

# *Helping Students Succeed*

NEW MEXICO HIGHER EDUCATION DEPARTMENT  
ANNUAL REPORT 2009





*“New Mexico’s colleges and universities are rising to the occasion to meet the needs of our students, who, in these difficult economic times, turn to higher education to improve their skills. Record numbers of students are enrolling in college – whether for the first time or to increase job opportunities – and are taking advantage of the financial assistance, relevant programs and accessible classes that our institutions make available to them. And, thanks to enhanced collaboration and communication among elementary, secondary and postsecondary institutions and related state agencies, more students are achieving their educational dreams.”*

**Bill Richardson**  
Governor



*“We are building a unified and accountable system that serves students from Pre-K through college and is responsive to our state’s workforce needs. Our education system must be versatile and strong enough to support the dynamic global economies. We must ensure that we are developing the next generation of energy, film, and business entrepreneurs, experts, and technicians. Every New Mexican, regardless of age or background, must have access to the best education possible and be prepared for success in the workforce.”*

**Diane Denish**  
Lieutenant Governor



NEW MEXICO HIGHER EDUCATION DEPARTMENT  
*Helping Students Succeed*  
2009

Dear Colleagues:

The New Mexico Higher Education Department's annual report *Helping Students Succeed 2009* shows the breadth and scope of the work achieved on behalf of our students across New Mexico. This document is a reflection of the commitment from the higher education and public education communities as well as that of this agency to further educational and professional opportunities for every student. Although we acknowledge that more must be done to increase educational attainment for all New Mexicans, the contents of this report demonstrate that much is currently under way toward reaching that goal.

You will note that this report is organized in specific Cluster Strands that illustrate my vision for how we operate as a Department: P-20, Diversity, Workforce, Administrative Services, Planning and Research and Communications. I designed these clusters in order to better serve our students, our institutions and our constituents and achieve greater success, increased accountability and enhanced communication.

P-20 (pre-school through graduate education) is the term we use for a coherent system that provides a seamless educational experience for our students – whether in kindergarten, elementary, secondary or postsecondary school or returning as an adult to finish a high school diploma or an advanced degree. To that end, we continue to work closely with our colleagues in the New Mexico Public Education Department to strengthen the connectedness of the public K-12 and higher education systems and remove the obstacles that prevent students from accessing the education they desire and deserve. Particular success is demonstrated in the increase in dual credit enrollment across the state, providing students the opportunity to become better prepared for college and the workforce.

In the current financial climate, we face real challenges as we expand participation in higher education in the way we must. In these difficult economic times, our colleges and universities are doing their best to accommodate more students while experiencing severe budget shortages and by using every dollar as efficiently as possible. Although New Mexicans are earning bachelor's degrees at a rate below the national average, the trends are beginning to shift and increased enrollment is a positive indicator.

In spite of significant strides, New Mexico remains one of the lowest performing states in education. As we know, more education means more opportunities for our citizens and leads to a healthier economy. A crucial tool is in the works: we have submitted a grant proposal for a statewide P-20 longitudinal data system so that we can track student progress from pre-K through school into college and the workforce. Once funded, this critical information will help us achieve the goal of increasing educational attainment for all New Mexicans.

The New Mexico Higher Education Department continues to take a comprehensive and collaborative approach in its work. New Mexico's ability to begin to show progress in student educational achievement owes its momentum to the many colleges and universities, schools and school districts, professors, instructors, teachers, principals, administrators and community, nonprofit and business leaders who are working together to increase student success. We thank you for your continued commitment.

Sincerely,

Dr. Vi Florez  
Cabinet Secretary



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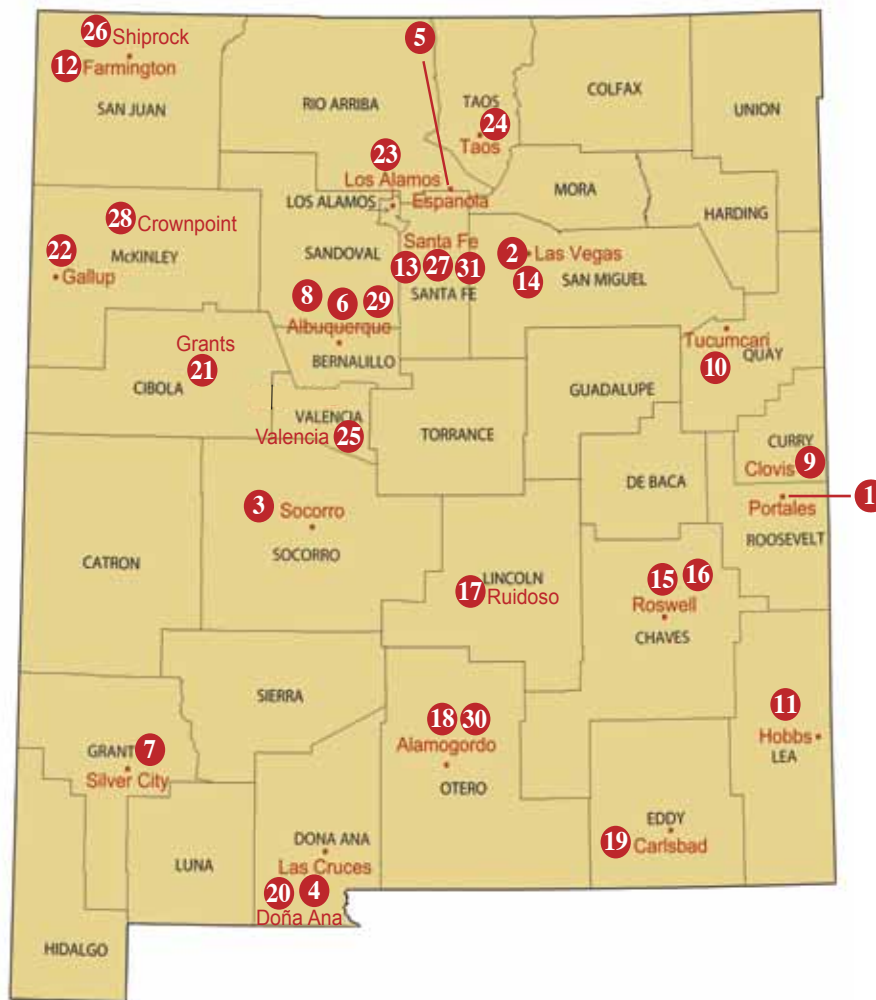
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# STATE-FUNDED COLLEGES, UNIVERSITIES, TRIBAL COLLEGES & SPECIAL SCHOOLS IN NEW MEXICO



## FOUR-YEAR PUBLIC COLLEGES & UNIVERSITIES:

- 1 - Eastern New Mexico University, Portales (1934)
- 2 - New Mexico Highlands University, Las Vegas (1883)
- 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:

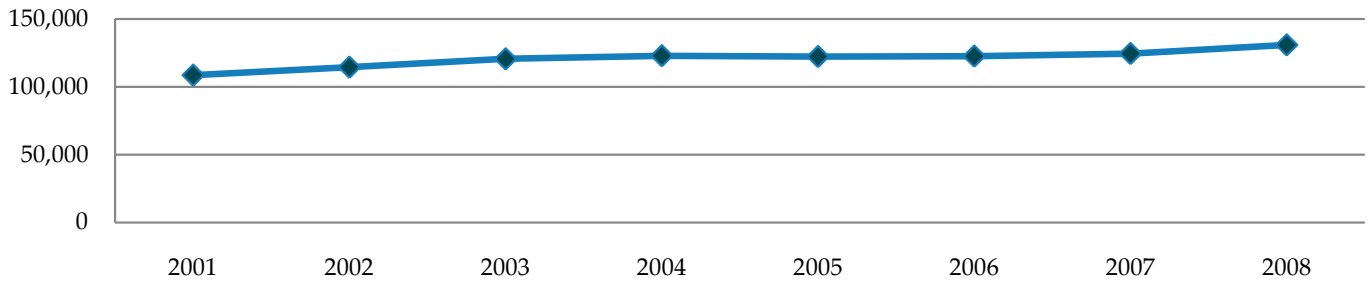
- 30 - New Mexico School for the Blind and Visually Impaired, Alamogordo (1903)
- 31 - New Mexico School for the Deaf, Santa Fe (1887)

## Enrollment Summary

	Fall 07	Fall 08	
	Head Count	Head Count	Percentage Change
<b>Research Universities</b>			
New Mexico Institute of Mining and Tech	1,890	1,925	2%
New Mexico State University	16,722	17,247	3%
University of New Mexico	25,534	25,636	0%
University of New Mexico-Medical School	301	303	1%
	<b>44,447</b>	<b>45,111</b>	<b>1%</b>
<b>Comprehensive Institutions</b>			
Eastern New Mexico University	4,253	4,439	4%
New Mexico Highlands University	3,604	3,621	0%
Northern New Mexico College	2,237	2,593	16%
Western New Mexico College	2,747	2,948	7%
	<b>12,841</b>	<b>13,601</b>	<b>6%</b>
<b>Branch Community Colleges</b>			
ENMU - Roswell	3,905	3,710	-5%
ENMU - Ruidoso	845	1,031	22%
NMSU -Alamogordo	2,514	3,237	29%
NMSU -Carlsbad	1,423	1,847	30%
NMSU - Dona Ana	7,803	8,596	10%
NMSU -Grants	798	1,251	57%
UNM - Gallup	2,894	2,850	-2%
UNM - Los Alamos	664	686	3%
UNM - Taos	1,278	1,446	13%
UNM - Valencia	1,879	2,098	12%
	<b>24,003</b>	<b>26,752</b>	<b>11%</b>
<b>Independent Community Colleges</b>			
Central New Mexico Community College	22,759	24,870	9%
Clovis Community College	3,706	3,777	2%
Luna Community College	2,113	1,959	-7%
Mesalands Community College	905	1,135	25%
New Mexico Junior College	3,077	2,953	-4%
New Mexicio Military Institute	508	511	1%
San Juan College	10,345	11,855	15%
Santa Fe Community College	5,670	5,840	3%
	<b>49,083</b>	<b>52,900</b>	<b>8%</b>
Statewide Totals:	<b>130,374</b>	<b>138,364</b>	<b>6%</b>

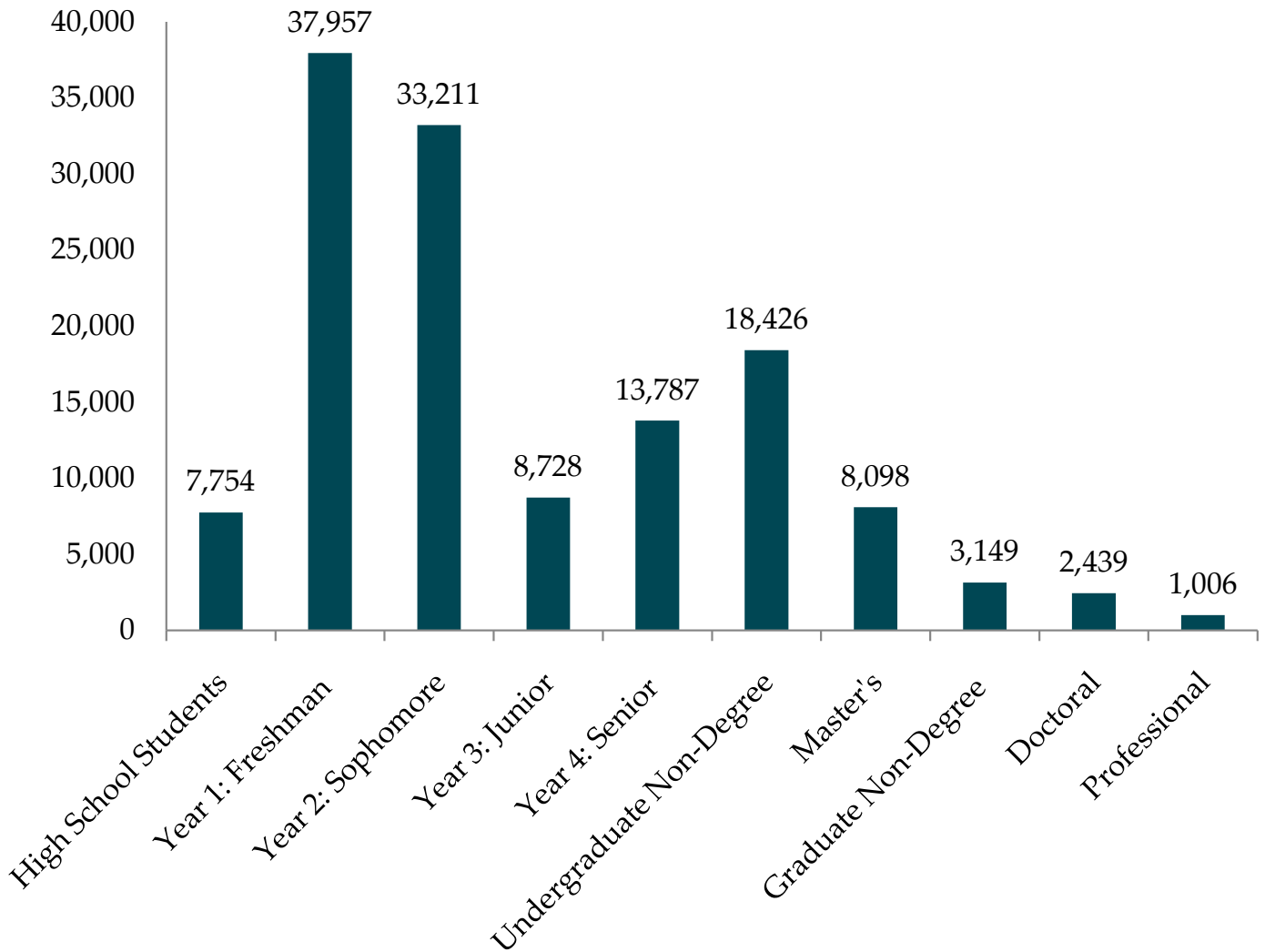
### Statewide Fall Enrollment Totals 2001-2008

Source: New Mexico Higher Education Department Data Editing and Reporting System



### Fall 2008 Enrollment by Student Level

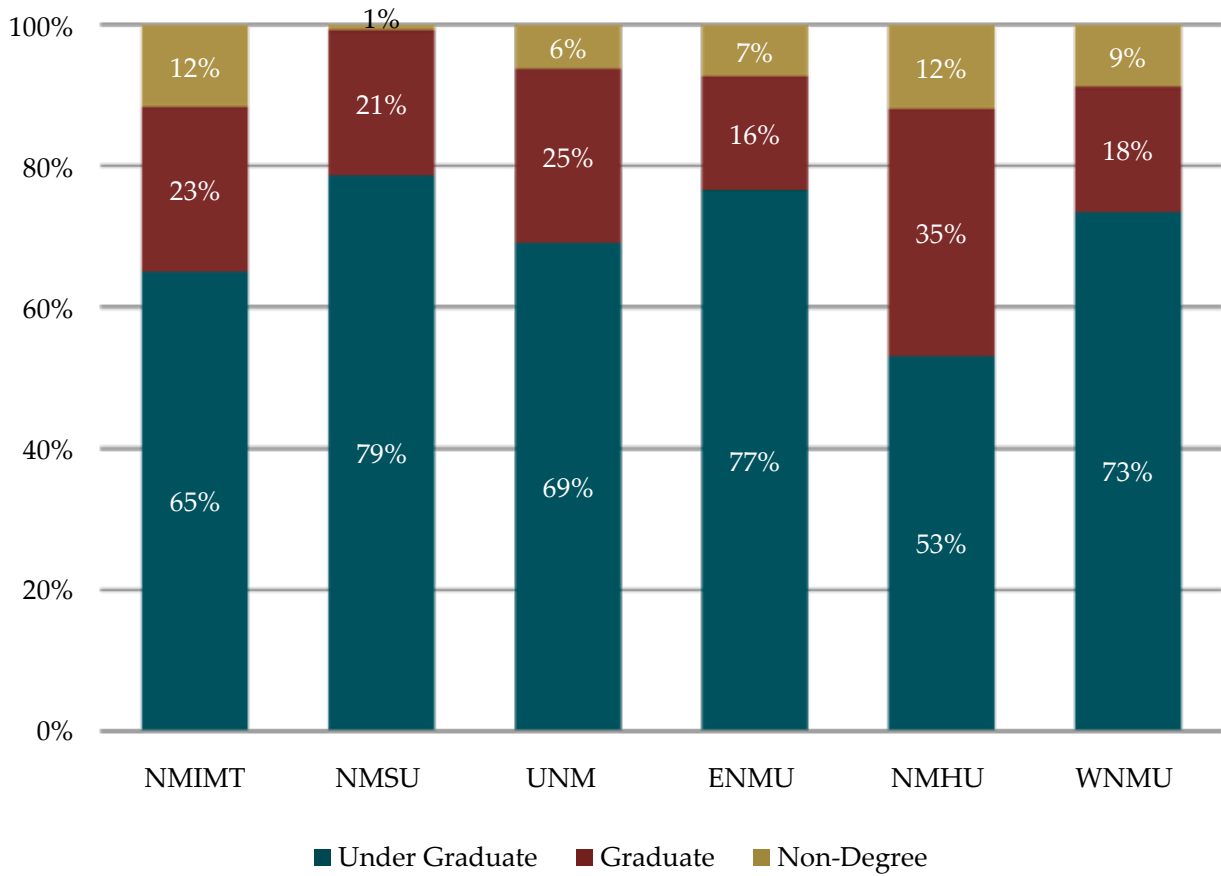
Source: New Mexico Higher Education Department Data Editing and Reporting System





## Distribution of Headcount Enrollment by Student Type Fall 2008

Source: New Mexico Higher Education Department Data Editing and Reporting System



# Pre-Kindergarten P-20 through College Policy and Programs



## DUAL CREDIT

In 2007 the Legislative Education Studies Committee endorsed successful legislation to create, for the first time, a dual credit program in New Mexico state law. With legislation and agency rules effective the summer of 2008, school year 2008-2009 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.

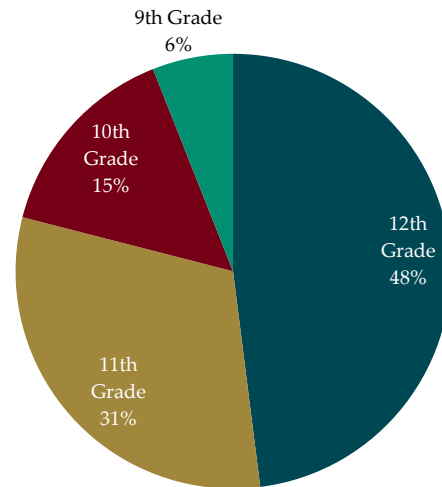
### Student Participation and Data Collection

The dual credit program experienced high levels of success in the area of student participation. From estimated figures of 6,000 to 7,000 during school year 2007-2008, actual enrollment during school year 2008-2009 grew to almost 10,000 with nearly 2,000 of those students enrolling in two or more courses. More than 2,700 unique college courses were taken by dual credit students during the 2008-2009 academic year. According to the 2008-2009 data, approximately 74% of students received a weighted GPA of 2.5 or better in their dual credit coursework.

In 2008-2009, the New Mexico Higher Education and Public Education Departments collected, compiled and disseminated data that addressed questions related to student demographics, student success, coursework subject area and delivery location, institutional participation levels and other areas related to the 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 is the establishment of a P-20 longitudinal database allowing use of longitudinal student record data. (Data Quality Campaign, "L" In Longitudinal, 2008)

### Dual Credit High School Grade Level

Source: New Mexico Higher Education Department  
Data Editing and Reporting System



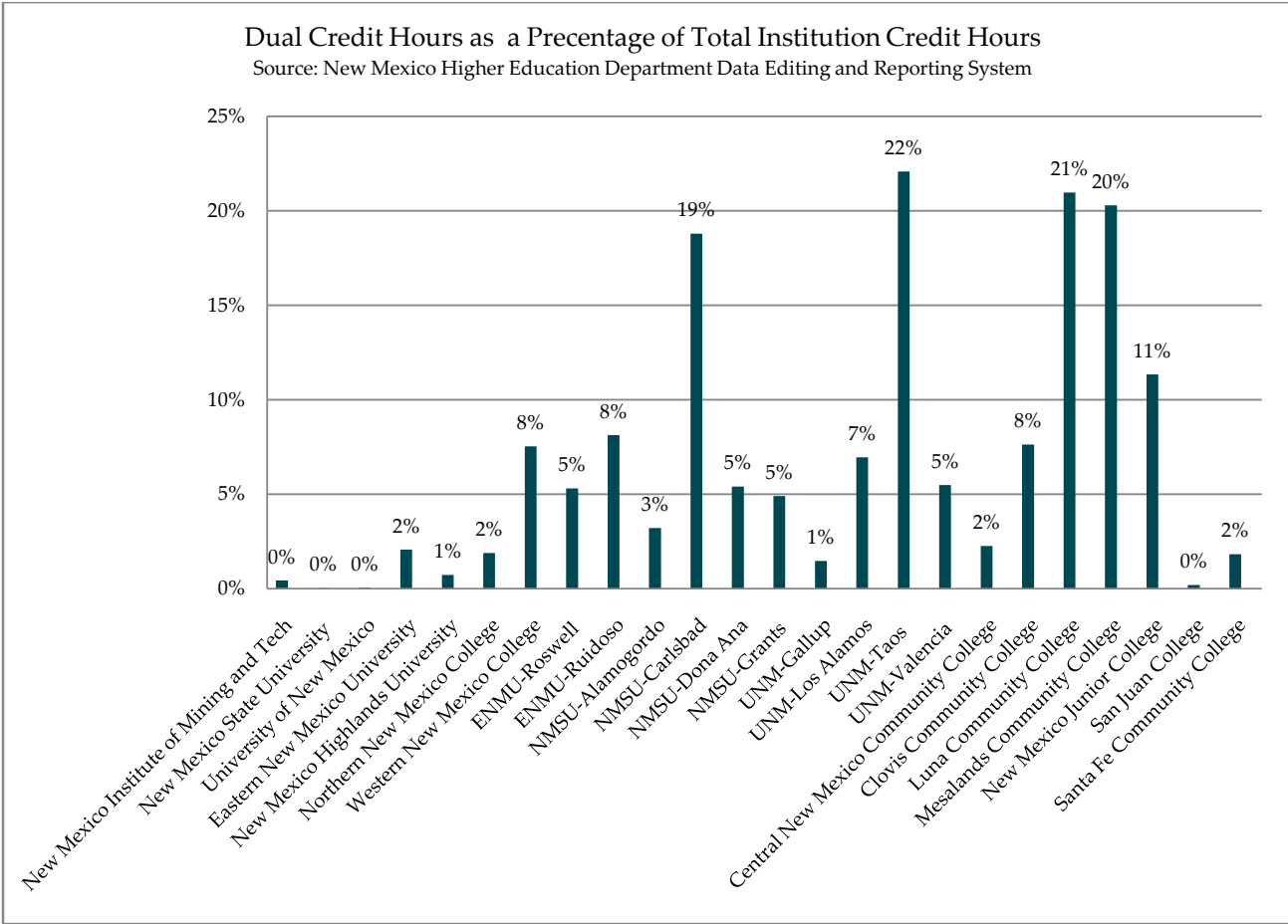
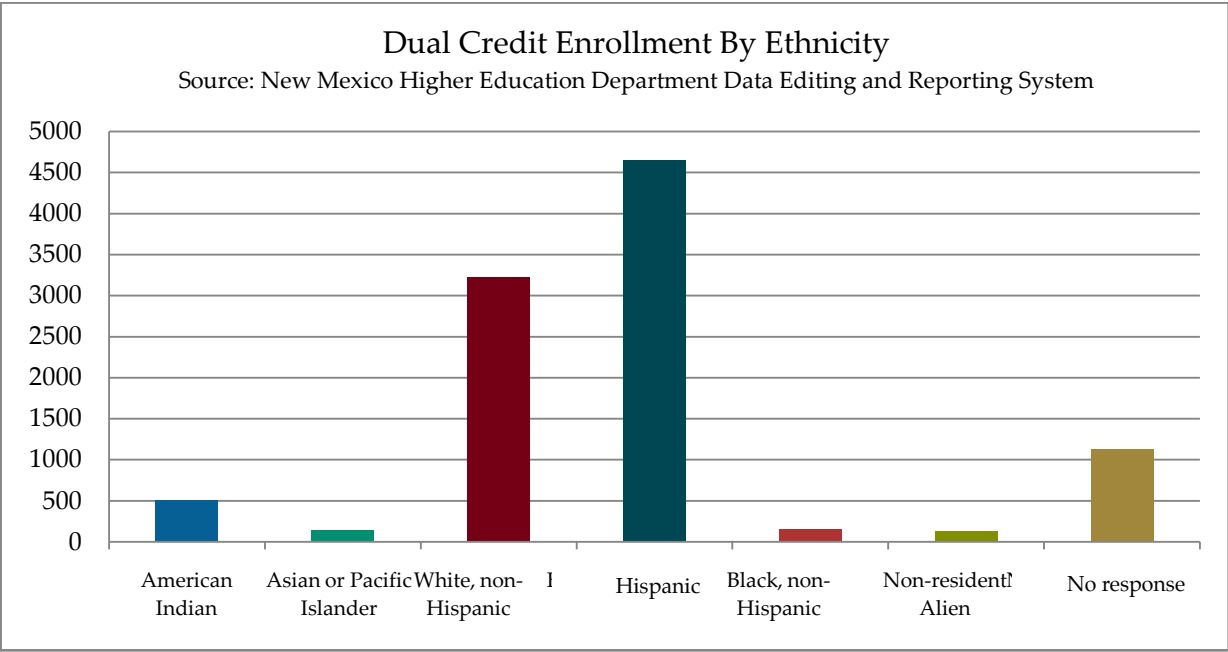
- Of all dual credit course grades reported 63% are an "A" or "B"
- For all grades inside GPA calculation, 73% are lottery eligible (2.5 or higher)
- 60% of dual credit students are taking multiple classes
- The average GPA for females is 3.1 while for males it is 2.9
- Females make up 54% of total enrollments

### Dual Credit Council

Created by agency rules, 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 Council administers an appeals process for secondary and postsecondary schools "to address issues outside the scope of the [uniform master] agreement." The Council also makes recommendations to the two Cabinet Secretaries "on issues not addressed in the agreement."

