



Annual Report 2015

**New Mexico
Higher Education Department**

December 31, 2015

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NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

Dear Governor Susana Martinez and New Mexico Legislators,

The New Mexico Higher Education Department (HED) and higher education institutions (HEIs) have set long-term statewide goals to increase 4-year graduation rates, improve transfer and articulation, and improve remedial education outcomes. HED is pursuing these goals through the following initiatives:

1. Statewide common course numbering and alignment of lower division coursework;
2. Developing meta-majors and transfer modules;
3. Reforming the general education core curriculum;
4. Co-requisite remediation and Math pathways;
5. Decreasing the number of hours required for both associate's and bachelor's degrees;
6. Incentivizing 4-year graduation; and
7. Implementation of outcomes based funding.

Common Course Numbering System

HED has begun the work to implement a statewide common course numbering system, which will ease credit transfer and articulation between New Mexico's HEIs. This work will include the identification of equivalent courses, alignment of student learning outcomes, and assignment of a common course number. As a result, courses will articulate among all HEIs and students will achieve the same learning outcomes in the equivalent courses statewide.

Meta-majors and Transfer Modules

HED is working in collaboration with the HEIs to develop statewide meta-majors and transfer modules. This work began with the Governor's Summit on Higher Education on September 9, 2015 and was followed by Governor's Symposium on Meta Majors, Credit Transfer, and Articulation on December 14, 2015. Meta-majors are a 1-2 semester map of coursework that will articulate to multiple degrees in a student's area of interest. Meta-majors ensure that students choose courses that will ultimately count towards degree requirements for their major while still allowing them to explore their options. In addition to meta-majors, we are developing 60 credit hour transfer modules that will allow students to transfer seamlessly from a 2-year to 4-year institution.

The meta-majors and transfer module work is dependent on the degree mapping research from UNM's Research and Public Service Project (RPSP) entitled "Degree Plans: Roadmaps for Higher Education in New Mexico". The degree mapping project has created term by term schedules of courses that students need to take to graduate on-time. We are in the process of analyzing the completed degree maps to identify which courses will be included in meta-majors and transfer modules. In addition, the degree mapping project can be the basis for intrusive advising and tracking student success.

The New Mexico Nursing Education Consortium (NMNEC) is a collaboration of nursing programs across the state and has adopted a common core curriculum that transfers between different HEIs. NMNEC serves as an example of the seamless transfer that will be accomplished through the meta-major and transfer module project.

General Education Core Curriculum Reform

Our general education core curriculum initiative is undertaken in collaboration with the provosts of the 4-year HEIs. In addition to decreasing the number of required credit hours in the core, this initiative will develop a general education core curriculum that builds the skills important to student success in academia and the professional world.

Co-requisite Remediation and Math Pathways

At the Governor's Summit on Higher Education in September 2015, it was announced that the state of New Mexico was accepted as part of Complete College America's (CCA) Fall 2015 cohort of states that will receive funding and support to implement co-requisite remediation and math pathways statewide by Fall 2017. In co-requisite remediation, students enroll in an introductory college-level course AND an associated studio course. The studio course provides the needed remedial support while the student is taking the introductory course, rather than having the student take the remedial course first. In other states, the co-requisite remediation model has doubled the number of underprepared students who pass the introductory college-level course, thereby increasing the success rates of underprepared students in introductory courses. In addition, as part of the CCA cohort we will work toward aligning required math courses with a student's intended major. Through the state-wide math initiative that HED is directing, a total evaluation of the types of math courses needed for various degree and career paths is being conducted, culminating in the implementation of an appropriate math pathway for each student.

60 hour associate's and 120 hour bachelor's degrees

A number of HEI's have committed to changing their associate's and bachelor's degree requirements to 60 and 120 hours, respectively. Of the bachelor's degree programs in New Mexico, 32% have now accomplished this change.

Incentivizing 4-year graduation

New Mexico's HEIs and HED have moved to incentivize students to take 15 credit hours a semester in order to achieve graduation in four years. As of September 2015, five of New Mexico's seven four-year HEIs have implemented tuition incentives for students who graduate on time. For example, UNM has implemented a policy that provides free tuition for a student's last semester if they are set to graduate in 4 years. Furthermore, the Legislative Lottery Scholarship requires students at four year institutions to successfully complete 15 credit hours each semester to remain eligible for further funding.

Outcome Based Funding

HED has been collaborating with the LFC and other stakeholders to refine and stabilize a funding formula that rewards institutions for graduating students, incentivizes outcomes production, and recognizes institutional improvement. Early data shows that tying funding to performance is working: since 2012, New Mexico's HEIs have increased the number of degrees and certificates awarded by approximately 15%.

Accomplishing these timely and aggressive goals requires remarkable collaboration among all the HEIs and between the HEIs and the HED. With the Governor's leadership, the HED, the HEIs, and the legislature have made incredible strides this year in working together. The higher education community throughout the state has come together in unparalleled fashion and is committed to improving student success and the on-time graduation rates in New Mexico.

Sincerely,

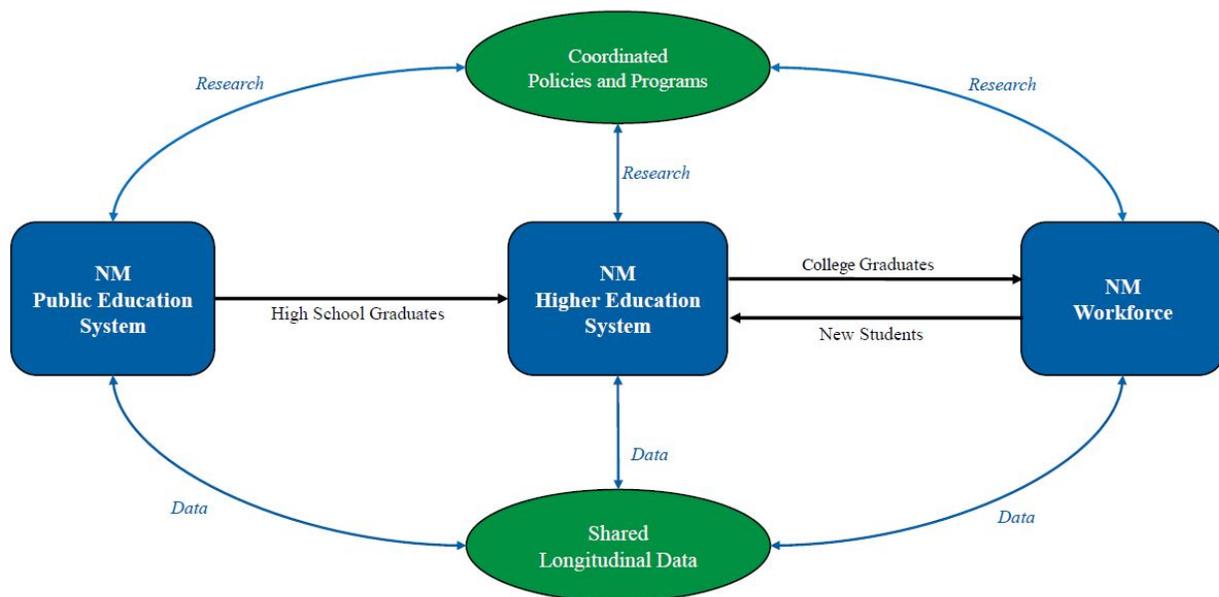


Barbara Damron, PhD, RN, FAAN
Cabinet Secretary

Policy & Programs Division Executive Summary

The Higher Education Department (HED) is striving to build a more cohesive education system within the state of New Mexico between:

- K-12 and higher education;
- New Mexico's 32 higher education institutions (HEIs); and
- HEIs and the workforce.



The Policy & Programs Division is working on 4 major initiatives that will improve cohesiveness between New Mexico's 32 public HEIs:

1. Statewide common course numbering and alignment of lower division coursework;
2. Developing meta-majors and transfer modules;
3. Reforming the general education core curriculum; and
4. Co-requisite remediation and Math pathways.

HED has begun the work to create a statewide higher education system that will facilitate credit transfer and articulation between all of New Mexico's public HEIs. This work will include the identification of equivalent courses, alignment of student learning outcomes, and assignment of a common course number. This will ensure that courses will transfer between all HEIs and that students will achieve the same learning outcomes in the equivalent courses statewide.

Policy & Programs Division

Building a Cohesive Higher Education System

Statewide Common Course Numbering and Alignment of Lower Division Coursework

During the 2015 session, the legislature placed a deadline of August 1, 2017 on implementing a common course numbering system at New Mexico's public HEIs. The goal of implementing a common course numbering system is to ease the transfer and articulation of courses between HEIs. In order to achieve this goal HED will bring together faculty, administrators, and registrars to align student learning outcomes/competencies and assign common numbers to comparable courses. The New Mexico Nursing Education Consortium (NMNEC) is a collaboration of nursing programs across the state and has adopted a common core curriculum that transfers between different HEIs. NMNEC serves as an example of the seamless transfer that will be accomplished through the common course numbering project.

The articulation & transfer steering committee has met and agreed that comparable lower division courses will share 80% of their student learning outcomes/competencies and that the work will begin with English and Mathematics. English and Mathematics faculty will begin aligning the courses across all of our HEIs. This process will be completed for every course, in every discipline offered in New Mexico.

Meta-majors and Transfer Modules

HED is working in collaboration with the HEIs to develop statewide meta-majors and transfer modules. This work began with the Governor's Summit on Higher Education on September 9, 2015 and was followed by the Governor's Symposium on Meta Majors, Credit Transfer, and Articulation on December 14, 2015.

A meta-major is an academic pathway consisting of lower division coursework that articulates to a broad group of degree programs and includes aligned mathematics, general education courses and early degree requirements. Meta-majors help students take two years of lower division courses that will articulate to multiple majors within their area of interest. Meta-majors improve articulation of courses between colleges and universities, meaning courses that are transferred count as degree requirements. This results in a shorter time to graduation with fewer credit hours, saving students both time and money. In addition to meta-majors, we are developing 60 credit transfer modules that will allow students to transfer seamlessly from a 2-year to 4-year institution.

The meta-majors and transfer module work is dependent on the degree mapping research from UNM's Research and Public Service Project (RPSP) entitled "Degree Plans: Roadmaps for Higher Education in New Mexico". The degree mapping project has created term by term schedules of courses that students need to take to graduate on-time. HED is in the process of analyzing the completed degree maps to identify which courses will be included in meta-majors

and transfer modules. In addition, the degree mapping project can be the basis for intrusive advising and tracking student success.

General Education Reform

The Higher Education Department (HED) is required by statute to establish a “general education core” which consists of a “comprehensive array of lower-division college-level courses designed to demonstrate skills... providing the foundation for a liberal education for all programs normally leading to a baccalaureate degree.” Currently, the general education core curriculum consists of courses that are part of 5 content areas: Communications, Laboratory Science, Mathematics, Social Sciences, and Humanities. Students are required to take a certain number of credits in each area.

General education programs across the nation are moving from models driven by courses and content areas (e.g. science, humanities, social science, etc.) to models driven by the transferable skills and competencies (quantitative reasoning, critical thinking, communications, etc) that are valued by employers and essential for lifelong learning.

HED has undertaken an initiative to reform the general education core curriculum with the provosts of the 4-year HEIs. In addition to decreasing the number of required credit hours, this initiative will define the necessary skills important to success in academia and the professional world and develop a curriculum that builds those skills.

Co-requisite Remediation and Math Pathways

New Mexico has been a long-time partner with Complete College America (CCA) and regularly submits data on college completion and student success in the state. The HED has received a grant from CCA to help scale up co-requisite remediation and develop statewide alternative math pathways that transfer among all HEIs.

At most HEIs, remediation consists of stand-alone courses that cover high school level material, while gateway courses are the first college-level courses of a sequence (usually Freshman English and College Algebra). Traditional remediation courses are taken sequentially and can take the least prepared student up to 5 semesters to complete. Because students must complete the remedial sequence before they can enroll in a college level course, traditional remediation adds both time and expense to a student’s college education. At 2-year colleges, only 22.3% of students who begin in remedial courses ever take and complete a gateway course in the same subject and only 9.5% of those students graduate in 3 years.

Co-requisite remediation

The lack of student success in traditional remediation has led to many changes in remedial education. One of the most common new models for remediation is the co-requisite remediation model. In this model, students enroll in a gateway course AND an associated studio course. The studio course provides the needed remedial support while they are actively taking the introductory course. The most important difference between traditional and co-requisite remediation is that students in the co-requisite remediation model receive college credit and are able to move into higher levels of college courses, if they pass the gateway course.

The change to co-requisite remediation has the potential to make a difference for a large number of New Mexico's student because 86.4% of New Mexico's students entering 2-year colleges and 41.1% of students entering 4-year comprehensive universities require remediation in math, English, or both.

This initiative is being undertaken in collaboration with faculty and administrators from HEIs across the state and will create a model for single semester co-requisite remediation and a one-year course pathway for students requiring more extensive remediation that will incorporate elements of existing math and English co-requisite remediation courses that have been proven successful in increasing completion of a gateway course in the first year.

The alternative math pathways initiative will bring faculty together to facilitate the design of math courses and degree requirements that are uniform across the state so that students can transfer more easily. HED will work with math departments across the state to develop and design new course sequences that include rigorous alternative math courses that meet the needs of non-STEM majors.

Policy & Programs Division

Building Cohesiveness between the Higher Education System and Workforce

HED has been working on studying what happens to NM graduates from New Mexico higher education institutions in the workforce. College graduate data is matched to Department of Workforce Solutions (DWS) Unemployment Insurance (UI) data. Placement rates and median salaries can be examined by degree level, degree program, sector, institution, and industry.

Data is currently available from all graduates in 2006-07 through 2012-13 and job placement from 2007-08 through 2013-14. With this data, employment outcomes for multiple years after graduation can be tracked.

Several dashboards are being developed that focus in on specific degree programs, institutions, and industries. These dashboards can show the:

- Number of baccalaureate recipients employed full-time and median salary for up to seven years after graduation.
- Number of baccalaureate recipients employed full-time, part-time, or not found on the UI database, and median salaries, 1 and 5 years after graduation.
- Number of baccalaureate recipients employed full-time, by industry, with median salaries, 1 and 5 years after graduation.

It is also critical to determine if NM public higher education institutions are meeting the workforce needs of New Mexico. In other words, is the state under or over producing degrees and/or certificates in fields needed by employers. HED, in collaboration with the National Center for Higher Education Management Systems (NCHEMS), developed a prototype workforce supply-demand model.

HED was selected to participate in anew multistate project from USA Funds entitled “More Effectively Linking Higher Education to the Workforce and Economic Development.” HED’s part in this project will be to refine, update, and expand the New Mexico workforce gap model. HED will be collaborating with NCHEMS on this project.

Planning and Research Division Executive Summary

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
- 5) Build Planning and Research Division sustainability

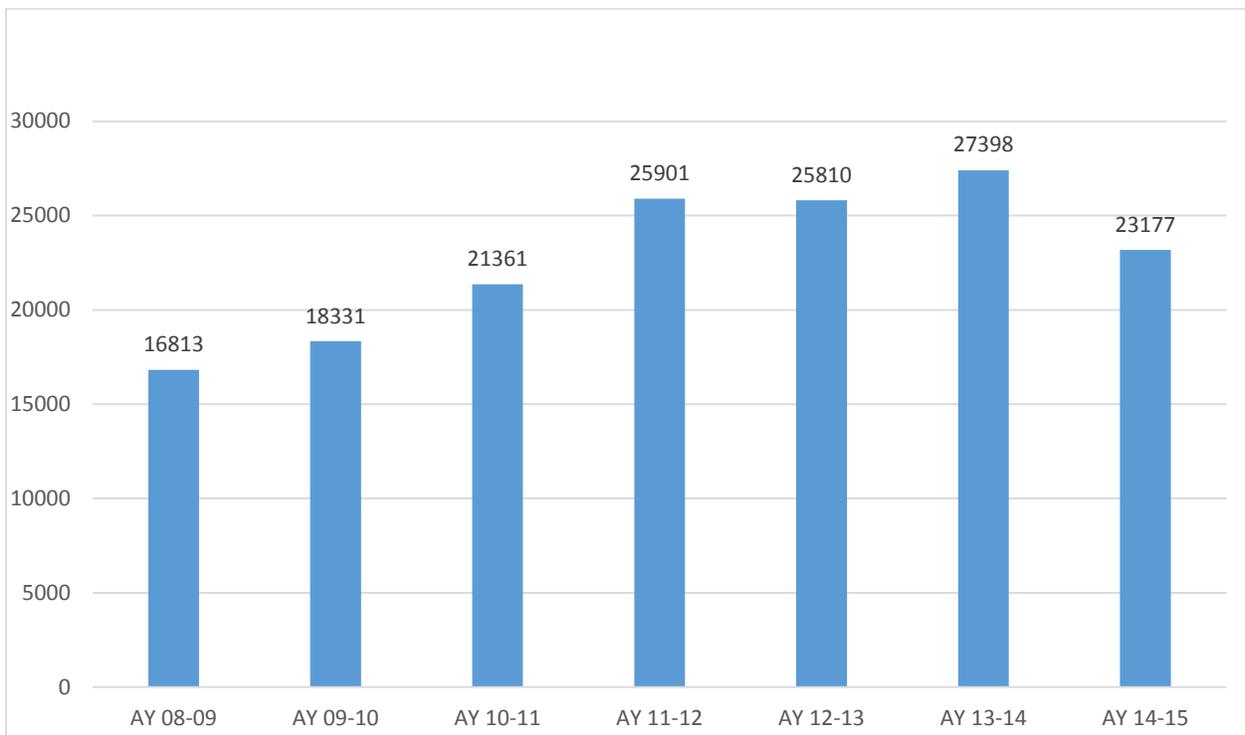
The responsibilities of the Planning and Research Division are broad. These are some of the Division's important and particularly relevant duties:

- Publish and present research and accountability reports at state and federal levels
- Inform and support the policy work of other division 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 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 analyses that further describe the department's activities for quality improvement and public information purposes.

