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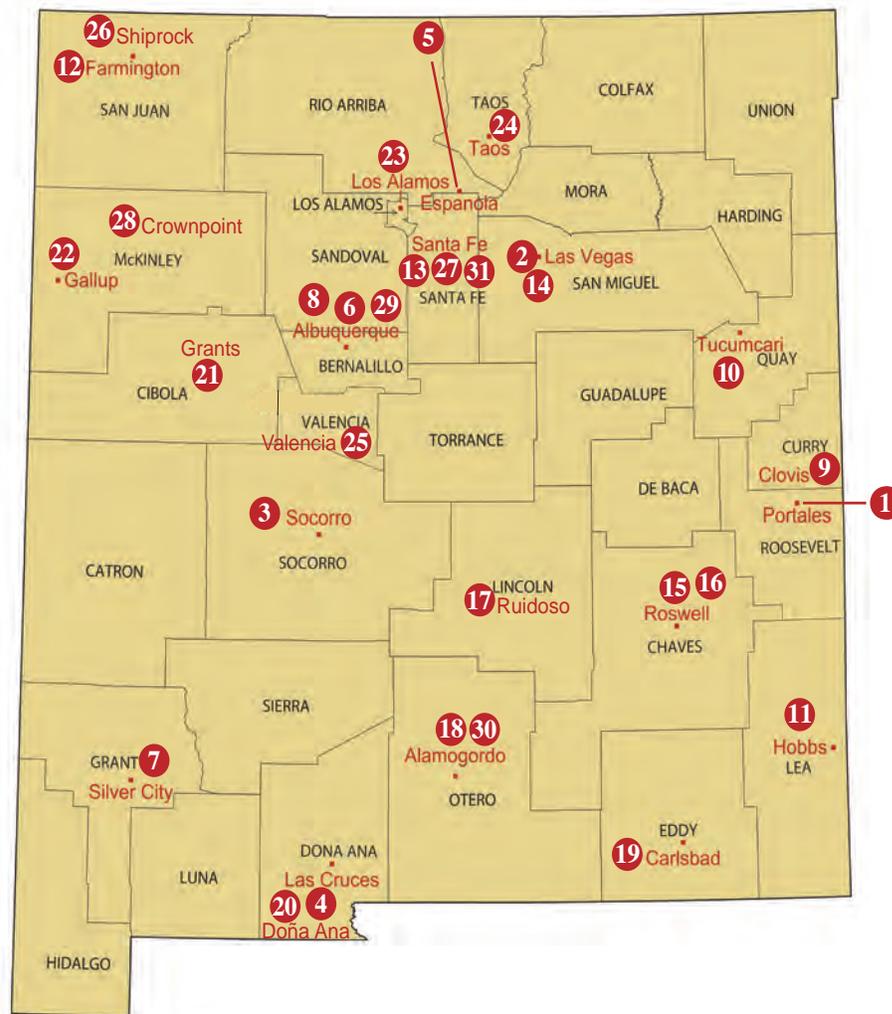
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STATE-FUNDED COLLEGES, UNIVERSITIES, TRIBAL COLLEGES & SPECIAL SCHOOLS IN NEW MEXICO



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)

FORWARD: DATA

The postsecondary data contained in this report has been collected and analyzed using the New Mexico Higher Education Department's Data Editing and Reporting (DEAR) database, unless otherwise noted. The purpose of the DEAR system is to increase the reliability in the data and to make more efficient efforts by institutions and the New Mexico Higher Education Department staff in the reporting process. The DEAR system is a collective effort of the New Mexico Higher Education Department and the data coordinators at each public postsecondary institution, tribal college, and not-for-profit institution in New Mexico. Data in this report are current as of December 31, 2010.

The Adult Basic Education data in this report is collected by the Literacy and Community Education System (LACES) which is the database system for Adult Basic Education programs across New Mexico. LACES is the web-based product from LiteracyPro Systems, Inc. and has been in use by New Mexico Adult Basic Education since July 1, 2006. The statewide deployment of LACES has enabled the Adult Basic Education Division of the New Mexico Higher Education Department to monitor local program data in real time and to generate timely, relevant reports with unparalleled accuracy.

The dual credit data in this report is a data-matching effort between the New Mexico Higher Education Department's DEAR database and the New Mexico Public Education Department's Student-Teacher Accountability Reporting System (STARS) database. STARS is a comprehensive student, staff, and course information system that provides a standard data set for each student service by New Mexico's public education system.

The faculty salary data in this report is provided by the New Mexico Council of University Presidents. The Council supports New Mexico's seven public universities through information sharing, collaboration, strategic planning, policy development, and community outreach. For access to the Performance Effectiveness Report for New Mexico Universities in its entirety, please visit www.unm.edu/~cup.

The data provided by the Western Interstate Commission for Higher Education (WICHE) regarding financial aid can also be found on the Commission's website at www.wiche.edu.

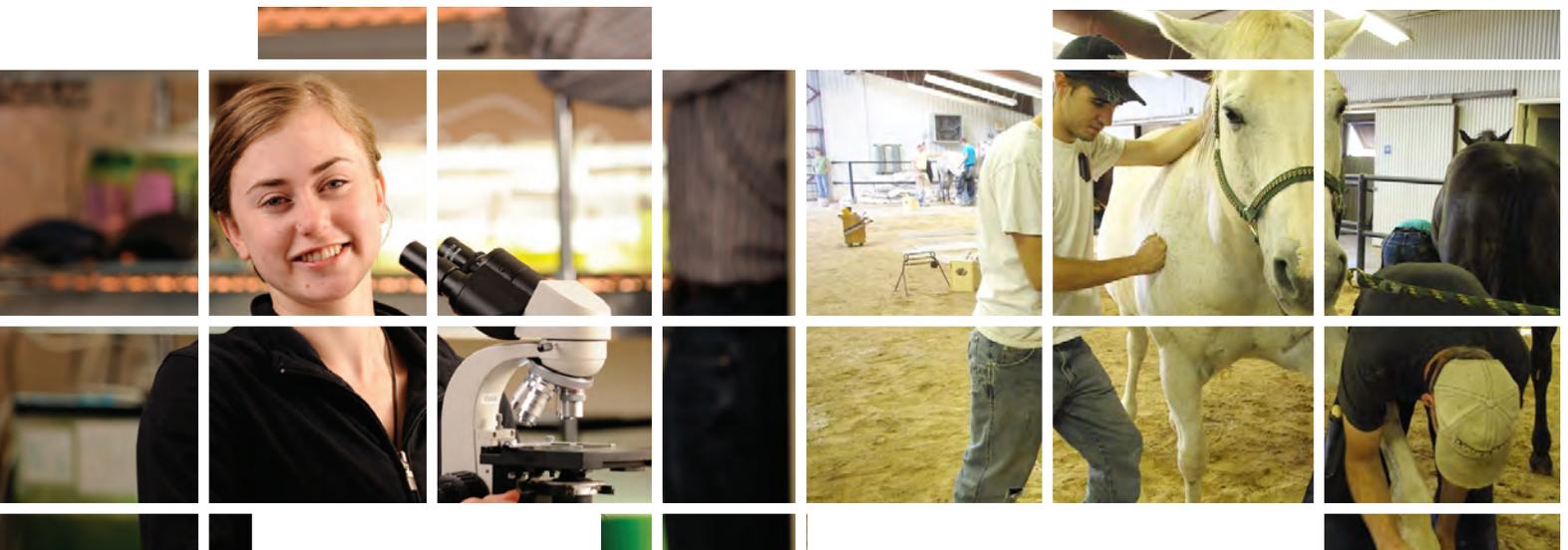
We at NMHED make every effort to make this annual report informative, accurate, and timely. There are times, however, when mistakes beyond our control may appear. We apologize in advance for any mistakes.

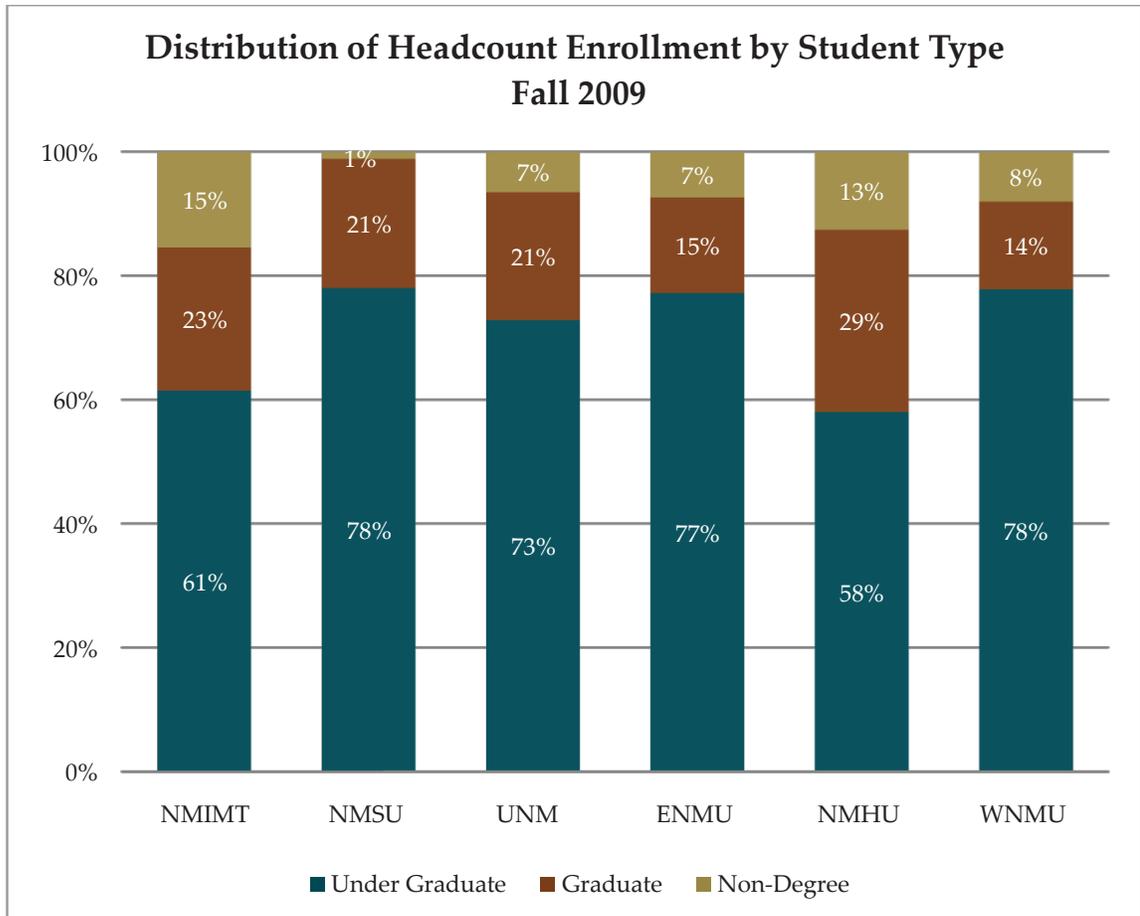
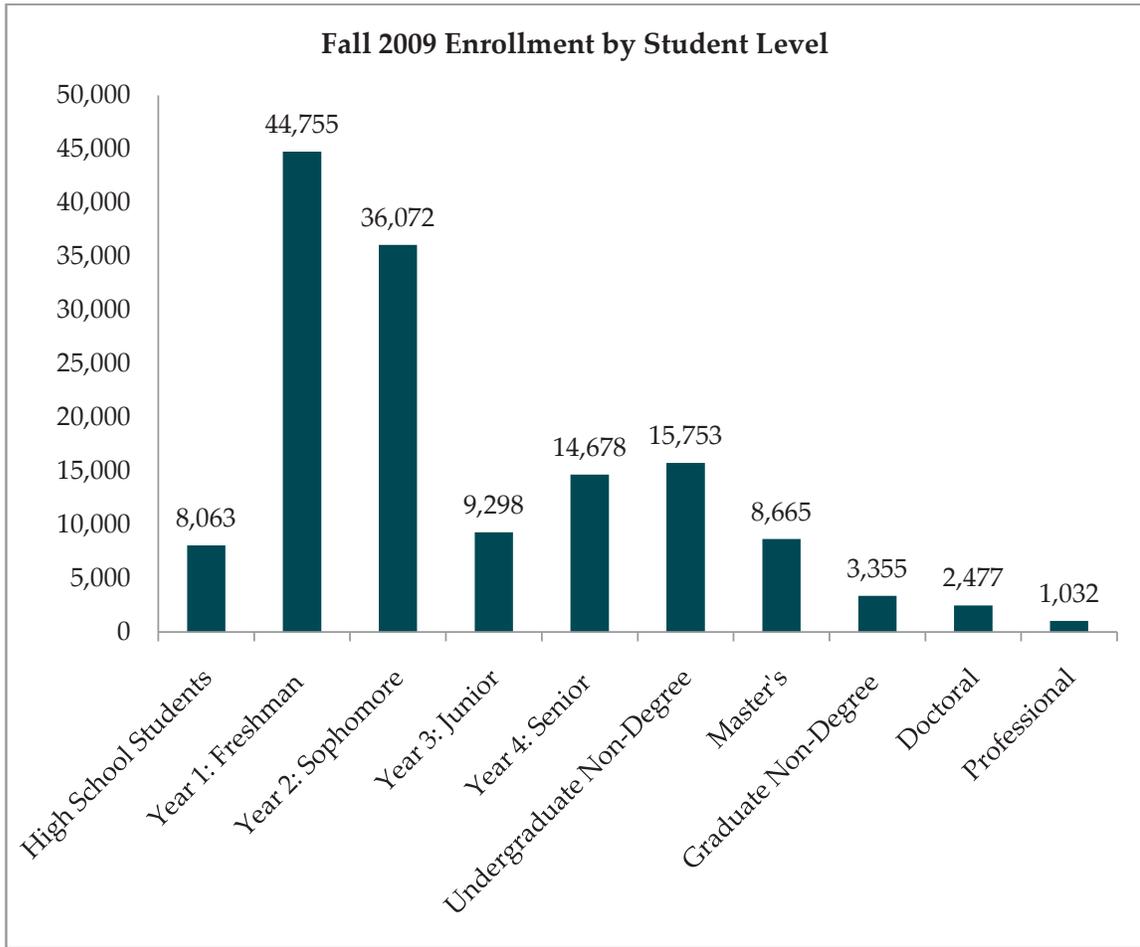
Enrollment Summary

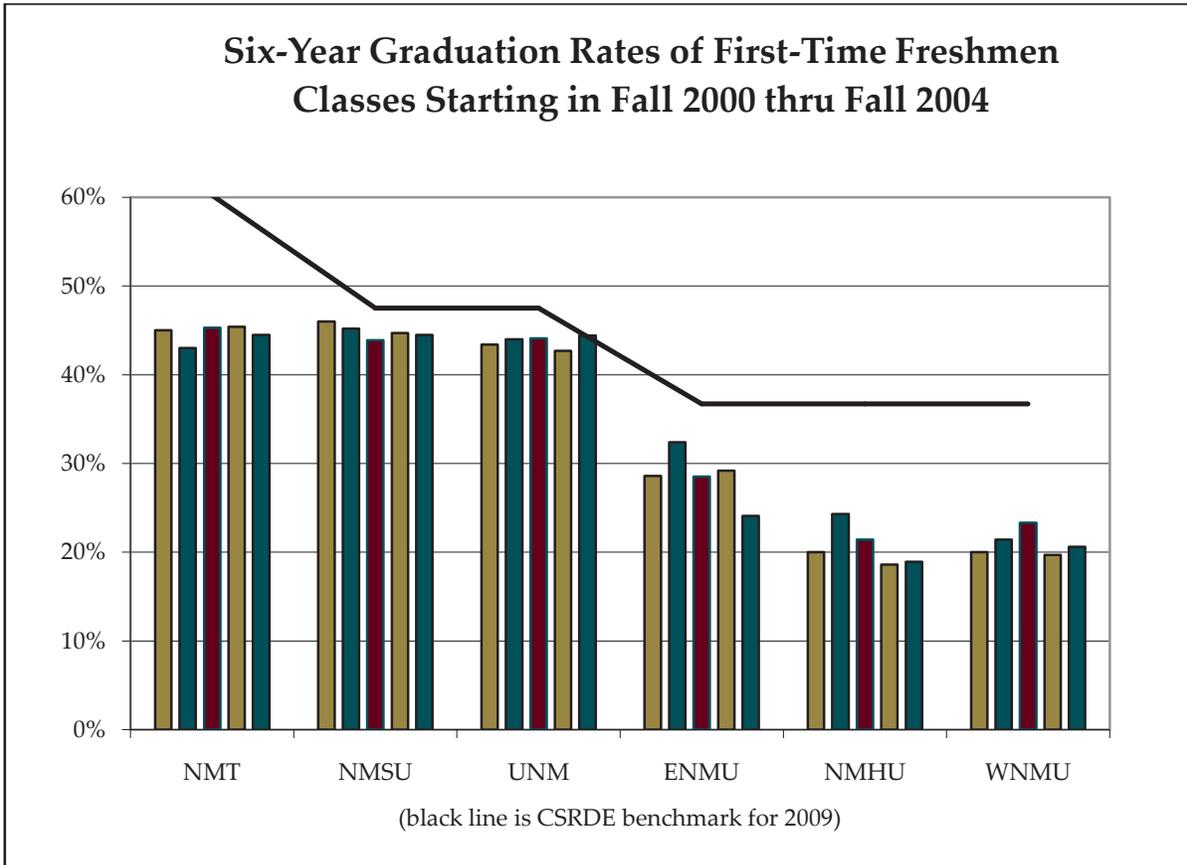
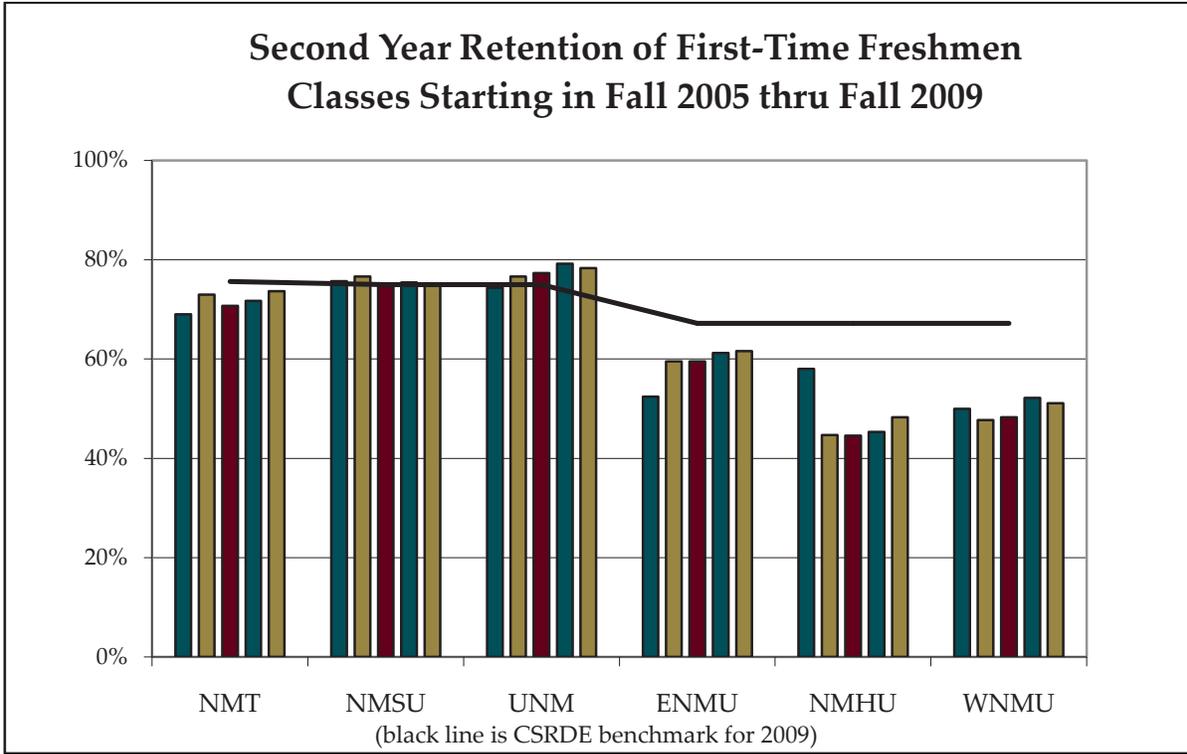
| | Fall 08 | Fall 09 | |
|---|----------------|----------------|------------|
| | Head | Head | Percentage |
| | Count | Count | Change |
| Research Universities | | | |
| New Mexico Institute of Mining and Tech | 1,925 | 1,900 | -1% |
| New Mexico State University | 17,247 | 18,528 | 7% |
| University of New Mexico | 25,636 | 27,194 | 6% |
| University of New Mexico-Medical School | 303 | 315 | 4% |
| | 45,111 | 47,937 | 6% |
| Comprehensive Institutions | | | |
| Eastern New Mexico University | 4,439 | 4,979 | 12% |
| New Mexico Highlands University | 3,621 | 3,765 | 4% |
| Northern New Mexico College | 2,593 | 2,121 | -18% |
| Western New Mexico College | 2,948 | 3,368 | 14% |
| | 13,601 | 14,233 | 5% |
| Branch Community Colleges | | | |
| ENMU - Roswell | 3,710 | 4,322 | 16% |
| ENMU - Ruidoso | 1,031 | 1,016 | -1% |
| NMSU - Alamogordo | 3,237 | 3,641 | 12% |
| NMSU - Carlsbad | 1,847 | 2,043 | 11% |
| NMSU - Dona Ana | 8,396 | 9,022 | 5% |
| NMSU - Grants | 1,251 | 1,479 | 18% |
| UNM - Gallup | 2,850 | 2,905 | 2% |
| UNM - Los Alamos | 686 | 738 | 8% |
| UNM - Taos | 1,446 | 1,541 | 7% |
| UNM - Valencia | 2,098 | 2,335 | 11% |
| | 26,752 | 29,042 | 9% |
| Independent Community Colleges | | | |
| Central New Mexico Community College | 24,870 | 27,999 | 13% |
| CNM-UNM Site | 1,074 | 1,163 | 8% |
| Clevis Community College | 3,777 | 4,282 | 13% |
| Luna Community College | 1,959 | 1,793 | -8% |
| Mesalands Community College | 1,135 | 1,240 | 9% |
| New Mexico Junior College | 2,953 | 3,445 | 17% |
| New Mexico Military Institute | 511 | 526 | 3% |
| San Juan College | 11,855 | 11,383 | -4% |
| Santa Fe Community College | 5,840 | 6,410 | 10% |
| | 53,974 | 58,241 | 8% |
| Statewide Totals: | | | |
| | 139,438 | 149,453 | 7% |

New Mexico Public Postsecondary Institutions Fall 2009 Undergraduate and Graduate FTE and Headcounts

| | Head Count | UG FTE | GR FTE | Total FTE |
|---|----------------|---------------|--------------|---------------|
| Research Universities | | | | |
| New Mexico Institute of Mining and Tech | 1,900 | 1,200 | 321 | 1,520 |
| New Mexico State University | 18,528 | 11,255 | 2,180 | 13,435 |
| University of New Mexico | 27,194 | 16,333 | 4,374 | 20,706 |
| University of New Mexico-Medical School | 315 | n/a | 487 | 487 |
| Comprehensive Universities | | | | |
| Eastern New Mexico University | 4,979 | 2,846 | 357 | 3,203 |
| New Mexico Highlands University | 3,765 | 1,772 | 842 | 2,614 |
| Northern New Mexico College | 2,121 | 1,236 | 0 | 1,236 |
| Western New Mexico College | 3,368 | 1,603 | 234 | 1,837 |
| Branch Community College | | | | |
| ENMU-Roswell | 4,322 | 1,993 | n/a | 1,993 |
| ENMU-Ruidoso | 1,016 | 439 | n/a | 439 |
| NMSU-Alamogordo | 3,641 | 1,495 | n/a | 1,495 |
| NMSU-Carlsbad | 2,043 | 900 | n/a | 900 |
| NMSU-Dona Ana | 9,022 | 4,694 | n/a | 4,694 |
| NMSU-Grants | 1,479 | 541 | n/a | 541 |
| UNM-Gallup | 2,905 | 1,710 | n/a | 1,710 |
| UNM-Los Alamos | 738 | 293 | n/a | 293 |
| UNM-Taos | 1,541 | 679 | n/a | 679 |
| UNM-Valencia | 2,335 | 1,182 | n/a | 1,182 |
| Independent Community College | | | | |
| Central New Mexico Community College | 27,999 | 13,238 | n/a | 13,238 |
| CNM-UNM Site | 1,163 | 283 | n/a | 283 |
| Clovis Community College | 4,282 | 1,535 | n/a | 1,535 |
| Luna Community College | 1,793 | 914 | n/a | 914 |
| Mesalands Community College | 1,240 | 668 | n/a | 668 |
| New Mexico Junior College | 3,445 | 1,602 | n/a | 1,602 |
| New Mexicio Military Institute | 526 | 540 | n/a | 540 |
| San Juan College | 11,383 | 4,299 | n/a | 4,299 |
| Santa Fe Community College | 6,410 | 2,186 | n/a | 2,186 |
| Statwide Totals | 149,453 | 75,437 | 8,794 | 84,231 |







Source: Council of University Presidents Performance Effectiveness Report (2006-2010)
www.unm.edu/~cup

Comparison of Annual Tuition and Fees

New Mexico Public Post Secondary Institutions 2010-11

| Tuition and Fees | | | | |
|-----------------------------------|---------------------|--------------|----------------|--------------|
| | Undergraduate Rates | | Graduate Rates | |
| | Resident | Non-Resident | Resident | Non-Resident |
| Four-Year Institutions: | | | | |
| Research Universities | | | | |
| NMIMT | 4,942 | 14,620 | 5,133 | 15,495 |
| NMSU | 5,400 | 16,680 | 5,808 | 17,088 |
| UNM | 5,506 | 18,691 | 6,041 | 19,207 |
| Comprehensive Institutions | | | | |
| ENMU | 3,900 | 9,432 | 4,332 | 9,864 |
| NMHU | 2,952 | 4,632 | 3,168 | 4,872 |
| NNMC | 1,306 | 2,699 | 2,335 | 10,138 |
| WNMU | 3,811 | 13,411 | 4,027 | 13,627 |
| Two-Year Institutions: | | | | |
| Branch Community Colleges | | | | |
| ENMU - Roswell | 1,339 | 4,580 | n/a | n/a |
| ENMU - Ruidoso | 764 | 2,660 | n/a | n/a |
| NMSU - Alamogordo | 1,656 | 4,440 | n/a | n/a |
| NMSU - Carlsbad | 964 | 2,980 | n/a | n/a |
| NMSU - Dona Ana | 1,368 | 4,056 | n/a | n/a |
| NMSU - Grants | 1,488 | 3,096 | n/a | n/a |
| UNM - Gallup | 1,518 | 3,348 | n/a | n/a |
| UNM - Los Alamos | 1,392 | 3,804 | n/a | n/a |
| UNM - Taos | 1,518 | 3,774 | n/a | n/a |
| UNM - Valencia | 1,434 | 3,648 | n/a | n/a |
| Independent Comm. Colleges | | | | |
| CNM (formerly TVI) | 1,208 | 5,384 | n/a | n/a |
| Clovis CC | 832 | 1,768 | n/a | n/a |
| Luna CC | 814 | 1,942 | n/a | n/a |
| Mesalands CC | 1,364 | 2,252 | n/a | n/a |
| NM Junior College | 1,128 | 1,704 | n/a | n/a |
| San Juan College | 912 | 2,328 | n/a | n/a |
| Santa Fe CC | 979 | 2,155 | n/a | n/a |
| Special Schools | | | | |
| New Mexico Military Institute | 2,876 | 6,639 | n/a | n/a |

