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2020 AGENCY REPORT

New Mexico Higher Education Department Annual Report

Michelle Lujan Grisham
Governor

Secretary Stephanie M. Rodriguez, M.C.R.P.
New Mexico Higher Education Department

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career

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Dear Fellow New Mexicans and Higher Education Leaders,

It has been an unprecedented year for higher education in New Mexico as we've all dealt with the impact of COVID-19 on our operations and the impact on our students, faculty, and staff. Nevertheless, higher education has responded to the challenges. All colleges and universities prepared and followed detailed plans on how they would operate to continue to deliver quality education while keeping the campus safe and in compliance with state rubrics for reopening.

In addition, there were several accomplishments over the past year for student success:

- Student financial aid program enhancements and additions
- Implemented teacher pipeline support
- Expansions to the Lottery Scholarship
 - Provided COVID-19 support to the program for both current students and graduating seniors
- Maintained and increased federal funding for adult education, financial aid, and GEAR UP
- Capital project process improvements
- Guided and implemented a safe reopening process for all public and private higher education institutions amid COVID-19
- The New Mexico Academic Advisory Committee has been established
 - Main topics: Common Course Numbering System, General Education, and Dual Credit

Several steps were taken to improve the pipeline for qualified teachers:

- Grow Your Own Teachers Scholarship
 - \$510,000 expended in FY20 and FY21
 - 43 scholarships in FY20
 - 104 scholarships in Fall 2020
 - Estimated 150 scholarships in Spring 2021
- Teacher Preparation Affordability Scholarship
 - 677 students awarded in FY20 at \$1.86 million
 - \$2 million budgeted in FY21
- Teacher Loan Repayment
 - Up to \$6,000 paid at the end of each school year with a two-year minimum commitment
 - 182 awards in FY20
 - 350 awards in FY21
 - \$2 million budgeted in FY21

And 2020 was the first year of implementation of the new Opportunity Scholarship program. This program:

- Ensures that graduating high school seniors and returning-adult learners have access to pursue and attain the skills they need to thrive in a 21st century economy
- Provides tuition and fee assistance for any student enrolled in a two-year degree or certificate programs at any public higher education institution or tribal college in New Mexico
- Can be combined with the Lottery Scholarship and Pell grants to cover attendance costs

Due to the impacts of COVID-19, many students, particularly adult learners with children, were unable to complete 12 hours due to issues with employment, childcare, access to technology, and other factors. To expand this program to more New Mexicans in the future, we must consider reducing the 12-credit hour requirement to six (6) credit hours as intended in the original legislation.

One of the most important initiatives over this past year was the initiation of the New Mexico Longitudinal Data System project, a cradle-to-career educational system that includes a partnership amongst several key state agencies: Early Childhood Education & Care Department, Children’s Cabinet, Public Education Department, Higher Education Department, and Department of Workforce Solutions. This data system will help to establish concrete pathways for New Mexicans who want to remain in their home state and communities, attain skills, and launch fulfilling careers with family-sustaining incomes.

As we enter 2021, New Mexico Higher Education Department is ready to continue in collaborations with Governor Michelle Lujan Grisham, higher education institutions, administrators, faculty, staff, business leaders, and policymakers to improve higher education for New Mexico’s students.

Sincerely,



Stephanie Rodriguez
Cabinet Secretary



Patricia Trujillo, Ph.D.
Deputy Secretary

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Data About Public Higher Education in New Mexico

The New Mexico Higher Education Department (NMHED) collects data from all twenty-nine colleges and universities in New Mexico through its eDEAR unit-record data system. The data collected by NMHED from higher education institutions are the official source of data for public postsecondary education in New Mexico. The department maintains the data securely and ensures that no student's confidential data is ever released. Data collected includes:

Enrollment

The enrollment data consists of three file types, including student, course, and student-course data. The dataset includes all students enrolled in higher education courses, including high school students taking college-level courses for credit (dual credit). Enrollment files are collected after every semester from each public postsecondary education institution.

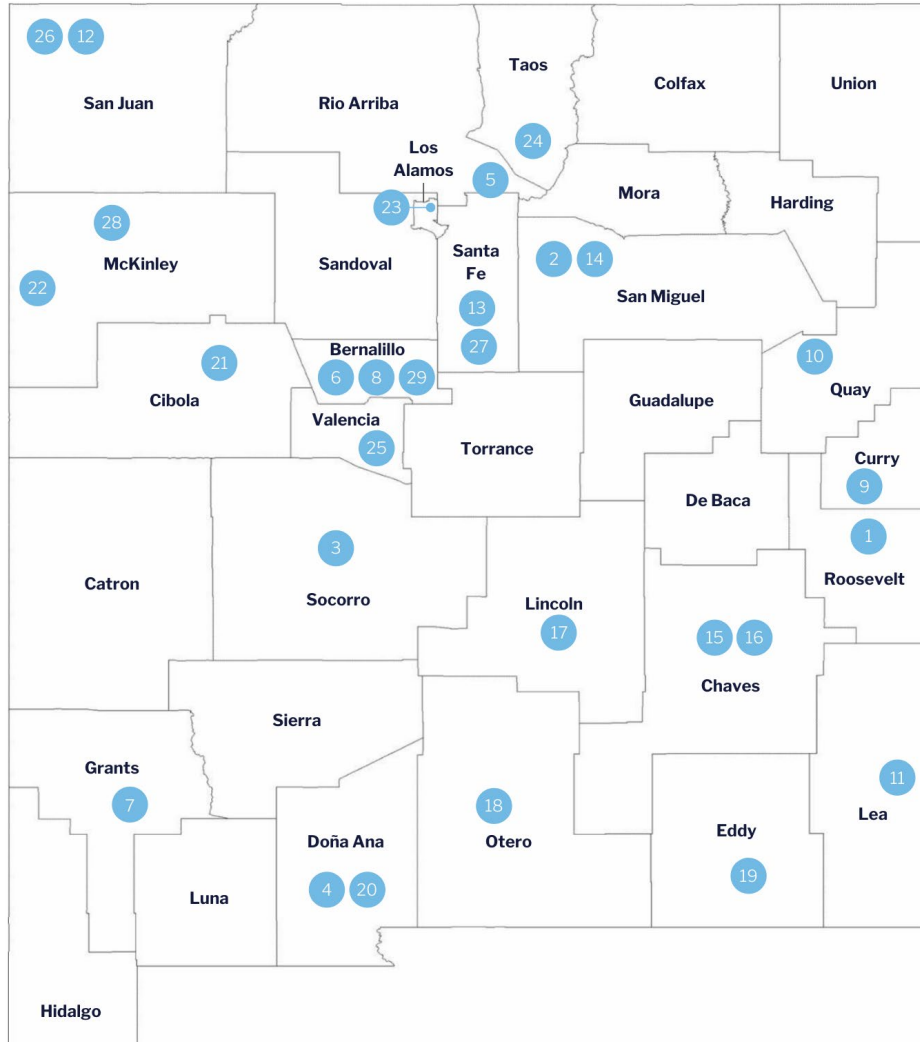
Degrees Awarded

The degree file includes all students who have received a certificate or degree. The reporting process collects fall and spring data together and then the summer term a few months later. An academic year is typically summer, fall, and spring of the following year. For graduation rates, however, summer is trailing.

Financial Aid

The primary purpose of the financial aid file is to collect the most complete data possible about student aid awards for a financial aid fiscal year (fall, spring, summer). Data from student's FAFSA applications, if any, is also collected to include values such as cost of attendance and income.

New Mexico Colleges and Universities



Four-Year Colleges and Universities

1—Eastern New Mexico University (ENMU), 2—New Mexico Highlands University (NMHU), 3—New Mexico Institute of Mining and Technology (NMT), 4—New Mexico State University (NMSU), 5—Northern New Mexico College (NNMC), 6—University of New Mexico (UNM), and 7—Western New Mexico University (WNMU)

Two-Year Community Colleges

8—Central New Mexico Community College (CNM), 9—Clovis Community College (CCC), 10—Mesalands Community College (MCC), 11—New Mexico Junior College (NMJC), 12—San Juan College (SJC), 13—Santa Fe Community College (SFCC), 14—Luna Community College (LCC), and 15—New Mexico Military Institute (NMMI)

Two-Year Branch Campuses

Eastern New Mexico University: 16—Roswell (ENMU-RO) and 17—Ruidoso (ENMU-RU), New Mexico State University: 18—Alamogordo (NMSU-AL), 19—Carlsbad (NMSU-CA), 20—Doña Ana Community College (NMSU-DA), 21—Grants (NMSU-GR), and University of New Mexico: 22—Gallup (UNM-GA), 23—Los Alamos (UNM-LA), 24—Taos (UNM-TA), and 25—Valencia (UNM-VA)

Tribal Colleges

26—Diné College (Dine), 27—Institute of American Indian Arts (IAIA), 28—Navajo Technical University (NTU), and 29—Southwestern Indian Polytechnic Institute (SIPI)

Enrollment

Table I shows 16 years of enrollment data for New Mexico public colleges and universities. Figures I, II, and III graph the data from Table I.