**Total Number of Awards (Certificates and Degrees) from
NM Public Higher Education Institutions**



Source: NMHED Data Editing and Reporting System

Enrollment Summary

New Mexico Public Postsecondary Institutions

	Fall 2013 Headcount	Fall 2014 Headcount	Percent Change
Research Universities			
New Mexico Institute of Mining and Technology	2,153	2,139	-1%
New Mexico State University	16,781	15,841	-6%
University of New Mexico	28,643	28,100	-2%
University of New Mexico - Medical School	4033	434	8%
	47,980	46,514	-3%
Comprehensive Universities			
Eastern New Mexico University	6,113	6,130	0%
New Mexico Highlands University	3,740	3,560	-5%
Northern New Mexico College	1,678	1,349	-20%
Western New Mexico University	3,560	3,510	-1%
	15,091	14,549	-3%
Branch Community Colleges			
ENMU-Roswell	3,885	3,304	-15%
ENMU-Ruidoso	1,009	952	-6%
NMSU-Alamogordo	2,503	2,142	-14%
NMSU-Carlsbad	1,898	2,047	8%
NMSU-Dona Ana	8,928	8,530	-4%
NMSU-Grants	1,172	1,145	-2%
UNM-Gallup	2,704	2,463	-9%
UNM-Los Alamos	780	881	13%
UNM-Taos	1,935	1,876	-3%
UNM-Valencia	2,345	2,427	3%
	27,159	25,767	-5%

Independent Community Colleges	Fall 2013 Headcount	Fall 2014 Headcount	Percent Change
Central New Mexico Community College	28,829	26,824	-7%
CNM-UNM Site	1,134	736	-35%
Clovis Community College	3,596	3,744	4%
Luna Community College	1,602	1,457	-9%
Mesalands Community College	704	770	9%
New Mexico Junior College	3,119	3,329	7%
San Juan College	10,811	9,906	-8%
Santa Fe Community College	6,499	6,497	0%
	56,294	53,263	-5%
Tribal Colleges			
Dine College	347	553	59%
Institute of American Indian Arts	443	529	19%
Navajo Technical University	1,977	2,086	6%
Southwestern Indian Polytechnic Institute	575	481	16%
	3,342	3,649	9%
Statewide Totals	149,866	143,742	-4%
* - Tribal institutions began submission of enrollment data starting in Fall semester, 2013. Data for tribal institutions are unavailable prior to that semester.			
Source: NMHED Data Editing and Reporting System, Fall 2014			

New Mexico Postsecondary Institutions

Fall 2014 Headcounts, Undergraduate and Graduate FTE

	Headcount	UG FTE	GR FTE	Total FTE
Research Universities				
New Mexico Institute of Mining and Technology	2,139	1,530	275	1,805
New Mexico State University	15,841	11,154	1,882	13,036
University of New Mexico	28,100	18,965	4,667	23,632
University of New Mexico - Medical School	434	NA	434	434
	46,514	31,649	7,258	38,907
Comprehensive Universities				
Eastern New Mexico University	6,130	3,526	607	4,133
New Mexico Highlands University	3,560	1,796	830	2,626
Northern New Mexico College	1,349	870	NA	870
Western New Mexico University	3,510	1,864	357	2,221
	14,549	8,056	1,794	9,850
Branch Community Colleges				
ENMU-Roswell	3,304	1,798	NA	1,798
ENMU-Ruidoso	952	396	NA	396
NMSU-Alamogordo	2,142	1,082	NA	1,082
NMSU-Carlsbad	2,047	863	NA	863
NMSU-Dona Ana	8,530	5,208	NA	5,208
NMSU-Grants	1,145	441	NA	441
UNM-Gallup	2,463	1,600	NA	1,600
UNM-Los Alamos	881	381	NA	381
UNM-Taos	1,876	960	NA	960
UNM-Valencia	2,427	1,270	NA	1,270
	25,767	13,999	NA	13,999

	Headcount	UG FTE	GR FTE	Total FTE
Independent Community Colleges				
Central New Mexico Community College	26,824	14,492	NA	14,492
CNM-UNM Site	736	161	NA	161
Clovis Community College	3,744	1,548	NA	1,548
Luna Community College	1,457	757	NA	757
Mesalands Community College	770	428	NA	428
New Mexico Junior College	3,329	1,698	NA	1,698
San Juan College	9,906	4,619	NA	4,619
Santa Fe Community College	6,497	2,899	NA	2,899
	53,263	26,602	N/A	26,602
Tribal Colleges				
Dine College	553	233	NA	233
Institute of American Indian Arts	529	293	NA	293
Navajo Technical University	2,086	1,614	3	1,617
Southwestern Indian Polytechnic Institute	481	413	NA	413
	3,649	2,553	3	2,556
Source: NMHED Data Editing and Reporting System, Fall 2014				

New Mexico Postsecondary Institutions Resident and Non-resident Student Status

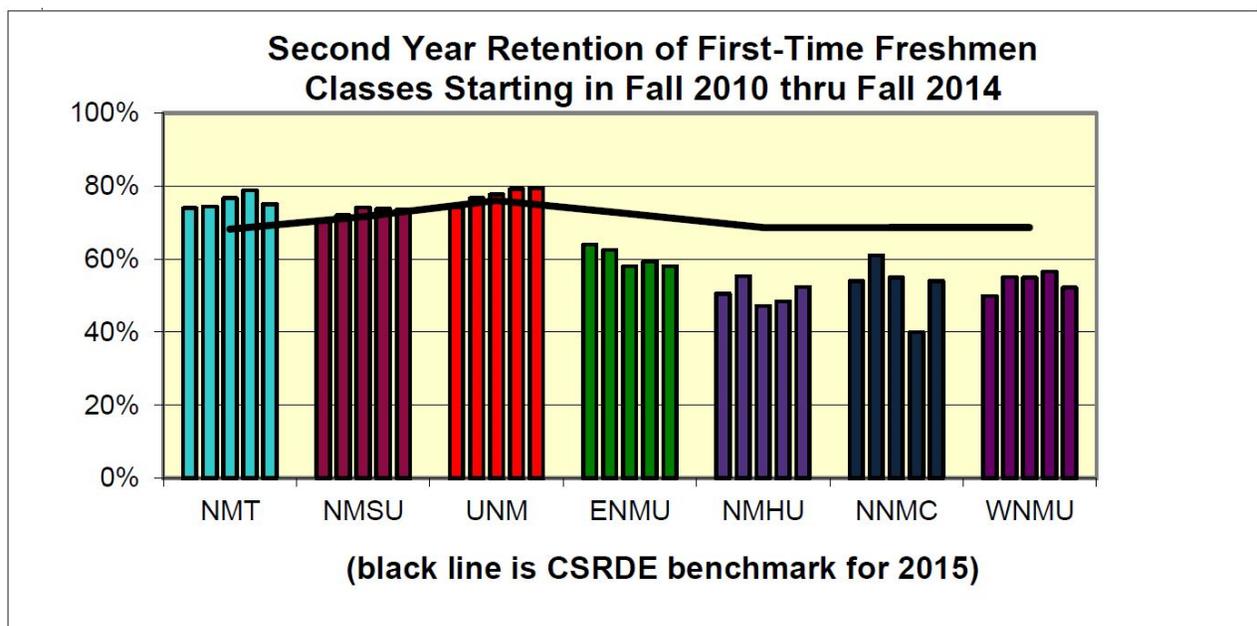
Fall 2014

Research Universities	Headcounts	Resident	Non-Resident
New Mexico Institute of Mining and Technology	2,139	1,633	506
New Mexico State University	15,841	11,212	4,629
University of New Mexico	28,100	23,980	4,120
University of New Mexico - Medical School	434	417	17
	46,514	37,242	9,272
Comprehensive Universities			
Eastern New Mexico University	6,130	4,674	1,456
New Mexico Highlands University	3,560	2,939	621
Northern New Mexico College	1,349	1,257	92
Western New Mexico University	3,510	2,763	747
	14,549	11,633	2,916
Branch Community Colleges			
ENMU-Roswell	3,304	3,067	237
ENMU-Ruidoso	952	887	65
NMSU-Alamogordo	2,142	1,810	332
NMSU-Carlsbad	2,047	1,916	131
NMSU-Dona Ana	8,530	7,632	898
NMSU-Grants	1,145	1,089	56
UNM-Gallup	2,463	1,945	518
UNM-Los Alamos	881	843	38
UNM-Taos	1,876	1,843	33
UNM-Valencia	2,427	2,357	70
	25,767	23,389	2,378

	Headcount	Resident	Non-resident
Independent Community Colleges			
Central New Mexico Community College	26,824	23,953	2,871
CNM-UNM Site	736	661	75
Clovis Community College	3,744	3,246	498
Luna Community College	1,457	1,387	70
Mesalands Community College	770	755	15
New Mexico Junior College	3,329	2,468	861
San Juan College	9,906	7,569	2,337
Santa Fe Community College	6,497	6,060	437
	53,263	46,099	7,164
Tribal Colleges			
Dine College	553	302	251
Institute of American Indian Arts	529	529	0
Navajo Technical University	2,086	1,120	966
Southwestern Indian Polytechnic Institute	481	481	0
	3,342	2,418	924
Statewide Totals	149,866	127,001	22,865
Source: NMHED Data Editing and Reporting System, Fall 2014			

Retention of First-time Freshmen to their Second Year

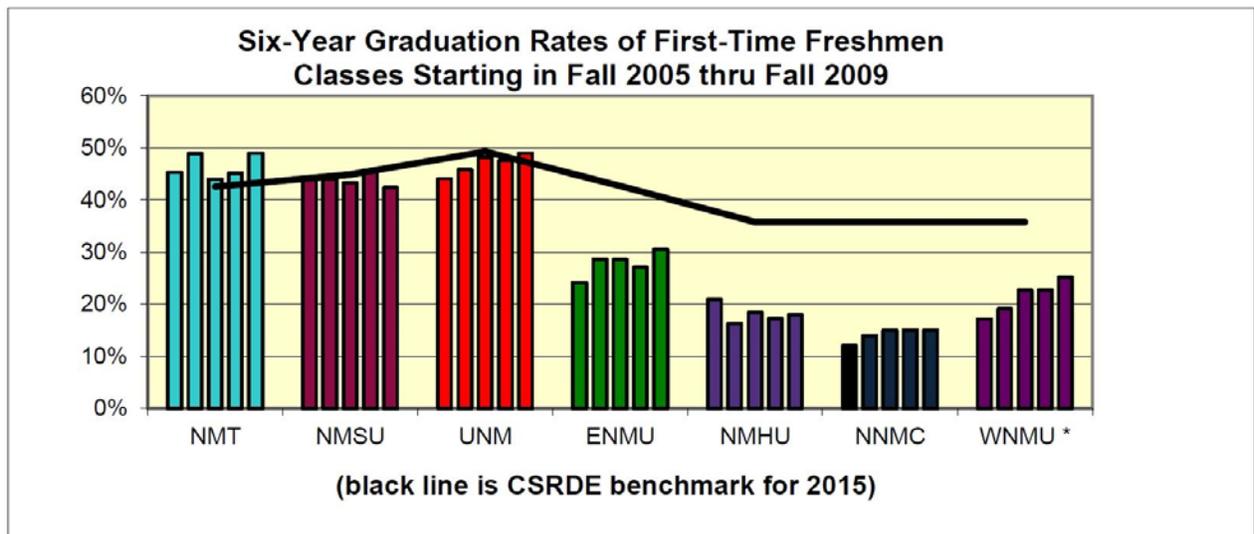
Persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the chart 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 (2010-2014)

Six-Year Graduation Rate of First-Time Freshmen

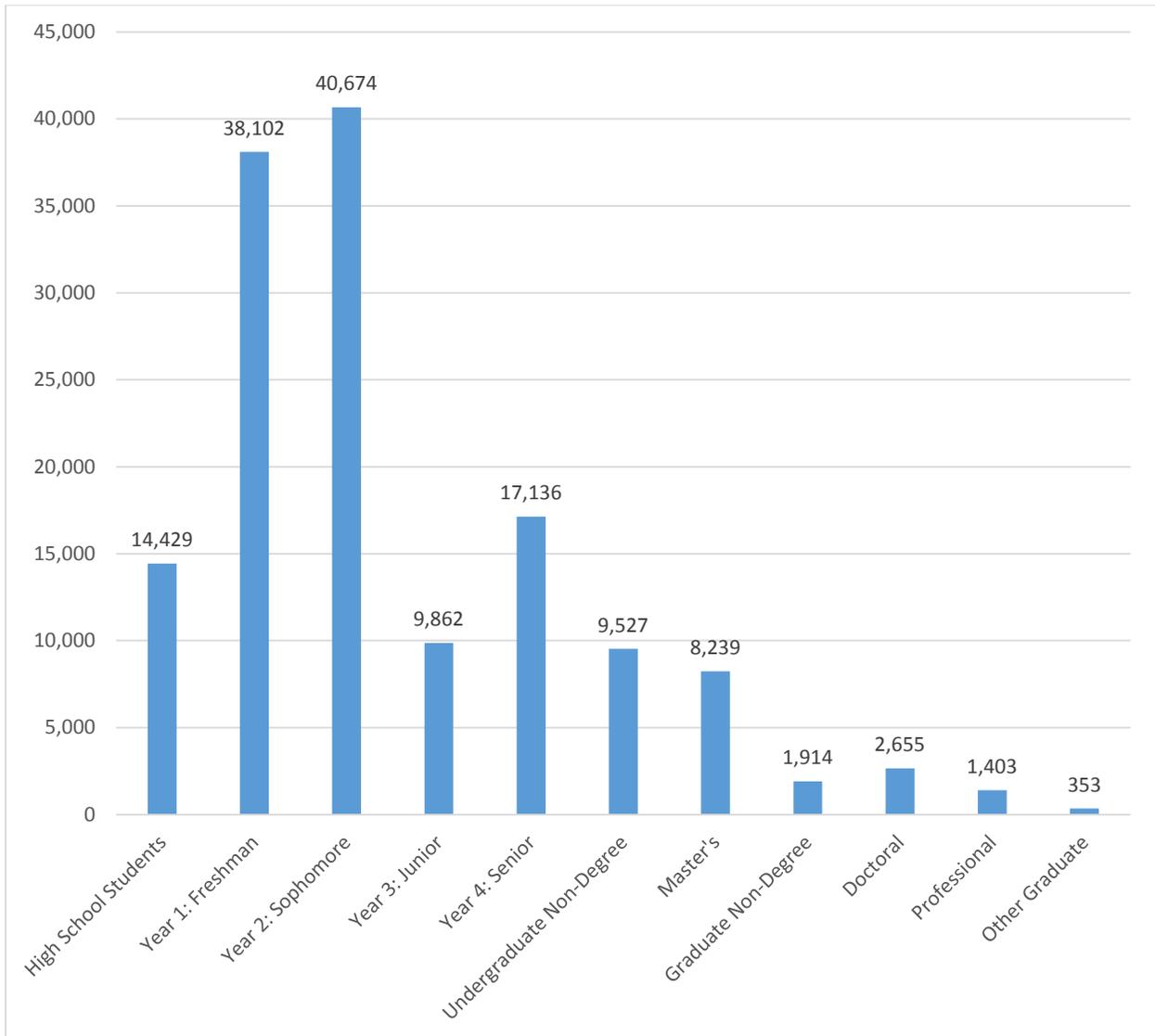
A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the admission policies of the comprehensive 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 both include 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.