During the 2008-2009 year, 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, and participation of tribal colleges in the dual credit program.

The following page offers two additional graphics which illustrate Dual Credit enrollment by ethnicity and Dual Credit hours as a percentage of total institutional credit hours.



As you can see from the above chart, the Dual Credit program has become a significant portion of institutions' student credit hours portfolio. The dual credit program seems to be concentrated at two-year institutions while only a handful of four-year institutions rely on the Dual Credit program for credit hour generation.

It is also interesting to note that while CNM has the most dual credit hours generated out of all of the public postsecondary institutions, the percentage of the dual credit hours compared to total institution credit hours is significantly low.

## ACHIEVING THE DREAM

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's higher education institutions. Twenty-seven of the state's 28 colleges and universities with developmental education programs attended the initial meeting. The task force outlined these goals:

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

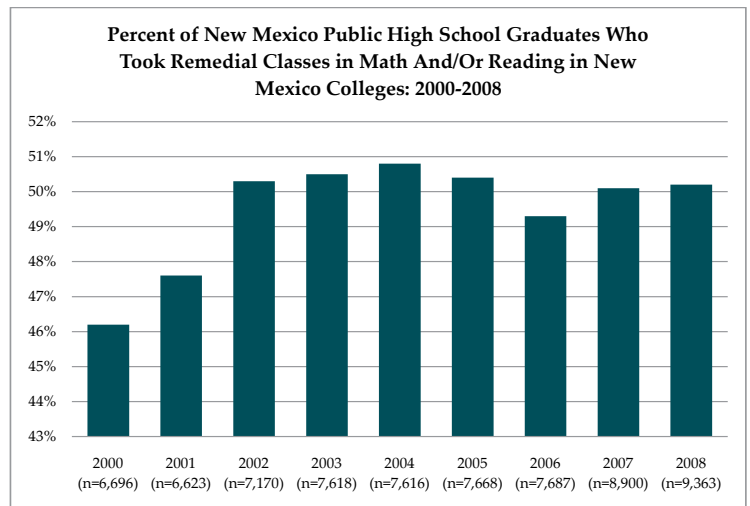
Progress has been made in each of these areas through three workgroups.

### Best Practices

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 developmental education programs in the state and has identified current best practices and related challenges at New Mexico higher education institutions. 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.

## College Readiness

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. The group has recommended that a more comprehensive placement policy be established and, in particular, that developmental education course competencies be aligned. Four college's that have aligned competencies have agreed to collaborate in designing and presenting a common alignment framework.



### Measurement and Evaluation

The Measurement and Evaluation Workgroup reviewed existing developmental education measures from the state and nation and made recommendations for the effective measurement of developmental education outcomes. Institutional researchers statewide met to discuss the accuracy and implementation of the new measures and benchmarks. Crucial to this effort, of course, is the establishment of a P-20 longitudinal database allowing use of longitudinal student unit record data. In 2009, the state applied for federal funding of a statewide longitudinal database.



## TITLE II: IMPROVING TEACHER QUALITY GRANTS

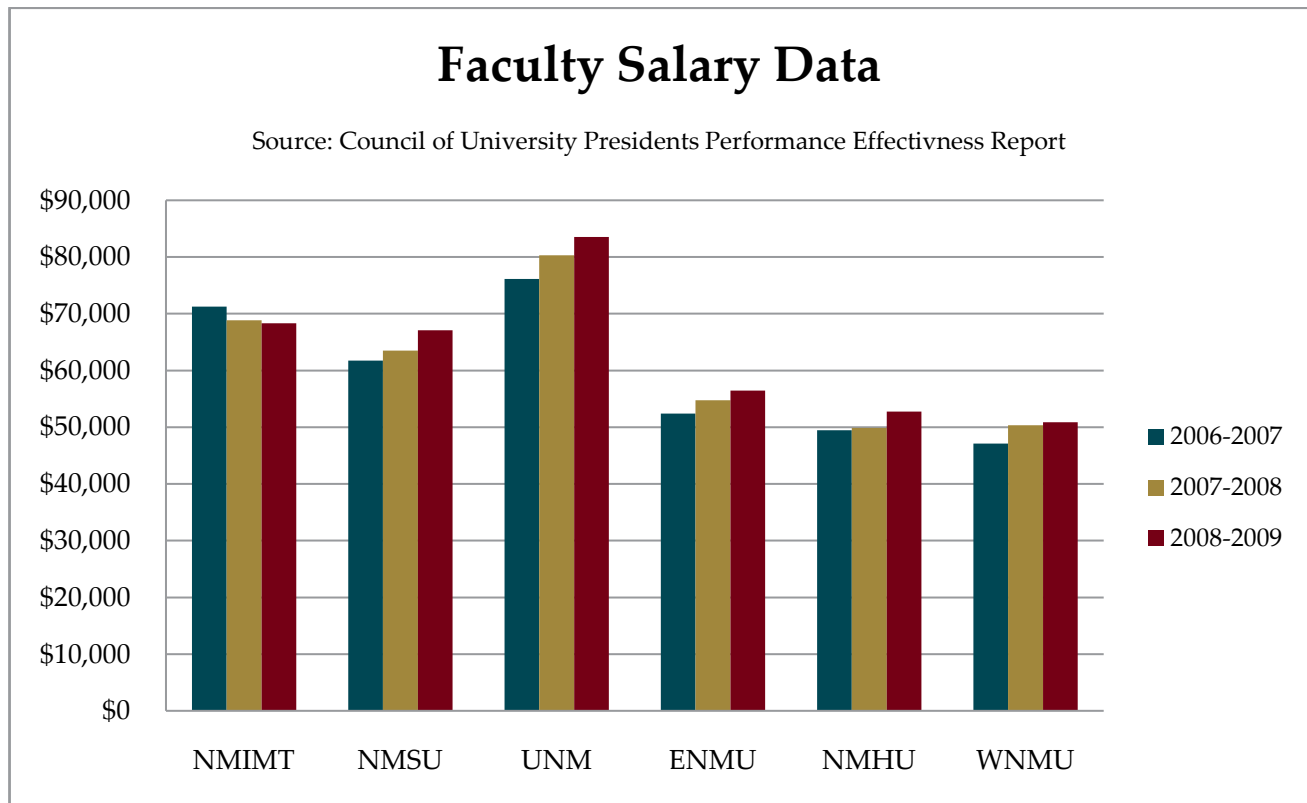
Since federal fiscal year 2002, the New Mexico Higher Education Department has been receiving yearly grants from the U.S. Department of Education under the authority of the Elementary and Secondary Education Act as amended by No Child Left Behind through a program called Title II, Part A, Teacher and Principal Training and Recruitment Fund for a project entitled Improving Teacher Quality Grants. To date, the total amount received is \$ 4,904,880. 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.”

### Title II Improving Teacher Quality Grants:

Institution	Project Name	FFY07Award	FFY08 Award
New Mexico Highlands University	Pathways to Teaching	\$70,000	\$71,000
New Mexico State University	Opportunities for Transforming Educational Communities	\$136,918	\$139,926
University of New Mexico	American Indian Teacher Quality Project	\$150,000	\$153,000
Western New Mexico University	El Puente Partnership	\$200,000	\$205,000

All four projects are providing scholarships and support to paraprofessionals so they can improve their content expertise and move towards becoming fully licensed teachers.

The Title II award for Federal Fiscal Year 2009 in the amount of \$596,617 has been recently received by the New Mexico Higher Education Department. A Request for Proposals and awarding of contracts will be announced by early 2010.



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.

## ADULT BASIC EDUCATION

The New Mexico Higher Education Department's Adult Basic Education (ABE) 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 (ESL) and civics
- Preparing for college and careers
- Entering and thriving in New Mexico's workforce

The Department's Adult Basic Education Division achieved valuable accomplishments:

- A legislative proclamation declared February 20, 2009, as ABE Day, raising awareness of the mission and challenges of adult education in New Mexico
- The NM ABE funding formula was shifted from being enrollment-based to performance-based, an initiative undertaken through the assistance of the Performance-Based Funding Task Force, in consultation with a national research organization and supported by the U.S. Department of Education Office of Vocational and Adult Education
- The ABE Transition to College and Careers project administered Ford Foundation funding to sponsor two pilot projects serving 50 students, 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
- More ABE programs are participating in New Mexico's distance education pilot project program
- Professional development activities focused on improved instruction and other objectives such as college and career transition and public awareness

### Trends and Outcomes: Data Driven Performance in Adult Education

NM ABE has taken steps to improve student intake, assessment, goal setting and follow-up with policies to ensure collection of consistent, reliable data from the 28 local programs in order to drive program improvement. To accommodate and enhance state and local program processes, customized procedures have been designed and implemented around LACES, the statewide web-based data management system for adult education. Notable accomplishments include:

- A customized desk monitoring system where programs can monitor performance data for better decision-making and further improvements
- Progress in creating a seamless, longitudinal database for enhanced tracking of student progress across fiscal

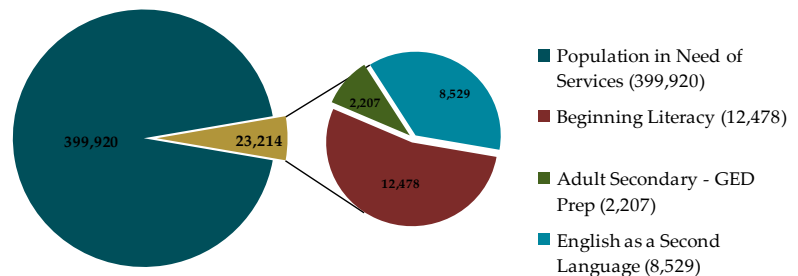
year timelines

- Data matching with other agencies for the purpose of tracking the core educational outcomes of GED attainment, postsecondary transitions and entering the workforce, thus ensuring the largest possible cohort of students is tracked

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

According to the 2006 American Community Survey, more than 313,000 New Mexico adults between the ages of 18 and 64 do not have a high school diploma. An additional 107,800 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. In fiscal year 08-09, ABE programs in New Mexico enrolled more than 23,000 students. Due to limited funding, NM ABE currently is only able to serve five percent of the eligible adult population.

2008/2009 Adult Basic Education Students Served Versus Population in Need of Services



### Student Preparedness for Adult Education

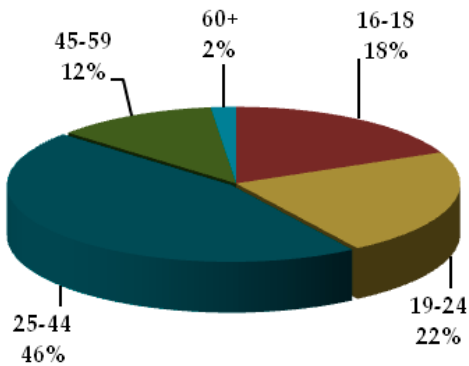
NM ABE is considered primarily a GED program; however, few students enter prepared to study at this level. Approximately 90% of New Mexico students enroll in the lowest levels of adult basic education and English language proficiency. Of particular note:

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

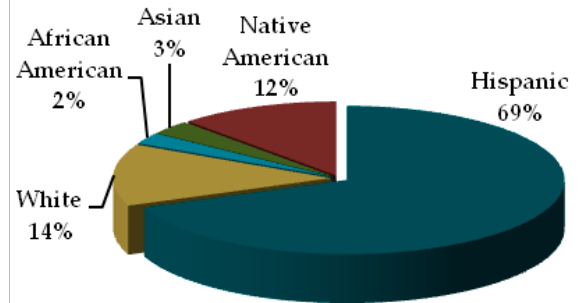
## Adult Basic Education Student Demographics

While in previous years enrollment in ABE programs has been steady at approximately 20,000 students per year, 2008-09 saw a 15% increase in enrollment to more than 23,000 students receiving 12 or more instructional hours. Hispanic females still constitute the majority of the ABE population in New Mexico with 39% of the total students served in 2008-09, a disproportionate segment of the student population compared to statewide ethnicity distributions. Students ages 25-44 constitute the majority of the ABE population, though that number has decreased from 50% in 2005-06 to 46% in 2008-09, with a concomitant increase in 16-24 year old students. The following charts describe age, ethnicity, and educational demographics currently observed in the NM ABE student population.

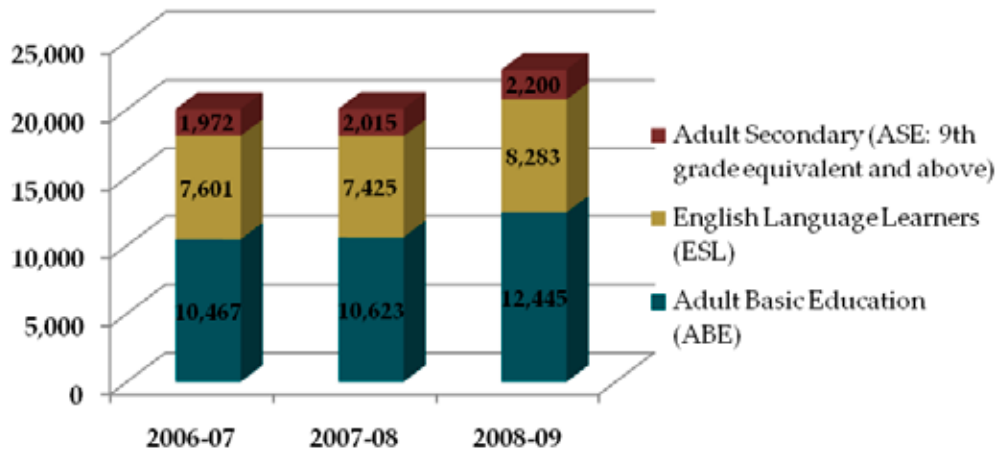
New Mexico ABE Enrollment by Age



New Mexico ABE Students by Ethnicity



Enrollment Distribution 2007-2009  
12+ Instructional Hours



## Program Performance

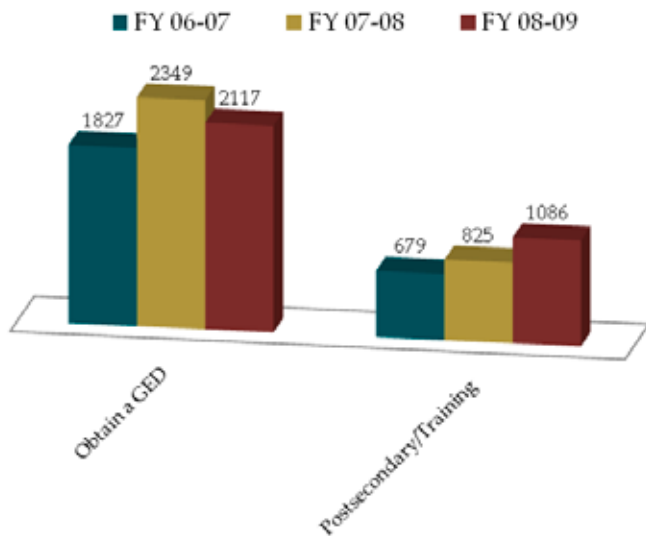
During 2008-09, ABE Division and New Mexico's ABE programs continued to emphasize improvement in program data quality. The outcome has been statewide improvement in data quality with achievements being made towards accurate, longitudinal data for tracking program progress. The following sections describe key achievements and highlights. 2008-09 marks the second year in which NM ABE reported core student goals and outcomes by applying a data-matching methodology. NM ABE is now comparing 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. Data reveal that ABE students are excelling:

- 2,117 ABE students received a GED in 2008-09
- The number of students having met the goal of entering the workforce is the highest ever reported and more than double that reported in previous years
- In 2008-09, 1,086 students entered college or postsecondary training programs
- Overall NM ABE reports a 21 percent increase in the number of reported postsecondary outcomes compared to 2007-08

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 three years.

**Number of New Mexico ABE Students Who Set and Attain GED or Postsecondary Goals (12+ Instructional Hours)**



### 2009 Adult Basic Education Program of the Year

Every year the Adult Basic Education Division recognizes overall program excellence and innovation with the “Outstanding ABE Program of the Year” award. This year the honor went to the Adult Basic Education Program at Diné College in Shiprock. The program director has participated in the two-year Leadership Excellence Academy and continues to put practitioner action research to good use. Diné restructured their ABE program after studying their performance and researching best practices nationwide. With the needs of their community in mind, Diné designed and implemented an evidence-based orientation process and intensified instruction. Their goal was to increase both student persistence and performance by helping students clarify their goals, their commitment and their sense of being part of a learning community.

Diné’s innovative orientation practice and ongoing attention to continuous program improvement have reaped tangible rewards for the students who participate in Diné’s ABE program. Students are increasing their educational level gains and GED graduation rates, while spending fewer instructional hours to achieve these goals. The program’s enrollment and retention rates have increased significantly. The program attributes this success primarily to the mandatory, structured orientation, along with the staff’s supportive encouragement and assertive follow-up with students. In the spirit of collaboration, Diné College readily shares their research and practice with other programs. Because of the creative work and dedication of the Diné College ABE staff, their program is evolving a powerful model for best practices in adult education in New Mexico.

### Distance Education

NM ABE programs continue to increase the use of technology in both traditional classrooms and in distance education programs. Numerous instructional programs have been implemented using a range of well tested and effective software packages. These programs have the synergistic benefit of enhancing student computer literacy while simultaneously providing basic literacy and numeracy instruction.

The ABE Division partners with the national Project Ideal to build effective distance education programs for adult learners and help teachers develop materials and tools. In 2008-09, New Mexico had one new and two continuing ABE programs participating as members of New Mexico’s Distance Education Pilot Program. Three additional ABE programs have joined the program and will be full participants in the pilot project in 2009-10.

### ABE Programs Demonstrate Significant 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 students’ realization of their employment and educational goals. According to 2006 U.S. Census data, a GED graduate earns on average \$10,000 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 their 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:

- \$21,091,200 in new income from 1,352 students gaining jobs (1,352 x 2,080 hours x \$7.50/hour)
- \$21,170,000 in enhanced earning potential from GED Graduates (2,117 students x \$10,000/year)
- \$576,160 in increased income from 554 students receiving job promotions (554 x 2,080 hours per year x \$.50/hour)
- An estimated savings of \$546,000 from 42 students being removed from public assistance (42 x \$13,000 annual average TANF benefits for family of four)

Savings + Increased Income	\$43,383,360
08-09 State ABE Budget	-\$ 6,566,900
ABE Return on Investment	= \$36,816,460



## NEW ACADEMIC PROGRAM REVIEW PROCESS

The New Mexico Higher Education Department has undertaken the task of expediting its statutory responsibility 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 this 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:

- 1) The institution completes internal institutional reviews
  - This process takes perhaps the longest from the conception of the degree
  - Internal review procedures vary among institutions, but usually include review by the faculty senate and the final approval of regents or governing boards
  - The institution provides an "intent to submit" proposal to the New Mexico Higher Education Department and the New Mexico Council of Graduate Deans
- 2) The institution submits the proposal to the New Mexico Higher Education Department and the New Mexico Council of Graduate Deans. The proposal must include these items to be considered by the Council of Graduate Deans and the New Mexico Higher Education Department:
  - Primary/secondary purposes of the program
  - Consistency with the mission of the institution
  - Institutional priority of the program
  - Program curriculum
  - Program justification identifying need and clear, convincing evidence that the program is not a duplication – or is a necessary duplication
  - Inter-institutional collaboration/cooperation
  - Clientele and projected enrollment
  - Institutional readiness for the program
  - Projected costs
  - Program quality
  - Assessment of operations and impact
  - Administrative responsibility for the program/ institutional commitment
- 3) 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.

- 4) 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.
- 5) The New Mexico Higher Education Department and institutional representatives present the proposal to the New Mexico Higher Education Department Review Board. The New Mexico Higher Education Department Review Board is comprised of these representatives:
  - New Mexico Higher Education Department executive staff (currently the Deputy Secretary)
  - Department of Workforce Solutions (currently the Deputy Secretary)
  - Legislative Finance Committee (currently the Higher Education Analyst)
  - Department of Finance and Administration (currently the Assistant Budget Director of the State Budget Division)
- 6) 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.
- 7) 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 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.



## IDEAL-NM (INNOVATIVE DIGITAL EDUCATION AND LEARNING)

A collaboration of the New Mexico Higher Education and Public Education Departments, IDEAL-NM (Innovative Digital Education and Learning) is a key element of Governor Richardson's Graduate New Mexico, It's Everybody's Business initiative to bring 10,000 high school dropouts back to school.

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. 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. Recent challenges with the state's Learning Management System (Blackboard) have resulted in a modification of how services are delivered. As with all technologies, improvements evolve on a continuous basis. However, IDEAL-NM has taken strides toward fulfilling its charge to:

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, higher education institutions, and state agencies
- Reduce the travel and personnel costs of state agency trainings and P-12 teacher professional development via online courses
- Increase technology application skills of New Mexico youth and adult learners.

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

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

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.



More than 50 courses have been developed and offered statewide. Sixty-five school districts, 14 charter schools, four private schools, two Bureau of Indian Education schools and two juvenile justice schools have enrolled in the virtual school. More than 1,100 courses were completed by students, with an average pass rate of 90 percent from fall 2008 to summer 2009. Forty-seven school districts, nine charter schools, one nonpublic school, two juvenile justice schools, and two Bureau of Indian Education schools registered 717 enrollments in Fall 2009 courses. Of specific interest in the P-20 realm is the progress being made toward an online dual credit policy mechanism to support statewide access and the removal of administrative hurdles.

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:

- Helps students succeed through the educational system by redesigning to streamline how components of the education system work together
- Provides a single state Learning Management System platform for development and delivery of eLearning courses and via dual credit and advanced placement courses
- Addresses gaps in equity and access and expands 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
- Increases 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
- Increases higher education graduation numbers by better preparing high school students for academic success via access to online courses.

IDEAL-NM goals will see an increase in courses offered, student enrolled and student success:

- High School: 100 courses, 72 Districts (80 percent), 5,000 student registrations, 9 regional hosts, 200 eTeachers, and 100 site coordinators
- Middle School: 50 courses, 45 Districts (50 percent), 2,000 student registrations, 50 site coordinators
- State Learning Management System Migration/Usage at colleges and universities: All public postsecondary institutions using the state's Learning Management System or poised for data center conversion, 75,000 learners
- State Learning Management System Migration/Usage in P-12 school districts: All districts using the state's Learning Management System for in-district collaboration tools and eLearning applications, 75,000 learners
- Agency Training Courses: 100 training courses, 5,000 learners
- P-12 Teacher Professional Development: 50 courses, 3,000 learners
- Online Dual Credit: Policy mechanisms established, clearinghouse created, 50 IDEAL-vetted courses, 3,000 learners.

IDEAL-NM works to support a complete continuum of eLearning services for New Mexico's online learners through all levels of education.

## NM GEAR UP

New Mexico Gaining Early Awareness and Readiness for Undergraduate Programs (NM GEAR UP) is a college readiness and preparation program funded by the U.S. Department of Education. NM GEAR UP's mission is to increase the number of New Mexico students who prepare, access, enroll, smoothly transition and complete the university or college program of their choice by optimizing federal, state and private resources. The New Mexico Higher Education Department manages the \$18 million grant awarded through 2012. More than 6,100 NM GEAR UP sophomores in 29 high schools statewide account for 25% of the class of 2012, New Mexico's Centennial Graduates class celebrating the 100th anniversary of statehood. NM GEAR UP aligns itself with New Mexico legislative priorities and policies to help more New Mexicans graduate from high school prepared for college and career.

Strategically, NM GEAR UP leverages key partners around mutual goals to optimize the breadth and effectiveness of supplemental services that increase student success. This past academic year centered on the successful transition of NM GEAR UP students from middle to high school, while the 2009-2010 academic year centers on intervention and empowerment. NM GEAR UP continues to promote teacher professional development, assisting districts in implementing the state's High School Redesign requirements and piloting academic interventions that directly impact student achievement. Thanks to the support and services provided by the NM GEAR UP team at the New Mexico Higher Education Department, students, parents and schools made significant strides toward helping NM GEAR UP students succeed.

For three consecutive years, NM GEAR UP showed progress in all target measures reported to the U.S. Department of Education. Among recent successes, NM GEAR UP showed a 10 percent increase above targeted average daily attendance rates; a 38 percent increase in math and an eight percent increase in reading on the New Mexico Standards Based Assessment; and a 10 percent increase in promotional rates.

NM GEAR UP provides services to three primary groups: cohort students, parents and educators. Over the past two reporting periods (April 2007 to March 2009), the program demonstrated significant increases in the participation of all three groups, a reflection of the program's value, effective outreach and evaluations of its activities. NM GEAR UP constituent outreach efforts are aligned with specific target measures, carried out through the program's many activities, including student assemblies, parent meetings, student success interventions and college visits.