Table I

		Fall Term, End of Semester Data																	Change	Change	Change
RESEARCH SECTOR		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2005 to 2011	2011 to 2019	2019 to 2020	
NMT		1,888	1,868	1,890	1,925	1,900	1,933	2,010	2,099	2,153	2,127	2,146	2,162	2,005	1,886	1,827	1,683	6.5%	-9.1%	-7.9%	
NMSU		16,080	16,367	16,722	17,247	18,528	18,518	18,060	17,697	16,781	15,829	15,485	14,827	14,445	14,297	14,274	14,216	12.3%	-21.0%	-0.4%	
UNM		26,143	25,713	25,542	25,649	27,205	28,767	28,946	28,924	28,653	28,309	27,906	27,416	24,611	24,611	23,025	22,449	10.7%	-20.5%	-2.5%	
Research Total		44,111	43,948	44,154	44,821	47,633	49,218	49,016	48,720	47,587	46,265	45,537	44,405	41,061	40,794	39,126	38,348	11.1%	-20.2%	-2.0%	
COMPREHENSIVE SECTOR		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2005 to 2011	2011 to 2019	2019 to 2020	
ENMU		4,055	4,149	4,253	4,439	4,979	5,376	5,829	6,068	6,113	5,887	6,279	6,230	6,161	6,133	5,783	5,382	43.7%	-0.8%	-6.9%	
NMHU		3,484	3,726	3,604	3,621	3,765	3,809	3,804	3,768	3,740	3,546	3,608	3,512	3,363	3,195	2,890	2,806	9.2%	-24.0%	-2.9%	
NNMC		2,196	2,250	2,237	2,593	2,121	2,180	1,861	1,867	1,678	1,349	1,082	1,126	1,115	1,098	1,112	1,160	-15.3%	-40.2%	4.3%	
WNMU		2,844	2,738	2,747	2,948	3,368	3,506	3,360	3,548	3,560	3,557	3,414	3,420	3,088	3,200	3,332	2,967	18.1%	-0.8%	-11.0%	
Comp Total		12,579	12,863	12,841	13,601	14,233	14,871	14,854	15,251	15,091	14,339	14,383	14,288	13,727	13,626	13,117	12,315	18.1%	-11.7%	-6.1%	
BRANCH CCs		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Change	Change	Change	
ENMU-RO		4,224	3,864	3,905	3,710	4,322	4,074	4,014	4,193	3,885	2,866	2,680	2,875	2,682	2,428	2,254	1,734	-5.0%	-43.8%	-23.1%	
ENMU-RU		674	850	845	1,031	1,016	1,079	1,107	1,184	1,009	922	741	678	638	644	691	590	64.2%	-37.6%	-14.6%	
NMSU-AL		2,035	1,990	2,514	3,237	3,641	3,939	3,479	3,221	2,503	2,095	1,902	1,807	1,729	1,717	1,597	946	71.0%	-54.1%	-40.8%	
NMSU-CA		1,267	1,239	1,423	1,847	2,043	1,884	1,743	2,067	1,898	1,852	2,009	1,872	2,054	1,890	2,045	1,379	37.6%	17.3%	-32.6%	
NMSU-DA		6,857	7,160	7,803	8,596	9,022	9,891	9,900	9,330	8,928	8,448	8,335	8,241	7,951	7,920	8,069	7,038	44.4%	-18.5%	-12.8%	
NMSU-GR		664	750	798	1,251	1,479	1,587	1,314	1,202	1,172	942	1,048	1,017	1,042	1,109	863	641	97.9%	-34.3%	-25.7%	
UNM-GA		2,936	2,783	2,894	2,850	2,905	3,027	2,966	2,826	2,704	2,409	2,483	2,507	2,221	2,234	2,508	2,332	1.0%	-15.4%	-7.0%	
UNM-LA		816	821	664	686	738	775	732	712	780	865	986	1,097	958	940	980	990	-10.3%	33.9%	1.0%	
UNM-TA		1,302	1,355	1,278	1,446	1,541	1,615	1,575	1,825	1,935	1,835	1,835	1,781	1,512	1,265	1,255	1,141	21.0%	-20.3%	-9.1%	
UNM-VA		1,739	1,671	1,879	2,098	2,335	2,436	2,598	2,465	2,345	2,364	2,338	2,341	2,299	2,340	2,391	1,878	49.4%	-8.0%	-21.5%	
Branch CC Total		22,514	22,483	24,003	26,752	29,042	30,307	29,428	29,025	27,159	24,598	24,357	24,216	23,086	22,487	22,653	18,669	30.7%	-23.0%	-17.6%	
INDEPENDENT CCs		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Change	Change	Change	
CNM		23,107	22,615	22,759	24,870	27,999	29,948	29,180	28,449	28,829	26,894	25,779	24,832	24,480	23,636	23,202	21,437	26.3%	-20.5%	-7.6%	
CCC		3,937	3,657	3,706	3,777	4,282	4,174	3,914	3,672	3,596	3,747	3,699	3,691	3,426	3,409	3,247	2,484	-0.6%	-17.0%	-23.5%	
LCC		2,183	2,016	2,113	1,959	1,793	2,068	1,919	1,756	1,602	1,451	1,411	1,404	1,375	1,093	1,173	721	-12.1%	-38.9%	-38.5%	
MCC		648	692	905	1,135	1,240	1,104	995	984	704	735	805	869	1,005	1,068	877	709	53.5%	-11.9%	-19.2%	
NMJC		3,117	3,114	3,077	2,953	3,445	3,369	3,655	3,145	3,119	2,931	3,023	2,678	2,459	2,256	2,329	1,974	17.3%	-36.3%	-15.2%	
SJC		8,999	9,941	10,345	11,855	11,383	11,239	11,579	11,483	10,811	7,786	7,718	7,768	7,363	7,052	7,142	5,733	28.8%	-38.3%	-19.7%	
SFCC		5,412	5,450	5,670	5,840	6,410	6,586	6,520	6,483	6,499	6,355	6,242	6,101	5,844	5,432	5,453	3,904	20.5%	-16.4%	-28.4%	
NMMI		494	513	508	511	526	584	549	598	574	457	553	528	493	498	483	493	11.1%	-12.0%	2.1%	
Independent CC Total		47,891	47,998	49,083	52,900	57,078	59,072	58,311	56,570	55,734	50,356	49,230	47,871	46,445	44,444	43,906	37,455	21.8%	-24.7%	-14.7%	
NM HEI SECTOR - Enrollment Headcounts		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Change	Change	Change	
Research Universities		44,111	43,948	44,154	44,821	47,633	49,218	49,016	48,720	47,587	46,265	45,537	44,405	41,061	40,794	39,126	38,348	11.1%	-20.2%	-2.0%	
Comprehensive Universities		12,579	12,863	12,841	13,601	14,233	14,871	14,854	15,251	15,091	14,339	14,383	14,288	13,727	13,626	13,117	12,315	18.1%	-11.7%	-6.1%	
Branch Community Colleges		22,514	22,483	24,003	26,752	29,042	30,307	29,428	29,025	27,159	24,598	24,357	24,216	23,086	22,487	22,653	18,669	30.7%	-23.0%	-17.6%	
Independent Community Colleges		47,891	47,998	49,083	52,900	57,078	59,072	58,311	56,570	55,734	50,356	49,230	47,871	46,445	44,444	43,906	37,455	21.8%	-24.7%	-14.7%	
TOTAL HEADCOUNT		127,095	127,292	130,081	138,074	147,986	153,468	151,609	149,566	145,571	135,558	133,507	130,780	124,319	121,351	118,802	106,787	19.3%	-21.6%	-10.1%	

HED, Data Editing and Reporting System (eDEAR) Data collected from institutions.
 UNM Students at the UNM-CNM site (Fall 2005 - Fall 2014) are counted in UNM's Main Campus Headcount. The UNM-CNM site no longer exists.
 All Enrollment Data is End-of-Course data instead of Census data data.

Figure I

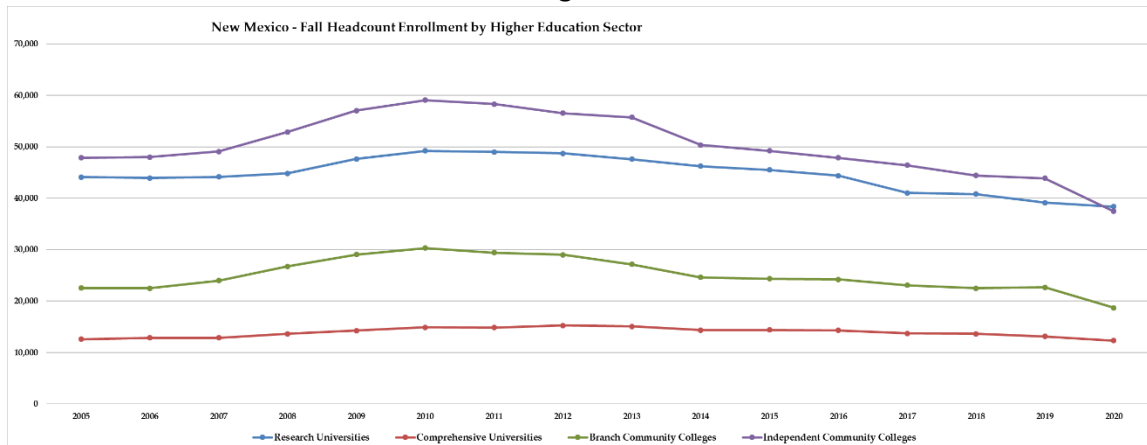


Figure II

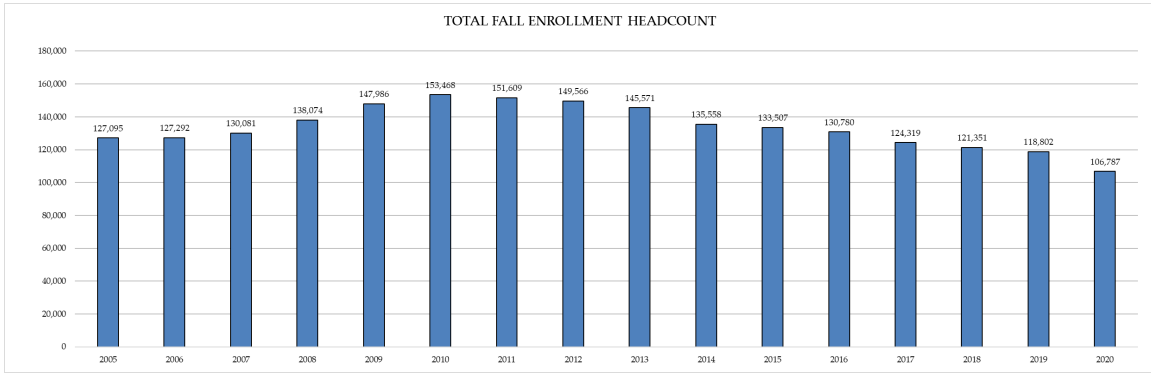
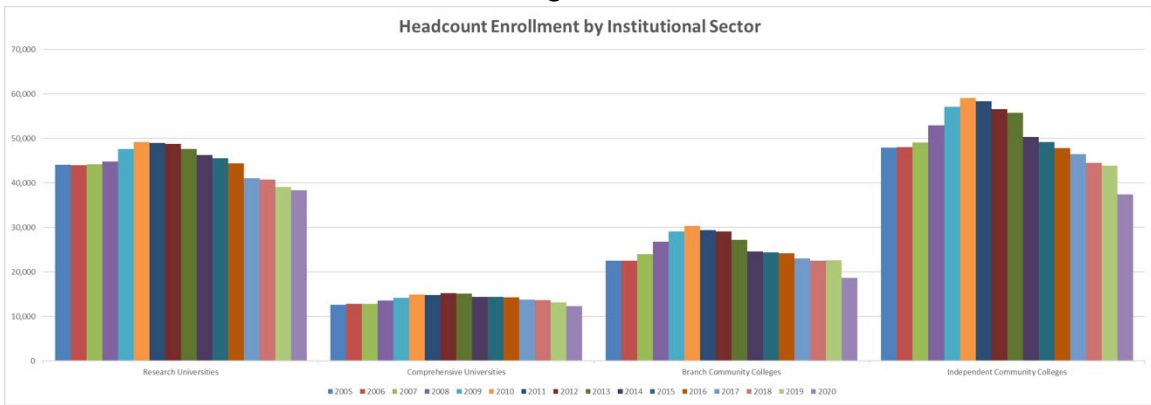
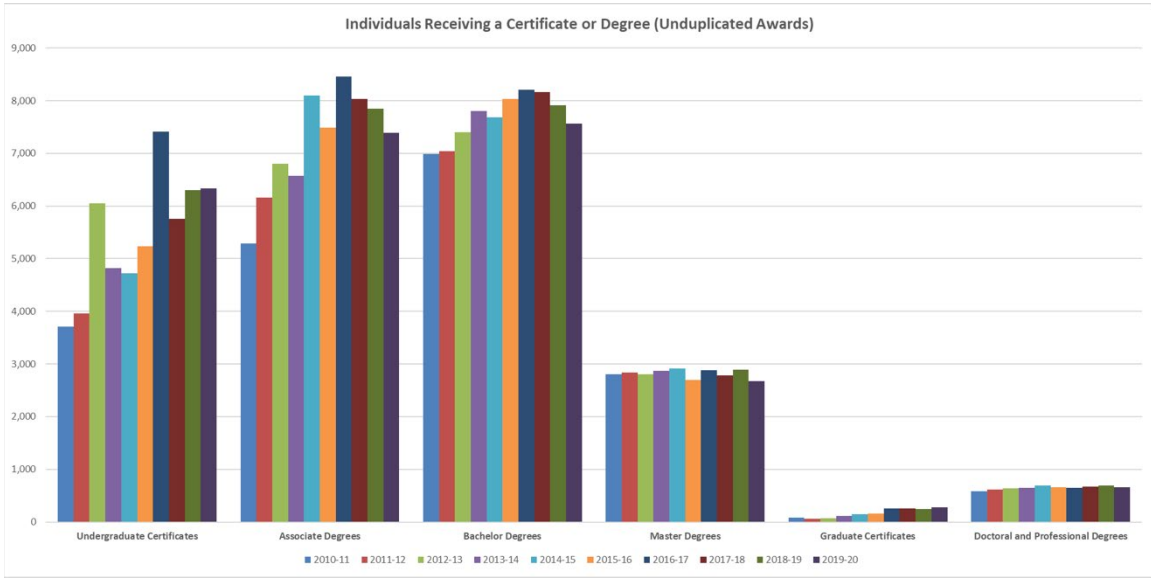


Figure III



Enrollment in New Mexico was increasing across all sectors from fall 2005 through fall 2011. Overall there was a 19.3% increase, with the largest growth at the Branch Community Colleges (30.7%) and the smallest growth at the Research Universities (11.1%). Starting around fall 2012, however, total enrollment began to decline across all sectors. The net loss by fall 2019 was -21.6%. And with the pandemic in fall 2020 causing most instruction to move off campus into an on-line delivery mode, there was a further decline of about -10.1% statewide. The biggest declines were at the community colleges (down -17.6% at the branch community colleges and -14.7% at the independent community colleges).