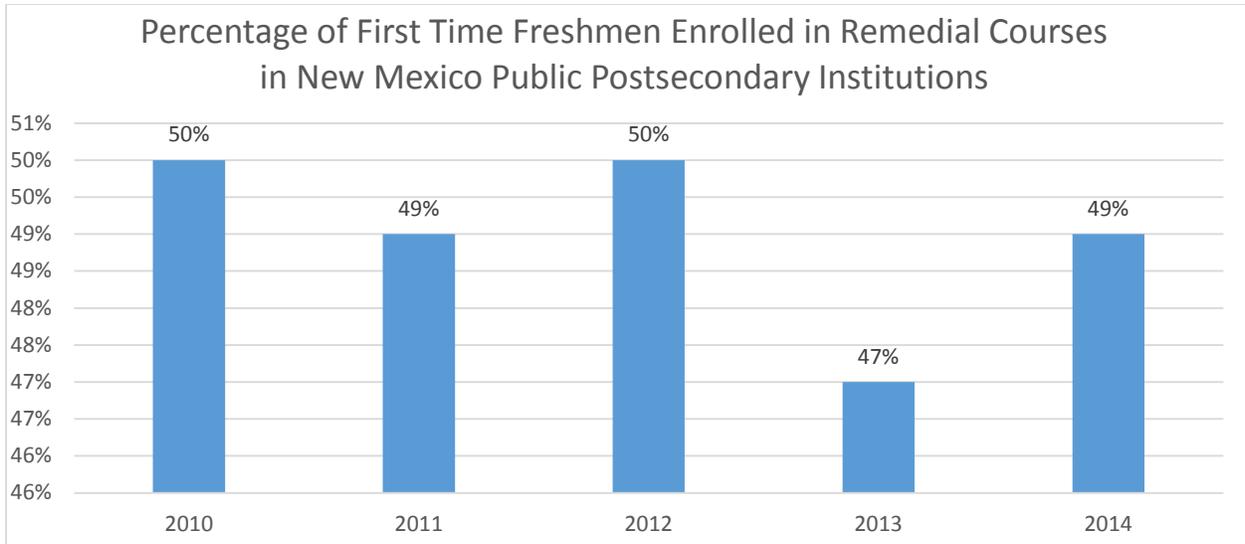
Source: Council of University Presidents Performance Effectiveness Report (2010-2014)

Fall 2014 Enrollment by Student Level

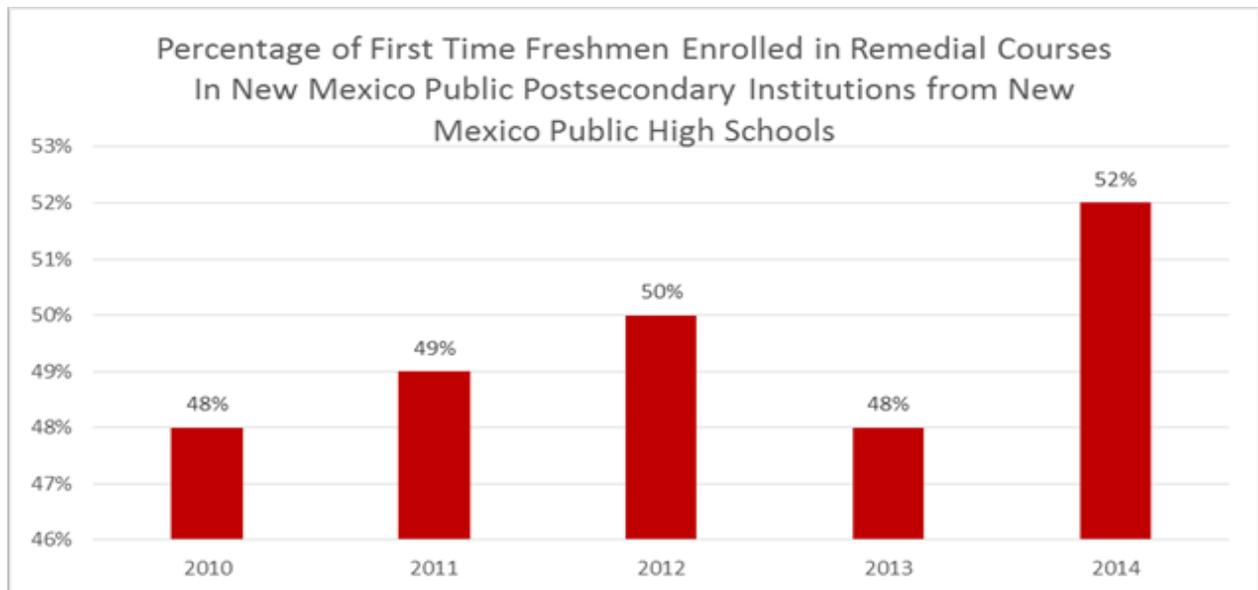


Source: NMHED Data Editing and Reporting System, Fall 2014

Research and Planning Division Remediation Data

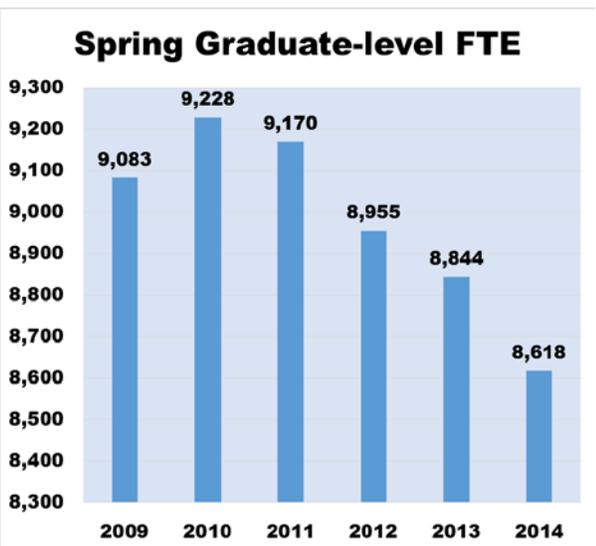
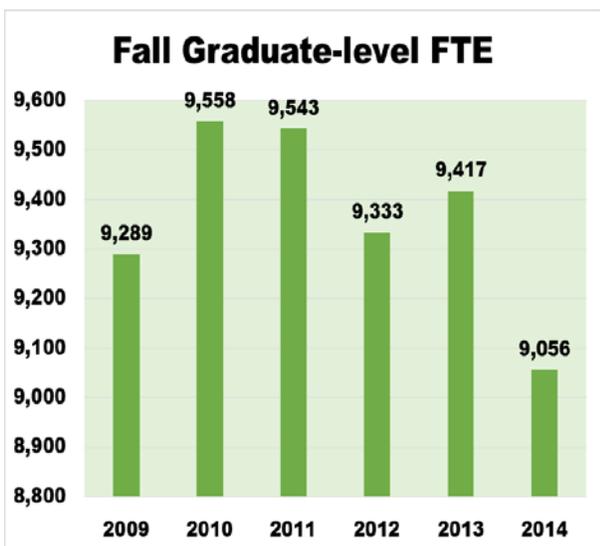
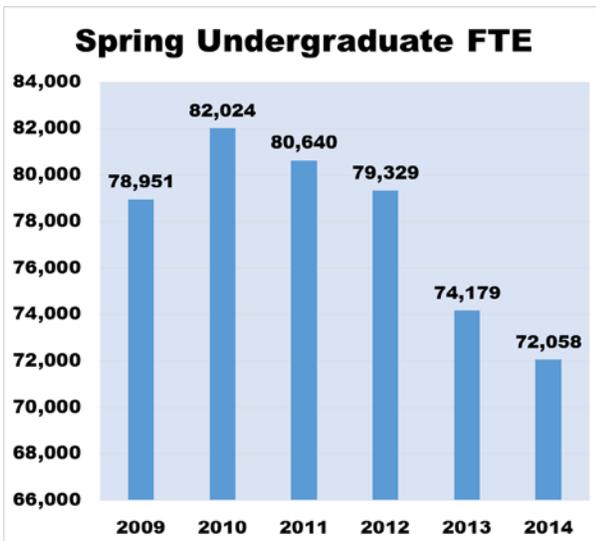
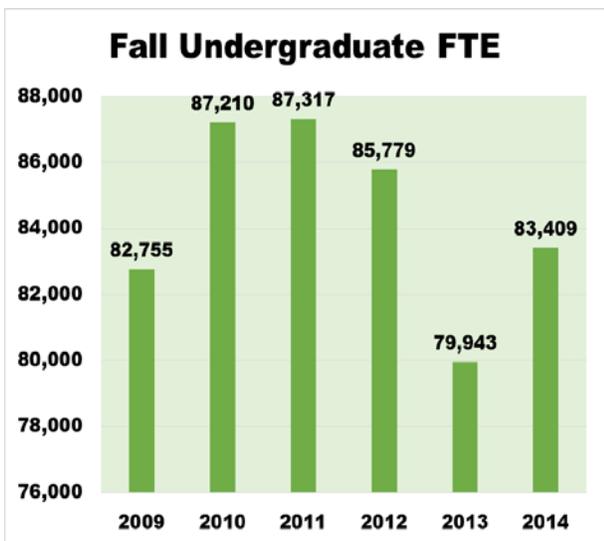
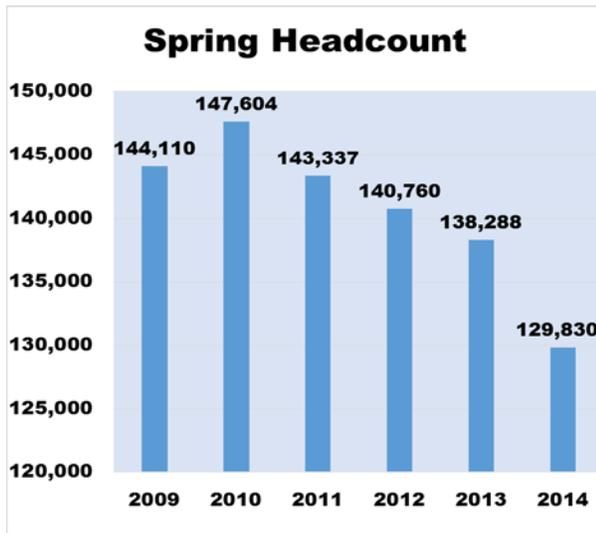
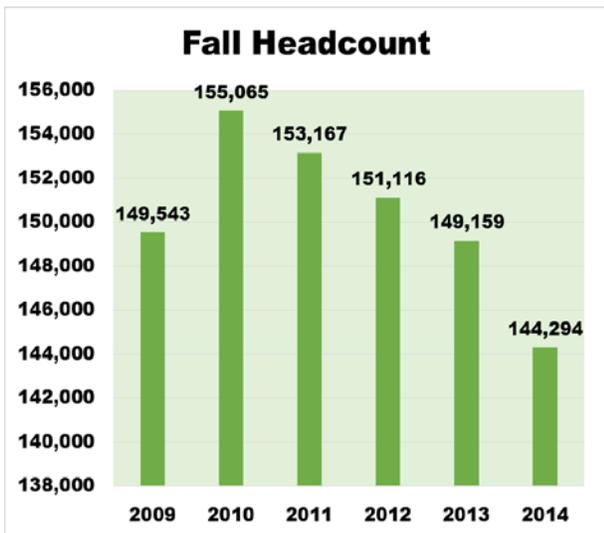


* The percentages include first time freshmen regardless of their high school location origin (public, private, out of state, foreign, GED) as reported on the eDear files, who were enrolled in remedial courses (Math, Reading/or Writing) in summer/fall semester of each Academic Year.



* 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, 2014



Source: NMHED Data Editing and Reporting System, 2014

Adult Education Division Executive Summary

The Adult Education 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 Education fund in the State Treasury through an appropriation to HED. Adult Education services are also funded by the U.S. Department of Education under the Workforce Investment Act (WIA). The purpose of the Adult 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;
- assist adults to attain the equivalent of a secondary school education.

The Division supported New Mexico's 27 Adult Education programs who served 15,353 students throughout the state in FY15. 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 \$9,429,707 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 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 and 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.

Adult Education Division

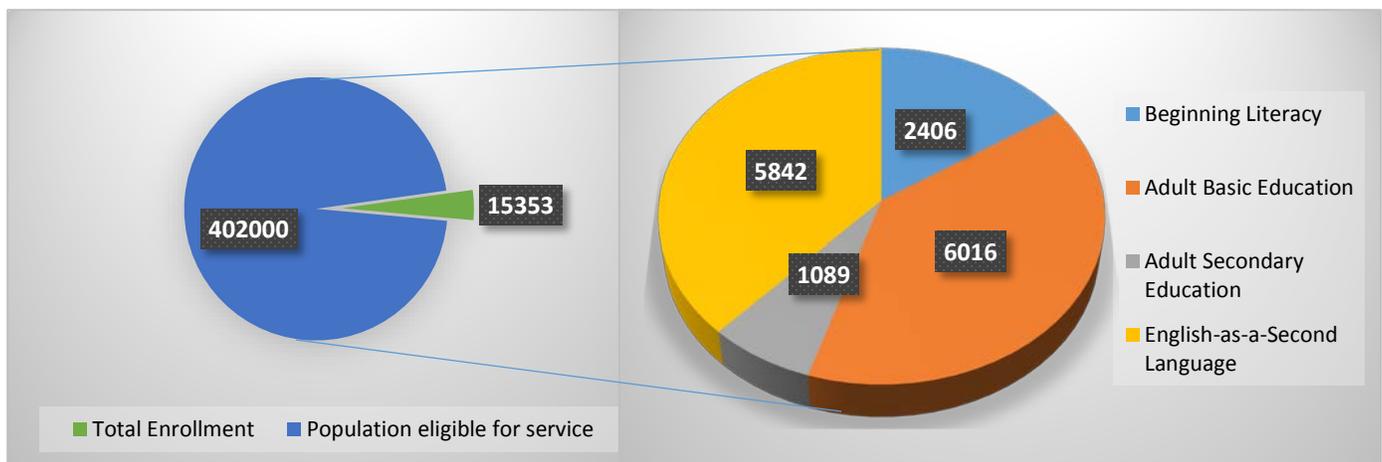
Demographics

Nationwide, the U.S. Department of Education estimates that the Adult Education programs they fund are able to serve approximately 5% of the 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 27 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 FY15

- Only 7.1% of students entered the programs ready for instruction at the Adult Secondary Education level (9th-12th grade equivalency, nationally normed by the American Institutes for Research);
- 39.2% entered at the Adult Basic Education level (between grades 4 and 8.9 equivalency);
- 15.7% entered needing beginning literacy instruction (0-3.9 grade equivalency); and an additional
- 38.1% entered as ESL students.



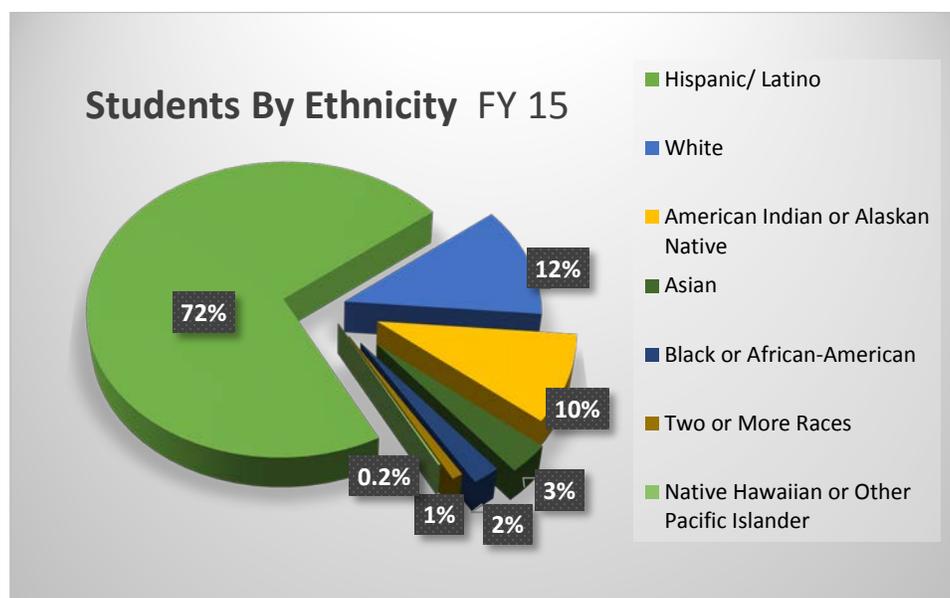
ADULT EDUCATION ENROLLMENT TRENDS, FY10 THROUGH FY14

Enrollment declined from 23,000 in FY10 to 15,353 in FY15, consistent with decreasing state funding and the declining capacity of programs to pay instructors. During FY15 the number of students ready to study for a High School Equivalency decreased somewhat, and the proportion studying ESL declined significantly.