The Advanced Placement Summit, one of NM GEAR UP's regional pilot programs, capitalized on the existing New Mexico Public Education Department/CollegeBoard partnership to offer free professional development in the Central Region. Central Region teachers participated in AP professional development to strengthen AP capacity. Specific goals included increasing AP programs within NM GEAR UP schools, creating new AP programs for non-participating schools, and promoting and supporting vertical teams to align curriculum development. The professional development provided for teachers helped to qualify them to effectively teach new AP courses in their districts.

### NM GEAR UP – Outreach Activities

In April 2009, NM GEAR UP produced the Third Annual Spring Workshop: Interventions & Empowerments. Parents and students participated in the workshop with a focus on increasing constituent outreach services and involvement. The Spring Workshop offered an opportunity for more than 200 NM GEAR UP stakeholders – administrators, educators, coordinators, parents, students and program partners – to interact, share ideas and generate best practices for increasing academic performance, high school graduation rates, higher education awareness and postsecondary participation. The



workshop theme was designed around the realities of how students adapt to transforming social networks and rising academic expectations.

Each year, NM GEAR UP partners with College Goal Sunday New Mexico and the College Access Challenge Grant (a U.S. Department of Education grant awarded to the New Mexico Higher Education Department) to increase the number of students and their parents who are aware of the financial assistance available to them, who complete the Free Application for Federal Student Aid (FAFSA) and who receive financial aid assistance to attend college.

In 2009, more than 250 students recovered high school credits through credit recovery programs funded by NM GEAR UP. The result has been a significant increase in promotion rates for participating schools. Supplementing summer activities, NM GEAR UP has developed and supported credit recovery for implementation throughout the fall and spring semesters. In addition, NM GEAR UP has implemented distance education credit recovery courses at three high schools by partnering with IDEAL-NM (Innovative Digital Education and Learning) to further student academic success.



In 2009, NM GEAR UP students attended summer college preparatory programs. Twenty-one summer residential camps focused on educational enrichment in STEM courses (science, technology, engineering, mathematics), college preparatory and study skills, character development and leadership building skills. The camps facilitate student interaction with peers from across the state while experiencing a taste of college and campus life. Over the course of the past three years 2,100 students have attended a college preparatory program. Program partners currently include seven New Mexico colleges and universities and other state agencies.

Another NM GEAR UP regional pilot program included a summer program held at Jemez Valley High School to fortify reading and writing skills for those students reading well below the mean national average. The program focused on building vocabulary, reading for content in history and science, fiction and nonfiction, journal writing and cognitive processing.

NM GEAR UP developed a special activity for parents: the Parent Experience Program. Parents were immersed in the college experience by living and dining on campus while also attending information sessions that covered college entrance requirements, applications, financial aid, scholarships and support services. Parents met with faculty and staff as well

as networked with other NM GEAR UP students and parents. This program was offered at no cost to parents through a partnership with the University of New Mexico.

NM GEAR UP partnered with The Lensic of Santa Fe to offer students and educators the opportunity to participate in small-scale film intensives including the Bonanza Ranch project. Further, NM GEAR UP and The Lensic are collaborating with National Geographic to offer students and educators participation in a program entitled the Greater New Mexico All Roads Film and Photo Project. The theme of this year's project is "Personal Heritage and Cultural Storytelling" and encourages students to find personal expression through family pictures, elder memories, music, traditions, architecture, religion and landscapes. Participating high schools include Chaparral, Kirtland Central, Bernalillo, Cuba, Capital, Pecos, Coronado, and Jemez Valley.

NM GEAR UP has established unique and effective tutoring programs that include in-class tutoring for developmental classes, tutoring labs for select courses, after school and zero hour programs. The programs target at-risk students and students participating in developmental course work.

Strategic partnerships with state agencies, tribal governments, and business and community organizations strengthens the effectiveness of NM GEAR UP programs. In addition to the state's colleges and universities, partners include Silver Bullet Productions, the National Hispanic Institute, CollegeBoard, ACT, the New Mexico Public Education Department, Lieutenant Governor Diane Denish's Centennial Graduates Program, Big Brothers/Big Sisters of New Mexico, National Geographic, REEL Fathers, ENLACE, Warehouse 21, Cedar Tree, Inc., New Mexico Office of Adolescent Health and College Goal Sunday. Partnerships provide crucial skills and resources to help more students succeed in attaining their educational goals.

In addition to NM GEAR UP, there are three active federally funded GEAR UP partnership grants currently operating in New Mexico. They are housed at New Mexico Highlands University in the Department of Education and Study of Diverse Populations, Clovis Community College, and Eastern New Mexico University-Roswell. NM GEAR UP works strategically to complement these three partnership grants.

## **CARVE YOUR PATH-NEW MEXICO'S ELECTRONIC STUDENT MANAGEMENT SYSTEM**

In August 2008, the New Mexico Higher Education Department was awarded the U.S. Department of Education's [College Access Challenge Grant](http://www.ed.gov) ([www.ed.gov](http://www.ed.gov)), which helps underrepresented students in New Mexico plan and prepare for college. Much has been accomplished.

The purpose of the U.S. Department of Education's College Access Challenge Grant Program is to foster partnerships

among federal, state, and local governments and philanthropic organizations through matching challenge grants to increase the number of low-income students who are prepared to enter and succeed in college and career. New Mexico's College Access Challenge Grant program is well on its way toward achieving these objectives and helping more New Mexico students.

New Mexico's *Carve Your Path* project represents the centralized organization of multiple high school, college and career-related projects, programs and initiatives, legislative mandates and public-private partnerships so that there is a collective effort to increase New Mexico's educational attainment through a student-centered approach. With this foundation, New Mexico is in a favorable position to support its vision of a world-class education system.

*Carve Your Path* supports students so they may become better prepared academically, more motivated to pursue their studies and more knowledgeable about how to plan, prepare and pay for college:

- Career exploration, career planning, workforce opportunities in New Mexico and the educational requirements for each career
- High school curriculum planning to prepare for college and career
- Information on the value of postsecondary education
- Opportunities for postsecondary education in the state
- Selecting the right college
- How to apply for college admissions
- How to apply for financial aid and how to pay for college
- How to be successful in college.

One of the primary goals of the grant is to support the development and launch of the *Carve Your Path* online system, a virtual one-stop-shop for the eleventh grade exit examinations for high school graduation, college and career exploration. *Carve Your Path* provides counselors, educators and parents the tools to effectively guide and support a student's high school Next Steps and college and career degree plans. *Carve Your Path* is a secure web-based and user-friendly tool that enables students as early as sixth grade to plan for their future – in high school, in higher education and/or in the workforce.

In addition to the *Carve Your Path* website project, the New Mexico College Access Challenge Grant has these primary goals:

- Establish a New Mexico College Outreach Collaborative that includes the state's 66 college access programs

to increase the level of knowledge of postsecondary opportunities among students and their families by leveraging resources, collaborating efforts, identifying best practices and sharing information about college outreach services available to students throughout the state

- Increase by \$279,000 the funding for need-based scholarships to boost the number of low-income students who receive scholarships.
- Increase by 10% the number of high school students who apply to college or university
- Increase by 25% the number of students who attend New Mexico's College Goal Sunday events and file the FAFSA (Free Application for Federal Student Aid, [www.fafsa.ed.gov](http://www.fafsa.ed.gov)).

The goals of New Mexico's challenge grant were written with the outcomes and collective input of key stakeholders from the 2006 New Mexico First Town Hall on Higher Education: Today's Students, Tomorrow's Workforce ([www.nmfirst.org](http://www.nmfirst.org)), the 2007 College Outreach Roundtable and the Middle School Outreach Campaign (both at [www.collegesuccessnetwork.org](http://www.collegesuccessnetwork.org)).

Based on stakeholder feedback and best practices from some of the nation's top performing states (Lumina Foundation for Education, [www.collegeaccess.org](http://www.collegeaccess.org)) it was clear that a web-based high school, college and career management tool was needed to encourage students to self-manage their future and to make available to parents, educators, counselors, policy makers and administrators reporting mechanisms that support student success.

In 2009, the New Mexico Public Education Department's Electronic Student Management System/11th Grade Exit Exam and the New Mexico Higher Education Department's College Access Challenge Grant *Carve Your Path* projects were successfully merged. The Electronic Student Management System-*Carve Your Path* planning team was formed and has developed the unique and essential online tool. Led by the New Mexico Higher Education and Public Education Departments with representatives from the Workforce Solutions and Children, Youth and Families Departments, College Success Network and students, the team is supported by numerous public and private agencies and has accomplished much:

- Successfully launched and completed Phase I of the *Carve Your Path* website
- Drafted the *Carve Your Path* strategic plan in preparation for Phase II of the *Carve Your Path* web portal, scheduled for completion in the summer of 2010
- Partnered with PNM, New Mexico's largest electricity provider, for the purpose of providing in-kind facility hosting for Phase II of the *Carve Your Path* project
- Launched the Ticket to College program, designed to streamline the admissions process and encourage enrollment. Local community colleges coordinate with high schools and school districts within the community to provide students with notice of automatic admission to college upon graduation; eight New Mexico community colleges are participating in this initiative



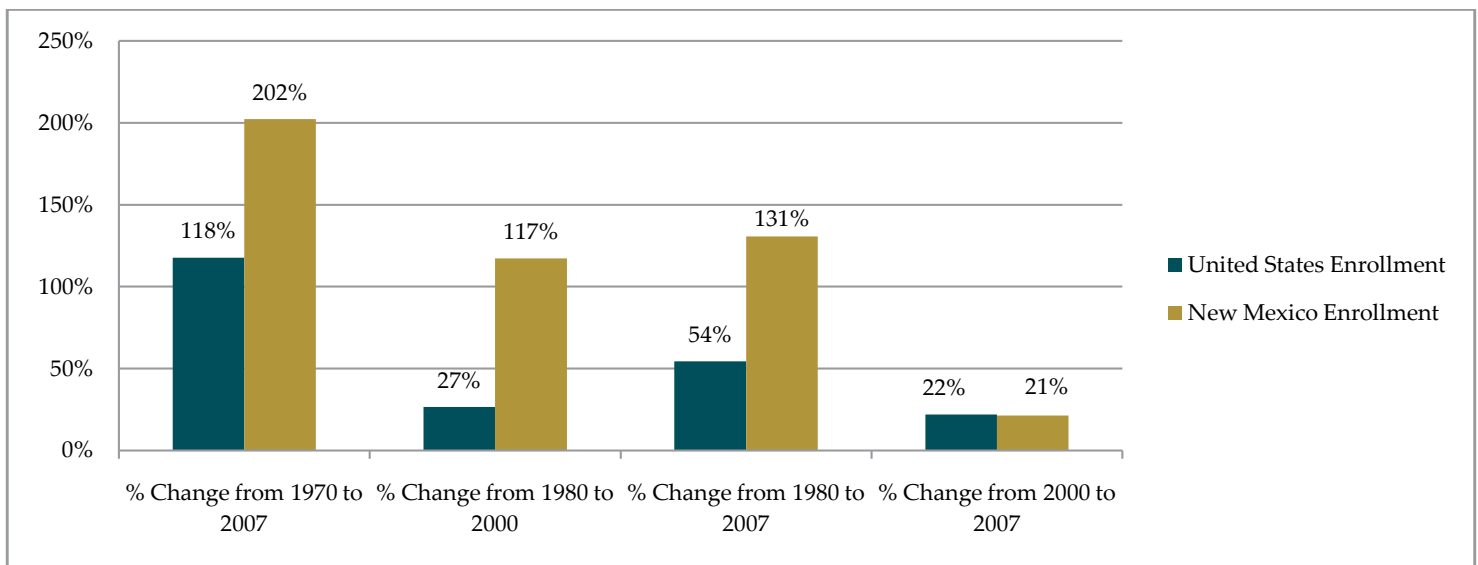
- Completed market research, including conducting student focus groups with students ages 13-17, to gauge a better understanding of the information students need to enhance their ability to plan and prepare for college and career
- Developed a statewide marketing plan, including designs for the *Carve Your Path* logo and web portal
- Entered into negotiations for the 11th grade College and Career Assessments
- Distributed more than 415,000 *College Bulletins* ([www.collegesuccessnetwork.org](http://www.collegesuccessnetwork.org)) statewide, a print publication that outlines the steps for going to college to targeted audiences including middle and high school students and counselors; supported by public school districts, counselors, NM GEAR UP, New Mexico Student Loans, Road Runner Food Bank, among others
- Increased by 63 percent student participation in *College Goal Sunday*, statewide events to assist in providing financial aid information and assistance filling out the FAFSA
- Produced the *Carve Your Path* Pre-Conference Workshop at the *Governor's Higher Education Summit 2009*.

NM IDEAL, Carve Your Path and GEAR UP represent three initiatives which the Higher Education Department supports because they are critical to increasing the number of students that access and succeed in postsecondary institutions in New Mexico. As the graphic below demonstrates New Mexico continues to experience postsecondary enrollment growth.



In fall 2009, New Mexico piloted the *Carve Your Path* ([www.carveyourpath.org](http://www.carveyourpath.org)) system with a limited release to secondary schools throughout seven districts along with select postsecondary institutions and workforce solution sites. With student input, new system applications will be released throughout 2010. The outcomes of this initiative include increased graduation rates from high school, more New Mexico students continuing on to college, additional parent involvement and support, better informed counselors with access to more resources, expanded collaboration between colleges and universities and their local high schools, and students who are better prepared to succeed in college and career.

**Percentage of College and University Enrollment Growth in U.S. and New Mexico**



Although the growth rate has slowed somewhat compared to the booming 80s and 90s, New Mexico enrollment has grown 21.34% from 2000 to 2007 – the 16th fastest growing state enrollment in the nation.

\*\*\*SOURCE: National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS).

# Workforce Education



The current economic crisis is a huge challenge to New Mexico's and America's workforce. But when we emerge from the current economic recession, how well will our workforce be prepared to compete and succeed at home and abroad? This question is of critical importance to our workers who – more than ever – must be able to adapt to a rapidly changing marketplace in order to succeed. To help provide answers, the Business Roundtable launched a national study, The Springboard Project, designed to provide information on workforce related business 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 said 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 per cent) 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 being confronted by obstacles to making it a reality. About 62 per cent of workers said a convincing reason to pursue training is that the future economy would be extremely demanding and if their skills are not up to date, someone would pass them by, The Springboard Project survey said. However, a large proportion of workers are not pursuing training and 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 just 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 was created to develop and sustain partnerships with New Mexico business 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 education, workforce and economic development strategies with the needs of employers, the state will be in a better position to produce workers with 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 the three entities in an effort to better 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 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 barriers to employment. The Workforce Education Division works closely with this network to assist in providing critical regional data on the status of our 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:

- **Business Higher Education Initiative:** To determine current and future skill sets needed by industry within New Mexico and those that recruit our graduates. By surveying these employers, a set of desired skill sets will be framed and shared with educational institutions to improve and reform our curricula.
- **Career Pathways:** The State has identified seven targeted industry 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 identify 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 take a subject such as math and explore not only content but how the subject is actually taught at each of these three levels.

## GREEN JOBS

### Green Jobs Cabinet

Governor Bill Richardson created the Green Jobs Cabinet to oversee economic development, job creation and workforce development for green jobs and 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 Job Guide book forwards information on skill sets needed and education and training programs offered.

For New Mexicans, the urgent and growing needs for excellent higher education require a fresh approach to accountability. Accountability systems with visible goals, commitment, and progress will build confidence, sustain improvement, and extend to future generations the benefits of a great American system of higher education. Ensuring that New Mexico's education system supports a high-wage economy is an example of a goal with measures that demonstrate positive trend overtime.

Measure	FY05	FY06	FY07	FY08	FY09	FY10
	Actual SY04-05	Actual SY05-06	Actual SY06-07	Actual SY07-08	Estimated SY08-09	Target SY09-10
Degree production in career-technical programs geared toward New Mexico needs (EXEC)	N/A	4,343	4,752	4,564	4,600 (E)	4,700
Number of nursing degrees granted	1,098	1,270	1,377	1,402	1,470 (E)	1,570
Number of education degrees granted and/or other degrees related to education	2,219	2,245	2,243	2,277	2,657 (E)	2,800

### The New Mexico Green Collaborative

The New Mexico Green Collaborative is a grassroots, statewide organization created to grow and foster green workforce efforts in the state. Members include community colleges and universities, tribes, local governments, community groups, businesses, unions and others. The Collaborative works with, but is distinct from, the Governor's Green Jobs Cabinet.

### Green Jobs Act: House Bill 622

House Bill 622 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 is designing a state plan for the development of green jobs training programs with a focus on rural and tribal communities. The Department will provide payments from an established fund via vouchers to cover costs of administering the Act.



## WIRED

The New Mexico Department of Workforce Solutions was recently awarded a three year, \$5 million WIRED (Workforce Innovation in Regional Economic Development) grant from the United States Department of Labor. The WIRED program funds regional initiatives that integrate educational, economic development and workforce activities to promote talent development and economic transformation. The project will support the innovative development and expansion of green manufacturing in New Mexico including advanced manufacturing, green building, clean and renewable energies, aerospace, microelectronics and optics. Activities planned to support these priorities include labor needs assessment; development of career academies; professional development for teachers of math and science; community college training program development; and scholarships and internships.

## 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 (2008), \$7 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 have been utilized for the recruitment and retention of quality faculty, staff, and students; student stipends; lab equipment; and professional development and student preparation and retention efforts.

Supplemental funding for nursing 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 has 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.

### Center to Champion Nursing in America

New Mexico is one of 12 state teams selected to receive technical assistance for its efforts to improve health care through increased investments in nursing. Teams will identify and develop approaches to increase the number of students educated in nursing programs, with the ultimate goal of reversing the nursing shortage. The Center is a joint initiative of AARP, the AARP Foundation and the Robert Wood Johnson Foundation. The new state teams will join 18 others working to implement solutions to the nursing shortage, advocating for policy changes and fostering multi-stakeholder partnerships that increase nursing school enrollment and bring more nurses into the workforce. The New Mexico team will create a statewide collaborative designed to address the nursing shortage, including a focus on workforce education.



### 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 will provide 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.

### Direct Caregiver Legislation

House Memorial 37 ([www.nmlegis.gov](http://www.nmlegis.gov)) calls for the planning and development of a training and education program leading to credentialing of direct caregivers, the paraprofessional

workers who work as personal care assistants, home care aides, home health aides and certified nursing assistants.

### Impact of Nursing Shortage

House Joint Memorial 40 ([www.nmlegis.gov](http://www.nmlegis.gov)) calls for the Board of Nursing to collaborate with the New Mexico Center for Nursing Excellence, the New Mexico Higher Education Department and other agencies and organizations to study the impact of a shortage of nursing instructors on the status of nursing in New Mexico.

### Health Care Business Alliance

The Central Workforce Investment Board (Albuquerque area) has created an alliance to assist the health care industry in meeting its workforce needs. The partnership includes industry, workforce and education representatives.

### Cultural Competence Task Force

Senate Bill 600 ([www.nmlegis.gov](http://www.nmlegis.gov)) mandates that the New Mexico Higher Education Department form a task force to study and make recommendations on specific cultural competence curricula for all health-related fields in New Mexico's public postsecondary institutions. The goal of the bill and of the task force is to ensure that students are adequately prepared to serve New Mexico's culturally diverse population. To date, core competencies have been established for the disciplines of nursing, social work, occupational therapy and medicine.

## FILM AND DIGITAL ARTS EDUCATION

### Film Articulation Task Force

This task force is concentrating on how best to articulate two-year programs to 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 had 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 two 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.



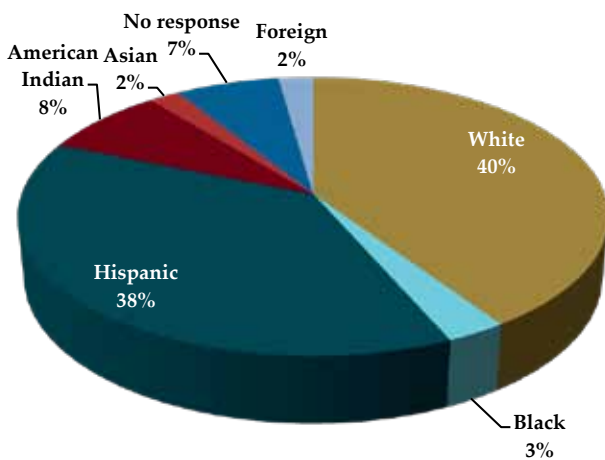
# Diversity



## AMERICAN INDIAN PARTICIPATION IN HIGHER EDUCATION IN NEW MEXICO

American Indian students who pursue higher education in New Mexico come from a variety of tribes both within New Mexico and nationally. As of fall 2008, there were 10,625 American Indian students in the state's 25 public colleges and universities. This enrollment is up from 10,188 in fall 2006, 8,616 in fall 2004 and 6,952 in fall 1999.

Student Ethnicity in New Mexico

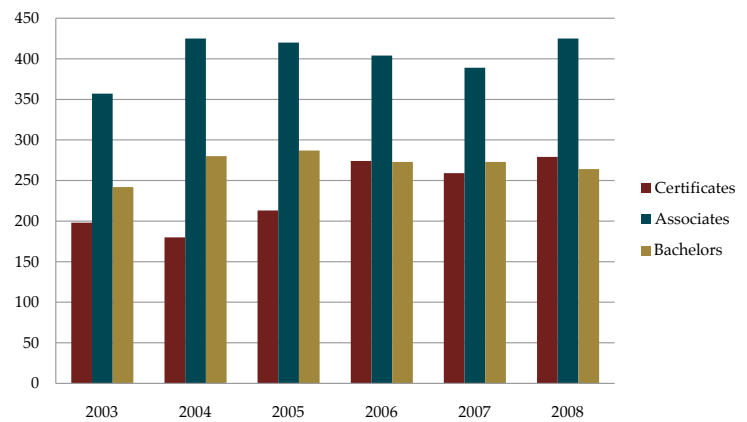


In addition to state colleges, there are 2,162 American Indian students in New Mexico's four tribal colleges: Diné College, the Institute of American Indian Arts, Navajo Technical College and Southwestern Indian Polytechnic Institute. Thus, American Indian enrollment is 9.5 percent of total New Mexico enrollment of 131,219 college students, which is near the proportion of 10.5 percent of New Mexico's American Indian population. More American Indian students are enrolled in community colleges and tribal colleges than at universities.



Despite the gradual increase of bachelor's and associate's degrees awarded to American Indian students over the past 10 years, recent data show a slight decline in 2007-2008:

Number of Degrees Awarded to American Indian Students



The New Mexico Higher Education Department recognizes the significant attainment gaps between indigenous students and the remainder of New Mexicans who pursue and complete degrees in higher education. Legislation affecting American Indians in higher education was passed in 2009 and, along with the Department's initiatives, provides a strong foundation for supporting increased American Indian educational achievement.

House Bill 50 ([www.nmlegis.gov](http://www.nmlegis.gov)) established the American Indian Postsecondary Education Act. This Act created the Indian Education Division within the New Mexico Higher Education Department to develop and implement policies that positively affect the postsecondary educational success of American Indian students. One significant aspect of the Division is to provide assistance to public colleges and universities and tribal colleges in the development, implementation and evaluation of recruitment and retention strategies designed for American Indian college students. Other initiatives of the Indian Education Division include conducting outreach to tribes, seeking funding for college preparation and transition programs and compiling an annual report on recruitment, retention and graduation rates. Although no additional funding or staff positions were appropriated to implement this bill, these are ambitious

but much needed goals set forth for the Department, and, working with our higher education partners, will help improve American Indian educational success rates.

With the American Indian Postsecondary Education Act the opportunity to bring higher education institutions to the table to focus on best practices and strategies that serve American Indian students. House Bill 50 aligns with the passage of [Senate Bill 196](#), the State-Tribal Collaboration Act ([www.nmlegis.gov](http://www.nmlegis.gov)), that requires each state agency to designate a tribal liaison to work with American Indian communities and assist with tribal needs and policies. The Department's Director of Indian Education serves as the agency liaison for State-Tribal collaborations. In fact, the New Mexico Higher Education Department has a formal State-Tribal Collaboration and Communication Protocol now in place. The purpose of the State-Tribal Collaboration and Communication Policy is to assist the New Mexico Higher Education Department in developing policies that will enhance the government-to-government relationship between the State of New Mexico and the 22 Indian Nations, Tribes and Pueblos as required by the State-Tribal Collaboration Act. This policy promotes the development of methods of collaboration on tribal government issues and involves tribal governments in agency decision-making processes that affect education policy.

To reflect these partnerships, over the past year the Department conducted outreach initiatives with tribal educators and leaders. As an important partnership for successful education in the state, each member of the New Mexico Tribal Higher Education Commission serves as a leader who can speak on behalf of his or her tribal community about such concerns as lack of tutoring and mentoring services, transportation challenges, language preservation and scholarship opportunities – issues that have statewide implications for the educational success of all students.

At the Governor Richardson's Higher Education Summit 2009 NMHED's [Indian Education Division](#) ([www.hed.state.nm.us](http://www.hed.state.nm.us)) undertook a more focused effort to collaborate with students in the development of statewide policies, initiatives and strategies and to create networks that improve the success rates of American Indians in higher education. To that end, the American Indian Mentoring (AIM) initiative was established. Due to a variety of circumstances, and because students are often busy with student life and responsibilities, higher education working groups and committees do not always have student representation. To help address this, an online resource directory has been created through a partnership with the nonprofit American Indian Higher Education Resources Network, which includes stakeholders from the Indian Education Division, the New Mexico Public Education Department, the Leadership Institute at Santa Fe Indian School, Eight Northern Indian Pueblos Inc, Junior Achievement-Native American Initiative and Futures for Children, to name a few.