Figure IV



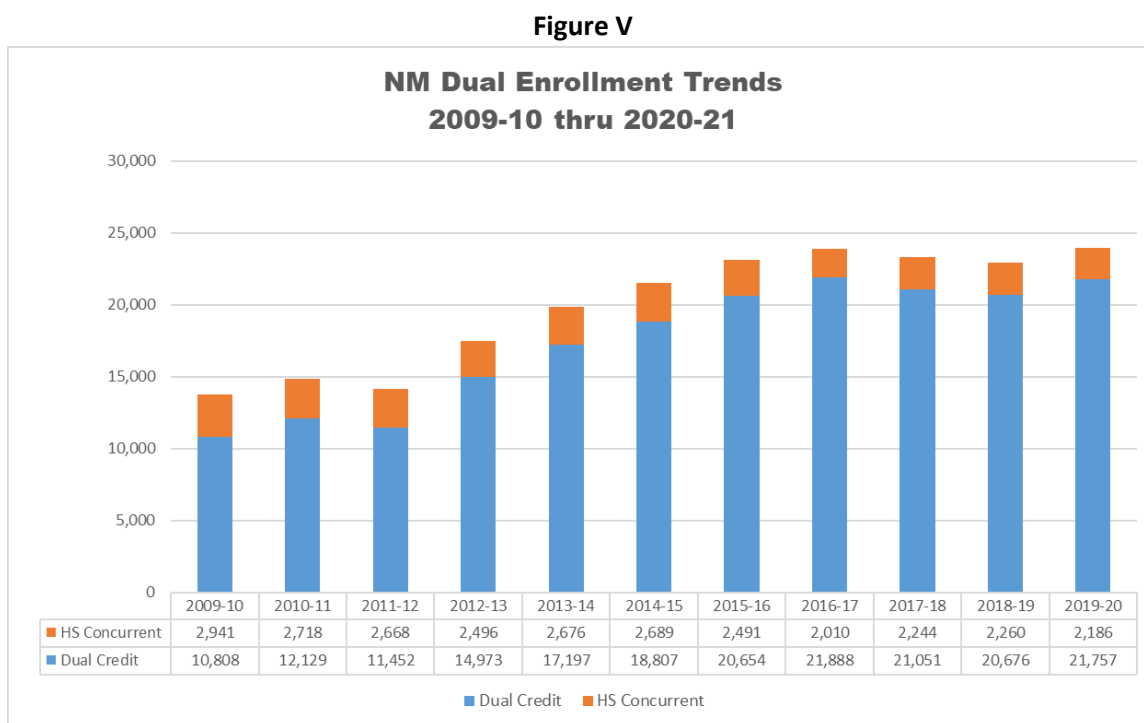
While enrollment statewide began to decline after fall 2011, total awards continued to increase for most award levels, up overall by 27.9% from 2010-11 through 2019-20. In particular, undergraduate certificates increased by over 70% from 2010-11 through 2019-20, and graduate certificates more than tripled. Associate degrees increased overall by almost 40% (though there has been a decrease as enrollment dropped over the past three years). The only area without an increase is master's degrees, which have remained fairly constant over that time period.

Dual Enrollment

We refer to high school students who also enroll in college as being “dual enrollment”. Most dual enrollment students are eligible for the state’s Dual Credit Program. Dual Credit students receive both college and high school credit for their college classes, they are not charged tuition or standard fees by the college, and their school district covers the cost of their books and materials. The students and their families are responsible for transportation. There must also be an agreement in place that is signed by the student’s family, the college, and the high school. About 90% of all dual enrollment students are dual credit students.

Some dual enrollment students, however, are counted as high school concurrent. This can be for a couple of different reasons. The college class the student is taking may not be accepted by the high school for high school credit, or the district may have a financial arrangement with the college to pay the college for tuition and fees. In this latter case the student may be getting both college and high school credit, but the student isn’t “technically” a dual credit student.

Figure V shows the growth of dual enrollment over the past eleven years. The program increased from 2009-10 through 2016-17, and has remained fairly stable since then.



See the annual Dual Credit Reports for more information about Dual Enrollment and Dual Credit students:

https://hed.state.nm.us/resources-for-schools/public_schools/dual-credit

Transfer

Transfer students are normally defined as students who attended previous institutions and who now are enrolling at a new institution and bringing credits with them for courses they've taken. (Note, this does not include credits earned through dual enrollment while in high school, those credits "transfer" but the students are coded as first-time freshmen when they first enroll in college following high school graduation.) Transfer status is coded on the Student Files submitted by the institutions. Total reported transfer numbers for fall 2019 are shown in Table III.

Table III
Transfer Students Coded on Student Fail

Inst	Fall 2019
NMT	59
NMSU	564
UNM	1,285
ENMU	535
NMHU	312
NNMC	94
WNMU	161
ENMU-RO	73
ENMU-RU	62
NMSU-AL	85
NMSU-CA	56
NMSU-DA	227
NMSU-GR	21
UNM-GA	81
UNM-LA	74
UNM-TA	66
UNM-VA	47
CNM	1,070
CCC	252
MCC	77
NMJC	129
SJC	458
SFCC	367
	6,155

Just reporting on transfer students, though, doesn't fully capture the full extent of inter-institutional course taking patterns. Many students, for example, will enroll at more than one campus at the same time. And in other cases, as student may enroll at one campus, leave for some reason or another and go to a second campus. After a few semesters if a student reenrolls at the first campus the student is usually coded as a "readmit" even though the student is transferring in credits from the second institution.

Table IV below captures the first case, the “swirl” of students enrolled in the same semester at multiple campuses.

Table IV
Enrollment Patterns Across Campuses – “Swirl”

Fall 2019																					Row Total						
Inst	NMT	NMSU	UNM	ENMU	NMHU	NNMC	WNMU	ENMU-RO	ENMU-Ru	NMSU-AL	NMSU-CA	NMSU-DA	NMSU-GR	UNM-GA	UNM-LA	UNM-TA	UNM-VA	CNM	CCC	LCC	MCC	NMJC	SJC	SFCC	Row Total		
NMT			1	1														2	7						2	2	15
NMSU			5	2		1	2			383	272	1,429	164	1				2	9						2	1	2,273
UNM	1	5		2	4	3	1	1		1	1	3		219	306	105	406	714	2				7	44	59	1,884	
ENMU	1	2	2			1		11	45		2	1						8	21	1	1		9	8	1	114	
NMHU			4			2												1	20	1	64	1		20	26	138	
NNMC		1	3	1	2										5	1	1	3	4					8	29		
WNMU		2	1							1				1				5			1			3	15		
ENMU-RO			1	11					5	1	1								6		2				27		
ENMU-RU				45				5											1							51	
NMSU-AL		383	1				1	1			152	230	86							1						855	
NMSU-CA		272	1	2				1			152	197	63													688	
NMSU-DA		1,429	3	1							230	197	124									2				1,992	
NMSU-GR		164								86	63	124						1								438	
UNM-GA			1	219				1							86	48	136	14						1	3	509	
UNM-LA			306				5							86		52	74	24	1					1	5	554	
UNM-TA			105				1							48	52		54	2			1	1			3	287	
UNM-VA	2	2	406		1	1						2	1	136	74	54		35						2	2	716	
CNM	7	9	714	8	20	3	5					3		14	24	2	35								18	873	
CCC			2	21	1	4		6	1	1		1			1				3		2	6	2	4	17	68	
LCC				1	64		1									1			2	2		2			3	76	
MCC				1				2			2								6	2						14	
NMJC			7	9			1												2	2					4	25	
SJC	2	2	44	8	20									1	1				4						3	85	
SFCC	2	1	59	1	26	8	3							3	5	3	2	18	17	3			4	3		158	
	15	2,273	1,884	114	138	29	15	27	51	855	688	1,992	438	509	554	267	716	873	68	76	14	25	85	158	11,864		

There are almost 12,000 students taking courses across campuses. Much of this occurs within systems, such as among the UNM Main and Branch Campuses and the NMSU Main and Branch Campuses, but there is also a lot of cross-enrollment system wide. CNM, for example, shares a lot of students with UNM, and vice versa. For more information about transfer patterns between institutions, visit the NMHED’s Transfer Reports at <https://hed.state.nm.us/data-reports/data-reports-1/transfer-reports>.



Common Course Numbering System

The Post-secondary Education Articulation Act was initially passed in 1995 and charged the New Mexico Higher Education Department (NMHED) with creating a statewide articulation plan. The plan was further defined in 2005 as a common course numbering system created by NMHED in consultation with faculty. During the 2015 regular legislative session, the Post-secondary Education Articulation Act was modified to include the deadline of August 2017 for completion of the common course numbering system.

The NMHED developed Administrative Code, (NMAC) 5.55.5, that outlines how the common course numbering system (CCNS) will be maintained and how courses will transfer between institutions. It went into effect on June 12, 2018. The code called for the creation of the New Mexico Curriculum and Articulation Committee to advise the NMHED in the development of the CCNS. The NMCAC membership is comprised of representatives from all twenty-nine New Mexico colleges and universities. The members are also expected to be a member of the institution's curriculum committee. One of the roles of the NMCAC is to oversee the implementation of the common course numbering system.

The goal of the common course numbering system is to improve transfer and articulation of courses between New Mexico's public higher education institutions (HEIs).

*Equivalent courses will transfer between New Mexico's public HEIs as the course with the same number. Transferred equivalent courses shall fulfill degree requirements of a student's chosen academic program at the receiving institution **if** it is part of his or her degree plan. Students who have completed commonly numbered courses that are not part of their chosen degree requirements is not exempted from courses requirements for their chosen degree.*

Online Crosswalk

In August of 2018, NMHED created an online crosswalk. The [New Mexico Common Course Numbering System Website](#) is updated as new courses are added to the crosswalk.

Course Catalog

A listing of all approved Common Courses, an Excel file with the full Course Matrix, and a list of Recent Changes to the Matrix can be accessed at the bottom of this [web page](#).

As of December 2020, about 2,800 common courses had been added to the crosswalk, and over 10,000 institutional courses had been mapped. Institutional courses can be unique, or can map to an existing common course prefix and number. The advantage of the system is that unique courses will not have a

duplicate prefix and course number at another institution in the cases where the discipline has been included in the matrix.

Maintenance of the Common Course Numbering System

The NMHED has entered the maintenance phase of the common course numbering system. Institutions can request changes be made to the common course numbering system by submitting the appropriate application to add, remove, reclassify, change course descriptions, or change standard learning outcomes (SLOs) to NMHED. NMHED staff or the New Mexico Curriculum & Articulation Committee (NMCAC) will review and approve applications depending on the type of request. An online, dynamic application was developed that streamlined the workflow of reviewing and approving changes to the common course numbering system. This system will be updated in early 2021 to further simplify the process of adding new courses and adopting existing common courses.

General Education

The Post-Secondary Education Articulation Act also requires the creation of a statewide general education curriculum.

[The] “statewide general education core curriculum shall include a comprehensive array of lower-division college-level courses designed to provide a foundation for a liberal education and courses that include the interdisciplinary study of differences that recognize and respect New Mexico’s diverse cultures, histories and identities. The department shall develop a process for maintaining and updating the statewide general education core curriculum. The department shall review and approve proposed statewide general education core curriculum requirements.”

General Education Models

The General Education Models for Associate and Bachelor degrees is shown in Table 1:

Table 1. New General Education Models

For Associate and Bachelor degrees 31 credit hours (excluding Associate of Applied Science Degrees)	For Associate of Applied Science Degrees 15 credit hours
Fixed 22. At least 22 credit hours of courses in the following six content areas:	Fixed 12. At least 12 credit hours of courses from four of the following six content areas:
communications (6 credits)	communications
mathematics (3 credits)	mathematics
science (4 credits)	science
social and behavioral science (3 credits)	social and behavioral science
humanities (3 credits)	humanities
creative and fine arts (3 credits)	creative and fine arts
Flexible nine	Flexible three
the content areas listed above	the content areas listed above
other content areas that the institution deems appropriate	other content areas that the institution deems appropriate

Essential Skills

The new general education model is designed to develop the essential skills that all college graduates need for success in higher education and careers: communication, critical thinking, quantitative reasoning, information & digital literacy, and personal & social responsibility. Three essential skills are associated with each of six content areas, as shown in the table below. Courses within each content area will develop the three related essential skills (Table 2) while also addressing content and skills associated with the particular course.