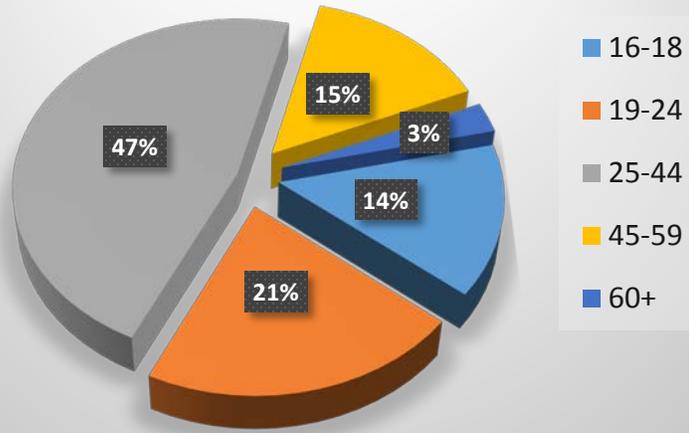
Program Year	Beginning Literacy	Adult Education	Adult Secondary Education	ESL	Total Enrollment
FY 10/11	3826	8302	1723	7586	21437
FY 11/12	3237	7229	1588	6800	18854
FY 12/13	3035	7364	1668	7297	19364
FY 13/14	2701	6435	1215	6445	16796
FY 14/15	2406	6016	1089	5842	15353

ETHNICITY AND AGE

Altogether, 72.2% of students identify as Hispanic, only 11.9% 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.



Students by Age FY 15



Adult Education Division

Funding

In FY15, the Adult Education Division of the Higher Education Department provided oversight for \$9,429,707 and 27 local Adult Education programs throughout New Mexico. Of this, \$5,374,723 was appropriated for the Adult Education Fund through the Higher Education Department's operating budget, and \$4,054,984 was Federal funding. The Federal funding is part of the Workforce Innovation and Opportunity Act (WIOA) formula grant funding. This funding for State Adult Education programs is awarded through Title II of the WIOA, also called the Adult Education and Family Literacy Act (AEFLA).

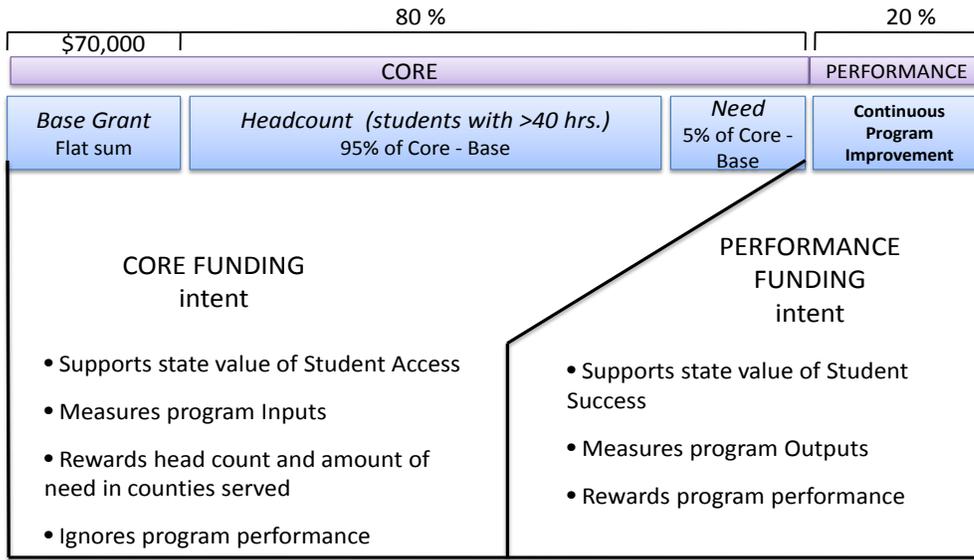
Of the 27 local programs, 21 are housed at postsecondary institutions, four at community-based organizations, one in the New Mexico state corrections system, and one at a school district.

ADULT EDUCATION FUNDING FORMULA

The programs to be funded were selected through an RFP process, and the amount of funding for each program 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 Adult Education 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%. The FY15 performance based portion was 20%. The FY15 State allocation to the providers was \$5,375,200, and the Federal was \$3,275,197.

NM AE State Performance Based Funding Formula Overview



*State and Federal funds are distributed and tracked separately.
State and federal formulas are the same, except harm/gain limits.*

Bannowsky

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 FY15 the return on the State investment of \$5,374,723 was \$18,416,241. This represents a net return on investment of \$2.43 for every dollar invested.

- 1,529 gained jobs, resulting in \$9,227,477 increased income;
- 609 obtained High School equivalency credentials and high school diplomas, representing potential increased income of \$5,700,240;
- 919 transitioned to postsecondary education, representing potential increased earnings of \$3,488,524; and

Because of the poverty level of Adult Education students (75% live in households with incomes 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]

Adult Education Division

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, the state office 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 Adult Education Division monitors program data quality by performing regularly scheduled bi-annual site visits. In addition, the Adult Education Operations Research Analyst analyses performance measures for the programs twice a year; monitors data quality and integrity using a series of database diagnostic tools on a monthly basis. The Adult Education office also coordinates and provides training to local data technicians and program managers regarding data entry and use.
- **Program Monitoring**—During FY15, all 27 local programs received site visits from the Adult Education Division. The visits were largely procedural, to ensure the presence of necessary procedures and compliance with grant requirements, both State and Federal. Adult Education 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 state office to target professional development needs and to begin regularizing a self-study process among the local programs.
- **Professional Development**—Throughout FY15 the Adult Education 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

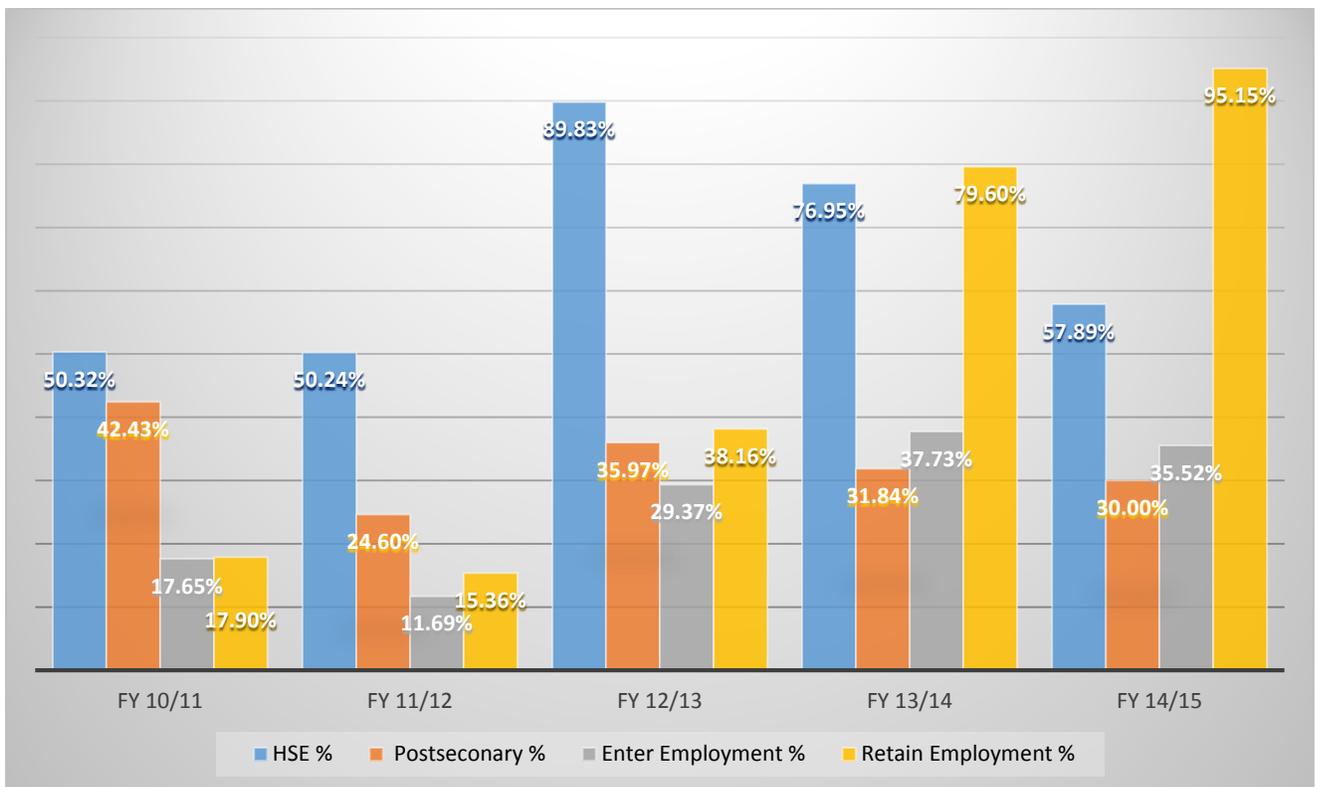
Adult Education programs have four core performance measures beyond advancement in educational functioning levels. They are

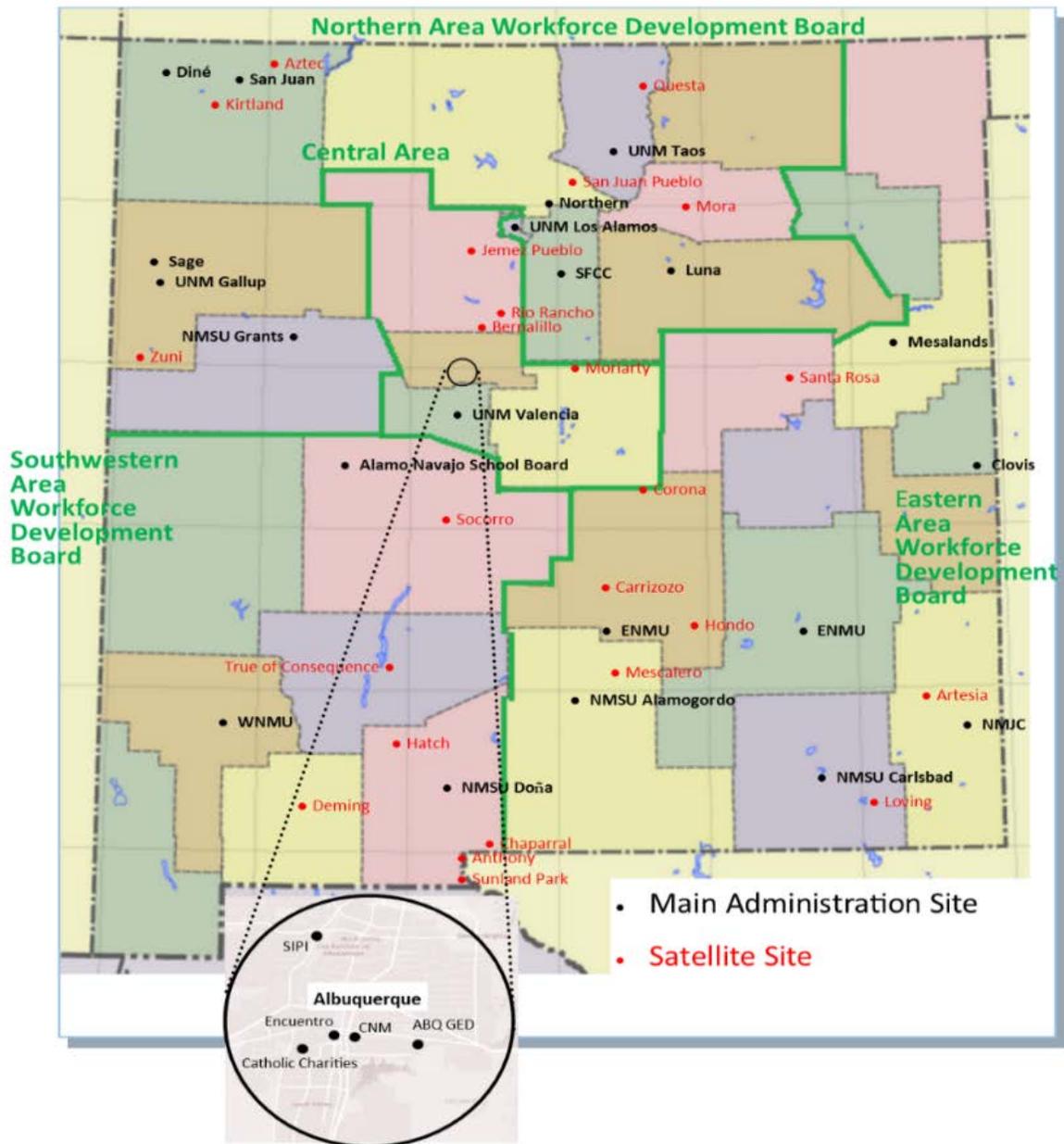
- Attainment of the High School Equivalency credential (GED[®] and HiSET[®]);
[outcomes from data matching Diploma Senders]
- Entering postsecondary education;
[outcomes from data matching with NMHED e-DEAR database of college students enrolled in NM public institutions]

- Entering employment; and
 - Retaining employment.
- [outcomes for both entering and retaining employment 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 Adult Education 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 – FY11 THROUGH FY15





ADULT EDUCATION SERVICE AREA MAP

Adult Education Program FY 15 Enrollment	Students
CNM - Albuquerque	2826
NMSU-Dona Ana Branch	2039
NM Corrections Education Bureau - Statewide	1982
Santa Fe Community College	1463
ENMU-Roswell	1091
Catholic Charities	840
San Juan College	643
UNM-Valencia	536
Clovis Community College	518
New Mexico Junior College	467
NMSU-Carlsbad	416
UNM-Gallup	353
NMSU-Alamogordo	282
WNMU	274
Albuquerque GED, Inc. (ABQ-GED)	218
Southwestern Indian Polytechnic Institute	171
NMSU-Grants	171
Encuentro	150
UNM-Taos	150
ENMU-Ruidoso	137
Northern New Mexico College	136
UNM-Los Alamos	114
Sage Xtreme Learning	106
Luna Community College	91
Dine College-Shiprock	81
Alamo Navajo School Board Inc.	65
Mesalands Community College	33
Total	15,353

PROGRAM OF THE YEAR

Each year, the Adult Education Division awards the distinction “Outstanding Adult Education Program of the Year” in recognition of overall program excellence, improvement, and innovation. In 2014 UNM-Taos excelled in student performance measures, and both had been achieving continuous program improvement over the course of several years, due to evidence-based innovation. The Adult Learning Center at UNM-Taos is a Career Pathways program, providing students with the skills needed to select a meaningful career, attain the necessary level of education to advance in their chosen career, and to become a successful professional. The goal of the Adult Learning Center is for students to learn the career skills they need while simultaneously developing math, reading, writing, science, and social studies knowledge. Their commitment to tying Adult Education with Career Pathways has resulted in a steady increase in level gains and an increase in HSE completion.

GEAR UP Division Executive Summary

In 2012, HED was awarded \$33.9 million over seven years (\$4.8 million annually) by the U.S. Department of Education to fund **G**aining **E**arly **A**wareness and **R**eadiness for **U**ndergraduate **P**rograms (GEAR UP). This grant is designed to increase the number of students who graduate from high school and enroll in postsecondary education and/or training without the need for remediation.

New Mexico has received two prior GEAR UP grants which were cohort models; the focus of those grants began with 7th grade cohorts in partner districts and provided services exclusively to that group of students until they graduated from high school. The current grant is a priority model, the focus of which is to serve all students 7th through 12th grade in partner districts. This programmatic distinction accounts for the increase of the 2012 award, and carries with it unique challenges in providing services to all middle and high school students in our partner districts. During the 2014-15 school year, GEAR UP New Mexico (GUNM) served 14,086 middle and high school students in 25 schools in 12 school districts.