The goals of the American Indian Higher Education Resources Network are in line with those of the Indian Education Division:

- Establish a reliable educational e-resource directory for American Indian students and parents that can be utilized at the local and postsecondary levels
- Increase the number of students who apply for scholarship opportunities and receive funding for their educational endeavors
- Empower students by educating them on postsecondary educational opportunities
- Create a network of mentors who will provide support, guidance and encouragement to students
- Increase the number of American Indian students who obtain a postsecondary education

The New Mexico Higher Education Department's vision is to have these mentorships and partnerships facilitated rather than assigned. In this way, collaborations with American Indian education stakeholders will create a mentoring system across community colleges, tribal colleges, and universities and help to increase postsecondary graduation rates. These partnerships are designed to address gaps and concerns not only in Indian Country but to foster a successful environment for all New Mexico students.



### **Disability Student Services on New Mexico Higher Education Campuses**

The New Mexico Higher Education Department is committed to improving the success and quality of life for students with disabilities. Students with disabilities have a right to equal access and opportunity to learn and achieve based on their innate abilities and not to be judged solely on the basis of a disability. Even though the Americans with Disabilities Act (ADA) was passed in 1990 providing people with disabilities the same civil rights protections against discrimination as other minority and disenfranchised groups, there are still many barriers to well being.

As a result, the [New Mexico Governor's Commission on Disability](#) acts in the role as disability advisor to the Governor and the New Mexico Legislature to ensure that policies are enacted and followed to benefit New Mexicans with disabilities. To that end, the New Mexico Higher Education Department has created an online directory of Disability Student Services on New Mexico college campuses. Students and parents frequently contact the New Mexico Higher Education Department to request staff campus contacts to refer their student for services. In an effort to support the success of all New Mexicans, the Department is pleased to provide this service.

The Disability Student Services directory is available at [www.hed.state.nm.us](http://www.hed.state.nm.us).

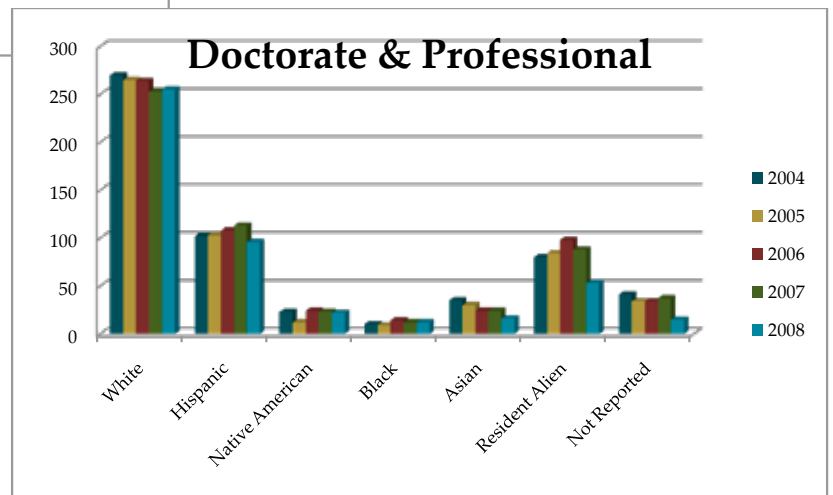
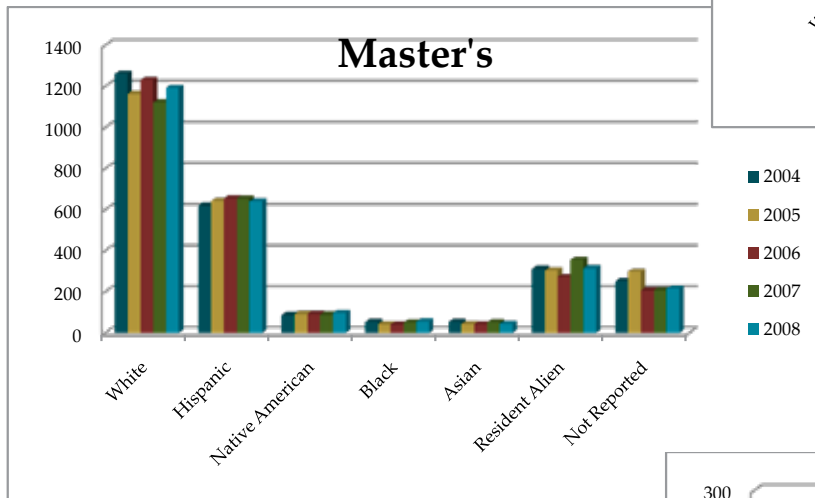
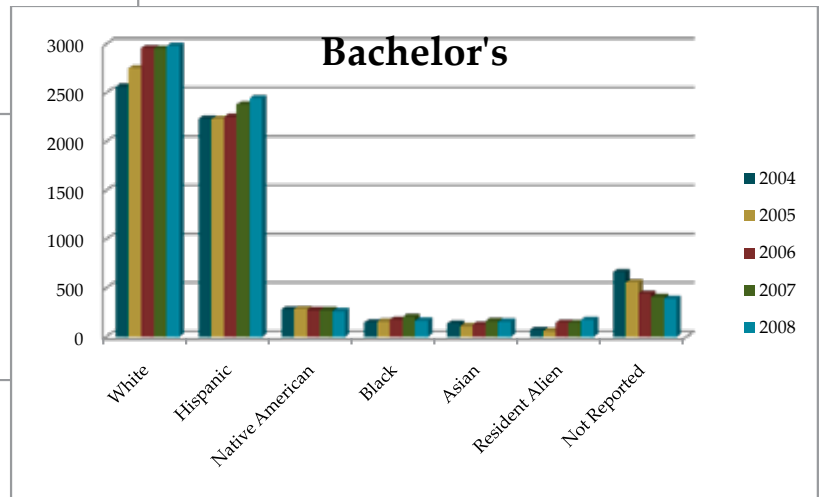
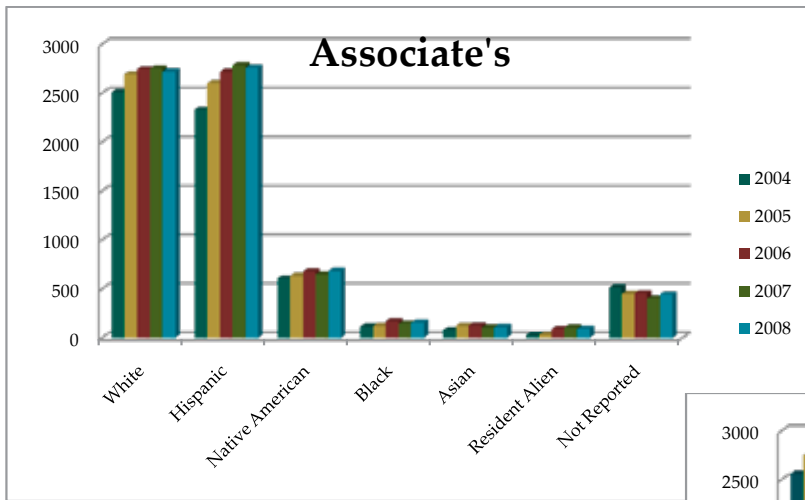


## Governor Bill Richardson Announces Graduate New Mexico Initiative

Last fall, Governor Richardson announced the next generation of Making Schools Work education reform initiatives: *Graduate New Mexico! It's Everybody's Business*. The initiative is designed to bring back 10,000 dropouts, address the achievement gap, and improve graduation rates in New Mexico. The total investment in new education reform is \$8.9 million dollars from federal stimulus money. These are components of *Graduate New Mexico! It's Everybody's Business*:

- Expansion of IDEAL-NM (Innovative Digital Education and Learning) to provide online courses for 10,000 students who need to make up credits to graduate; benefits include helping students complete their education, develop a more trained and educated workforce, increase earned income, increase New Mexico's tax base, reduce dependence on social services, and reduce rates of incarceration
  - The appointment of a task force for the Schools Most In Need of Improvement to examine schools that have consistently failed to improve over the last five years and make recommendations about intensive interventions to improve persistently low performing schools
  - The establishment of the Office of Hispanic Education at the Public Education Department that will liaison with the Hispanic community to engage in meaningful ways to address the achievement gap
  - Three Governor's Education Solutions Summits were held to address how to close the Achievement Gap, each with a separate focus on Hispanic, Native American, and African American student achievement; public input collected from the summits will be taken into consideration in implementation and action plans for *Graduate NM* program components, specifically
- recommendations related to community engagement, parent involvement, teacher training and outreach
  - Online courses in cultural competence will be offered statewide through IDEAL-NM in collaboration with New Mexico Highlands University Center for the Study and Education of Diverse Populations to provide culturally relevant teaching techniques and materials with free online tools and software, best practice materials, networking and archived web-conferencing presentations
  - The creation of an annual report card clearly outlining achievement, graduation rates, dropout rates, college attendance, college remediation rates and postsecondary attainment levels for each ethnic group
  - The Public Education Department will partner with nonprofit and community organizations to expand grass roots outreach and wrap-around services to support returning dropouts and at-risk students in earning high school diplomas and to increase the number of mentors, tutors, service learning coordinators and technical site support for districts and schools to recruit dropouts, increase student support, increase school relevance, connect students to social service resources and strengthen school-community collaboration and partnerships
  - The Governor and Secretary of Education will launch a multi-media campaign stressing the importance of graduation, the role of parental involvement and responsibility in increasing student performance and graduation rates and to set graduation as the expectation for families and students
  - Create a New Mexico Institute for Parental Leadership to provide research-based training to parents statewide, developed and coordinated in partnership with ENLACE New Mexico
  - Provide districts training in the implementation of the Public Education Department's Parental Involvement and Tool Kit, working in partnership with New Mexico Highlands University's Center for the Education and Study of Diverse Populations, author of the 2006 publication *Working Together: School-Family-Community Partnerships; A Toolkit for New Mexico School Communities*
  - LOGRAR Institute partnership with the Hispano/Latino Education Improvement Taskforce to close the achievement and graduation gaps for the Hispanic majority; includes cultural proficiency skills training for educators, parents, community members and outreach services to recruit dropouts back to high school
  - Create a non-recurring teacher incentive pilot program to align program components and evaluation criteria with the criteria published by U.S. Department of Education for the School Improvement and Teacher Incentive Fund Grants
  - Pay for performance funds will create a voluntary, non-recurring performance pilot program, whose components and criteria will be developed in partnership with the Secretary of Education, the Task Force for Schools Most in Need of Improvement and an Exemplary Teacher's Panel; data on the effectiveness of the pay for performance on student achievement will be collected and reported.

The following four graphs illustrate the distribution of degrees awarded by New Mexico public institutions of higher education according to degree type from 2004 to 2008. Hispanics and American Indians show steady and increasing degree attainment.



# 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 \$73 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 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](http://www.fafsa.ed.gov)) is generally used to determine federal, state and institutional need-based aid eligibility.

- 3% Institutional Scholarship (Currently, 1/3 of allocation designated for need-based scholarships; beginning in 2010, 1/2 of allocation designated for need-based scholarships and by Fall 2011, 2/3 of allocation will be designated for need-based scholarships)
- 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

- 3% Institutional Scholarships (Currently, 2/3 of allocation designated for merit based scholarships. Beginning in 2010, 1/2 of allocation will be designated for need-based scholarships and 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.

- 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. Loan-for-Service programs include:

- 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 \$345 million in federal aid during the 2008-2009 academic year. Annually, \$143 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 67% 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% 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	Number of Recipients	Total Amount Awarded
<b>Grant and Scholarship Programs</b>		
3% Scholarship	9,175	\$ 9,066,528
Athletic Scholarships	1,570	\$ 8,725,862
Child Care Grant	4	\$ 1,928
College Affordability Grant	2,388	\$ 2,009,176
Competitive Scholarships	978	\$ 648,019
Legislative Endowment	262	\$ 293,239
Legislative Lottery Scholarship	18,426	\$ 43,236,870
New Mexico Scholars	223	\$ 694,808
Student Choice	228	\$ 667,347
Student Incentive Grant (SSIG)	13,829	\$ 12,175,995
Vietnam Veterans	15	\$ 50,825
<b>Loan Programs</b>		
Medical Student Loan	12	\$ 273,000
Nursing Loan	33	\$ 245,198
Nurse Educator Loan	6	\$ 25,000
Minority Doctoral Loans	10	\$ 127,500
Allied Health Loan	11	\$ 82,000
Teacher Loan	29	\$ 101,200
WICHE	85	\$ 2,104,300
<b>Work/Service Related Programs</b>		
Graduate Scholarships	88	\$ 560,938
State Work-Study	3,129	\$ 6,721,552
<b>Total State Financial Aid</b>	<b>50,501</b>	<b>\$ 87,811,285</b>

Federal Financial Aid for All Students Attending a New Mexico Public Postsecondary Institution	Number of Recipients	Total Amount Awarded
<b>Grant and Scholarship Programs</b>		
Academic Competitiveness Grant	\$ 1,547	\$ 1,148,826
Pell Grants	\$ 42,055	\$ 121,069,505
Smart Grant	\$ 364	\$ 1,044,932
Supp. Educ'l Opportunity Grants (SEOG)	\$ 5,764	\$ 4,912,718
<b>Loan Programs</b>		
Direct Subsidized	\$ 89	\$ 537,374
Direct Unsubsidized	\$ 23	\$ 83,555
Parent Loans for Undergraduates (PLUS)	\$ 753	\$ 7,142,079
Perkins Loan	\$ 1,195	\$ 2,853,260
Stafford Student Loan (SSL)	\$ 31,028	\$ 126,875,396
Stafford Unsubsidized	\$ 26,010	\$ 125,974,771
Other Federal	\$ 1,319	\$ 3,159,759
<b>Work/Service Related Programs</b>		
Federal Work-Study	\$ 2,895	\$ 6,923,897
<b>Total Federal Financial Aid</b>	<b>\$113,042</b>	<b>\$ 401,726,072</b>

Other Sources of Financial Aid	Number of Recipients	Total Amount Awarded
<b>Grant and Scholarship Programs</b>		
Grant/Gift Assistance from OTHER states	\$ 93	\$ 208,449
Native American (Tribal Aid)	\$ 2,397	\$ 7,113,557
Other Gift/Scholarship WITHIN NM	\$ 1,774	\$ 2,089,675
Other Institutionally Funded (Private & Institution)	\$ 19,935	\$ 52,266,783
Private Grants or Gifts	\$ 4,426	\$ 7,347,800
Private Loan	\$ 856	\$ 7,440,379
<b>Loan Programs</b>	<b>\$ 29,481</b>	<b>\$ 76,466,643</b>
Loan Assistance from OTHER states	\$ 11	\$ 22,650
Private Loan	\$ 856	\$ 7,440,379
<b>Total other forms of financial aid</b>	<b>\$ 59,829</b>	<b>\$ 160,396,315</b>

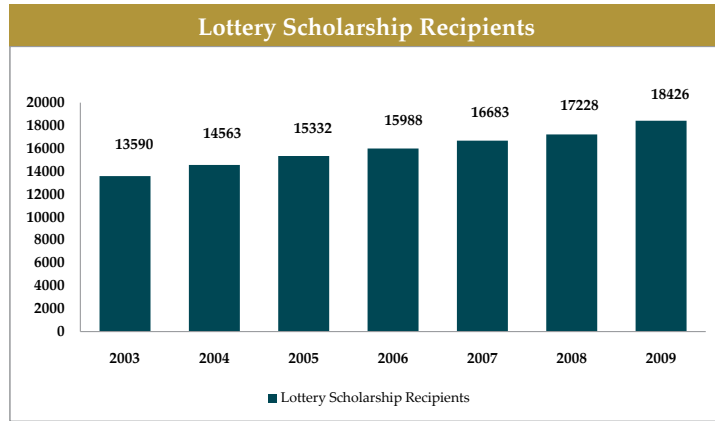
State Financial Aid for New Mexican Students	Number of Recipients	Total Amount Awarded
<b>Need Based Scholarships</b>		
3% Scholarship (1/3 of total allocation )	3,058	\$ 3,021,873
College Affordability Grant	2,388	\$ 2,009,176
Legislative Endowment	262	\$ 293,239
New Mexico Scholars	223	\$ 694,808
Student Incentive Grant (SSIG)	13,829	\$ 12,175,995
Student Choice	228	\$ 667,347
State Work Study	2,872	\$ 7,166,087
<b>TOTAL NEED BASED SCHOLARSHIPS:</b>	<b>22,860</b>	<b>\$ 26,028,525</b>
<b>Need Based Loans for Service</b>		
Allied Health Loan	11	\$ 82,000
Medical Student Loan	12	\$ 273,000
Nursing Loan	33	\$ 245,198
Teacher Loan	29	\$ 101,200
<b>TOTAL NEED BASED LOANS:</b>	<b>85</b>	<b>\$ 701,398</b>
<b>Merit Based Scholarships</b>		
3% Scholarships (2/3 of total allocation)	6,117	\$ 6,044,655
Legislative Lottery Scholarship	18,426	\$ 43,236,870
Vietnam Veterans	15	\$ 50,825
State Work Study	2,872	\$ 7,166,087
<b>TOTAL MERIT BASED SCHOLARSHIPS</b>	<b>27,430</b>	<b>\$ 56,498,437</b>
<b>Merit Based Loans for Service</b>		
Minority Doctoral Loans	10	\$ 127,500
Nurse Educator Loan	6	\$ 25,000
WICHE	91	\$ 2,070,834
<b>TOTAL MERIT BASED LOANS</b>	<b>107</b>	<b>\$ 2,223,334</b>





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 their degree or certificate, expanding the focus for financial aid beyond enrollment and toward expanded outreach.

## Legislative Lottery Scholarship



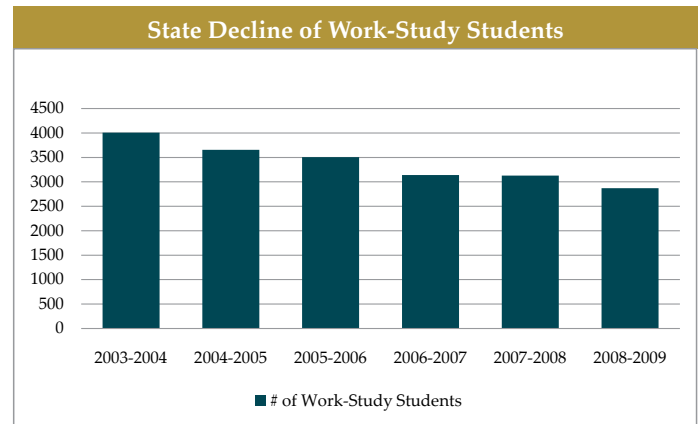
The Legislative Lottery Scholarship continues to be one of the most successful scholarship incentives for students to enroll in a New Mexico public college or university directly out of high school. Since its inception in 1996, more than 61,251 students have been awarded \$283 million for education. In 2008-2009, the New Mexico Lottery Authority raised \$40.8 million for the Legislative Lottery Scholarships.

Legislative Lottery Scholarship Quick Facts:

- 25,430 Legislative Lottery Scholarship recipients have graduated since its inception in 1996
- Students on the Legislative Lottery Scholarship have an average graduation rate of 60%, compared to an overall graduation rate of 42% for all students completing a bachelor's degree within six years
- In the 2008-2009 academic year, 43% of Legislative Lottery Scholarship recipients were Hispanic and 43% were white, non-Hispanic students. Five percent of Legislative Lottery Scholarship recipients were American Indian students.
- 55% of all students who were eligible for the Legislative Lottery Scholarship in Fall 2008 qualified for the scholarship in their spring 2009 semester.
- 30% of all Legislative Lottery Scholarship recipients also received a federal Pell Grant in 2008-2009.

The New Mexico Lottery Authority transfers 30% 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 2007-2009

State/City	January 2007	July 2007	January 2008	July 2008*	January 2009	July 2009
Statewide	\$5.15	\$5.85*	\$6.50	\$6.55*	\$7.50	\$7.50
Albuquerque	\$6.75	\$6.75	\$7.15	\$7.15	\$7.50	\$7.50
Santa Fe	\$9.50	\$9.50	\$9.50	\$9.50	\$9.50	\$9.50

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

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.

The Financial Aid Division is working with New Mexico's colleges and universities to ensure state work-study dollars are being maximized by leveraging other work programs such as the AmeriCorps program, which provides an annual scholarship to work-study students who meet the 300-hour threshold. The New Mexico Higher Education Department has partnered with the Commission for Community Volunteerism's AmeriCorps program to establish a service learning pilot program at a two-year community college. The goal of the program is to engage students in civic service through their college or university and the state work-study program. The program fosters connections between classroom education and real world applications while increasing employability skills and expanding professional networks for students.

## Loans-for-Service

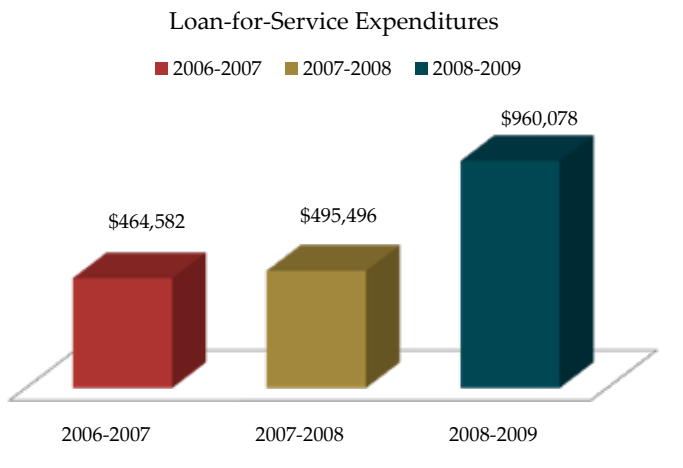
The State of New Mexico has identified several professions in high demand, especially in rural communities. To attract teachers, doctors, allied health professionals, nurses and pharmacists to provide service in our neediest areas, the Financial Aid Division provides loans to help pay for educational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



## Loan-for-Service Quick Facts 2008-2009

- The Financial Aid Division forgave \$1.95 million in loan-for-service funds for individuals who completed their service obligations in 2008-2009
- In 2008-2009, 70% of all loan-for-service participants began their service commitment within six months of graduation
- In 2008-2009, 15% requested deferment due to unemployment or the completion of internships, fellowships or residency programs.
- 87% of Health Loan-for-Service recipients provided service in rural areas.
- Although 13% of Health Loan-for-Service recipients provided service in urban areas, they provided service to underserved populations at nonprofit or government sites, such as public health clinics.
- Although participants in the Teacher Loan-for-Service Program are allowed to provide service at any public school in New Mexico, 41% provided service in rural areas.
- Although the entire state of New Mexico is considered underserved regarding WICHE dental and veterinary medicine participants, nearly 40% began their service obligation in rural areas.

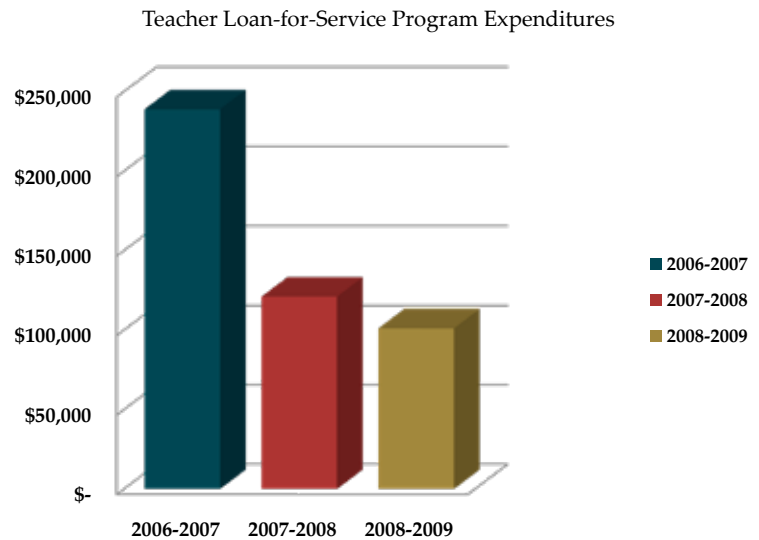
## Health Loan-for-Service Expenditures



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 2008-2009, the Financial Aid Division funded 61 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 2008-2009, the Financial Aid Division awarded 13 medical students, as compared to five the previous year. 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.

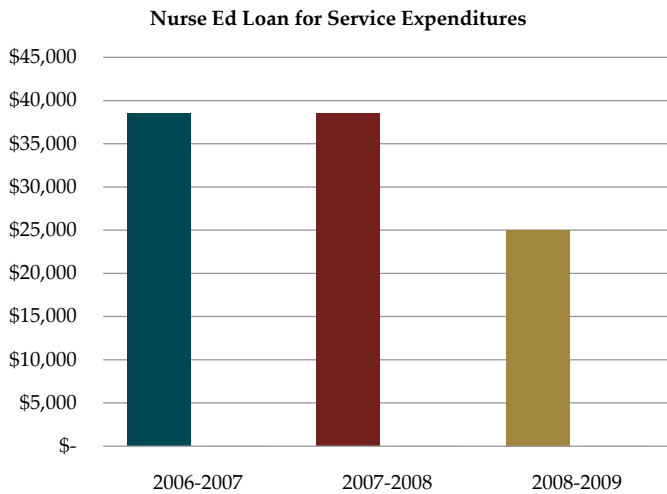
## Teacher Loan-for-Service Expenditures



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 2008-2009, the Financial Aid Division funded 32 new and continuing Teacher Loan-for-Service recipients. The maximum award for Teacher Loan-for-Service recipients is \$4,000 per academic year.