Table 2. Essential Skills Related to Content Areas

General Education Content Area	Skills Associated with the Content Areas
Communications	Communication, Critical Thinking, Information & Digital Literacy
Mathematics	Communication, Critical Thinking, Quantitative Reasoning
Science	Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
Social & Behavioral Sciences	Communication, Critical Thinking, Personal & Social Responsibility
Humanities	Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
Creative and Fine Arts	Communication, Critical Thinking, Personal & Social Responsibility

Grace Period for Previously Approved General Education Courses

The schedule was that courses that were approved as part of the previous General Education Curriculum would be included in the new model of general education with the understanding that they will be re-certified for essential skills by December 2020. This deadline was extended by the Secretary to April 2021 due to the difficulty of faculty working on this during the switch to online instruction during the pandemic.

Courses that are not re-certified, will be removed from the General Education Curriculum. A list of approved general education courses under the old and new models can be found on the [NMHED General Education website](#).

Certifying General Education Courses

To certify or re-certify a general education course, an institution must submit a completed certification form, sample assessment, and optional rubric. The form includes 3 narratives addressing how the course (as a whole) develops and assesses the essential skills. Completed certification forms are reviewed by the New Mexico Curriculum and Articulation Committee (NMCAC).

Degree Review and Approval

Undergraduate Degree Programs

NMHED began reviewing all new state-funded associate and bachelor degrees in Fall 2018. The review and approval process is outlined in 5.5.6 NMAC, which went into effect June 12, 2018. All associate and bachelor degree programs that begin the institutional approval process after August 1, 2018 will be

reviewed and approved by the NMHED. The institutional and NMHED review processes may occur simultaneously.

The NMHED approval process begins with submission of the Undergraduate Program Application. Applications on or before the submission deadline will be presented at the next New Mexico Higher Education Advisory Committee (NMHEAC) meeting. The NMHEAC will recommend to the Cabinet Secretary to either approve, disapprove, or return the application for modification. The Cabinet Secretary will consider the NMHEAC's recommendation and issue a determination within 10 business days of the NMHEAC meeting.

After the NMHED Cabinet Secretary and the higher education institution's governing board approve a proposed program, the program will be assigned a CIP code and the institution may enroll students in the program.

Graduate Degree Programs

Graduate programs proposed by New Mexico's public universities must be approved by the NMHED and by the New Mexico State Board of Finance (SBOF) after being approved through the institution's own internal process and the New Mexico Council of Graduate Deans (NMGCD). After a proposed program is approved by NMGCD, a Graduate Program Application is submitted to NMHED.

NMHED staff will review submitted applications and present them to the NMHEAC for consideration. The NMHEAC will recommend that the Cabinet Secretary either approve, disapprove, or return the application to the submitting higher education institution for modification. The Cabinet Secretary will consider the recommendation and determine whether or not the program will be presented at the next New Mexico BOF meeting. If a program is presented to the SBOF and approved, the program will be assigned a CIP code and the institution may begin enrolling students in the program.

Process for Degree Approval

During 2019, ten associate degrees were approved and one is pending approval; two bachelor's degrees were approved; and one graduate program was completely approved and one is awaiting action by the BOF. Follow the embedded link to read the [description of the approval process](#).

CIP Code Approval

Each course and program offered by an institution must have a Classification of Instructional Programs (CIP) Code assigned. Each CIP code must be approved by the NMHED. Approvals are on a "by campus" basis and not across campus systems. Follow the embedded link [the documentation process for approval](#).

CIP Codes are used in the eDEAR reporting system to the NMHED to identify degree programs, student majors, and course disciplines.

Advanced Placement Policy

Students can receive college credit by achieving a score of 3 or higher on an Advanced Placement Exam. Detailed information about the NMHED policy can be found [here](#).

Dual Credit Program

Every New Mexico high school student has the opportunity to enroll in college courses through the Dual Credit (DC) Program. The DC Program provides access to academic, career, and technical education (CTE) courses that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate.

College courses are offered for dual credit based upon agreements between high schools and accredited public colleges. While most students take basic core courses such as English and math, coursework may include subjects such as culinary arts or criminal justice, depending on the student's Next Step Plan and degree paths offered by each college.

Courses are accessible to students with a range of academic and career aptitudes. Research studies on dual credit participation have shown that students who take dual credit courses perform well in their courses, graduate from high school at a higher rate than their peers, require less first-semester remediation in college, and are more likely to obtain a college degree within four years.

New Mexico state law (NMAC 6.30.7) requires public colleges to waive tuition for students; mandates that Local Education Agencies (LEAs) purchase instructional materials for students, and expects students and parents to cover course fees and transportation expenses. Follow the following embedded link to access the [Dual Credit Policy and Procedures Manual](#) which provides detailed guidance to colleges and high schools on the program, and [Additional information on Dual Credit](#).



The Adult Education Division oversees the provision of targeted educational services outlined by the Adult Education and Family Literacy Act (AEFLA), Title II of the federal Workforce Innovation and Opportunity Act (WIOA). Adult Education and literacy programs are recognized nationwide as both an important public service and a robust economic catalyst. During program year 2019-2020, onset year of the COVID pandemic, the Adult Education Division served a total of 9,520 students. These efforts were supported by \$6,235,900 in state funding and \$4,153,357 in federal funding from the U.S. Department of Education. Conservatively calculated without including public assistance savings or increased tax revenue, New Mexico received a 371% return on its investment.

- 836 students unemployed at program entry entered the workforce and generated \$11,487,659 in wages after the second quarter of exiting the program. Source: Department Workforce Solutions and LACES
- 655 HSE graduates generated an estimated \$6,130,800 in additional earnings. (\$180.00 additional weekly earnings x 655 graduates x 52 weeks) Source: Bureau of Labor, U.S. Department of Labor, and LACES
- 1,463 students transitioned to postsecondary education or training with increased earnings of \$5,553,548 (\$73.00 additional weekly earnings x 1,463 transitioning x 52 weeks) Source: Bureau of Labor Statistics, U.S. Department of Labor, and eDEAR.
- $\$11,487,659 + \$6,130,800 + \$5,553,548 = \$23,172,007$ (PY19-20 RETURN) / $\$6,235,900$ (PY 19-20 State INVESTMENT) = **371% ROI**

The Adult Education system includes 24 subgrantee program providers across New Mexico offering free instruction and training to eligible adults, including dislocated workers and out-of-school youth ages 16-18. Most of these providers are postsecondary institutions. All adult education program participants are in need of core skill development; most lack a high school diploma or equivalent and have multiple barriers to supporting themselves and their families. For adults with low literacy levels, securing meaningful employment with family-sustaining wages, effectively participating in their children's education, accessing community services, and informed civic engagement can be a challenge. In collaboration with core partners, the Adult Education Division works to address these needs for the benefit of all New Mexicans.



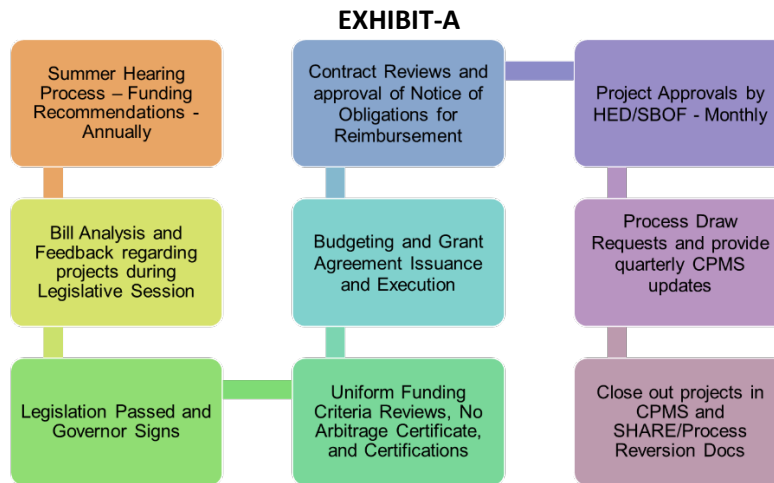
The New Mexico Higher Education Department (NMHED), through its Capital Projects Division, has a statutory responsibility to provide an equitable process for reviewing and recommending capital outlay funding for public post-secondary institutions each year. The NMHED Capital Outlay Committee, chaired by Dr. Gerald Burke and made up of representatives from the NMHED, Department of Finance and Administrations Capital Outlay Bureau, Legislative Finance Committee, and Energy and Minerals and Natural Resources Energy Conservation and Management Division, holds annual hearings throughout the state. Higher education institutions present their highest priority projects from their five-year capital plan to the committee. The committee reviews and prioritizes all project requests, using the criteria established within NMAC 5.3.9 Capital Budgets – Planning and Funding Recommendations, and presents funding recommendations to the NMHED Cabinet Secretary for approval. In 2020, 52 project requests totaling \$174.5 million were presented to the Capital Outlay Committee during the Summer Hearing process. This year the NMHED held these hearings via webinar due to the COVID-19 pandemic.

The NMHED continues to give preference to projects which: contribute to a high quality educational environment, support the mission and role of the institution, address major health and safety issues, renovate existing facilities, and improve building energy efficiencies within eligible campus facilities statewide. In 2020 the NMHED implemented a new capital project evaluation process. This process incorporated expanded criteria and a formal scoring matrix which highlights project rationale and need, Energy and Sustainability, and Stewardship. Projects are scored based on their specific effect on growth, retention and degree production; how they support workforce needs in the state, how they align with the goals of the institution, and whether a formal facility assessment has been done on campus to support the funding request. Additional scoring criteria includes how the cost estimates were developed, how the institution utilizes BR&R, how the project will impact deferred maintenance, and whether the project incorporates energy and sustainability measures. This process was used in developing the recommendations for the 2021 Legislative Session.

The NMHED Capital Projects Division is also currently seeking to establish a cloud-based software and data warehouse solution to receive, assess, score, and prioritize capital outlay funding requests from higher education institutions. This solution provides a framework that will enable the NMHED to develop a comprehensive and uniform method for assessing, planning, and recommending capital funding for higher education institutions annually to the New Mexico Department of Finance and Administration and the New Mexico Legislature annually. The deadline for proposals for the NMHED Project Assessment and Prioritization Software was on November 2, 2020. The NMHED hopes to choose a vendor and implement the first phase of the project by the end of the year.

The Capital Projects Division also manages the day-to-day aspects of the higher education capital outlay program, which includes compliance with Executive Order 2013-006. Establishing Uniform Funding

Criteria, Grant Management and Oversight Requirements for Grants of State Capital Outlay Appropriations by State Agencies and Other Entities as well as NMAC 5.3.10 Capital Projects Approval by the New Mexico Higher Education Department. In compliance with these requirements, NMHED establishes grant agreements between the Department and its grantees, monitors the grant agreement requirements, processes financial draws through the State Board of Finance, and organizes monthly Higher Education Capital Outlay Committee hearings. In 2020 the department reviewed and approved over \$180 million in projects during the monthly Capital Outlay Committee hearings to date. The \$180 million in projects included state appropriations from the 2018 General Obligation (GO) Bonds, 2019 General Fund and Severance Tax Bonds, local revenue bond issuances and bond refunding, and projects funded using other financing sources. An overview of the entire process can be found in Exhibit A below:



The Capital Projects Division currently oversees 115 active grant agreements totaling \$81.4 million in appropriations. Passage of the 2020 General Obligation Bond B and C would increase the amount of active grant agreements by 45 and the total appropriations by \$32.4 million.

The Capital Projects Division is looking forward to the upcoming Legislative Session and the opportunities to continue providing support and collaborating with stakeholders on the capital outlay process for higher education in the state.



The purpose of the student financial aid program is to provide access, affordability and opportunities for success in higher education to students and their families so that all New Mexicans may benefit from postsecondary education and training beyond high school.

The NMHED Financial Aid Division is dedicated to helping students find financial support to attend and afford higher education. The Division manages 24 distinct programs to meet the needs of our state's diverse population, including grants, scholarships, work study, loan-for-service and loan repayment programs. The goals of the Division include:

- To inform students in New Mexico that college is attainable and affordable;
- To provide students and their families with the consumer information needed to make informed decisions about financing an education;
- To make information about our financial aid programs accessible to all who qualify; and
- To provide funding to pay for educational expenses for as many New Mexican students as possible.

