or uses similar criteria for counting awards.



FRESHMEN RETENTION AND GRADUATION RATES

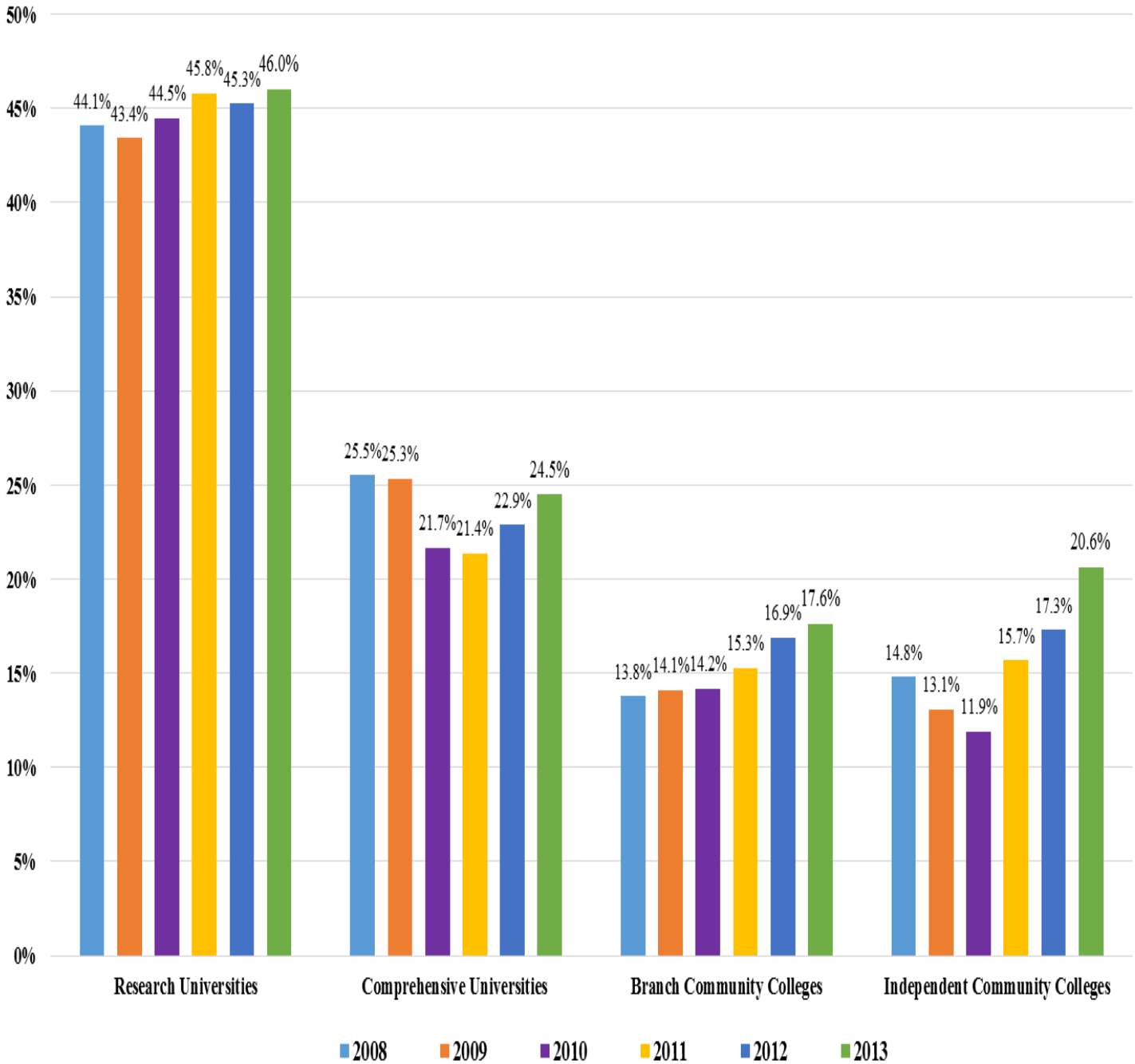
- Retention rates for the NM higher education institutions have remained stable across research universities, comprehensive universities, and the community colleges since 2006.
- The average six-year and three-year graduation rates have increased since 2008 within the research university sector and the community college sector.
- The six-year graduation rate at UNM has increased from 44.1% in 2008 to 47.6% in 2014. The six-year graduation rate at NMSU has increased from 43.9% in 2008 to 45.7% in 2014.

NM First-Time, Full-Time Freshman Retention Rates: Sector Averages (Fall 2006 - 2012)



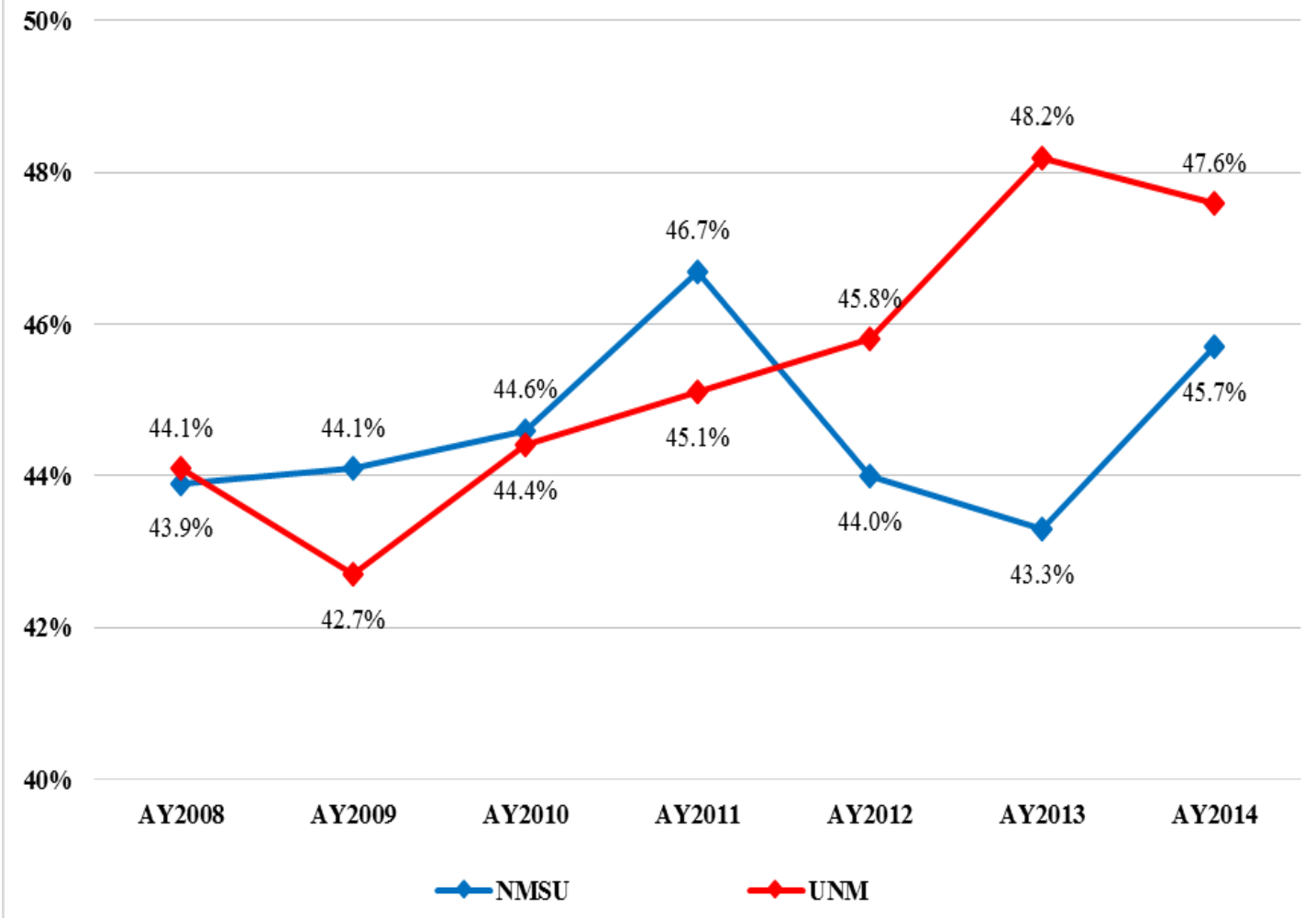
Students who declare that they are first-time full-time (FTFT) freshmen during each fall semester, or the previous summer, are counted as FTFT freshmen. The retention rate describes what percentage of FTFT freshmen, starting each academic year, returned during the succeeding fall semester as a full-time degree-seeking student. These percentages were compiled from data that the NM higher education institutions submitted to the NMHED through the DEAR reporting system.

Average 6-Year and 3-Year Graduation Rates by NM Higher Education Sector



Average sector graduation rates were compiled from the annual reports of the New Mexico Council of University Presidents (CUP), the New Mexico Association of Community Colleges (NMACC), and the New Mexico Association of Independent Community Colleges (NMICC). The graduation rates for the universities were recorded by academic year in CUP reports, whereas the graduation rates for the community colleges were recorded by fiscal year in the NMACC and NMICC annual reports. Northern New Mexico College's (NNMC) graduation rates were reported in the NMICC reports until 2012, since then NNMC's graduation rates have been in the CUP reports.

NMSU and UNM 6-Year Graduation Rates 2008-2014



Graduation rates were compiled from the annual reports of the New Mexico Council of University Presidents (CUP), which summarizes the performance of the NM 4-Year Higher Education Institutions with data submitted by the institutions.



CONCLUSION: PROGRESS IN NM HIGHER EDUCATION

- In 2011, Governor Martinez initiated, and the NM Legislature supported, a performance-based higher education funding formula that would reward institutions for their performance in producing graduates.
- Since then, the New Mexico Higher Education System has shown improved performance in degree production, institutional efficiency, and graduation rates.
- New Mexico still has a long way to go before its performance can match or exceed the national average in state higher education performance. However, current evidence suggests that New Mexico higher education is moving forward in the right direction.

**NMHED DIVISION UPDATES
AND
ANNUAL REPORT DATA
2014**



December 30, 2014

Planning and Research Division

The Planning and Research Division supports the vision of a well-informed education leadership community in New Mexico. 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.

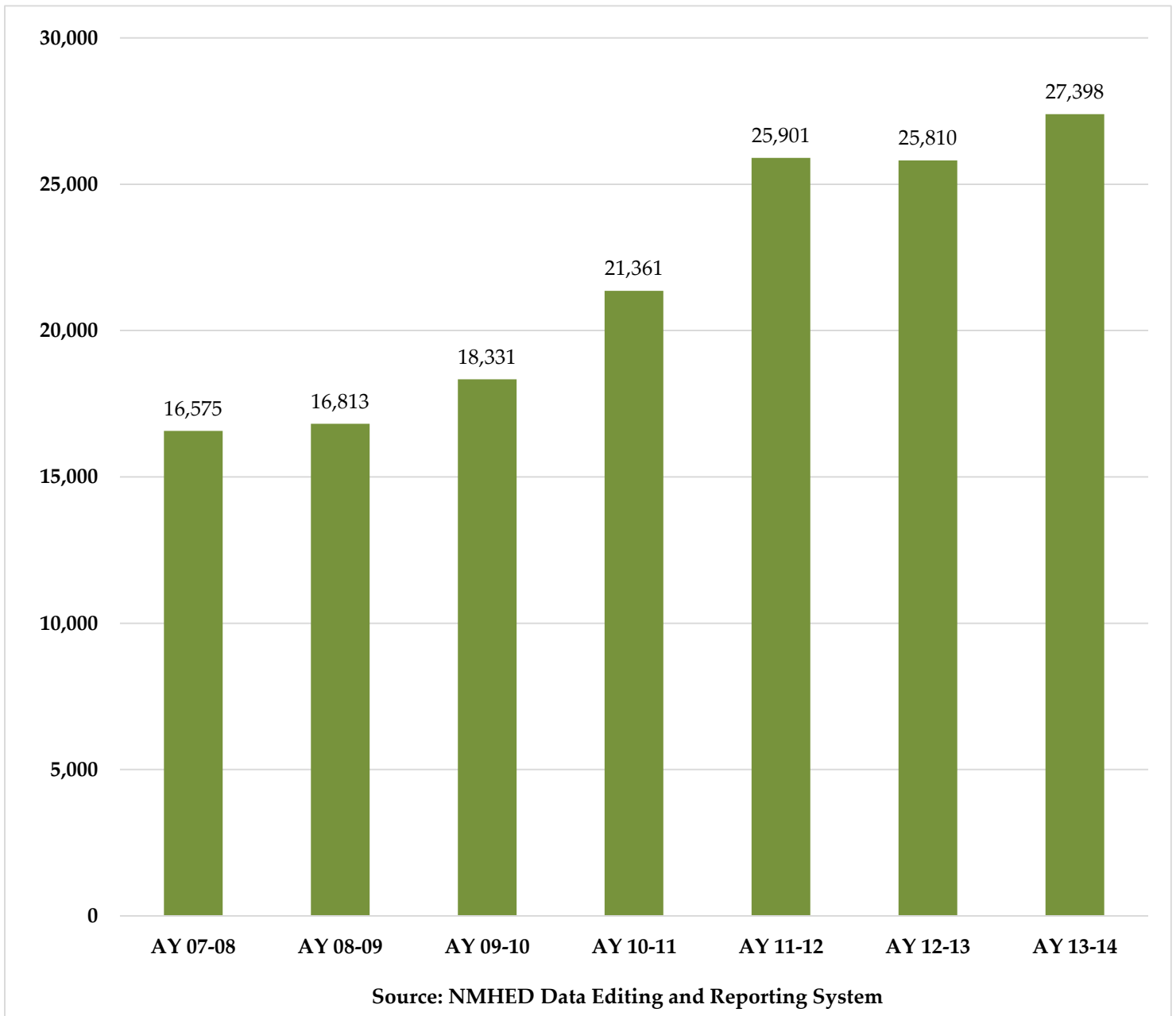
The responsibilities of the Planning and Research Division are broad. These are some of the Division's important and particularly relevant duties:

- 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;
- Provide state and federally mandated compliance reports related to accountability.

The Division is dedicated to continuing to improve the ability to identify strategic improvement opportunities for the Governor, 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 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 analyses that further describe the department's activities for quality improvement and public information purposes.