Source: Approved Institutional FY11 Operating Budgets

Tuition & Fees

Annual Tuition and Fees at Public Post Secondary Institutions 2010-11
Institutional Operating Budgets
State - Resident Undergraduate Students

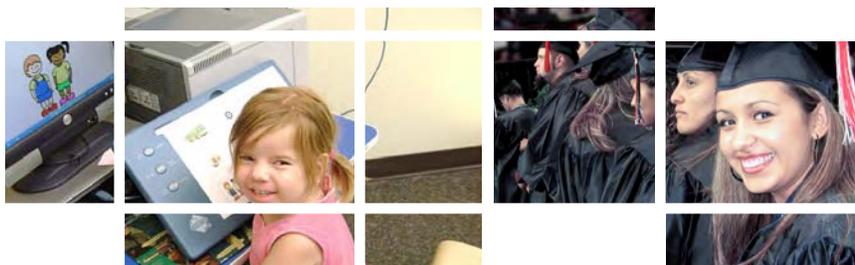
| | FY11 | | | | FY10 | |
|--|----------|----------|----------|---|------------------------------|-------------------------------------|
| | Tuition | Fees | Total | Tuition&Fee Revenue as % of I&G Revenue | Total Tuition & Fees FY09-10 | % Increase of Total over Prior Year |
| Four-Year Institutions: | | | | | | |
| Research Universities | | | | | | |
| NMIMT | 4,299 | 643 | 4,942 | 18.2% | 4,608 | 7.2% |
| NMSU | 4,128 | 1,272 | 5,400 | 34.3% | 4,998 | 8.0% |
| UNM | 4,348 | 1,158 | 5,506 | 35.6% | 5,102 | 7.9% |
| | | | | | - | |
| Comprehensive Institutions | | | | | | |
| ENMU | 2,688 | 1,212 | 3,900 | 31.3% | 3,552 | 9.8% |
| NMHU | 2,328 | 624 | 2,952 | 22.5% | 2,740 | 7.7% |
| NNMC | 1,056 | 250 | 1,306 | 19.2% | 1,354 | -3.5% |
| WNMU | 2,832 | 979 | 3,811 | 30.3% | 3,588 | 6.2% |
| Average Four-Year Institutions | 3,097 | 877 | 3,974 | 27.3% | 3,706 | 6.2% |
| Two-Year Institutions: | | | | | | |
| Branch Community Colleges | | | | | | |
| ENMU - Roswell | 1,214 | 125 | 1,339 | 21.2% | 1,238 | 8.1% |
| ENMU - Ruidoso | 744 | 20 | 764 | 16.9% | 704 | 8.5% |
| NMSU - Alamogordo | 1,560 | 96 | 1,656 | 33.9% | 1,512 | 9.5% |
| NMSU - Carlsbad | 792 | 172 | 964 | 12.2% | 964 | 0.0% |
| NMSU - Dona Ana | 1,200 | 168 | 1,368 | 28.6% | 1,272 | 7.5% |
| NMSU - Grants | 1,440 | 48 | 1,488 | 31.7% | 1,392 | 6.9% |
| UNM - Gallup | 1,328 | 190 | 1,518 | 25.3% | 1,462 | 3.8% |
| UNM - Los Alamos | 1,284 | 108 | 1,392 | 25.9% | 1,284 | 8.4% |
| UNM - Taos | 1,416 | 102 | 1,518 | 21.2% | 1,398 | 8.6% |
| UNM - Valencia | 1,344 | 90 | 1,434 | 22.3% | 1,320 | 8.6% |
| Average Branch Comm. Colleges | 1,232 | 112 | 1,344 | 23.9% | 1,255 | 7.0% |
| Independent Comm. Colleges | | | | | | |
| Central New Mexico | 1,056 | 152 | 1,208 | 17.8% | 1,136 | 6.3% |
| Clovis Community College | 792 | 40 | 832 | 18.4% | 760 | 9.5% |
| Luna Community College | 768 | 46 | 814 | 10.9% | 742 | 9.7% |
| Mesalands Community College | 1,056 | 308 | 1,364 | 17.0% | 1,231 | 10.8% |
| NM Junior College | 768 | 360 | 1,128 | 17.8% | 1,056 | 6.8% |
| San Juan College | 768 | 144 | 912 | 16.7% | 768 | 18.8% |
| Santa Fe Community College | 864 | 115 | 979 | 19.1% | 890 | 10.0% |
| Average Independent Comm. Coll. | 867 | 166 | 1,034 | 16.8% | 940 | 10.3% |
| Special Schools | | | | | | |
| New Mexico Military Institute | 1,452.00 | 1,424.00 | 2,876.00 | 10.5% | 2,494 | 15.3% |

New Mexico Public Postsecondary Institutions Fall 2009 Resident and Non-Resident Student Status

| | Resident | Non-resident | Total |
|---|----------|--------------|--------|
| Research Universities | | | |
| New Mexico Institute of Mining and Tech | 1,479 | 421 | 1,900 |
| New Mexico State University | 14,075 | 4,453 | 18,528 |
| University of New Mexico | 23,691 | 3,503 | 27,194 |
| University of New Mexico-Medical School | 311 | 4 | 315 |
| Comprehensive Universities | | | |
| Eastern New Mexico University | 3,931 | 1,048 | 4,979 |
| New Mexico Highlands University | 2,994 | 771 | 3,765 |
| Northern New Mexico College | 2,042 | 79 | 2,121 |
| Western New Mexico College | 2,833 | 535 | 3,368 |
| Branch Community Colleges | | | |
| ENMU-Roswell | 3,845 | 477 | 4,322 |
| ENMU-Ruidoso | 943 | 73 | 1,016 |
| NMSU-Alamogordo | 3,118 | 523 | 3,641 |
| NMSU-Carlsbad | 1,928 | 115 | 2,043 |
| NMSU-Dona Ana | 8,068 | 954 | 9,022 |
| NMSU-Grants | 1,355 | 124 | 1,479 |
| UNM-Gallup | 2,240 | 665 | 2,905 |
| UNM-Los Alamos | 696 | 42 | 738 |
| UNM-Taos | 1,475 | 66 | 1,541 |
| UNM-Valencia | 2,293 | 42 | 2,335 |
| Independent Community Colleges | | | |
| Central New Mexico Community College | 23,956 | 4,043 | 27,999 |
| CNM-UNM Site | 1,056 | 107 | 1,163 |
| Clovis Community College | 3,165 | 1,117 | 4,282 |
| Luna Community College | 1,745 | 48 | 1,793 |
| Mesalands Community College | 1,119 | 121 | 1,240 |
| New Mexico Junior College | 2,964 | 481 | 3,445 |
| New Mexico Military Institute | 122 | 404 | 526 |
| San Juan College | 8,989 | 2,394 | 11,383 |
| Santa Fe Community College | 5,648 | 762 | 6,410 |



PRE-KINDERGARTEN THROUGH COLLEGE P-20 Policy and Programs

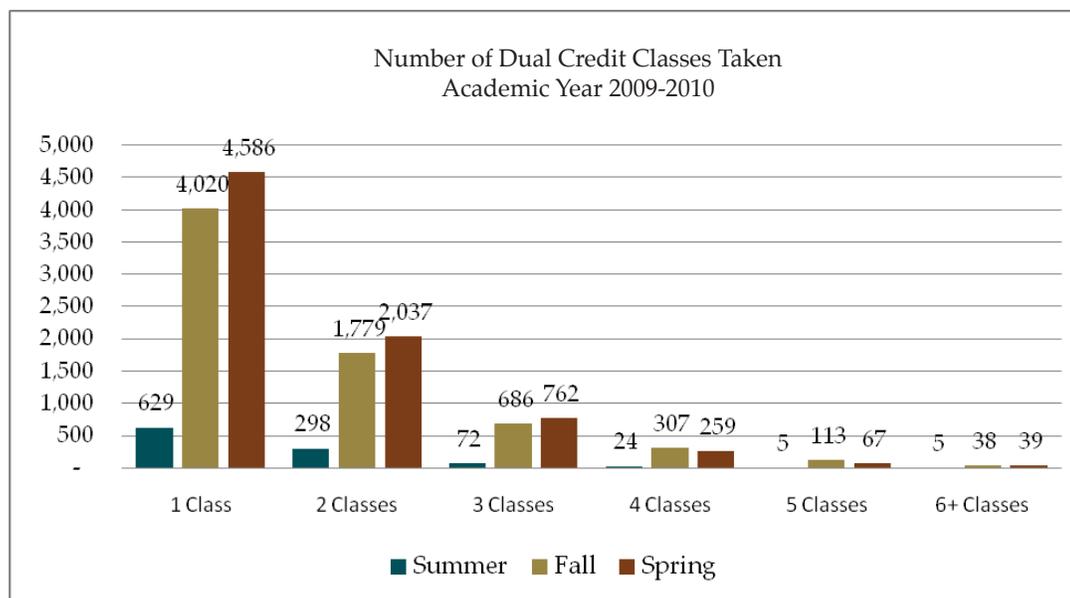


DUAL CREDIT

In 2007 the Legislative Education Study Committee endorsed successful legislation to create, for the first time, a dual credit program in New Mexico state law. Legislation and agency rules became effective in 2008, and the 2008-2009 academic year marked the first year of implementation for the new program. To that end, the New Mexico Higher Education Department's P-20 Policy and Programs Division continued to work with the Dual Credit Committee and Dual Credit Council to address programmatic goals:

- Provide high school students an introduction to college life by seeking to demystify the college experience
- Afford high school students access to college-level material
- Shorten the time – and thus the expense – required to complete a postsecondary degree
- Serve as a recruitment tool for postsecondary educational institutions
- Lead to better completion rates for students in both high school and college.

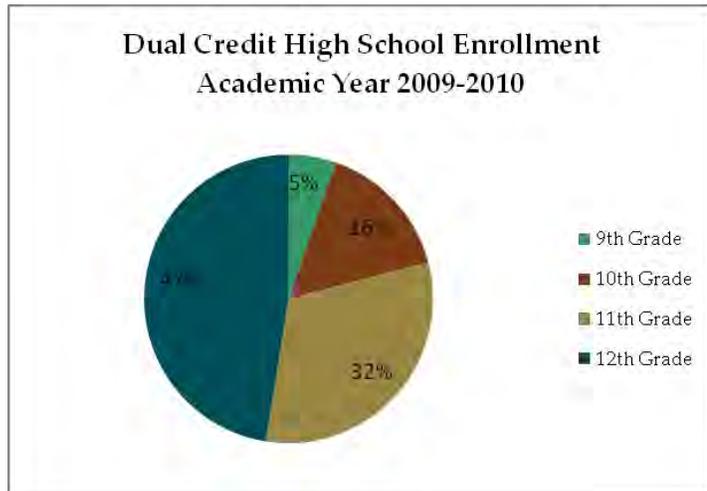
Progress has been made in each of these areas.



Student Participation and Data Collection

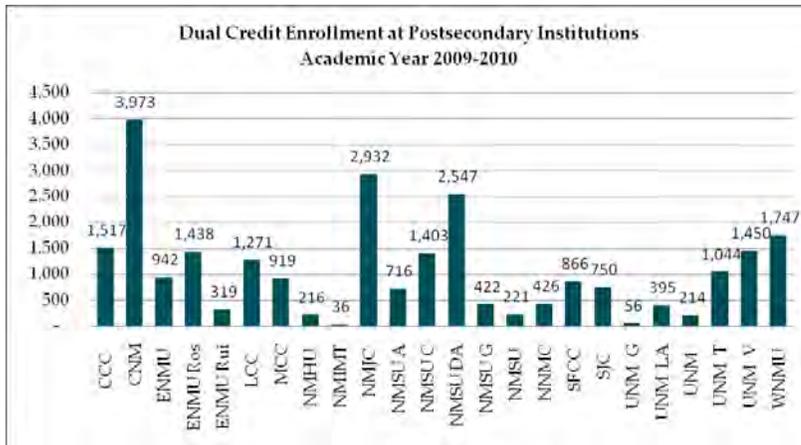
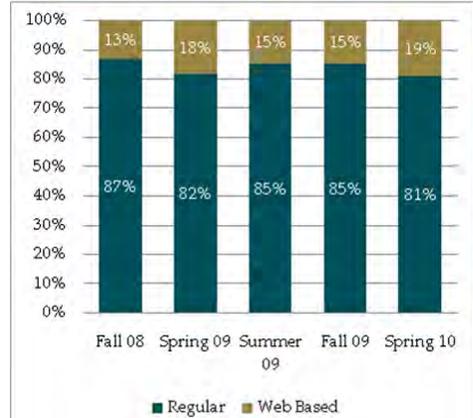
The dual credit program was highly successful in encouraging student participation. Enrollment during academic year 2009-2010 grew to 10,985 unique students; 1,750 of those students enrolled in two or more courses. According to 2009-2010 data, dual credit students averaged a GPA of 3.158 for courses they took on the high school campus and averaged a GPA of 2.86 for courses they took on a college campus.

In 2009-2010, the New Mexico Higher Education and Public Education Departments collected, compiled and disseminated data on student demographics, student success, course subject area and delivery location, institutional participation levels and other areas related to the statewide dual credit program. While a complete data match between the two departments was not accomplished, improvements in this area are ongoing. Crucial to this effort has been the establishment of a P-20 longitudinal database allowing use of longitudinal student record data.

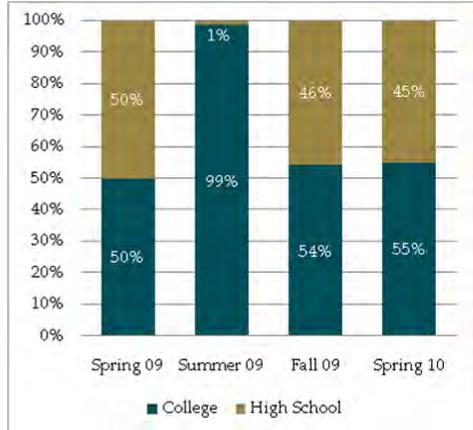


DUAL CREDIT COURSE BY LOCATION

Online vs. Regular Instruction



High School vs. College Campus



Activities and Rulings of the Dual Credit Council

Created by New Mexico Higher Education and Public Education Department rule, the Dual Credit Council comprises six members equally represented by the two Departments and appointed by the respective Cabinet Secretaries. As prescribed in rule, the Dual Credit Council administers an appeals process for secondary and postsecondary schools “to address issues outside the scope of the [uniform master] agreement” and receives and reviews appeals as well as examines dual credit advancement and successes statewide.

The Dual Credit Council makes recommendations to the two Cabinet Secretaries “on issues not addressed in the agreement.” During the 2009-2010 year, tribal colleges were officially added to the list of Dual Credit partner institutions.

The Dual Credit Council discussed issues such as the effect of grades in dual credit classes on a student’s eligibility for the Legislative Lottery Scholarship, restriction of the number of courses a student was eligible to take for dual credit in a single semester, requiring all Dual Credit students to take the college placement tests, and alternative methods of addressing textbook acquisition by direct vouchers with College Bookstores.

DEVELOPMENTAL EDUCATION TASK FORCE-2010

The New Mexico Higher Education Department's P-20 Division organized a Developmental Education Task Force in March 2009 in an initial effort to improve remedial education programs in New Mexico. Twenty-seven of the state's colleges and universities with developmental education programs attended the first meeting. The task force outlined these goals:

- To encourage innovation in developmental education and promote the spread of best practices statewide
- To establish a statewide learning network and local communities of practice for the dissemination of best practices in developmental education
- To ensure that developmental education is a major focus and an adequately funded activity of New Mexico's colleges

Three workgroups have continued to make progress in enhancing developmental education for New Mexico: Best Practices, College Readiness and Measurement and Evaluation.

Best Practices Workgroup

The Best Practices Workgroup completed an environmental scan of best practices in developmental education nationwide and throughout the state. The group designed and administered a survey on public developmental education programs and has identified current best practices and related challenges at New Mexico's public colleges and universities. Included in the workgroup's report "Developmental Education in New Mexico 2009" are results from the survey, best practices in developmental education with supporting research and recommendations for next steps in improving remedial education programs. Further, institutions have agreed that additional study of best practices including on-site focus groups, individual interviews and related data on developmental education performance is needed.

Measurement and Evaluation Workgroup

The Measurement and Evaluation Workgroup reviewed existing developmental education measures in the state and nation and made recommendations for the effective measurement of developmental education outcomes. Crucial to this effort has been the establishment of a P-20 Longitudinal Student Data System allowing use of longitudinal student unit record data. This data system is beginning to supply the information required to investigate the accuracy and implementation of the new measures and benchmarks.

College Readiness Workgroup

The College Readiness Workgroup focused on the alignment of developmental education and entry-level postsecondary coursework competencies and on recommending common

cutoff scores for college placement in New Mexico's public higher education institutions. The group has recommended that a more comprehensive placement policy be established and, in particular, that developmental education course competencies be aligned, before uniform placement cutoff scores are set. Four colleges that have aligned competencies have agreed to collaborate in designing and presenting a common alignment framework.

TITLE II: IMPROVING TEACHER QUALITY GRANTS

Since federal fiscal year 2002, the New Mexico Higher Education Department has been receiving yearly grants from the U.S. Department of Education under the authority of the Elementary and Secondary Education Act as amended by No Child Left Behind through the Title II, Part A, Teacher and Principal Training and Recruitment Fund for a project entitled Improving Teacher Quality Grants. To date, the total amount received is nearly five million dollars. Over the years, awards have been made to higher education institutions and school districts for collaborative projects that aim to improve teacher quality and to increase the number of highly qualified teachers.



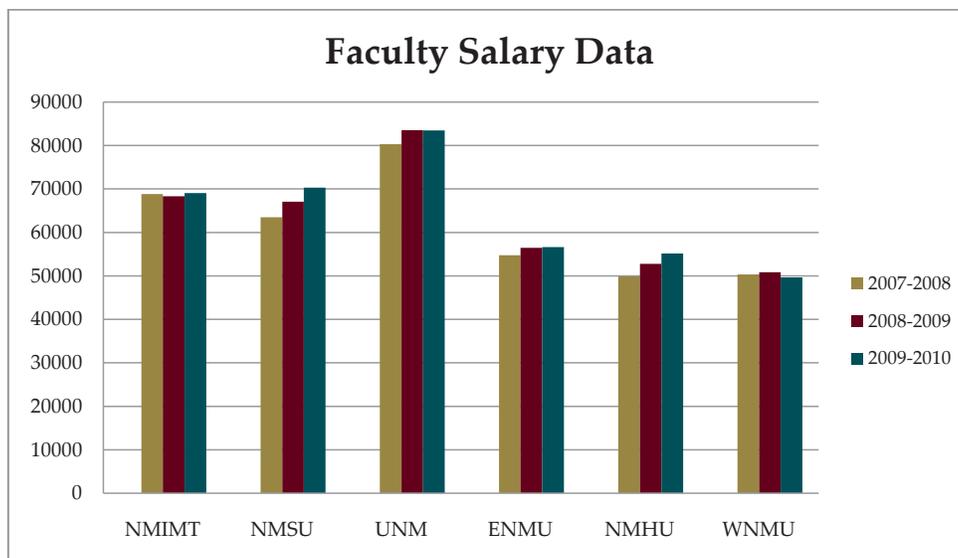
THESE PROJECTS ARE FUNDED DURING 2010:

| <u>Institution</u> | <u>Project Name</u> | <u>FFY08 Award</u> |
|---------------------------------|--|--------------------|
| New Mexico Highlands University | Pathways to Teaching | \$71,000 |
| New Mexico State University | Opportunities for Transforming Educational Communities | \$139,926 |
| University of New Mexico | American Indian Teacher Quality Project | \$153,000 |
| Western New Mexico University | El Puente Partnership | \$205,000 |

| <u>Institution</u> | <u>Project Name</u> | <u>FFY09 Award</u> |
|-------------------------------|---|--------------------|
| Eastern New Mexico University | Closing Math and Science Gaps: Retrain, Retain, Recruit | \$90,000 |
| New Mexico State University | Scientifically Connected Communities | \$139,926 |
| New Mexico State University | Mathematically Connected Communities | \$224,786 |
| Western New Mexico University | El Puente Partnership | \$122,000 |

Each year, projects provide scholarships and support to paraprofessionals to improve content expertise and move toward becoming fully licensed teachers.

The Title II award for Federal Fiscal Year 2010 in the amount of \$593,845.00 has been recently received by the New Mexico Higher Education Department and a request for applications was published. Awarding of contracts was announced on January 15, 2011.



Faculty salary increases at the universities varied from no growth to about 14% over the past five years. Average salaries can be affected by the distribution of faculty across ranks. Faculty salary increases at the universities varied from about 9 to about 16% over the past five years. Average salaries can be affected by the distribution of faculty across ranks. Source: Council of University Presidents Report

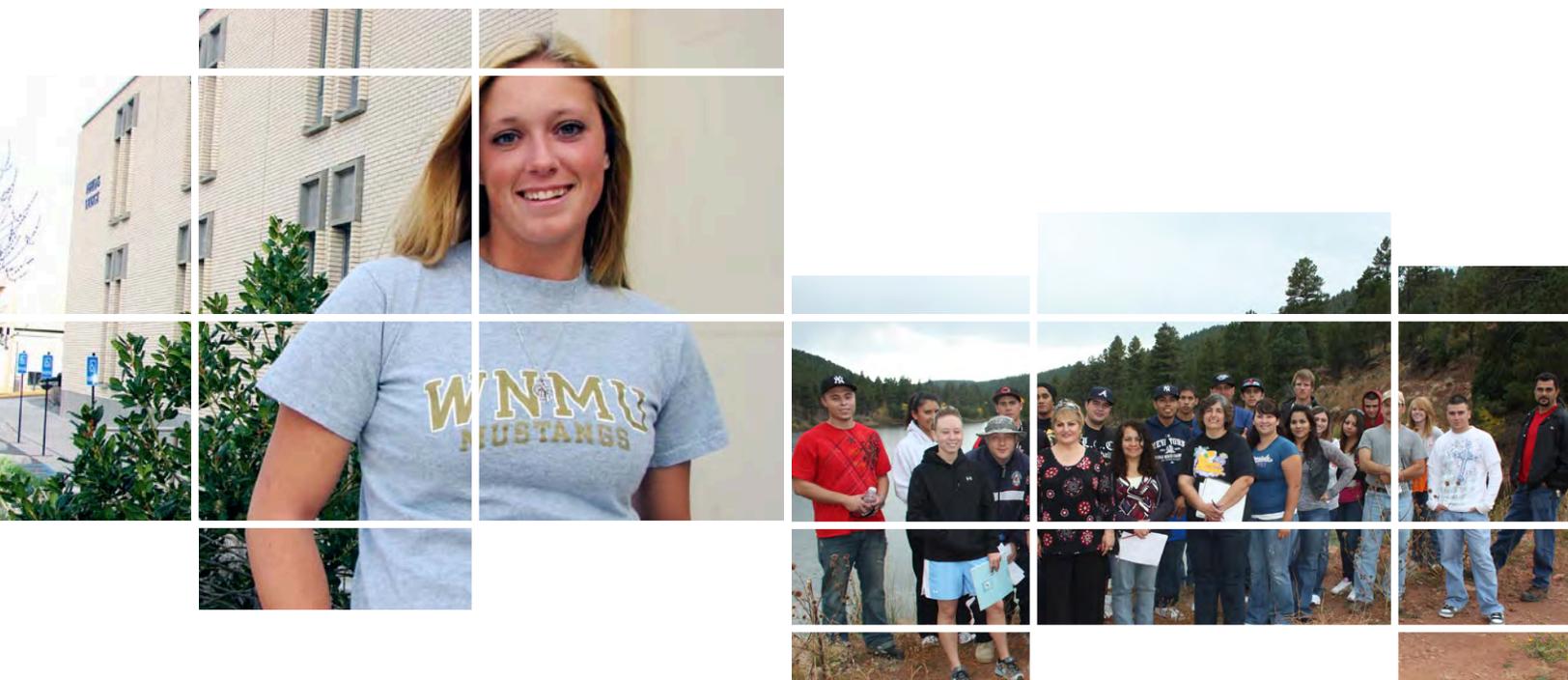
Academic Program Review Process

The New Mexico Higher Education Department continues to review new certificates and degree programs as well as oversee the graduate degree review process. Certificates, associate's degrees and bachelor's degrees are all reviewed by Department staff before being added to the Department's databases. The review process is intended to monitor academic merit, workforce trends and compliance with New Mexico law and statutes by the state's institutions of higher learning. The New Mexico Higher Education Department conducts these reviews for both private and public schools.

The New Mexico Higher Education Department has a higher mandated level of oversight in the review process for graduate degree programs. The process is outlined in New Mexico Administrative Code:

- The institution completes internal institutional reviews
- The institution submits the proposal to the New Mexico Higher Education Department and the New Mexico Council of Graduate Deans.
- The institution presents its proposal to the New Mexico Council of Graduate Deans. The Council of Graduate Deans' primary purposes are to determine if the new proposed graduate degree has viable academic merit as well as institutional support for the proposed new degree. The Council of Graduate Deans may suggest changes or reject the new degree based on statewide needs and/or unnecessary duplication of academic programs with the state or regionally.
- If the Council of Graduate Deans approves the proposal, it forwards it to the New Mexico Academic Council and the New Mexico Higher Education Department Review Board. The New Mexico Academic Council is an advisory board of New Mexico four-year institutional provosts and/or vice presidents of academics. The Academic Council reviews the proposed degrees and then informs the New Mexico Higher Education Department of program review approval or disapproval.
- The New Mexico Higher Education Department and institutional representatives present the proposal to the New Mexico Higher Education Department Review Board.
- If the New Mexico Higher Education Department Review Board approves the program proposal (unanimously), Department staff prepares for presentation to the State Board of Finance.
- The State Board of Finance reviews and, upon approval, authorizes new graduate degree program.

With changing demands for education both at the student level and the employment opportunity level, it has become more important than ever for New Mexico's postsecondary institutions and state government to respond quickly. The New Mexico Higher Education Department's clarification and facilitation of the process for review and approval of proposed undergraduate and graduate degree programs is intended to do just that. It will provide a more streamlined and transparent process that will enhance institutional ability to offer new programs more quickly, to be more attentive to student needs and to be more responsive to the demands of the state's emerging workforce.