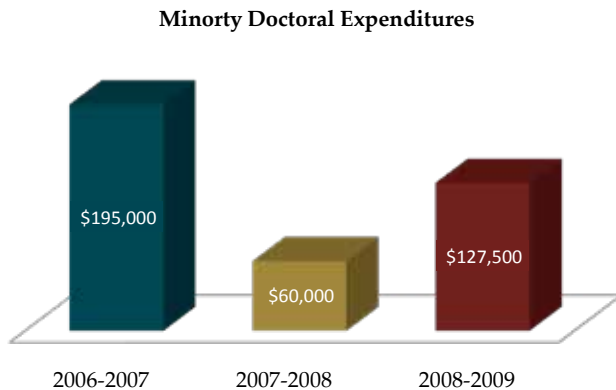


## Nurse Educator Expenditures



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 2008-2009, 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



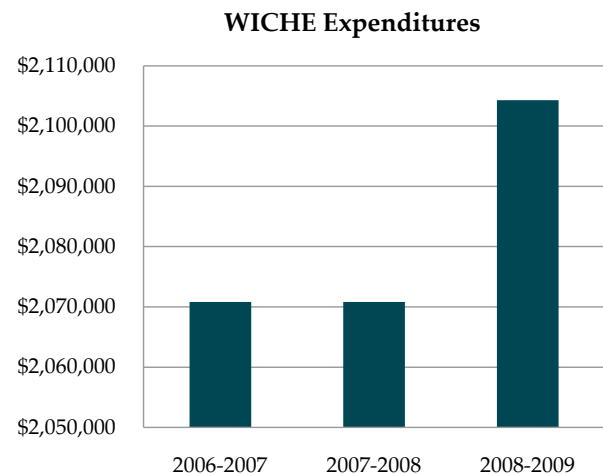
The purpose of the Minority Doctoral Assistance Loan-for-Service Program is to increase the number of ethnic minorities and women prepared to teach engineering, physical or life sciences, mathematics and other academic disciplines in which ethnic minorities or women are demonstrably underrepresented 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 2008-2009, the Financial Aid Division funded nine 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 cover the cost of students' 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.

### State Loan Repayment Programs

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 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 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.

Loan repayment also serves as an effective recruitment tool. Of the awardees in 2009, 46% noted they had relocated to New Mexico from another state specifically for the Health Professional Loan Repayment Program.

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 with 230 applicants for only 45 awards, making this program highly competitive.

Recruitment and retention of physicians, physician assistants, and dentists are particularly vital to the state healthcare workforce. In 2009, 70% of Health Professional Loan Repayment Program awards were granted to those working in these most-needed professions. In addition, 23% 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.

### 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 2008-2009, the Financial Aid Division awarded 14 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 2008-2009 was \$4,800. Since the program's inception in 2006, of the 64 total participants, 27 were district attorneys, 18 were public defenders, and 19 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.

### 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 3.5 who demonstrate the highest financial need. \$167,000 was awarded in scholarships to 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. The College Goal Sunday program provided assistance in 22 sites around the state and scholarships were awarded at each site.

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.

As part of the College Access Challenge Grant and in collaboration with key partners, the New Mexico Higher Education Department is designing the statewide college outreach campaign called "Carve Your Path" targeted at New Mexico's underrepresented communities. The campaign will better inform and prepare underrepresented student populations for entering and succeeding in college through an online electronic student management system. The goal of Carve Your Path is to change the way New Mexicans think about education and to increase the number of New Mexicans who go on to college and complete a degree.

Due to the high percentage of New Mexicans living at or below the poverty level, there is a significant need for college outreach. Current outreach activities conducted by various entities are largely underfunded, are not coordinated by any one organization, and 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.

The Carve Your Path campaign provides a forum for the exchange of best practices, develop appropriate materials and an online presence, distribute more specific information about financial aid, reach the students who most need it, and result in a better educated populace with more opportunities to obtain

better jobs and increase earning potential, thus improving quality of life and helping to alleviate the high incidence of poverty in the state. Accountability for the success of these initiatives will be carefully measured and analyzed.

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 where appropriate.



## HIGHER EDUCATION INSTITUTIONAL FINANCE AND CAPITAL PROJECTS

The Institutional Finance and Capital Projects Division provides fiscal oversight to the state's 24 publicly funded institutions of higher learning and three special schools. There are three research universities, four comprehensive universities, 10 branch colleges and seven independent colleges. The three special schools are the New Mexico Military Institute, the New Mexico School for the Blind and Visually Impaired and the New Mexico School for the Deaf.

The Institutional Finance Division runs the higher education funding formula, including verifying student credit hours and student headcount, calculating Equipment Renewal and Replacement, Building Renewal and Replacement, Instruction and General space certification, and completing schedules such as the Instruction and General Master File, including One Percent Factors, the Tuition and Fees schedule, the Tuition Credit File, the Formula Enrollment Calculation, and the Special Schools Recommendation. This process culminates with the submission of the comprehensive higher education funding recommendation to the Department of Finance and Administration on November 1.

The Institutional Finance Division reviews and approves institutional operating budgets. For fiscal year 2010, the Division approved and submitted to the Department of Finance and Administration and the Legislative Finance Committee \$3.8 billion in expenditures for the 27 publicly funded institutions. For fiscal year 2009, the Division reviewed and approved 45 operating budget adjustment requests.

The Division works collaboratively with the Tax and Revenue Department and the Department of Finance and Administration–Local Government Division, as well as other agencies to complete the Mil Levy and Debt Service Certification. In fiscal year 2009, revenue from the Mil Levy generated approximately \$130 million for 17 public community colleges.

The Division has increased fiscal accountability of state funding of higher education institutions via improved review and analysis of financial activity. Financial reports along with certifications are submitted on a quarterly basis. Financial ratios are submitted following release of each annual financial audit, and unaudited Reports of Actuals are submitted as well. Compliance with financial reporting and state audit rule requirements is monitored closely. Increased communication with institutional fiscal managers has resulted in standardized and measurable monitoring of institutions' fiscal health.

The Division completed and submitted national surveys including the Grapevine Survey conducted by the University of Illinois which lists annual institutional state appropriation amounts. The WICHE (Western Interstate Commission on Higher Education) survey lists institutional tuition and fees. The SHEF (State Higher Education Finance) survey details gross state support as well as operating expenses and tuition

revenues, and a SHEEO (State Higher Education Executive Officers) state budget process survey.

The Division processes flow-thru appropriation payments to institutions via an automated clearing house process. The benefits of ACH (direct deposit) include saving labor time and effort, reduced excess paper printing, and reduced postage costs.

The Division conducts statewide Higher Education Business Officers meetings to share information, update changes in policies and/or practices and generate recommendations for improvement and streamlining services, at times using the online meeting service WIMBA to enable greater participation while reducing travel costs for institutions.



### 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.

*continued on page 42*

## New Mexico Public Postsecondary Institutions Fall 2008 Undergraduate and Graduate FTE and Headcounts

	Head Count	UG FTE	GR FTE	Total FTE
<b>Research Universities</b>				
New Mexico Institute of Mining and Tech	1,925	1,200	321	1,520
New Mexico State University	17,247	11,255	2,180	13,435
University of New Mexico	25,636	16,333	4,374	20,706
University of New Mexico-Medical School	303	n/a	487	487
<b>Comprehensive Universities</b>				
Eastern New Mexico University	4,439	2,846	357	3,203
New Mexico Highlands University	3,621	1,772	842	2,614
Northern New Mexico College	2,593	1,236	0	1,236
Western New Mexico College	2,948	1,603	234	1,837
<b>Branch Community College</b>				
ENMU-Roswell	3,710	1,993	n/a	1,993
ENMU-Ruidoso	1,031	439	n/a	439
NMSU-Alamogordo	3,237	1,495	n/a	1,495
NMSU-Carlsbad	1,847	900	n/a	900
NMSU-Dona Ana	8,596	4,694	n/a	4,694
NMSU-Grants	1,251	541	n/a	541
UNM-Gallup	2,850	1,710	n/a	1,710
UNM-Los Alamos	686	293	n/a	293
UNM-Taos	1,446	679	n/a	679
UNM-Valencia	2,098	1,182	n/a	1,182
<b>Independent Community College</b>				
Central New Mexico Community College	24,870	13,238	n/a	13,238
CNM-UNM Site	1,074	283	n/a	283
Clovis Community College	3,777	1,535	n/a	1,535
Luna Community College	1,959	914	n/a	914
Mesalands Community College	1,135	668	n/a	668
New Mexico Junior College	2,953	1,602	n/a	1,602
New Mexicio Military Institute	511	540	n/a	540
San Juan College	11,855	4,299	n/a	4,299
Santa Fe Community College	5,840	2,186	n/a	2,186
<b>Statwide Totals</b>	<b>139,438</b>	<b>75,437</b>	<b>8,794</b>	<b>84,231</b>

## New Mexico Public Postsecondary Institutions Fall 2008 Resident and Non-Resident Student Status

	Resident	Non- resident	Total
<b>Research Universities</b>			
New Mexico Institute of Mining and Tech	1,500	425	1,925
New Mexico State University	13,323	3,924	17,247
University of New Mexico	22,384	3,252	25,636
University of New Mexico-Medical School	300	3	303
<b>Comprehensive Universities</b>			
Eastern New Mexico University	3,558	881	4,439
New Mexico Highlands University	2,905	716	3,621
Northern New Mexico College	2,482	111	2,593
Western New Mexico College	2,454	494	2,948
<b>Branch Community Colleges</b>			
ENMU-Roswell	3,279	431	3,710
ENMU-Ruidoso	964	67	1,031
NMSU-Alamogordo	2,782	455	3,237
NMSU-Carlsbad	1,747	100	1,847
NMSU-Dona Ana	7,753	843	8,596
NMSU-Grants	1,149	102	1,251
UNM-Gallup	2,151	699	2,850
UNM-Los Alamos	653	33	686
UNM-Taos	1,369	77	1,446
UNM-Valencia	2,056	42	2,098
<b>Independent Community Colleges</b>			
Central New Mexico Community College	22,088	2,782	24,870
CNM-UNM Site	965	109	1,074
Clovis Community College	2,903	874	3,777
Luna Community College	1,910	49	1,959
Mesalands Community College	1,050	85	1,135
New Mexico Junior College	2,522	431	2,953
New Mexicio Military Institute	116	395	511
San Juan College	9,250	2,605	11,855
Santa Fe Community College	5,249	591	5,840



Analysis of Instruction and General Expenditures  
Operating Budgets, Unrestricted, Fiscal Year 2009-10

	Fall 2008 Student FTE	INSTRUCTION			GENERAL			TOTAL I & G
		Budget	Budget per Student	Budget as % of Total I&G	Budget	Budget per Student	Budget as % of Total I&G	Budget
			FTE	FTE		FTE		
<b>Four-Year Institutions:</b>								
Research Universities								
New Mexico Institute of Mining and Tech	1,521	\$16,501,109	\$10,849	49.2%	\$17,006,422	\$11,181	50.8%	\$33,507,531
New Mexico State University	13,435	\$100,562,200	\$7,485	57.5%	\$74,256,046	\$5,527	42.5%	\$174,818,246
University of New Mexico	20,707	\$158,104,635	\$7,635	54.2%	\$133,870,603	\$6,465	45.8%	\$291,975,238
University of New Mexico-Medical School	487	\$64,362,331	\$132,161	64.6%	\$35,206,085	\$72,292	35.4%	\$99,568,416
Comprehensive Institutions								
Eastern New Mexico University	3,203	\$19,275,000	\$6,018	55.2%	\$15,641,000	\$4,883	44.8%	\$34,916,000
New Mexico Highlands University	2,614	\$18,670,011	\$7,142	50.6%	\$18,257,904	\$6,985	49.4%	\$36,927,915
Northern New Mexico College	1,236	\$6,438,170	\$5,209	47.7%	\$7,072,059	\$5,722	52.3%	\$13,510,229
Western New Mexico College	1,837	\$13,706,851	\$7,462	56.0%	\$10,761,783	\$5,858	44.0%	\$24,468,634
<b>Total Four-Year Institutions</b>	<b>45,040</b>	<b>\$397,620,307</b>	<b>\$8,828</b>	<b>56.0%</b>	<b>\$312,071,902</b>	<b>\$6,929</b>	<b>44.0%</b>	<b>\$709,692,209</b>
<b>Two-Year Institutions:</b>								
Branch Community Colleges								
ENMU-Roswell	1,993	\$9,951,148	\$4,993	52.2%	\$9,127,777	\$4,580	47.8%	\$19,078,925
ENMU-Ruidoso	439	\$1,461,800	\$3,330	48.1%	\$1,577,600	\$3,594	51.9%	\$3,039,400
NMSU-Alamogordo	1,495	\$5,932,757	\$3,968	55.0%	\$4,848,242	\$3,243	45.0%	\$10,780,999
NMSU-Carlsbad	900	\$4,273,347	\$4,748	50.8%	\$4,139,454	\$4,599	49.2%	\$8,412,801
NMSU-Dona Ana	4,694	\$18,662,436	\$3,976	58.5%	\$13,235,907	\$2,820	41.5%	\$31,898,343
NMSU-Grants	541	\$1,959,169	\$3,621	45.4%	\$2,357,687	\$4,358	54.6%	\$4,316,856
UNM-Gallup	1,691	\$7,609,548	\$4,500	52.6%	\$6,870,964	\$4,063	47.4%	\$14,480,512
UNM-Los Alamos	293	\$1,176,262	\$4,015	34.8%	\$2,202,540	\$7,517	65.2%	\$3,378,802
UNM-Taos	679	\$1,902,169	\$2,801	39.2%	\$2,950,540	\$4,345	60.8%	\$4,852,709
UNM-Valencia	1,182	\$3,860,765	\$3,266	43.0%	\$5,123,915	\$4,335	57.0%	\$8,984,680
Subtotal Branch Comm. Coll.	13,907	\$56,789,401	\$4,084	52.0%	\$52,434,626	\$3,770	48.0%	\$109,224,027
Independent Comm. Colleges								
Central New Mexico Community College	13,521	\$53,045,620	\$3,923	52.4%	\$48,181,054	\$3,563	47.6%	\$101,226,674
Clovis Community College	1,535	\$6,492,332	\$4,230	48.6%	\$6,876,200	\$4,480	51.4%	\$13,368,532
Luna Community College	914	\$5,116,913	\$5,598	41.4%	\$7,236,126	\$7,917	58.6%	\$12,353,039
Mesalands Community College	668	\$2,128,420	\$3,186	43.2%	\$2,795,861	\$4,185	56.8%	\$4,924,281
New Mexico Junior College	1,602	\$7,820,784	\$4,882	41.3%	\$11,111,204	\$6,936	58.7%	\$18,931,988
San Juan Community College	4,299	\$24,026,192	\$5,589	54.6%	\$19,962,732	\$4,644	45.4%	\$43,988,924
Santa Fe Community College	2,186	\$13,338,226	\$6,102	48.9%	\$13,956,084	\$6,384	51.1%	\$27,294,310
Subtotal Independent CC's	24,725	\$111,968,487	\$4,529	50.4%	\$110,119,261	\$4,454	49.6%	\$222,087,748
<b>Total Two-Year Institutions</b>	<b>38,632</b>	<b>\$168,757,888</b>	<b>\$4,368</b>	<b>50.9%</b>	<b>\$162,553,887</b>	<b>\$4,208</b>	<b>49.1%</b>	<b>\$331,311,775</b>
<b>GRAND TOTAL</b>	<b>83,672</b>	<b>\$566,378,195</b>	<b>\$6,769</b>	<b>54.4%</b>	<b>\$474,625,789</b>	<b>\$5,672</b>	<b>45.6%</b>	<b>\$1,041,003,984</b>

Source: Fiscal year 2009-10 approved budgets and D.E.A.R. files.



## Sources of Revenue for Instruction and General Purposes Unrestricted and Restricted Funds in 2009-10

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 61.5% while community colleges obtain 53.7% of their funding to support unrestricted operations. Tuition & Fees is the next largest contributing factor for universities, 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 28.2% 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 41.2% and 26.5% of their overall total revenue respectively.

	State Appropriations	Tuition & Fees	Local Tax Levy	L&PF / Endowment	Misc.	Total Unrestricted	Grants & Contracts Total Restricted	Total Budgeted Revenue
Universities	\$431,700,965	\$199,097,989	\$0	\$17,060,635	\$54,329,509	\$702,189,098	\$491,908,342	\$1,194,097,440
Branch Colleges	\$72,302,900	\$23,392,059	\$14,568,958	\$0	\$1,596,973	\$111,860,890	\$52,097,574	\$163,958,464
Independent Colleges	\$109,437,000	\$33,354,853	\$80,805,442	\$0	\$3,142,338	\$226,739,633	\$85,029,399	\$311,769,032
Total Community Colleges	\$181,739,900	\$56,746,912	\$95,374,400	\$0	\$4,739,311	\$338,600,523	\$121,984,438	\$460,584,961
All Institutions	\$613,440,865	\$255,844,901	\$95,374,400	\$17,060,635	\$59,068,820	\$1,040,789,621	\$613,892,780	\$1,654,682,401

### Percentage of Revenue Sources

	State Appropriations	Tuition & Fees	Local Tax Levy	L&PF/ Endowment	Misc.	Total Unrestricted	Grants & Contracts Total Restricted	Total Budgeted Revenue
Universities	61.5%	28.4%	0.0%	2.4%	7.7%	58.8%	41.2%	100.0%
Branch Colleges	64.6%	20.9%	13.0%	0.0%	1.4%	68.2%	31.8%	100.0%
Independent Colleges	48.3%	14.7%	35.6%	0.0%	1.4%	72.7%	27.3%	100.0%
Total Community Colleges	53.7%	16.8%	28.2%	0.0%	1.4%	73.5%	26.5%	100.0%
All Institutions	58.9%	24.6%	9.2%	1.6%	5.7%	62.9%	37.1%	100.0%

Source: Approved Institutional Operating Budgets for Fiscal Year 2009-2010



## 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%
2005-2006	\$4,708.6	\$705.0	15%
2006-2007	\$5,084.1	\$762.0	15%
2007-2008	\$5,675.0	\$846.3	15%
2008-2009	\$6,026.8	\$884.9	15%
2008-2009	\$5,487.7	\$853.2	16%

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.

### History of New Mexico Capital Outlay Appropriations, 2003-2009

Research Universities	2003	2004	2005	2006	2007	2008	2009
New Mexico Tech	25,000	4,490,000	940,000	8,980,000	3,338,000	8,939,000	400,000
New Mexico State University	726,000	17,703,000	9,397,855	22,523,500	9,474,985	25,379,000	5,500,000
University of New Mexico	2,824,200	23,558,149	10,262,400	36,910,200	28,721,570	24,047,000	6,800,000
<b>Comprehensive Universities</b>							
Eastern New Mexico University	208,000	8,098,000	1,710,000	6,650,000	3,065,000	12,570,000	400,000
New Mexico Highlands University	2,295,000	6,845,000	3,046,000	11,960,000	3,922,385	10,880,000	400,000
Northern New Mexico College	20,000	860,000	0	3,740,000	3,605,000	8,355,000	0
Western New Mexico University	70,000	19,000,000	1,966,048	7,680,000	350,000	8,144,000	400,000
University Subtotals:	6,168,200	80,554,149	27,322,303	98,443,700	52,476,940	98,314,000	13,900,000
<b>Branch Community Colleges</b>							
ENMU-Roswell	80,000	3,250,000	345,811	6,840,000	1,210,000	4,157,500	0
ENMU-Ruidoso	0	865,000	0	2,800,000	800,000	464,000	0
NMSU-Alamogordo	0	280,000	2,500,000	2,075,000	175,000	1,067,000	0
NMSU-Carlsbad	0	80,000	220,000	1,715,000	81,000	3,300,000	0
NMSU-Dona Ana	0	3,775,000	375,000	3,875,000	51,000	6,500,000	0
NMSU-Grants	0	175,000	250,000	1,085,000	0	1,000,000	0
UNM-Gallup	120,000	1,260,000	45,000	2,445,000	360,000	900,000	0
UNM-Los Alamos	0	435,000	0	600,000	0	400,000	0
UNM-Taos	0	1,500,000	0	1,720,000	1,100,000	3,300,000	0
UNM-Valencia	0	550,000	0	1,000,000	0	1,000,000	0
<b>Independent Community Colleges</b>							
Central New Mexico Community College	551,400	7,440,000	375,000	11,300,000	189,300	12,000,000	0
Clovis Community College	0	750,000	0	3,000,000	270,000	4,113,000	0
Luna Community College	45,000	1,315,000	1,250,000	2,320,000	1,255,000	4,925,000	0
Mesalands Community College	0	688,000	25,000	1,500,000	1,951,697	7,025,000	470,000
New Mexico Junior College	0	4,895,500	100,000	1,935,000	480,000	1,595,000	0
San Juan College	877,500	3,510,000	1,262,143	4,000,000	1,490,000	5,912,000	0
Santa Fe Community College	0	465,000	205,000	3,425,000	1,763,800	4,765,000	0
Community Colleges Subtotals:	1,673,900	31,233,500	6,952,954	51,635,000	11,176,797	62,423,500	470,000
<b>Constitutional Special Schools</b>							
New Mexico Military Institute	101,500	1,750,000	0	4,369,000	1,120,000	5,215,000	2,200,000
New Mexico School for the Deaf	0	6,190,000	0	7,100,000	5,500,000	6,125,000	2,500,000
New Mexico School for the Blind and Visually Impaired	0	240,000	189,000	3,100,000	5,500,000	1,600,000	2,300,000
Special Schools Subtotals:	101,500	8,180,000	189,000	14,569,000	12,120,000	12,940,000	7,000,000
Statewide Totals:	7,943,600	119,967,649	34,464,257	164,647,700	75,773,737	173,677,500	21,370,000

This table does not include reauthorizations. The data excludes the following: statewide general obligation bond issues for Americans with Disabilities Act projects, information technologies, 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.

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: focus 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.

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.

## **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 that will transform New Mexico through a technology-enhanced education system. The Department aligns major projects with its IT Strategic Plan to "Create a more 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: IDEAL-NM (Innovative Digital Education and Learning)**

New Mexico has been gifted with a remarkable opportunity through IDEAL-NM (Innovative Digital Education and Learning in New Mexico). The IDEAL-NM program is a collaboration of the New Mexico Higher Education and Public Education Departments, and a key element to Governor Richardson's Graduate New Mexico, It's Everybody's Business initiative to bring 10,000 high school dropouts back to school.

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. The project has far exceeded its expectations in its first full year of operations. Despite limited funding, together the New Mexico Higher Education Department and the Public Education Department have achieved the goal to offer quality eLearning services to the state through this multi-sector program.

Within the past 12 months, staff was formed, office facilities leased, eTeachers trained, plans and handbooks written and regional hosting arrangements established with New Mexico's nine Regional Education Cooperatives. Course development began, a statewide enterprise eLearning Management System was procured, intra-office technology infrastructure was

purchased, a comprehensive web portal was developed, and Learning Management System implementation and integration training began. Northern New Mexico College was the first higher education institution to migrate its courses to the statewide Learning Management System, and 550 Northern students participated in Fall 09 courses.

The New Mexico Public Education Department's Distance Learning Rule was repealed and replaced to reflect the evolution of eLearning policy and to integrate the provisions of the 2007 Statewide Cyber Academy Act. Necessary intergovernmental agreements and memoranda of understanding were put in place with Regional Education Centers, K-12 school districts and charter schools. In addition, appropriate business processes were established.

- IDEAL-NM is a success story: In the 2008-2009 academic year, IDEAL-NM offered more than 2,000 classes to middle and high school students
- Thirteen New Mexico public colleges and universities have entrusted their eLearning environment to IDEAL-NM, consolidating licenses into one perpetual license for the state
- More than 50 state agencies are using or actively seeking opportunities to use the learning management system for working more efficiently

New Mexico has been recognized for its visionary achievements:

- IDEAL-NM was ranked third (up from sixth) in an annual survey conducted by e.Republic's Center for Digital Education. The survey, which evaluates national online learning policy, reveals significant growth in state support for implementation of online programs in K-12 education.
- The Council for State Governments-WEST announced that IDEAL-NM was one of eight national winners to receive the 2009 Council for State Governments Innovation Award. Each year, the Council's four national regions select two winners for the national award.

Many New Mexico colleges and universities experienced increased enrollment in fall 2009 and are eager to utilize this new eLearning environment and expand course offerings to students. As envisioned two years ago, school districts, institutions and state agencies can take advantage of integrated applications such as a web conferencing system and many other shared resources. Expansion of support and build out of the learning management system's infrastructure will be critical to the success of the Governor's Graduate New Mexico! initiative to encourage more than 10,000 high school dropouts to return to school and graduate.