Legislative appropriations within the P506 program are directed to the following funds:

- Financial Aid Special Programs Fund;
- Lottery Tuition Fund;
- College Affordability Fund; and
- The Legislative Endowment Fund and Legislative Endowment Scholarship Funds.

Scholarships

Teacher Preparation Affordability Scholarship (new for FY20)

In the 2019 Legislative Session, House Bill 275 (Laws 2019, Chapter 193) created the Teacher Preparation Affordability Act. The purpose of the Act is to encourage eligible New Mexico students to attend and complete an accredited public education department approved teacher preparation program at a New Mexico public post-secondary educational institution or a tribal college by providing a scholarship opportunity. The scholarship is intended to help defray the educational expenses charged by the public post-secondary institution or tribal college including tuition, fees, books and course supplies and living expenses at up to \$6,000 per year based on student need.

In the first year of inception the Teacher Preparation Affordability Scholarship distributed over \$1.86 million to 677 students to help them pursue their goal of becoming teachers.

Legislative Lottery Scholarship Program

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

In FY20, there were a total of 26,274 (per-semester) Lottery Scholarships distributed to 15,680 students by sector as follows:

- 17,082 at the research institutions;
- 2,252 at the four-year comprehensive colleges and tribal colleges; and
- 4,940 at the two-year independent and branch community colleges.

See the detail in the data section of this report for more information about the Legislative Lottery Scholarship program.

New Mexico Scholars

The New Mexico Scholars Scholarship encourages NM high school graduates to enroll in college full-time at a public or private non-profit postsecondary in NM before their 22nd birthday in an undergraduate program.

Athletic Scholarship

State funds are allocated to eligible institutions to make funding available to resident and non-resident student athletes to have access to higher education in New Mexico.

Bridge Scholarship

The 3% (The Bridge) Scholarship is established by the board of regents of each institution to establish scholarships for students who are residents of New Mexico in an amount not to exceed tuition and fees. Eligible institutions shall ensure that all available 3% Scholarships are awarded before granting Lottery Scholarships.

Competitive Scholarship

Created to encourage out-of-state students who have demonstrated high academic achievement in high school to enroll in New Mexico public institutions of higher education.

Graduate Scholarship

Created to increase graduate enrollment at public postsecondary institutions for students from groups underrepresented in graduate education.

Vietnam Veterans' Scholarship

A state scholarship for resident undergraduate and graduate students that provides tuition, fees, and book allowances to Vietnam Veterans certified by the New Mexico Veterans' Service Commission.

Wartime Veterans' Scholarship

A state scholarship for resident undergraduate and graduate students that provides tuition, fees, and book allowances certified by the New Mexico Veterans' Service Commission. Candidates must have exhausted their federal veteran's education benefits.

Grants

Student Incentive Grant Program

The NM Student Incentive Grant is for resident undergraduate students with substantial financial need who are attending a New Mexico public college or university or tribal college.

Work Study Program

The New Mexico Work Study Program was created to provide funding for employment opportunities for qualified resident students attending public colleges or universities for the following eligible colleges in New Mexico.

Loans For Service

Allied Health Loan For Service Program

The purpose of the Allied Health Loan-For-Service is to increase the number of physician assistants in areas of the state which have experienced shortages of health practitioners, by making educational loans to students seeking certification/licensure in an eligible health field. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Medical Loan For Service Program

The purpose of the Medical Loan-For-Service is to increase the number of physicians in the state which have experienced shortages of health professional by making educational loans to students entering medical school. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Nursing Loan For Service Programs

The purpose of the Nursing Loan-For-Service is to increase the number of nurses in areas of the state which have experienced shortages by making educational loans to students entering nursing programs. As a condition of each loan, the student shall declare his/her intent to practice as a health professional in a designated shortage area within the state of New Mexico. For every year of service provided in a designated shortage area within New Mexico, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Link to additional information: http://www.hed.state.nm.us/students/nursing_lfs.aspx

Minority Doctoral Loan For Service Program

The Minority Doctoral Assistance Loan for Service Program was enacted to increase the number of ethnic minorities and women available 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 state encourages partnerships between the New Mexico Higher Education Department, institutions of higher education, 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 will not only provide an increase in the diversity of faculty at New Mexico institutions of higher education, but it will also enhance educational opportunities for New Mexicans from underrepresented groups. An additional outcome will be the increase of role models from diverse backgrounds in disciplines where few faculty from underrepresented groups presently exist.

Nurse Educator Loan For Service

The purpose of the Nurse Educator Loan-For-Service is to enhance the ability of college and university employed nursing educators to obtain Bachelor of Science, Master of Science and Doctor of Philosophy degrees. For every year of service provided, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

Teacher Loan For Service Program

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

WICHE Loan For Service Program

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 which are not offered at New Mexico public universities.

Exchange students receive preference in admission. They pay reduced levels of tuition; for most students, 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. As a condition of each loan, the student shall declare his/her intent to return to New Mexico to practice as a professional in their field of study. For every year of service provided, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties will be assessed if the service agreement is not satisfied.

The following table lists the total amount awarded and number of recipients for the programs described above.

Program Name	Amount Awarded FY20	Student Head Count
3% Scholarship	\$ 7,131,027	5,173
Athletic Scholarships	\$ 14,610,997	1,806
Allied Loan for Service	\$ 114,000	12
College Affordability Grant	\$ 2,764,955	2,999
Graduate Scholarships	\$ 477,126	71
Grow Your Own Teachers	\$ 113,275	37
Fire Fighter Scholarship	\$ 49,794	7
HLRP	\$ 851,409	53
Legislative Endowment	\$ 225,484	194
Lottery Success Scholarship	\$ 44,851,625	15,680
New Mexico Scholars	\$ 106,525	18
Medical LFS	\$ 387,500	16
Nurse Educator	\$ 42,500	6
Nursing Loan	\$ 399,100	36
LRAP	\$ 144,450	28
State Work-Study	\$ 5,684,581	1,993
Student Incentive Grant (SSIG)	\$ 11,164,772	13,561
Teacher Loan for Service program	\$ 2,500	1
Teacher Preparation Affordability Scholarship	\$ 1,861,635	677
WICHE Loan for Service	\$ 1,977,317	
Wartime Vet	\$ 267,584	*
Vietnam Veterans	\$ 58,707	*
Grand Total	\$ 93,286,863	\$ 42,368

**Data not collected*

Loan Repayment Programs

New Mexico Children, Youth and Families Worker Loan Repayment Program

The New Mexico Children, Youth and Families Worker Loan Repayment Program provides education loan repayment assistance to certain professionals employed with the New Mexico Children, Youth and Families Department.

Health Professional Repayment Program

The purpose of the New Mexico Health Professional Loan Repayment Program (HPLRP) is to provide repayment for outstanding student loans of practicing health professionals. As a condition of the program, a health professional must make a two year service commitment to practice full-time in a designated medical shortage area in New Mexico. The HPLRP is a competitive program. Application to the program does not guarantee funding.

John R. Justice Loan Repayment Program

The New Mexico John R Justice Program provides educational loan repayment benefits to prosecutors and public defenders in New Mexico using funding from the John R. Justice (JRJ) Program. The purpose of the program is to encourage qualified attorneys to choose careers as prosecutors and public defenders and to continue in that service.

Public Service Law Loan Repayment Program

The purpose of the New Mexico Public Service Law Loan Repayment Assistance Program (LRAP) is to provide legal educational loan repayment assistance to individuals providing public service in state or local government or the non-profit sector in New Mexico to low income or underserved residents.

Teacher Loan Repayment Program

The purpose of the Teacher Loan Repayment Program (TLRP) is to increase the number of teachers in designated high-risk teacher positions in public schools through an educational loan repayment program. The program provides for repayment of the principal and reasonable interest accrued on loan obtained from the federal government for teacher education purposes.



In 2012, the US Department of Education awarded the New Mexico Higher Education Department (NMHED) a total of \$33.9 million over seven years (\$4.8 million annually) to fund **G**aining **E**arly **A**wareness and **R**eadiness for **U**ndergraduate **P**rograms (GEAR UP). GEAR UP New Mexico (or GEAR UP NM) is designed to increase the number of students graduating from high school and enrolling in postsecondary education or vocational training without the need for remediation. The grant follows a priority model, the focus of which is to serve 7th – 12th-grade students and first-year college students who graduated from GEAR UP NM high schools. From 2012 – 2018, GEAR UP NM served over 10,000 middle and high school students, annually, in 24 schools in 11 school districts and over 500 first-year college students at postsecondary institutions throughout the state.

GEAR UP's purpose is to increase college-access opportunities for under-represented, low-income, minority, and first-generation college-going students. Racial and economic disparities have posed significant barriers historically to enrollment in higher education, effectively limiting opportunities for generations of students. GEAR UP NM equips students and their families with the skills and knowledge to overcome these obstacles by providing them various academic supports and financial aid and academic readiness awareness and teaching students non-cognitive skills (such as self-efficacy, self-determination, and self-advocacy) critical to postsecondary success. GEAR UP NM also seeks to foster a college-going culture through support of school-based models that fill identifiable gaps in services, enrich existing ones, and bring about sustainable change through the implementation of replicable programs to meet the unique and varied needs of students, staff, families, and their local communities. These college and career readiness supports align with the specific goals in the Educational Plan for Student Success (EPSS), and School Report Cards set forth by the New Mexico Public Education Department (NMPED).

GEAR UP NM: Student Demographics

GEAR UP NM students reside in communities rich in culture, history, and tradition and reflect the state's historically tri-partite ethnic composition. 58% of our students identified as Hispanic, 29% as Native American, and 12% Caucasian. Also, the sizeable Native American population consists of students of varied tribal backgrounds, primarily Navajo and several culturally-distinct Pueblos. Just over 85% of GEAR UP NM students qualified for Free/Reduced Lunch status. GEAR UP NM students come from communities ranging in size from Gallina, population 286, to Santa Fe with a population of 84,099. Median household incomes span a high of \$51,635 in Los Lunas to a low of \$27,654 in Peñasco. Cochiti Pueblo and Peñasco have median incomes below \$30,000, while annual income levels at five others remain under \$40,000. The only locales where median household income exceeds \$50,000 are Los Lunas and Santa Fe (both slightly above the state average of \$45,524).^[1]

¹ These statistics come from the 2016 *American Community Survey* administered annually by the US Census Bureau.

GEAR UP NM Initiatives: July 2019 – July 2020

GEAR UP NM ended in July 2019 and received a one-year No-Cost-Extension from the US Department of Education in late August 2019. The No-Cost-Extension enabled GEAR UP NM to expend and carry forward dollars not utilized during the grant's seven years. GEAR UP NM provided partner districts the opportunity to re-engage with a budget averaging \$35,000 per district. Eight of 11 districts chose to participate in the No-Cost-Extension, including:

- Bernalillo Public Schools,
- Jemez Mountain Public Schools,
- Los Lunas Public Schools,
- Mora Independent Schools,
- Pecos Independent School District,
- Peñasco Independent School District,
- Santa Fe Public Schools, and
- Walatowa High Charter Schools.

In September 2019, the NMHED participated in a highly competitive grant process, hoping to secure a 4th seven-year grant cycle to support college and career readiness in New Mexico. Twelve states applied for funding, yet the US Department of Education only awarded seven states due to budgetary constraints. In rank order, New Mexico came in 8th out of twelve applicants and, thus, was not awarded. The NMHED was encouraged to reapply again in spring of 2020.

In September – November 2019, GEAR UP NM focused efforts on supporting the eight districts re-launch college and career readiness services to enhance the following objectives:

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

Robust college and career readiness initiatives were delivered November 2019 - March 2020 and included: (a) district-led college visits, (b) comprehensive financial planning activities with families, (c) transition programs for rising 9th graders, (d) tutoring, (e) credit recovery, and (f) dual credit opportunities. Unexpectedly, New Mexico schools were closed on March 27, 2020, to contain the COVID-19 spread. The closure resulted in the cancellation of spring college visits, the GEAR UP NM College Bus Tour, and College Signing Day. Before the state closure, districts were actively delivering math tutoring, college fairs, and FAFSA workshops. However, due to the novel circumstances, districts were not prepared nor equipped to continue providing support and services in a fully online format. Despite multiple attempts to launch online tutoring and FAFSA campaigns during the month of April, district administrators

encouraged school personnel to focus their efforts on core subject learning, resulting in the discontinuation of tutoring and college readiness programming in all but one district. In late April through mid-June 2020, GEAR UP NM shifted focus from college and career programming to the purchase of Chromebooks and other technology to enhance student's ability to participate in distance education effectively. GEAR UP NM's No-Cost-Extension spending concluded in July 2020, with the next two months focusing on completing the US Department of Education's Final Performance Report (2012 – 2019).