ADULT BASIC EDUCATION

The New Mexico Higher Education Department's Adult Basic Education division serves more than 23,000 adult students 16 years of age and older who function below the high school completion level. New Mexico community colleges house 22 of the 28 ABE programs located throughout the state. The programs provide opportunities for New Mexico's adults to improve their lives through free classes. Last year, ABE students made significant gains in the quality of their lives through progress in literacy, math skills and greater access to higher education:

- Learning basic literacy and numeracy skills
- Earning a GED high school diploma
- Learning English as a second language and civics
- Preparing for college and careers
- Entering and thriving in New Mexico's workforce

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

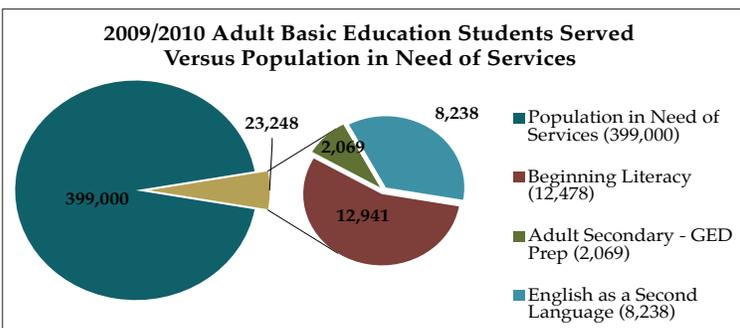
According to the 2008 American Community Survey, approximately 275,000 New Mexico adults between the ages of 18 and 64 do not have a high school diploma. An additional 124,000 adults have English as a second language needs. The New Mexico Higher Education Department's Adult Basic Education Division and its 28 local programs serve that population by providing free English language and GED classes. Students pay no tuition, and all books and necessary materials are provided free of charge. Last year, ABE programs in New Mexico enrolled more than 23,000 students. Due to limited funding, New Mexico's ABE program currently is only able to serve five percent of the eligible adult population.

Student Preparedness for Adult Education

NMABE is considered primarily a GED program; however, few students enter prepared to study at this level. Approximately 90 percent of New Mexico students enroll in the lowest levels of adult basic education and English language proficiency. Of particular note:

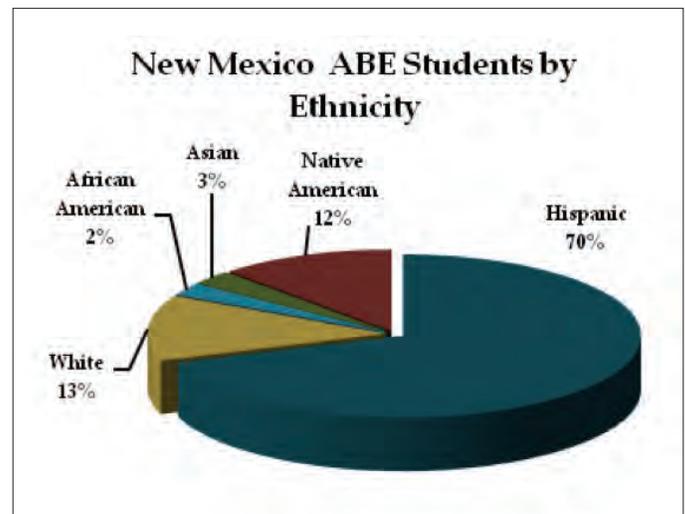
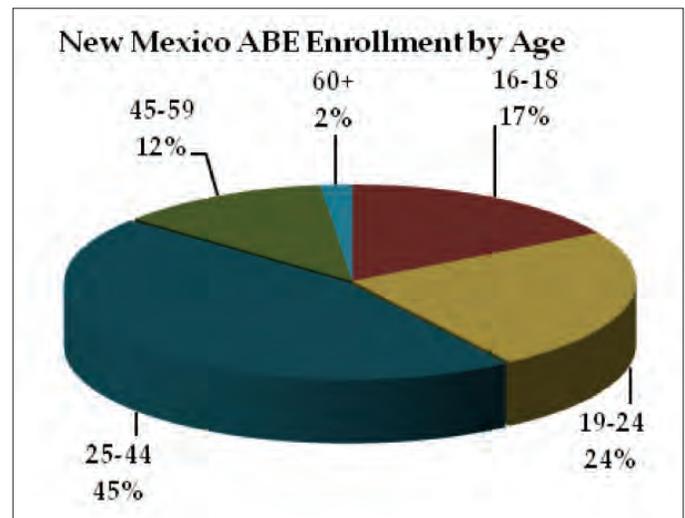
- Only 9 percent of students enter ABE programs ready for instruction at adult secondary levels (9th-12th grade equivalency)
- 56 percent of students enter at the ABE levels (below 9th grade)
- 35 percent of students enter as ESL students

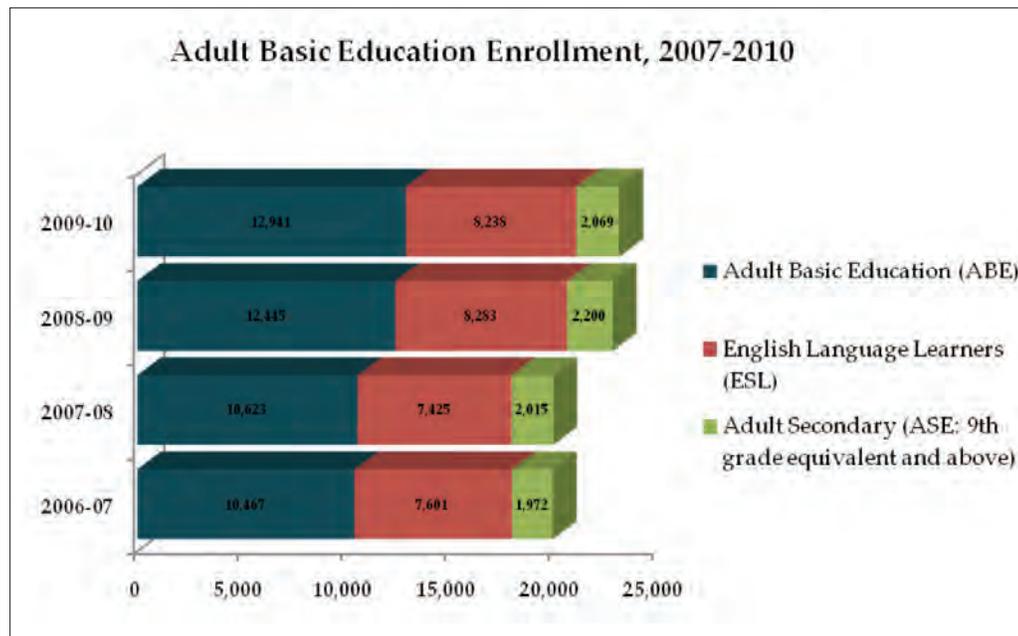
The following chart compares the population in need of ABE services with those served in 2009-10.



Adult Basic Education Student Demographics

While in previous years enrollment in ABE programs had been steady at approximately 20,000 students, the past two years have seen a 15 percent increase in enrollment to more than 23,000 students receiving 12 or more instructional hours – the highest enrollment ever recorded. Hispanic females continue to constitute the majority of the ABE population in New Mexico representing 40 percent of students served in 2009-10, a disproportionate segment of the student population compared to statewide ethnicity distributions. Students ages 25 to 44 constitute the majority of the ABE population, though that number has decreased from 50 percent in 2005-06 to 45 percent in 2009-10, with a concomitant increase in 16- to 24-year old students. The following charts illustrate age, ethnicity and educational demographics in the NM ABE student population.





Data-Driven Accomplishments in Adult Education

NM ABE has taken steps to improve student intake, assessment, goal setting and follow-up by implementing policies that ensure collection of consistent, reliable data from the 28 local programs. To accommodate and enhance state and local program processes, customized procedures have been designed and implemented around LACES (Literacy and Community Education System), the statewide web-based data management system for adult education. Since the ABE division was moved to the New Mexico Higher Education Department several years ago, there have been numerous accomplishments, including new initiatives geared toward student improvement, staff professional development, enhanced data collection and quality and increased accountability. These are some of ABE's notable accomplishments under the Department's leadership:

- NM ABE established a Performance-Based Funding Task Force to shift formula funding from enrollment-based to performance-based funding. This work was undertaken in consultation with MPR Associates under an initiative of the U.S. Department of Education Office of Vocational and Adult Education.
- Since 2007, ABE has contracted with Literacy Pro Systems to develop and maintain the LACES longitudinal database. The statewide deployment of LACES has enabled the Division to monitor local program data in real time and to generate timely, relevant reports with unparalleled accuracy.
- The ABE Transition to College and Careers project administered Ford Foundation funding to sponsor two pilot projects serving 50 students. The ABE Transition Task Force, an interagency advisory and work group, assisted with the selection of pilot projects and conducted a statewide survey of transition services.
- 2009-10 marks the third reporting year for the ABE Division to use data matching with the Department and other state agencies for the purpose of tracking the core educational outcomes of GED attainment, postsecondary transitions and entering the workforce.
- Twenty-five of the 28 ABE programs have been evaluated on site with an instrument developed by ABE Division staff in consultation with the U.S. Department of Education. A new evaluation instrument based on a program of self study and accepted standards of program accreditation is under development for the next cycle of site visits.
- Under the guidance of the State ABE Director, all local program directors completed Leadership Excellence Academy training, a series of training modules created by ProLiteracy consultants and designed specifically for local ABE program coordinators.
- Enrollment in distance education courses has nearly tripled from 2008-09 to present with one new, and two continuing, ABE programs participating as members of New Mexico's Distance Education Pilot Project program. Three additional ABE programs are participating on a limited basis with the intent of applying for pilot project membership in the future. Using Federal Leadership funds, an array of professional development activities have been offered focusing on improved instruction and covering math, reading, writing, ESL, leadership, NRS, college and career transition, and learning differences.

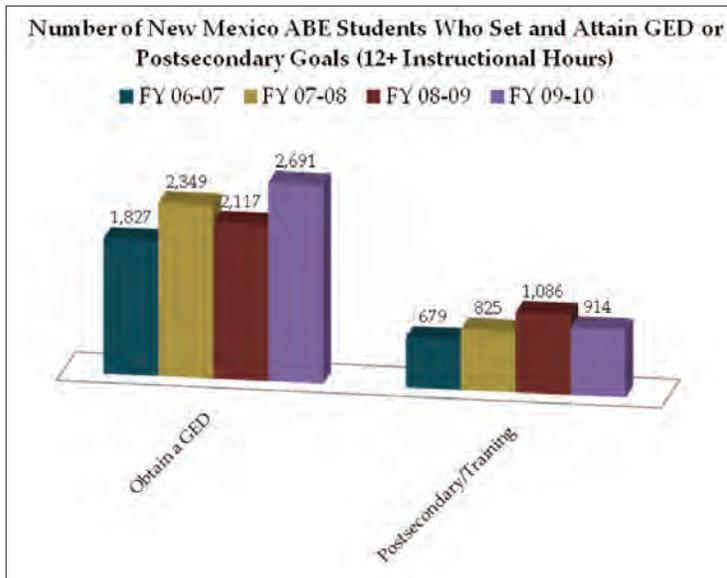
Program Performance

The ABE Division and New Mexico's ABE programs continue to emphasize improvement in program data quality. The outcome has been statewide improvement in data quality with achievements being made toward accurate, longitudinal data for tracking program progress.

2009-10 marks the third year in which NM ABE reported core student goals and outcomes by applying a data-matching methodology. NM ABE now compares employment goal data with that collected by the New Mexico Department of Workforce Solutions for the purpose of reporting on employment goals. In addition, GED outcomes of ABE students were matched with the Oklahoma Scoring GED data clearinghouse. Postsecondary transitions are measured by comparing with the New Mexico Higher Education Department's database of college students. Since not all students who meet core goals are locatable by Social Security Number, NM ABE continues to augment data match results with survey data to represent as full a cohort of these students as possible. The data reveal that ABE students are excelling in the workforce and in education:

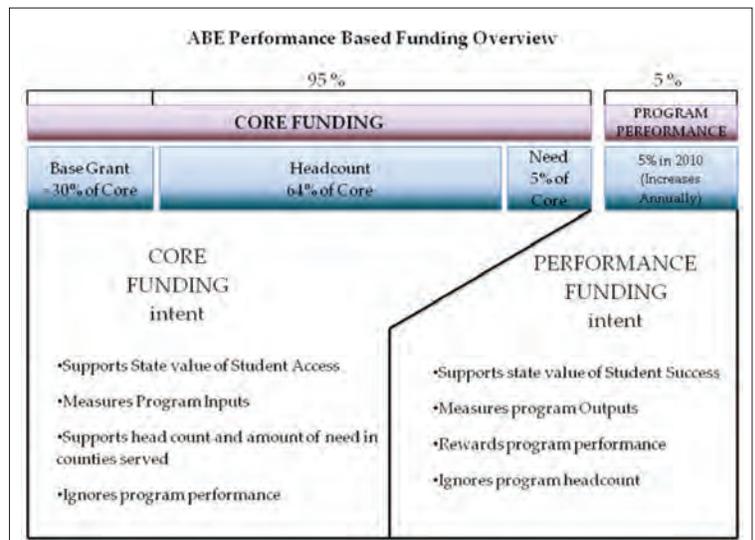
- 2,691 ABE students received a GED in 2009-10, the highest ever recorded
- 1,272 ABE students entered the workforce, and an additional 1,029 reported job retention or raises
- 914 students entered college or postsecondary training programs
- Specific local programs are receiving technical assistance to increase the number of reported postsecondary outcomes to 2008-09 levels or higher.

The following figure illustrates the number of ABE students who achieved the goal of earning a GED and transitioning to college over the course of the past four years.



Performance-Based Funding

NM ABE completed an initiative to shift the priorities of the NM ABE funding formula from enrollment-based to performance-based funding. The project was undertaken through formation of a Performance-Based Funding Task Force and consultation with MPR Associates under a US Department of Education Office of Vocational and Adult Education initiative. The new funding formula represents a major shift from a formula that was exclusively enrollment based to a formula that also incorporates community needs and rewards program performance. The performance-based funding formula is designed to reward local programs that excel, without unduly punishing other programs that may have special populations or circumstances. The formula is designed to increase funding for performance over time to help local programs adjust to the formula without unsustainable changes in their funding stream. New Mexico ABE is proud to be one of the leaders in changing adult education funding to increase accountability and cost effectiveness and to drive student success.



2010 Adult Basic Education Program of the Year

This year, the Adult Basic Education Division selected the ABE program at SER de New Mexico in Albuquerque as "Outstanding ABE Program of the Year." The ABE Division awards this distinction in recognition of overall program excellence and innovation.

SER de New Mexico is a private nonprofit, community-based organization committed to the promotion and development of sustainable community education, employment, housing and job training services. Its ABE program provides services to approximately 200 students at four sites in Albuquerque's South Valley area. The SER ABE team is engaged in a constant process of program evaluation and continuous improvement in teaching, recruiting, fund-raising and community building—all with student success as the focus. In spite of funding cuts, this past year SER's ABE students showed educational level gains at 137 percent of the statewide goal, and the number of students who earned a GED more than doubled from the previous year. SER's staff and students met or exceeded every goal the program set for itself last year.

The SER ABE program is deeply involved in its students' communities and focuses on meeting academic and social needs for every student. The effect SER has on improving the lives of students and their families comes through in this statement by a recent GED graduate, now studying for a degree in psychology and supporting her child: "I want to focus on a career and not so much a job . . . I want to be the example for [my daughter]. I don't want her to grow up thinking she needs to take care of me and work comes first. I want her in college focusing on her studies and knowing that her mom is just fine in a career she worked so hard for."

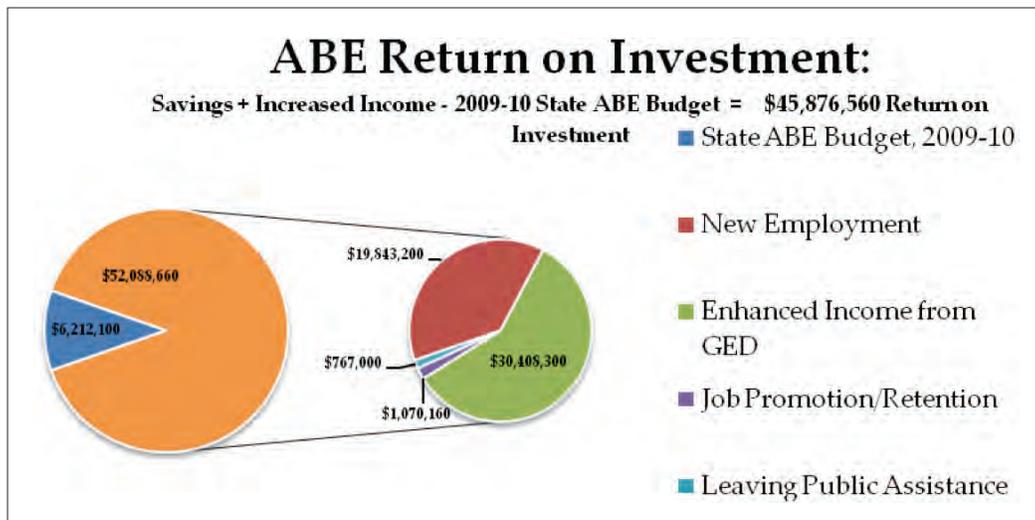
In a time of shrinking resources in the face of a growing need for Adult Education services, the ABE programs continue to work to make the lives of New Mexico citizens more productive and more meaningful. The Department is proud to recognize SER for outstanding accomplishments and their ongoing commitment to improving lives in the communities they serve.

Adult Basic Education's Return on Investment

In addition to enhancing the quality of student life through educational accomplishments, New Mexico ABE programs give back to the community in the economic returns seen through the students' realization of employment and educational goals. According to 2008 U.S. Census data, a GED graduate earns on average \$11,300 more per year than someone without an equivalent degree. Many ABE students leave public assistance having acquired the skills they need to successfully enter the workforce. Other students improve literacy and numeracy skills resulting in enhanced income at their present job. In addition to student and community benefits, the enhanced earning potential of ABE students benefits the state through additional tax revenue, offsetting the cost of running adult education programs throughout the state. Some of ABE's return on investment can be measured as follows:

- \$19,843,200 in new income from 1,272 students obtaining jobs (1,272 x 2,080 hrs x \$7.50/hr.)
- \$30,408,300 in enhanced earning potential from GED graduates (2,691 students x \$11,300/yr.)
- \$1,070,160 in increased income from 554 students receiving job promotions (554 x 2,080 hrs. per year x \$.50/hr.)
- An estimated savings of \$767,000 from 59 students being removed from public assistance (59 x \$13,000 annual average TANF benefits for family of four)

| | | | | |
|-----------------------------------|---|-------------------------------|---|---------------------------------|
| \$52,088,660 | - | \$ 6,212,100 | = | \$45,876,560 |
| Savings + Increased Income | | 09-10 State ABE Budget | | ABE Return on Investment |



IDEAL-NM (INNOVATIVE DIGITAL EDUCATION AND LEARNING)

IDEAL-NM (Innovative Digital Education and Learning) is a statewide initiative of the New Mexico Higher Education and Public Education Departments. IDEAL-NM provides eLearning services to P-12 schools, colleges, universities and government agencies to reduce geographic and capacity barriers to educational opportunity while increasing the digital literacy skills students and adult learners need to participate in a global economy.

Noted for its comprehensive approach, IDEAL-NM was ranked third in the nation by the Center for Digital Education for online policies and practices. While many states have virtual programming for high schools, and all have higher education involvement in eLearning, New Mexico is the first state in the nation to create a statewide eLearning system that encompasses all aspects of learning from traditional public and higher education environments to teacher professional development, continuing education and workforce education.

New Mexico is the only state in the nation that is moving forward a business model that provides these services to any learner-constituent in New Mexico on a common platform and Learning Management System. IDEAL-NM has taken strides toward fulfilling its charge to:

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

To accomplish these objectives, IDEAL-NM provides eLearning services for P-20+ learners through these offerings:

- Statewide Virtual School/Cyberacademy: IDEAL-NM provides high quality, standards-based online courses taught by highly qualified teachers. The virtual school saw an enrollment increase of 32 percent from academic year 2008-2009 to 2009-2010 and the fall 2010 enrollments have doubled from the fall 2009 semester. To date, the virtual school has more than 2,700 course completions across 72 districts and 28 charter schools with enrollments spanning credit recovery, advanced placement, honors, dual credit and high school and middle school core courses).
- Online Courses: Fifty-nine rigorous online courses for grades 6-12 have been developed and are available to New Mexico schools and districts at no charge. All courses are aligned with New Mexico content standards and benchmarks and are free to all schools and districts in New Mexico. The courses include middle and high school, elective, advanced placement, honors and dual credit. Forty districts have built web portals through IDEAL-NM and are using the courses in fully online, blended and supplemental learning environments.
- Clearinghouse: IDEAL-NM maintains a catalog of all online courses offered by colleges and universities that is available online at www.ideal-nm.org.
- Learning Management System: IDEAL-NM provides a single, statewide eLearning Management System for use by all public colleges, universities, school districts, charter schools and state agencies. This is a summary of participation and usage for public higher education, P-12 and state agencies:
 - Higher Education: Eleven public postsecondary institutions with more than 25,000 courses and more than 77,000 users. Participating higher education institutions include: Clovis Community College, Dine College, Eastern New Mexico University, Institute for American Indian Arts, Luna Community College, New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico Junior College, New Mexico Military Institute, Northern New Mexico College, Western New Mexico University
 - P-12: Forty public school districts and 12 charter schools with more than 30,000 users
 - State Agencies: 17 agencies with over 4,000 users
 - Training and support for P-12 schools, public postsecondary institutions, and state agencies in support of the development of online/distance learning programs
 - A statewide web conferencing system for P-12 and state agencies (more than 29,000 user sessions, 1,147 rooms and 2,309 users).

Outreach activities included site visits and meetings with district and higher education leadership and administrators, presentations at conferences and before legislative committees



and the informational, planning and policy meetings needed to inform and collaborate with stakeholders in the far-reaching eLearning environment.

Progress is being made in the P-20 realm toward an online dual credit policy mechanism to support statewide access and remove administrative hurdles. IDEAL-NM partnered with Doña Ana Community College to deliver a dual credit health and personal wellness course and will be expanding the partnership to include a dual credit business course.

To support the needs of rural schools in New Mexico, IDEAL-NM provided regional education cooperatives (RECs) and their member districts with reimbursements for successful course completions. Collectively, the RECs have more than 1,000 successful course completions and maintained a 92 percent pass rate. The successful implementation of IDEAL-NM is intricately linked to its partnership with RECs and the leadership and support they have provided to their member districts.

IDEAL-NM plays a major role in Graduate New Mexico, the Governor's statewide initiative to bring dropouts back to a learning environment to earn a high school diploma. IDEAL-NM is leveraging current partnerships with schools and districts to offer coursework online. Through this initiative, IDEAL-NM has established 11 regional service centers across the state to provide outreach and support services to districts and students participating in IDEAL-NM. Although the funding for Graduate New Mexico will cease in June 2011, the partnerships that have been forged around dropout recovery will remain and efforts continue to support these individuals working towards a high school diploma.

IDEAL-NM has dynamically implemented this initiative to provide direct services to New Mexico learners and support the strategic plans of both the New Mexico Higher Education and Public Education Departments. IDEAL-NM's higher education contributions are significant. They have:

- Helped students progress successfully through the educational system by streamlining how components of the education system work together
- Provided a single state Learning Management System platform for development and delivery of eLearning courses
- Expanded access to high-quality teachers and dual credit and advanced placement courses
- Addressed gaps in equity and access and expanded access by providing eLearning courses for New Mexico's rural and small secondary schools that have previously not been able to offer curricula comparable to larger schools
- Increased the efficiency and productivity of higher education by providing a comprehensive portal clearinghouse of higher education online courses and via the state Learning Management System platform
- Increased higher education graduation numbers by better preparing high school students for academic success via access to online courses.

IDEAL-NM goals are to see an increase in courses offered, student enrollment and student success:

- Virtual School: Sixty-eight courses (expand course offerings to include advanced placement and honors courses), 3,500 course completions (30% increase), and 200 eTeachers trained (28% increase)
- State Learning Management System Migration/ Usage at P-12 schools/districts, colleges and universities and state agencies: All public postsecondary institutions using the state's Learning Management System or poised for data center conversion; 200,000 users
- Online Dual Credit: Policy mechanisms established, clearinghouse created, expand pilot to include other institutions of higher education.

IDEAL-NM supports a complete continuum of eLearning services for New Mexico's online learners through all levels of education (P20+). For more information, visit www.ideal-nm.org.



GEAR UP New Mexico: Strengthening Relationships for Student Success

The New Mexico Higher Education Department manages GEAR UP NM (Gaining Early Awareness and Readiness for Undergraduate Programs in New Mexico), a college readiness and preparation program funded by the U.S. Department of Education. The six-year, \$18 million grant supports 6,300 students in 29 high schools, or nearly 25% of the class of 2012, New Mexico's Centennial Graduates. GEAR UP NM assists a cohort of students from middle to high school with programs designed to increase awareness of and preparation for college and career.

GEAR UP NM has four goals:

- Increase academic performance and preparation for postsecondary education
- Increase the rate of high school graduation and participation in postsecondary education
- Increase students' and their families' knowledge of postsecondary education options, preparation and financing
- Effect positive and systemic change in the New Mexico educational system.

Increased Academic Performance and Preparation

GEAR UP NM has made considerable progress. The performance of GEAR UP NM students continues to be among the highest in the state. Eighty percent of cohort students who enroll in grade level math and English courses successfully pass their classes on time. School districts, administrators, teachers, students, communities, families and partners have formed a sustaining network of support for their GEAR UP students.

The number of GEAR UP NM students participating in mentoring programs at each of the 29 partnering schools has increased significantly. These program services included peer mentoring groups, teacher mentoring periods, student leadership programs, social worker interventions and programs that address student motivation. More than 1,500 students across the state participated in an average of 290 hours of academic and/or social mentoring support.

GEAR UP NM has developed and implemented in-class tutoring models at eight of the 29 partnering schools. The programs have been effective in increasing the amount of resources in the classroom. In addition, tutoring and homework assistance participation has grown more than 60 percent over the past year.

Improving High School Graduation and College Enrollment

In fall 2009, GEAR UP NM administered the ACT PLAN exam to more than 4,000 students. And, in partnership with the CollegeBoard, GEAR UP NM administered the PSAT to more than 2,000 students at no cost. Early participation in such exams is essential to help increase student readiness for required standardized and short-cycle testing, particularly the Standards Based Assessment exam, a graduation requirement

for the class of 2012. Also, as a resource to each of the schools, GEAR UP NM has provided ACT-led training sessions that prepare site teams and school officials for explaining and using data and score report sheets.