### Statewide P-20 Longitudinal Data System

Further demonstrating forward-thinking use of technology in education is the New Mexico Achieving Collaborative Heights in Education Via e-Systems (NM-ACHIEVeS), the former Student Data Sharing initiative. The New Mexico Higher

Education and Public Education Departments and other state agency partners prepared a federal grant to request funds for a longitudinal data system to track student success from early in the educational pipeline through college and into the workforce. If funded, this system will align with federal and state mandates to consolidate data and the systems they reside on to increase role-level access to a decision support system of accountability and reform. The initiative involves the creation of a P-20 Council and a comprehensive data governance model that will ensure success for the collaborative. The objective is to enable and develop data-driven policy and reform 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 for the development of a 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. The state's public colleges and universities completed the SunGard-Banner upgrade this year to Version 8 of the enterprise resource planning system. This version will enhance the ability to collect a common student identifier and share student data. The upgrade plan enabled the leveraging of shared resources and funding among the institutions. And, 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.*

**Strategy:** 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.

**Strategy:** Improve web conferencing for the online learning community to one standard 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. The web conferencing solutions will economically support the reduction of travel for agency meetings and training currently requiring travel and per diem. The web conferencing solutions will enable voice communication for interactive training and meetings 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 4: Reduce the cost of government operations through effective development, implementation and management of IT technical and application architectures, programs and services.*

**Strategy:** Design an effective online student education and career-tracking system (an ePortfolio, called Carve Your Path) and develop a longitudinal 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 the IDEAL-NM program and significantly reduce the costs of agency operations for training, travel and meetings.

*Goal 5: 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 8: Consolidate enterprise information technology services to mitigate and eliminate duplication.*

**Strategy:** Take advantage of cost reductions at state agencies and public institutions by utilizing 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 140 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 [Private Postsecondary Educational Institution Act \(www.conwaygreene.com\)](http://www.conwaygreene.com). The Act covers and defines postsecondary educational institutions to include academic, vocational, technical, business, professional or other school, college or university offering courses, instruction, training or education from a physical site in New Mexico through distance education, correspondence or in person. The Office provides consumer protection information about accreditation and licensing on the Department's website ([www.hed.state.nm.us](http://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 100 registered exempt and 40 licensed private postsecondary institutions operating in New Mexico.

## 2009 Accomplishments

In recognition of the demanding responsibilities associated with the administration of Private and Proprietary Schools, a full-time position has been dedicated to the Department's oversight responsibilities.

To support this administrative change within the New Mexico Higher Education Department, the Private Postsecondary Fee Schedule ([www.hed.state.nm.us](http://www.hed.state.nm.us)) was adjusted accordingly and became effective July 1, 2009.

### 2009 Private Proprietary School Closures

- Kaplan Career Institute
- Life Design International
- Trim International Floral School, Ltd.

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



## List of Licensed Postsecondary Institutions in New Mexico

Institution	Location	Accreditation			Website
		Non-Accredited	Regional	National	
Albuquerque Grooming Academy	Albuquerque	X			<a href="http://www.petgroomingschoolnm.com">www.petgroomingschoolnm.com</a>
American Century University	Albuquerque	X			<a href="http://www.centuryuniversity.edu">www.centuryuniversity.edu</a>
Anamarc Educational Institute	Santa Teresa			X	<a href="http://www.anamarc.com">www.anamarc.com</a>
Apollo College of New Mexico, Inc.	Albuquerque			X	<a href="http://www.apollocollege.edu">www.apollocollege.edu</a>
Aquila Travel Academy	Albuquerque	X			<a href="http://www.aquilatravel.com">www.aquilatravel.com</a>
Artesia Training Academy, L.L.C.	Artesia	X			<a href="http://www.artesiatraining.com">www.artesiatraining.com</a>
ATI Career Training Center	Albuquerque			X	<a href="http://www.atienterprises.edu/">www.atienterprises.edu/</a>
Aviation & Electronic Schools of America	Alamogordo	X			<a href="http://www.aesa.com">www.aesa.com</a>
Ayurvedic Institute	Albuquerque	X			<a href="http://www.ayurveda.com">www.ayurveda.com</a>
Brookline College (Formerly International Institute of the Americas)	Albuquerque		X		<a href="http://brooklinecollege.edu/">http://brooklinecollege.edu/</a>
Brown Mackie College-Albuquerque	Albuquerque	X			none
Business Skills Institute	Las Cruces				<a href="http://www.bsi.edu">www.bsi.edu</a>
Casino Dealer School	Albuquerque	X			<a href="http://www.casinodealerschool.net">www.casinodealerschool.net</a>
Chadwick University	Silver City	X			<a href="http://www.chadwick.edu/">http://www.chadwick.edu/</a>
CompUSA	Albuquerque	X			<a href="http://www.compusa.com">www.compusa.com</a>
Computer Career Center	Las Cruces			X	<a href="http://www.computercareercenter.edu">www.computercareercenter.edu</a>
Culinary Business Academy	Rio Rancho	X			<a href="http://www.culinarybusiness.com">www.culinarybusiness.com</a>
EC-Council University	Albuquerque	X			<a href="http://www.eccuni.us">www.eccuni.us</a>
Hypnotherapy Academy of America	Santa Fe	X			<a href="http://www.hypnotherapyacademy.com">www.hypnotherapyacademy.com</a>
International Institute for Counter Terrorism Studies	Albuquerque	X			<a href="http://www.iiets.com">www.iiets.com</a>
International Schools	Albuquerque & Sunland Park			X	<a href="http://www.internationalschools.com">www.internationalschools.com</a>
ITT Technical Institute	Roswell			X	<a href="http://www.itt-tech.edu">www.itt-tech.edu</a>
John Robert Powers of Albuquerque	Albuquerque	X			<a href="http://www.jrpsouthwest.com">www.jrpsouthwest.com</a>
Kaplan Career Institute	Albuquerque				<a href="http://www.kci-albuquerque.com">www.kci-albuquerque.com</a>
Life Design International	Albuquerque	X			<a href="http://www.garyderodriguez.com">www.garyderodriguez.com</a>
Maharashi College of Vedic Medicine	Santa Fe	X			none
Medicine Wheel, The	Albuquerque	X			none
Mesilla Valley Training Academy	Aztec	X			<a href="http://www.m-v-t-i.com">www.m-v-t-i.com</a>
National Center for Montessori Education dba NMCME (New Mexico Center for Montessori Education)	Las Cruces	X		X	<a href="http://www.ponderosamontessori.com">www.ponderosamontessori.com</a>
National College of Midwifery	Los Alamos			X	<a href="http://www.midwiferycollege.org">www.midwiferycollege.org</a>
National Hypnotherapy Training Center	Taos	X			<a href="http://www.hypnotherapytrainingcenter.com">www.hypnotherapytrainingcenter.com</a>
New Horizons Computer Learning Center	Albuquerque	X			<a href="http://www.nhnewmexico.com">www.nhnewmexico.com</a>
Pima Medical Institute	Scottsdale			X	<a href="http://www.pimi.edu">www.pimi.edu</a>
Precision Groom Academy	Albuquerque	X			<a href="http://www.precisiongroomacademy.com/">http://www.precisiongroomacademy.com/</a>
Pro Force Academy	Las Cruces	X			<a href="http://www.proforcetrain.com">www.proforcetrain.com</a>
Rio Grande Dental Assisting Training Program, LLC	Silver City	X			none
Rocky Mountain Truck Driving School	Socorro	X			<a href="http://www.newmexicobartending.com">www.newmexicobartending.com</a>
Southern New Mexico Dental Assisting School	Albuquerque	X			none
Trinity Learning Solutions, Inc.	Albuquerque	X			<a href="http://www.newmexicobartending.com">www.newmexicobartending.com</a>
University of Natural Medicine Inc.	Santa Fe	X			<a href="http://www.universitynaturalmedicine.org">www.universitynaturalmedicine.org</a>
University of St. Francis	Albuquerque		X		<a href="http://www.stfrancis.edu/">http://www.stfrancis.edu/</a>
Water Technologies Training Institute	Farmington	X			<a href="http://www.watertechtraining.com">www.watertechtraining.com</a>

# Special Schools



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

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: for 125 years the New Mexico School for the Deaf has been making a difference in the lives of deaf children and their families.

The New Mexico School for the Deaf honors Lars Larson's legacy by providing comprehensive and accessible educational and support services to New Mexico's deaf and hard of hearing children and youth from birth to 22 years old. While many are enrolled at the historic Santa Fe campus, the New Mexico School for the Deaf also offers extensive early childhood services through satellite preschools in Albuquerque and Las Cruces and through a variety of outreach programs where the School for the Deaf supports families through the Step\*Hi Parent/Infant Program and local schools and districts serving deaf and hard of hearing students.

As the New Mexico School for the Deaf enters its 125th year, there is much to celebrate: NMSD's rigorous academic program conforms to state standards and benchmarks and is designed to suit each student's Individualized Education Program. The central focus of instruction is language, literacy development and critical thinking skills. The School for the Deaf offers traditional courses and a range of electives as well as vocational classes and work study. In addition, students' rich and diverse backgrounds and experiences are celebrated throughout the year.

The New Mexico School for the Deaf'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.

The Outreach Program provides services to an ever growing number of students, parents, educators and the general public. Step\*Hi, a free, home-based program for New Mexico parents and their infants and young children, offers statewide services and occurs in the child's home and community. Services are individually tailored through state and federally regulated practices to meet each child's and family's strengths and needs.

The 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 local school districts and communities. To help local education agencies meet this requirement, the Outreach Program provides information to public schools, families and students with a special focus on language, communication and literacy development. Educational opportunities are available in the form of consultation to the student's teachers and educational team members; school or district level planning to identify and support specific professional developmental needs of a student's educational team; workshops, conferences and classes.

The Santa Fe campus has been undergoing extensive renovations to meet the needs of current and future students. Several new buildings have been completed: the Lars M. Larson Activity Center and Residential Complex, Hester Hall Early Childhood & Elementary Building, the Maintenance Building and a Central Plant that will streamline the campus' heating/cooling system and allow for more energy efficient outcomes. Connor Hall is in the process of being transformed from an eighty-year-old building into a modern educational facility and is the future home of the career/technical education and diagnostic center. Plans are underway for an athletic field and the renovation of Dillon Hall which houses middle and high school instructional programs.

The New Mexico School for the Deaf continues its focus to help Deaf and Hard of Hearing students succeed: Serving an increasing number of students from throughout the state (75% of all deaf and hard of hearing infants and students in New Mexico):

- 157 students on the Santa Fe campus and at in the Albuquerque and Las Cruces preschools
- 525 infants/toddlers/K-12 students through Outreach Program



- Fully accredited by the North Central Association of Colleges and Schools and the Conference of Educational Administrators of Schools and Programs for the Deaf
- With involvement from stakeholders throughout the state, the New Mexico School for the Deaf's Statements of Mission, Vision and Beliefs were updated and revised
- Successful attainment of goals in the school's 2002-2005 and 2005-2008 Strategic Plans. The New Mexico School for the Deaf is now into the third year of a three-year strategic plan. The 2008-2011 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
- Conducted a successful comprehensive assessment of the school's policies, practices and infrastructure as they relate to security and safety
- Installed an accessible, visual Emergency Communications System on the Santa Fe campus
- Supported two successful national conferences in Santa Fe (April 2009): a National Summit on the delivery of educational services for the Deaf and Hard of Hearing and the annual Conference of Educational Administrators of Schools and Programs for the Deaf

campus now do so with the idea that the placement is short-term and that the plan is for the student to return to his family and community after developing specific compensatory skills.

The New Mexico School for the Blind and Visually Impaired's Family Infant and Toddler Outreach Program continues to grow exponentially. During the 2008-09 year, more than 1,000 families throughout the state received support for their young children. The school's Low Vision Clinic provides medical and educationally teamed evaluations to help students maximize the use of residual vision. The school-age outreach program developed a mentorship process to support New Mexico school districts' efforts to train and retain highly qualified teachers of the visually impaired and orientation and mobility instructors. Scholarships for New Mexico teachers, provided by the New Mexico School for the Blind and Visually Impaired, help educators acquire the specialized training needed to support students who are blind. The mentorship process supports both the New Mexico school district and the teacher while s/he gains the knowledge and experience to be effective educators. Currently, eight school districts have placed their own educators in the teachers of the visually impaired personnel preparation program at New Mexico State University and have accepted mentorship support from the New Mexico School for the Blind and Visually Impaired.

## NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

The New Mexico School for the Blind and Visually Impaired marked 2008-09 as a year "under construction." In January, the school celebrated the grand opening of its early childhood center in Albuquerque. Built on the edge of the Sandia Science and Technology Park, the 37,000 square foot building became home to the Early Childhood Program as well as to all of the school's outreach initiatives. The building, designed and built specifically for young learners who are blind or visually impaired, has been nominated for awards from both the architectural and construction industries. For the preschoolers who attend classes there daily, it is a learning space full of surprises. In the words of one 2 year old on her first day in the new building, "It sounds like you built me a really big school!"

"Under Construction" didn't apply only to buildings. Every program of the New Mexico School for the Blind and Visually Impaired has been under review and the results have been dramatic. The residential campus in Alamogordo began an aggressive program revision that included emphasis on the expanded core curriculum. The school's focus centers around compensatory or functional skills that, because of blindness issues, must be prescriptively taught using specialized educational strategies. Students who attend the residential



## ADMINISTRATIVE SERVICES

The Administrative Services Division of the New Mexico Higher Education Department developed and implemented these cost savings strategies to help address the state's budget shortfall:

- Properly allocated direct costs for rent, phones, printing and postage to federal and private grants and dedicated funds
- Consolidated postage machines
- Eliminated cell phones and landlines to reduce duplicate service
- Conducted field audits of institutions online and through abbreviated on-site audits, reducing in-state travel from 10 staff members for two weeks to five staff members traveling one week.
- Implemented IDEAL-NM/Wimba web conferencing to reduce need for in-state travel to attend meetings
- Held positions vacant due to hiring freeze in Financial Aid, Institutional Finance, and Administrative Services Divisions
- Eliminated one of the three agency state vehicles
- Eliminated all out-of-state travel except for travel supported by federal or private grants.

To further streamline the Department's financial processing, the Administrative Services Division coordinated these activities:

- Developed and approved business processes for

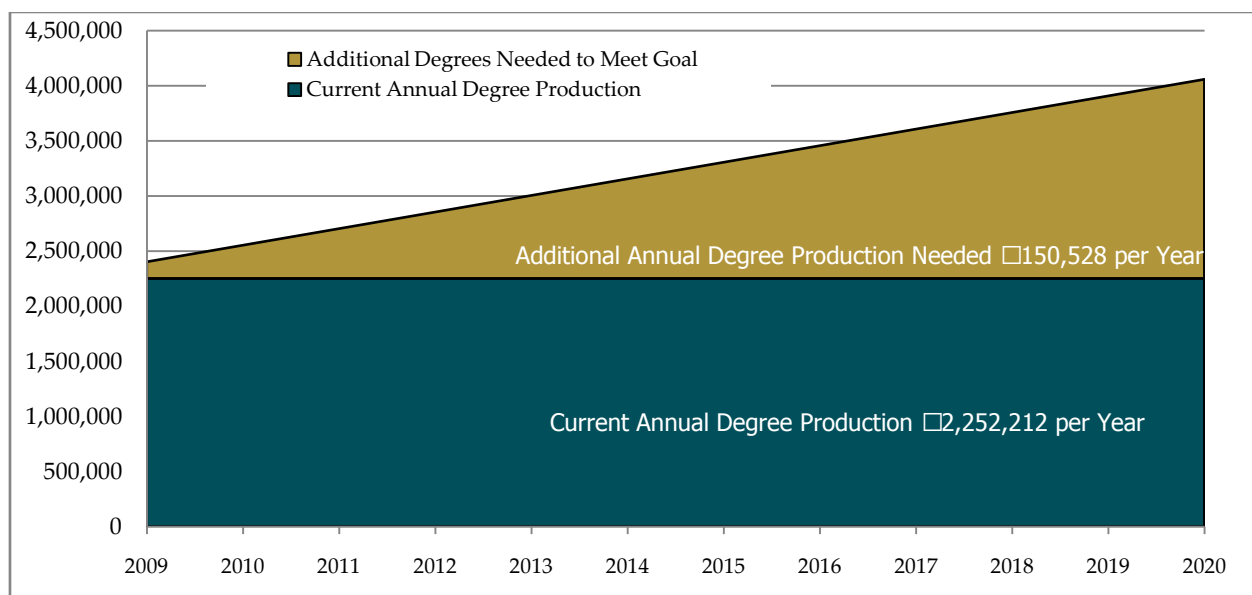
procurement, professional services contracting, budgeting and human resources, as well as new agency policies on use of state vehicles, code of ethics, violence in the workplace, and complaint resolution

- Established a committee to develop a policy on in-state and out-of-state travel
- Completed fiscal year 2008 audit and initiated fiscal year 2009 audit in compliance with all audit deadlines to date
- Addressed a significant backlog of fiscal year 2008 financial transactions and brought all payments to current status
- Processed more than \$450,000 in prior year payments
- Completed study of the Department's federal grant administration process and approved recommendations for processes to review grant proposals, improve information sharing, accelerate federal grant financial draw downs, assure monthly grant expenditure reconciliations, enhance cross-training of grant finance staff, facilitate timely payments to sub-grantees (mostly school districts and postsecondary institutions), on-site monitoring of sub-grantees, grant compliance, and proper indirect cost allocation

To better serve our constituents and the general public and to provide adequate and appropriate offices for staff members, the Department relocated from the campus of the New Mexico School for the Blind to 2048 Galisteo Street in Santa Fe.

“By 2020, America will once again have the highest proportion of college graduates in the world”  
President Barack Obama, February 24, 2009

### Associate and Bachelor's Degrees Needed to Become the Most Educated Country by 2020





# Planning & Research

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.

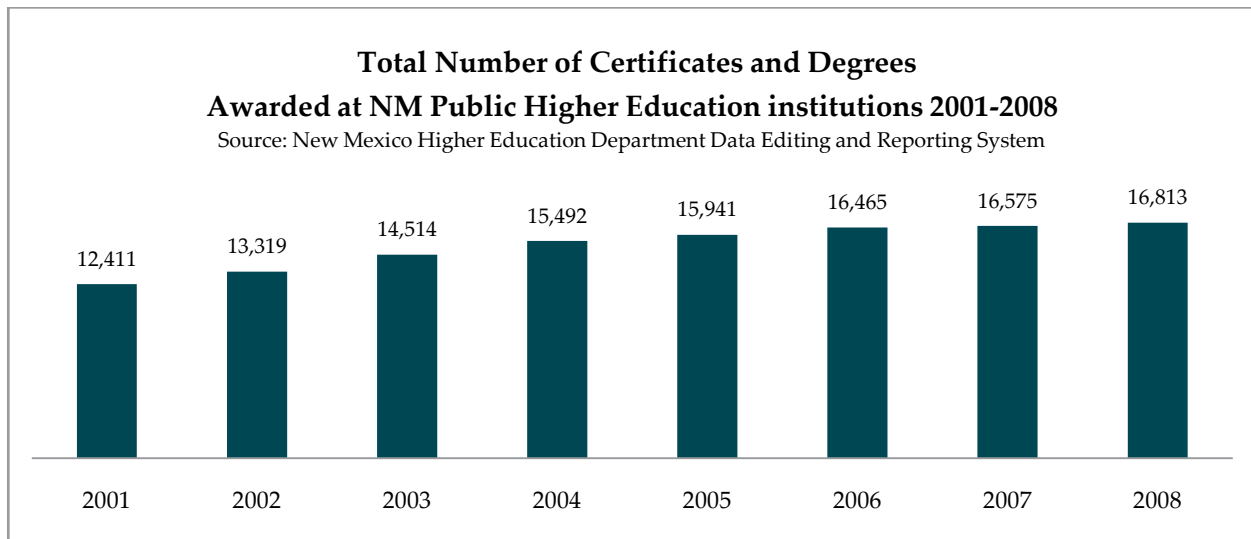
- Goal 1 Support the policy work of the Department
- Goal 2 Strengthen partnerships with the state's education leadership community
- Goal 3 Contribute to the local and national discussion of education policy and reform through research publications
- Goal 4 Organize division processes, define procedures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

The responsibilities of the Planning and Research Division are broad. The following outlines some of the 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
- Oversee the Development of the New Mexico Higher Education Department Strategic Plan and associated accountability structure for the Department

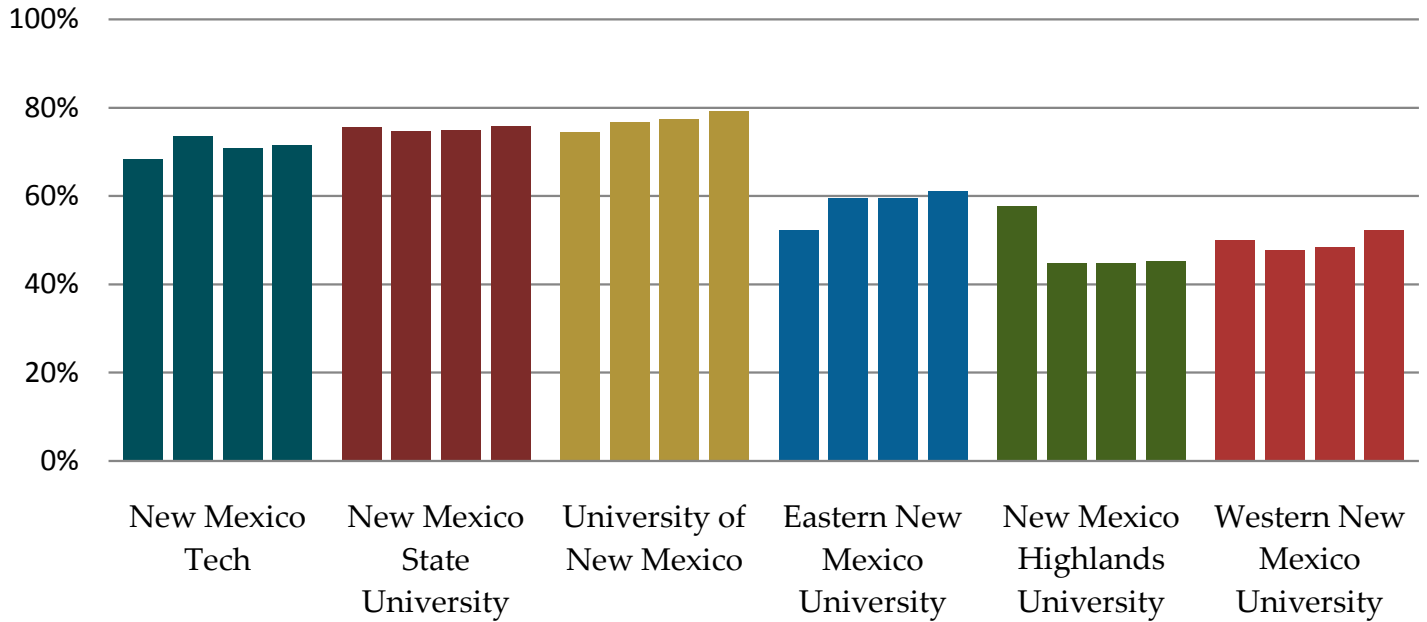
- Manage the funding formula data generation and certification process
- Create student centered policies, rules and laws that govern higher education business
- Oversee all internal and external data flow related to the statewide higher education data base
- Manage the statewide data verification process
- Perform legislative bill analysis
- Develop data governance for the management and maintenance of student information
- Lead the development of New Mexico's longitudinal data system initiative
- Write grants
- Responsible for state and federal mandate compliance related to new and existing legislation

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 level longitudinal data analysis, forecasting, trend analysis and modeling. Continuing to enhance our abilities to make data based decisions about the impact of education policy on secondary and postsecondary programs, institutions and the workforce remains the focus in the coming year. The four initiatives outlined in this section provide solid examples of the current policy, research and innovative progress made in 2009. Additionally this section highlights data relevant to the higher education communities' success in helping students succeed. What follows are graduation and retention data that show steady and improved student outcomes.



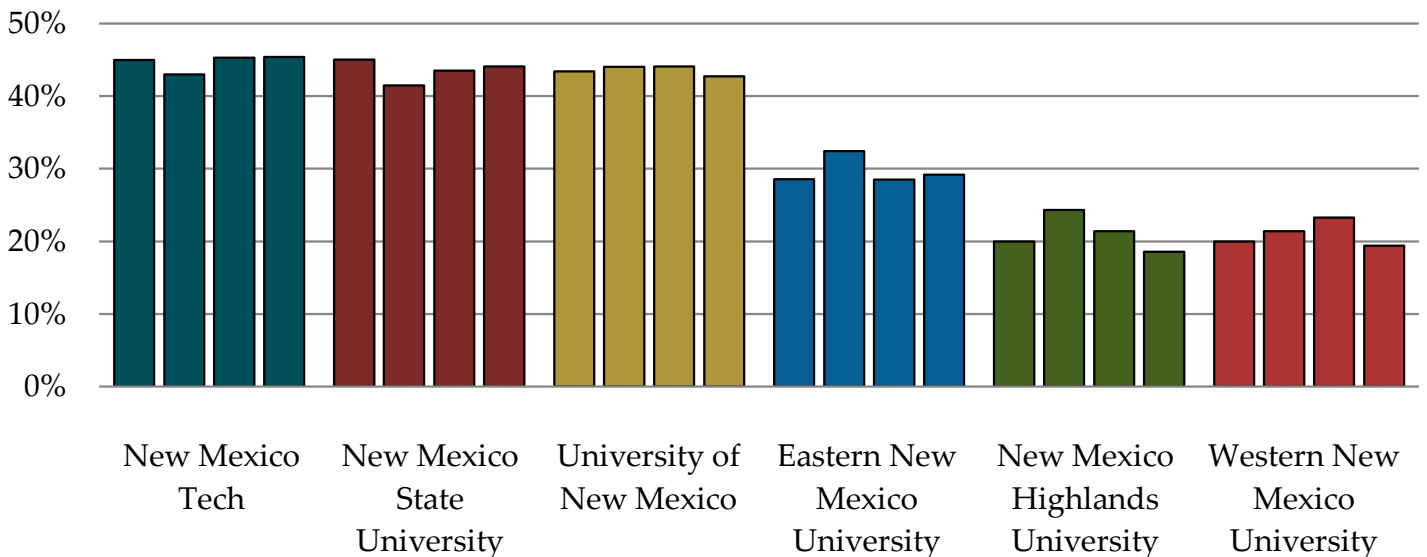
## Second Year Retention of First-Time Freshman Classes Starting in Fall 2004 thru Fall 2008

Source: Council of University Presidents Performance Effectiveness Report



## Six Year Graduation Rates of First-time Freshman Classes Starting Fall 2000 thru Fall 2003

Source: Council of University Presidents Performance Effectiveness Report



## NM ACHIEVeS

The New Mexico Higher Education Department has partnered with the Public Education Department, the Department of Workforce Solutions, the Children, Youth and Families Department and other state agencies to develop a statewide P-20 (pre-K through college/career) longitudinal data system. Known as NM ACHIEVeS (New Mexico Achieving Collaborative Heights In Education Via e-Systems), the project is a statewide initiative to implement an expanded and improved statewide longitudinal data system to inform and guide innovative education reform by linking student and teacher data across time: from pre-kindergarten through college and into the workforce. New Mexico's goal – to complete development and ensure dynamic use of a P-20 longitudinal data system – is tied to the state's education reform goals, which were developed with input from multiple state agencies, institutions of education, business and industry.