GEAR UP NM Final Performance Report Findings: 2012 – 2019

Several positive findings emerged from the Final Performance Report data. Key accomplishments of the seven-year program include:

- *The percent of GEAR UP students who passed pre- algebra by the end of 8th grade rose from 75% in 2012(baseline) to 96% in 2019, while the percentage of students who passed algebra at the end of 9th grade steadily rose over the course of the grant from a 35% baseline in 2012 to 56% in 2019.*
- *The four-year cohort high school graduation rate for GEAR UP NM high schools rose from a 2012 baseline of 63% to 76.3% in 2019.*
- *Ninety-one percent of parents reported knowledge of the FAFSA (Free Application for Student Aid) process compared to 70% at the beginning of the grant.*
- *The percent of GEAR UP students who enrolled in college immediately following high school increased from 42% in 2012 (baseline) to 63% in 2019.*
- *GEAR UP NM postsecondary enrollment rates rose from a baseline of 42% in 2012 to 55.1% in 2019, exceeding state averages.*
- *From 2016 – 2019, GEAR UP NM high schools posted a 12.1 percentage point increase in postsecondary enrollment rates, while the State of New Mexico, as a whole, remained stagnant.*

GEAR UP NM also demonstrated key accomplishments in district sustainability of college and career readiness initiatives. At the end of the grant, all districts reported that their schools were highly likely to continue providing college visits, FAFSA and financial aid advising, academic counseling, College Application week activities, credit recovery, and ACT/SAT preparation, noting that their districts had operationalized the services and support into the infrastructure of their counseling departments. Nine of eleven districts shared they were highly likely to continue with math tutoring services. Eight of the 11 districts stated they were highly likely to continue "near-peer" mentorship programs in their schools, while 3 of the 11 districts made budgetary commitments to continue the delivery AVID college and career readiness services to students and teachers. Small, rural communities were less optimistic about their ability to sustain push-in tutoring services, reading and math intervention services, and college and career readiness classes due to financial limitations.

In late-September 2020, the US Department of Education awarded the New Mexico Higher Education Department \$31.4 Million to fund the seven-year GEAR UP college readiness program, benefitting more than 10,000 middle and high school students in low-income K-12 districts across the state. This funding allows the GEAR UP NM program to invest \$4.5 million in federal funding, annually, into ten school districts to support initiatives to help underserved students and their families overcome barriers to higher education. Eight of ten partner districts have been identified, including Albuquerque Public Schools,

Bernalillo Public Schools, Española Public Schools, Mountainair Public Schools, Santa Fe Public Schools, Socorro Consolidated School District, and Taos Municipal District.



The Indian Education Division is committed to working with Tribes, Nations and Pueblos (henceforth Tribes) in New Mexico to ensure that New Mexico Higher Education Department (henceforth the Agency) is actively engaging with these communities, offering support, working to address issues of mutual concern, working towards the betterment of educational outcomes and support for Native American students in New Mexico's higher education institutions.

This division was established in January 2020, which brought on board a full-time Tribal liaison/Director of the Indian Education Division. The Tribal liaison is responsible for upholding the State Tribal Collaboration Act and all its provisions, ensuring that the Agency is responsibly and effectively communicating with Tribes in the state of New Mexico, and working with Tribal colleges and Tribal college leadership on their needs, recommendations and concerns. Strengthening and improving the relationship between the Agency, Tribes and Tribal colleges is a goal constantly strived towards.

Prior to the pandemic, the Tribal liaison was able to meet (in-person and on-site) with 16 Tribes in New Mexico. Each meeting focused on eliciting the needs, questions and concerns of Tribal leadership and Education Directors and more specifically, what resources they would like to see made available by the Agency. These meetings built the deliverables that drives the Tribal liaison's work.

The deliverables which are shared across Tribes are as follows:

Increasing communications between the NMHED and Tribes; Higher Education Institutions (HEIs) and Tribes

Facilitating MOU discussions between HEIs and Tribes

Revamping the NMHED Indian Education Division webpage to become more of a resource for students

Creating and highlighting college and career readiness opportunities

Increasing access to financial aid/scholarship opportunities

Highlighting trades and certificate programs for students that wish to attend these institutions

While these are shared areas of need, a one-size-fits-all approach is not applicable in all situations. Being cognizant of the specific needs for a given Tribe is crucial to recognizing and honoring their sovereignty and uniqueness. The meetings have revealed not only the shared areas to address, but also the specific and local needs and concerns at a given Tribal community.

The division is committed to improving relationships between the Agency and the Tribes across the state. The work that is and will continue to be carried out is key to improving Native American students' educational outcomes and support systems at the Agency and higher education institutions in New Mexico.



The New Mexico Higher Education Department (HED) seeks to promote accessibility to education for all New Mexicans. Information technology is a key element of this effort. Some of the areas in which IT is utilized are managing loan applications for Financial Aid, providing collaborative tools for teleworking, serving archived school transcripts for students, and delivering data for policy makers.

The Information Technology Services Division (ITS) helps facilitate the workflow of other HED divisions and enhance the overall efficiency of the agency. ITS's work and goals are in alignment with the Higher Education Department's and the State's IT strategic goals. Specifically:

ITS is working with Institutional Finance Division to improve an FY20-built application that replaced a paper-based reporting service with an easy-to-use yet highly secure online application. We have also migrated all staff to new laptops and VPN services, enabling everyone to telework effectively from home. Additionally, we continue to add features and improve performance of the Financial Aid Division's Health Professional Loan Repayment Program application (HPLRP) and the NM Children, Youth & Families Worker Loan Repayment Program application (CYFD) as well as Planning & Research Division's Electronic Data Editing and Reporting system (eDEAR), which has just received a major upgrade. Finally, ITS, Constituent Services and Private Postsecondary Schools successfully developed and internally deployed the Transcripts application, allowing for over 60,000 school records to be kept in a database and easily accessed and edited using an intuitive user interface.

In the inter-agency realm, ITS has (a) engaged the CIOs of all the New Mexico Higher Education Institutions (HEIs) on cybersecurity, especially on ransomware prevention and mitigation, and (b) spearheaded the NM Education Blockchain Initiative (NMEBI) to provide recent graduates with digital versions of their credentials; five institutions are currently participating, with more expected to come aboard in FY22.

Agency leadership continues to make it a priority to (a) better engage and support the State's higher education institutions, students and teachers and (b) more widely share the extensive information HED has collected and which ITS manages. To that end, FY21 and FY22 will see the Academic Affairs and Policy division replace a costly vendor-provided, subscription-based application that helps higher education institutions create and revise course descriptions and common course numbering with a low-cost, highly-adaptive internally-developed replacement. Also in FY21-22, (a) the FY20-begun blockchain technology pilot is planned to be expanded from the current 5 institutions to over 20, (b) the delayed off-site Business Continuity and Disaster Recovery solution (BC/DR) finally placed into service, and (b) the move of core services to hosted solutions provided by DoIT and/or commercial computing platforms (i.e., DBaaS, IaaS and SaaS) is to be completed.

Finally, a priority over the next four years is to move the multi-million-dollar inter-agency New Mexico Statewide Longitudinal System (NMLDS) project from the Initiation through the Planning and Implementation Phases with the goal of having it be fully operational come June, 2024.



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

Appropriation History

General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Appropriations for All State			
Millions of Dollars Appropriated			
Academic (Fiscal) Year	Total General Fund Appropriations	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
FY06	\$4,708.6	\$705.0	15.0%
FY07	\$5,113.1	\$788.4	15.4%
FY08	\$5,675.0	\$865.2	15.2%
FY09	\$6,035.1	\$866.1	14.4%
FY10	\$5,357.9	\$832.9	15.5%
FY11	\$5,212.9	\$762.3	14.6%
FY12	\$5,431.4	\$730.9	13.5%
FY13	\$5,658.8	\$757.7	13.4%
FY14	\$5,899.0	\$790.1	13.4%
FY15	\$6,161.7	\$838.6	13.6%
FY16	\$6,210.5	\$843.4	13.6%
FY17	\$6,103.6	\$786.7	12.9%
FY18	\$6,078.8	\$779.8	13.0%
FY19	\$6,339.8	\$809.6	12.8%
FY20	\$7,084.4	\$867.0	12.2%

The appropriations for FY2016 and FY2017 reflect solvency cuts enacted through the 2016 Regular and 2016 1st Special Session. 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.

Public Postsecondary Tuition and Fees

The Department compiles tuition and fee data for all public postsecondary institutions. Following is a table of 2019-2020 fees organized by institution and sector.

New Mexico Public Higher Education Institutions 2019-2020 Tuition and Fees Summary						
Four Year Institutions Research Sector	Undergraduate		Graduate			
	Resident In District	Non Resident	Resident In District	Non Resident		
NM Institute of Mining and Technology	\$4,078	\$11,762	\$4,220	\$12,447		
New Mexico State University	\$3,905	\$12,459	\$2,876	\$8,871		
University of New Mexico	\$3,778	\$11,646	\$4,304	\$12,471		
UNM / Health Sciences (Physician) *Annual Rate	n/a	n/a	\$15,533*	\$44,518*		
Four Year Institutions Comprehensive Sector						
Eastern NM University	\$3,225	\$4,224	\$3,522	\$4,671		
NM Highlands University	\$3,084	\$5,220	\$3,420	\$5,532		
NNMC	\$2,412	\$6,838	\$2,154	\$3,032		
WNMU	\$3,547	\$7,616	\$4,134	\$8,612		
Two Year Institutions – Branch Community Colleges						
ENMU Roswell	\$1,128	\$2,808	n/a	n/a		
ENMU Ruidoso	\$650	\$1,250	n/a	n/a		
NMSU Alamogordo	\$1,032	\$2,688	n/a	n/a		
NMSU Carlsbad	\$638	\$2,054	n/a	n/a		
NMSU Dona Ana	\$888	\$2,832	n/a	n/a		
NMSU Grants	\$1,032	\$2,052	n/a	n/a		
UNM Gallup	\$966	\$2,354	n/a	n/a		
UNM Los Alamos	\$1,048	\$2,794	n/a	n/a		
UNM Taos	\$951	\$2,391	n/a	n/a		

UNM Valencia	\$939	\$2,565	n/a	n/a
Two Year Institutions - Independent Community Colleges				
Central New Mexico CC	\$825	\$3,705	n/a	n/a
Clovis Community College	\$688	\$1,492	n/a	n/a
Luna Community College	\$481	\$1,213	n/a	n/a
Mesalands Community College	\$1,008	\$1,560	n/a	n/a
New Mexico Junior College	\$840	\$1,305	n/a	n/a
San Juan College	\$920	\$2,630	n/a	n/a
Santa Fe Community College	\$878	\$2,303	n/a	n/a
Special Schools				
NM Military Institute	\$2,757	\$5,391	n/a	n/a



The Planning and Research Division supports the vision of a well-informed education leadership community in New Mexico. Employing the guiding principles of teamwork, efficiency, quality, and progress, the Division works to fulfill a mission of providing quality information and planning support to the higher education community through collaborative data collection, analysis and reporting. Five primary goals have been identified that contribute to the success of this mission:

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

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

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

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

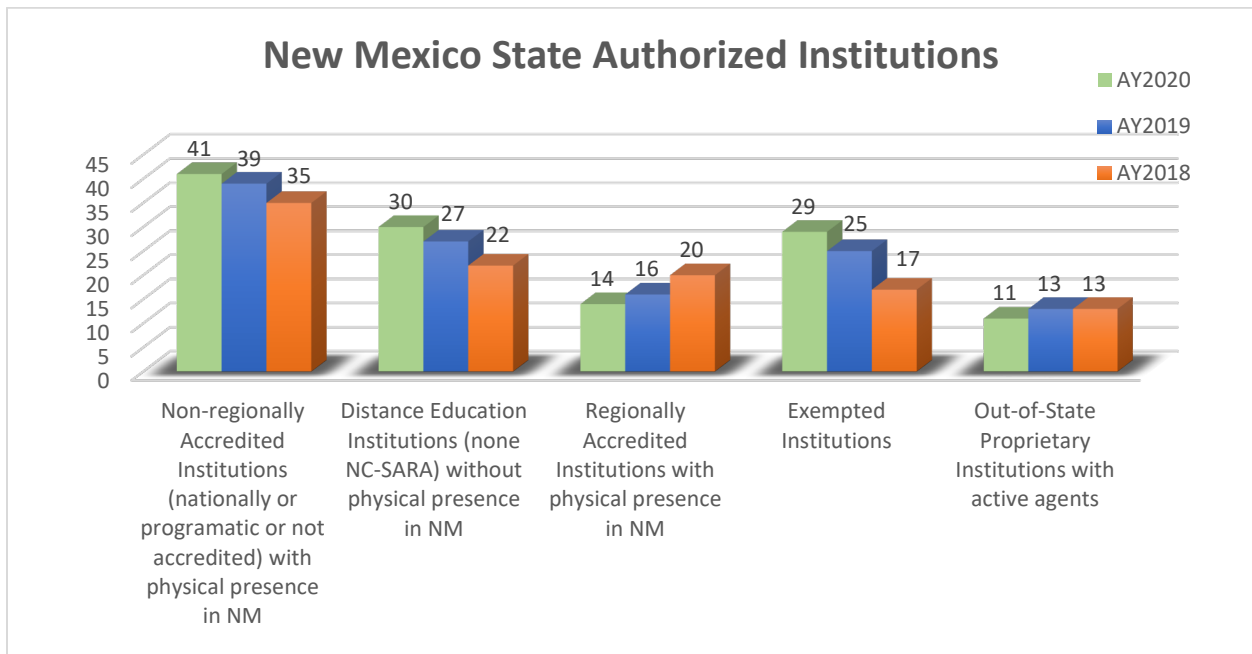
In addition to routine reporting, the division initiates and completes ad hoc data collection and analyses that further describe the department's activities for quality improvement and public information purposes.



The Private Post-Secondary Schools Division (PPSD) protects students and consumers through the oversight and regulation of New Mexico’s Private Post-Secondary Educational Institutions Act. The New Mexico Private Post-Secondary Educational Institution Act requires that State authorized institutions submit an Annual Report as part of the ongoing compliance program.

State Authorized and Exempted Institutions

In 2020 there were 96 private post-secondary state authorized institutions, of which 78 were required to submit an Annual Report to PPSD. Of the 78 institutions that were required to submit Annual Reports, 72 submitted the reports prior to the deadline. These institutions enrolled approximately 8,709 New Mexico students in declared programs in AY2020, revealing a 10% enrollment decline compared to AY2019. The Division was able to draw some conclusions about the private post-secondary educational institution sector. The information contained herein is based on self-reported data from reporting institutions; the information has not been independently verified by the Division or a third party.



Institutional accreditation profiles

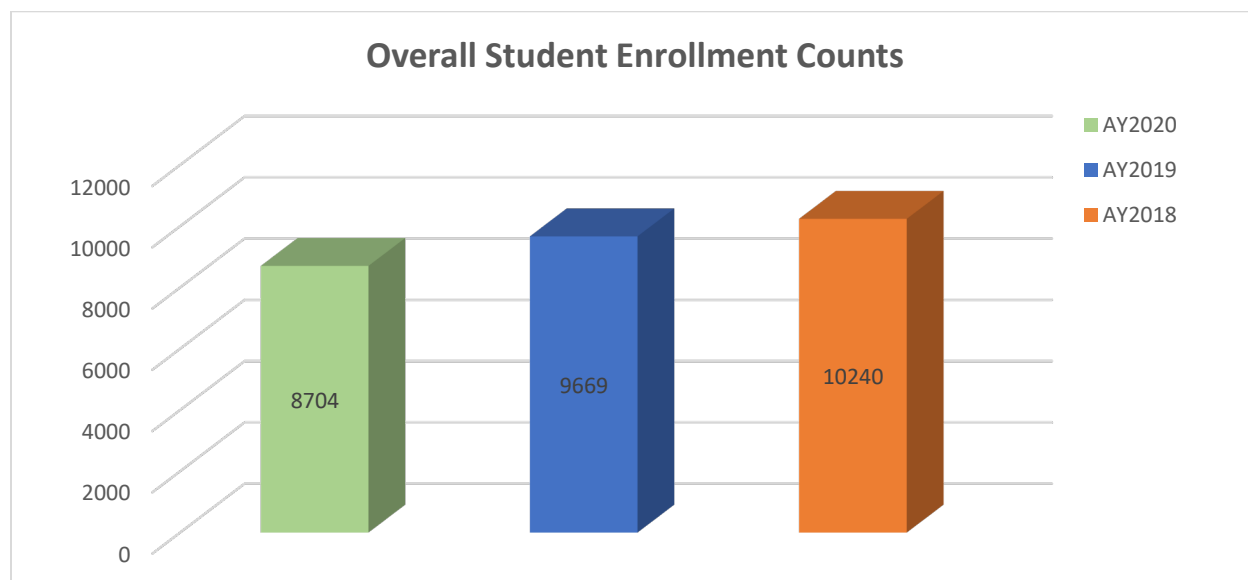
The following table shows the 72 State authorized private post-secondary institutions’ accreditation status by degree granting status. There were 11 (15%) State authorized non-accredited institutions that granted either certificates or diplomas or both. There were 60 (83%) State authorized accredited institutions whose accreditor had been recognized by the United States Department of Education. One

non-accredited State authorized institutions that is offering degree programs is in the process of obtaining accreditation by an accreditor that is recognized by the United States Department of Education.

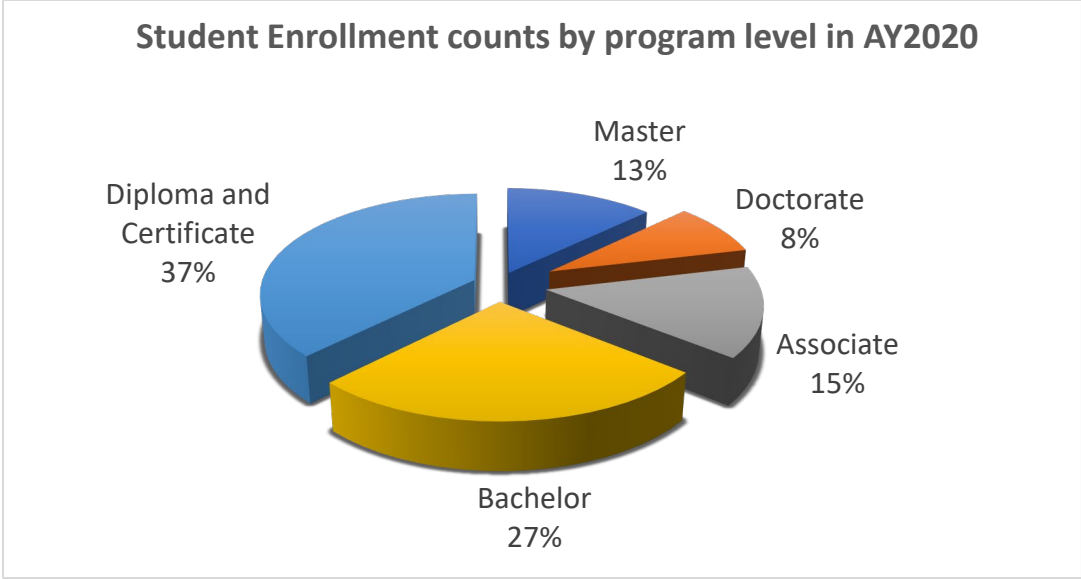
	<i>Only Degree Granting</i>	<i>Degree and Certificate/Diploma granting</i>	<i>Only Certificate/Diploma granting</i>	<i>Total Institutions</i>
Accredited	16	35	9	60
Non-Accredited	1	0	11	12
Total Institutions	17	35	20	72

Student Enrollment Counts

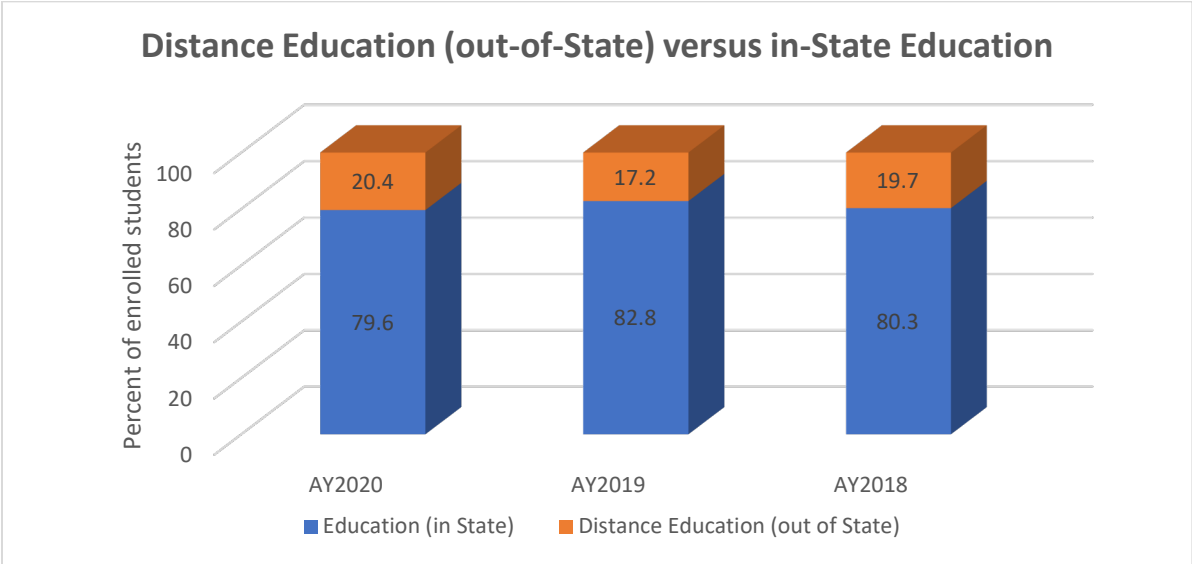
Overall student enrollment counts in private post-secondary educational institutions dropped by 10% between AY2019 and AY2020 and by almost 18% since AY2018. The decline in student enrollment in New Mexico follows the current national trend that is observed in private as well as in public post-secondary educational institutions.



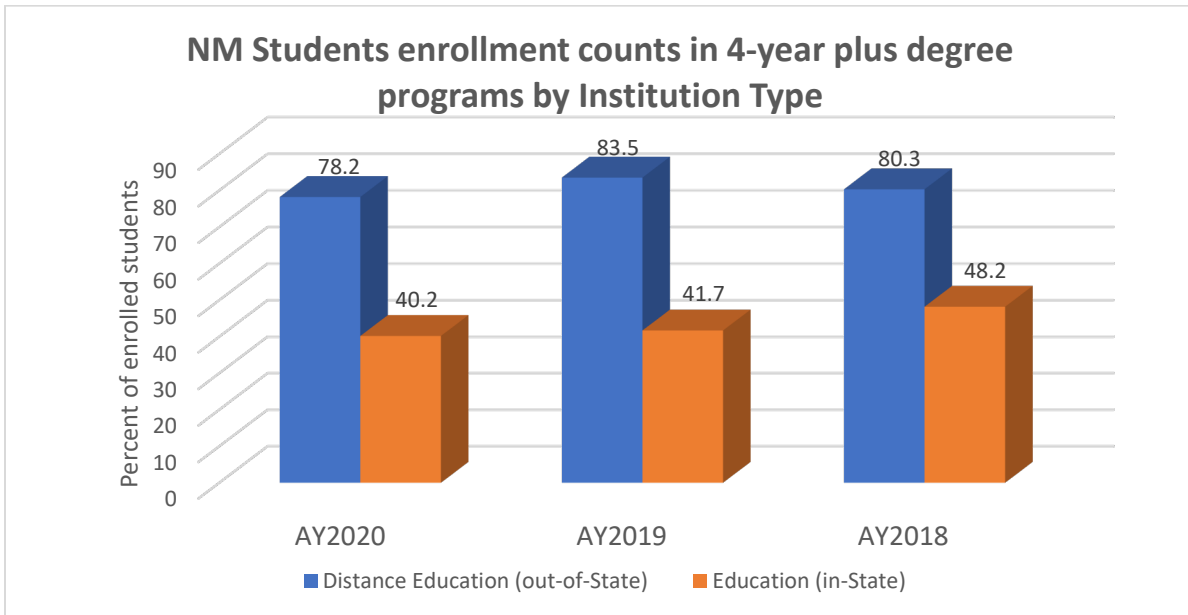
Of the 8,709 New Mexico students enrolled in AY2020 in State authorized private post-secondary institutions, the majority (3,266) were enrolled in diploma and certificate programs, still representing a 12% drop from AY2019. The types of diplomas and certificate programs offered by these institutions included programs such as cosmetology, vocational nursing, truck driving, computer training and flight training. In AY2020, about half of all students in private post-secondary educational institutions were enrolled in Bachelor or higher degree programs.