Working with students throughout the year has become an integral part of the program. Offerings include summer college preparatory, credit recovery and service learning programs. In 2010, GEAR UP NM increased summer program participation by 35 percent over the previous summer. As cohort students become old enough to work, summer programs will focus on summer program incentives such as dual credit opportunities, identifying partners who may hire students in mentor capacities, credit recovery programs and student leadership activities.



Increased Knowledge of Postsecondary Education Options

Coordinating smaller, more manageable college visits that explore specific career interests is another initiative of GEAR UP NM. This year more than 2,000 students participated in meaningful college visits at institutions across New Mexico. These visits focused on increased interaction with higher education faculty and staff, college course observation and orientation on college admissions requirements.

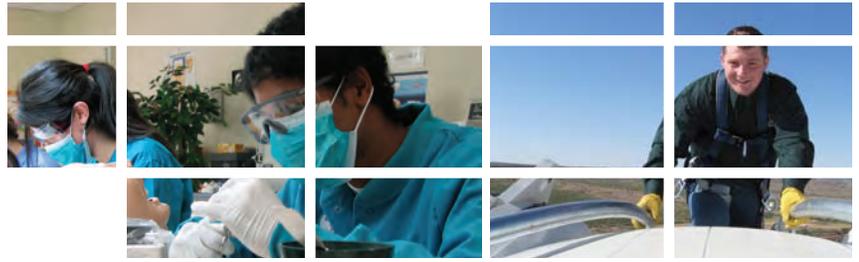
Over the life of the GEAR UP grant, the program has relied heavily on face-to-face meetings with parents to increase communication and develop more interaction among parents to augment their involvement in student outcomes. In the past year, program staff and site teams interacted with more than 1,100 parents at more than 50 GEAR UP NM outreach events. Seven schools have incorporated monthly newsletters into their parent outreach plans. These efforts are demonstrating positive effects.

Effecting Systemic Change

As the GEARUPNM cohort approaches graduation in 2012, the program has been a change agent by partnering with schools to implement meaningful and data-informed interventions and programs specific to their school population. This local approach has significantly increased the targeted services to cohort students.

For more, visit www.gearupnm.org

Workforce Education



The current economic crisis continues to be a significant challenge to New Mexico's – and the nation's – workforce. Reductions in resources limit the ability of the state's educational and training programs to be as responsive and effective as needed by industry. However, when the economy recovers, the question arises as to how well New Mexico's workforce will be prepared to compete and succeed at home and abroad. To help provide answers, the Business Roundtable launched a national study, the Springboard Project, to furnish information on workforce-related needs.

In what could be signs of prolonged trouble for employees and businesses even after the economic recovery, the lack of a better educated workforce in the United States is intensifying the unemployment problem. The study reports that the country is at risk of losing its "competitive edge" and its workers' economic potential by not addressing business' growing demand for a better educated workforce. Indicating increased need for a better skilled workforce, 65 percent of employers surveyed said they would require an associate's degree or higher for most positions.

The survey found a glaring need for workers with higher levels of skills and credentials, in sharp contrast with employers' modest efforts to provide training. The survey revealed that half of employers currently have such a serious gap between their needs and employees' skills that it affects their productivity. Although they see a need for highly skilled workers, nearly half (48 percent) of employers do not provide or require ongoing education or skills training for their employees, primarily because of cost.

On the other hand, workers also understand the value of training, but are confronted by obstacles. According to the Springboard Project survey, approximately 62 percent of workers said a convincing reason to pursue training is that the future economy will be extremely demanding and if their skills are not up to date another worker would pass them by. However, a large proportion of workers are not pursuing training or more education because of practical obstacles: cost, convenience and lack of reliable information on training that would lead to a job or higher salaries.

The New Mexico Higher Education Department's Workforce Education Division is committed to addressing the fact that we can and must do a better job of training and developing talent. Better understanding the challenges facing our workforce and developing and implementing solutions to overcome them is critical to ensuring New Mexico's and America's future.

Workforce education prepares individuals to be competitive in seeking employment or to improve on-the-job performance. Twenty-first century skills must be infused into secondary and postsecondary education, with a focus on rigorous academic content and workplace competencies that will help ensure a more relevant well-rounded educational experience.

A successful workforce development system does not merely serve two customer groups (businesses and job seekers); it is the nexus between the two. In the simplest economic terms, the supply side must meet the demand side: job seekers must be prepared to meet the requirements of employers or the economy does not thrive.

The Workforce Education Division continues to develop and sustain partnerships with New Mexico businesses in order to assist in building a world-class education and training system that makes every region of the state competitive in the global economy. The Division serves as a leader in positioning colleges and universities to be more market driven and thus be more effective educational agents in workforce and economic development. By coordinating a combination of education, workforce and economic development strategies with the needs of employers, the state will be in a better position to produce workers with appropriate knowledge skills. The Division approaches its mission with these objectives:

- Collaboration: facilitate synergistic partnerships with business, education, government
- Research: conduct, support, and disseminate pertinent research
- Communication: provide access to a statewide network for information exchange
- Policymaking: serve as an advocate to federal and state legislators and policy makers.

Workforce development has three parts: economic development, education and federally financed job training programs. The Division acts as a liaison between these three entities to build a more responsive system.

The Workforce Education Division advances New Mexico's economic growth and global competitiveness through education and training that contribute to continuous workforce improvement and technology deployment consistent with the state's regional economies. To achieve this, the Division works closely with economic developers, chambers of commerce and employers to identify, on a region-by-region basis, short- and long-term workforce education and training needs.

The current economic crisis continues to be a significant challenge to New Mexico's – and the nation's – workforce. Reductions in resources limit the ability of the state's educational and training programs to be as responsive and effective as needed by industry. However, when the economy recovers, the question arises as to how well New Mexico's workforce will be prepared to compete and succeed at home and abroad. To help provide answers, the Business Roundtable launched a national study, the Springboard Project, to furnish information on workforce-related needs.

The role of higher education as a major driver of economic development is well established, and this role continues to increase as further changes in technology, globalization and demographics impact the United States. To remain competitive in light of these changes, regions will need to improve productivity and adopt an innovative spirit. Higher education has the capacity, knowledge and research necessary to help achieve these goals (Sampson, 2003; 2004).

The Workforce Education Division shares competencies and skill sets needed currently by employers as well as their anticipated knowledge, skills and aptitudes with the state's educational system to assist them in producing the quality, educated graduates needed.

The workforce development system includes many critical stakeholders. The state's Workforce Solutions Department and its corresponding state and local workforce boards provide guidance and administration of the Federal Workforce Investment Act job training grant. The grant provides funding on a regional level to job seekers who have experienced barriers to obtaining employment. The Workforce Education Division works closely with this network to assist in providing critical regional data on the

status of the human capital and needs of employers. In the past few years New Mexico has developed a strong momentum in both economic development and education reform. The Workforce Education Division is an important component in the effort to turn that momentum into long-term success. Merging economic development and education, the Division works on these statewide efforts:

- **Career Pathways:** The state has identified seven targeted industry "Career Clusters" to align training programs to channel job seekers into desired positions and career pathways. The Division is an integral part of that strategy, obtaining data from industry as to which jobs will be most needed and identifying relevant training programs that help prepare them for these "in demand" jobs.
- **P-20 Initiative:** To facilitate the reengineering of the educational system that embeds postsecondary preparation in high school or earlier and provides a seamless transition to the next education level. For example, rethinking high school and college curricula together, especially the senior year of high school and freshman year of college, and taking a subject such as math to explore not only the content of the course but how the subject is taught at each of these three levels.

Statewide Strategic Master plan for Higher Education

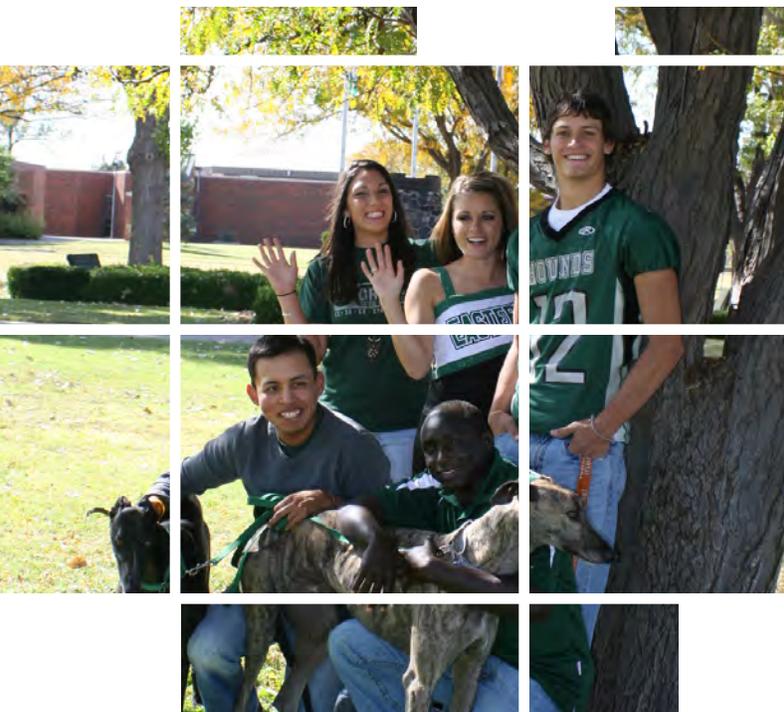
The Division was an integral part of the development of the statewide strategic master plan for higher education. The major theme forwarded is the idea that education is a significant economic component and that our postsecondary institutions must be recognized as the engines of economic development they are. Through research and technology transfer at the university level to the customized training offerings at the branch, community college and continuing education levels, it is imperative that all are on the same page as it relates to an overall economic development strategy for the state.

Green and Renewable Energy

Green Jobs Cabinet

Governor Bill Richardson created the Green Jobs Cabinet to oversee economic development, job creation and workforce development for "green" jobs and to provide recommendations to the Governor for growing New Mexico's Green Economy and creating jobs across the state.

The Green Jobs Cabinet analyzed the federal stimulus bill to identify green jobs it will help to create and how to prepare New Mexico's workforce to compete for them. An initial analysis indicates the stimulus will help to create more than 5,500 green jobs in the areas of energy efficiency,



renewable energy, weatherization, green building, the green electricity grid, mass transit, water quality and environmental remediation. A workforce education subcommittee of the Green Jobs Cabinet is assessing existing “green” education and training programs throughout the state to better address gaps in this educational area. A [Green Jobs Guide](#) book provides information on the skill sets needed as well as the related education and training programs offered.



Green Jobs Act: House Bill 622

House Bill 622 (2009) calls for the enactment of the Green Jobs Act, providing for green jobs training programs, creating a fund and providing procedures for implementing grants to higher education institutions for green jobs training programs. The New Mexico Higher Education Department, in coordination with existing apprenticeship programs administered by the Public Education Department, has created a statewide strategic plan for the development of green jobs training programs with a focus on rural and tribal communities.

| | FY 06 | FY 07 | FY 08 | FY 09 | FY 10 Actual | FY 11 Target |
|---|-------|-------|-------|--------|--------------|--------------|
| Degree production in career-technical programs geared toward New Mexico needs (EXEC) ² | 4,343 | 4,752 | 4,564 | 13,637 | 15,037 | 11,000 |
| Number of nursing degrees granted | 1,270 | 1,377 | 1,402 | 1,267 | 1,322 | 1,570 |
| Number of education degrees granted and/or other degrees related to education | 2,245 | 2,243 | 2,277 | 2,216 | 2,146 | 2,800 |

Health Workforce Education

Nursing Program Development Enhancement Fund

The funding for this program was initiated in 2003 with a total amount of \$2 million distributed to 16 postsecondary institutions. Between fiscal years 2004 and 2009, approximately \$16 million was allocated to New Mexico’s public postsecondary institutions in supplemental funding for nursing program enhancement. Most recently (2009), \$6 million was awarded through a two-year allocation to 18 institutions via a competitive process. This program allows

New Mexico’s public colleges to support the expansion of nursing programs by providing salaries for more nursing instructors and/or expanded facilities and increasing the number of graduates in the field of nursing. In addition, funds support the recruitment and retention of quality faculty, staff, and students; student stipends; lab equipment as well as professional development and student preparation and retention efforts.

In 2010, the Division was recognized by the Center for Nursing Excellence for using this funding to assist in fostering a nursing education consortium among 18 nursing education programs throughout the state. These programs are collaborating in the areas of curriculum development, shared faculty resources and clinical laboratory space.

This supplemental funding for nursing education has produced positive results:

- From 2006 to 2008, more than 2,426 nurses completed their education
- A significantly higher rate and number of qualified nursing applicants: in fiscal year 2006, 926 of 1,488 or 62 percent of qualified applicants were admitted to nursing programs; in fiscal year 2008, 1,660 of 2,037 or 81 percent of qualified applicants were admitted
- The reduction of wait lists: in fiscal year 2006 there were 199 out of 1,488, or 13 percent on the nursing student wait list, while in fiscal year 2008, that number was reduced to eight percent (171 students out of 2,037)
- An increase in the supply of nursing graduates (more than 3,307 in the past four years).

Nursing Faculty Enhancement Program

This program funding is disseminated by formula to institutions to provide a supplemental compensation package for nursing faculty and staff at public postsecondary institutions. The state provided supplemental funding in the amount of \$500,000 in fiscal years 2007 and 2008 to help make faculty salaries more competitive with the market.

Dental Hygiene Programs

Two-year dental hygiene programs are expensive to set up and operate and there is a need for up-front, operating appropriations. A total of \$750,000 was awarded to Doña Ana Community College, Luna Community College and Eastern New Mexico University-Roswell.

Doña Ana Community College Grant

Doña Ana Community College received a [United States Department of Labor Community-Based Job Training Grant](#). This five-year, \$3 million grant aims to provide increased opportunities for entry-level and incumbent workers to participate in health career ladders to fill the future demand for nurses in the region. An advisory team has provided recommendations on the development of quality professional nursing education programs established by the guidelines

of the grant. The team will help ensure the nursing program accurately reflects current industry standards and business and community needs.

Statewide Plan for Nursing Education

House Memorial 50 called for the Board of Nursing to collaborate with the New Mexico Center for Nursing Excellence and the New Mexico Higher Education Department to develop a [statewide plan for nursing education](#). The plan was developed and resulted in several recommendations.

Film and Digital Arts Education

Film Articulation Task Force

This task force continues its work on how best to align the seamless transfer of courses from two-year film and media programs to related four-year degree programs. The [University of New Mexico's Interdisciplinary Film and Digital Media Program](#) has begun articulating its curriculum to the State's General Education requirements and has started a format for articulating two-year institutions to the program.

Industry Alliances

An industry alliance is a public/private partnership of industry and education working together to improve the skills of workers in industries vital to New Mexico's economy. These alliances help provide employers with a higher quality labor force in addition to providing workers with key data about employers' skill needs and career opportunities. The Division participates in these alliances:

- Aviation/Aerospace
- Health/Nursing
- Engineering/Construction and Manufacturing

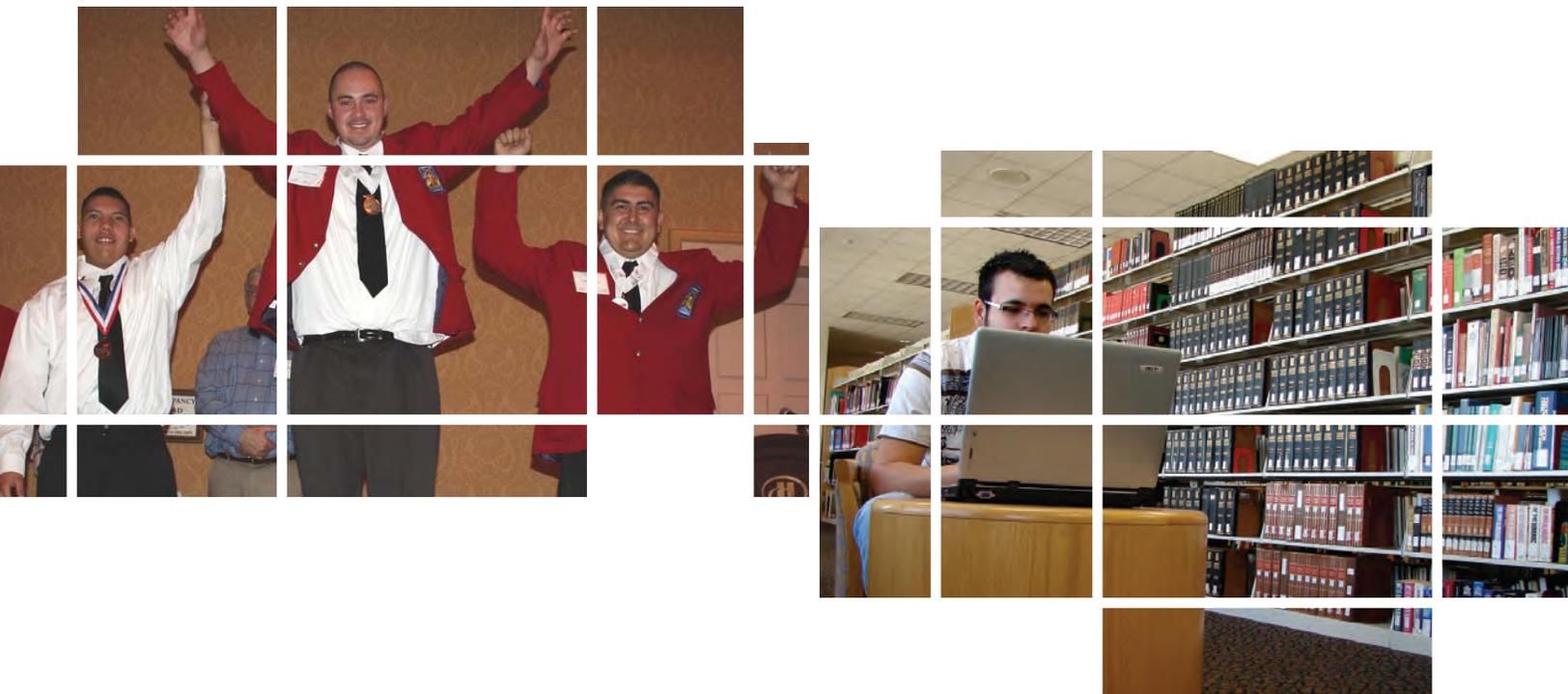
Workforce Education Activities

The [Gates Millennium Scholars](#) program promotes academic excellence and provides an opportunity for outstanding minority students with significant financial need to reach their highest potential. The Director of the Workforce Education Division has served as a scholarship screener for the past three years and through relationships developed with the Gates Foundation has been asked to create a broader coalition of similar initiatives in New Mexico.

The [Job Training Incentive Program](#) funds classroom and on-the-job-training for newly created jobs in expanding or relocating businesses for up to six months. The program reimburses 50 to 70 percent of employee wages and required travel expenses. Custom training at a New Mexico public educational institution may also be covered.

[Innovate-Educate NM](#) is a private sector led board that supports successful 21st century teaching and learning and engages with P-20 education throughout the state.

[Jobs for America's Graduates](#) is a school-to-career program implemented in 700 high schools, alternative schools, community colleges and middle schools across the country to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career.

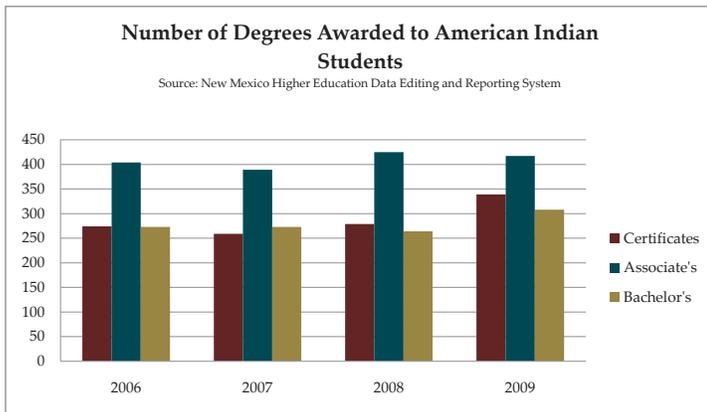


Diversity



Indian Education Initiatives

The number of tribal students earning credentials at New Mexico colleges and universities continues to rise. Although the numbers of certificate and degree-earners remain small, the overall pattern of improvement is evident.



The New Mexico Higher Education Department began implementation of House Bill 90 (2010) in preparation for the Fall 2010 semester. The new law requires that dual credit programs be available to students attending Bureau of Indian Education high schools and New Mexico's four tribal colleges – Diné College, Navajo Technical College, the Institute of American Indian Arts and Southwestern Indian Polytechnic Institute. Dual credit is an early college intervention to expose students to the rigor and structure of college work. Dual credit students receive both high school and college credit for approved courses, getting a jump-start on beginning a college career. Previously dual credit courses were available at New Mexico public and charter schools, but there was no authorization for them to be offered at either BIE or tribal schools, as these schools are not within the jurisdiction of the state of New Mexico. Because dual credit courses have been successful in increasing student achievement, expanding them to Native students was a significant step in supporting this critical population whose students face enormous barriers in pursuing an education.

Dual credit helps diminish the effect of some of those barriers because it helps New Mexico students to:

- Be more likely to finish high school
- Be more likely to plan on attending college
- Be better prepared for college
- Be more likely to enroll in college or trade school
- Complete a degree program in less time
- Be more likely to finish college
- Be less likely to need to take remedial courses in college

The Department's Planning and Research and Financial Aid Divisions have been working with tribal colleges to ensure that information was captured and shared in the same manner as all other dual credit data. Because of this collaboration, dual credit courses are now available statewide for tribal school students.

Accreditation

In the summer of 2010, the Southwest Indian Polytechnic Institute lost its full accreditation because of deficiencies noted by the North Central Association of Colleges and Schools and was put on "candidacy" status. The New Mexico Higher Education Department is working with SIPI's leadership to ensure that as much financial aid as possible may continue to flow through SIPI for New Mexico tribal students during the re-evaluation period. The accreditation problems did not arise from academic concerns, but rather noted the high turnover rate in SIPI's administration.

Cultural Competency

The New Mexico Higher Education Department's tribal liaison has contacted each tribal college campus to request that leadership appoint a Campus Safety Point of Contact for inclusion in the work of the statewide Higher Education Campus Safety Committee, its subcommittees, training, list serve and relevant communications and in this way ensure that tribal campuses have access to the same campus safety information available to the rest of the colleges and universities in the state.

The tribal liaison has established relationships with tribal counterparts at other state agencies to design and implement a tribal cultural and historical information training module, which will be available to all state personnel. Several sessions were held in which tribal liaisons participated and contributed to establishing an effective and useful module.

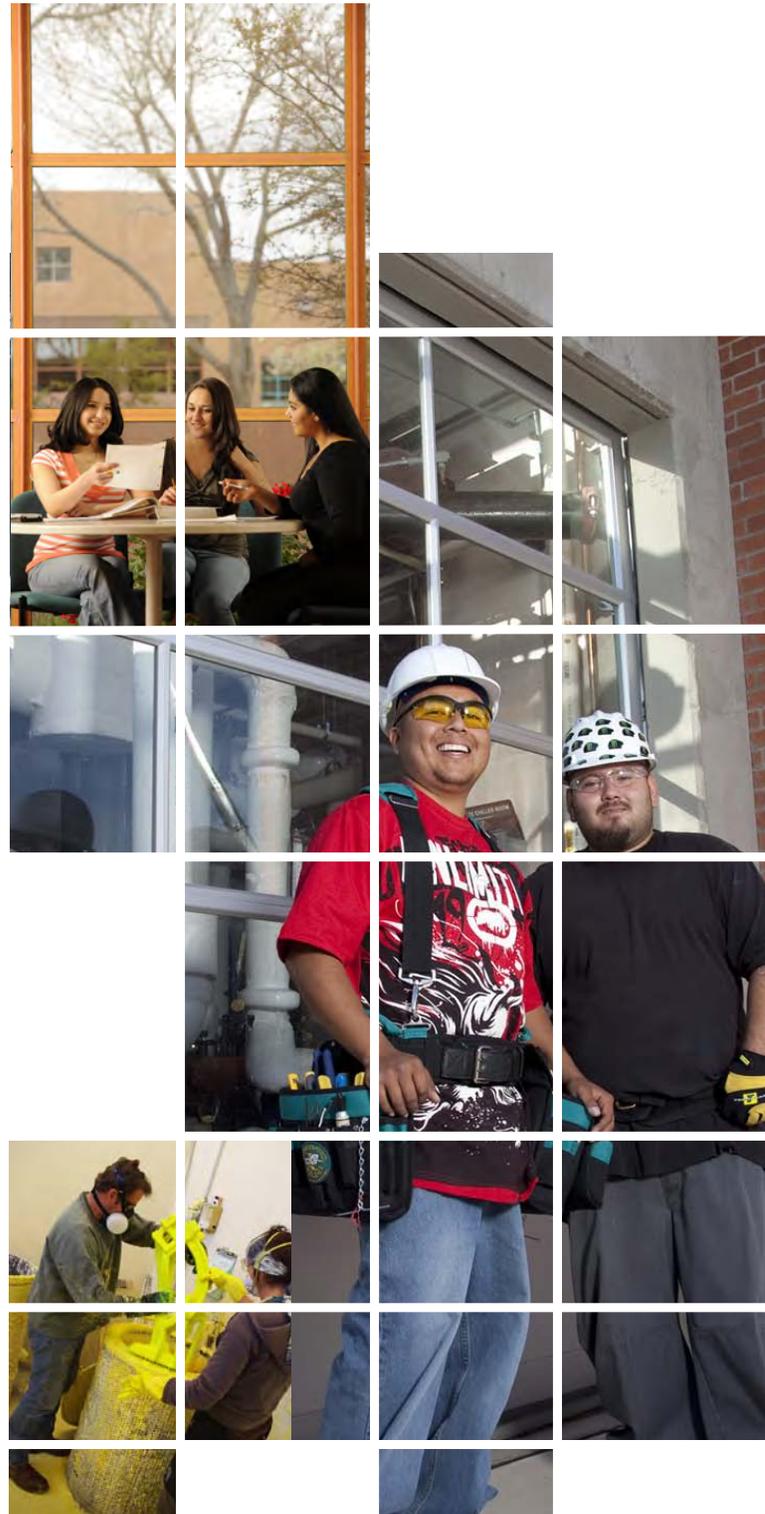


Impact of the State Master Plan for Higher Education on Tribal Students

The issues of tribal students attempting to succeed in New Mexico's postsecondary educational institutions was a focus of much discussion during the town hall meetings held across the state to inform the development of the State Master Plan for Higher Education.