There are many reasons the state will benefit from the longitudinal data system:

- 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

Although New Mexico has made important progress in education reform, significant challenges remain in improving student success. This is why a statewide longitudinal data system is imperative.

To ensure that educators and policy makers have crucial data, the state is seeking funds for the development and implementation of NM ACHIEVeS. The state applied for funds from the Institute of Education Sciences. New Mexico's proposal will leverage other American Recovery and Reinvestment Act grant opportunities, including the Race to the Top.

It is challenging to create and implement meaningful reform and even harder to sustain it. This grant opportunity instills new life to the expectation of serious, sustainable and radical

education reform in New Mexico. The NM ACHIEVeS project reflects a mindful approach that builds on a foundation of state support and accelerates the establishment of a statewide longitudinal data system necessary to guide innovative education reform.

The goal of New Mexico's statewide longitudinal data system is to complete development and ensure appropriate use of the system to inform policy and improve instruction for students and the workforce. To accomplish this, NM-ACHIEVeS will:

- Improve data quality and consistency
- Improve data access
- Expand and enhance data reporting
- Define appropriate user access
- Expand statewide training for data use and policy support

To achieve these outcomes, NM ACHIEVeS focus will center around:

- Technology necessary to build a fully functioning P-20 longitudinal data system
- Personnel to develop and implement the system and monitor progress
- Training and technical assistance to ensure quality data, timely access, and analyses.

These activities will demonstrate these results:

- P-20 system
- Data collection/capture, access, and audits
- Reports for policy, instruction, and accountability
- e-Transcript system
- Centralized Student Information System for small and rural schools.

Accomplishing these outcomes will ensure that the statewide longitudinal data system will follow individual students and teachers over time in order to identify effective schools, teaching practices and promising teacher education programs; identify the need for and effectiveness of programs, including remediation and alternative pathways to high school graduation and postsecondary access; and provide for public accountability and reporting. The ACHIEVeS project will assist educators, families, policy makers and employers in reversing negative patterns of success and will result in increased student achievement, increased school completion at preK-12 and higher education institutions, and, ultimately, increased entry into high value careers.

The grant proposal was co-written by representatives from multiple state agencies charged with improving education and workforce outcomes. This team accomplished a thorough review of the existing state data systems through the lenses of New Mexico Higher Education and Public Education Departments, the Office of Education Accountability, the Office of the Governor, the Children, Youth and Families Department and the Workforce Solutions Department.



## New Mexico Wallace Project: Helping Education Leaders Succeed

The New Mexico Wallace Project is an ambitious, five-year project to develop and support highly qualified, knowledgeable and effective educational leaders statewide. The project is funded by [The Wallace Foundation \(www.wallacefoundation.org\)](http://www.wallacefoundation.org).

According to a Wallace Foundation report,

“Good, usable data is a must for wise decision making, especially as district and school leaders struggle to meet tough standards aimed at making all students successful as learners. Too often, however, states supply school leaders mountains of test data with no guidance on how to use it. New Mexico, a participant in The Wallace Foundation’s education leadership initiative, is among states leading the way to making data much more useful by increasing the “data literacy” of district and school leaders and by transforming the vast amount of student achievement data it collects into a tool that can help leaders transform instruction and chart the progress of individual students.”

The work of the New Mexico Wallace Project led to the passage of [Senate Joint Memorial 3](http://www.nmlegis.gov) in 2008 ([www.nmlegis.gov](http://www.nmlegis.gov)), which called for the New Mexico Higher Education Department, in partnership with the New Mexico Public Education Department, the New Mexico Office of Education Accountability, colleges and universities and public school districts to develop a plan to support and enhance the preparation, induction, mentoring, professional development and working conditions of school principals and other leaders. The Office of Education Accountability convened a workgroup of more than 200 New Mexico stakeholders, which developed a set of recommendations that were published in the report [Strong Leaders for New Mexico Schools \(www.nmdfa.state.nm.us\)](http://www.nmdfa.state.nm.us).

Strong Leaders for New Mexico Schools made six recommendations:

1. Revitalize School Principal Standards
2. Strengthen Recruitment, Incentives, and Retention
3. Develop and Implement the New Mexico Leadership Institute
4. Establish Data and Accountability Systems
5. Refine Current Certification Requirements
6. Refine and Revitalize University Principal Preparation Programs

Here is the progress on each of these recommendations:

1. In 2008, the New Mexico Office of Education Accountability convened a group of stakeholders to examine the redesign of university preparation programs; the group continues to meet monthly
2. In 2009, the New Mexico Coalition of School Administrators began an intensive professional development program for aspiring superintendents which has attracted more than 20 participants
3. House Bill 2 provided \$200,000 to the New Mexico Higher Education Department to implement the New Mexico Leadership Institute, which has been established at the University of New Mexico
4. The New Mexico Legislature amended the Teachers Education Accountability Reporting System to include administrator preparation programs; the system was renamed the Educator Accountability Reporting System
5. New Mexico passed [Senate Bill 133 \(www.nmlegis.gov\)](http://www.nmlegis.gov) removing barriers to the principalship by creating a provisional pathway to licensure for level two teachers and removing the requirement that teachers must serve a year as a level three teacher prior to being eligible for the principalship
6. The New Mexico Public Education Department convened a group of stakeholders to examine the revision of Entry Level Competencies for school administrators; the group will make recommendations on how / whether to revise these competencies in state rule

A complete report on progress to date was presented to the Legislative Education Study Committee in fall 2009.



## Research on Part-Time Faculty in New Mexico Higher Education

The New Mexico Higher Education Department acknowledges the important role part-time faculty play in the delivery of quality education to New Mexico's college and university students. Over the past several years, the Department's Planning and Research Division has focused on the issues that part-time faculty have raised with the objective of providing accurate and useful data so that informed policy decisions made be proposed and implemented. The Department undertook several initiatives to further enrich the research available related to part-time faculty:

- Facilitated a statewide best practices task force (2005)
- Completed a comprehensive review of faculty salaries in New Mexico (2007)
- Conducted a part-time faculty job satisfaction survey (2009)

The New Mexico Higher Education Department estimates that during fall 2009 there will be approximately 4,000 part-time instructors at New Mexico's public colleges and universities. State budget concerns, an estimated seven percent increase in student credit hours in fall 2009, and national statistics indicate that the majority of new hires in higher education instruction are going to be part-time or adjunct faculty. Part-time instructors and adjunct professors currently instruct approximately half of the credit hours. According to the U.S. Department of Education's National Center of Education Statistics, new part-time faculty hires nationally accounted for 57.8 percent of all faculty hires in 2007.

This increased reliance on part-time and adjunct faculty is growing more important due to critical issues facing higher education nationally:

- Only 65.9 percent of freshmen continue immediately into sophomore year
- Only 53.9 percent complete degrees within five years at public four-year schools
- Only 24.3 percent gain certification within three years at the nation's two-year schools (ACT)

The Obama Administration's mandate to graduate an additional 1,750,000 students with degrees per year by 2020 could potentially require thousands of new faculty in New Mexico, with most positions needing to be part-time, flexible, and in fields responsive to the semester-by-semester changes in New Mexico's student's needs and demands. Further emphasizing the potential needs for hiring more part-time faculty is the fact that the nation is experiencing an economic recession.

All of these factors are incorporated into the New Mexico Higher Education Department's policy position, that now and in the foreseeable future part-time faculty are and will be critical to students' success.

The New Mexico Higher Education Department's 2009 Part-Time Faculty Report was the latest effort to build a

bridge from research to policy, taking the data to action on the critical issue of part-time faculty at New Mexico colleges and universities. This effort began in 2005 with a phone survey by the University of New Mexico Institute for Public Policy's Survey Research Center. The Center conducted a phone survey of contingent faculty at UNM and its branch campuses. The survey was designed to investigate areas of job satisfaction, pay, and demographics within the UNM system. Results of the survey expanded the conversation and initiated further research. The survey measured data elements such as teaching workload, academic output, college and department affiliation, demand for support services, and access to and desirability of healthcare benefits.



Also that year, the New Mexico House of Representatives passed House Joint Memorial 73. The memorial requested that the New Mexico Higher Education Department convene a "best practices" task force to examine a range of issues relating to the employment and compensation of part-time faculty at New Mexico postsecondary institutions. The membership of the task force included representation from the New Mexico Legislature, faculty organizations, part-time and full-time faculty members, and administrative officials from state universities and community colleges and their associations.

When the New Mexico Higher Education Department first began to look at the many issues surrounding part-time faculty, it participated and facilitated the 2005 Part-Time Faculty Best Practices Task Force. This task force investigated statewide best practices and proposed several recommendations to the New Mexico Higher Education Department and the New Mexico State Legislature that addressed specific areas of concern:

- Selection, orientation and performance evaluation
- Compensation practices
- Employee benefits and privileges
- Institutional support
- Working conditions

As a next step in this area of research, in 2007 the New Mexico Higher Education Department conducted a faculty salary survey. [The 2007 Part-Time Faculty Compensation and Salary Survey's](#) research was directed by [House Bill 384](#).

The survey addressed these key points:

- Faculty compensation and benefits
- The number and percentage of full-time and part-time faculty employed
- Per-credit hour pay rate for full and part-time faculty
- Percentage by which full-time and part-time faculty salaries were increased annually
- Institutional policies for providing benefits to full-time and part-time faculty

The 2007 *Part-Time Faculty Compensation and Salary Survey* added key components to the study that has guided the Department's research:

- Working definitions for full-time and part time faculty
- Actual numbers of part-time faculty at each of the 25 postsecondary institutions responding to the survey

Research about adjuncts and part-time instructors in New Mexico colleges and universities has revealed interesting facts:

- There are more part-time instructors than full-time instructors
- Seventy percent of all faculty were considered part time (3,442 part time and 1,468 full time)
- Part-time and full-time faculty educational attainment level profiles are not radically different from one another (see chart)
- Part-time faculty demonstrated high rates of turnover

In 2008, the New Mexico Higher Education Department requested that New Mexico's colleges and universities provide an update outlining changes in policies and compensation. The Department learned that most schools were going in a positive direction. However, there is yet to be comprehensive movement among most schools related to pay or "soft" benefits.

More recently, the New Mexico Higher Education Department developed and conducted a *Survey of Part-Time Faculty Job Satisfaction 2009* to measure general teaching satisfaction, faculty-toward-institution satisfaction, compensatory satisfaction and teacher self-efficacy. More than 4,000 surveys were distributed to an estimated target adjunct population of approximately 3,700 instructors. Respondents each filled out an eight-page, sixty-six item questionnaire. In addition to the survey items, participants responded to a series of demographic questions (e.g. age, gender, preferred teaching status) and questions about the type and level of course(s) they teach. Participants were provided the opportunity to offer additional feedback in an open-ended format.

More than 700 surveys from 26 different institutions were returned, with 662 respondents defining their teaching status as part time. This excellent sample size provided the ability to identify significant statistical data and interesting observations. An analysis of the results along with recommendations for addressing challenges will be developed in 2010. Previous reports are available at [www.hed.state.nm.us](http://www.hed.state.nm.us).

## Classification of Instructional Programs in Higher Education

The Classification of Instructional Programs (CIP) is a coding scheme to delineate classes, certificates and degree programs. Its purpose is to facilitate the organization, collection and reporting of fields of study and program completions. CIP was originally developed in 1980 by the U.S. Department of Education's National Center for Education Statistics; there have been several revisions, the most recent being 2010. Each class and each certificate and degree offered by public colleges and universities in the State of New Mexico has a CIP code assigned to it. Each of these CIP codes is assigned a cluster and that cluster is assigned to a Tier (I, II, or III) level of funding. This coding process allows for the New Mexico Higher Education Department to calculate the funding formula as well as to conduct thorough research. Without these codes, neither the New Mexico Legislature nor the New Mexico Higher Education Department would be able to determine, for example, how many students enrolled in nuclear engineering (Tier III funding) or Shakespeare (Tier I funding), or how many alternative energy degrees are awarded each year.

One of the Department's mandates is to assure both equity and quality in its work. The approximately \$700 million dollars in formula funding that the New Mexico Higher Education Department distributed in 2009 must be allocated with precision and equity. Because the higher education funding formula is currently centered on student enrollment in courses, the biology classes from San Juan Community College to New Mexico State University – and all of those in between – must be accurately coded according to CIP criteria. At the moment, biology classes are not all coded the same throughout the state: some schools use a "one code fits all" approach while another might assign a specific CIP code to each class. A toxicology class will be coded as a biology class (26.0101) at one institution while that very same toxicology class will be coded differently (26.1004) at another. An unintended consequence of this practice means that when the New Mexico Legislature, the Governor or education leaders want to examine the costs or funding of such classes, only partial information is available and they are not able to see the whole picture.

An opportunity now presents itself with the transition from CIP 2000 to CIP 2010. This provides New Mexico's higher education leadership community the occasion to apply new, equitable and robust sets of standards to the application of CIPs within public postsecondary institutions. This will allow critical policy and research based decisions to be made with the greatest depth and accuracy possible. Thus, the position of the New Mexico Higher Education Department is that CIP codes should be defined at the class level with the best National Center for Education Statistics CIP code that reflects individual course content. This will allow those within the education leadership community to make decisions knowing that all of the state's colleges and universities are on the same page.





# Communications

## Governor Richardson's Higher Education Summit 2009

Last fall, the New Mexico Higher Education Department produced Governor Richardson's Higher Education Summit 2009: Transforming Higher Education Through Turbulent Times. Representatives from New Mexico's colleges and universities, primary and secondary schools, state agencies, nonprofits and the business community met for this fourth annual event to work together to forge a stronger future for New Mexico through education. The agenda included sharing best practices, identifying ways to better navigate the current economic climate and strengthening student success.

Governor Bill Richardson was the featured speaker. The Governor spoke of the comprehensive approach to education he has put forward throughout his administration and pointed out some of the achievements:

- Designed, implemented and monitoring outcomes of the Making Schools Work agenda to increase educational success
- Created a P-20 system strengthened by the collaborative efforts between middle and high schools and their local college and universities and between the New Mexico Public Education and Higher Education Departments and other state agencies
- Developed strategies to address equity and access to higher education
- Designed a road map to increase educational attainment statewide
- Continued to focus on increased access to educational opportunities without losing sight of ensuring student success
- Nurtured a more responsive higher education system that addresses the needs of industry and economic development demands
- Launched the *Graduate New Mexico!* "no excuses" plan to increase high school graduation rates, bring back students who have dropped out and close the achievement gap

Governor Richardson noted that all higher education efforts support students so they can experience the best education available, increase earning potential through education and training, participate in a high-wage economy and benefit from the state's economic opportunities. He challenged those present

to continue to further collaboration and create partnerships so that today's New Mexico students will build a strong and healthy foundation for the New Mexico of tomorrow.

Also speaking at the Governor's Higher Education Summit was Ranjit Sidhu, Senior Vice President for Strategic Initiatives at ACT, a global nonprofit organization dedicated to helping people achieve education and workplace success.

Cabinet Secretary of Higher Education Dr. Vi Florez outlined the accomplishments in developing a seamless P-20 educational system and expressed hope that addressing the challenges of providing a quality educational experience while facing limited resources would stimulate creativeness and innovation among educators, business key leaders and state policy makers to work together to implement a seamless educational system that guarantees success for all students.

During the Summit's lunch session, a Conversation on Student Success: High School and College Completion was facilitated by Representative Rick Miera and Secretary of Education Dr. Veronica García. The Summit featured best practices in student recruitment and retention, planning for college, American Indian education, student leadership, STEM education, adult basic and developmental education, capital outlay, cultural competency, distance learning, social networking technologies, workforce development and green jobs training. In addition, NM GEAR UP hosted a Superintendents Forum.



## 2009 LEGISLATIVE ACTION RELATED TO HIGHER EDUCATION AND/OR SPECIAL SCHOOLS

### Appropriation and Capital Bills

House Bill 2, 3, 4, 5, & 6 - General Appropriations Act 2008 (Appendix A)

\*House Bill 9 - Capital Outlay Cuts & Reauthorizations (Appendix B)

\*House Bill 10 - Appropriation Reduction & Budget Adjustment (Appendix A)

House Bill 154 - Severance Tax Bond Projects (Appendix B)

\*SB79 - Fund Transfers and Appropriation Cuts (Appendix A)

SB443 - Capital Outlay Project Reauthorizations (Appendix B)



### Statutory Bills

#### House Bill 50: Postsecondary Indian Education Act

House Bill 50 creates a division of American Indian Postsecondary Education within the New Mexico Higher Education Department. The purpose of the Division is to develop and implement policies that positively affect the postsecondary educational success of American Indian students, facilitate relations between state and tribal colleges through memoranda of understanding, develop a system for consistent data sharing, conduct outreach to tribes and facilitate dual credit practices.

#### \*House Bill 76: New Mexico Finance Authority Public Project Fund Loans

Senate Bill 76 authorizes the New Mexico Finance Authority to make loans for private projects from the project revolving fund, declaring an emergency. These New Mexico public institutions qualify for funding of 10 projects:

- Luna Community College
- New Mexico Highlands University
- New Mexico Institute of Mining and Technology
- New Mexico School for the Blind and Visually Impaired
- New Mexico State University
- San Juan College
- Santa Fe Community College
- University of New Mexico

#### House Bill 322: Increase Teacher License Math Requirement

House Bill 322 amends New Mexico Statute 22-10A-6 to increase the math requirement for a person seeking standard or alternative elementary (K-8) teacher licensure from six to nine credit hours.

#### House Bill 336 Increase Public Employee Per Diem and Mileage

House Bill 336 changes the state reimbursement for mileage under the Per Diem and Mileage Act from \$0.32 per mile to the Internal Revenue Service (IRS) standard mileage rate, which was \$0.58 per mile at the end of 2008.

#### House Bill 354: Create University of New Mexico Rio Rancho Campus

House Bill 354 authorizes the creation of a Rio Rancho Campus for the University of New Mexico and other institutions; provides for separate operating and capital requests and priorities.

#### House Bill 370: Psychologist Licensure and Background Check

House Bill 370 amends a number of sections of the Professional Psychologist Act including criminal background checks and amending licensure requirements. The amendment focused on legitimizing degrees earned in other countries that are demonstrated to be equivalent to the requirements for a doctoral degree in psychology as provided in the Professional Psychologist Act. Amendments are also made to the requirements for licensure to include approval for those that participate in a non-APA internship and have one-and-a-half years of supervised professional training after receiving a doctoral degree.

#### House Bill 573: Adjustment of Retirement Plans

House Bill 573 Amends the Public Employees Retirement Act and the Educational Retirement Act to establish stricter age and service credit retirement requirements for members employed after July 1, 2009, and covered by the Acts. It provides limitations on calculating final average salary under PERA and average annual salary under ERA. House Bill 573 also amends the Retiree Health Care Act to increase employer and employee contributions to the Retiree Health Care Fund for members of enhanced

retirement plans, and to require PERA and ERA members who purchase service credit or return to public employment after retirement to make contributions to the fund.

### **House Bill 622: Green Jobs Bonding Act**

House Bill 622 creates the Green Jobs Bonding Act, providing for green jobs training programs, creating a fund, providing procedures for implementing grants to higher education institutions for green jobs training programs and making appropriations. In addition, the act calls for the New Mexico Higher Education Department to create a state plan for the development of green jobs training programs with a focus on rural and tribal communities. The plan shall include a schedule for funding and implementation that gives priority to programs directed at target populations.

The plan shall be developed in coordination with the New Mexico Department of Workforce Solutions in an effort to track labor market data and workforce trends as they relate to renewable energy industries; for a municipal and Tribal energy training partnership program in which the New Mexico Higher Education Department shall award competitive grants to higher education institutions in partnerships with cities, towns, counties and tribes to administer green jobs training programs; for a pathways out of poverty program in which the New Mexico Higher Education Department shall award competitive grants to higher education institutions in partnerships to administer green jobs training programs directed specifically at disadvantaged target populations.

New Mexico public and tribal institutions shall cooperate with New Mexico Higher Education Department in the development and implementation of the plan.

The proposed act calls for the creation of a “Green Jobs Fund” for the purpose of funding green jobs training programs. Payments shall be made from the green jobs fund upon warrants drawn by the Secretary of the Department of Finance and Administration and pursuant to vouchers signed by the Secretary of Higher Education or the Secretary’s designated representative.

### **House Bill 631: Education Retirement Eligibility**

House Bill 631 amends the retirement eligibility provisions in the Educational Retirement Act to increase the minimum number of years that must be worked to retire at any age for persons who join the Education Retirement Board after July 2009 from 25 to 30 years.

House Bill 631 also changes the calculation of retirement eligibility for persons who join ERB after July 2009 from the rule of 75 (age plus number of service years must equal at least 75) to the rule of 80 (age plus number of service years must equal at least 80). The bill also adjusts monthly retirement benefits to reflect the new eligibility structure.

### **House Bill 722: Disclosure of Educational Retirement Information**

House Bill 722 is a duplicate of Senate Bill 490 in that it adds a new section to the Educational Retirement Act to prohibit disclosure of certain confidential member information and institutes a penalty for violation. The addition allows only member names, employment administrative units, dates of employ, retirement, death, service credit, salary and contribution amounts to be made available. Public inspection or disclosure of any member related information is not allowed.

Exceptions are: To the member or retired member, spouse or authorized representative, persons identified in a prior release of consent, the Attorney General, law enforcement agencies, the State Auditor, the New Mexico Public Education Department or the New Mexico Higher Education Department.

Information must relate to contributions, payments or management of money received by or financial controls and procedures of a local administrative unit. Violations are subject to a petty misdemeanor and subject to sentencing in accordance with NMSA 1978 31-19-1.

### **House Bill 729: Information Technology Commission and Duties**

House Bill 729 deletes the reference to the non-existent Information Systems Council of the General Services Department and amends the Department of Information Technology Act of 2007 by revising duties of the Secretary, revising and increasing the membership of the Information Technology Commission from 17 to 19 members, requiring compliance with federal guidelines on rates charged, enforcing payments by state agencies to the General Services Department, and clarifying telecommunications duties by recompiling sections of the Act.

### **House Bill 766: Higher Education Endowment Fund**

House Bill 766 amends Section 21-1-27.1 NMSA 1978 by changing the percentage distribution of future appropriations to the Higher Education Endowment Fund among the three public research universities, the University of New Mexico's Health Sciences Center, the four comprehensive four-year institutions, the community colleges, and the New Mexico Military Institute. The bill changes the effective date(s) after which remaining funds are made available to other institutions and adds a provision for the reversion of unmatched funds. The bill also extends the reporting requirement by the New Mexico Higher Education Department.

### **\*House Bill 780: School for the Blind and School for the Deaf Deficiency Corrections**

House Bill 780 addresses the outstanding health, safety, and infrastructure deficiencies at New Mexico School for the Blind and Visually Impaired and New Mexico School for the Deaf. It gives the Public School Facilities Authority the responsibility to develop a plan to correct deficiencies at the two schools and the council to approve allocations from the fund to enter into contracts. The council can establish oversight functions to ensure that funding for deficiencies are expended efficiently and consistent with the original purpose. House Bill 780 changes the definition of school district in the existing capital outlay act to include the New Mexico School for the Blind and Visually Impaired and the New Mexico School for the Deaf. And as a temporary provision, the Capital Outlay Oversight Task Force will study alternatives for local matching funds from the New Mexico School for the Blind and Visually Impaired and the New Mexico School for the Deaf in 2009 for a grant award, which will be reported out in the second session of the New Mexico Legislature.

### **House Bill 854: PERA Member and State Contribution Changes**

House Bill 854 amends the Public Employee Retirement Act, the Judicial Retirement Act, and the Magistrate's Retirement Act. It increases member contribution rates by one-and-one-half percentage points and decreases employer contribution rates by the same amount. These changes in contribution rates, to be in effect from July 1, 2009, through June 30, 2011, apply to members covered under the PERA Plans 1, 2, and 3 and members falling under the provisions of both the JRA and the MRA.

### **House Bill 928: Qualified Contract Procurement Exemptions**

House Bill 928 provides new language in the public school code to allow for the Qualified School Construction Act that is cited in the Federal American Recovery and Reinvestment Act (ARRA) of 2009. The Qualified School Construction Act allows for bonds to be sold for the construction, rehabilitation or repair of a public school facility or for the acquisition of land for a facility that would be constructed. The bonds would be issued by a state or local government in the jurisdiction of which such school is located.