**Total Number of Degrees/Certificates awarded at NM Higher Education Institutions
AY 2007-2013**



Enrollment Summary
New Mexico Public Postsecondary Institutions

	Fall 2012 Headcount	Fall 2013 Headcount	Percentage Change
Research Universities			
New Mexico Institute of Mining and Tech	2,099	2,153	3%
New Mexico State University	17,697	16,781	-5%
University of New Mexico	28,912	28,643	1%
University of New Mexico-Medical School	373	403	8%
	49,081	47,980	-2%
Comprehensive Institutions			
Eastern New Mexico University	6,068	6,113	1%
New Mexico Highlands University	3,768	3,740	-1%
Northern New Mexico College	1,867	1,678	-10%
Western New Mexico College	3,548	3,560	0%
	15,251	15,091	-1%
Branch Community Colleges			
ENMU - Roswell	4,193	3,885	-7%
ENMU - Ruidoso	1,184	1,009	-15%
NMSU -Alamogordo	3,221	2,503	-22%
NMSU -Carlsbad	2,067	1,898	8%
NMSU - Dona Ana	9,330	8,928	-4%
NMSU -Grants	1,202	1,172	-2%
UNM - Gallup	2,826	2,704	-4%
UNM - Los Alamos	712	780	10%
UNM - Taos	1,825	1,935	6%
UNM - Valencia	2,465	2,345	-5%
	29,025	27,159	-6%
Independent Community Colleges			
Central New Mexico Community College	28,449	28,829	-1%
CNM-UNM Site	1,189	1,134	-5%
Clovis Community College	3,672	3,596	-2%
Luna Community College	1,756	1,602	-9%
Mesalands Community College	984	704	-28%
New Mexico Junior College	3,145	3,119	-1%
San Juan College	11,483	10,811	-6%
Santa Fe Community College	6,483	6,499	0%
	57,161	56,294	-2%
Tribal Colleges			
Dine College	NR	347	*
Institute of American Indian Arts	NR	443	*
Navajo Technical University	NR	1,977	*
Southwestern Indian Polytechnic Institute	NR	575	*
		3,342	*
Statewide Totals	150,518	146,524	-3%

Source: NMHED Data Editing and Reporting System, Fall 2013

**Fall 2013 Headcounts, Undergraduate, and Graduate FTE
New Mexico Public Postsecondary Institutions**

	Headcount	UG FTE	GR FTE	Total FTE
Research Universities				
New Mexico Institute of Mining and Technology	2,153	1,465	300	1,765
New Mexico State University	16,781	11,559	2,008	13,567
University of New Mexico	28,643	19,297	4,943	24,240
University of New Mexico - Medical School	403	NA	403	403
	47,980	32,321	7,654	39,975
Comprehensive Universities				
Eastern New Mexico University	6,113	3,261	593	3,854
New Mexico Highlands University	3,740	1,875	829	2,704
Northern New Mexico College	1,678	946	NA	946
Western New Mexico University	3,560	1,703	341	2,044
	15,091	7,785	1,763	9,548
Branch Community Colleges				
ENMU-Roswell	3,885	1,678	NA	1,678
ENMU-Ruidoso	1,009	327	NA	327
NMSU-Alamogordo	2,503	1,221	NA	1,221
NMSU-Carlsbad	1,898	714	NA	714
NMSU-Dona Ana	8,928	5,068	NA	5,068
NMSU-Grants	1,172	468	NA	468
UNM-Gallup	2,704	1,542	NA	1,542
UNM-Los Alamos	780	313	NA	313
UNM-Taos	1,935	662	NA	662
UNM-Valencia	2,345	1,230	NA	1,230
	27,159	13,223	NA	13,223
Independent Community Colleges				
Central New Mexico Community College	28,829	11,772	NA	11,772
CNM-UNM Site	1,134	294	NA	294
Clovis Community College	3,596	1,450	NA	1,450
Luna Community College	1,602	756	NA	756
Mesalands Community College	704	313	NA	313
New Mexico Junior College	3,119	1,404	NA	1,404
San Juan College	10,811	4,645	NA	4,645
Santa Fe Community College	6,499	2,819	NA	2,819
	56,294	23,453	N/A	23,453
Tribal Colleges				
Dine College	347	223	NA	223
Institute of American Indian Arts	443	215	NA	215
Navajo Technical University	1,977	1,309	NA	1,309
Southwestern Indian Polytechnic Institute	575	446	NA	446
	3,342	2,193	N/A	2,193
State wide Totals	149,866	78,975	9,417	88,392

Source: NMHED Data Editing and Reporting System, Fall 2013

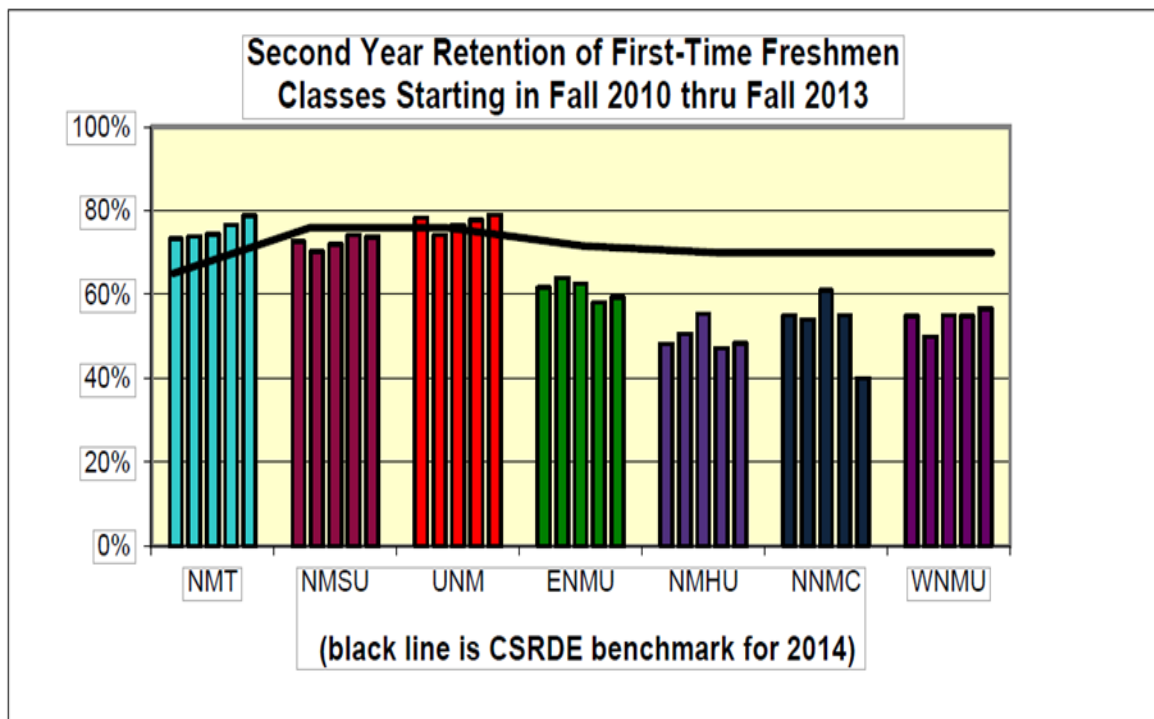
**Fall 2013 Resident and Non-Resident Student Status
New Mexico Public Postsecondary Institutions**

	Headcounts	Resident	Non-Resident
Research Universities			
New Mexico Institute of Mining and Tech	2,153	1,683	470
New Mexico State University	16,781	12,106	4,675
University of New Mexico	28,643	24,887	3,756
University of New Mexico-Medical School	403	391	12
	47,980	39,067	8,913
Comprehensive Institutions			
Eastern New Mexico University	6,113	4,651	1,462
New Mexico Highlands University	3,740	2,968	772
Northern New Mexico College	1,678	1,596	82
Western New Mexico College	3,560	2,802	758
	15,091	12,017	3,074
Branch Community Colleges			
ENMU - Roswell	3,885	3,593	292
ENMU - Ruidoso	1,009	927	82
NMSU -Alamogordo	2,503	2,114	389
NMSU -Carlsbad	1,898	1,752	146
NMSU - Dona Ana	8,928	7,988	940
NMSU -Grants	1,172	1,108	64
UNM - Gallup	2,704	2,115	589
UNM - Los Alamos	780	750	30
UNM - Taos	1,935	1,903	32
UNM - Valencia	2,345	2,293	52
	27,159	24,543	2,616
Independent Community Colleges			
Central New Mexico Community College	28,829	26,006	2,823
CNM-UNM Site	1,134	1,066	68
Clovis Community College	3,596	3,122	474
Luna Community College	1,602	1,527	75
Mesalands Community College	704	686	18
New Mexico Junior College	3,119	2,425	694
San Juan College	10,811	8,317	2,494
Santa Fe Community College	6,499	5,807	692
	56,294	48,956	7,338
Tribal Colleges			
Dine College	347	347	
Institute of American Indian Arts	443	443	
Navajo Technical University	1,977	1,053	924
Southwestern Indian Polytechnic Institute	575	575	
	3,342	2,418	924
Statewide Totals	149,866	127,001	22,865

Source: NMHED Data Editing and Reporting System, Fall 2013

Retention of First-time Freshmen to their Second Year

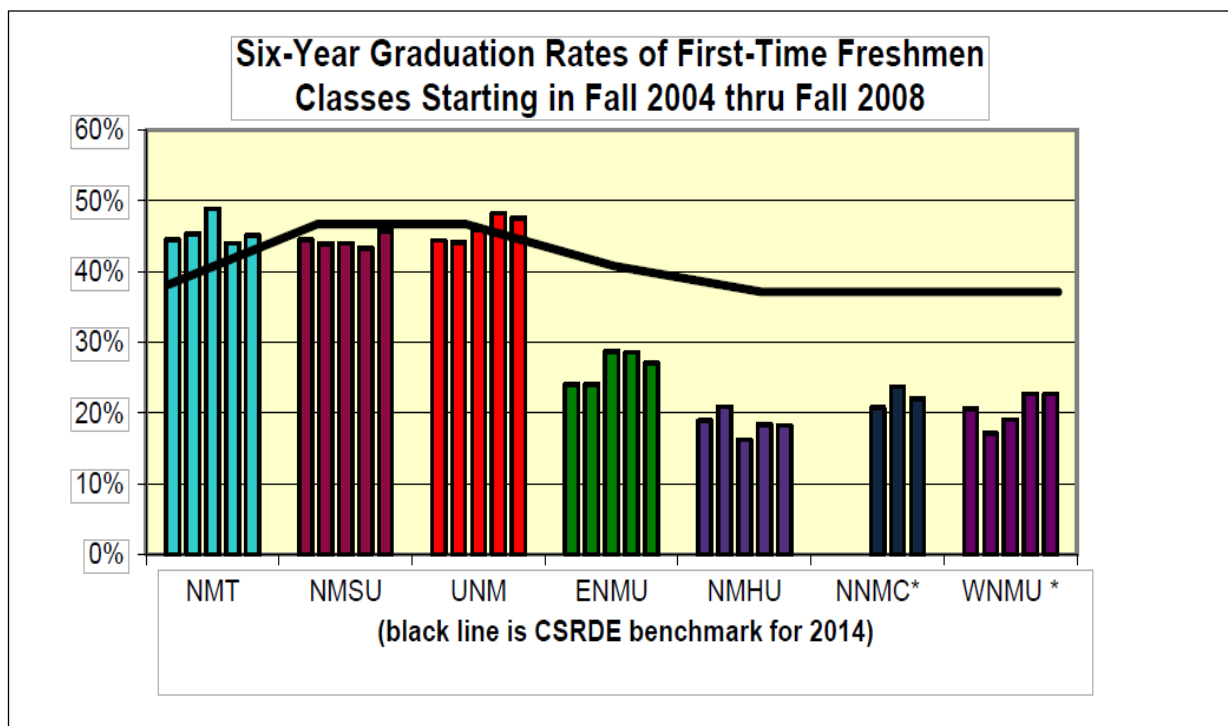
Persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the chart 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.



Source: Council of University Presidents Performance Effectiveness Report (2010-2013)
http://www.unm.edu/~cup/pep2014/PEP_2014%20.pdf

Six-Year Graduation Rate of First-Time Freshmen

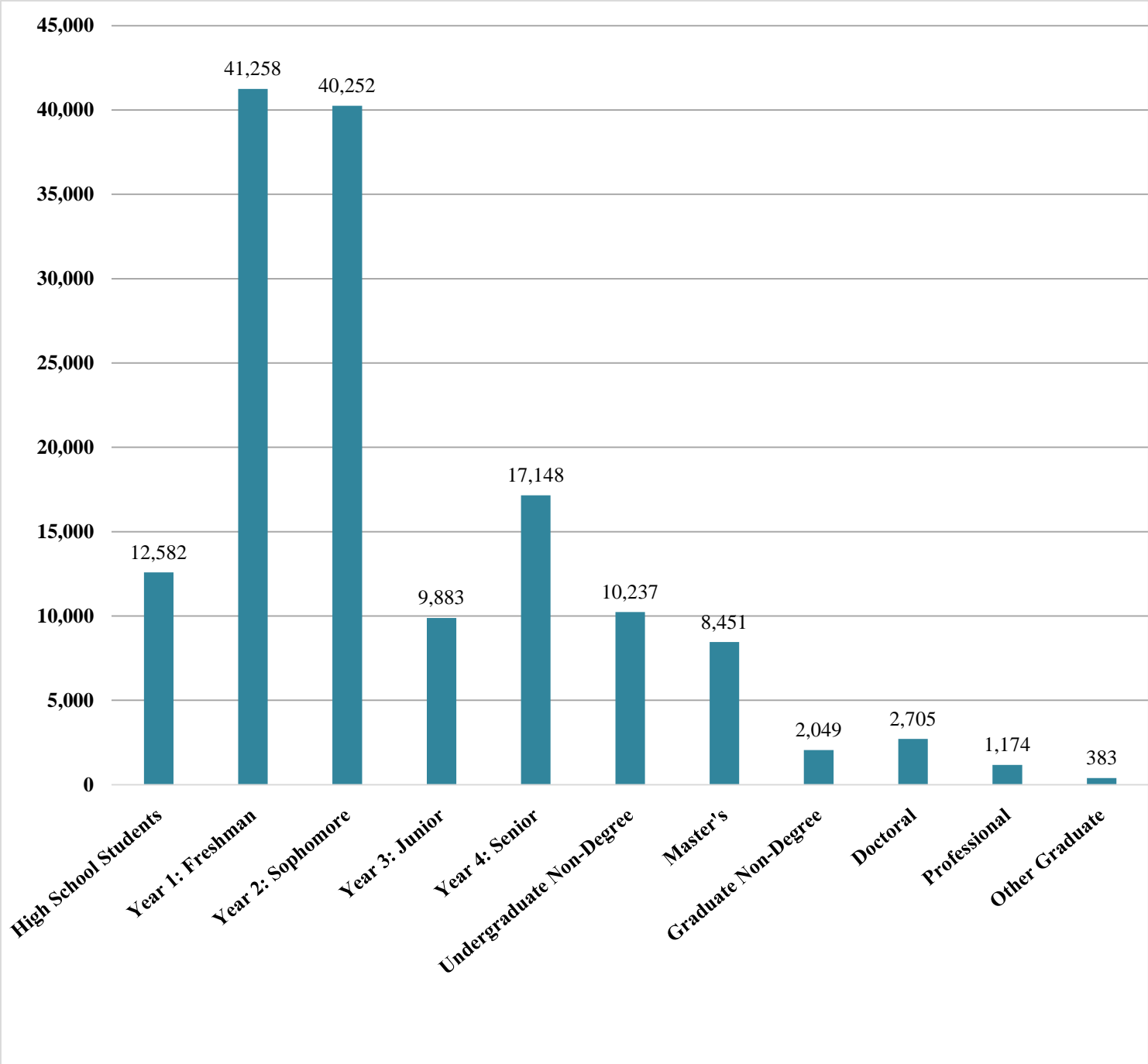
A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the admission policies of the comprehensive universities contribute to the lower rates relative to the research universities. The black line in the chart 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). NNMC and WNMU include both associate and certificate awards, as well as bachelor's degrees, in the calculating their graduation rates.



* NNMC and WNMU include associates and certificate awards in their graduation cohorts.