These recommendations should have the broadest impact on tribal students:

- **Minimize remediation:** Change the funding formula so that schools are no longer rewarded only for enrollment and thus benefit from keeping students cycling through remedial and developmental courses. Instead, limit the number of remedial classes a school may receive funding for, so the school will be stimulated to intervene with students to coach, mentor or tutor the students into success. Remedial education is a trap for too many students: data indicate that the more remedial classes a student takes, the less likely the student is to graduate with a certificate or degree.
- **Encourage increased enrollment in dual credit courses:** American Indians students were not enrolled in many dual credit classes in 2009, but with the passage of a bill requiring BIE schools and tribal colleges to participate in dual enrollment, the number of Native students taking advantage of these courses is likely to change. The ability to earn college credit while in high school should have a positive impact on tribal students in that it will give students a taste of the college experience, learn college study skills and lessen the financial burden of coursework.
- **Improve articulation:** Laws have changed to require that four-year schools accept coursework from two-year schools or to explain why. Today, students who wish to appeal a denial of credit for a transfer course now have the ability to do so via an online appeal process. Under the master plan, recommendations are for course work and course numbering to become standardized across two-year schools. Once this numbering is implemented, it will become less likely that students will take courses that do not count toward graduation and therefore will less likely be delayed in completing a degree.
- **Focus on need-based aid:** It is clear that the Legislative Lottery Scholarship encourages many New Mexicans to become traditional students by attending college full time immediately upon graduating from high school or earning a GED. However, the Legislative Lottery Scholarship has not helped students who need to attend college part time in order to work or care for family or who need to stop out between high school and college. The State Master Plan recommends that the state now focus on need-based aid as a high priority.



Administrative Services



FINANCIAL AID DIVISION

The New Mexico Higher Education Department's Financial Aid Division is responsible for administering the day-to-day operations of 25 state financial aid programs and managing the distribution of \$75.7 million dollars in state programs to New Mexico's public colleges and universities, private nonprofit colleges and tribal colleges. The Financial Aid Division answers the state financial aid hotline (800.279.9777) responding to a range of inquiries from financial aid and residency for tuition purposes to interpreting state regulations on the financial aid programs. There are numerous financial aid programs offered to New Mexico students for assistance in pursuing higher education.

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

Need-based Scholarships

- 3% Institutional Scholarship (Currently, 1/3 of allocation designated for need-based scholarships; by Fall 2011, 2/3 of allocation will be designated for need-based scholarships)
- College Affordability Grant
- Legislative Endowment Scholarship
- New Mexico Scholars
- New Mexico Student Incentive Grant
- Student Choice Grant

Merit-based aid is awarded for outstanding academic achievements, special talents and leadership potential. This assistance is often awarded without consideration of the financial need of the student.

Merit-based Scholarships

- 3% Institutional Scholarships (Currently, 2/3 of allocation designated for merit based scholarships; by Fall 2011, 2/3 of allocation will be designated for need-based scholarships.)
- Legislative Lottery Scholarship
- Vietnam Veterans Scholarship
- Competitive Scholarship
- Athletic Scholarship
- Robert C. Byrd Honors Scholarship
- Education Trust Board Pathways Scholarship

Work-Study is student employment, whether on or off campus, and provides both need and non-need work-study opportunities to students.

Work-Study Programs

- State Work-Study
- Graduate Scholarship-Requires students to serve 10 hours per week in an unpaid internship or assistantship

Service-based Financial Aid is financial assistance based on a commitment of service in high-need professions and can be need or non-need based. The New Mexico Loan-for-Service programs are educational loans awarded to students who commit to repaying their loans by providing professional service in one of New Mexico's shortage areas upon completion of their education.

These are the current Loan-for-Service programs:

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

The Loan Repayment Program provides repayment of outstanding student loans of professionals who make a commitment to practice full time in designated shortage areas. New Mexico's current loan repayment programs are the Public Service Law Loan Repayment Program and the Health Professional Loan Repayment Program.

In addition to state funding, New Mexico students received \$515 million in federal aid during the 2009-2010 academic year. Annually, \$199.2 billion in federal financial aid is distributed to undergraduate and graduate students in the form of grants, work-study, student loans and federal tax credits and deductions, providing approximately 74 percent of a student's total aid package

While New Mexico colleges and universities are affordable options for students, the share of the family income needed to pay for college, even after financial aid, has risen substantially. According to [Measuring up 2008: the State Report Card on Higher Education](#), poor and working-class families in New Mexico must devote 28 percent of their income after aid to

pay for costs at a two-year college. In addition, financial aid to low-income students is significantly low. For every dollar in federal Pell Grant aid provided to New Mexico students, the state spends only 20 cents in state aid, making access to financial aid that more much critical. Financial aid has the potential to promote increased access and degree attainment among our most vulnerable populations, the low to moderate-income students.

| State Financial Aid for All Students Attending a New Mexico Public Postsecondary Institution FY 10 | Number of Recipients | Total Amount Awarded |
|--|----------------------|----------------------|
| Grant and Scholarship Programs | | |
| 3% Scholarship | 9,799 | \$ 9,527,673 |
| Athletic Scholarships | 1,622 | \$ 9,093,235 |
| College Affordability Grant | 3,127 | \$ 2,006,162 |
| Competitive Scholarships | 1,221 | \$ 1,495,873 |
| Legislative Endowment | 274 | \$ 252,315 |
| Legislative Lottery Scholarship | 19,696 | \$ 47,106,377 |
| Lottery Disability | 26 | \$ 40,562 |
| New Mexico Scholars | 205 | \$ 935,775 |
| Student Choice | 137 | \$ 351,574 |
| Student Incentive Grant (SSIG) | 15,212 | \$ 12,373,771 |
| Vietnam Veterans | 16 | \$ 31,613 |
| Loan Programs | | |
| Medical Student Loan | 13 | \$ 299,373 |
| Nursing Loan | 33 | \$ 200,097 |
| Nurse Educator Loan | 7 | \$ 17,700 |
| Minority Doctoral Loans | 8 | \$ 120,000 |
| Allied Health Loan | 13 | \$ 91,500 |
| Teacher Loan | 16 | \$ 66,540 |
| WICHE | 94 | \$ 1,938,599 |
| Work/Service Related Programs | | |
| Graduate Scholarships | 87 | \$ 547,740 |
| State Work-Study | 2,826 | \$ 7,406,419 |
| Total State Financial Aid | 54,432 | \$ 93,902,898 |

| Other Sources of Financial Aid FY 10 | Number of Recipients | Total Amount Awarded |
|--|----------------------|----------------------|
| Grant and Scholarship Programs | | |
| ETB Pathways Scholarship | 512 | \$507,478 |
| Grant / Gift Assistance from OTHER states | 81 | \$ 184,148 |
| Native American (Tribal Aid) | 2,829 | \$ 7,592,237 |
| Other Gift / Scholarship WITHIN NM | 1,778 | \$ 2,167,792 |
| Other Institutionally Funded (Private & Institution) | 18,741 | \$ 48,601,592 |
| Private Grants or Gifts | 3,570 | \$ 6,144,027 |
| Other State Aid | 1,205 | \$ 1,296,668 |
| Loan Programs | | |
| Loan Assistance from OTHER states | 1 | \$ 8,076 |
| Private Loan | 768 | \$ 5,761,028 |
| Total other forms of financial aid | 29,485 | \$ 72,263,046 |
| Control Total | 29,484 | \$ 72,263,046 |

| Federal Financial Aid for All Students Attending a New Mexico Public Postsecondary Institution FY10 | Number of Recipients | Total Amount Awarded |
|---|----------------------|-----------------------|
| Grant and Scholarship Programs | | |
| Academic Competitiveness Grant | 2,345 | \$ 1,714,955 |
| Pell Grants | 54,979 | \$ 189,918,342 |
| Smart Grant | 521 | \$ 1,587,615 |
| Supp. Educ'l Opportunity Grants (SEOG) | 6,371 | \$ 4,697,314 |
| Loan Programs | | |
| Direct Plus | 2 | \$ 8,359 |
| Direct Subsidized | 1,242 | \$ 4,287,459 |
| Direct Unsubsidized | 891 | \$ 2,238,162 |
| Parent Loans for Undergraduates (PLUS) | 670 | \$ 5,990,713 |
| Perkins Loan | 1,713 | \$ 3,301,602 |
| Stafford Student Loan (SSL) | 35,402 | \$ 143,244,272 |
| Stafford Unsubsidized | 30,777 | \$ 152,967,435 |
| Other Federal | 1,898 | \$ 4,632,631 |
| Work/Service Related Programs | | |
| Federal Work-Study | 2,967 | \$ 7,543,631 |
| Total Federal Financial Aid | 139,778 | \$ 522,132,490 |

| State Financial Aid for New Mexican Students FY10 | Number of Recipients | Total Amount Awarded |
|---|----------------------|-------------------------|
| Need Based Scholarships | | |
| 3% Scholarship (2/3 of total allocation) | 6,556 | \$ 6,383,541.00 |
| College Affordability Grant | 3,127 | \$ 2,006,162.00 |
| Legislative Endowment | 274 | \$ 252,315.00 |
| New Mexico Scholars | 205 | \$ 935,775.00 |
| Student Incentive Grant (SSIG) | 15,212 | \$ 12,373,771.00 |
| Student Choice | 137 | \$ 351,574.00 |
| State Work Study | 2,543 | \$ 6,665,777.00 |
| TOTAL NEED BASED SCHOLARSHIPS: | 28,054 | \$ 28,968,915.00 |
| Need Based Loans for Service | | |
| Allied Health Loan | 13 | \$ 91,500.00 |
| Medical Student Loan | 13 | \$ 299,373.00 |
| Nursing Loan | 33 | \$ 200,097.00 |
| Teacher Loan | 16 | \$ 66,540.00 |
| TOTAL NEED BASED LOANS: | 75 | \$ 657,510.00 |
| Merit Based Scholarships | | |
| 3% Scholarships (1/3 of total allocation) | 3,243 | \$ 3,144,132.00 |
| Athletic Scholarships | 1,622 | \$ 9,093,235.00 |
| Legislative Lottery Scholarship | 19,696 | \$ 47,106,377.00 |
| Legislative Lottery Disability Scholarship | 26 | \$ 40,562.00 |
| Vietnam Veterans | 16 | \$ 31,613.00 |
| State Work Study* | 283 | \$ 740,642.00 |
| TOTAL MERIT BASED SCHOLARSHIPS | 24,886 | \$ 60,156,561.00 |
| Merit Based Loans for Service | | |
| Minority Doctoral Loans | 8 | \$ 120,000.00 |
| Nurse Educator Loan | 7 | \$ 17,700.00 |
| WICHE | 94 | \$ 1,938,599 |
| TOTAL MERIT BASED LOANS | 109 | \$ 2,076,299.00 |

* Approximately 10% of state work study is not need based

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

Legislative Lottery Scholarship

The Legislative Lottery Scholarship continues to be one of the most successful scholarship incentives for students to enroll in a New Mexico public college or university directly out of high school. Since its inception in 1996, more than 61,251 students have been awarded \$330 million for education. In 2009-2010, the New Mexico Lottery Authority raised \$43.6 million for the Legislative Lottery Scholarships.

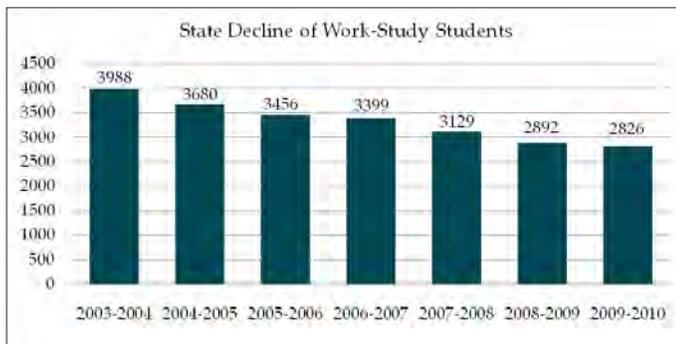


Legislative Lottery Scholarship Quick Facts:

- 25,430 Legislative Lottery Scholarship recipients have graduated since its inception in 1996
- 15,262 students were receiving Legislative Lottery Scholarship in the spring 2009 semester
- 59 percent of spring 2009 Legislative Lottery Scholarship recipients are female and approximately two percent are older than age 24
- The New Mexico Lottery Authority transfers 30 percent of its gross revenues into the Lottery Tuition Fund each year

Work-Study

The state work-study program continues to decline in participation due to the increase in minimum wage rates across the state that has occurred in the last three years.



Minimum Wages in New Mexico 2007-2010

| State/City | Jul 07 | Jan 08 | July 2008* | Jan 09 | Jul 09 | Jul 10 |
|-------------|---------|--------|------------|--------|--------|----------|
| Statewide | \$5.85* | \$6.50 | \$6.55* | \$7.50 | \$7.50 | \$7.50 |
| Albuquerque | \$6.75 | \$7.15 | \$7.15 | \$7.50 | \$7.50 | \$7.50 |
| Santa Fe | \$9.50 | \$9.50 | \$9.50 | \$9.50 | \$9.50 | \$9.85** |

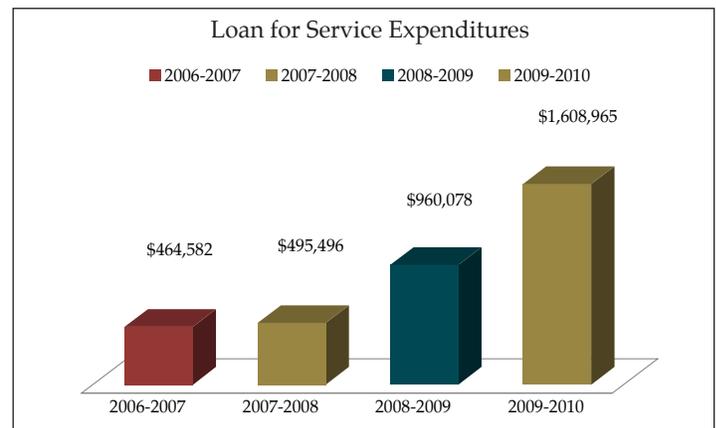
* Federal increases that surpass the state's minimum wage Sources: Minimum Wage Act, City of Albuquerque, City of Santa Fe, U.S. Department of Labor

** Santa Fe wages are currently \$9.85 per hour

Institutions must make a choice between awarding the same number of students with less work-study funding or keeping the work-study aid at a consistent level and reduce the overall number of awards. Recent data reflect that the overall number of awards is being reduced.

Loans-for-Service

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



Health Loan-for-Service Expenditures

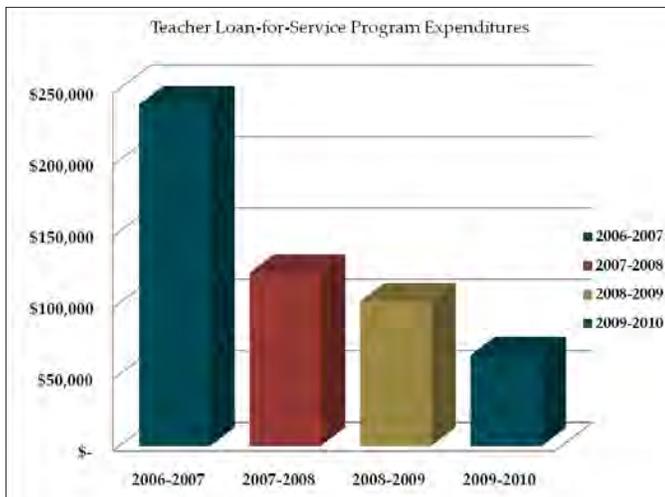
Health Professions Student Loan-for-Service provides educational funding to students enrolled in nursing, allied health professions, and medical programs. Participants are required to complete their service in areas of the state designated by the New Mexico Higher Education Department's Health Advisory Committee. The Health Advisory Committee consists of members of the health professions community including the New Mexico Department of Health, professional health and medical associations, and the public postsecondary health and medical training programs. In 2009-2010, the Financial Aid Division funded 59 new and continuing Health Loan-for-Service participants including nursing, allied health and medical.

The Financial Aid Division experienced a tremendous increase in the number of medical students applying for the Health Loan-for-Service program due to an increase in the amount of award from a maximum of \$12,000 per year to more than double

that amount at \$25,000 per year. In 2009-2010, the Financial Aid Division awarded loans to 13 medical students; in comparison, the Division only awarded five loans to medical students in 2007. This is significant because it ensures these students will return to New Mexico to complete their service in underserved areas, serving as another component in addressing workforce needs in the state.

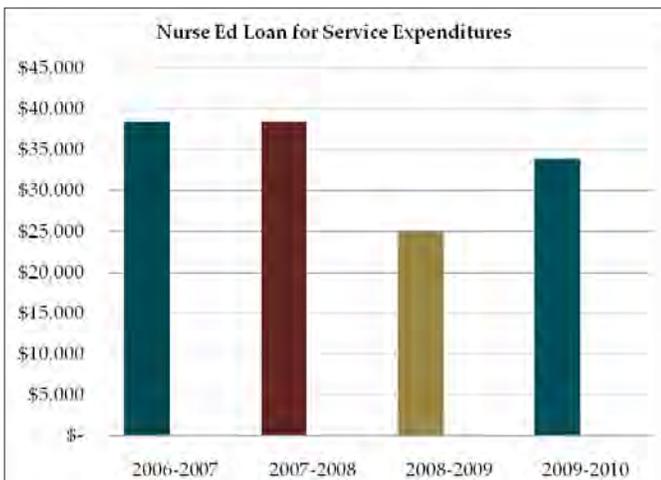
Teacher Loan-for-Service Expenditures

The Teacher Loan-for-Service Program proactively addresses the New Mexico teacher shortage by providing students with the financial means to complete or enhance their post-secondary teacher preparation education. Participants are required to teach in public elementary and secondary schools throughout New Mexico. In 2009-2010, the Financial Aid Division funded 15 new and continuing Teacher Loan-for-Service recipients due to decreased qualifying applicants. The maximum award for Teacher Loan-for-Service recipients is \$4,000 per academic year.



Nurse Educator Expenditures

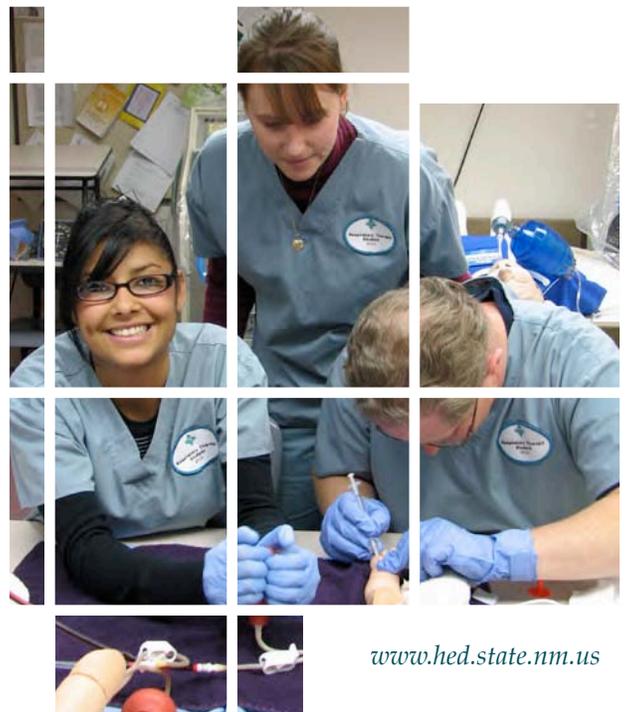
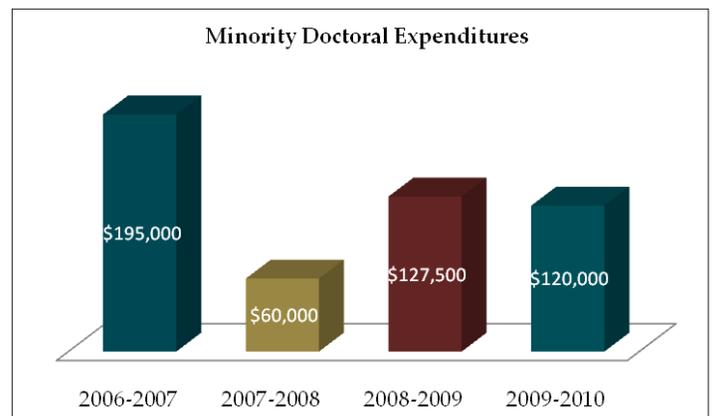
Though the need to increase the number of nurses in New Mexico is great, there is an even greater need to provide nurse educators. The Nurse Educator Loan-for-Service program enhances the ability of college and university nursing educators to obtain advanced degrees. Recipients must declare their intent to practice as a nurse educator at a New Mexico college or university. In 2009-2010, the Financial Aid Division funded nine new and continuing nurse educators. The maximum award for nurse educator recipients is \$5,000 per academic year.



Minority Doctoral Assistance Loan-for-Service Program Expenditures

The purpose of the Minority Doctoral Assistance Loan-for-Service Program is to increase the number of ethnic minorities and women prepared to teach engineering, physical or life sciences, mathematics and other academic disciplines in which ethnic minorities or women are demonstrably underrepresented in New Mexico colleges and universities.

The program encourages partnerships between the New Mexico Higher Education Department, colleges and universities and students interested in entering a doctoral program to cultivate greater participation by underrepresented groups in doctoral programs leading to careers as university faculty. Their participation not only provides an increase in the diversity of faculty at New Mexico institutions of higher education, it also enhances educational opportunities for New Mexicans from underrepresented groups. The program increases role models from diverse backgrounds in disciplines where few faculty from underrepresented groups presently exist, creating a robust and diverse student learning experience. In 2009-2010, the Financial Aid Division funded eight new and returning Minority Doctoral Assistance Loan-for-Service participants. The maximum award for minority doctoral recipients is \$25,000 per academic year.



WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION

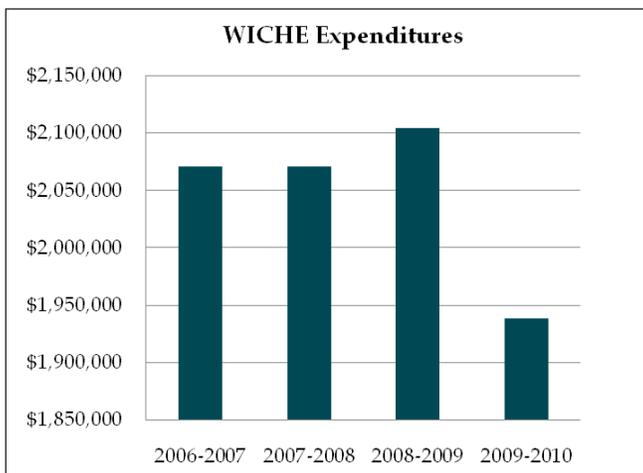
WICHE Loan-for-Service Program Participants

The purpose of the Western Interstate Commission on Higher Education (WICHE) Loan-for-Service Program is to allow New Mexico students to enroll at selected out-of-state graduate or professional programs that are not offered at New Mexico public universities.

Exchange students receive preference in admission. They pay reduced levels of tuition: for most students, the WICHE program allows them to pay resident tuition in public institutions or reduced standard tuition at private schools. New Mexico pays a support fee to the admitting school to help students cover the cost of education.

These professional fields are supported by New Mexico:

- Dentistry
- Graduate Library Studies
- Optometry
- Veterinary Medicine
- Osteopathic Medicine



Loan Repayment Programs

In New Mexico and across the country, growth in financial aid has not kept pace with the rising costs of attendance. As a result, students must rely more heavily on educational loans to complete their education. This is especially true for individuals seeking advanced professional degrees, in particular in the medical and legal fields.

Loan repayment programs serve as a cost-effective tool to meet workforce needs and attract quality professionals to the state through loan repayment incentive. Both in-state and out-of-state workers respond to the incentive and provide direct benefit by serving in shortage areas, giving New Mexico an immediate return on investment. New Mexico currently offers the Health Professional Loan Repayment Program and the Public Service Law Loan Repayment Program.

The Health Professional Loan Repayment Program

The Health Professional Loan Repayment Program assists in reducing the need for health professionals in designated shortage areas in New Mexico where there are disparities in accessing health care. The Health Professional Loan Repayment Program coordinates the efforts of numerous organizations including the New Mexico Department of Health, New Mexico Primary Care Association and New Mexico Health Resources to provide information about current profession issues and participate in the review of the individual applicants. Participants can receive a maximum award of \$25,000 annually for state awards and \$35,000 for those eligible for the federal matching award.

Loan repayment serves as an effective retention and recruitment tool. From 2007 to 2009, 94% of the participants completed their two-year service obligation. Less than 1% of participants in the last 20 years of the program did not complete a full 24-month obligation.

Over the last few years, participation has increased significantly. The Financial Aid Division saw a 200% increase over the previous award year in applications for the program in 2008, with 230 applicants. This level of interest remained steady in the 2009-2010 award year making this program highly competitive.

Recruitment and retention of physicians, physician assistants, and dentists are particularly vital to the state healthcare workforce. In 2009, 90% of Health Professional Loan Repayment Program awards were granted to those working in these most-needed professions. In addition, 10% of the awards were granted to providers in the mental health profession including psychologists, social workers and counselors.

The Health Professional Loan Repayment Program has been extremely effective in targeting communities with large minority populations, reflecting the nature of designated underserved areas in New Mexico. All loan repayment award recipients are serving in communities where a substantial percentage of the population is American Indian or Hispanic.

Health Professional Loan Repayment Program (HPLRP) and Public Service Law Repayment Program (LRAP) Expenditures

| | HPLRP Federal | HPLRP State | LRAP |
|------|---------------|-------------|------------|
| 2007 | \$ 74,847 | \$ 359,328 | \$ 71,709 |
| 2008 | \$ 56,250 | \$ 185,500 | \$ 238,000 |
| 2009 | \$ 136,253 | \$ 812,187 | \$ 158,926 |

The Public Service Law Loan Repayment Program

The Public Service Law Loan Repayment program's purpose is to make available legal educational loan repayment assistance to individuals providing service as a public defender, district attorney or in the nonprofit sector in New Mexico to serve low-income or underrepresented populations.

In 2009-2010, the Financial Aid Division awarded 11 participants. Participants can receive a maximum award of \$7,200 annually, dependant upon the amount of student loan debt and annual salary. The average annual award for 2009-2010 was \$4,800. Since the program's inception in 2006, of the 70 total participants, 31 were district attorneys, 19 were public defenders, and 20 were from the nonprofit sector.

The program requires a three-year service commitment to work in public service law; however, a participant's annual salary cannot exceed \$45,000. The low salary cap creates a challenge in retaining eligible participants in the program. Of the first recipients of the program, only 26% were able to complete the three-year service commitment due to the salary cap. Of those 26%, all were in the nonprofit sector. This could be an indication that the state mandated salary restriction has become inconsistent and non-beneficial with the salary scales of our state public law professionals.

John R. Justice Law Repayment Program

The financial aid division was just awarded a loan repayment program that will begin awarding for the 2010-2011 year. It will provide public defenders and prosecutors an incentive to continue working in public service.

Education Trust Board Pathways Scholarship

The Financial Aid Division has partnered with the Education Trust Board, the entity that oversees the state's 529 College Education Savings Plan, to establish a need-based scholarship targeting recent high school graduates with an incoming GPA of 3.25 who demonstrate the highest financial need. In 2009-2010, \$507,478 was awarded in scholarships to 512 incoming New Mexico freshmen attending both in-state and out-of-state schools.