GUNM partner schools endeavor to create a college-going culture through support of school-based models that fill identifiable gaps in services, enrich existing ones, and cultivate change by creating replicable programs that meet the unique and varied needs of students, staff, families, and their local communities. These supports are aligned with school districts' specific goals in meeting the requirements set forth by the New Mexico Public Education Department (PED) through the Educational Plan for Student Success (EPSS) and School Report Cards.

GEAR UP's purpose is to serve under-represented, low income, minority, and first generation college-going students. Race and income have been historical barriers or limitations to enrollment in higher education. GUNM empowers students to overcome these obstacles by both increasing the academic rigor of instruction in partner districts and equipping students with non-cognitive skills such as self-efficacy, self-determination, and self-advocacy critical to post-secondary success.

GEAR UP Division

Service Area and Population

The majority of GEAR UP New Mexico's (GUNM) twelve school districts are located in small towns and villages in heavily rural areas without much economic development. GUNM school districts often have the conditions of a dispersed population and a lack of transportation infrastructure and internet access. GUNM also serves school districts in or near pueblos, tribes and nations.

As illustrated in Table 1: *GUNM Service Area*, communities range in population from 286 to 70,297. The median household income of these communities ranges from just over the statewide average of \$44,968 to \$25,526. Three communities have median incomes below \$30,000 and five others have incomes below \$40,000.

Table 1: GUNM Service Area

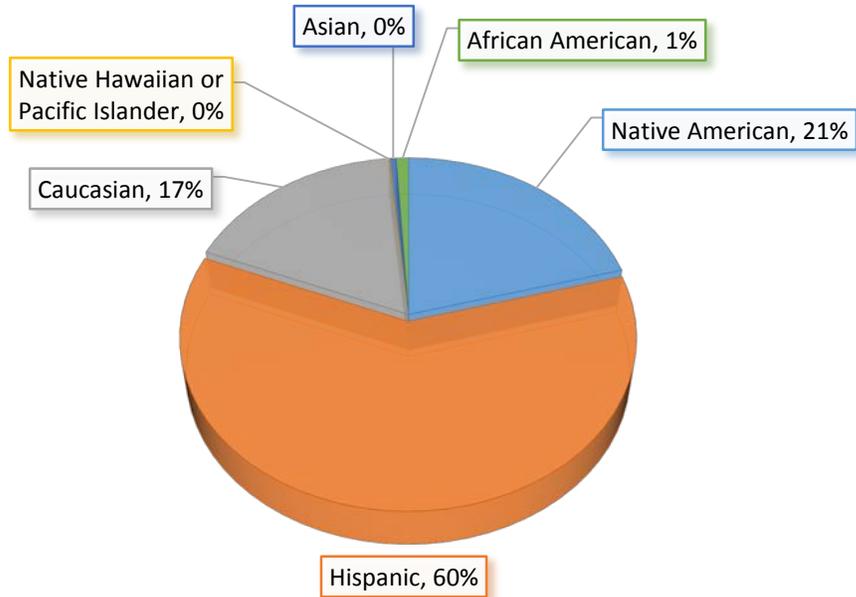
District	School	City	Population	Median Household Income	Pop. per square mile
Bernalillo	Bernalillo High School	Bernalillo	8,320	\$43,199	1741
	Cochiti Middle (K-8)	Cochiti Pueblo	654	\$27,980	444
	Santo Domingo Middle (K-8)	Santo Domingo	3,292	\$35,883	1,227
Central Consolidated	Shiprock High	Shiprock	8,295	\$34,464	617
	Tse'Bit'A'i Middle (6-8)				
Deming	Deming High	Deming	14,605	\$25,526	915
	Red Mountain Middle				
Grants	Grants-Cibola High	Grants	9,241	\$40,882	618
	Los Alamitos 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	15,206	\$51,635	1014
	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 (6-8)				
Santa Fe	Capital High	Santa Fe	70,297	\$50,213	1478
	Edward Ortiz Middle (6-8)				
Walatowa	Walatowa Charter High	Jemez Pueblo	1,788	\$46,525	876
	San Diego Riverside Middle (K-8)				

GUNM students reside in communities both rich in culture, history, and tradition and reflective of the state’s historically tri-partite ethnic composition. As illustrated in Figure 1: *GUNM Student Population*, 60% (n=8,478) of our students are Hispanic, 21% (n=2,908) are Native American, 17% (n=2,428) are Caucasian. In addition, the Native American population consists of students of distinct tribal backgrounds, including primarily Navajo and a number of different Pueblos. Of the total GUNM student population, 89% (n=12,506) receive Free and/or Reduced Lunch, an indicator of income and economic need.

Figure 1: GEAR UP Student Population

ETHNICITY OF GEAR UP NEW MEXICO STUDENTS 2014-2015



GEAR UP Division

Service Delivery

GEAR UP New Mexico (GUNM) programs and services have been designed to meet the following set of objectives:

- improve the academic performance and preparation for postsecondary education of GUNM students;
- increase high school graduation rates and postsecondary enrollment for GUNM students;
- augment GUNM students' and their families' knowledge of postsecondary options, readiness, and financing; and
- foster change in our partner districts that is both systemic and sustainable, supportive of continued efforts to increase students' preparation for postsecondary enrollment and career success.

The core components of GUNM are an embedded literacy intervention within our partner districts and a framework for College and Career Readiness such as AVID or ACT's Quality Core. This literacy model is unique to GEAR UP programs throughout the nation.

All partner districts employ a full time literacy teacher to provide assistance to students who have scored "nearing proficient" on Reading assessments. This added intervention is used to boost students' skills to ensure mastery of critical reading skills necessary to enter postsecondary education without the need for remediation. Most partner schools have implemented READ 180 or ACHIEVE 3000, both highly structured programs designed to improve students' abilities in essential literacy skills and ready them for the demands of core English/Language Arts classes. Many schools are seeing increases in students' Lexile scores over the course of a semester. During the 2014-15 school year 579 students participated in literacy intervention services for 63,721 hours.

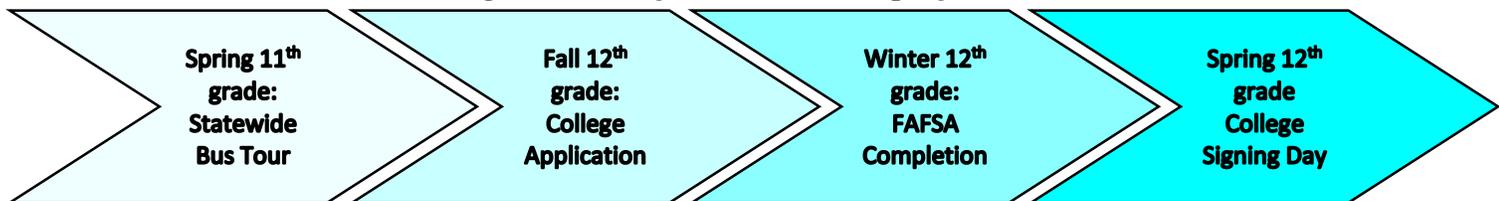
Through implementation or sustaining College and Career Readiness frameworks, GUNM enables all partner districts to increase the rigor of their current course offerings and to assist vulnerable students to have the academic skills and self-efficacy behaviors necessary to navigate and succeed in postsecondary institutions. Six of our 12 districts use AVID as their College and Career Readiness System and three use ACT's Quality Core.

GUNM also provides the means for partner school districts to conduct meaningful college visits and recruitment programs, administer comprehensive financial planning activities with families, provide transition programs for rising 9th grade students, supplement tutoring and credit recovery programs and opportunities, equip students with technical support, and provide summer enrichment programs. Through structured professional development relevant to teachers and GUNM Program Coordinators and focused on improving students' academic performance, GUNM is helping partner school districts develop a culture of excellence and high expectations. Topics include teaching inquiry and other higher-order thinking skills with college readiness curricula and fostering students' academic literacy, and building capacity in the areas of coaching students and peers. In an effort to monitor and ensure consistent service delivery,

GUNM conducts mandatory collaborative work sessions and webinars for all GUNM Program Coordinators, Literacy Teachers, and Data Coordinators. GUNM also holds a series of two-day collaborative workshops, consisting of professional development for its school-level coordinators and teachers, designed to instill proven effective teaching methods and expand the depth and breadth of their implementation across all content areas. In addition, GUNM annually sends a number of GUNM Program Coordinators and most of its state-level HED staff to the GEAR UP national conferences.

Additionally, partner districts manage four college preparation statewide campaigns beginning with the spring and/or summer of students' junior year in high school and culminating in May of their senior year. The timing and sequence of this quartet of college campaigns are designed to reflect a logical progression for upper-class young people as they explore and pursue postsecondary options over their final two years of high school.

Figure 2: College Readiness Campaigns



GUNM College Bus Tour. The tour in school year 2014-15 was held in the summer and allowed students to explore the unique program offerings of Western New Mexico University, New Mexico State University, Doña Ana Community College and Eastern New Mexico University at Roswell. This trip gave students an opportunity to establish relationships with others who will likely be in their freshman postsecondary cohorts.

- **College Application Week.** In 2013, GEAR UP New Mexico piloted a College Application Week in five partner districts. Of the 837 seniors in those partner districts, 87% (n=634) completed at least one college application. In 2014, 11 of our 12 partner districts participated in the College Application Week and of the 1,191 seniors in those 11 partner districts, 70% (n=829) completed at least one college application. In the fall of 2015, GUNM had 100% of all partner districts participate in our College Application Week campaign.
- **FAFSA Completion before March 1.** Nationally, New Mexico ranks about 40th (out of 51) in families completing the Free Application for Federal Student Financial Aid (FAFSA). This means that many students who qualify for financial assistance do not receive it. The application process is often daunting and overwhelming for families. GUNM partner district staff work to provide the assistance necessary to ease this process.
- **College Signing Day.** GUNM piloted this celebration in three partner districts for the school year 2014-15. This celebration offers a chance to highlight students' accomplishments of gaining acceptance into an institution of higher education (many of whom are first generation college-going), as well as to recognize the hard-work and support of their families. Community recognitions such as these, especially in the relatively small, isolated communities from which GUNM students come, can serve as significant motivation for students to attend postsecondary institutions. GUNM anticipates this will also begin to influence the expectations of families towards postsecondary options for their children as they partake in these celebrations.

GEAR UP Division

Highlights for School Year 2014-2015

A major success in program administration for school year 2014-15 has been the creation of an **Evaluation Infrastructure**. This began with the adoption of a data collection, evaluation and reporting system. The use of **Standardized Collection and Reporting of Information Benefiting Education (SCRIBE)** has allowed GEAR UP New Mexico (GUNM) to make a number of critical leaps forward, including the creation of a database, followed by the back-filling and subsequent validation of data from the initial two years of the grant. GUNM is now able to provide data-driven, formative assessment and evaluation of our program in order to improve the delivery of services to students and families. Other significant accomplishments in GUNM's evaluation infrastructure is the establishment of an internal system of accountability for each of our 25 schools through a cyclical process of analysis, reflection, and action, via the implementation of **Continuous Program Improvement Plans (CPIPs)** and quarterly "data dialogues" that serve as tools for GUNM Program Coordinators, as well as GUNM's HED staff to make informative decisions towards program improvement.

GUNM believes that leadership often emerges in experiences with students who may not be initially identified as natural leaders. To that end, GUNM provides an annual **Student Leadership Conference**, which focuses on raising college and career expectations and developing student teams to advance the goals and objectives for GUNM. This conference is a series of interactive workshops focused on a range of critical skills for success such as building relationships, communicating effectively, and identifying goals and creating action plans. GUNM partner schools send twelve students to the conference to learn these skills and bring them back to their campuses in the context of developing and sustaining a mentoring program. Each year, four of the participating students must be returnees from the prior year, a requirement designed to build capacity among GUNM students and expand mentoring opportunities at each school site.

Through such programs as GEAR UP Ambassadors at Pecos, Bernalillo, Los Lunas, and Peñasco High Schools, **JUNTOS** at Santa Fe's Capital High, and **FOCUS: Ignition** at Shiprock High School and Walatowa High, GUNM students are being mentored as well as serving as mentors, themselves, many in "near-peer" mentoring models. These leaders also provide organization supports to our GUNM Program Coordinators.

Private Postsecondary Schools Division Executive Summary

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. PPSD staff rely on accrediting organizations (as recognized by U.S. Department of Education) to provide oversight of the institutions and the programs they offer. PPSD staff is tasked with review of applications of over 150 educational institutions seeking licenses, registration or exempt status.

Program Integrity Rule

The requirement of state authorization for all higher education institutions offering federal financial aid to enrolled students required private schools to apply for licensure. The Division saw changes from private schools who were exempt from the Act due to the Program Integrity Rule (the legislature amended the New Mexico statutes to comply with the federal program integrity rules July 1, 2015 (34 C.F.R. §600.9)).

Closed Schools and Student Transcripts

The PPSD Manager of Closed Schools and Transcripts has processed approximately 175 transcript requests and employment verifications. The Division works closely with schools as they shutter their doors and as PPSD becomes custodian of student records, the goal is to digitize them. The U.S. Department of Education allows students to identify and document the closed status of private postsecondary schools, and it can be used to confirm whether a student is eligible for cancellation of a student loan received while attending a school that has closed.

Student Complaints

NMHED has combined all student complaints for both private and public schools and are assigned to one manager. To date, the manager has reviewed and processed over 100 student complaints from private and public schools that range from access to financial aid records to instructional differences.

Goals/Challenges

- PPSD staff is reviewing applications for a calendar year. Due dates for applications are now staggered by application type and this process will allow for a judicious review. A new and more detailed checklist has been created, with the NM Risk Management Division’s assistance, allowing for guidance while the team reviews applications.
- A data form to allow merging directly into the database
- PPSD staff is reviewing applications and are targeting a deadline date of December 31st to review all applications and release 2016 licenses to schools.
- 2015 and 2016 Directory for contact information to schools approved to operate in New Mexico and links to their websites for further review
- Demographic data form requires updating and inclusion of more detailed information collected for better reporting and outline of students served

PPS Division Data for Academic Year 2014-15

Academic year of 2014/15 resulted in the following degrees awarded to New Mexico students:

Certificates/ Diplomas	Associates	Bachelor	Master	Doctorate
2028	744	714	246	5

Ethnic/race background of students attending private postsecondary schools:

Hisp/ Latino	Non- Hisp/ Latino	No Responses Ethnicity	Caucasian/ White	American Indian	Black	Asian	Native Hawaiian/ Pacific	Two or More Ethnicities/ Races	No Response Race
5945	10984	942	9197	916	1281	402	85	602	1521

Males	Females	No Response
7,574	11,833	72

Younger than 17	18-24	25-34	35-44	45-64	Older than 65	No Response
126	8102	5979	3121	2077	47	16

State Authorization Reciprocity Agreement (SARA)

National Council for State Authorization Reciprocity Agreements (NC-SARA)

NC SARA oversees on-line education institutions whose educational services cross state lines. Thirty six (36) states have joined the compact and New Mexico became a member May 12, 2015 and part of the WICHE compact. The New Mexico Higher Education institutions to become part of the 500-strong nation-wide SARA Institutes are:

- Central New Mexico Community College (Albuquerque)
- Clovis Community College (Clovis)
- Eastern New Mexico University (Portales)
- National College of Midwifery (Taos)
- New Mexico Highlands University (Las Vegas, NM)
- New Mexico Junior College (Hobbs)
- New Mexico State University (Las Cruces)
- San Juan College (Farmington)
- University of New Mexico (Main Campus in Albuquerque)
- Western New Mexico University (Silver City)
- New Mexico Institute of Mining and Technology
- Dona Ana Community College
- New Mexico Military Institute

Due to educational institutions joining, PPSD is seeing a decline in educational institutions holding licenses in New Mexico, regulations regarding student internships per site in the state will require institutions to maintain licenses.

Financial Aid Executive Summary

The Higher Education Department Financial Aid Division administers New Mexico's 28 state aid and grant programs, including Loan For Service, Loan Repayment, and the Legislative Lottery Scholarship. The mission of the Financial Aid Division is to:

- ◆ Inform students in New Mexico that college is attainable and affordable;
- ◆ Provide students and their families with the consumer information needed to make informed decisions about financing an education;
- ◆ Make information about our financial aid programs accessible to all who qualify;
- ◆ Provide funding to pay for educational expenses for as many students of New Mexico as possible;
- ◆ Collaborate with New Mexico's public postsecondary colleges and universities, ensuring regulatory compliance and good stewardship of State and Federal funds; and
- ◆ Facilitate the student financial aid application process and keep it as simple as possible. With the exception of Loan for Service and Repayment programs, there are no separate state applications that must be submitted for New Mexico student aid programs. Every student and family is encouraged to submit the Federal Free Application for Federal Student Aid (FAFSA) by visiting <https://fafsa.ed.gov>.