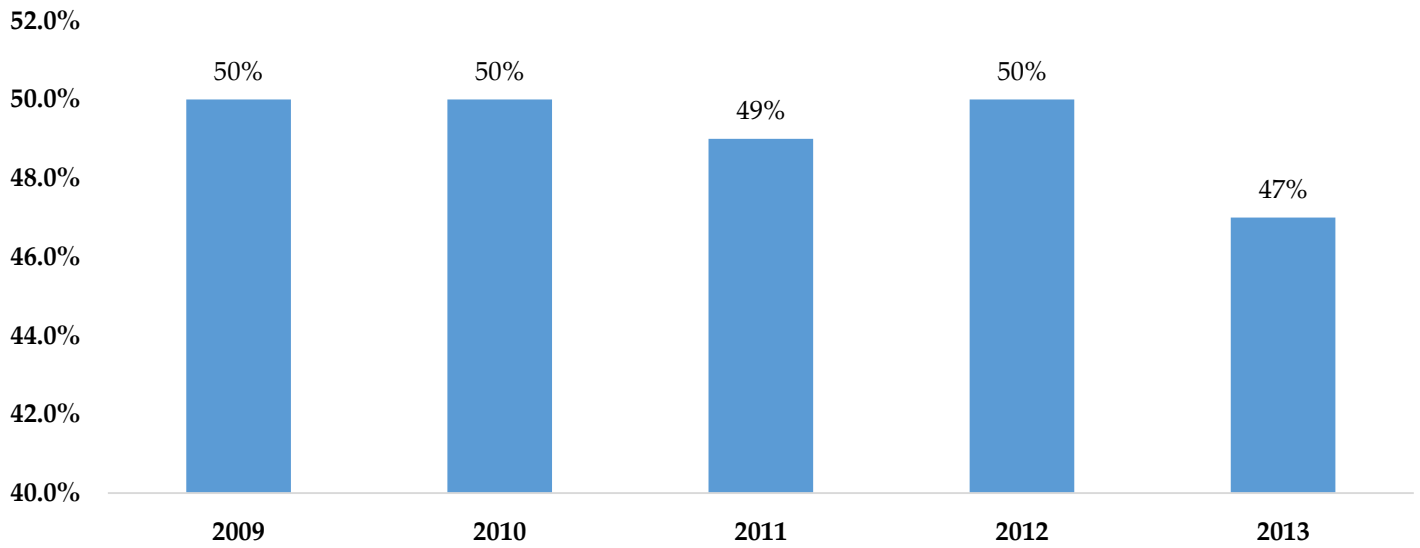
Source: Council of University Presidents Performance Effectiveness Report (2010-2013)
http://www.unm.edu/~cup/pep2014/PEP_2014%20.pdf

Fall 2013 Enrollment By Student Level



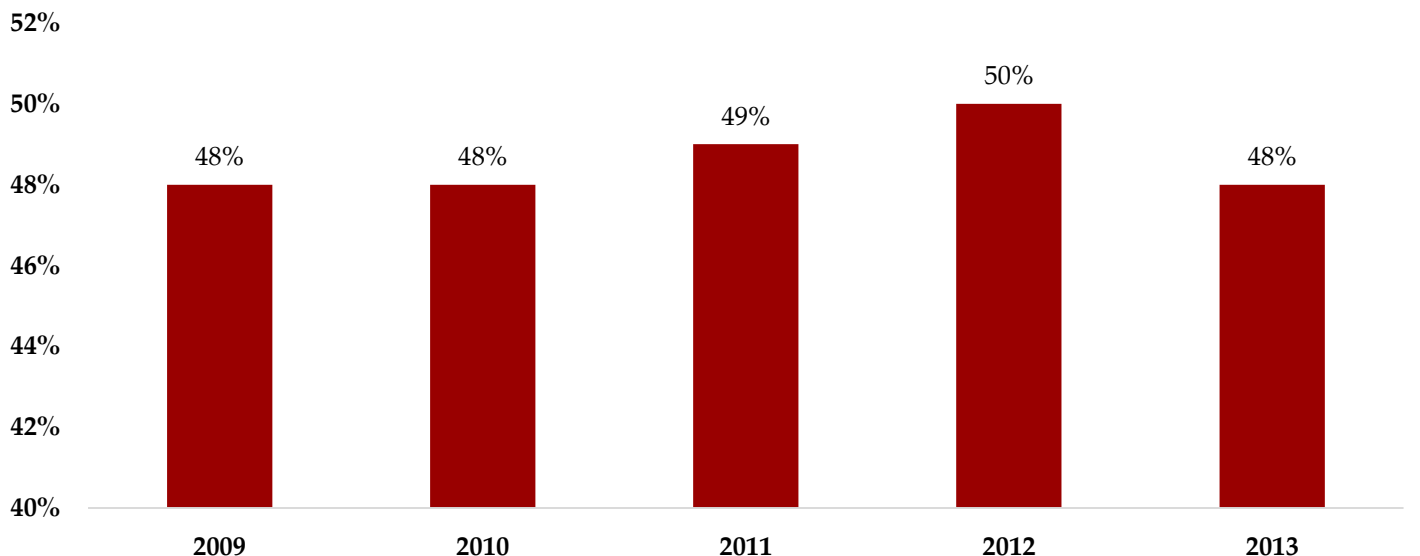
Source: NMHED Data Editing and Reporting System, Fall 2013

Percentage of First Time Freshmen Enrolled in Remedial Courses in New Mexico Public Postsecondary Institutions*



* The percentages include first time freshmen regardless of their high school location origin (public, private, out of state, foreign, GED) as reported on the eDear files, who were enrolled in remedial courses (Math, Reading/or Writing) in summer/fall semester of each Academic Year.

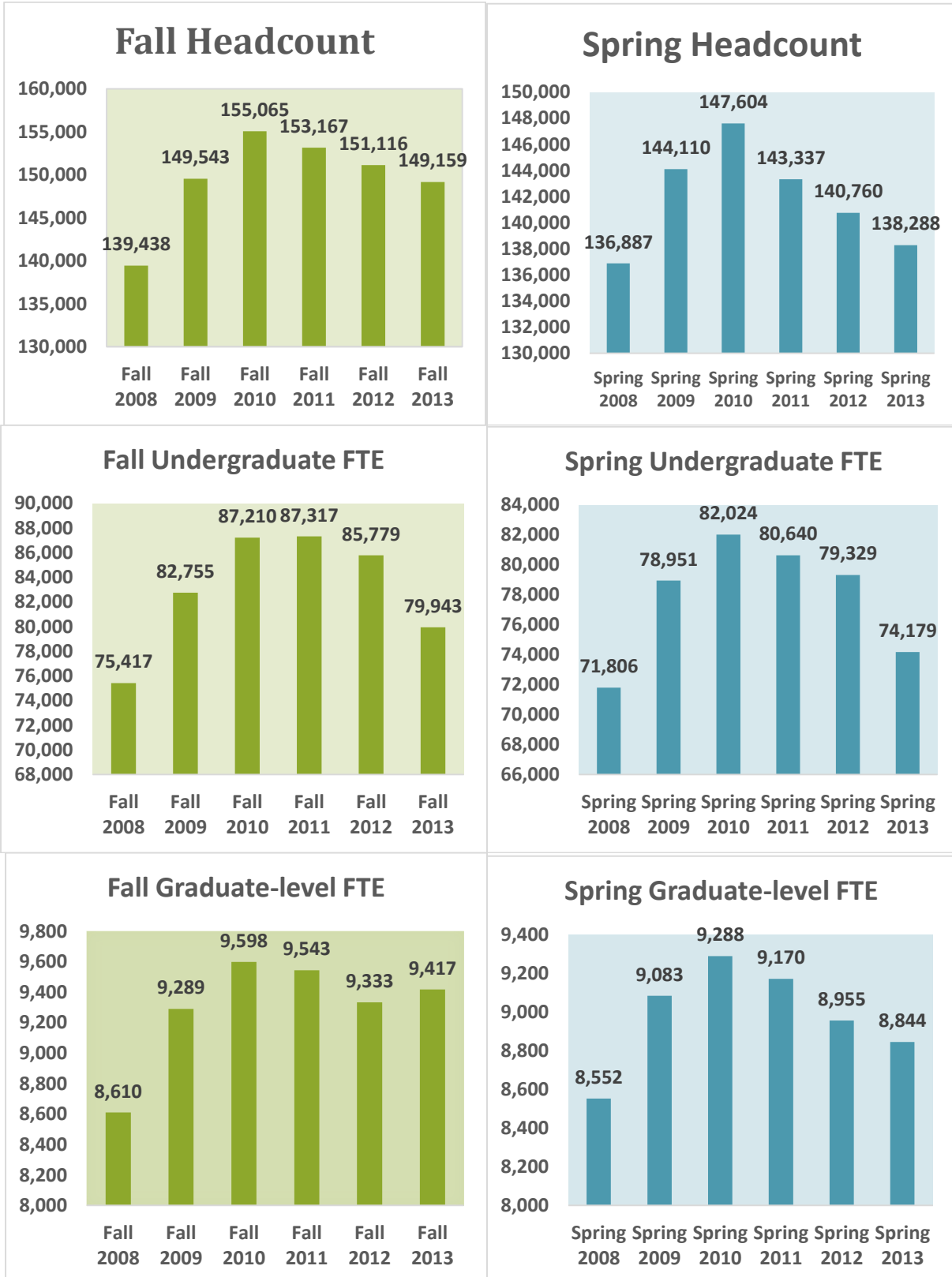
Percentage of First Time Freshmen Enrolled in Remedial Courses In New Mexico Public Postsecondary Institutions from New Mexico Public High Schools*



* The percentages include first time freshmen from New Mexico public high schools as reported on the eDear files, who were enrolled in remedial courses (Math, Reading/or Writing) in summer/fall semester of each Academic Year.

Source: NMHED Data Editing and Reporting System

Historical Headcount Data



Source: NMHED Data Editing and Reporting System

Financial Aid Division

The New Mexico Higher Education Department's Financial Aid Division is dedicated to helping students access the fiscal resources needed to attend college in New Mexico. The Division distributes approximately \$100 million dollars every year in financial aid to students in New Mexico through a wide variety of programs to meet the needs of our state's student population. Approximately 400,000 New Mexican students access financial aid in the form of grants, loans and scholarships each year. Pell grants and student loans are the majority of the aid provided to students attending higher education institutions in the state.

The Division currently administers 28 state financial aid programs and distributes more than \$100 million per year in State and Federal funds. The Legislative Lottery Scholarship is the primary state financial aid program (~\$66 million disbursed in FY2014). The remaining program types consist of other scholarships, grants, loans for service, and loan repayment programs.

There has been a significant growth in reliance on financial aid by the higher education students of New Mexico. Over 60% of New Mexico's undergraduate students receive one or more types of state or federal financial aid. New Mexico students received a total of \$718 million in financial aid in 2014; about \$100 million of that aid was through state financial aid programs and the remainder was federal aid (e.g., Pell grants and Federal student loans).

The Higher Education Department remains deeply concerned with the burden of debt facing New Mexico's students. One method of addressing some of that debt is through expansion of loan-for-service and loan repayment programs established by the Legislature.

These programs primarily focus on medical occupations, but programs are also available for teachers, public-law attorneys, nurse educators, and minority students and women in various doctoral programs. It is also necessary to address the long-term solvency of Legislative Lottery Scholarship program, which accounts for over 60% of state-based financial aid. This issue will be the focus of in-depth attention during the 2015 Legislative Session.

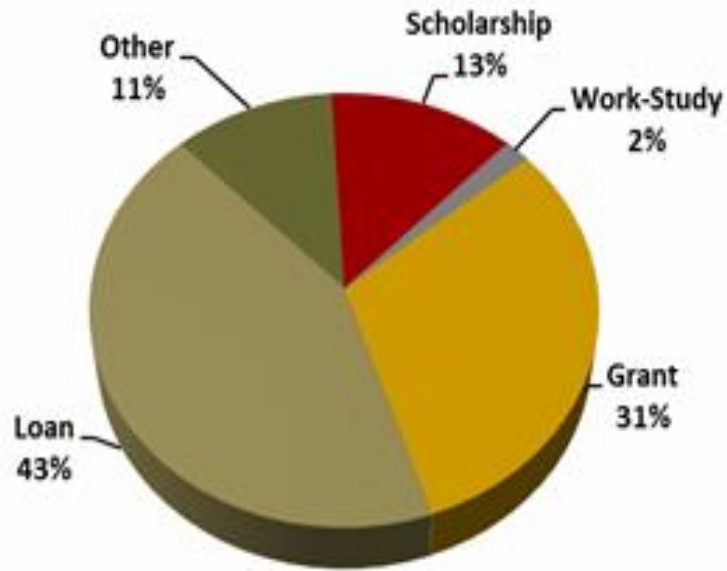
Financial Aid Division Goals

- To inform students in New Mexico that college is attainable and affordable.
- To provide students and their families with the consumer information needed to make informed decisions about financing an education.
- To make information about our financial aid programs accessible to all who qualify.
- To provide funding to pay for educational expenses for as many students of New Mexico as possible.
- To collaborate with New Mexico's public postsecondary colleges and universities, ensuring regulatory compliance and good stewardship of State and Federal funds.
- To facilitate the student financial aid application process and keep it as simple as possible. With the exception of the Loan-for-Service programs, there are no separate state applications that must be submitted. Students are encouraged to submit the Free Application for Federal Student Aid (FAFSA).

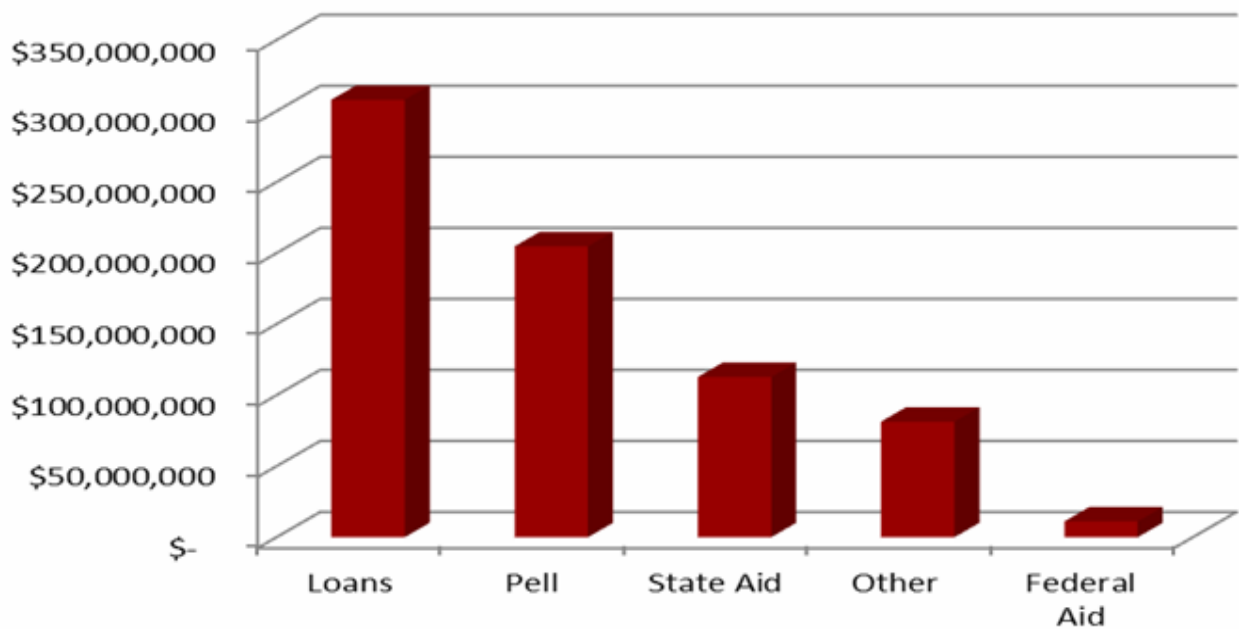
New Mexico Financial Aid Overview

Approximately 400,000 New Mexican students access financial aid in the form of grants, loans and scholarships each year. Pell grants and student loans are the majority of the aid provided to students attending higher education institutions in the state.