Making Higher Education Affordable for All

The purpose of the student financial aid programs is to provide access, affordability and opportunities for success in higher education so that all New Mexicans can benefit from postsecondary education and training beyond high school. The Financial Aid Division works in concert with New Mexico's public universities and colleges to ensure that each student is afforded equal access to state financial aid funds with a focus on assuring students and their families that state financing is available.

The Financial Aid Division reaches out to students and their families to provide students the information they need when they need it. The Financial Aid Division is committed to working with the state's colleges and universities, the New Mexico Public Education Department and nonprofit college access programs to inform students that college is attainable and affordable.

One of the state's most important collaborative outreach efforts is College Goal Sunday. There are a large number of students attending New Mexico's higher education institutions who appear to be eligible for need-based financial aid yet who do not apply for it. This is cause for concern. The New Mexico

Higher Education Department, college and university financial aid offices, credit unions and state outreach programs team up and volunteer to assist students in completing the Free Application for Student Aid (FAFSA) through this national initiative. In 2009, over 700 families participated and received assistance in the filing of their FAFSA.

In August 2008, the New Mexico Higher Education Department was awarded the College Access Challenge Grant, a federal formula grant program designed to foster partnerships among federal, state and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enter and remain in postsecondary education. The grant provides the New Mexico Higher Education Department \$556,798 per year for two years. In August 2010, the New Mexico Higher Education Department was awarded a new College Access Challenge Grant for \$1.5 million each year until 2014.



Due to the high percentage of New Mexicans living at or below the poverty level, there is a significant need for college outreach. Current outreach activities conducted by various entities are largely underfunded, are not coordinated by any one organization, and are sending inconsistent messages. The ability to harness multiple outreach activities into a coordinated campaign will greatly enhance New Mexico's capacity to reach underrepresented student populations with key messages about planning, preparing and paying for college. In addition, with the new grant funding the New Mexico Higher Education Department has partnered with New Mexico Educational Assistance Foundation to conduct statewide outreach to all New Mexico high schools; increasing awareness of financial aid opportunities and assist with the application process for the Free Application for Federal Financial Aid (FAFSA).

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

Financial aid can play a key role in increasing persistence rates by ensuring funding is available to students throughout their college career, with the goal of increasing student success throughout the entire education pipeline. As the New Mexico Higher Education Department continues its strong partnership with the New Mexico Public Education Department on education programs that directly impact career readiness, the Financial Aid Division works in concert with other statewide outreach initiatives to promote financial aid and shape policy to increase college access for students.

HIGHER EDUCATION INSTITUTIONAL FINANCE AND CAPITAL PROJECTS

The Institutional Finance and Capital Projects Division provides fiscal oversight to the state's 24 publicly funded colleges and universities and three special schools.

The Division runs the higher education funding formula, including verifying student credit hours and student headcount, calculating Equipment Renewal & Replacement, Building Renewal & Replacement, Instruction & General space certification and completing numerous schedules such as the Instruction & General Master File, including One Percent Factors, Tuition and Fees, Tuition Credit, Formula Enrollment Calculation and Special Schools Recommendations. This process culminates with the statutory deadline submission of the comprehensive higher education funding recommendation on November 1 each year.

The Division reviews and approves institutional operating budgets. For fiscal year 2011, the Division submitted to the Department of Finance and Administration and the Legislative Finance Committee the approval of \$3.9 billion in expenditures for publicly funded institutions. Prior to the operating budget approval, the Division reviewed and approved 54 operating budget adjustment requests for fiscal year 2010. The Division also prepared and approved budget summaries for each institution.

The Division works collaboratively with the New Mexico Tax and Revenue Department and the Department of Finance and Administration's Local Government Division as well as other agencies to complete the Mil Levy and Debt Service Certification. Revenue from the Mil Levy generated approximately \$109 million for all 17 public community colleges in fiscal year 2010.

Beginning in 2010, the Division began serving as the liaison between public colleges and universities, the New Mexico Department of Finance and Administration and the New Mexico Office of Recovery and Reinvestment for funding awarded thru the American Recovery and Reinvestment Act. New Mexico's public postsecondary institutions are beneficiaries of \$26,475,900 from the American Recovery and Reinvestment Act's State Fiscal Stabilization Fund for Education and of \$850,000 from the Government Service Fund.

Committed to the concept of continuous improvement, the Division has increased fiscal accountability of state funding of higher education institutions via improved review and analysis of financial activity. Financial reports and certifications are submitted on a quarterly basis. Financial ratios are submitted to the New Mexico Higher Education Department in conjunction with the Higher Learning Commission requirement. Unaudited "Reports of Actuals" are provided to the Department for verification of fund balances.



Monthly reporting is required of institutions on fiscal watch or with a budget contingency. Compliance with financial reporting and state audit rule requirements is monitored closely and includes corrective action follow-up by the Department on the annual financial audit findings. Increased communication with institutional fiscal managers has resulted in standardized and measurable monitoring of institutions' fiscal health and regulatory compliance.



The Division also completes and submits various national surveys including the Grapevine Survey conducted by the University of Illinois which lists annual institutional state appropriation amounts; the WICHE Survey which lists institutional tuition and fees; the SHEF survey, a state higher education finance survey detailing gross state support as well as operating expenses and tuition revenue; and a State Higher Education Executive Officers State Budget Process Survey.

On an ongoing basis, the Division processes flow-thru appropriation payments, State Fiscal Stabilization Fund for Education and Government Service Fund reimbursement payments to institutions via an automated clearing house (ACH, direct deposit) process.

For continued cost savings, all disbursements handled by the Division, along with back-up documentation, are emailed to each institution once each transaction has been completed. Further, the Division collects information electronically including operating budgets, report of actuals and quarterly reporting. This has led to a well-organized, timely and cost effective method of communicating data among state agencies.

American Recovery and Reinvestment Act

In April 2010, the New Mexico Higher Education Department was awarded \$26,475,900 from the American Recovery and Reinvestment Act for the State Fiscal Stabilization Fund for Education. This funding was allocated to 25 public colleges and universities to address shortfalls as a result of legislative enacted General Fund reductions. The New Mexico Higher Education Department's Institutional Finance Division serves as the intermediary between public postsecondary institutions, the New Mexico Department of Finance and Administration, the New Mexico Office of Recovery and Reinvestment and the U.S. Department of Education.

Since the Notice of Awards were issued to public colleges and universities in the spring of 2010, institutions became eligible to begin drawing down claims for reimbursements for Instruction and General expenditures, based on their approved application. Primarily, most institutions use stimulus funding to assist with faculty and staff salaries and/or to supplement utility costs. All reimbursement requests from the institutions must be submitted by June 30, 2011.

In addition to submitting draws for reimbursement, institutions receiving stimulus funds must comply with established quarterly reporting processes which include 1512 CertiClear web-based data entry to record employee hours, or vendor payment; and quarterly Financial and Performance reporting to the New Mexico Higher Education Department. The institutions are subject to random monitoring reviews. These reviews consist of validating expenditures, internal controls and reporting.

In addition to the State Fiscal Stabilization Funds-Education award, the Department has oversight of Government Service Fund awards thru the New Mexico Office of Recovery and Reinvestment. Four awards have been issued since July 1, 2010:

- New Mexico Highlands University's Center for the Study of Diverse Populations: \$350,000
- New Mexico State University's International Relations Institute: \$200,000
- New Mexico State University's Native American Student Center: \$200,000
- New Mexico School for the Deaf's Dillon Hall HVAC project: \$100,000

Government Service Fund recipients must also comply with established quarterly reporting processes.

In November 2010, a team from the U.S. Department of Education visited New Mexico for a monitor review of select State Fiscal Stabilization Fund recipients. Included in the monitoring sample were three postsecondary institution recipients along with a few other state agency recipients. The three schools selected for the monitoring review process were Central New Mexico Community College, Eastern New Mexico University and Western New Mexico University. Preliminary results from the exit meeting indicated there were no findings. A final report on the monitoring visit will be issued and available on the New Mexico Office of Recovery and Reinvestment website. Overall, the U.S. Department of Education team was pleased with the cooperation, supportive documentation and general outcome of their visit to New Mexico.

Analysis of Instruction and General Expenditures

Operating Budgets, Unrestricted, Fiscal Year 2010-11

| | Fall 2009 Student FTE | INSTRUCTION | | GENERAL | | TOTAL I & G | |
|-------------------------------------|-----------------------------|----------------------|--------------------------------|----------------------|--------------------------------|----------------------|------------------------------|
| | | Budget | Budget as % of Total I&G | Budget | Budget as % of Total I&G | Budget | Budget per Student FTE |
| Four-Year Institutions: | | | | | | | |
| Research Universities | | | | | | | |
| NMIMT | 1,500 | \$16,228,141 | 49.5% | \$16,523,015 | 50.5% | \$32,751,156 | \$21,834 |
| NMSU | 14,383 | \$98,764,382 | 57.9% | \$71,892,921 | 42.1% | \$170,657,303 | \$11,865 |
| UNM | 22,521 | \$158,897,672 | 56.9% | \$120,336,600 | 43.1% | \$279,234,272 | \$12,399 |
| Comprehensive Institutions | | | | | | | |
| ENMU | 3,507 | \$18,636,000 | 55.1% | \$15,180,000 | 44.9% | \$33,816,000 | \$9,642 |
| NMHU | 2,698 | \$17,479,975 | 51.6% | \$16,371,647 | 48.4% | \$33,851,622 | \$12,547 |
| NNMC | 1,277 | \$6,589,642 | 49.7% | \$6,675,398 | 50.3% | \$13,265,040 | \$10,388 |
| WNMU | 2,202 | \$14,077,613 | 55.9% | \$11,095,276 | 44.1% | \$25,172,889 | \$11,432 |
| Total Four-Year Institutions | 48,088 | \$330,673,425 | 56.2% | \$258,074,857 | 43.8% | \$588,748,282 | \$12,243 |
| Two-Year Institutions: | | | | | | | |
| Branch Community Colleges | | | | | | | |
| ENMU - Roswell | 2,264 | \$9,273,038 | 54.1% | \$7,860,378 | 45.9% | \$17,133,416 | \$7,568 |
| ENMU - Ruidoso | 475 | \$1,540,900 | 44.9% | \$1,888,500 | 55.1% | \$3,429,400 | \$7,220 |
| NMSU - Alamogordo | 1,647 | \$6,424,411 | 56.2% | \$5,008,980 | 43.8% | \$11,433,391 | \$6,942 |
| NMSU - Carlsbad | 963 | \$4,276,776 | 48.8% | \$4,489,951 | 51.2% | \$8,766,727 | \$9,104 |
| NMSU - Dona Ana | 5,037 | \$19,350,651 | 58.5% | \$13,733,204 | 41.5% | \$33,083,855 | \$6,568 |
| NMSU - Grants | 695 | \$1,977,298 | 43.4% | \$2,577,176 | 56.6% | \$4,554,474 | \$6,553 |
| UNM - Gallup | 1,869 | \$7,543,252 | 54.2% | \$6,375,623 | 45.8% | \$13,918,875 | \$7,447 |
| UNM - Los Alamos | 341 | \$1,214,615 | 35.7% | \$2,183,246 | 64.3% | \$3,397,861 | \$9,964 |
| UNM - Taos | 791 | \$2,153,071 | 37.1% | \$3,654,838 | 62.9% | \$5,807,909 | \$7,342 |
| UNM - Valencia | 1,346 | \$4,259,943 | 45.0% | \$5,201,345 | 55.0% | \$9,461,288 | \$7,029 |
| Subtotal Branch Comm. Coll. | 15,428 | \$58,013,955 | 52.3% | \$52,973,241 | 47.7% | \$110,987,196 | \$7,194 |
| Independent Comm. Colleges | | | | | | | |
| CNM (formerly TVI) | 15,118 | \$58,497,519 | 52.5% | \$53,002,399 | 47.5% | \$111,499,918 | \$7,375 |
| Clovis CC | 1,831 | \$6,015,430 | 47.9% | \$6,551,201 | 52.1% | \$12,566,631 | \$6,863 |
| Luna CC | 912 | \$4,553,918 | 41.6% | \$6,388,536 | 58.4% | \$10,942,454 | \$11,998 |
| Mesalands CC | 718 | \$2,267,067 | 41.8% | \$3,162,946 | 58.2% | \$5,430,013 | \$7,563 |
| NM Junior College | 1,880 | \$8,549,845 | 46.1% | \$10,008,392 | 53.9% | \$18,558,237 | \$9,871 |
| SJC | 4,790 | \$24,915,676 | 54.9% | \$20,462,793 | 45.1% | \$45,378,469 | \$9,474 |
| SFCC | 2,609 | \$13,602,463 | 49.6% | \$13,820,941 | 50.4% | \$27,423,404 | \$10,511 |
| Subtotal Independent CC's | 27,858 | \$118,401,918 | 51.1% | \$113,397,208 | 48.9% | \$231,799,126 | \$8,321 |
| Total Two-Year Institutions | 43,286 | \$176,415,873 | 51.5% | \$166,370,449 | 48.5% | \$342,786,322 | \$7,919 |
| GRAND TOTAL | 91,374 | \$507,089,298 | 54.4% | \$424,445,306 | 45.6% | \$931,534,604 | \$10,195 |

Source: Fiscal year 2010-11 approved budgets and D.E.A.R. files.



Sources of Revenue for Instruction and General Purposes Unrestricted and Restricted Funds in 2010-11

Public post-secondary institutions rely upon a number of revenue sources in order to operate. The following tables illustrate the primary source of income is derived from state appropriations; universities obtain 57.5% while community colleges obtain 49.6% of their funding to support unrestricted operations. Tuition & Fees is the next largest contributing factor for universities and colleges, providing 28.4% of its funding. Land-Permanent Fund/Endowment, and miscellaneous sources round out revenue sources for the state's research and comprehensive institutions. After State Appropriations, the next largest revenue source for Community Colleges is Local Mil Levy Taxes which provide 28.3% of their unrestricted funding. Tuition & Fees and miscellaneous income round out the funding sources for Community Colleges. Both Universities and Community Colleges receive Restricted Funding from Grants and Contracts, providing 5.1% and 25.5% of their overall total I & G revenue respectively.

| | State Appropriations | Tuition & Fees | Local Tax Levy | L&PF / Endowment | Misc. | Total Unrestricted | Grants & Contracts Total I & G Restricted | Total I & G Budgeted Revenue |
|--------------------------|----------------------|----------------|----------------|------------------|--------------|--------------------|---|------------------------------|
| Universities | \$395,344,600 | \$225,646,869 | \$0 | \$16,515,597 | \$50,465,106 | \$687,972,172 | \$37,153,996 | \$725,126,168 |
| Branch Colleges | \$68,844,100 | \$28,872,773 | \$15,845,329 | \$0 | \$1,448,546 | \$115,010,748 | \$16,159,548 | \$131,170,296 |
| Independent Colleges | \$108,219,200 | \$42,134,805 | \$85,169,946 | \$0 | \$6,332,152 | \$241,856,103 | \$23,572,679 | \$265,428,782 |
| Total Community Colleges | \$177,063,300 | \$71,007,578 | \$101,015,275 | \$0 | \$7,780,698 | \$356,866,851 | \$121,984,438 | \$478,851,289 |
| All Institutions | \$572,407,900 | \$296,654,447 | \$101,015,275 | \$16,515,597 | \$58,245,804 | \$1,044,839,023 | \$159,138,434 | \$1,203,977,457 |

Percentage of Revenue Sources

| | State Appropriations | Tuition & Fees | Local Tax Levy | L&PF/ Endowment | Misc. | Total Unrestricted | Grants & Contracts Total I & G Restricted | Total I & G Budgeted Revenue |
|--------------------------|----------------------|----------------|----------------|-----------------|-------|--------------------|---|------------------------------|
| Universities | 57.5% | 32.8% | 0.0% | 2.4% | 7.3% | 94.9% | 5.1% | 100.0% |
| Branch Colleges | 59.9% | 25.1% | 13.8% | 0.0% | 1.3% | 87.7% | 12.3% | 100.0% |
| Independent Colleges | 44.7% | 17.4% | 35.2% | 0.0% | 2.6% | 91.1% | 8.9% | 100.0% |
| Total Community Colleges | 49.6% | 19.9% | 28.3% | 0.0% | 2.2% | 74.5% | 25.5% | 100.0% |
| All Institutions | 54.8% | 28.4% | 9.7% | 1.6% | 5.6% | 86.8% | 13.2% | 100.0% |

Source: Approved Institutional Operating Budgets for Fiscal Year 2010-2011

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 |
| 2004-2005 | \$4,380.6 | \$671.9 | 15.3% |
| 2005-2006 | \$4,708.6 | \$705.0 | 15.0% |
| 2006-2007 | \$5,084.1 | \$762.0 | 15.0% |
| 2007-2008 | \$5,675.0 | \$846.3 | 14.9% |
| 2008-2009 | \$6,026.8 | \$884.9 | 14.7% |
| 2009-2010 | \$5,487.7 | \$853.2 | 15.5% |
| 2010-2011 | \$5,188.3 | \$762.3 | 14.7% |

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.

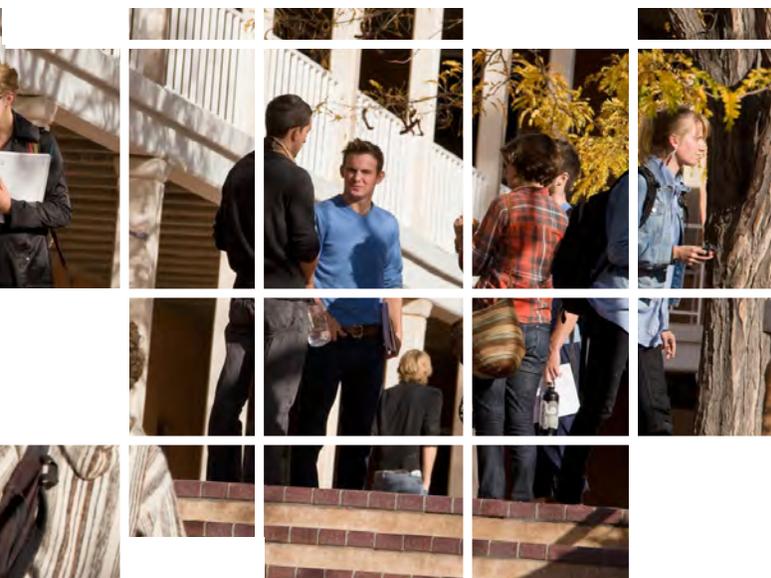
New Mexico Public Higher Education Capital Projects

Over the past two years the New Mexico Higher Education Department's Capital Projects Division has made significant improvements to tactical and strategic processes and standards. With these improvements, the Division has enhanced its capability to adequately function as an oversight authority.

The Capital Projects Division established clear criteria for New Mexico's publicly funded colleges and universities to be evaluated for Yearly Capital Projects appropriation recommendations. A new form was developed so institutions could articulate how the project supported these criteria. This led to an efficient, defined process for the Department's yearly Capital Projects hearings and increased transparency for the public to understand how recommendations are determined. This process was used in the evaluation of projects for the 2010 General Obligation Bond recommendations that will be submitted to the Governor.

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

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



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

The Capital Projects Division collected information on each public higher education facility including Gross Square Footage, Net Square Footage, condition, location, year built, and any major anomalies. Through this review, it was discovered that more than 540,000 Gross Square Footage was ineligible for the higher education funding formula – this resulted in millions of dollars in savings for the state of New Mexico, at a time when the State faces serious budget shortfalls.

In 2009, the Capital Projects Division established working groups to address issues regarding the collection of instructional and general square footage and the business processes to standardize the requirement. There were four groups established:

- Policy Group: developed a policy document to outline the state's standards on what is classified as instructional and general space
- Building Replacement and Renewal: compiled options to change/update the building renewal and replacement cost calculations
- Audit Action Group: established an appeal process for institutions and provide feedback/insights on ways to improve the next round of space evaluations
- Space Utilization Group: focused on establishing a method for the standardization of how an institution will be assessed for the utilization of existing space

Through these collaborative efforts, the state will be better positioned to ensure accurate identification of instructional and general space as well as business processes and indicators to standardize this space.

In 2010 the Capital Projects Division obtained approval for the Space Policy from the Formula Funding Task Force. This has given the institutions a guideline to follow for the yearly submittal of instructional and general space. Also, the division was able to have a standard compiled for the calculation of the Facilities Condition Index (FCI). The FCI is a metric that will allow the department to evaluate the building condition and will be added into the criteria used for the yearly capital process to determine recommendations.

The Capital Projects Division manages the day-to-day aspects of the higher education capital outlay program, which includes the processing of financial draws through the State Board of Finance and the Department of Finance and Administration and the organization of monthly Higher Education Capital Project Committee meetings. The division also manages the analysis and communication of directives from the Governor. For instance, the Governor requested analysis of projects that could be targeted for solvency to address the state's budget shortage and set specific reversion goals that the Capital Projects Division was required to achieve. Also, the Capital Projects Division is the conduit to communicate to higher education institutions other Governor directives such as freezes to capital projects, executive orders that affect institutions and other cost- and energy-saving initiatives.

History of New Mexico Capital Outlay Appropriations, 2005-2010

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|-------------|------------|-------------|------------|-------------|
| Research Universities | | | | | |
| New Mexico Tech | 8,980,000 | 3,338,000 | 8,939,000 | 400,000 | 12,000,000 |
| New Mexico State University | 22,523,500 | 9,474,985 | 25,379,000 | 5,500,000 | 18,000,000 |
| University of New Mexico | 36,910,200 | 28,721,570 | 24,047,000 | 6,800,000 | 41,200,000 |
| Comprehensive Universities | | | | | |
| Eastern New Mexico University | 6,650,000 | 3,065,000 | 12,570,000 | 400,000 | 7,000,000 |
| New Mexico Highlands University | 11,960,000 | 3,922,385 | 10,880,000 | 400,000 | 7,100,000 |
| Northern New Mexico College | 3,740,000 | 3,605,000 | 8,355,000 | | 5,000,000 |
| Western New Mexico University | 7,680,000 | 350,000 | 8,144,000 | 400,000 | 5,500,000 |
| University Subtotals: | 98,443,700 | 52,476,940 | 98,314,000 | 13,900,000 | 95,800,000 |
| Branch Community Colleges | | | | | |
| ENMU – Roswell | 6,840,000 | 1,210,000 | 4,157,500 | | 4,000,000 |
| ENMU-Ruidoso | 2,800,000 | 800,000 | 464,000 | | 500,000 |
| NMSU – Alamogordo | 2,075,000 | 175,000 | 1,067,000 | | 1,750,000 |
| NMSU – Carlsbad | 1,715,000 | 81,000 | 3,300,000 | | 1,250,000 |
| NMSU – Dona Ana | 3,875,000 | 51,000 | 6,500,000 | | 5,650,000 |
| NMSU – Grants | 1,085,000 | 0 | 1,000,000 | | 1,750,000 |
| UNM – Gallup | 2,445,000 | 360,000 | 900,000 | | 1,400,000 |
| UNM – Los Alamos | 600,000 | 0 | 400,000 | | 750,000 |
| UNM – Taos | 1,720,000 | 1,100,000 | 3,300,000 | | 2,000,000 |
| UNM – Valencia | 1,000,000 | 0 | 1,000,000 | | |
| Community Colleges Subtotals: | 51,635,000 | 11,176,797 | 62,423,500 | 470,000 | 47,050,000 |
| Independent Community Colleges | | | | | |
| Central New Mexico Community College | 11,300,000 | 189,300 | 12,000,000 | | 16,000,000 |
| Clovis Community College | 3,000,000 | 270,000 | 4,113,000 | | 1,000,000 |
| Luna Community College | 2,320,000 | 1,255,000 | 4,925,000 | | 5,000,000 |
| Mesalands Community College | 1,500,000 | 1,951,697 | 7,025,000 | 470,000 | |
| New Mexico Junior College | 1,935,000 | 480,000 | 1,595,000 | | 3,000,000 |
| San Juan College | 4,000,000 | 1,490,000 | 5,912,000 | | 2,000,000 |
| Santa Fe Community College | 3,425,000 | 1,763,800 | 4,765,000 | | 1,000,000 |
| Community Colleges Subtotals: | 51,635,000 | 11,176,797 | 62,423,500 | 470,000 | 47,050,000 |
| Constitutional Special Schools | | | | | |
| New Mexico Military Institute | 4,369,000 | 1,120,000 | 5,215,000 | 2,200,000 | 5,000,000 |
| New Mexico School for the Deaf | 7,100,000 | 5,500,000 | 6,125,000 | 2,500,000 | 3,000,000 |
| New Mexico School for the Blind and Visually Impaired | 3,100,000 | 5,500,000 | 1,600,000 | 2,300,000 | 3,500,000 |
| Special Schools Subtotals: | 14,569,000 | 12,120,000 | 12,940,000 | 7,000,000 | 11,500,000 |
| Statewide Totals: | 164,647,700 | 75,773,737 | 173,677,500 | 21,370,000 | 154,350,000 |

This table does not include reauthorizations. The data excludes the following: statewide general obligation bond issues for Americans with Disabilities Act projects, information technologies, Libraries and building renewal and replacement. And 2007/2009 data was extracted from a detailed report (with GOB, GF and STB by agency) from Local Government.

***GOB2010 funding was allocated but voters did not pass bond.

INFORMATION TECHNOLOGY: SUPPORTING STUDENT ACHIEVEMENT IN HIGHER EDUCATION

The New Mexico Higher Education Department collaborates with multiple colleges, universities, state agencies and nonprofit partners on numerous P-20 projects to transform New Mexico through a technology-enhanced education system. The Department aligns major projects with its IT Strategic Plan to create a more E-efficient New Mexico. These initiatives support the Department's mission to enable all people to succeed in reaching their full potential through education.

Higher Education and Public Education Initiatives

New Mexico has unique opportunities using IDEAL-NM (Innovative Digital Education and Learning in New Mexico). IDEAL-NM provides eLearning services to P-12 schools, higher education institutions, and government agencies to reduce geographic and capacity barriers to educational opportunity while increasing the digital literacy skills students and adult learners need to participate in a global economy. Despite limited funding, through IDEAL-NM the New Mexico Higher Education and Public Education Departments have achieved the far-reaching goal of offering quality eLearning services to the state.

In further support for distance education, the State of New Mexico has purchased a perpetual license for the learning management system for online learning. Recent negotiations have achieved umbrella coverage for all New Mexico public education institutions and state agencies. This will result in considerable savings.

Statewide P-20 Longitudinal Data System

The New Mexico Data Warehouse Council, as authorized in House Bill 70 (2010), has convened. This initiative partners the New Mexico Higher Education, Public Education, Workforce Solutions Departments and other state agencies. The council will oversee the creation of a statewide Longitudinal Student Data System to track student progress from early in the educational pipeline through college and into the workforce. This system will align with federal and state mandates to consolidate data and data systems and to support a system of accountability and reform. The objective is to enable and develop data-driven policy and to advance reform initiatives for the education and employment aspirations of New Mexico citizens.