The New Mexico Higher Education Department currently has oversight of three special schools that may be impacted by this bill: New Mexico School for the Deaf, the New Mexico School for the Blind and Visually Impaired and New Mexico Military Institute. This bill may allow these schools to use this bonding mechanism to fund the rehabilitation or repair of buildings that have severe deficiencies at those campuses.

### **House Joint Memorial 40: Study Impact of New Mexico Nursing Shortage**

House Joint Memorial 40 requests that the New Mexico Board of Nursing collaborate with the New Mexico Center for Nursing Excellence, the New Mexico Higher Education Department and other agencies and organizations to study the impact of a shortage of nursing instructors on the status of nursing in New Mexico.

### **House Joint Resolution 11: Veterans Desert Storm Scholarship**

House Joint Resolution 11 amends Article 9, Section 14 of the Constitution of New Mexico to permit the establishment of a college scholarship program for New Mexico military war veterans. House Joint Resolution 11 defines a "military war veteran" as a person who has been honorably discharged from the armed forces of the United States, who was a resident of New Mexico at the original time of entry into the armed forces or who has lived in New Mexico for 10 years or more and has been awarded a southwest Asia service medal, global war on terror service medal, Iraq campaign medal, Afghanistan campaign medal or any other medal issued for service in the armed forces of this country in support of Operation Enduring Freedom or Operation Iraqi Freedom or any other campaign medal issued for service after January 1, 2009, in the armed forces of the United States during periods of armed conflict as defined by Congress or by Executive Order. The amendment proposed by this resolution shall be submitted to the people for their approval or rejection at the next general election or at any special election prior to that date and may be called for that purpose.

### **House Memorial 17: Emphasize Certain College Degree Programs**

House Memorial 17 directs the Legislative Council to assign the appropriate interim legislative committee a study of ways to encourage state universities to emphasize degree programs in those professional disciplines that are in short supply in New Mexico and that the study consider methods to reward universities for increasing graduation rates in underrepresented disciplines. In addition, the interim committee shall consult with the New Mexico Higher Education Department and universities during its study.

### **House Memorial 37: Direct Caregiver for Elderly Credentialing**

House Memorial 37 requests that the New Mexico Developmental Disabilities Planning Council convene a task force with representatives consisting of the Department of Health's Developmental Disabilities Supports Division; the Human Services Department; the Aging and Long-term Services Department; the Higher Education Department; state educational institutions; national organizations that provide training and education to direct caregivers; direct caregivers themselves; and representatives who are from or who advocate for the brain injured, disabled, developmentally disabled and senior citizen communities to study, plan and implement a training and education program leading to credentialing of direct caregivers in the state.

### **House Memorial 58: Breastfeeding Student Mother Needs**

House Memorial 58 requests the Governor's Women's Health Council convene a task force composed of the Department of Health, the Higher Education Department, the Public Education Department, the Children, Youth and Families Department, the New Mexico Health Policy Commission, La Leche League of New Mexico and any other agencies or organizations that may provide insight and expertise in studying this issue. The task force shall make recommendations for improving the breastfeeding initiation and duration rates among student mothers in the state and report its findings to the Legislative Education Study Committee and the Legislative Health and Human Services Committee by December 1, 2009.

### **House Memorial 59: American Indian Task Force Recommendations**

House Memorial 59 requests the Indian Affairs Department to convene meetings of representatives of the University of New Mexico Board of Regents, the office of the provost, the division of equity and inclusion, the Secretary of Higher Education, the Indian Affairs Department and the Tribal Higher Education Consortium to further study the strengths and weaknesses of services and programs provided to Native American students at the University of New Mexico and to report those findings to the interim Indian Affairs Committee, the Higher Education Department and the University of New Mexico Board of Regents.

### **House Memorial 74 – Study Indigent Care at the University of New Mexico**

House Memorial 74 requests that the Human Services Department collaborate with the New Mexico Association of Counties and the University of New Mexico Hospital to study the funding of indigent care at University of New Mexico Hospital. It requests that the study explore alternative funding mechanisms, including the potential for obtaining federal Medicaid matching funds that may reduce the burden on Bernalillo County taxpayers while retaining access to services at the University of New Mexico Hospital for all New Mexico residents. A written report of the study's findings is to be presented to the interim Legislative Health and Human Services Committee and the Legislative Finance Committee by October 1, 2009.

### **House Memorial 79: Clarify Agency Reports to Legislators**

House Memorial 79 requests the New Mexico Legislative Council to write and distribute a briefing to agencies that reviews limits on reports. It also requests the Legislative Council Service to distribute reports or executive summaries in print or electronic format on a regular basis to those legislators who request them. House Memorial 79 encourages state agencies to provide separate executive summaries for their reports and to make the full reports and executive summaries available on the internet in a format compatible with downloading to print.

### **House Memorial 103: Teaching License Gifted Education Endorsement**

House Memorial 103 requests the New Mexico Public Education Department to collaborate with state institutions of higher learning, gifted education organizations, and the Legislative Education Study Committee to determine the requirements for a Gifted Education endorsement on teaching licenses.

### **House Memorial 105: Disabilities Concerns Committee**

House Memorial 105 requests that the New Mexico Legislative Council create an Interim Disabilities Concerns Committee on which public members may also participate. The memorial proposes the committee consist of four members of each house of the Legislature, members of the public including those with disabilities, and expertise in disabilities law, health, education and resources.

### **House Memorial 110: Expand University of New Mexico Native American Studies**

House Memorial 110 is requesting the Board of Regents of the University of New Mexico and the New Mexico Higher Education Department to recognize the importance and need for expansion of the Native American Studies Program to include a master's degree.

### **House Memorial 112: Create Film, Art and Culture Committee**

House Memorial 112 requests that the New Mexico Legislative Council appoint a legislative interim Film, Art and Culture Committee to study legislative issues relating to film, art and culture.

## House Memorial 123: State University Shared Governance

House Memorial 123 requests the Secretary of Higher Education to name a working group to develop recommendations regarding principles of shared governance in New Mexico state universities.

## Senate Bill 28: Certain College Scholarships Based on Need

Senate Bill 28 amends Section 21-1-2 requiring two-thirds of the gratis (known as 3%) scholarships be granted on the basis of financial need. Current statute requires that institutions award at least thirty-three and one third percent of the gratis scholarship on the basis of financial need.

The 3% scholarships are awarded at each of New Mexico's 25 public postsecondary institutions. The number of scholarships established and granted shall not exceed three percent of the preceding fall semester enrollment in each institution. The 3% scholarships are in addition to the Legislative Lottery Scholarships for tuition authorized in 21-13-10. All 3% scholarships are to be awarded to the fullest extent possible before Legislative Lottery Scholarships are granted.

The proportion changes of gratis scholarships granted on the basis of financial need will begin the fall semester of 2010. At that time, institutions will grant a minimum of one-half of their gratis scholarships on the basis of financial need and by fall 2011, institutions will grant a minimum of two-thirds of their gratis scholarships on the basis of financial need.

Further, Senate Bill 28 strikes New Mexico Junior College from section A. of Matriculation and Tuition Fees that refers to constitutionally created institutions being statutorily bound to a floor charge for tuition and fees. Senate Bill 28 inserts "governing board" (language that refers to the independent community colleges of New Mexico) in sections where appropriate to make a distinction between board of regents and governing boards. Senate Bill 28 does not affect New Mexico Junior College receiving its gratis scholarship allocation.

## Senate Bill 46: High School Pre-Apprenticeship Program

This bill establishes the pre-apprenticeship programs in high schools by amending the high school graduation requirement statute to include pre-apprenticeship programs; giving local school boards the authority to approve providers and their pre-apprenticeship programs; defining procedures for applying to be provider of pre-apprenticeship programs; specifying student qualifications to participate in pre-apprenticeship programs; and waiving licensure requirements for industry instructors while affirming the requirement for background checks.

Applications to be a provider of a pre-apprenticeship program would involve submitting an application form prescribed by the local school board. Providers would design pre-apprenticeship programs that earn elective credits and meet during the school day at industry location when possible; recruit, retain or dismiss students according to the conditions of their approved application; and notify the district superintendent and principals of high schools if they choose to withdraw from the pilot project with a plan for continuation of the program.

Students would be at least 16 years of age and in the eleventh or twelfth grade; commit the number of electives needed for the pre-apprenticeship program applied for; meet any other requirements approved by the local school board; and withdraw only with the approval of their high school principal.

## \*Senate Bill 90: New Mexico Finance Authority Loans for Economic Development Projects

Senate Bill 90 authorizes the New Mexico Finance Authority to provide financing assistance for 33 private projects from the economic development revolving fund; projects must be authorized by the Legislature.

## Senate Bill 110: Public Improvement District Elections

Senate Bill 110 amends sections of the Public Improvement District Act relating to local government to provide for owners and residents to elect a district board and to provide for limitation of property tax levies to pay debt service on bonds.

The change in Senate Bill 110 that impacts higher education institutions is in section 3-A. It lists the criteria that would be included in the question authorizing districts to issue general obligation bonds for funding required to support any infrastructure project. The question would need to include authorization for a levy, including a limitation on the levy, of a property tax to pay debt service on the bonds. Higher education institutions can issue local general obligation bonds to support capital projects.

Other changes in Senate Bill 110 adjust the reference from the Public Improvement District Act to statute 5-11-6; appointment of directors; qualifications; terms; resumption of governance by governing body. This statute gives the governing body authority to appoint a separate district board and defines the terms of the board members; gives the governing body governance of the district at the end of the term of the district board; and allows residents of the district to vote on the election of new members of a district board.

### **Senate Bill 123: Administrators in Accountability Reporting**

Senate Bill 123 amends the School Personnel Act to require that the uniform statewide Teacher Education Accountability Reporting System already in law be expanded to include school administrators, including those pursuing provisional administrative licensure. Senate Bill 123 requires that candidates for school administrator positions be measured and tracked from pre-entry to post-graduation; administrator preparation programs submit data to the Public Education Department to be included in the Student Teacher Accountability Reporting System (STARS); the same measures and indicators of program success applicable to teacher preparation programs be applied to administrator preparation programs; and data on administrator preparation programs be included in the annual statewide educator accountability report.

### **Senate Bill 136: Veterans In-State Tuition**

Senate Bill 136 amends Section 21-1-4.5 to include veterans of the Armed Forces of the United States under the law that currently provides resident tuition for Families of Members of Armed Forces at New Mexico's public higher education institutions. Senate Bill 136 defines "veteran" as a person who has been discharged under conditions other than dishonorable from service in the army, navy, marine corps, air force or coast guard of the United States. Further, the out-of-state veteran shall be deemed an in-state resident provided the veteran is eligible for federal educational benefits and shall use their federal educational benefits at a state public postsecondary institution. The out-of-state veteran who receives in-state tuition rates is entitled to pay tuition and fees at the rate provided for New Mexico residents in any subsequent term or semester while the veteran is continuously enrolled in the same degree or certificate program, excluding summer sessions.

### **Senate Bill 152: Require Freshman Year Outcome Reports**

Senate Bill 152 requires public postsecondary institutions to report freshman year outcomes to a New Mexico high school upon request.

### **\*Senate Bill 196: State-Tribal Collaboration Act**

Senate Bill 196 requires all state cabinet level agencies designate a tribal liaison to collaborate with tribal entities.

### **\*Senate Bill 205: New Mexico Research Applications Act**

Senate Bill 205 establishes the New Mexico Research Applications Act. The act provides for a nonprofit corporation to interact with business and government entities, universities, private foundations and national laboratories for the purpose of fostering economic development in the areas of technology and intellectual property. In addition, the act repeals the technology research collaborative and transfers its property to the New Mexico Economic Development Department.

### **Senate Bill 217: University of New Mexico Geographic Information System**

Senate Bill 217 appropriates \$575,000 for the purpose of developing a geographic information system to be used by executive and legislative agencies; that amount is appropriated from the Public School Capital Outlay Fund to the Public School Facilities Authority for expenditure in fiscal years 2010 through 2012 for the purpose of contracting with the bureau of business and economic research at the University of New Mexico.

### **\*Senate Bill 288: Higher Education Alternative Energy Awards**

Senate Bill 288 creates the Higher Education New Energy Development Fund in the state treasury for the purpose of providing awards to public postsecondary institutions to develop programs for instruction and training related to alternative energy and energy efficiency.

### **Senate Bill 291: Sustainable Building Tax Credit Provisions**

Senate Bill 291 amends the Sustainable Building Tax Credit statute (Section 7-2-18.19 NMSA 1978 being Laws 2007, Chapter 204, Section 3). The bill is an act relating to taxation; clarifying provisions of the sustainable building tax credits; allowing nonprofit entities to receive the sustainable building tax credits through transferability; providing greater flexibility to multifamily residential building opportunities to be qualified for sustainable building tax credits.

### **Senate Bill 317: Use of Student Numbers on Transcripts**

Senate Bill 317 is an Act requiring that the state-generated public education student identification numbers be printed on high school transcripts and General Education Development certificates.

### **Senate Bill 318: Development Training Funds for Green Jobs**

Senate Bill 318 amends the development training act (Section 21-19-13). In particular, the bill adds one additional requirement, that a minimum of \$1,000,000 be disbursed annually from the development training program and shall be dedicated to development training in green industries. Language is added that provides definitions of "green industries," "nonurban community," and "urban community."

### **Senate Bill 399: Local Educational Retirement Unit Audits**

Senate Bill 399 amends Section 22-11-22 NMSA 1978 (being Laws 1967, Chapter 16, Section 145) and authorizes the Educational Retirement Board director or authorized representative to audit all agencies with employees who are in ERB to ensure that the agencies are paying the correct contributions for all eligible members on time and in full.

If the educational retirement director finds that an agency is violating the Educational Retirement Act or rules adopted by the board or if the educational retirement director finds that an agency does not have adequate financial controls or procedures in place to properly account for and pay required contributions, then the educational retirement director would be required to order the agency to correct its practices, including payment of any contributions not properly made, including interest on the balance at a rate to be established by the board. The educational retirement director would also be required to report the violation to the State Auditor and the Public Education Department or the Higher Education Department, as appropriate.

### **Senate Bill 408: Hospital-Acquired Infection Act**

Senate Bill 408 creates the Hospital-Acquired Infection Act, would create a Hospital-Acquired Infection Advisory Committee, provide guidelines for the participation of rural and urban New Mexico hospitals, provide for selection of infection indicators, and establish reporting requirements.

### **Senate Bill 450: Corporate Fuel Economy Standard Vehicles**

Senate Bill 450 amends Section 13-1B-3 NMSA 1978 laws of 1992, Chapter 58, Section 3, Acquisition of Vehicles-Exemptions. The Act requires 75 percent of publicly owned vehicles purchased after 2003 to meet corporate average fuel economy standards. It applies to agencies and departments of state government and educational institutions. Vehicles shall meet or exceed the corporate average fuel economy standards for vehicles issued by the national highway transportation safety administration of the U.S. Department of Transportation, unless that is not suitable for its intended use or is unavailable. It requires state government agencies, departments, and educational institutions to provide the number of vehicles purchased that meet the requirements of Subsection A 1-3, including the corporate average fuel economy rating for each vehicle by September 1 annually.

### **Senate Bill 464: Release of Public School Student Information**

Senate Bill 464 substitute enacts a new section of the Public School Code effective July 1, 2009, requiring public secondary school personnel to develop a postsecondary recruitment policy that includes written notification of parent and student rights to withhold personally identifiable and directory student information from postsecondary recruiters. The bill defines a postsecondary recruiter as a person who recruits students to enroll in a school, college or university; to join a branch of the armed services; to join a community or national service organization; or to join a business, firm or other employment. The bill establishes several requirements limiting recruiter access to high school campuses.

### **Senate Bill 490: Education Retirement Information Disclosure**

Senate Bill 490 adds a new section of the Educational Retirement Act (ERA) to prohibit disclosure of confidential member information. The addition allows only member names, employment administrative units, dates of employ, retirement, death, service credit, salary and contribution amounts made. Public inspection or disclosure of any member related information is not allowed. Violations are subject to a petty misdemeanor per NMSA 1978 31-19-1.

### **\*Senate Bill 572: Alternative Educational Retirement Plans**

Senate Bill 572 gives greater flexibility to employees in the number of alternative plans that ERB may make available (2-5 alternative plans). Senate Bill 572 allows an employee who selects an alternative plan when hired and makes contributions to that plan for seven years to have a one-time option to switch to the regular ERB plan. Under existing law, the ERB offers both its regular retirement plan (operated by ERB) and alternative retirement plans operated by contractors who are chosen through an RFP process. Current statute specifies that ERB shall offer 2-3 alternative plans. The bill gives greater flexibility to withdraw funds from an alternative plan upon retirement. Under present statute, retirement benefits under alternative plans are paid as lifetime income except upon death. Under the bill, retirement benefits under alternative plans could be paid, at the option of the retiree, as lifetime income, payments for a term of years or in a single lump sum or could be transferred to another eligible retirement plan.

### **Senate Bill 575: ABE Transfer of Instructional Materials**

Senate Bill 575 proposes an act relating to instructional materials. The bill transfers responsibility for educational materials for Adult Basic Education from the Public Education Department to the New Mexico Higher Education Department. The legislation includes private K-12 schools as purchasers of materials on the multiple lists in state depositories and permits private schools to purchase off the multiple lists. It clarifies provisions regarding the Instructional Material Fund and reconciles amendments to that law.



### **Senate Bill 584: Public Project Revolving Fund Projects**

Senate Bill 584 authorizes the New Mexico Finance Authority to issue bonds for renewable energy electrical transmission and storage projects and expand the list of qualified entities and public projects for the purpose of the Public Project Revolving Fund.

### **Senate Bill 593: Medical Student Conditional Waiver**

Senate Bill 593 creates the Conditional Tuition Waiver for Primary Care Medical Students Act to become effective January 2010. The Act provides the opportunity each year for 10 students to attend the University of New Mexico's School of Medicine and have tuition and fees waived for a period up to five years, and to provide a reasonable living stipend if and when funds may become available, under the condition that for every year of tuition waived they will provide service as a licensed primary care physician in an underserved area of New Mexico as defined by the Rural Primary Care Health Care Act.

The Act establishes the program to be administered by the New Mexico Higher Education Department in coordination with the UNM School of Medicine. The Act outlines service obligations for those who successfully complete the medical program; outlines the repayment guidelines for those who do not meet their service obligation; and finally details the penalty provisions for those who default on their service and repayment to the State of New Mexico.

The Act creates a Primary Care Physician Conditional Tuition Waiver Fund; the fund is structured to receive funds from the Legislature, private contributions and receipts from participant repayments. Senate Bill 593 provides no appropriation for this program.

### **Senate Bill 627: Expand New Mexico Military Institute Scholarships**

Senate Bill 627 amends the New Mexico Military Institute General Richard T. Knowles Legislative Scholarship program to expand opportunities for the scholarships. Currently, non-selected applicants may be eligible to receive an un-awarded legislative scholarship in an open contiguous district. However, if a scholarship is not awarded within the district or contiguous district, the scholarship goes unused. The bill allows any scholarship not awarded in either a legislator's district or a contiguous district to be awarded to any qualified nominee from any state legislative district.

### **Senate Joint Memorial 70: Study New Mexico Prisoner Conditions**

Senate Joint Memorial 70 requests that the New Mexico Corrections Department convene a task force enlisting participation from the departments of Workforce Solutions, Public Education, Higher Education, and Human Services to study the condition of prisoners in the New Mexico prison system and make recommendations for improvements. The memorial requests that findings and recommendations be presented to the appropriate interim committee by the fall of 2009. Further, the memorial requests that copies of the memorial be transmitted to the Secretary of Higher Education and to the presidents of the state's four-year, postsecondary institutions.

### **Senate Memorial 3: Health Care Procedure Cost Task Force**

Senate Memorial 3 requests that a task force be convened to study and make recommendations regarding the cost of health care procedures. The memorial requests that the New Mexico Medical Society and the New Mexico Hospital Association convene a task force comprising of representatives from NMMS, NMHA, University of New Mexico Health Sciences Center, Presbyterian Medical Services, patient and consumer advocacy organizations, private insurers, health maintenance organizations, and other organizations deemed capable of constructive input. Details are further outlined in the bill.

### **Senate Memorial 65: University of New Mexico Children's Campus Expansion**

Senate Memorial 65 requests the University of New Mexico to create a task force to study and identify funding for capital expansion of the Children's Campus. The task force is to include representation from the College of Education and the UNM graduate and professional student association.

### **Senate Memorial 75: Review Branch and Community College Statutes**

Senate Memorial 75 is a memorial requesting that the New Mexico Higher Education Department work with the Public Education Department and the state's two-year postsecondary institutions to review the adequacy and appropriateness of branch and community college statutes.

### **Senate Memorial 81: Teaching License Gifted Education Endorsement**

Senate Memorial 81 requests the New Mexico Public Education Department to collaborate with state institutions of higher learning, gifted education organizations, and the Legislative Education Study Committee to determine the requirements for a Gifted Education endorsement on teaching licenses.

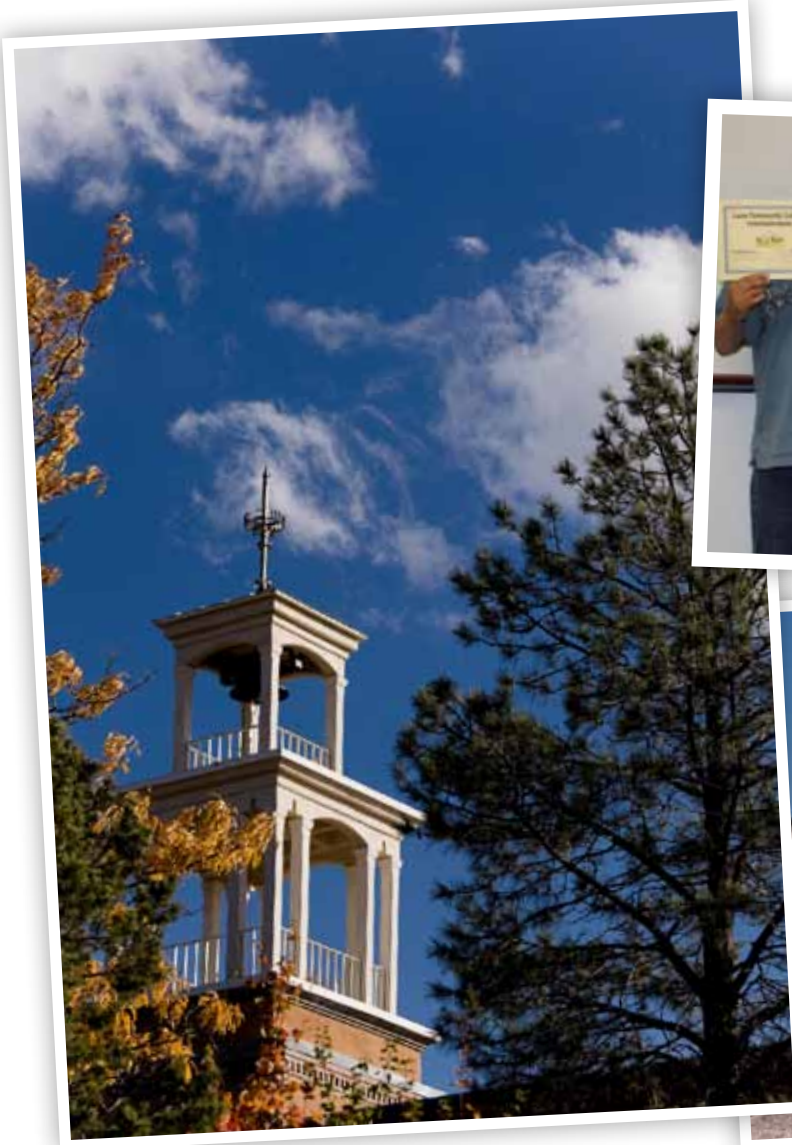
### Senate Memorial 82: Tim and Patty Jennings' Breast Cancer Outreach

Senate Memorial 82 requests that the Breast Cancer Research and Outreach Program at the University of New Mexico be named "The Senator Tim and Patty Jennings Breast Cancer Research and Statewide Outreach Program," in honor of their dedication to breast cancer awareness, education and screening.

### Senate Memorial 101: Study State Government Process and Rules

Senate Memorial 101 requests legislative council to appoint or identify a committee to review the current processes and procedures and rules of all branches of state government. It further requests the committee tasked with this duty to seek ways to encourage greater efficiency, effectiveness and economy in state government that leads to access and transparency for the public.

\* Indicates the legislation included an emergency clause.



# NEW MEXICO HIGHER EDUCATION DEPARTMENT

## *Helping Students Succeed*

### 2009

#### Acknowledgements

The New Mexico Higher Education Department's 2009 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](http://www.hed.state.nm.us) for more current data and to download additional copies.

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New Mexico School for the Deaf  
New Mexico State University  
NMSU-Alamogordo  
Santa Fe Community College  
San Juan College  
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#### Editors:

Laura J. Mulry, Director of Communications  
Tyler Weldon, Director of Planning and Research

#### Graphic Design & Layout:

New Mexico State Printing & Graphic Services  
Jaime Bencomo



NEW MEXICO



HIGHER EDUCATION DEPARTMENT  
*Helping Students Succeed*

2048 Galisteo Street  
Santa Fe, New Mexico 87505-2100  
505-476-8400  
[www.hed.state.nm.us](http://www.hed.state.nm.us)