The Financial Aid Division maintains hotlines for students, parents, and any other constituents with financial aid questions at: fin.aid@state.nm.us or **1-800-279-9777**. The Division also maintains the New Mexico Administrative Codes for all scholarship, grant, and aid programs, and rules of residency for tuition purposes.

Fiscal/Academic Year 2014-2015 was a challenging and exciting year for NMHED's Financial Aid Division. Senate Bill 347, passed in the 2014 session, enacted significant reforms to ensure that the Legislative Lottery Scholarship benefits students to the fullest amount the Lottery Tuition Fund can sustain. The Spring 2015 semester was the first term that full tuition was not supported but through careful planning and revenue analysis, NMHED distributed 95% of the sector average tuition in Spring 2015 and has determined the scholarship can supporting 90% of tuition averages through Spring 2016.

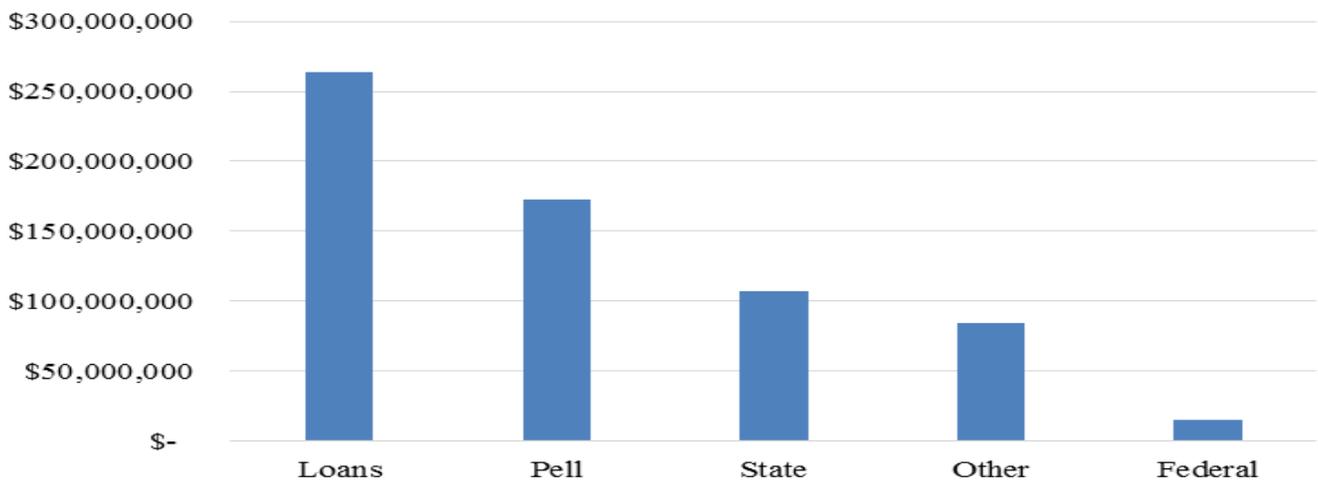
While the Lottery Scholarship has never supported the full cost of attendance at New Mexico's colleges and universities, NMHED and the Financial Aid Division remain committed to helping New Mexico students achieve their goals with the lowest possible debt to the student and the most effective use of taxpayer dollars. New Mexico's Loan for Service (LFS) and Loan Repayment (LRP) programs address critical health, safety, and workforce needs while minimizing student debt. The College Affordability Scholarship ensures our neediest students receive the support they need to succeed. The data for these and all of NMHED's other financial aid programs are presented in the following section.

New Mexico Financial Aid

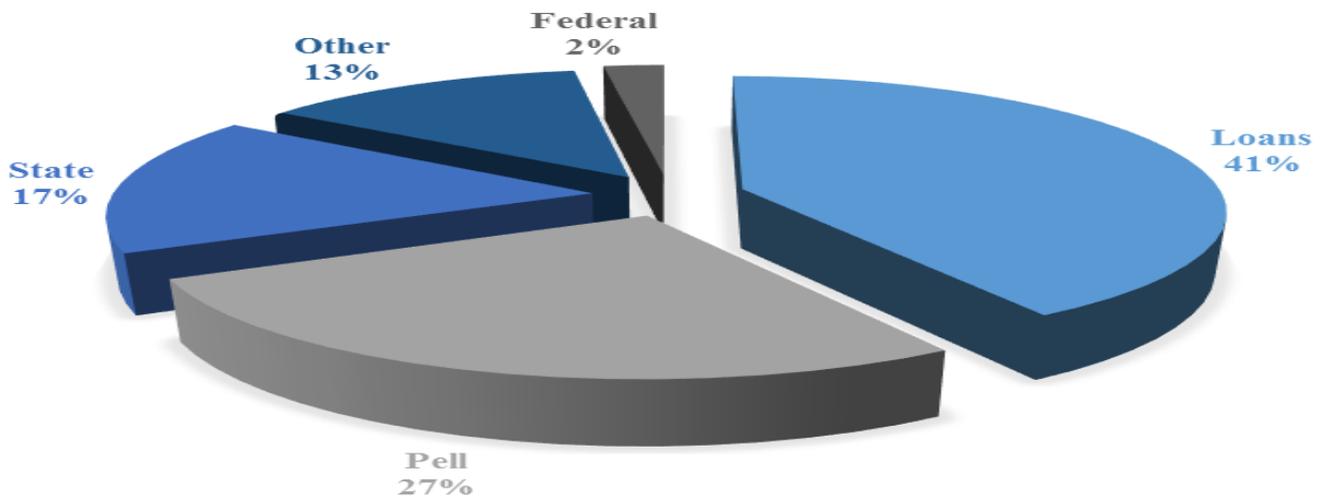
State and Federal Aid Available to New Mexico Students

The New Mexico Higher Education Department oversees the New Mexico statewide financial aid programs. New Mexico students access state and federal financial aid programs which assist students and families in paying educational expenses for public postsecondary education. In FY15, financial aid totaling \$643 million was utilized by New Mexico students. New Mexico students received \$367 million in grants and scholarships, \$264 million in loans and \$12 million in Work-Study programs.

New Mexico Financial Aid Distribution



New Mexico Financial Aid



State Financial Aid Distribution

The New Mexico Higher Education Department currently administers 29 financial aid programs created by state law and supported by state funds. The Legislative Lottery Scholarship is the largest state financial aid program (~\$61 million disbursed in FY2015). The remaining program types consist of scholarships, grants, and other funding sources.

State Program	Distribution	Students
Teacher Loan for Service program	\$ 3,490	2
Nurse Educator	\$ 15,000	12
Vietnam Veterans	\$ 19,863	13
Wartime Veteran Scholarship	\$ 30,000	*
Minority Doctoral Loan	\$ 75,000	4
Primary Care Tuition Waiver	\$ 150,000	5
Legislative Endowment	\$ 231,645	323
Allied Health Loan	\$ 238,600	43
New Mexico Scholars	\$ 303,443	191
Nursing Loan	\$ 297,856	62
Medical Student Loan	\$ 362,500	29
Graduate Scholarships	\$ 460,800	128
Competitive Scholarships	\$ 1,584,982	2,974
College Affordability Grant	\$ 1,881,864	5,319
WICHE	\$ 2,117,099	76
State Work-Study	\$ 6,022,110	3,440
Student Incentive Grant (SSIG)	\$ 10,783,049	24,595
Athletic Scholarships	\$ 10,883,812	3,576
3% Scholarship	\$ 12,870,324	13,131
Legislative Lottery Scholarship	\$ 61,645,381	30,937
TOTAL	\$ 109,976,818	84,860

* not reported pursuant to FERPA



Student Loan Debt

New Mexico Students

The average student loan amount borrowed in 2015 was \$2,912.

As student debt levels continue to rise nationwide, New Mexico was amongst the states with the lower overall debt levels in 2013.

New Mexico's average student debt level was below \$20,000. Despite the lower total debt level, New Mexico ranks as one of the states with high student loan default rates.

The state continues to make effort to address the loan debt through the Legislative Lottery Scholarship and other programs such as the Loan for Service and Loan Repayment Programs.

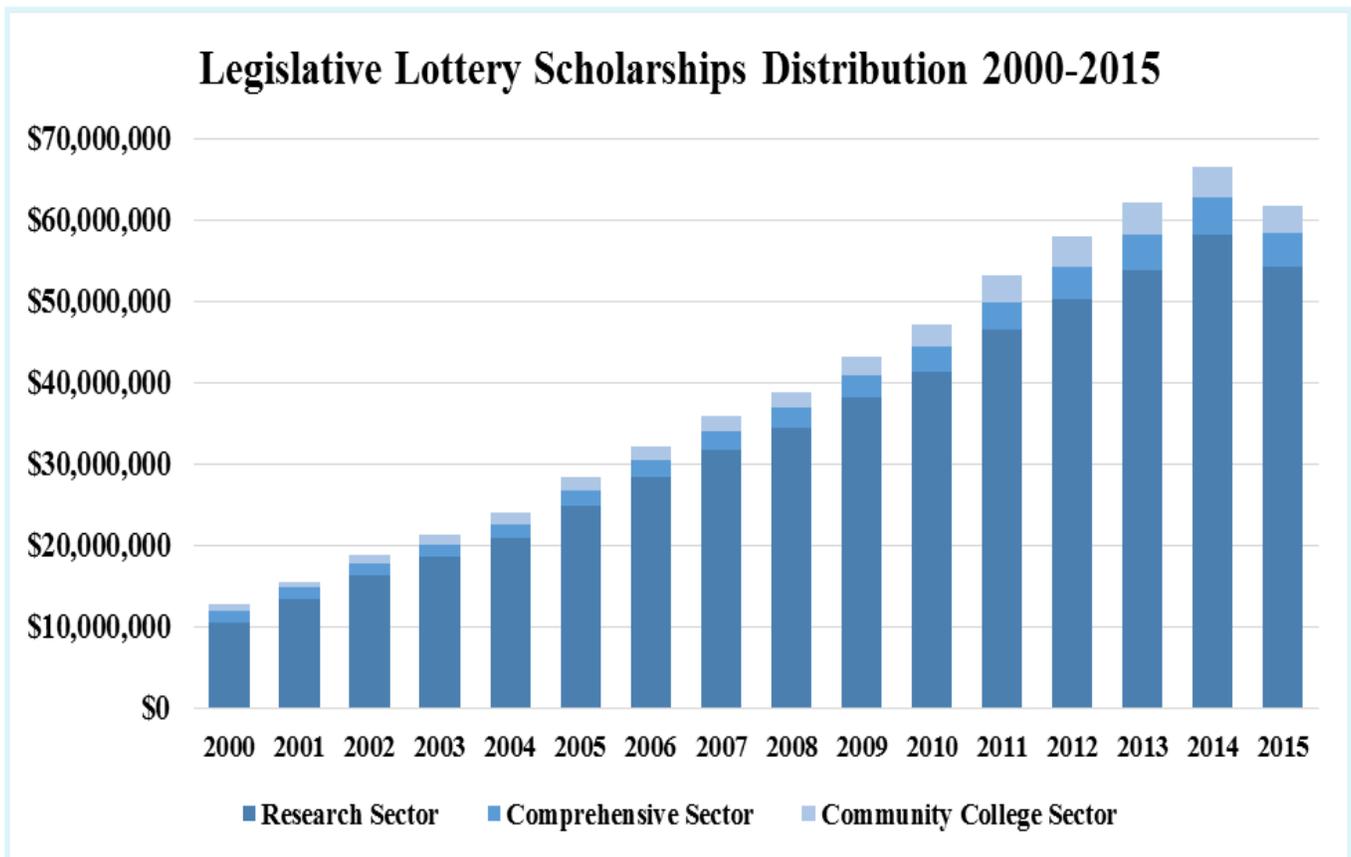
Loan Programs	Distribution
Teacher Loan for Service program	\$ 3,490
Nurse Educator	\$ 15,000
Allied Health Loan	\$ 238,600
Nursing Loan	\$ 297,856
Medical Student Loan	\$ 362,500
Direct PLUS	\$ 2,729,168
Perkins Loan	\$ 4,665,762
Parent Loans for Undergraduates (PLUS)	\$ 4,883,082
Private Loan	\$ 9,066,545
Stafford Student Loan (SSL)	\$ 40,026,047
Direct Subsidized	\$ 51,985,573
Direct Unsubsidized	\$ 66,974,446
Stafford Unsubsidized	\$ 82,469,609
TOTAL	\$ 263,717,678

Legislative Lottery Scholarship

Dollars Distributed by Higher Education Sector

The purpose of the Legislative Lottery Tuition Scholarship is to provide tuition assistance for higher education students pursuant to the Legislative Lottery Tuition Scholarship Act.

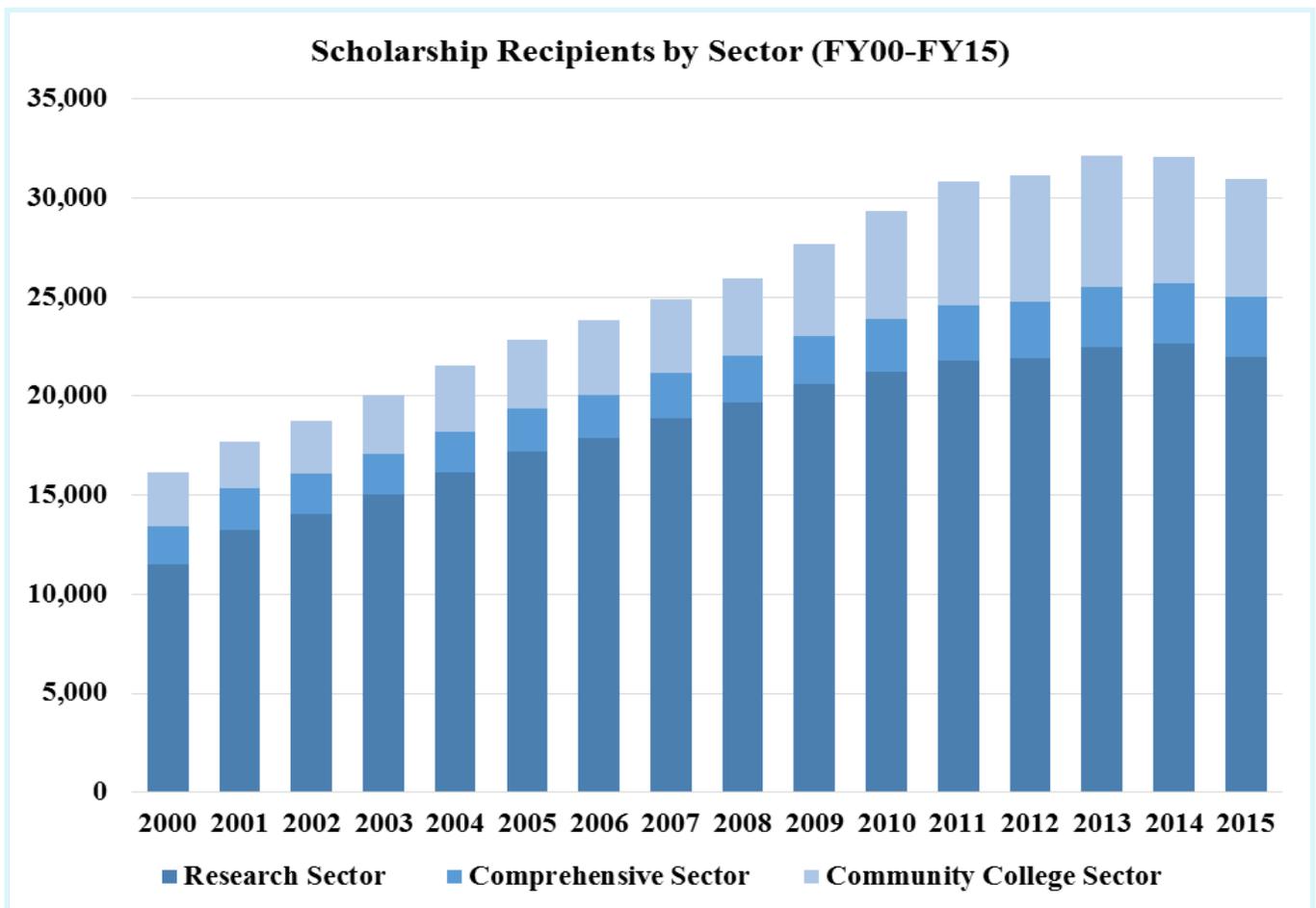
In accordance with changes to the Act enacted in 2014 through Senate Bill 347, the Higher Education Department reports each year to the Legislative Finance Committee (LFC) and the Department of Finance and Administration (DFA) on the status of the Legislative Lottery Tuition Fund and the Tuition Scholarship program. The following chart depicts the total in scholarship dollars distributed over the past fifteen years.