Online Student College and Career Planning Tool

The New Mexico Higher Education Department's U.S. Department of Education College Access Challenge Grant is collaborating with the New Mexico Public Education Department, and with other state agencies for the development of an online portal and student ePortfolio known as an Electronic Student Management System and called

Carve Your Path. The project will provide New Mexico students a useful online tool to develop education and career goals early in the education experience. The web-based system is intended to invite increased parent and family participation in student learning and goal setting.

The Department's investment in technology is demonstrating positive results statewide. The agency implemented two cost-saving and efficient subscription services: one to manage facility data for the higher education capital funding formula and a second to manage more than \$60 million dollars in state financial aid programs. In addition, the New Mexico Higher Education Department continues to improve its in-house Data Editing and Reporting (DEAR) system and Bill Analysis System (used during legislative sessions to provide analysis of proposed legislation related to higher education).

- Initiatives planned for the future include compliance with these Statewide IT Strategic Plan goals:
- Goal 1: Information Technology must drive efficient delivery of high-quality government services that will benefit constituents and support economic development. Strategies:
 - Consolidate the varying learning management system licenses to one standard enterprise perpetual license and encourage sharing of course content among New Mexico's public colleges and universities, K-12 public education and state agencies as online courses for adult learning are developed. The returns on investment are numerous: shared resources, a high-quality learning management system, a perpetual user license, increased accessibility and reduced travel and lodging costs – all this while at the same time increasing subject matter expertise on a single platform for online learning.
 - Improve web conferencing for the online learning community by endorsing a statewide price agreement for web conferencing systems. This will encourage knowledge sharing for the most common web conferencing solutions across the state for adult learners, support the reduction of travel for agency meetings and training and will enable voice communication for interactive training that will increase the quality of online courses developed for adult learners without requiring a separate phone circuit.
- Goal 2: Improve support for all state agency information technology programs. Strategy:
 - Provide the highest level of support possible to other public agencies by sharing resources and education services through the learning management system. State agencies, which have unique subject matter expertise, will be able to concentrate on core business training objectives specific to content without having to be concerned about technical support for a new technology.

- Goal 3: Reduce the cost of government operations through effective development, implementation and management of IT technical and application architectures, programs and services.

Strategies:

- Design an effective online student education and career-tracking system and develop a statewide Longitudinal Student Data System that will provide a robust data warehouse and foster a professional data governance model. Strategy:
- Provide state agencies with use of a learning management system and other tools from IDEAL-NM and significantly reduce the costs of agency operations for training, travel and meetings.

- Goal 4: Improve the value of the IT investment through enterprise models that improve and streamline the executive branch’s information technology systems.

Strategy:

- Streamline state agency use and development of online training courses to an existing environment. The learning management system solution will provide the platform without each agency having to develop and support independent implementations. The value of this IT investment increases significantly when costs for travel and training are considered.

- Goal 5: Consolidate enterprise information technology services to mitigate and eliminate duplication.

Strategy:

- Take advantage of cost reductions at state agencies and public institutions using the statewide learning management system perpetual license agreement.

PRIVATE POSTSECONDARY SCHOOLS ADMINISTRATION

The New Mexico Higher Education Department’s Private and Proprietary Schools Office oversees approximately 150 private postsecondary educational institutions operating vocational and degree programs in New Mexico. The Office licenses non-regionally accredited and non-accredited postsecondary schools and registers schools that qualify for an exempt status from the [Postsecondary Educational Institution Act](#) (Section 21-23-1 through 21-23-15 NMSA 1978). The Act covers and defines private postsecondary educational institutions including academic, vocational, technical, business and professional schools, colleges or universities offering courses, instruction, training or education from a physical site in New Mexico through distance education, correspondence or in person instruction. The Office provides consumer protection information about accreditation and licensing online at www.hed.state.nm.us to enable prospective students to make informed decisions when choosing a school.

The Office acts on new license and renewal applications, determines compliance, investigates complaints and violations, retains transcripts from closed postsecondary institutions and provides students with access to these educational records.

Each initial and renewal license application involves a review process prior to the approval and issuance of a license. The scope of review is contingent on various factors such as gross annual tuition revenue, accreditation status, current liability and surety bond insurance, student refund policy as well as other licensure requirements outlined in rule (5.100.2 NMAC). Currently, there are approximately 20 registered out-of-state, 90 exempt, and 40 licensed private postsecondary institutions operating in New Mexico.

Accomplishments

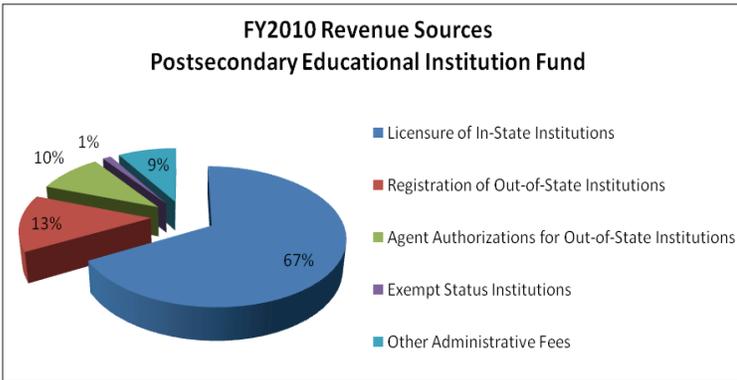
The Private and Proprietary Schools Office developed a uniform transcript request form and updated information regarding closed schools and transcript requests. Last year, the Office processed 136 transcript requests. Forms related to license renewal, out-of-state registration, and claim for exemption have been modified to fill-in forms. Additionally, an annual updated form has been developed in conjunction with the Planning and Research Division to collect meaningful demographic and enrollment data from private and proprietary schools.

Because other agencies also oversee some private proprietary schools, the Department has begun collaboration with the New Mexico Department of Workforce Solutions and the Regulation and Licensing Department to discuss and resolve gaps in oversight of private and proprietary institutions as they may relate to school closures and transcript records as well as exemption status from licensure requirements.



Revenue

Revenues collected by the Private and Proprietary Schools Office totaled more than \$180,000 for fiscal year 2010. The following chart provides details to the sources of the collected fees.



2009-2010 Private Proprietary School Closures

No school closures were reported during the past year.

Name Changes

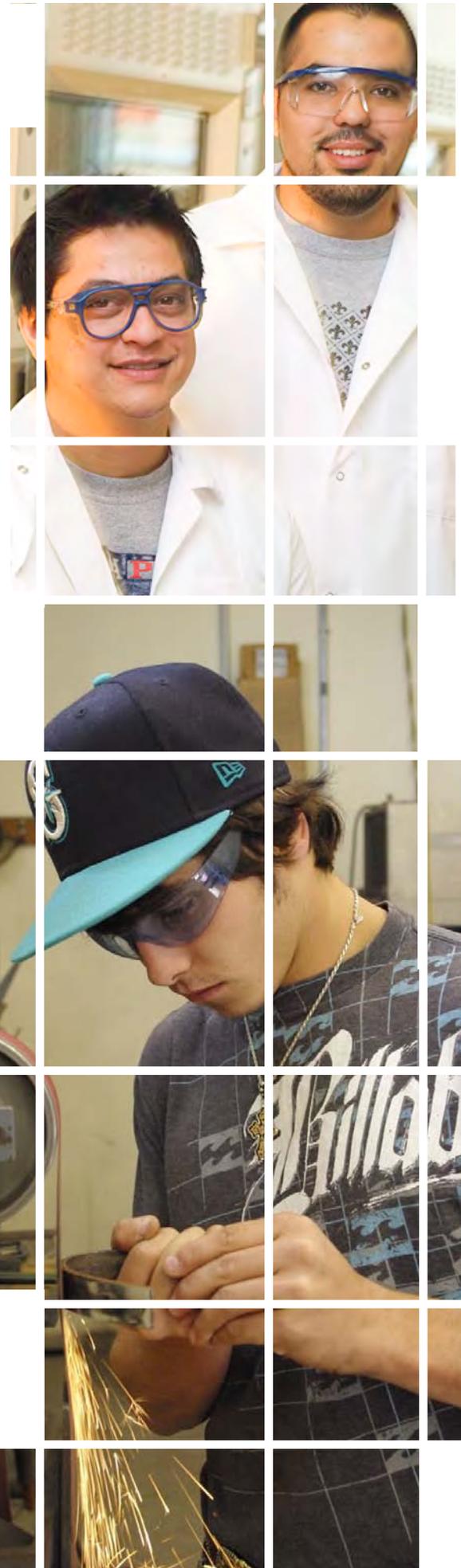
These institutions have changed their names:

| Former Institution Name | Location | New Institution Name |
|---|--------------|---------------------------------------|
| Anarmarc Educational Institute | Santa Teresa | Anamarc College |
| International Institute of the Americas or IIA | Albuquerque | Brookline College |
| Apollo College | Albuquerque | Carrington College |
| College of Santa Fe | Santa Fe | Santa Fe University of Art and Design |
| American Century University formerly Century University | Albuquerque | American Pacific University |

The Office continues to support non-public institutions through these initiatives:

- Align data collection from private postsecondary schools with data collection required of public schools allowing for more comprehensive statistics for postsecondary educational outcomes in New Mexico
- Coordinate and facilitate periodical meetings of the Private Postsecondary Advisory Committee
- Engage the Private Postsecondary Advisory Committee in onsite reviews and evaluation of Private Postsecondary Schools

Additional information, forms, data and other resources regarding private proprietary schools and their oversight are available at www.hed.state.nm.us.



2010 Registered Out-of-State Private Proprietary Institutions and Authorized Agents

As set forth in the Out-of-State Proprietary School Act (Section 21-24-5 NMSA 1978), an out-of-state institution is required to register with the New Mexico Higher Education Department annually in order for any agent representing the proprietary school (defined as a nonpublic out-of-state school, academy or similar institution) to sell any course or to solicit students in person or by mail, telephone or similar means in New Mexico. The chart below lists the 2010 registered institutions that may solicit students in New Mexico through authorized agents.

| Institution | Location | Accreditation | Accrediting Agency | Website |
|---|---------------------|---------------------|---|-------------------------------|
| 1. Alta Colleges Inc.: Westwood College-Denver North | Denver, CO | National | Accrediting Commission of Career Schools and Colleges | www.westwood.edu |
| 2. Alta Colleges Inc.: Redstone College -Denver | Broomfield, CO | National | Accrediting Council for Independent Colleges and Schools | www.redstone.edu |
| 3. American Public University System | Charles Town, WV | Regional & National | Higher Learning Commission, Distance Education and Training Council | www.apus.edu |
| 4. Anthem College | Phoenix, AZ | National | Accrediting Council for Independent Colleges and Schools | www.anthemcollege.com |
| 5. Art Instruction Schools, Inc. | Minneapolis, MN | National | Distance Education and Training Council | www.artinstructionschools.edu |
| 6. At-Home Professions | Fort Collins, CO | National | Distance Education and Training Council | www.at-homeprofessions.edu |
| 7. Grand Canyon University | Phoenix, AZ | Regional | Higher Learning Commission, North Central Association of Colleges | www.gcu.edu |
| 8. Lincoln College of Technology | Denver, CO | National | Accrediting Commission of Career Schools and Colleges | www.lincolntech.com |
| 9. Spartan College of Aeronautics & Technology | Tulsa, OK | National | Accrediting Commission of Career Schools and Colleges | www.spartan.edu |
| 10. Tulsa Welding School (FL) | Jacksonville, FL | National | Accrediting Commission of Career Schools and Colleges | www.weldingschool.com |
| 11. Tulsa Welding School (OK) | Tulsa, OK | National | Accrediting Commission of Career Schools and Colleges | www.weldingschool.com |
| 12. Universal Technical Institute, Motorcycle/Marine Mechanics Institute Division | Orlando, FL | National | Accrediting Commission of Career Schools and Colleges | www.uti.edu |
| 13. Universal Technical Institute, Motorcycle Mechanics Institute Division | Phoenix, AZ | National | Accrediting Commission of Career Schools and Colleges | www.uti.edu |
| 14. Universal Technical Institute, NASCAR Technical Institute | Mooresville, NC | National | Accrediting Commission of Career Schools and Colleges | www.uti.edu |
| 15. Universal Technical Institute of Arizona, Inc. | Avondale, AZ | National | Accrediting Commission of Career Schools and Colleges | www.uti.edu |
| 16. Universal Technical Institute of Texas, Inc. | Houston, TX | National | Accrediting Commission of Career Schools and Colleges | www.uti.edu |
| 17. WyoTech | Ormond Beach, FL | National | Accrediting Council for Continuing Education and Training | www.wyotech.edu |
| 18. WyoTech | Blairsville, PA | National | Accrediting Commission of Career Schools and Colleges | www.wyotech.edu |
| 19. WyoTech | Laramie, WY | National | Accrediting Commission of Career Schools and Colleges | www.wyotech.edu |
| 20. WyoTech | West Sacramento, CA | National | Accrediting Commission of Career Schools and Colleges of Technology | www.wyotech.edu |

Higher Education Department Assumes Role of State Approving Agency for Veterans Education

In early 2010, the New Mexico Higher Education Department assumed the contract from the United States Department of Veteran Affairs (VA) to house the State Approving Agency for Veterans Education. The federal contract was formally granted to the New Mexico Department of Veteran Services. Since the New Mexico Higher Education Department has oversight and statutory authority over public institutions of higher education in the state and the majority of State Approving Agencies are housed in state higher education entities across the country, it was decided that the New Mexico Higher Education Department was the appropriate organization to manage the State Approving Agency. Although some states may have multiple State Approving Agencies, New Mexico relies solely on the New Mexico Higher Education Department to approve all school and on-the-job training programs, while the federal Department of Veterans Affairs still retains authority to approve all flight schools across the country.

Congress formed the first State Approving Agencies for Veterans' Education after World War II and resolved that each state should create an agency to approve educational programs within its borders and to determine which programs are appropriate for VA educational benefits. In many ways the fundamental role of State Approving Agencies is the same today as it was when they were founded. As state entities acting on behalf of the federal government, the State Approving Agencies have been an outstanding example of the workability of a state-federal partnership, allowing federal interests to be pursued at the local level while preserving the identity, interests and sovereignty of states' rights in education.

The primary responsibility and focus of the State Approving Agencies for Veterans' Education are the review, evaluation and approval of quality programs of education and training under state and federal criteria. State Approving Agencies conduct on-site supervisory visits to approved institutions and schools seeking approval. They provide technical assistance to all interested parties and are engaged in outreach activities to foster the usage of the GI Bill which provides financial support for education and housing for qualified veterans. Further, they act as state liaison in assisting military installations to provide base personnel with quality educational offerings.

The programs that can be approved are found in colleges and universities, non-degree granting institutions (vocational and technical schools), apprenticeship programs, other on-the-job training programs and flight training schools. Each state reviews the appropriateness of each program as to its own standards and laws in addition to VA rules and regulations along with any other applicable laws and/or regulations. The program is either approved or disapproved and continuous supervision is required of approved programs.

Yet, while the fundamental role of the State Approving Agency for Veterans' Education has remained the same, the State Approving Agencies have grown with the changes in society over the past 50 years. They have become advocates for quality education and training for veterans and other eligible persons. They have become educational partners with the institutions, facilitating expanded and more diverse educational opportunities for veterans.

For information about federal education benefits for qualified veterans and their dependents, visit www.va.gov.



SPECIAL SCHOOLS

THE NEW MEXICO SCHOOL FOR THE DEAF 1885-2010 CELEBRATING 125 YEARS OF PROGRESS

The New Mexico School for the Deaf's Academic Bowl team vies against Arizona School for the Deaf, the football team pulls off a Homecoming victory and 200 Alumni meet for their reunion as NMSD begins its 125th year of service to the state of New Mexico. While the New Mexico Legislature officially established the New Mexico School for the Deaf in 1887, it was deaf pioneer Lars M. Larson who first planted the school's historic roots. In 1885, using their own funds, Lars and his wife Belle began teaching deaf students in a small adobe house in Santa Fe. The deaf couple dreamed of establishing a permanent school where none had existed, a place where deaf and hard of hearing children could receive a quality education comparable to that of hearing children. This dream soon became a reality, and for 125 years, the New Mexico School for the Deaf (NMSD) has been making a difference in the lives of deaf children and their families.

Today, NMSD continues to honor Lars Larson's legacy by providing comprehensive and accessible educational and support services to deaf and hard of hearing children and youth between the ages of birth to 22 from all over the state of New Mexico. While many are enrolled at the historic Santa Fe campus, the central facilities also are a hub to NMSD's extensive Early Childhood services through its satellite preschools located in Albuquerque, Farmington and Las Cruces; its statewide early intervention program, Step*Hi; and through a variety of outreach programs through which NMSD supports families and educators in local schools and districts serving deaf and hard of hearing students. NMSD considers the whole state as its campus. As it responds to stakeholder requests, it continues to modify, expand and enhance programming.

NMSD's rigorous academic program conforms to New Mexico state standards and benchmarks and is specifically tailored to suit each student's Individualized Education Program. The central focus of instruction is language, literacy development and critical thinking skills. NMSD offers traditional courses, a wide range of electives, vocational classes and work study. Its preschool programs boast a Reggio Emilia approach which focuses on stimulating learning environments, community and parental involvement and documentation of the student learning process.

NMSD's Student Life Residential Program supports the development of each student's full potential in a safe and nurturing environment. As a key partner in each student's education and growth at school, the program provides both residential and day students with quality ongoing access to communication, language and literacy. In addition to extracurricular and leisure activities such as athletics, student body government, drama club, etc., time is allotted for homework and study. Students have access to computers,

the school library and private desks in their cottages. Tutoring support is available as needed.

Step*Hi, NMSD's early intervention home-based program for parents and their infants and young children, offers statewide services and occurs in the child's home and community. Step*Hi is a public program and free of cost to New Mexico residents. Services are individually tailored through state and federally regulated practices to meet each child's and family's strengths and needs. Step*Hi experts also provide numerous trainings and technical assistance to early intervention agencies across the state and partner with the state's Department of Health in assuring that children who are deaf or hard of hearing are identified and receive early intervention services by six months of age. Families applaud NMSD's Deaf Role Model program as one that is most beneficial. It continues to expand with new staff and increased numbers of families served.



NMSD's Outreach Program works collaboratively with families and agencies to meet the unique learning, communication and language needs of children and youth who are deaf or hard of hearing and who are being educated in their local school districts and communities. To help local education agencies meet this requirement, NMSD's Outreach Programs provide a broad range of information to public schools, families and students. Various educational opportunities are available in the form of consultation with a student's teacher and members of his/her educational team; school or district level planning to identify and support specific professional developmental needs of a student's educational team; workshops, conferences and classes. The newest innovation of the Outreach department is the addition of seven AmeriCorps members hosted by NMSD to be placed in rural New Mexico to provide additional support for language models and instruction.

The Santa Fe campus also has been undergoing extensive renovations to meet the needs of current and future students. To date, several new buildings have been completed: the Lars M. Larson Activity Center and Residential Complex, Hester Hall Early Childhood & Elementary Building, Maintenance Building, Connor Hall and a Central Plant that will streamline NMSD's heating/cooling system and allow for more energy efficient outcomes. NMSD's new athletic field has been completed. Dillon Hall is in the process of being renovated and will house NMSD's middle and high school instructional programs.

NMSD also celebrated these highlights:

- Serving an increasing number of students from throughout the state (75% of all deaf and hard of hearing infants and students in New Mexico):
 - 148 students on the Santa Fe campus and at Albuquerque, Farmington and Las Cruces Preschools
 - 216 children ages birth through six years old in the early intervention program
 - 270 students in public schools through Outreach Programs
- Fully accredited by the North Central Association of Colleges and Schools and the Conference of Educational Administrators of Schools and Programs for the Deaf and meets all compliance requirements under the New Mexico Public Education Department's IDEA program and the Department of Health for Early Intervention
- Successful attainment of goals in NMSD's 2002-2005 and 2005-2008 Strategic Plans. NMSD is now into its third three-year strategic plan. The 2008-2012 Strategic Plan covers these areas:
 - Services to Students with Cochlear Implants
 - Reading and Math Student Outcomes
 - Parental Involvement
 - Safety and Behavioral Supports for Students
 - Sustainability
 - Student Wellness
 - Native American Student Programming
 - Hispanic Student Programming
 - Succession Planning
 - School Safety and Security
 - Outreach
- Planned and hosted a statewide conference (CASA Conference) in the spring of 2010 for New Mexico's educators and families



NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

“Under Construction” Projects Continue

Located in Alamogordo, the New Mexico School for the Blind and Visually Impaired residential campus continued its ‘under construction’ initiatives on every level. Jack Hall, a capital project renovation, received LEED (Leadership in Energy and Environmental Design) Gold status. Designed as a mixed use building, Jack Hall re-opened as the education building for the campus when the school’s education building had to be vacated; the Watkins Education Building awaits funding for renovation. In addition to buildings, programs have been under construction. A Life Skills Program was piloted to provide additional instruction in areas such as the development of employability skills, self-advocacy, independent living, leisure and recreation. Shorter term placements were piloted and transition programs designed to help students from around the state attend the school for compensatory vision skills acquisition and return to their home districts.

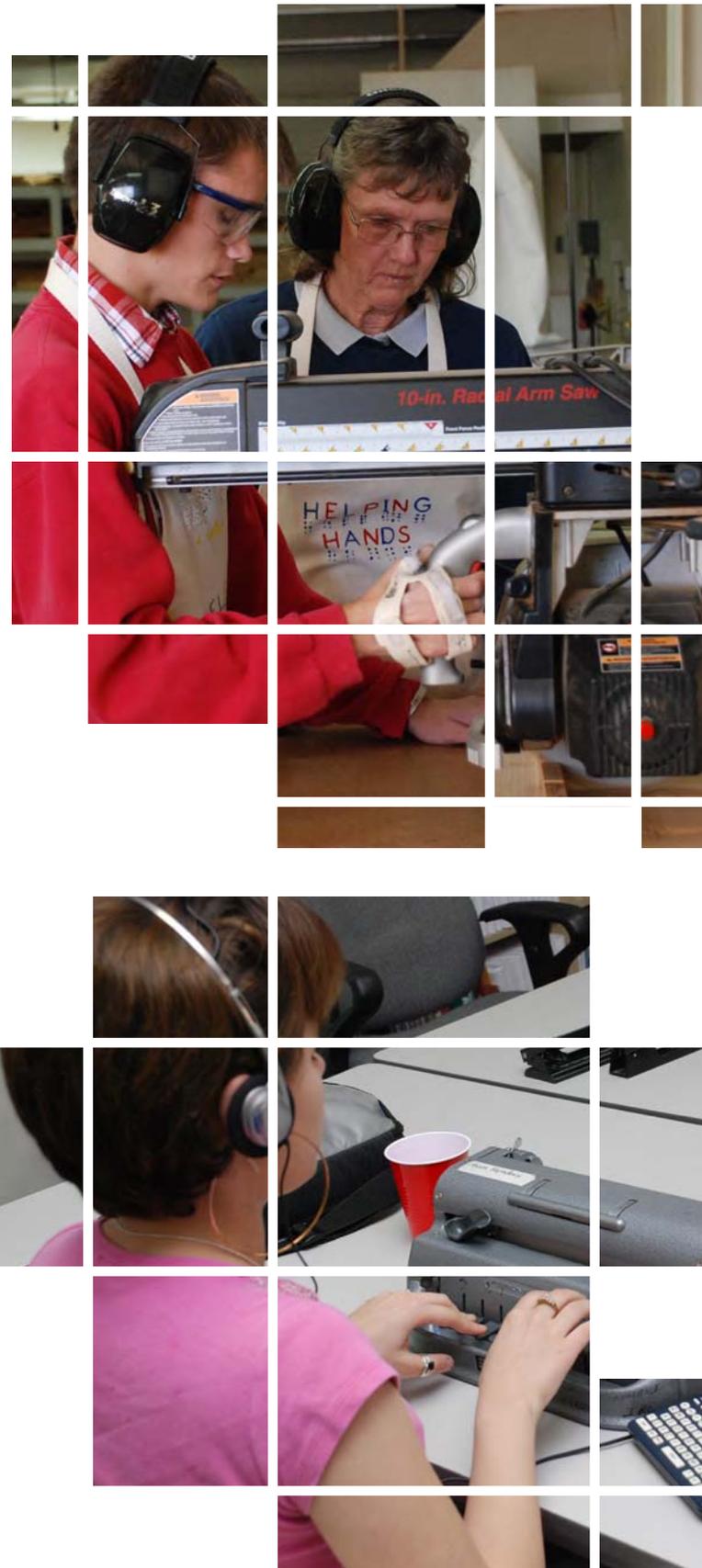
Early Childhood Programs

The New Mexico School for the Blind and Visually Impaired’s Albuquerque preschool enjoyed its first full year in a building designed specifically for young children who are blind/visually impaired. Approximately 65 students learned to ride tricycles, roll down a hill, read their first Braille words or took their first independent steps with three-year old sized white canes in a building built particularly for them. The Family Infant Toddler Program continued to grow in 2010 with 18 developmental vision impairment specialists serving 750 families.

Outreach Initiatives

Mentorship services and statewide training initiatives marked 2010 for the school’s outreach programs. A Low Vision Clinic traveled throughout the state providing specialized optometry and low vision technology evaluations; a technology lending library was funded; the partnership between New Mexico State University and the New Mexico School for the Blind and Visually Impaired graduated master’s level teachers prepared to work in the state’s public schools as teachers of the visually impaired.

In addition, school staff initiated a statewide awareness program concerning the dangers associated with shaking a child. Staff and students participated in multiple research projects around the country. The school hosted a winter tournament for other schools for the blind that featured wrestling, cheerleading, school mascot competition and performing arts. The school’s science teacher, Jeff Killebrew, was awarded the Touch of Genius Award from the American Foundation for the Blind for the development a tool that helps students who are blind understand complex spatial concepts. For more, visit www.nmsbvi.k12.nm.us.



Planning & 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
- 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 security 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. In addition, 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.

NM EDUCATES

Although New Mexico did not receive the federal Institute of Education Sciences grant, the state continues to be committed to the creation of a statewide longitudinal student data system that tracks student success from pre-kindergarten through postsecondary education and into the workforce. As such, the New Mexico Higher Education Department has partnered with other state and legislative agencies as well as key stakeholders from various schools and colleges to form a statewide Data System Council to accomplish this goal.