New Mexico Financial Aid

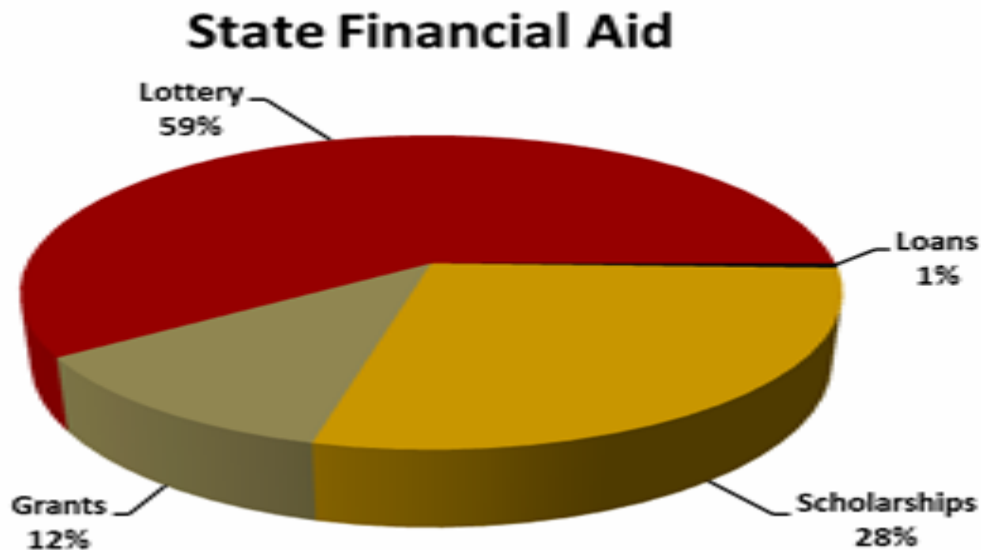


New Mexico Financial Aid Distribution



State Funded Financial Aid by Program Type

The NMHED currently administers 28 financial aid programs created by state law and supported by state funds. The Legislative Lottery Scholarship is the largest state financial aid program (~\$66 million disbursed in FY2014). The remaining program types consist of scholarships, grants, and other funding sources.



State Financial Aid	Recipients	Total Amount Distributed
Lottery Success Scholarship	21,739	\$66,284,169
3% Scholarship	9,422	\$12,928,630
Student Incentive Grant (SSIG)	15,900	\$11,084,243
Athletic Scholarships	1,675	\$11,050,451
State Work-Study	2,348	\$6,522,490
College Affordability Grant	3,331	\$1,967,269
Competitive Scholarships	1,508	\$1,861,288
WICHE Loan for Service	79	\$2,091,069
New Mexico Scholars	196	\$484,860
Graduate Scholarships	64	\$437,400
Medical Student Loan	10	\$237,500
Legislative Endowment	214	\$176,354
Allied Health Loan	14	\$144,000
Nursing Loan	10	\$107,643
Vietnam Veterans Scholarship	8	\$80,438
Teacher Loan for Service program	7	\$24,000
Nurse Educator	8	\$22,000
TOTAL	56,454	\$113,412,735

New Mexico Lottery Scholarship Update

The purpose of the Legislative Lottery Scholarship is to provide tuition assistance for qualified students and legacy students pursuant to the Legislative Lottery Tuition Scholarship Act. Senate Bill 347 enacted in 2014 brought significant changes to student eligibility criteria. Some of these changes were explicitly specified within the legislation, and additional rules were promulgated by NMHED and published in 5.7.20 NMAC. The new eligibility criteria are summarized below and include, but are not limited to, the following:

- Students must maintain continuous enrollment not including Summer semesters and maintain a 2.5 cumulative GPA on a 4.0 scale.
- For students who have less than three semesters of scholarship awards at the end of FY14 (non-legacy students), the credit hour requirement has changed from 12 credit hours per semester to 15 credit hours.
- Students may receive a maximum of 3 semesters of the scholarship at a 2-year institution, and a maximum of 7 semesters if enrolled at a research or comprehensive institution. Provisions are made for students who transfer from a 2-year institution to a 4-year institution to complete an advanced degree.
- Students with documented disabilities may maintain eligibility with a reduced course load of a minimum of 6 credit hours per semester.

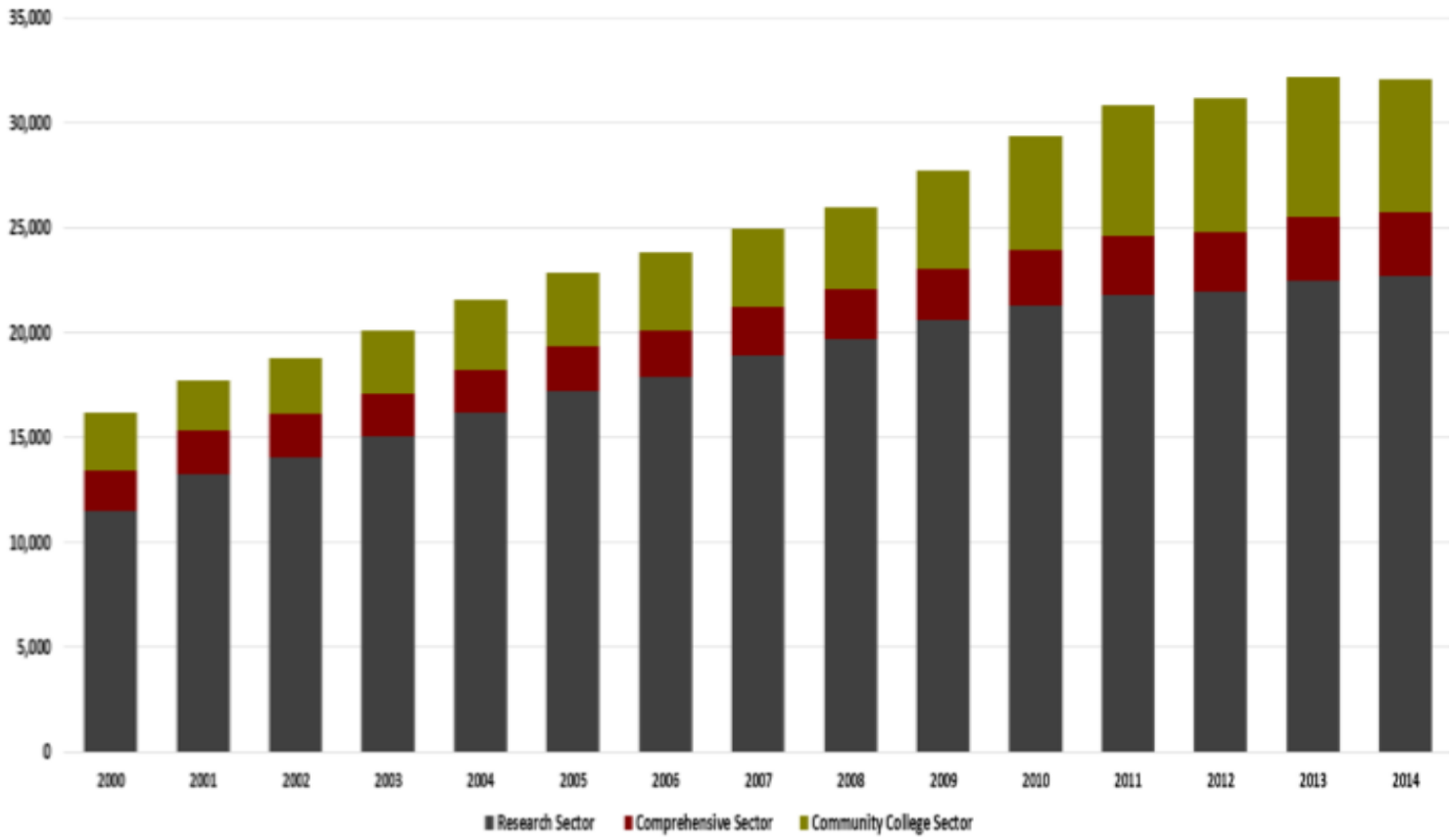
This report covers the status of the fund and tuition scholarship participation data as of the end of Fiscal Year 2014 (period ending June 30, 2014).

Since 2000 there has been a nearly 2-fold increase in the number of lottery scholarship recipients; however enrollment at the institutions has leveled off in recent years and is projected to remain stable through FY15.

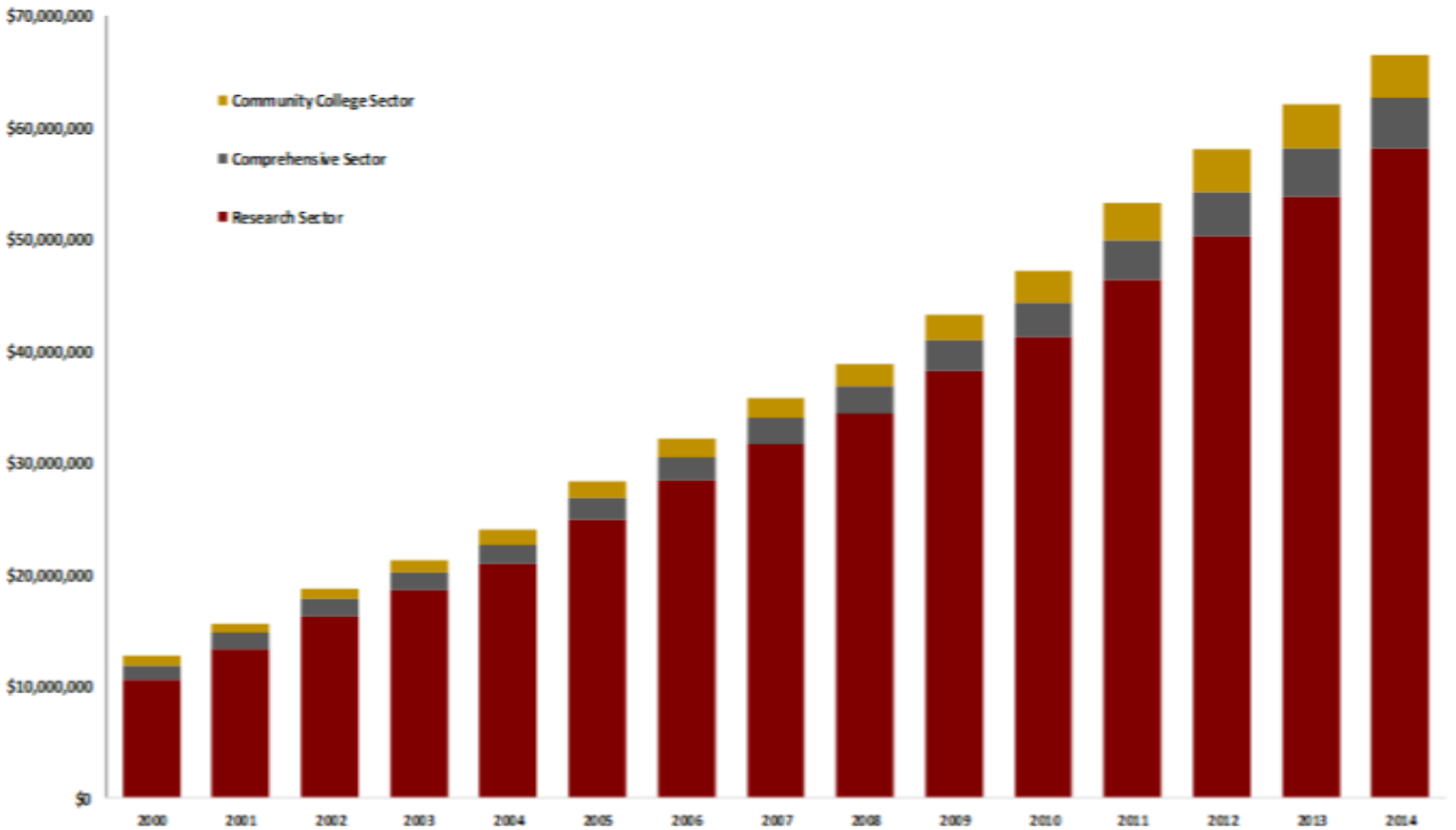
The Legislative Lottery Scholarship distributed \$66 million to students in FY14. The majority of scholarship funds go to recipients at New Mexico's research institutions (NMSU, NMT, and UNM). In FY14, expenditures for the Lottery Scholarship exceeded revenues from lottery proceeds and were supplemented by funds from the Tobacco Settlement Fund and a one-time fund transfer from another portion of the Financial Aid budget.

The Higher Education Department is dedicated to ensuring the long-term stability of the Lottery Tuition Fund and ensuring that the Lottery Scholarship pays the maximum possible amount of tuition to eligible recipients that the fund can sustain.

Legislative Lottery Scholarship Recipients (2000-2014)



Legislative Lottery Scholarships Distribution (2000-2014)



Financial Aid Student Loans

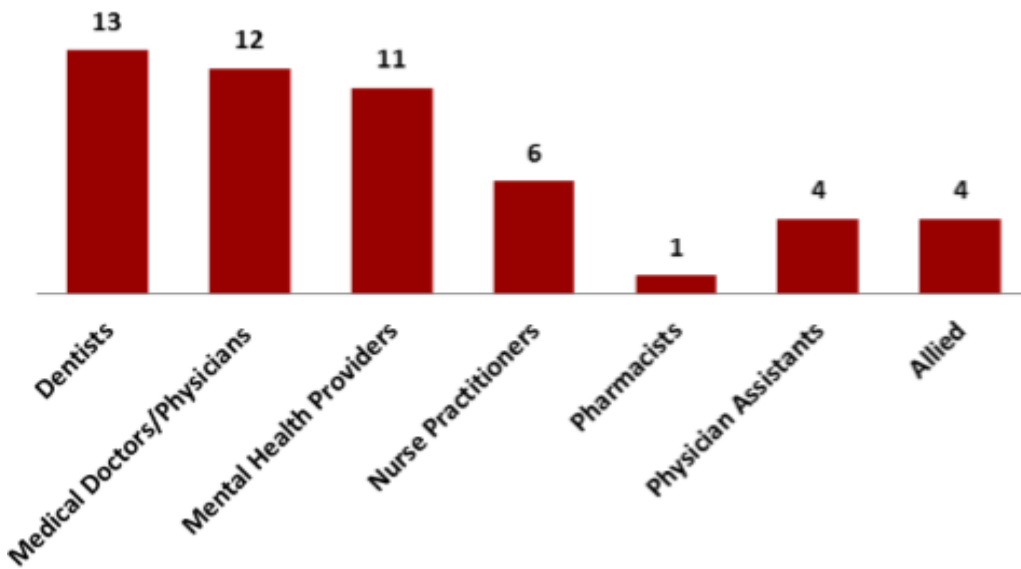
The average student loan amount in 2013 was \$2,633. Students borrowed \$5.62 for every dollar awarded by the Legislative Lottery Scholarship Program. The default rate for Loan-For-Service programs is only 2%, with approximately \$2 million in outstanding, uncollected debt on the books since program inception. Nursing and Teacher Loan for Service programs have the highest rate of default.

PROGRAM	DISTRIBUTION
Stafford Unsubsidized	\$ 93,391,383
Direct Unsubsidized	\$ 76,896,755
Direct Subsidized	\$ 66,202,778
Stafford Student Loan (SSL)	\$ 47,828,303
Private Loan	\$ 9,377,181
Perkins Loan	\$ 6,957,782
Parent Loans for Undergraduates (PLUS)	\$ 5,040,847
Direct PLUS	\$ 1,800,897
Medical Student Loan	\$ 237,500
Allied Health Loan	\$ 144,000
Nursing Loan	\$ 107,643
Teacher Loan for Service program	\$ 24,000
Nurse Educator	\$ 22,000
TOTAL	\$ 308,031,069

Health Loan Program

In 2014, New Mexico launched a new program initiative focusing on the health care needs surrounding New Mexico. The Health Loan Repayment Program (HPLRP) goal was to improve rural health in New Mexico by increasing medical provider coverage in underserved areas in the state. Through the program New Mexico has been extremely successful at recruiting and retaining health professionals to work in New Mexico's neediest communities.

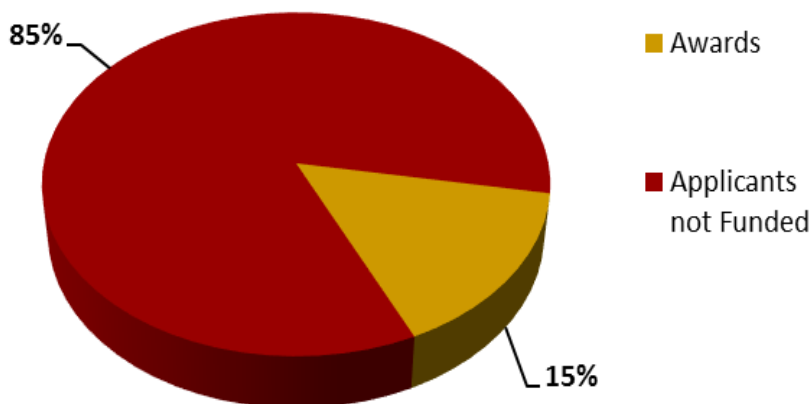
The State in recent years has successfully expanded several Health Loan for Service and Loan Repayment programs. In addition, the New Mexico Higher Education Department (NMHED) is proposing an amendment to the Nursing Educator Fund in the 2015 Legislative Session to expand the capacity for registered nurses to apply with the intent to practice as nurse educators.