Legislative Lottery Scholarship

Recipients by Higher Education Sector

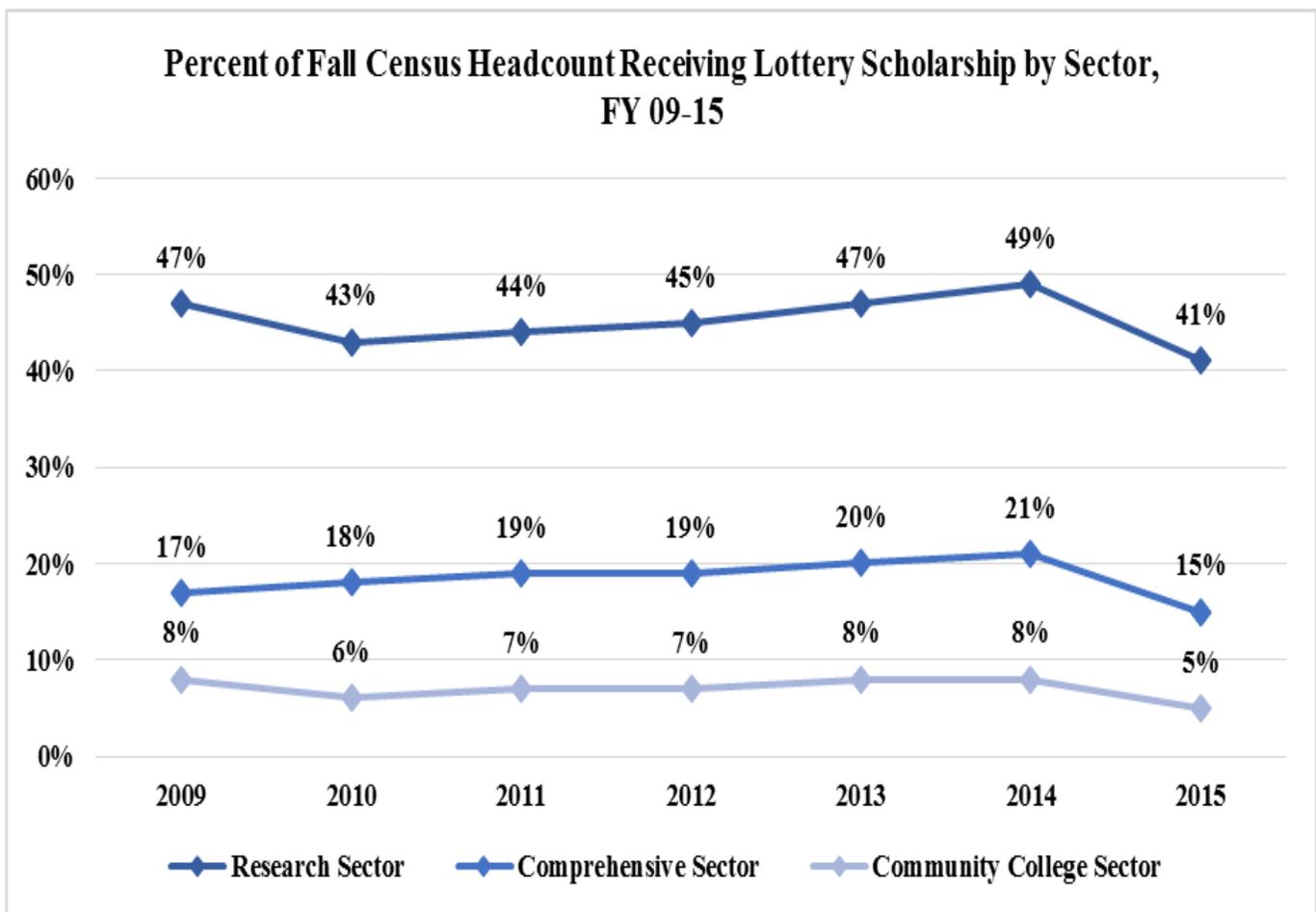
The Legislative Lottery Scholarship is New Mexico’s most widely known scholarship and supports every recent high school graduate and high school equivalency recipient from their second through seventh semester if satisfactory academic progress is maintained. The success of the scholarship is underscored by the number of recipients that has grown nearly two-fold in the past fifteen years. SB347 (being Laws 2014, Chapter 80) reduced the number of eligible lottery scholarship recipients by enacting a minimum 2.5 GPA; a 15 credit hour requirement for students at four year colleges; and a maximum of seven semesters of support for new recipients of the Lottery Scholarship.



Legislative Lottery Scholarship Program

Percentages of Students in each Higher Education by Sector

The following chart depicts the percentage of total students, by sector (research universities; comprehensive 4-year schools; and community colleges) from 2009 through 2015. In Academic Year 2015, sixty-one percent of students at New Mexico’s public colleges and universities received tuition support through the Legislative Lottery Scholarship.



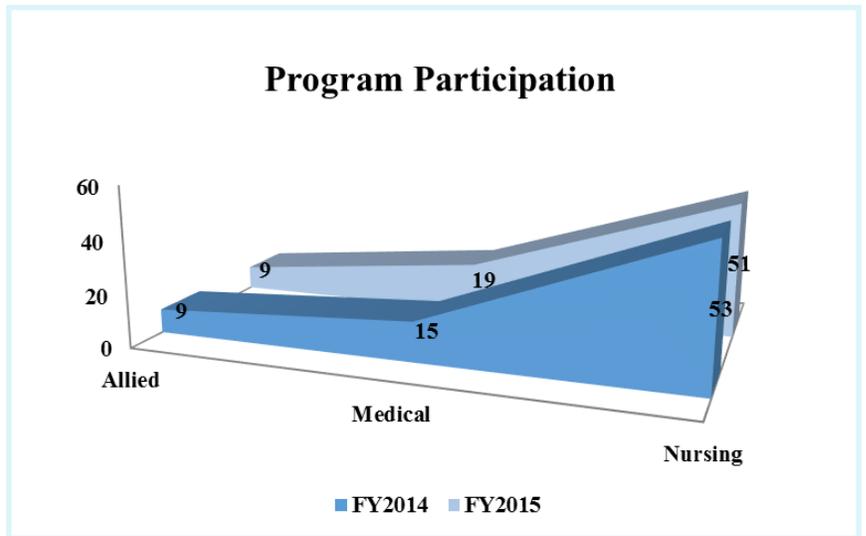
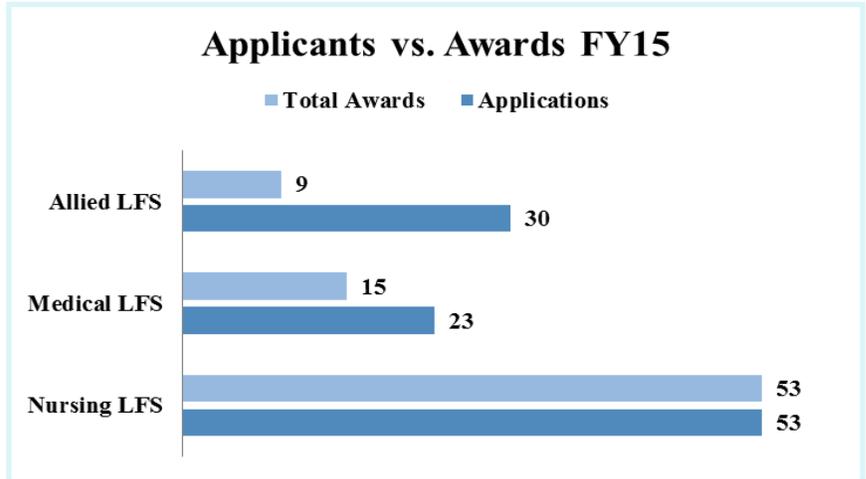
Health Loan-For-Service Programs

Allied, Medical, Nursing and Nurse Educator

The New Mexico Health Loan for Service programs have been successful in retaining health professionals in the state.

The funds supporting current participants significantly offsets educational costs incurred for their health educational programs. Participants who complete their service obligation, typically three years, have their loans forgiven.

Application submissions have remained consistent in recent academic years. As shown in the graph above there is a shortage in funds appropriated to sustain the applicant demand.



In FY15, the New Mexico Higher Education Department received six applications for the Nurse Educator Loan-For-Service Program. All applications were funded (the applications included five renewals and one new application).

Academic Year	# of Participants
2012-2013	5
2013-2014	7
2014-2015	6

Health Professional Loan Repayment Program

The Health Professional Loan Repayment Program (HPLRP), improves rural health in New Mexico by increasing health care provider coverage in underserved areas.

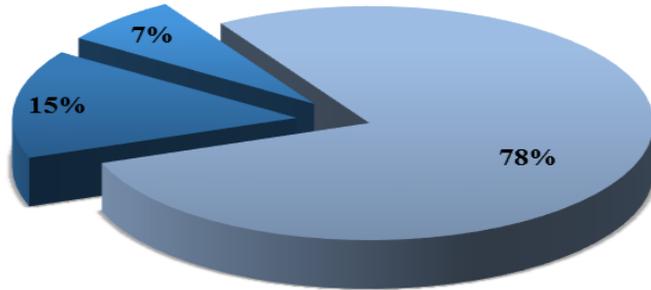
Practicing health professionals receive student loan repayment assistance in exchange for providing service within the neediest communities in the state.

In FY15, the eligible applicant total of 133 providers exceeded the program funding. 29 new and renewal applications were supported based on available funding.

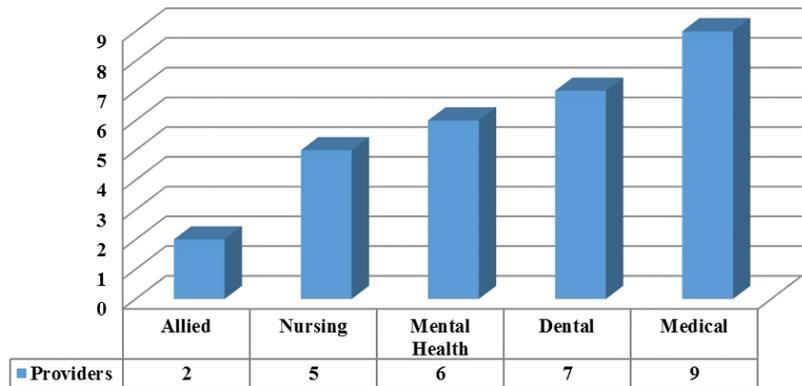
The graphs to the right demonstrate the high demand for the loan repayment program, and the manner in which available funds were distributed across the eligible professions in underserved counties.

Percentage of Applicants Funded FY15

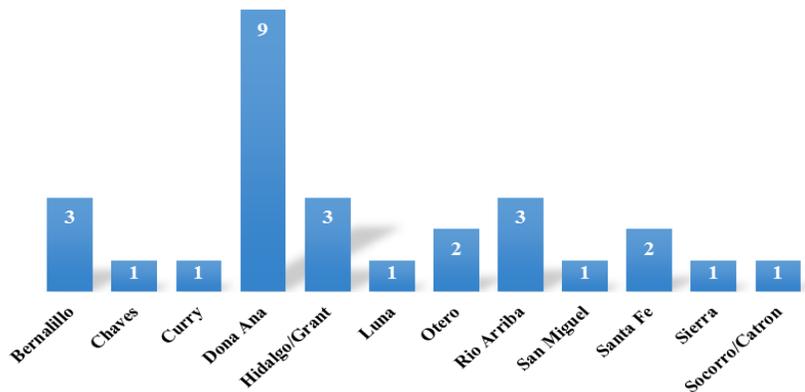
■ New Awards (20) ■ Renewal Awards (9) ■ Denied (104)



HPLRP Awards by Profession FY15



New Participants by County



WICHE Loan-For-Service Program

Dentistry and Veterinary Medicine

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.

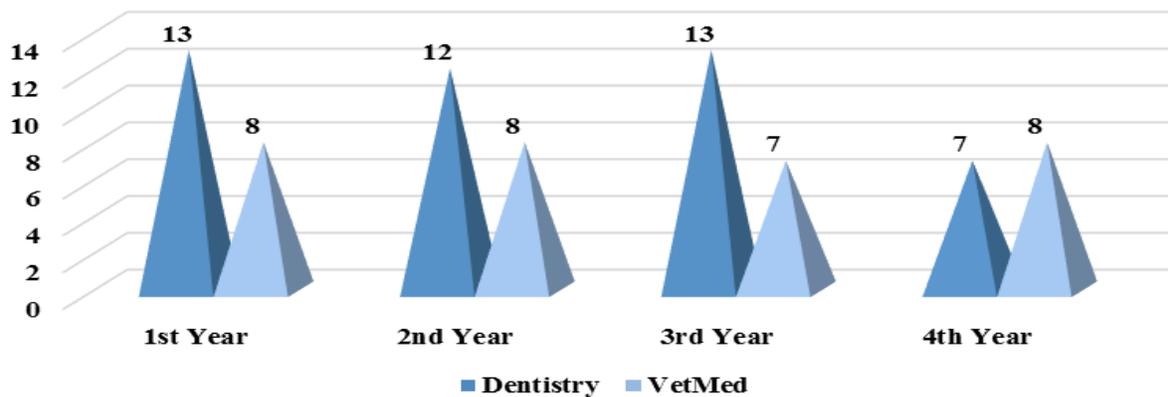
Through WICHE, students from New Mexico—which has no schools that offer dentistry or veterinary medicine graduate programs—can earn degrees in these fields at schools in other WICHE states at resident tuition rates. The investment from the state of New Mexico during FY15 was \$2,117,099 to support a total of 76 New Mexico students.

New Mexico Support fees for FY2015:

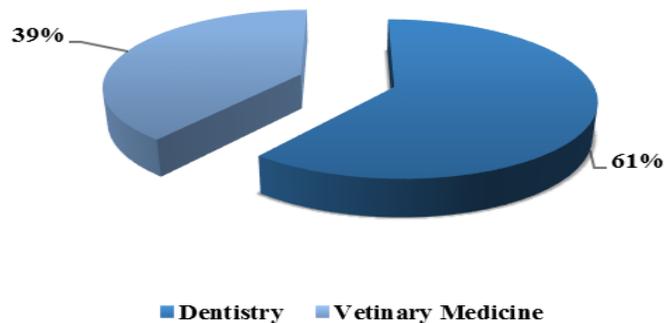
Dentistry Support Fee
\$24,400

Veterinary Medicine
\$31,500

2014-2015 AY Number of Students



WICHE Program Awards to New Mexico Students

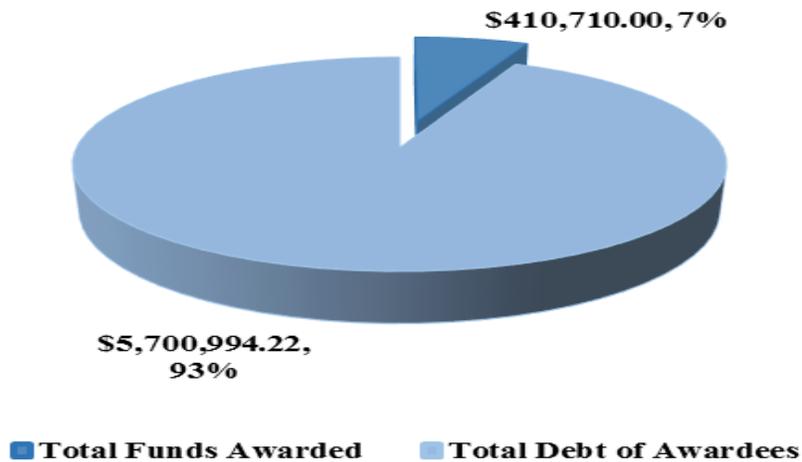


Children Youth and Families Worker Loan Repayment Program

The Children, Youth and Families Worker Loan Repayment Program was enacted during the 2015 Legislative Session under House Bill 341. In current year 2016, the New Mexico Higher Education (NMHED) received an appropriation which provides education loan repayment assistance to eligible professionals employed with the Children Youth and Families Department (CYFD).