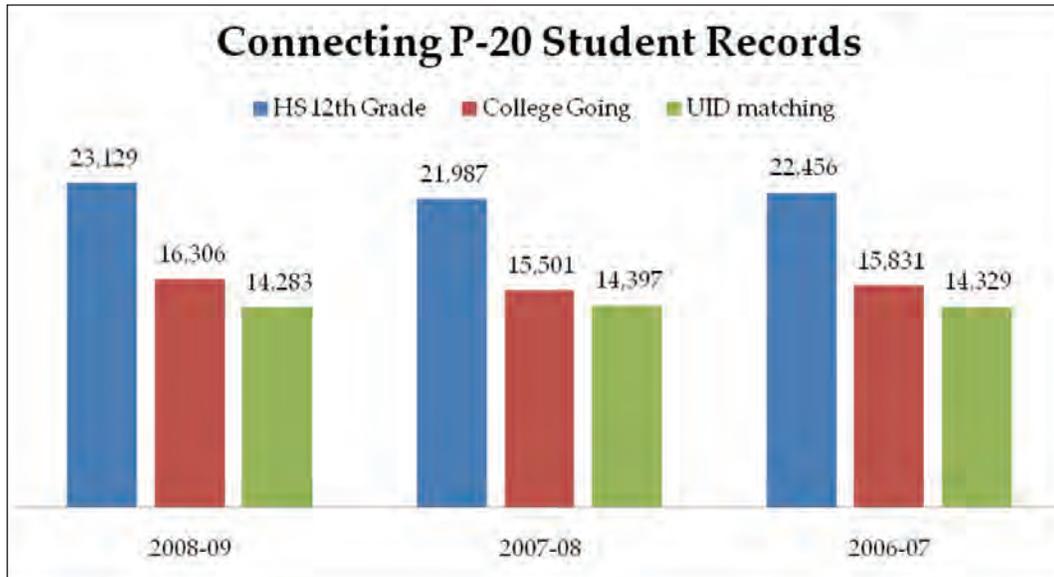
This project, called NM EDUCATES (**N**ew **M**exico **E**valuation of **D**ata **U**sing **C**ollaborative **A**ssessment **T**o **E**ncourage **S**uccess), is a statewide initiative to implement an expanded and improved statewide longitudinal student data system to inform and guide innovative education reform by linking student, teacher, and career data across time: from pre-kindergarten through college and into the workforce (P-Career). New Mexico's goal to complete development and ensure dynamic use of a P-Career longitudinal data system is tied to the state's education reform goals that were developed with input from multiple state agencies, institutions of education, business and industry.

There are many reasons the state will benefit from NM EDUCATES:

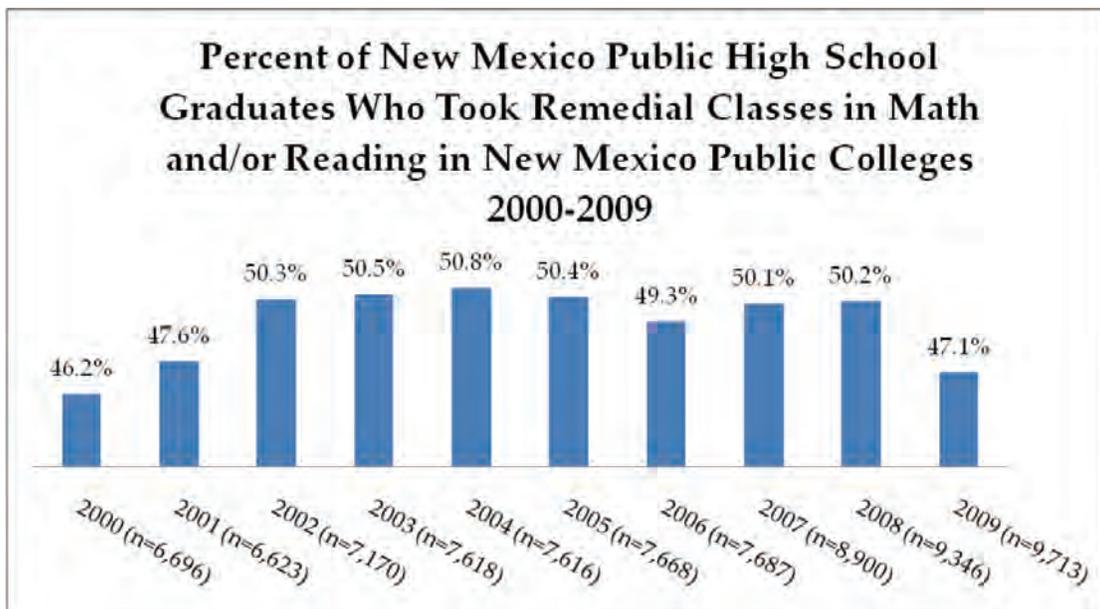
- Allow teachers to tailor instruction to more effectively meet students' needs
- Provide principals data on teacher effectiveness to ensure the most effective teachers work with the students who need them
- Design targeted professional development to improve teacher quality
- Distribute performance data to superintendents so they can provide interventions that will make a difference for schools in need of improvement
- Provide faculty and administrators in colleges and universities information on student performance so they can work collaboratively with others to ensure student success
- Inform policy makers how students throughout the pre-K through workforce system are meeting critical academic, social and career goals so that policies can be implemented and resources deployed more effectively

- Analyze the relationships between various education programs and the impact they have on workforce
- Review the impact of various state supported social services on student success.

Although New Mexico has made important progress in education reform, significant challenges remain in improving student success. The development of a statewide longitudinal student data system is imperative to identifying these challenges. Therefore, although the state did not receive federal funding for NM EDUCATES, the Department has realigned its resources to take the first step: in cooperation with the New Mexico Public Education Department and the Department of Workforce Solutions, the Department has begun to link the three existing data systems from each of these state agencies. The following charts illustrate examples of what NM EDUCATES can accomplish.



Source: New Mexico Higher Education Department data system (DHAR) and Public Education Department data system. (STARS) data matching using CDC's Link Plus.



Source: New Mexico Office of Educational Accountability "Ready for College 2010" report.

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

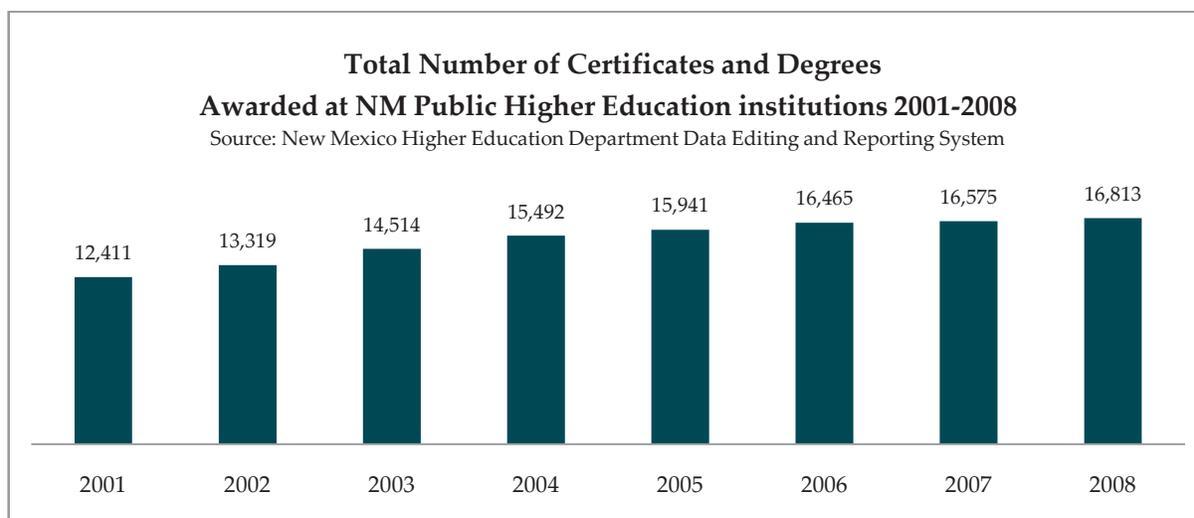
The National Center for Education Statistics (NCES) Classification of Instructional Program (CIP) codes is a taxonomic scheme of instructional programs used by postsecondary institutions when reporting to the New Mexico Higher Education Department on degrees and awards completed by field of study. The reporting of these codes is critical to New Mexico's funding of public colleges and universities and is vital to the depth and direction of the research undertaken by the Department for the state's schools and students. The Department is finding opportunities to apply new, equitable, and robust sets of standards to the application of CIP codes with the progression from CIP 2000 to CIP 2010. Data collection under the new classification is scheduled to begin with the fall semester of 2011.

The 2010 CIP is the fifth edition of CIP codes since it was created by NCES in 1980. The 2010 CIP includes more than 300 new instructional programs across more than 50 disciplines. The transition to CIP 2010 will allow the Department to make critical policy and research-based decisions with greater accuracy. The CIP classification system assumes every instructional program can be assigned to a single six-digit program code associated with a unique program title and description. CIP codes can be broken down to a three-level hierarchy of codes: a two-digit series representing the most general description; a four-digit series representing intermediate groupings of related programs; and a six-digit series representing specific instructional programs. Reporting of CIP codes to the Department will be required to the nearest 6-digit CIP code that reflects the program content. With this level of detail, the Department has an opportunity to begin collecting higher quality course data that will lead to better research and policy work in the state; for example, the Department will be better able to conduct in-depth reviews of degree and award programs, to identify duplicate course offerings and to assist in reducing the cost of funding courses.

The transition to CIP 2010 is another component of the Planning and Research Division's work to fulfill a mission of providing quality information and planning support to the higher education community through collaborative data collection, analysis and reporting. Having the ability to collect precise and meaningful course information will strengthen current statewide and intra-agency efforts to create a robust P-20 longitudinal student data system (NM EDUCATES). The new CIP codes will expand and enhance data reporting and improve data access for New Mexico's educators, families, policy makers and employers to identify areas of strength and those that need improvement, ultimately increasing opportunities for students to gain employment into quality careers of their choosing.

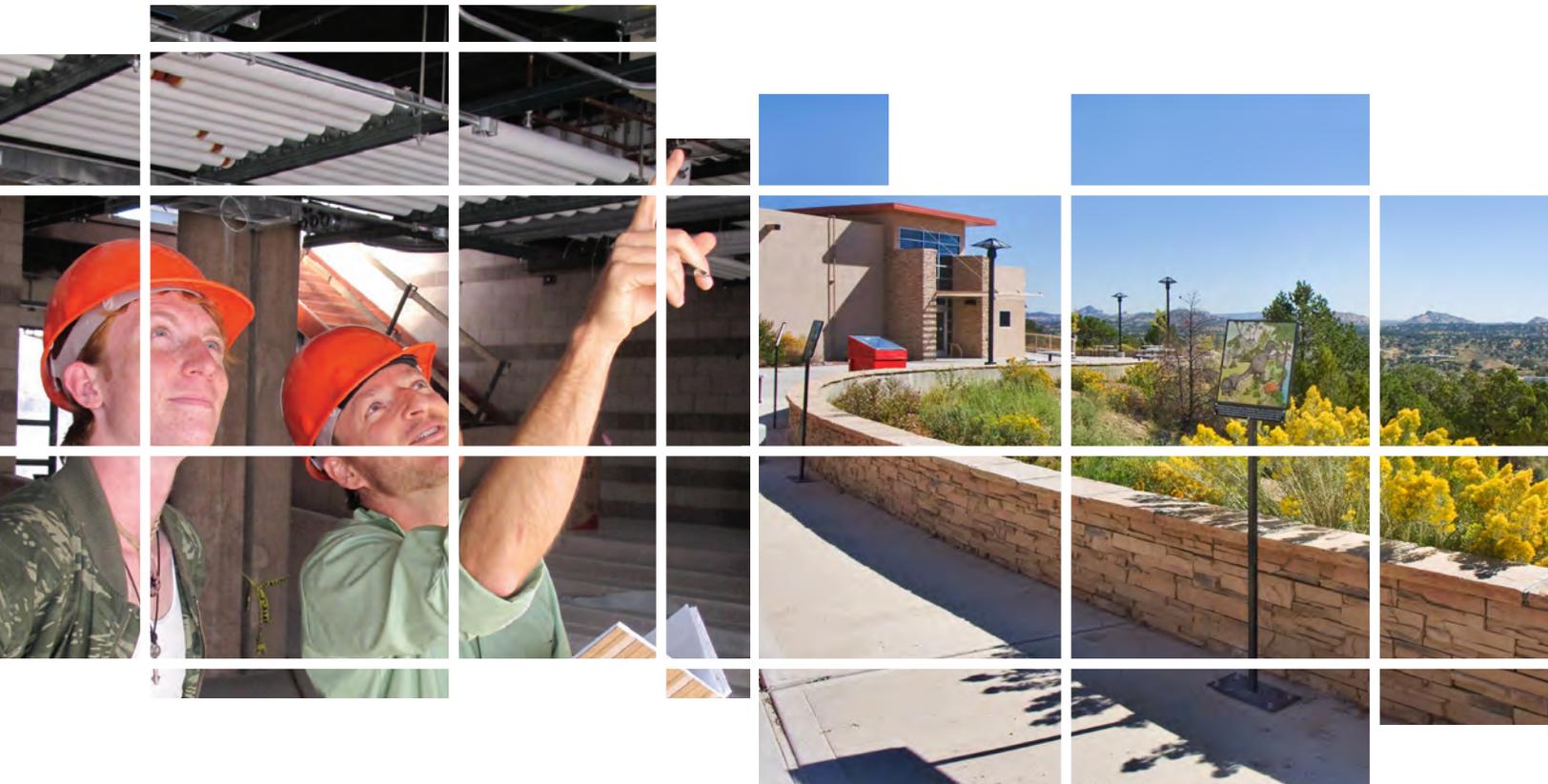
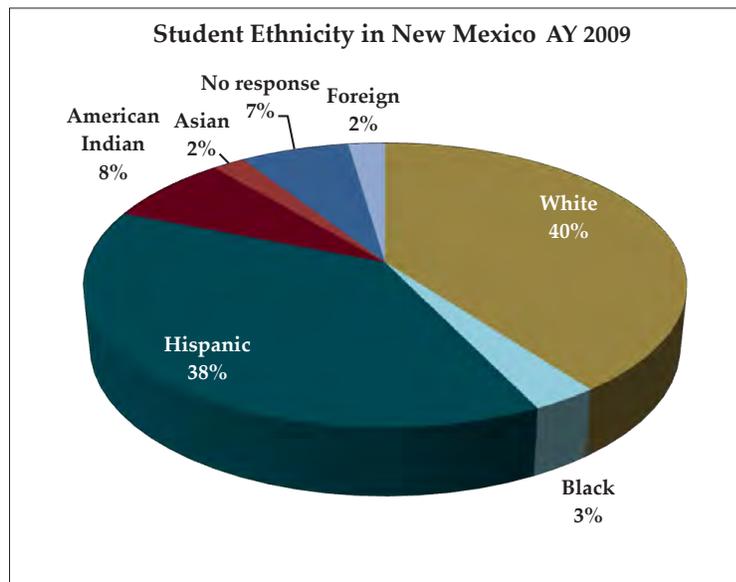
Higher Education Data System Updated

The public higher education data system, known as DEAR (Data Editing and Reporting), has been updated to better track student progress and to help students with entry into college and the transfer of courses among public colleges. This has been achieved through the collaborative efforts of the Department's Information and Technology and Planning and Research Divisions. In addition to data previously collected, public colleges and universities now are involved in increased reporting, including STARS IDs (the K-12 data system), individual institutional IDs, longer name length and a new ethnicity reporting format. Starting fall 2010, the Planning and Research Division began collecting grades, merging the dual credit file with student courses and updating the Classification of Institutional Programs (CIP) codes in DEAR for all public postsecondary institutions.



New Mexico Higher Education Department Begins Collecting Tribal Student Data

American Indian Students who pursue higher education in New Mexico come from a variety of tribes both within New Mexico and nationally. In addition to those attending New Mexico public colleges and universities, there are approximately 2,300 American Indian students in New Mexico's four tribal colleges: Diné College, the Institute of American Indian Arts, Navajo Technical College and Southwestern Indian Polytechnic Institute. With the passage of House Bill 90 (2010), the Planning and Research Division has begun to collect Native student data from tribal colleges. The Institute of American Indian Arts was the first tribal college to submit student data. Once all of the tribal colleges have fully incorporated institutional data into DEAR, New Mexico will have a more complete picture of Native student progress and success, and thus will be better positioned to provide appropriate support and targeted assistance as needed so that more American Indian students are able to pursue their academic and professional aspirations.



2010 Legislative Action Related to Higher Education

Appropriation and Capital Bills:

House Bills 2, 3, 4, 5, & 6: General Appropriations Act 2010

House Bill 5: Severance Tax Bond Projects

Senate Bill 1: 2010 Capital Projects GO Bond Act

Senate Bill 182: Capital Outlay Reversions for Solvency

Statutory Bills

House Bill 70: Educational Data Systems. An act requiring the creation of an educational data system that serves pre-kindergarten through post-graduate (P-20) education in order to collect, integrate and report longitudinal student level and educator data; conduct research and evaluation regarding federal, state and local education and training programs; and audit and ensure compliance of those programs.

House Bill 90: Native American Schools Dual Credit Program. An act that provides Bureau of Indian Education high school students access to participate in the statewide Dual Credit Program. Participating BIE schools are responsible for textbooks, while tribal colleges (Diné College, Institute of American Indian Arts, Navajo Technical College and the Southwestern Indian Polytechnic Institute) are responsible for waiving tuition and general fees associated with the Dual Credit Program. Eligible BIE high school students are responsible for arranging transportation to the site of the dual credit course and returning textbooks to the BIE school.

House Bill 150: Hispanic Education Act. An act providing a new section of the Public School Code that creates the Hispanic Education Office within the New Mexico Public Education Department, prescribes the duties and responsibilities of the office and creates and defines the membership of the Hispanic Education Advisory Council to assist the Cabinet Secretary of Public Education in improving the public school education of Hispanic students. The bill further outlines the requirements for an annual preschool through postsecondary statewide Hispanic education status report.

House Bill 237: Government Restructuring Task Force. An act creating a 17-member Government Restructuring Task Force to study the resources of the state's agencies' programs, services, funding and policies, and the public need served by them; and seeks to examine the laws, constitutional provisions, rules and court decisions governing state government and reorganization. The task force must meet at the call of the chair at least one time per month. The Department of Finance and Administration and various state agencies must cooperate with the task force and provide them with information regarding budget, staffing, organizational structure and other requested information.

House Bill 239: No Educational Retirement Benefit. An act amending the Educational Retirement Act provisions related to cost-of-living adjustments to prohibit decreases in annual annuities of retirees due to negative inflation or deflation. Existing statute allows the annuities to increase or decrease according to changes in the Consumer Price Index, with the exception that the annuity shall not fall below the level received by the retiree at his/her retirement.

House Joint Memorial 1: Study Uniform Military Credit at New Mexico Colleges. A joint memorial requesting that the New Mexico Higher Education Department study the benefits and feasibility of establishing uniform standards for accepting military credit and articulation among all colleges and universities in New Mexico.

House Joint Memorial 7: UNM-Los Alamos Environmental Education. A joint memorial requesting the New Mexico congressional delegation to support the University of New Mexico-Los Alamos Environmental Science Education Initiative and appropriate necessary funding.

House Joint Memorial 16: Study Ready Curricula in Teacher Education. A joint memorial proposing that a working group study the curriculum and textbooks of required reading courses in teacher preparation programs to make sure that statutory requirements are being met. The work group will be composed of three deans or directors of teacher preparation programs, three members of the Legislative Education Study Committee and other members as selected. The work group will define its methodology and process for the review. A report is due to the Legislative Education Study Committee and the Governor by November 1, 2010.

House Joint Memorial 60: UNM Humanities Research & Teaching Center. A joint memorial endorsing the University of New Mexico's initiative for a Humanities Research and Teaching Center. The bill states that the driving forces behind the University of New Mexico's strengths in interdisciplinary humanities research and teaching include the internationally recognized faculty and programs in native language preservation, border studies, regional studies and transnational, international and global studies.

House Memorial 44: Santa Fe Community College Day. A memorial proclaiming February 16, 2010, “Santa Fe Community College Day” at the House of Representatives to honor and showcase the college, its many contributions and its commitment to students and community.

House Memorial 50: Develop Statewide Nursing Education Plan. A memorial requesting the New Mexico Center for Nursing Excellence and the New Mexico Board of Nursing to convene a task force comprised of the New Mexico Health Policy Commission, New Mexico Higher Education Department, New Mexico Department of Health and representatives of New Mexico postsecondary institutions to develop a new statewide nursing education plan and to report to the Legislature on that plan.

House Memorial 69: Study School Content, Curricula and Programs. A memorial requesting that the New Mexico Public Education Department study the alignment of district curricula with New Mexico Content Standards and the proposed national common core standards. The study, designed in collaboration with the Office of Educational Accountability and the Legislative Education Study Committee, should review and make recommendations concerning the extent to which teacher preparation and professional development programs in New Mexico are providing teachers with sufficient knowledge about the state content standards and adequate instructional strategies for helping students to meet those standards. The results of the study are to be reported to the Legislative Education Study Committee by December 2010.

House Memorial 73: Increase Southwest Indian Polytechnic Institute Funding. A memorial requesting the U.S. Congress to increase appropriations for Southwest Indian Polytechnic Institute by adding a \$10 million line item within the U.S. Department of the Interiors’ Bureau of Indian Education for SIPI. In addition, the bill urges Congress to adhere to the postsecondary federal funding formula, which would provide SIPI \$1,178,195 more than the current federal appropriation.

Senate Bill 85: School Leadership Institute. An act establishing the School Leadership Institute administratively within the New Mexico Higher Education Department. The Institute shall provide a comprehensive and cohesive framework for preparing, mentoring and providing professional development for principals and other public school leaders. The bill proposes that the Institute shall offer licensure preparation, mentoring and professional development for aspiring principals and new superintendents.

Senate Bill 91: Delay Educational Retirement Contributions. An act deferring the 0.75 percent increase in the employee contribution to the Education Retirement Fund required under statute in FY11 until FY13. In FY12, the employer’s share would increase 1.25 percent from 10.9 percent in FY10 and FY11 to 13.15 percent and to 13.9 percent in FY13.

Senate Bill 132: Hispanic Education Act (House Bill Version Signed; see House Bill 150)

Senate Bill 134: Military Veterans to Receive Lottery Scholarship. Changes the eligibility for military veterans to receive a Legislative Lottery Scholarship by extending the timeline for enrollment to one year from 120 days.

Senate Bill 152: College Student Lists to Credit Companies. An act prohibiting New Mexico public and private postsecondary institutions from selling student lists to credit card issuers. The bill prohibits institutions from contracting or cooperating with credit card issuers to market credit cards, including the marketing of credit cards on campus property, and specifies penalties for each violation.

Senate Joint Memorial 18: National Solar Observatory. A joint memorial expressing support for the consolidation of National Solar Observatory staff within New Mexico and encourages efforts to maximize the consolidation’s benefits for the National Solar Observatory and the people of New Mexico.

Senate Joint Memorial 53: New Mexico Tech Center for Border Security. A joint memorial requesting New Mexico Institute of Mining and Technology to establish a center for border security to provide education, training, research and technical assistance to state agencies and local organizations applying for federal funds to counter border violence.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Helping Students Succeed 2010

Acknowledgements

The New Mexico Higher Education Department's 2010 annual report *Helping Students Succeed* was a collaborative effort of the Department's staff and multiple divisions. Although efforts were made to ensure accuracy, we apologize for errors that may have occurred. Data reflected in this document were submitted prior to an early deadline for publication and may have changed. Please visit www.hed.state.nm.us for more current data and to download additional copies.

We would like to give special thanks to all New Mexico colleges and universities for photographs that appear in this publication:

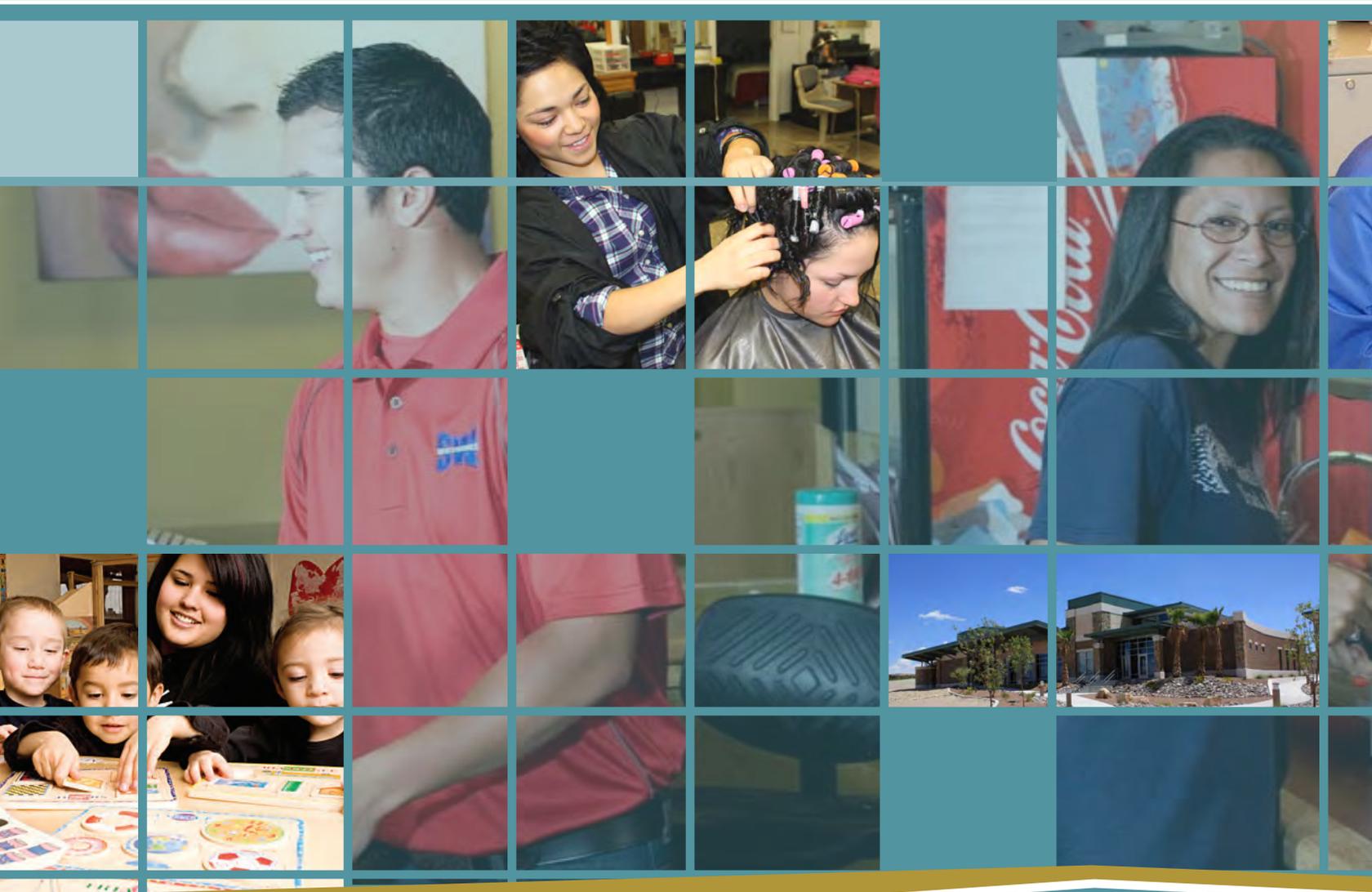
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