There are currently 51 health care providers participating in the Health Professional Loan Repayment program. NMHED expended over \$900,000 to health care providers during FY 2014

The chart to the left shows the numbers of participants by profession.

% of Awards vs. Applicants



In 2014, NMHED awarded 20 health care providers. A total of 130 applications were submitted for consideration under the Health Professional LRP.

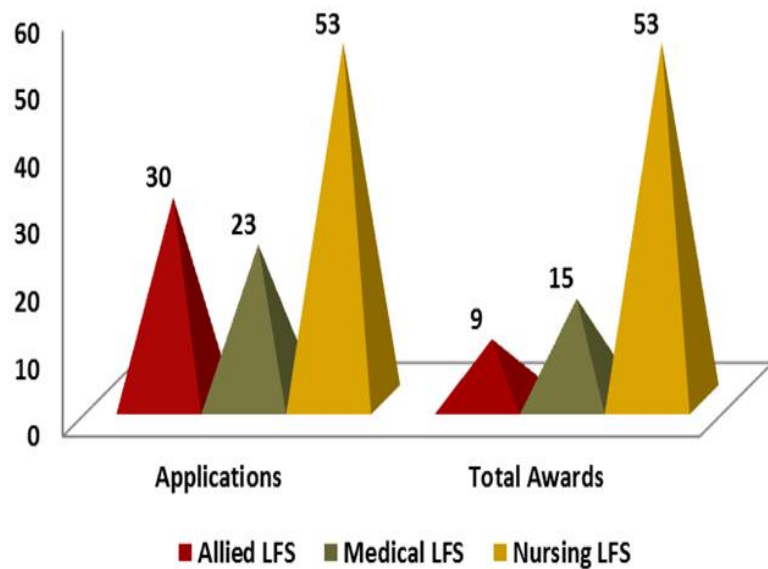
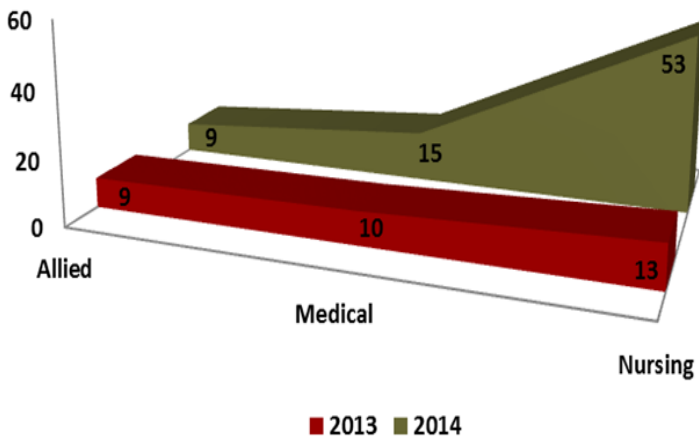
Additional funding would increase the number of awards to qualified applicants who are providing service in underserved areas of New Mexico.

Health Loan for Service

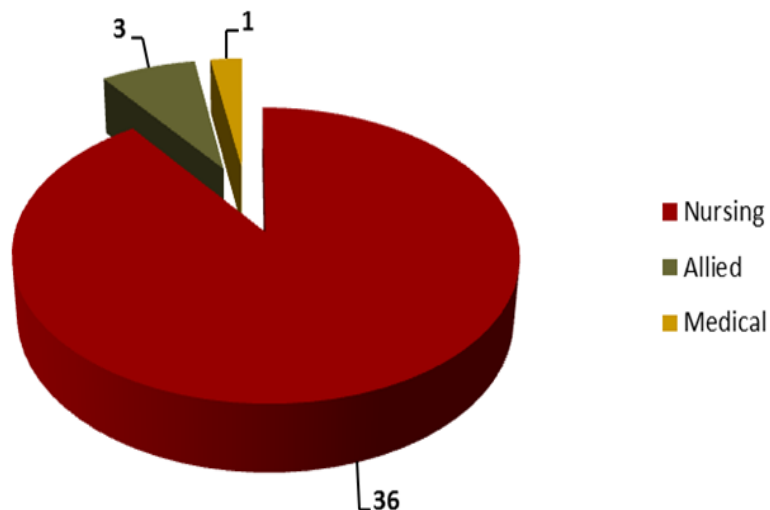
The demand for nurses and other health professionals increases with the population's growing need for healthcare services. The NMHED has increased the number of Health Loan for Service (LFS) awards in an effort to increase the number of health care providers providing service in areas of New Mexico. The Loan for Service programs help provide financial support for students entering into health care fields who, upon graduation, will provide service in their chosen fields in underserved areas of New Mexico.

The recent funding increase for the Health Loan Service programs expanded the number of awards to qualified applicants. NMHED projects 40 students will complete their professional studies in 2015 and enter into the New Mexico workforce to begin the service component.

**Program Participation Growth
FY2013 and FY2014**



Projected Number of Graduates in 2015



WICHE Loan for Service Program

The Western Interstate Commission for Higher Education (WICHE) is an agreement between fifteen western states to share educational resources among the participant states that do not offer certain degrees within their state; New Mexico has been a member since 1952. Through WICHE, students from New Mexico—which has no schools that offer dentistry or veterinary medicine graduate programs—can earn degrees in these fields at schools in other WICHE states. The investment from the state of New Mexico during FY14 was \$2,037,000 to support a total of 79 New Mexico students.

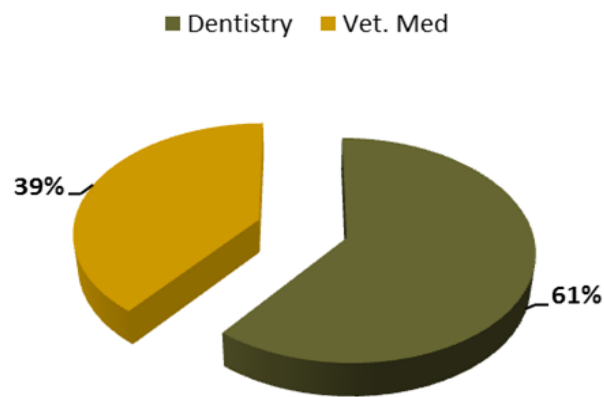
The support fees paid by New Mexico for the 2014-2015 academic year are listed below:

Dentistry Support Fee = \$24,400

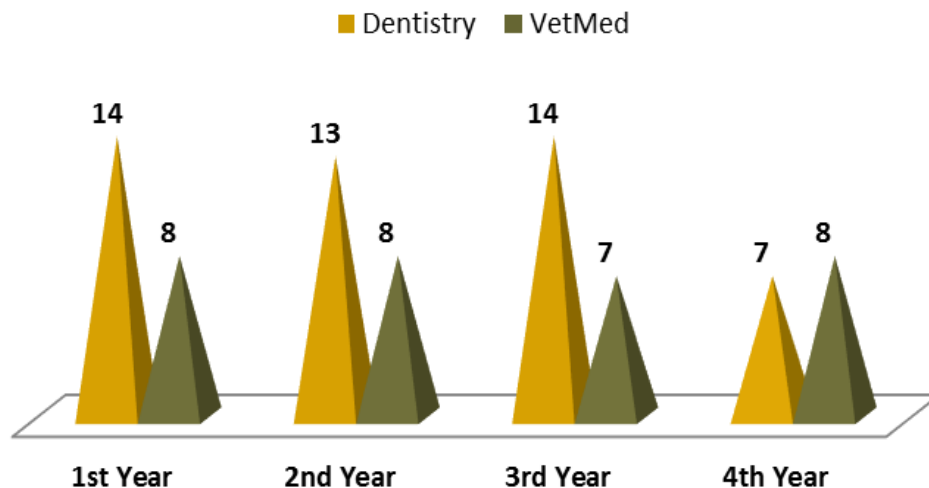
Veterinary Medicine Support Fee = \$31,500

New Mexico anticipates seven dental and eight veterinary students will complete their professional studies in May of 2015. Upon completion, these students will enter the New Mexico workforce in their chosen field. These numbers are projected to grow with increased support from General Appropriations in upcoming years.

WICHE Program Awards



Number of Students by AY

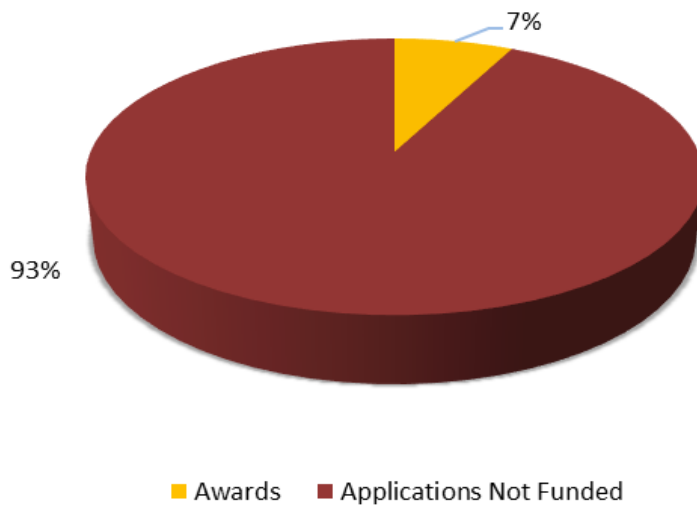


Teacher Loan Program

The Teacher Loan Repayment program was enacted during the 2013 legislative session under House Bill 53. In FY14, the NMHED implemented this act to increase the number of teachers in designated underserved areas of the state through an educational loan repayment program.

Loan repayment assistance is an incentive to educators in schools across the State not meeting acceptable academic proficiency levels.

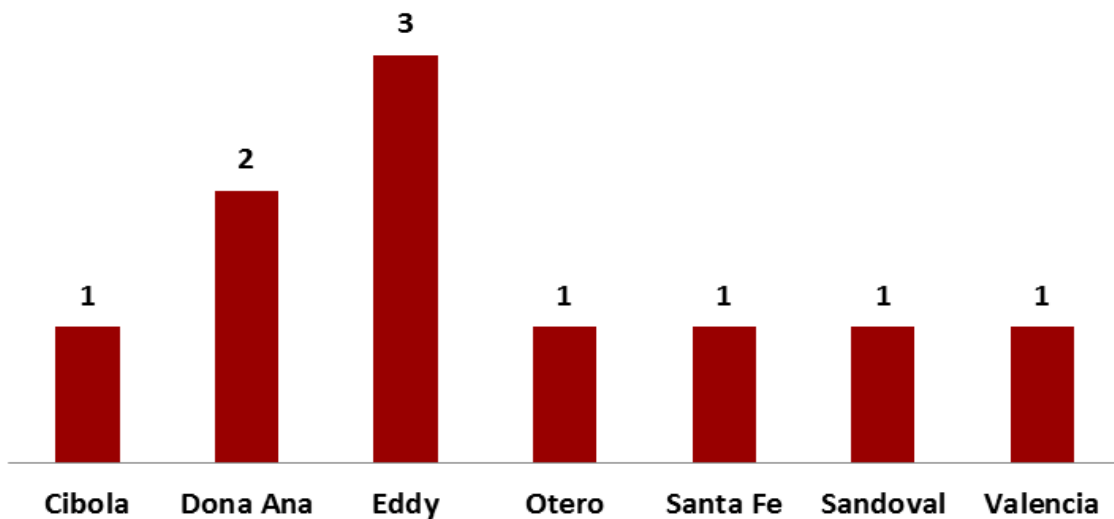
% of Awards vs. Applications



The average New Mexico Teacher Loan Repayment application educational loan debt is \$36,000.

The New Mexico Higher Education Department awarded 10 applicants an annual award of \$3,000 for a period of two academic years of service.

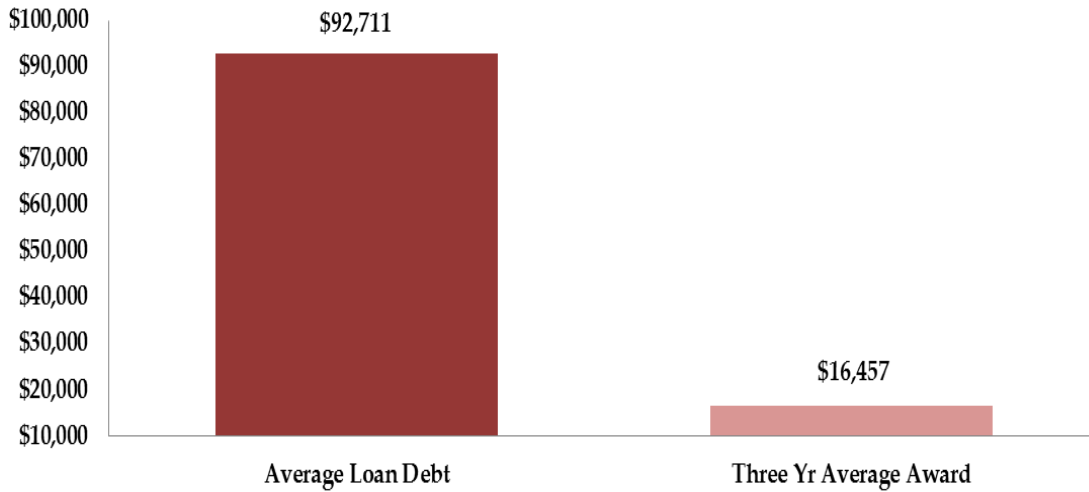
Service by County



Public Service Law, Minority Doctoral and Teacher LFS Programs

The purpose of the Public Service Law Repayment program is to improve access to professions within the justice system in New Mexico. In FY2014, NMHED received 55 applications and awarded 14 new applicants. Currently, there are 32 total program participants. The annual salary for participants may not exceed \$55,000. The average education loan debt for new participants is shown below with a comparison of the average three year award.

Public Service Law Average Loan Debt and Awards



- **Biology/Natural Sciences**
- **Electronic and Computer Engineering**
- **English Education**
- **Nursing**
- **Social Work**

The Minority Doctoral Loan for Service program was created to increase the number of ethnic minorities and women available to teacher specific disciplines in which ethnic minorities and women are underrepresented in New Mexico colleges and universities.

Current program participants are pursuing doctoral degrees in the fields listed to the left. Upon completion of their studies, these participants will assume faculty positions within New Mexico’s higher education institutions.

The purpose of the New Mexico Teacher Loan for Service program is to proactively address New Mexico’s teacher shortage by providing students with financial support to complete or enhance their post-secondary teacher preparation education.

Current Teacher LFS program participants are pursuing education in the following areas:

Language Literature and Sociocultural Studies, Masters in Secondary Education, Educational Management and Development, Special Education, Masters of Art in Educational Administration and Curriculum and Instruction (reading).

Service Completion Rate	
2014	84%
2013	83%
2012	82%

Adult Basic Education Division

The ABE Division was created as part of the Higher Education Department (HED) in 2003 to provide instructional services for educationally disadvantaged adults. It is funded by the Adult Basic Education fund in the State Treasury through an appropriation to HED. ABE services are also funded by the U.S. Department of Education under the Workforce Investment Act (WIA). The purpose of the Adult Basic Education Division is to support free adult education and literacy services in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- assist adults to attain the equivalent of a secondary school education.

These activities are intended to expand opportunities for New Mexicans to learn skills that have real value to employers so that they may sustain their families, contribute to their communities, and help drive economic recovery.