Participants must be an employee practicing in a critical need position within the Protective Services Division or Juvenile Justice Division of CYFD; satisfactorily completed one year of service past their probationary period with CYFD as a public service worker; and have completed a bachelor's or master's degree in a critical field.

Funds Awarded vs. Total Debt of Awardees



Awardee Debt Information:

The average debt amount was \$34,137.69.
Debt ranged from \$783.00 minimum to \$143,932.00 maximum.
The average award amount was \$2,459.

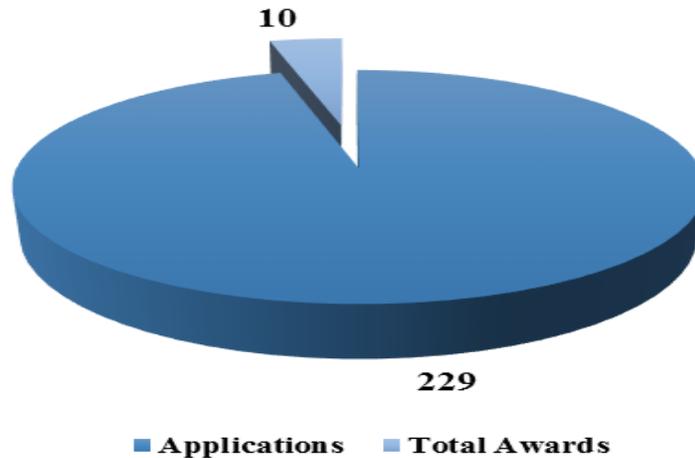
Teacher Loan Repayment Program

The New Mexico Higher Education Department has received a vast response of eligible application submissions for the Teacher Loan Repayment Program. The program is focused on providing loan repayment incentives to eligible teachers in public schools not meeting proficiency standards.

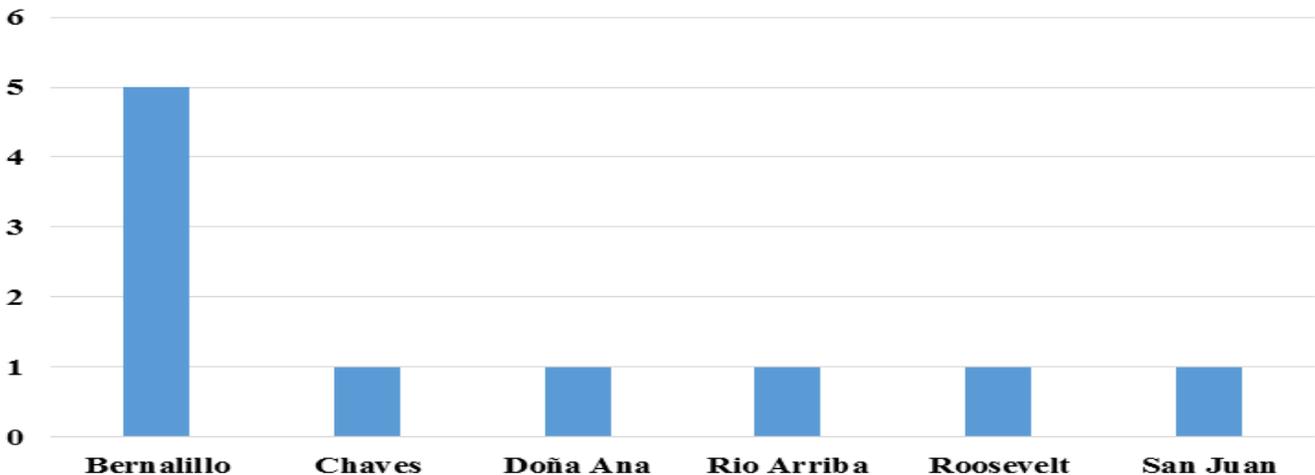
The department anticipates the demand for the program to grow in the upcoming fiscal year. The charts below demonstrate the need for additional funding.

The average applicant student loan debt for FY15 was \$40 thousand dollars. The award amount per eligible applicant is \$3,000 per academic year.

Number of Awards vs. Applicants



Service by County

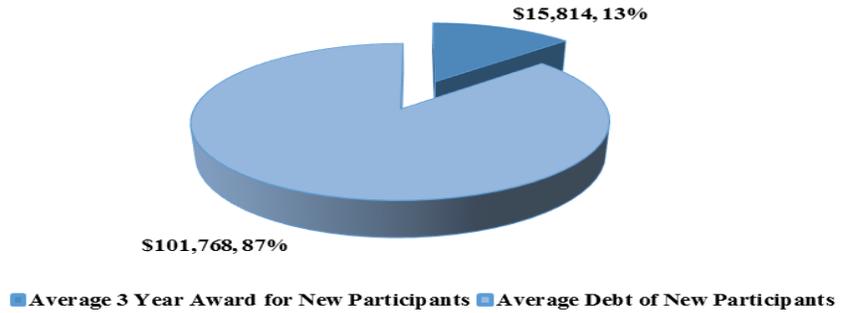


Public Service Law Loan Repayment Assistance, Minority Doctoral Loan For-Service & Teacher Loan-For-Service

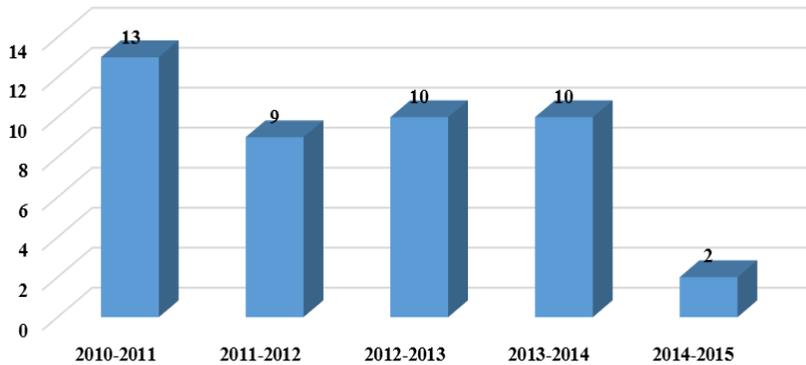
In FY15, the New Mexico Higher Education Department received 26 applications for the Public Service Law Loan Repayment Assistance Program (LRAP) and awarded 14 new participants.

Debt ranged from \$36,437 minimum to \$170,987. The average salary for new LRAP participants is \$47,365.

Average 3 Year Award as a Percentage of Average Debt



Number of Teacher Loan-For-Service Participants Per Academic Year



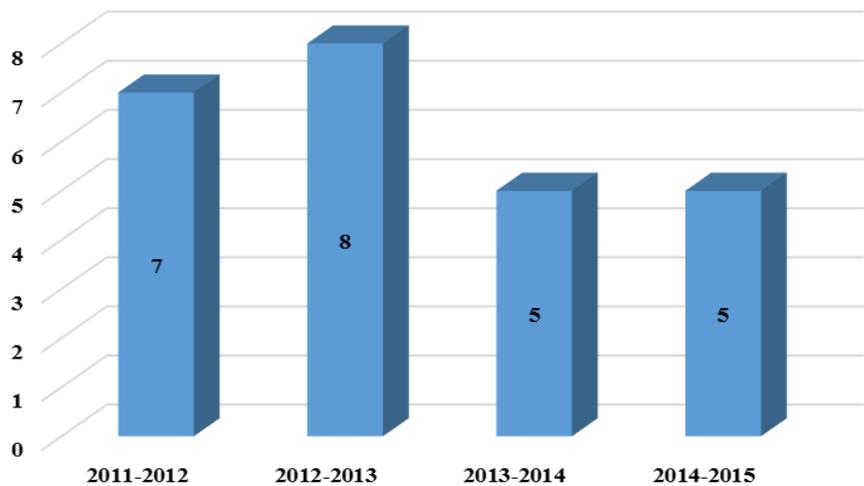
The Teacher Loan for Service program supported two graduate students in Special Education during FY15.

The department has seen a shift in the number of applications from the Teacher LFS program to the Teacher Loan Repayment Program. The interest for loan repayment assistance continues to increase.

In FY15, the Minority Doctoral Loan-For-Service Program supported the pursuit of doctoral degrees in the following fields:

Biology/Natural Sciences, Electronic and Computer Engineering, English Education, Nursing Education and Social Work. Program participants are expected to assume faculty positions within New Mexico's higher education institutions upon completion of their degree.

Total Number of Minority Doctoral LFS Awards Per Year



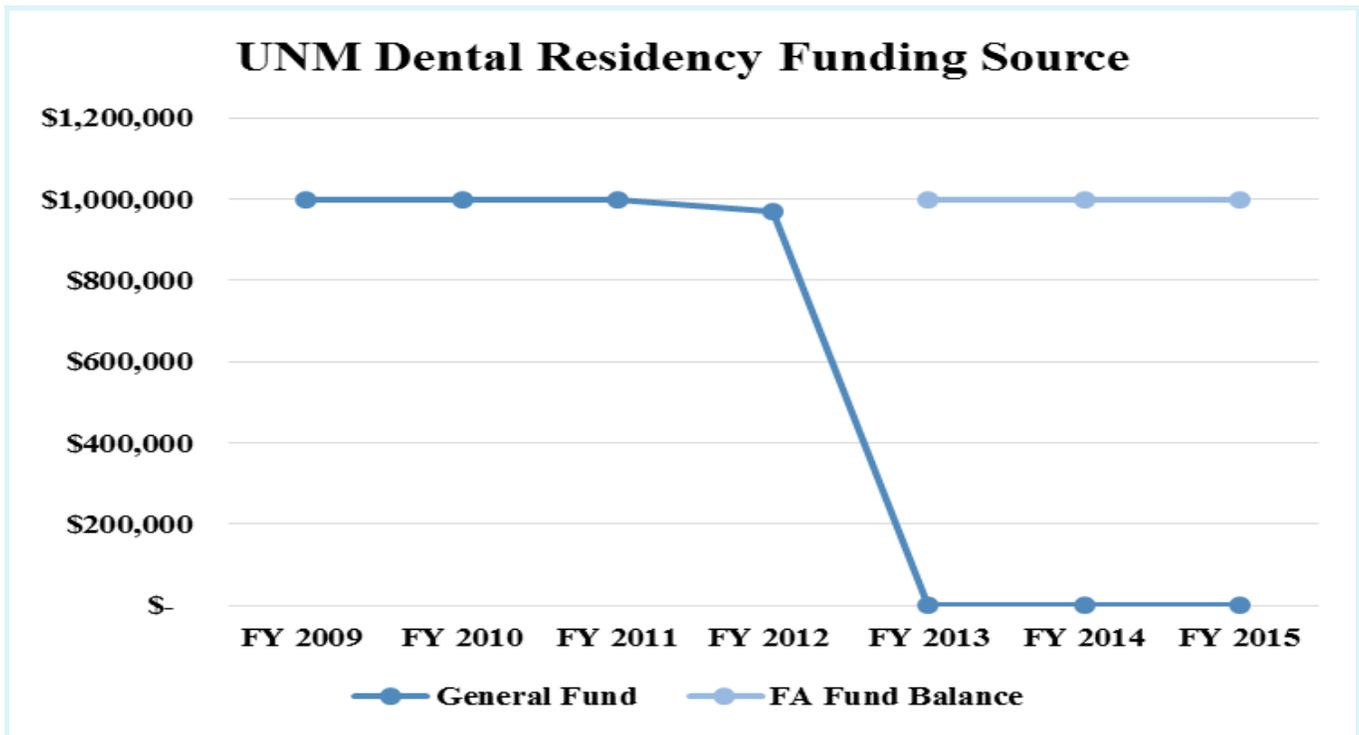
UNM Dental Residency Program

The UNM Dental Residency Program places 10 dental residents in the advanced general dentistry residency training program.

Partnerships with existing New Mexico public health clinics will host dental residents providing educational and clinical education programs.

Each of the 10 residents have a month long rotation at Hidalgo Medical Services Dental Program with clinics in Silver City and Lordsburg, New Mexico.

For the past three fiscal years, the Dental Residency program has been funded through cost savings and improved efficiency in the Financial Aid Special Programs Fund.



Institutional Finance Division Executive Summary

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

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%
2015-2016	\$6,232.1	\$848.5	13.6%
<p>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.</p>			

**New Mexico Public Higher Education Institutions
2014-2015 Tuition and Fees Summary**

Four Year Institutions Research	Undergraduate		Graduate	
	Resident In District	Non Resident	Resident In District	Non Resident
NMIMT	\$3,123	\$9,087	\$3,241	\$9,625
NMSU	\$2,975	\$9,556	\$3,215	\$9,794
UNM	\$3,423	\$10,332	\$3,622	\$10,661
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	\$46,347
Four Year Institutions Comprehensive				
Eastern NM University	\$2,429	\$5,316	\$2,655	\$5,628
NM Highlands University	\$2,250	\$3,552	\$2,388	\$3,630
NNMC	\$2,030	\$5,761	\$1,680	\$2,052
WNMU	\$2,673	\$6,592	\$2,813	\$6,712
Two Year Institutions - Branches				
ENMU Roswell	\$840	\$2,088	n/a	n/a
ENMU Ruidoso	\$518	\$1,802	n/a	n/a
NMSU Alamogordo	\$984	\$2,640	n/a	n/a
NMSU Carlsbad	\$530	\$1,850	n/a	n/a
NMSU Dona Ana	\$804	\$2,580	n/a	n/a
NMSU Grants	\$948	\$1,968	n/a	n/a
UNM Gallup	\$852	\$2,052	n/a	n/a
UNM Los Alamos	\$895	\$2,452	n/a	n/a
UNM Taos	\$915	\$2,295	n/a	n/a
UNM Valencia	\$781	\$2,091	n/a	n/a
Two Year Institutions - Independent				
Central New Mexico CC	\$688	\$3,328	n/a	n/a
Clovis Community College	\$608	\$1,208	n/a	n/a
Luna Community College	\$443	\$1,115	n/a	n/a
Mesalands Community College	\$730	\$1,222	n/a	n/a
New Mexico Junior College	\$624	\$948	n/a	n/a
San Juan College	\$647	\$1,751	n/a	n/a
Santa Fe Community College	\$532	\$1,229	n/a	n/a
Special Schools				
NM Military Institute *annual rate	\$2,093	\$4,566	n/a	n/a

Capital Projects Division Executive Summary

The New Mexico Higher Education Department Capital Projects Division assesses, evaluates, and approves projects that occur on all publicly funded institutions of higher education campuses and distant learning centers. Capital Projects, with the Institutions, develop a plan for funding of renovation and construction projects to meet the Institutions' greatest needs to accomplish their mission and meet the education needs of the students. In accordance with statute, the New Mexico Higher Education Department reviews and recommends all projects and amounts to be funded. This process determines the priority of needs and is accomplished every year in August through *Summer Hearings*. Each of the public postsecondary institutions present their top two or three priority projects to the New Mexico Higher Education Department Capital Projects Committee. From these hearings a funding recommendation is determined.

The Capital Projects Committee has been in place for over 50 years and is currently comprised of representatives from the Department of Finance and Administration Capital Outlay Bureau; Energy Minerals and Natural Resources Department; the Legislative Finance Capital Outlay Committee; the Higher Education Department; and a volunteer Committee Chairman designated by the Cabinet Secretary. In addition to the *Summer Hearings*, the Capital Projects Committee meets monthly to assess, evaluate, and recommend for approval projects presented to the Higher Education Department. Projects greater than \$300,000 are heard by the Committee and range from multiple funding sources such as donations, institutional funds, revenue bonds, local bonds, and State appropriations.

In 2015, \$638.7 million in projects and institutional revenue bonds were presented to Capital Projects. Of this amount, \$251.2 million were projects approved and under way, while \$387.5 million were institutional revenue bonds to fund current and future projects. Part of the \$251.2 million in projects heard was from the 2014 General Obligation (GO) Bonds for \$139.8 million and the 2015 Special Session Severance Tax Bonds for \$33.7 million. Approximately 75% of both the GO Bond and Severance Tax Bond packages have been heard and approved by the Higher Education Department. Part of the goals for Capital Projects is to work with the institutions in assuring that the 5% of bonds are spent within six months of issuance. Another goal is to have all of the 2014 GO Bond projects approved and underway before the 2016 Legislative Session.

In 2015 the Higher Education Department's Capital Projects Director was able to visit a majority of public postsecondary institution campuses across the State. This has helped provide insight into the needs of the institutions while further strengthening the relationship between both entities.