To this end, the Division supported New Mexico's 26 Adult Education programs who served 16,796 students throughout the state in FY14. The smallest of these programs served fewer than 100 students, and the largest served more than 3,000. State support included distribution and monitoring of \$9,424,198 in Federal and State funding; monitoring sub-grantee compliance and performance; providing technical assistance and professional development; and reporting to federal and state agencies. Federal funding of just over \$4 million was granted through Title II of WIA now WIOA, also referred to as the Adult Education and Family Literacy Act (AEFLA).

ELIGIBILITY

Learners who are 16 or more years of age and are not enrolled in high school are eligible for services, if they

- lack sufficient mastery of basic educational skills to enable them to function effectively in society;
- do not have a secondary school diploma or its equivalent; or
- are unable to speak, read, or write the English language.

CORE PERFORMANCE MEASURES

To help ensure meaningful student progress, four core performance measures guide program planning and curricula. They are the following:

- Attaining a high school equivalency credential;
- Obtaining employment;
- Retaining employment; and
- Transitioning to postsecondary education.

New Mexico's eligible adults represent important human and economic potential when they are provided access to education and training.

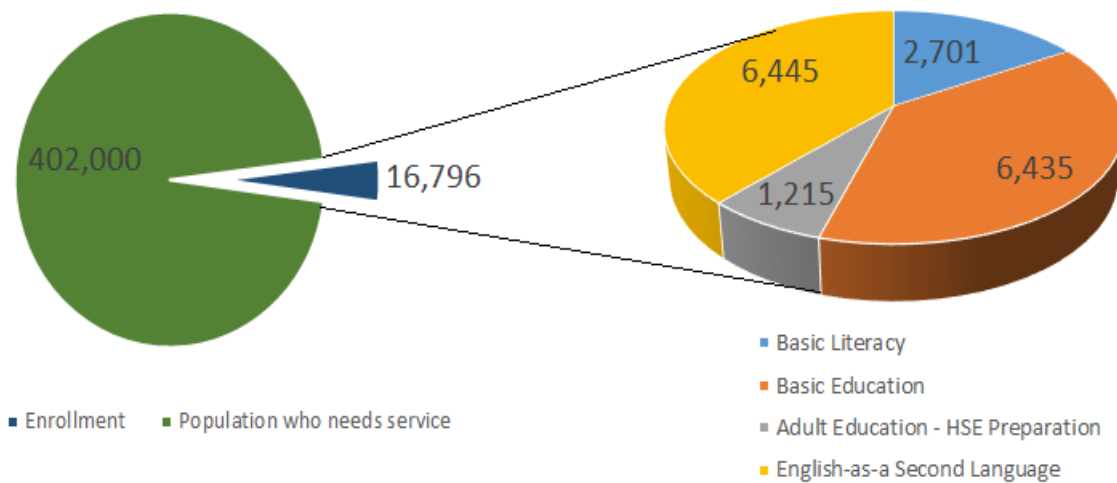
DEMOGRAPHICS

Nationwide, the U.S. Department of Education estimates that the Adult Education programs it funds are able to serve about 5% of students who are eligible for services. The same is true in New Mexico. According to the 2010 American Community Survey, approximately 270,000 New Mexicans between the ages of 16 and 64 do not possess a high school credential. An additional 132,000 adults need English as a Second Language (ESL) services. Adult Education in New Mexico tracks only “fundable” students—those who have had 12 or more contact hours of instruction—although the 26 programs serve many for shorter periods. All data reflect only learners who persisted 12 hours or more.

Students Served and Educational Functioning Level at Entry

The chart below illustrates that during FY14

- Only 16.1% of students entered the programs ready for instruction at the Adult Secondary levels (9th-12th grade equivalency, nationally normed by the American Institutes for Research);
- 38.3% entered at the Adult Basic levels (between grades 4 and 8.9 equivalency);
- 7.2% entered needing basic literacy instruction (0-3.9 grade equivalency); and an additional
- 38.4% entered as ESL students.



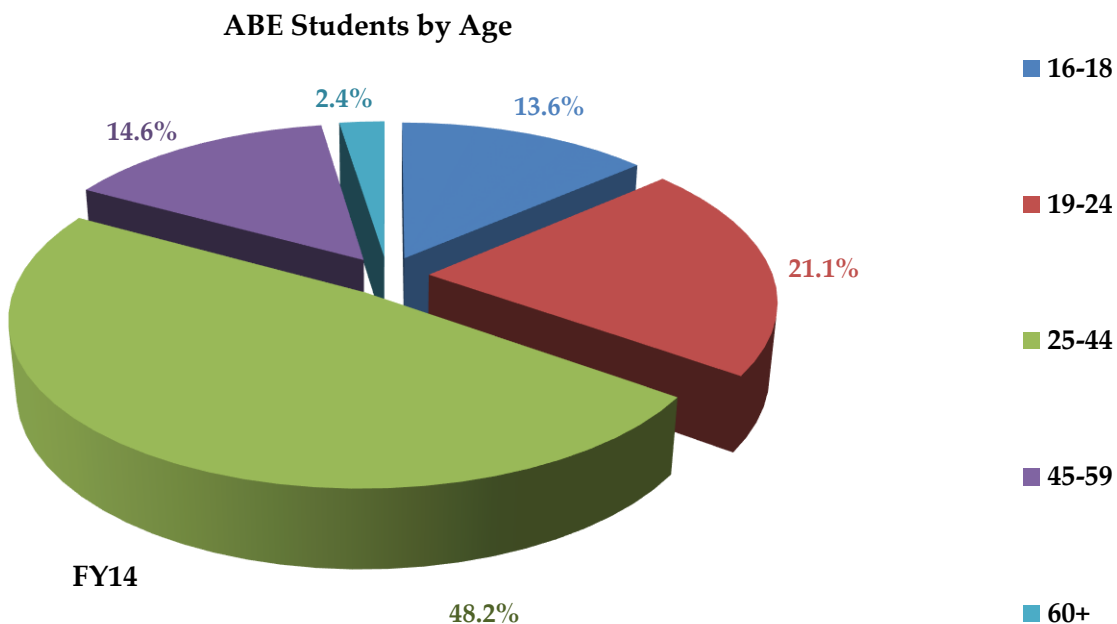
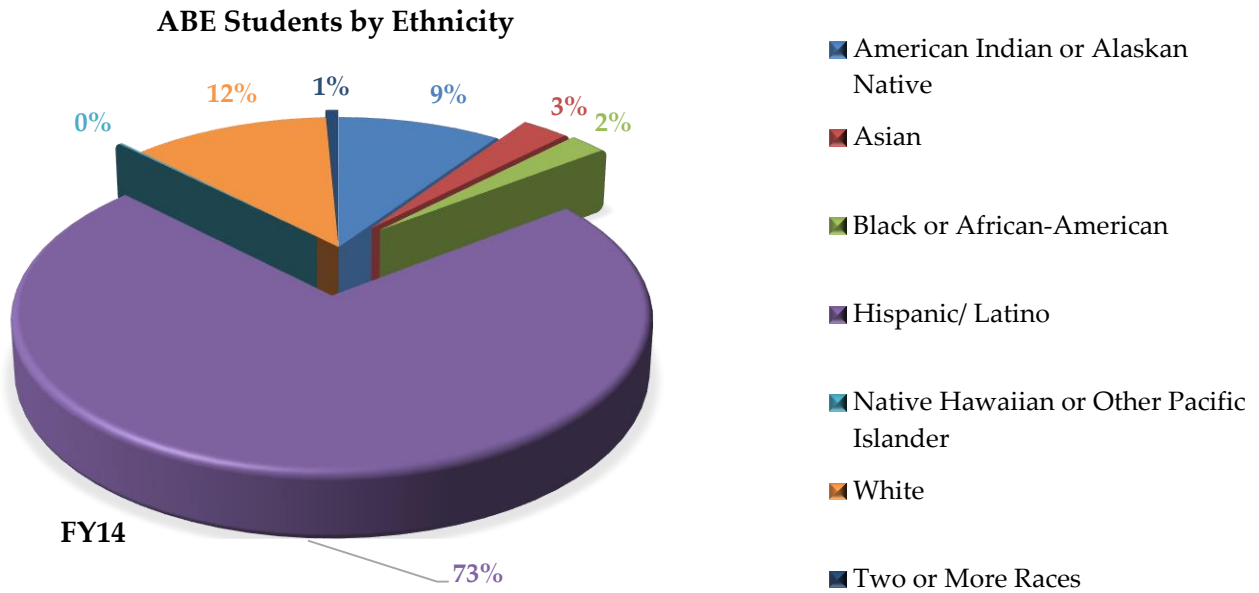
Adult Education Enrollment Trends, FY10 through FY14

Enrollment declined from 23,000 in FY10 to 16,796 in FY14, consistent with decreasing state funding and the declining capacity of programs to pay instructors. During FY14 the number of students studying ESL decreased somewhat, and the proportion entering ready to study for a High School Equivalency credential declined significantly

Program Year	Beginning Literacy	Adult Basic Education	Adult Secondary Education	ESL	Total Enrollment
FY 9/10	3973	8954	2068	8231	23226
FY 10/11	3826	8302	1723	7586	21437
FY 11/12	3237	7229	1588	6800	18854
FY 12/13	3035	7364	1668	7297	19364
FY 13/14	2701	6435	1215	6445	16796

Ethnicity and Age

Altogether, 72.7% of students are Hispanic. Only 11.7% identify as white, and 9.6% as American Indian or Alaskan Native. Four of New Mexico's Adult Education programs, three located on reservations and one at Southwest Indian Polytechnic Institution, serve only Native American students, and almost all programs serve some. In terms of age, students between the ages of 25 and 44 represent almost half of New Mexico's adult learners, and that proportion has been gradually increasing over recent years.

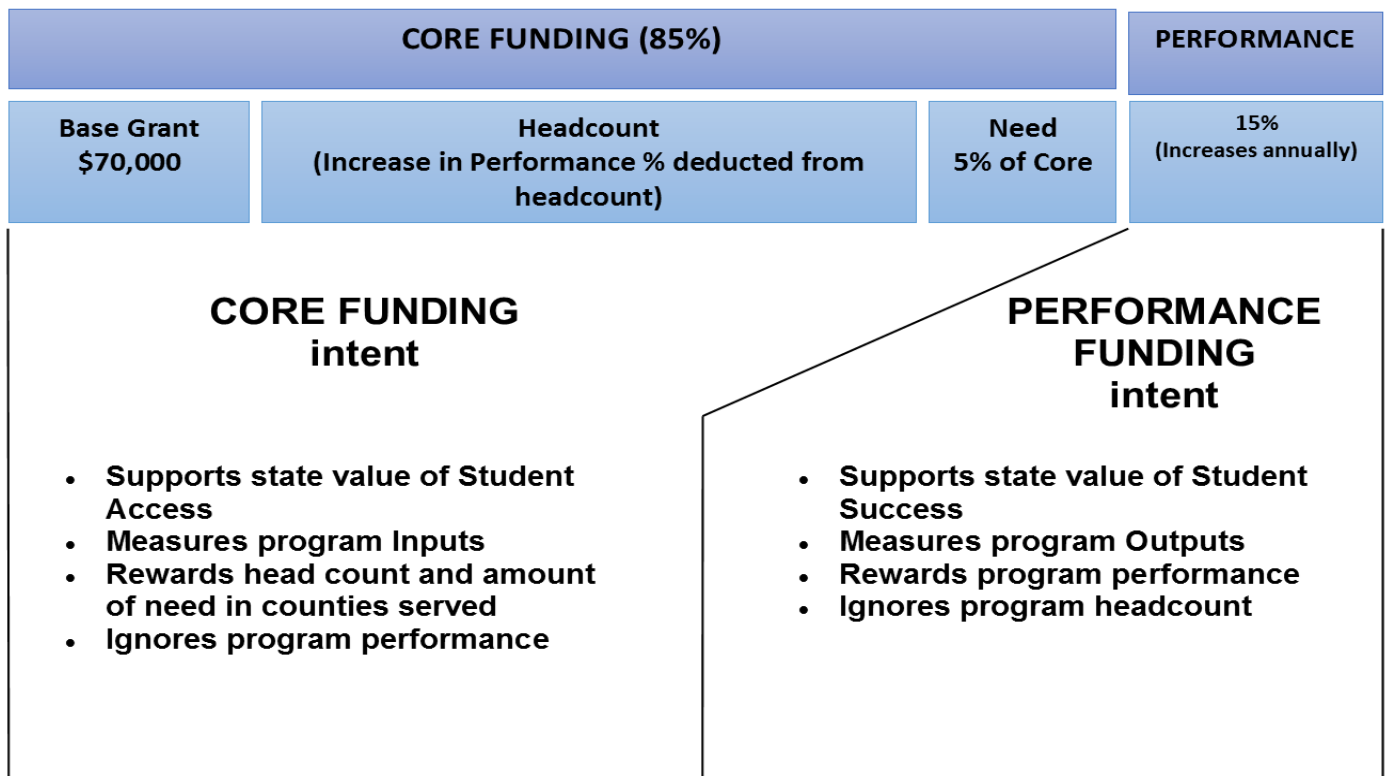


FUNDING FORMULA

In FY14 the Adult Basic Education Division of the Higher Education Department provided oversight for \$9,424,198 and 26 local Adult Education programs throughout New Mexico. Of this, \$5,375,200 was appropriated for the Adult Education Fund through the Higher Education Department's operating budget, and \$4,048,998 was Federal funding. The Federal funding is part of the Workforce Investment Act (WIA) formula grant funding. This funding for State Adult Education programs is awarded through Title II of the WIA, also called the Adult Education and Family Literacy Act (AEFLA).

Of the 26 local programs, 22 are housed at postsecondary institutions, three at community-based organizations, and one at a school district. The programs to be funded were selected through an RFP process, and the amount of funding is determined each year by formula. Beginning with the funding for FY11, the formula has been partially performance based, a major shift from a formula that had been exclusively based on program inputs, such as enrollment, community need, and program effort measures.

The new formula was developed during FY10 in consultation with stakeholders, including ABE program host institutions and their fiscal officers, local program managers and a professional consulting firm specializing in performance based funding in Adult Education programs. The formula was designed to increase the performance portion of the award over time to help mediate radical changes in the funding stream for programs that need to improve performance. Because this formula change was not supported by additional funding, it was also necessary to include loss and gain limits. In FY11 the performance based portion of the funding was 5%, rising to 15%. The FY14 performance based portion was held to 15% instead of the planned 20% to mitigate Federal sequestration harm to local ABE Programs.



Return on Investment

Adult Education learners contribute significant economic return for New Mexico as they realize their own educational and employment goals. Many leave public assistance, having acquired the skills they need to successfully enter the workforce. Others enhance income at their present job by increasing numeracy and literacy skills and by obtaining High School equivalency credentials. Yet others transition to postsecondary education and prepare to enter career pathways that will enable them to give back to their families and communities, both socially and economically.

In FY14 the return on the State investment of \$5,375,200 was \$31,784,318. This represents a net return on investment of \$4.91 for every dollar invested.

- 2,021 gained jobs, resulting in \$5,580,683 increased income;
- 1,733 obtained High School equivalency credentials and high school diplomas, representing potential increased income of \$16,130,764;
- 1,299 transitioned to postsecondary education, representing potential increased earnings of \$5,133,648; and
- 24 left public assistance, representing a saving of \$154,368.

Because of the poverty level of Adult Education students (75% are below 100% Federal Poverty Level), a 1.0 multiplier factor for propensity to consume, zero for propensity to invest, and zero for propensity to import were assumed.

[Sources: New Mexico Higher Education Department e-DEAR data, Workforce Solutions Department employment data, Adult Education LACES data, U.S. Bureau of Labor Statistics]

PROGRAM MONITORING AND SUPPORT

Adult Education in New Mexico is committed to continuously improving program performance. Accurate and timely data collection and entry, ongoing program monitoring, and professional development are key components. To guide practice in the state, NMHED and the local programs explore promising practices and pilot those that are economically feasible and, based on research and local data, seem likely to help New Mexico adult learners move forward.

- **Data** — The ABE Division monitors program data quality by performing regularly scheduled bi-annual site visits. In addition, the ABE Operations Research Analyst analyses performance measures for the programs twice a year and monitors data quality and integrity using a series of database diagnostic tools on a monthly basis. The ABE office also coordinates and provides training to local data technicians and program managers regarding data entry and use.
- **Program Monitoring** — During FY14, all 26 local programs received site visits from the ABE Division. The visits were largely procedural, to ensure the presence of necessary procedures and compliance with grant requirements, both State and Federal. ABE examined financial and data processes, as well as program intake, orientation, assessment and student placement

procedures. In addition, programs began reporting on their performance at quarterly intervals to enable the NMHED to target professional development needs and to begin regularizing a self-study process among the local programs.

- Professional Development— Throughout FY14 the ABE Division provided professional development to improve the skills of program administrators, fiscal officers, data technicians, and teachers. Professional development activities took place at two statewide conferences, eight regional gatherings, and in periodic webinars. The state's major focus was on teacher improvement, especially in math and reading.

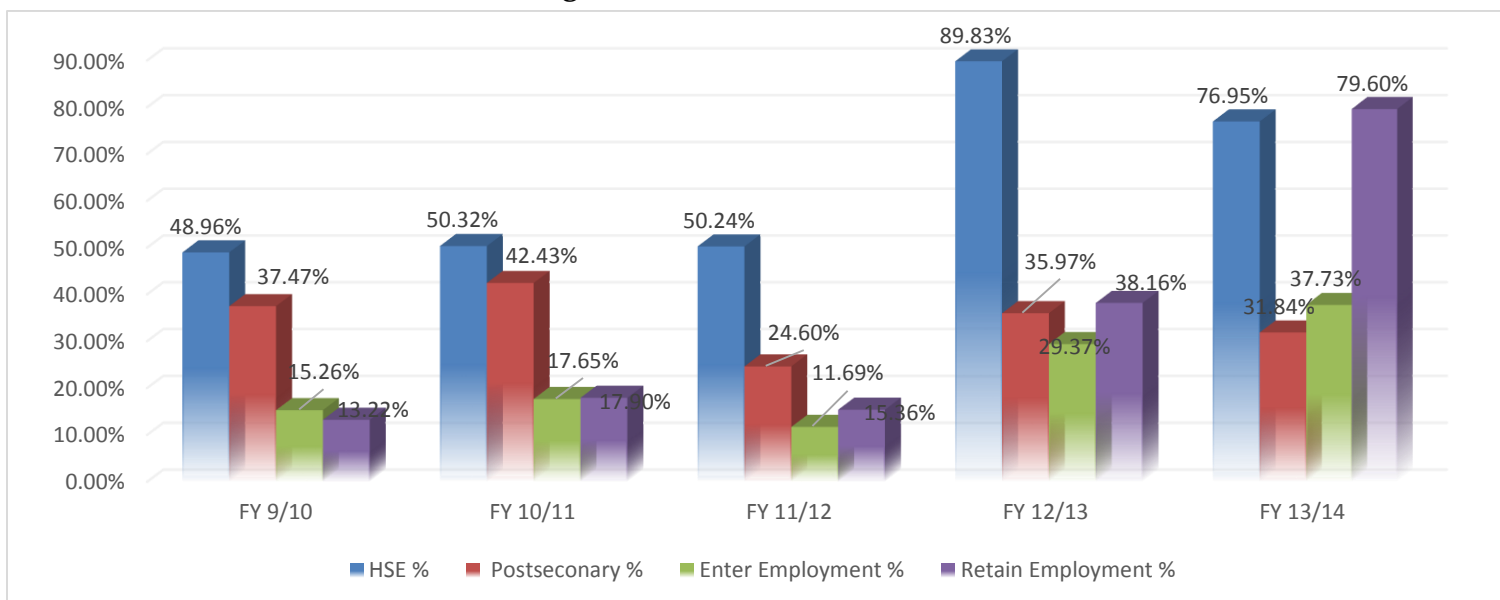
CORE PERFORMANCE MEASURES

Adult Education programs have four core performance measures beyond advancement in educational functioning levels. They are

- Attainment of the High School Equivalency credential (GED® through calendar year 2013); *[outcomes from data matching with Oklahoma Scoring Clearinghouse and, beginning January of 2014, DiplomaSenders]*
- Entering postsecondary education; *[outcomes from data matching with NMHED e-DEAR database of college students enrolled in NM public institutions]*
- Entering employment; and
- Retaining employment. *[outcomes from data matching with NM Department of Workforce Solutions]*

Because about 25% of students do not report enough identifying information for an accurate data match and because NMHED eDEAR data and DWS employment data are limited, NM ABE continues to augment data match results with survey follow-up data to represent as full a cohort of these students as possible. Comparative performance over five years is shown below:

Core Performance Measures--FY10 through FY14



I-BEST

In the Fall semester of 2012, six colleges began piloting I-BEST classes under an HED grant from Jobs for the Future called “Accelerating Opportunity.” The colleges were Central New Mexico Community College, Doña Ana Community College, Eastern New Mexico University at Roswell, Mesalands Community College, Santa Fe Community College, and University of New Mexico at Valencia. I-BEST classes were team taught through a collaboration between college Career Technical Educators and Adult Education instructors. During FY14 the I-BEST pilots were funded by a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant through Santa Fe Community College.

Key elements of I-BEST in New Mexico are

- Program acceleration by eliminating separate remediation classes;
- Stackable, industry recognized credentials;
- Building evidence of success; and
- Building capacity.

I-BEST through Spring, 2014

College	Program of Study	I-BEST Students	Completers	Credentials Earned	Still in Process	Not Currently Enrolled
Doña Ana CC	Building Construction Trades	18	17	17	0	1
	Certified Nursing Assistant	16	15	15	0	1
	ElectroCardioGram	12	11	11	0	1
	Phlebotomy	29	27	27	0	2
	Total Unique	69	64	64	0	5
Mesalands CC	Farrier	20	14	9	0	1
	Wind Energy Technology	35	35	35	0	0
	Wind	34	32	30	0	2
	Total Unique	89	81	74	5	3
Santa Fe CC	Culinary Arts	12	8	8	0	4
	Early Childhood Education	32	29	29	0	3
	Home Health Aide	42	37	37	0	5
	Heating, Ventilation & Air Con	6	0	0	0	4
	Plumbing	12	2	2	0	9
	Total Unique	104	76	76	3	25
UNM Valencia	Certified Nursing Assistant	10	9	9	1	0
	Computing for Business Students	10	0	0	0	0
	Early Childhood Multicultural Ed	50	1	1	26	19
	Emergency Medical Services	6	0	0	6	0
	Personal Care Attendant	34	21	21	5	7
	Total Unique	109	31	31	52	26
Central NM CC	Certified Nursing Assistant	6	3	3	3	0
	Early Childhood Multicultural Ed	143	65	65	52	11
	Electrical Trades	54	20	20	9	12
	Welding Technology	149	23	23	51	22
	Total Unique	352	111	111	196	45
ENMU-Roswell	Certified Nursing Assistant	35	31	30	0	2
	Emergency Medical Services	39	20	18	0	10
	Pharmacy Technician	42	28	26	0	14
	Total Unique	116	79	74	11	26
Total Unique		839	442	430	267	130

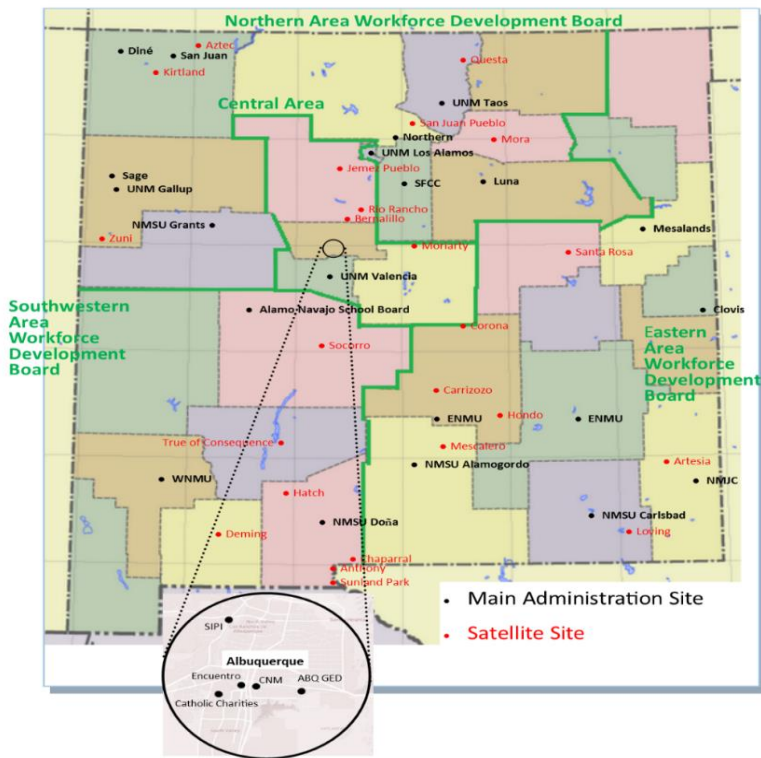
FY14 Enrollment

Adult Education Program	Students
CNM - Albuquerque	3,061
NMSU-Dona Ana	2,508
NM Corrections - Statewide	2,001
Santa Fe Community College	1,596
ENMU - Roswell	1,108
Catholic Charities	885
UNM-Valencia	670
San Juan College	654
Clovis Community College	599
New Mexico Junior College	411
NMSU - Carlsbad	405
NMSU - Alamogordo	331
UNM-Gallup	322

Adult Education Program	Students
ABQ-GED	265
WNMU	240
NMSU - Grants	239
Southwestern Indian Polytechnic Institute	228
UNM - Los Alamos	211
ENMU-Ruidoso	210
Northern	204
UNM-Taos	190
Luna Community College	135
Dine College - Shiprock	114
Sage Lifelong Learning	109
Alamo Navajo School Board Inc.	69
Mesalands Community College	31

Total 16,796

Adult Education Service Area



Program of the Year

Each year, the Adult Basic Education Division awards the distinction “Outstanding Adult Education Program of the year in recognition of overall program excellence, improvement, and innovation. In 2014 two programs earned this honor: Catholic Charities and Dine College. Both programs excelled in student performance measures, and both had been achieving continuous program improvement over the course of several years, due to evidence-based innovation.

NMHED GEAR UP Division

In 2012, NMHED was awarded \$33.9 million over seven years (\$4.8 million annually) by the U.S. Department of Education to fund GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). GEAR UP New Mexico serves approximately 11,000 students in 25 public schools in 12 school districts. Each school district receives at least \$220,000 a year from NMHED, with supplemental grants when funding is available.

GEAR UP New Mexico serves 25 schools in communities diverse in terms of size, location (urban/rural) and ethnicity. GEAR UP communities range in size from tiny Gallina (population 276) to Santa Fe (population 69,204), with more than half of the schools located in rural communities with populations well under 2,000.

GEAR UP School Demographics

District	School	Total Enrollment	Hispanic	Native American	White	FRL%
Bernalillo	Bernalillo High	767	49%	43%	7%	82%
	Cochiti Middle (K-8)	276	43%	53%	0%	80%
	Santo Domingo Middle (K-8)	345	0%	100%	0%	95%
Central Consolidated	Shiprock High	590	0%	99%	0%	86%
	Tse'bit'ai Middle (6-8)	543	0%	100%	0%	86%
Deming	Deming High	800	81%	0%	17%	74%
	Red Mountain Middle (7-8)	873	81%	0%	17%	68%
Grants	Grants-Cibola High	863	42%	35%	20%	60%
	Los Alamos Middle (7-8)	429	43%	37%	18%	77%
Jemez Mountain*	Coronado High	62	84%	0%	0%	78%
	Coronado Middle (6-8)	25	84%	0%	0%	
Jemez Valley	Jemez Valley High	117	21%	63%	16%	83%
	Jemez Valley Middle (6-8)	87	36%	52%	11%	82%
Los Lunas	Los Lunas High	1,265	64%	10%	24%	64%
	Los Lunas Middle (7-8)	728	65%	12%	20%	74%
Mora	Mora High	150	95%	0%	0%	81%
	Lazaro Larry Garcia Middle (6-8)	145	89%	0%	10%	82%
Pecos	Pecos High	191	93%	0%	6%	72%
	Pecos Middle (6-8)	134	93%	0%	0%	72%
Peñasco	Peñasco High	135	93%	0%	0%	86%
	Peñasco Middle (7-8)	72	91%	0%	0%	88%
Santa Fe	Capital High	1,387	87%	2%	10%	76%
	Edward Ortiz Middle (6-8)	765	88%	2%	8%	84%
Walatowa	Walatowa Charter High	64	0%	93%	0%	70%
	San Diego Riverside Middle (K-8)	93	0%	98%	0%	94%
Total		10,919	62%	24%	13%	76%

GEAR UP School Communities

GEAR UP New Mexico communities include pueblos (Jemez, Cochiti and Santo Domingo), predominantly Navajo populations (Shiprock), predominantly Hispanic communities (Mora, Peñasco, Gallina, Pecos, Deming) and ethnically mixed populations (Santa Fe, Bernalillo, Los Lunas, Grants and Jemez Valley).

The median household income of GEAR UP communities ranges from just over the statewide average of \$44,886 in a few cities such as Santa Fe to a low of \$26,767 in the border community of Deming. Three GEAR UP communities have median incomes below \$30,000 (Deming, Cochiti Pueblo and Peñasco) and five others have incomes below \$40,000.

District	School	City	Population	Median Household Income	Pop. per square mile
Bernalillo	Bernalillo High	Bernalillo	8,320	\$43,182	1,741
	Cochiti Middle (K-8)	Cochiti Pueblo	654	\$27,980	444
	Santo Domingo Middle (K-8)	Santo Domingo	3,292	\$35,883	1,227
Central Consolidated	Shiprock High	Shiprock	8,295	\$34,464	617
	Tse'bit'ai Middle (6-8)				
Deming	Deming High	Deming	14,855	\$26,767	915
	Red Mountain Middle (7-8)				
Grants	Grants-Cibola High	Grants	9,182	\$40,890	618
	Los Alamos Middle (7-8)				
Jemez Mountain	Coronado High	Gallina	286	\$30,517	3
	Coronado Middle (6-8)				
Jemez Valley	Jemez Valley High	Jemez Pueblo	1,788	\$46,525	876
	Jemez Valley Middle (6-8)				
Los Lunas	Los Lunas High	Los Lunas	14,835	\$48,537	1,510
	Los Lunas Middle (7-8)				
Mora	Mora High	Mora	656	\$38,697	8
	Lazaro Larry Garcia Middle (6-8)				
Pecos	Pecos High	Pecos	1,392	\$36,388	788
	Pecos Middle (6-8)				
Peñasco	Peñasco High	Peñasco	589	\$27,654	489
	Peñasco Middle (7-8)				
Santa Fe	Capital High	Santa Fe	69,204	\$46,617	1,854
	Edward Ortiz Middle (6-8)				
Walatowa	Walatowa Charter High	Jemez Pueblo	1,788	\$46,525	876
	San Diego Riverside Middle (K-8)				
		New Mexico	2,059,183	\$44,886	17

GEAR UP Goals and Objectives

GEAR UP's primary mission is to increase the number of students who graduate from high school, enroll in college, and are prepared to succeed in credit bearing courses upon enrollment. The four goals outlined in the original 2011 grant proposal are:

1. Increase the academic performance and preparation for postsecondary education.
2. Increase high school graduation rates and participation in postsecondary education.
3. Increase educational expectations for participating students, and student and family knowledge of postsecondary education options, preparation and financing.
4. Effect systemic change for school improvement that can be sustained once the grant funding ends.

The first three of these goals are mandated by the US Education Department for all GEAR UP programs. The fourth is specific to New Mexico, reflecting Governor Martinez's fiscally responsible philosophy of government.

GEAR UP New Mexico provides the following services at middle and high schools:

- Literacy intervention classes for students nearing reading proficiency
- Research-based college readiness systems including AVID and ACT Quality Core
- Tutoring
- Mentoring
- Credit recovery for students who are not on track to graduate
- Support for AP, dual credit and other rigorous college preparatory courses
- College visits
- ACT preparation
- Academic advising and counseling
- Financial aid counseling
- FAFSA completion assistance
- College application assistance and fee waivers during College Application Week
- Educational field trips
- Transition programs for middle school students entering high school
- Transition programs for high school students entering postsecondary programs
- Parent events
- Professional development for teachers and staff

The GEAR UP grant funds a remedial literacy teacher at each school district and funds a proven, nationally recognized literacy model such as Read 180 or ACHIEVE 3000. Students nearing proficiency are selected for an intense yearlong reading course according to reading scores demonstrated on the New Mexico Standards Based Assessment (NMSBA) and district short cycle assessments. Targeting reading as a priority is critical. When students enroll in one of the state's open enrollment institutions unable to read at grade level, they often fall into the trap of endless remedial classes that prevent so many underprepared students from completing college.

GEAR UP increases academic college readiness through tutoring, test preparation, credit recovery and other interventions. GEAR UP also funds college success courses, such as AVID and ACT's Quality Core, to foster the basic study skills students will need to succeed in college.

In alignment with NMHED's longstanding goal of helping to create the workforce New Mexico needs in order for the state to prosper in an increasingly competitive national and international economy, GEAR UP offered supplemental STEM grants to school districts for 2013-14 for initiatives that increase students' academic preparedness in science and mathematics.

GEAR UP provides tutoring to students earning below a C in math and English. For students who fail courses despite interventions, GEAR UP assists with credit recovery. In 2013-14, GEAR UP funded credit recovery services for 260 students who were lacking sufficient credits to graduate. As of spring 2014, 162 (62%) of those students were on track to graduate.

GEAR UP funds college visits at all high schools served. As a result, intervention research has shown increased postsecondary enrollment rates.

In 2013-14, GEAR UP piloted College Application Week at five high schools where 634 seniors (87%) filled out 832 college applications. Application fee waivers were provided for all students to virtually every public college. GEAR UP has currently implemented the program in all twelve high schools in 2014-15.

As a part of the student leadership program and outreach efforts, GEAR UP held screenings of a nationally acclaimed documentary, *Our Time is Now*, followed by discussions between students and the film's director and producer. This inspiring film, which debuted on the Public Broadcasting System (PBS) on November 18, 2013, and was screened at the White House in early 2014, was funded in part by the previous (2006-12) GEAR UP New Mexico grant, and followed six GEAR UP students as they faced the challenges in achieving their goal of going to college. Their stories spoke to a wide audience, especially other students in rural school settings, who are faced with similar challenges.

The 2006-12 GEAR UP grant served a single cohort of approximately 5,000 students in 29 low performing schools across New Mexico, from Farmington to Deming. The students in that GEAR UP cohort began as 7th graders in 2006-07 and graduated 2012 with a graduation rate of 83%, compared to a 63% graduation rate statewide. Of those who graduated high school, 84% enrolled in postsecondary programs.

Private and Proprietary Schools (PPS) Division

The statutes governing private postsecondary educational institutions were first adopted in 1971 (“Post-Secondary Educational Institution Act”) and have been expanded or modified through 2013. This division governs the private for-profit and non-profit schools, all out-of-state schools offering education to students in New Mexico and holds student records for closed schools. The division also receives and attempts to resolve student complaints.

Program Integrity Rules and State Authorization Reciprocity Agreement (SARA)

In 2013, the legislature amended the New Mexico statutes to comply with the federal program integrity rules (34 C.F.R. §600.9), which become effective June 30, 2015. The department is seeking approval of the legislature to join the SARA compact. About 27 states have passed authorizing legislation and the compact will create uniformity among the states.

Staff Increases

The PPS staff has increased from two employees in 2011 to five in 2014, including an employee with significant experience in accreditation and program/course/faculty reviews. Other staff members process applications for licenses, registration, exemptions and transcripts from former students at the 209 closed schools. All staff members are cross-trained and participate in site visits to the schools with a physical presence in New Mexico.

Educational Oversight of Private Schools

The PPS division has grown from responsibility over about 125 schools in 2011 to some level of oversight over about 600 schools. The increase has occurred because of four main factors;

1. changes in federal and state law that removed exemption status from schools that were regionally accredited;
2. the position of the NM Attorney General’s Office that Regulation and Licensing cannot authorize any schools¹;
3. an increase in for-profit schools; and
4. the increase in out-of-state schools offering online learning.

The division has some level of responsibility over about 600 schools, but roughly 300 of these schools only offer distance learning in New Mexico. If SARA is adopted, the department would have fewer duties for out-of-state distance learning, but increased duties for distance education that originates in New Mexico.

Additional Accomplishments

The division has digitized about 600 boxes of student records, which includes all transcripts of all closed schools. We have no more documents at State Records and Archives. We have increased national exposure by participating in a weekly phone conference with USDOE and have regular communications and discussions with the PPS regulators in other states.

¹ Therefore, HED now regulates schools such as barber and cosmetology schools, massage therapy, acupuncture and dealers’ school for gaming, among others.

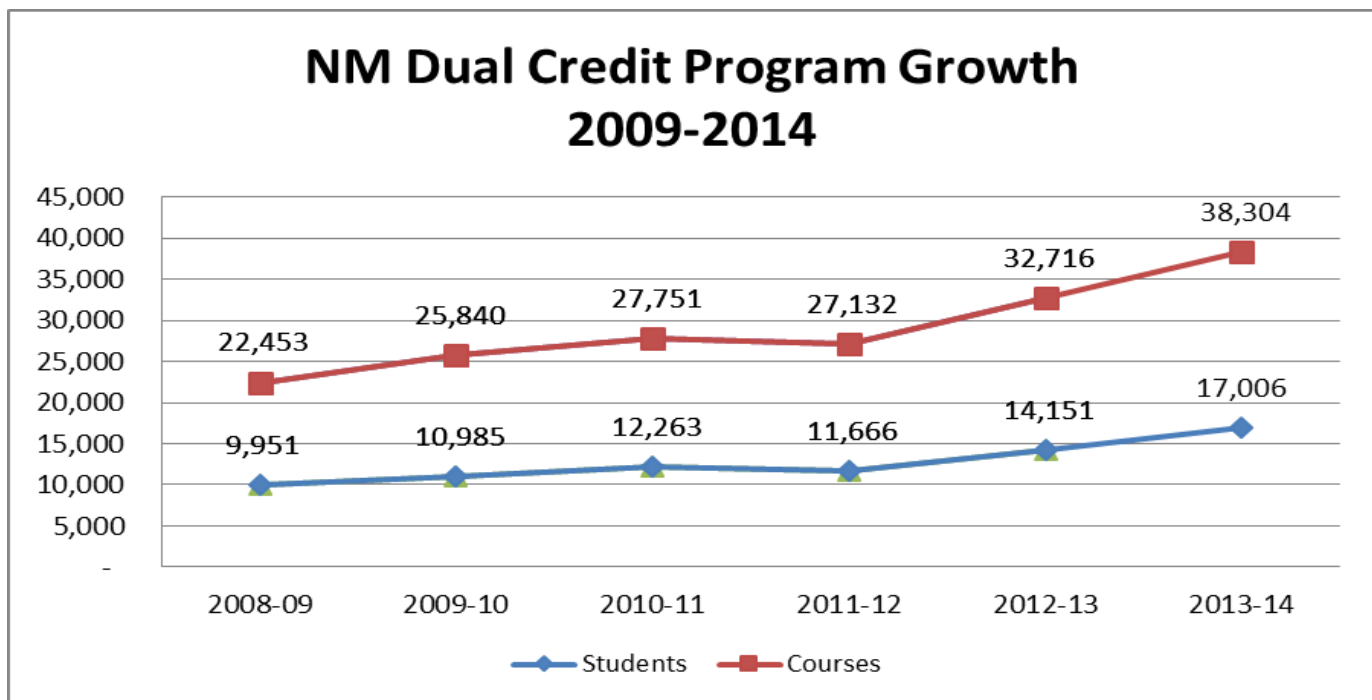
Policy & Programs Division

The Policy & Programs Division engages in a myriad of activities that impact New Mexico's higher education institutions. These activities include:

- advancing the Complete College America initiative,
- identifying best practices for higher education institutions;
- developing the NMHED higher education dashboard;
- facilitating the review process for approving new graduate degree programs;
- monitoring the Dual Credit Program in cooperation with the NM Public Education Department;
- overseeing the Partnership for Assessment of Readiness for College and Careers (PARCC),
- scheduling meetings with New Mexico's Chief Academic Officers; and
- maintaining the general education core course matrix under the Transfer & Articulation statute and rule.

Dual Credit

The Dual Credit program continues to grow in both numbers of students enrolled and courses taken since implementation of the program in school year 2008-2009. Dual credit was established by legislation in 2007 to address several academic programmatic goals. Among these is demystifying the college experience, the introduction of college-level material to high school students, shortening the time to complete a postsecondary degree, and the attainment of timely course completion rates for both high school and college.



The dual credit program is of value to all high school students regardless of individual career orientation. It is of particular importance to Hispanic students for three reasons: 1) that ethnic group comprises over 50 percent of the enrollment in New Mexico high schools; 2) the remediation rates for Hispanic students entering college are high, ranging between 57 and 50 percent since 2008; and 3) the numbers of Hispanic high school students are projected to increase over the next decade at rates higher than all other ethnic groups.

Complete College America

The Complete College America (CCA) initiative works with 34 states to significantly increase the number of college graduates and close existing attainment gaps. New Mexico is one of the cooperating states and all public institutes of higher education are working with the New Mexico Higher Education Department to incorporate the CCA model. The CCA approach includes a number of “game changers” aimed at significantly increasing college graduation numbers and rates. Given the high remediation rates among New Mexico high school graduates entering college, the game changer entitled “co-requisite remediation” is of greatest significance. CCA has identified traditional remediation courses as a “bridge to nowhere”, meaning that the approach does not work and is costly. Under the co-requisite program, students are enrolled in a credit-bearing gateway course taught by a regular faculty member and supported by mentoring and extra time for course work. This approach dramatically reduces student attrition, decreases the time to gain college credit, hastens the attainment of a college degree, and saves money.

Articulation and Transfer

The New Mexico Higher Education Department manages the general Education Core Course matrix, an assemblage of courses in five area concentrations that have been approved for transfer between and among the public postsecondary institutions in the state. The matrix ensures the transfer of student credit hours in any of these courses in colleges in the state. The matrix is updated twice a year through submissions of proposed new courses for consideration or the removal of courses, which are deemed to be no longer timely within the discipline. Proposed new courses are evaluated by faculty members in area teams for inclusion in the matrix. In 2014, approximately 10 new courses were approved for inclusion in the matrix and four were recommended for removal. The Department has requested funding from the Legislature to undertake a three-year study of the Transfer and Articulation program with the intent to bring it up to date and possibly modify it conceptually with the Lumina Foundation document *The Degree Qualifications Profile* as a guide. The Lumina initiative created a learning-centered framework to identify what students should know and be able to do to earn the associate, bachelor’s, or master’s degree.

Nursing Program – Common Curriculum and Course Identifiers

A collaborative effort by the NM Nursing Education Consortium (NMNEC), post-secondary nursing programs, and the higher education department resulted in agreement being reached by all nursing programs in New Mexico public postsecondary institutions to use common curriculum and create common course descriptions. For the coming semester 63% of all nursing student slots will be using the common curriculum and this will increase to 100% by 2017. The process of determining and assigning common course numbers to apply to the uniform course descriptions is continuing.

Teacher Preparation Initiatives

Following the publication of the *Teacher Prep Review* (2013) by the National Council on Teacher Quality, the NM Departments of Public Education and Higher Education conducted a series of meetings aimed at improving the programs of teacher preparation in the state. The initial meeting took place on the New Mexico Tech campus in September, 2013. Six subsequent meetings were held through 2014, and plans are underway to continue these discussions in 2015. Recently, the Department of Education (DOE) released an extensive guidance document reflecting proposed changes in the Title II Higher Education Act. Days later a second related document containing proposed rules was announced in the Federal Register. Both documents were sent by the HED to the Deans of Colleges of Education in the state for their review.

Institutional Finance & Capital Projects Division

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

Appropriations

General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Appropriations for All State Agencies			
Millions of Dollars Appropriated			
Academic (Fiscal) Year	Total General Fund Appropriations	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
2005-2006	\$4,708.6	\$705.0	15.0%
2006-2007	\$5,184.2	\$788.4	15.2%
2007-2008	\$5,765.9	\$865.2	15.0%
2008-2009	\$5,982.5	\$866.1	14.5%
2009-2010	\$5,427.3	\$832.9	15.3%
2010-2011	\$5,279.2	\$762.3	14.4%
2011-2012	\$5,431.7	\$716.6	13.2%
2012-2013	\$5,650.1	\$757.7	13.4%
2013-2014	\$5,893.6	\$796.6	13.5%
2014-2015	\$6,148.8	\$838.6	13.6%

Higher education appropriations include funds appropriated for Instruction & General (I & G), Financial Aid, and a range of individual appropriations for Research and Public Service and other non-I&G programs that are not funded via the Funding Formula.

New Mexico Higher Education Department FY14 Tuition and Fees Summary

Institutions	Total Tuition & Fees			
	Undergraduate		Graduate	
	Resident In District	Non Resident	Resident In District	Non Resident
Four Year Institutions Research				
NMIMT	2,853.76	8,533.72	2,966.16	9,046.51
NMSU	3,110.40	9,822.00	3,354.00	10,065.60
UNM	3,423.00	10,344.00	3,622.20	10,661.04
UNM / ASM	n/a	n/a	n/a	n/a
UNM / Law	n/a	n/a	n/a	n/a
UNM/ HSC - Pharm D	n/a	n/a	n/a	n/a
UNM / HSC				
*Annual Rate	n/a	n/a	16,170.00	46,347.00
Four Year Institutions Comprehensive				
ENMU	2,279.40	5,034.60	2,495.40	5,332.20
NMHU	2,000.04	3,191.52	2,138.64	3,357.72
NNMC	2,030.00	5,761.00	1,680.00	2,052.00
WNMU	2,361.60	6,381.36	2,493.84	6,501.36
Two Year Institutions Branches				
ENMU Roswell	816.00	2,016.00	n/a	n/a
ENMU Ruidoso	506.00	1,790.00	n/a	n/a
NMSU Alamogordo	960.00	2,580.00	n/a	n/a
NMSU Carlsbad	530.00	1,850.00	n/a	n/a
NMSU Dona Ana	780.00	2,484.00	n/a	n/a
NMSU Grants	891.00	1,848.00	n/a	n/a
UNM Gallup	852.00	2,052.00	n/a	n/a
UNM Los Alamos	819.00	2,244.00	n/a	n/a
UNM Taos	915.00	2,295.00	n/a	n/a
UNM Valencia	780.60	2,091.00	n/a	n/a
Two Year Institutions Independent				
CNM	682.00	3,328.00	n/a	n/a
CCC	608.00	1,208.00	n/a	n/a
LCC	443.00	1,115.00	n/a	n/a
MCC	730.00	1,222.00	n/a	n/a
NMJC	624.00	948.00	n/a	n/a
SJC	660.00	1,560.00	n/a	n/a
SFCC	531.60	1,233.60	n/a	n/a
Special Schools				
NMMI *annual rate	2,018.00	4,277.50	n/a	n/a