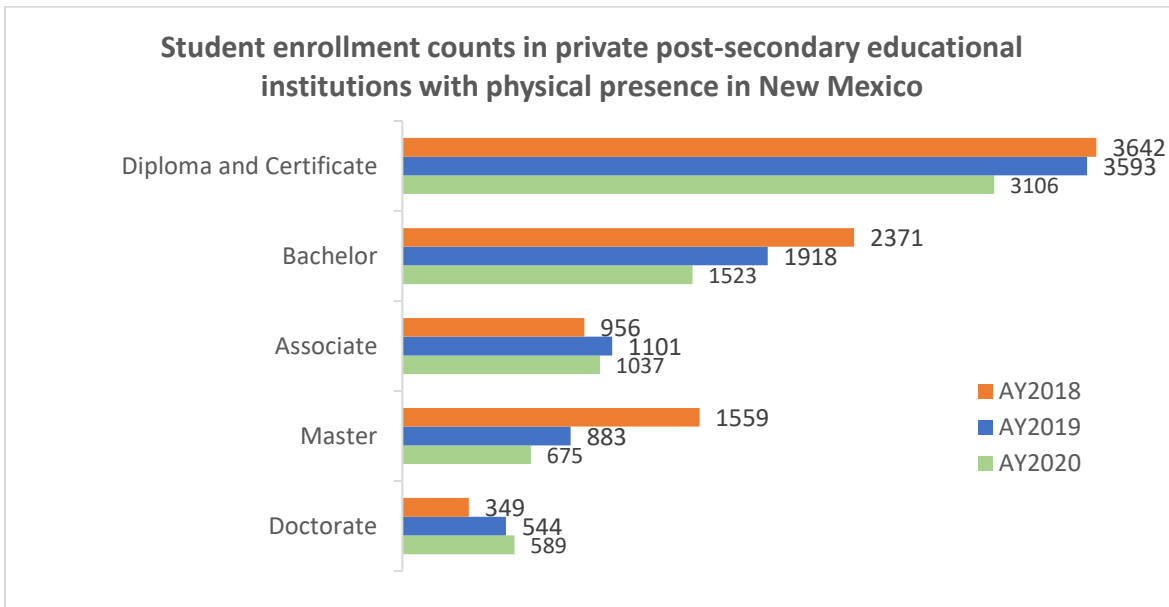
The percent of New Mexico students that were enrolled in distance education programs offered by none NC-SARA approved out-of-State institutions grew to a three year high of 20.4%. The Department expects this percentage to increase in future years due to the ongoing pandemic that started during AY2020 and the increasing acceptance of online degree programs.



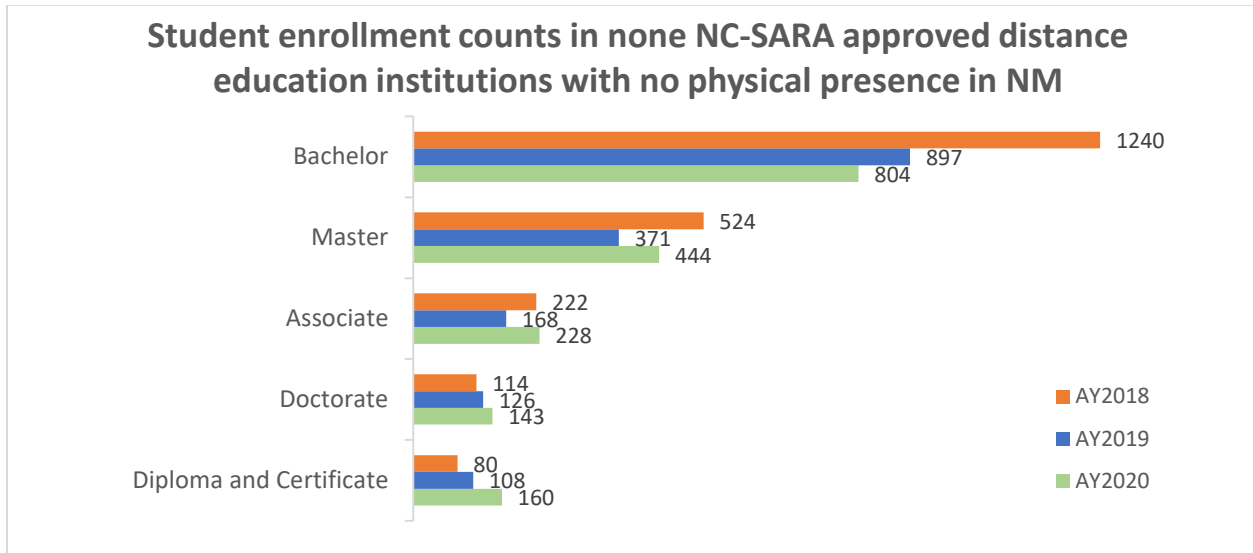
A three-year trend of students attending none NC-SARA approved out-of-State distance education institutions reveals that students are twice as likely to enroll in Bachelor or higher degree programs than students attending in-State educational institutions. Although there is evidence that online Bachelor and higher degree programs are more expensive than in-State offered Bachelor and higher degree programs, the trend might become more severe as certain four-year and higher degree programs are unavailable at in-State private post-secondary educational institutions and as the convenience of online degree programs is gaining acceptance boosted by the ongoing pandemic that started in AY2020.



About 44% of all students enrolling in in-State post-secondary educational institutions enrolled in diploma and/or certificate programs in AY2020, consistent with the three-year trend revealed in the graph below. Given the trend of decreasing enrollment counts, the largest decrease in student enrollment at in-State post-secondary educational institutions has been for Bachelor and Master degree programs. The only programs that reveal a three-year increase in enrollment counts is for Doctorate degree programs. It shows an impressive 69% enrollment increase over a three-year period.

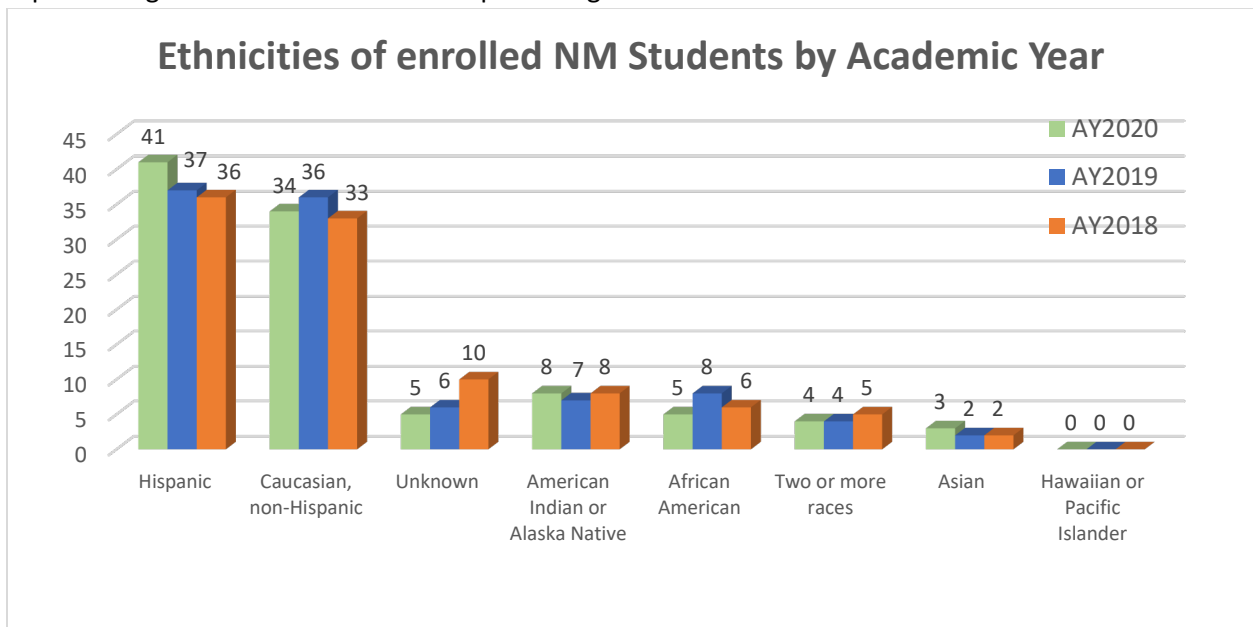


Of the approximate one fifth of New Mexico students that enrolled in none NC-Sara approved out-of-State post-secondary educational institutions over the last three years, in AY2020, an impressive 79% enroll in Bachelor or higher degree programs. The only enrollment counts that are steadily increasing over the last three-years are enrollments into Doctorate programs and enrollments into diploma and certificate programs.



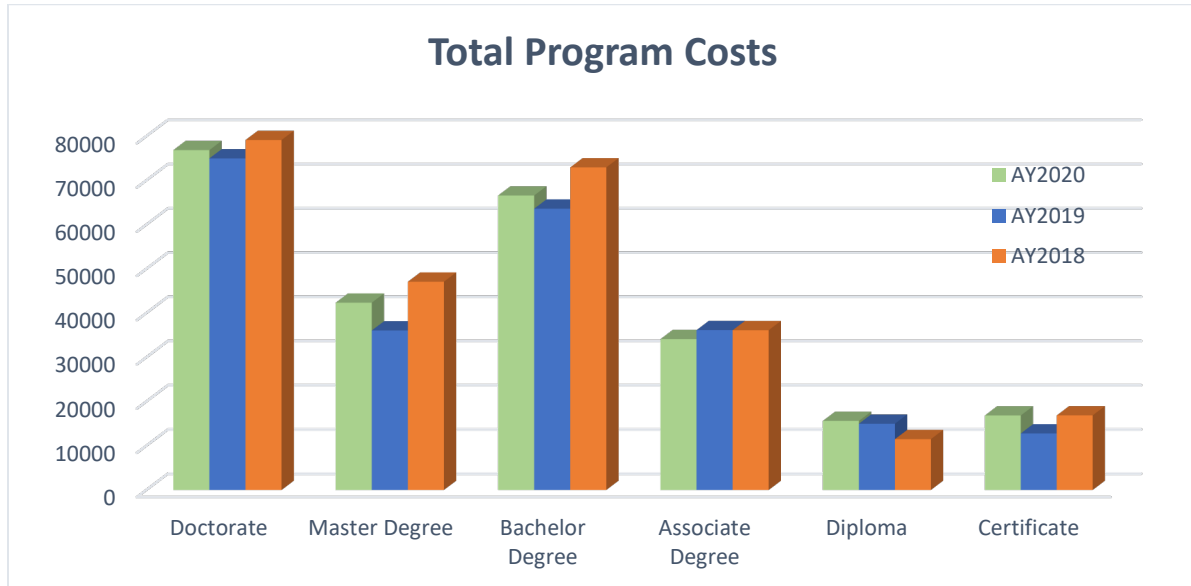
Ethnic Composition of Student Body

The graph below depicts the ethnic composition of the New Mexico private post-secondary student body over a three-year period. The percentages follow roughly statewide percentages of New Mexico residents except for African Americans showing an average of about 6% student enrollment, representing three times the statewide percentage of 2% of African American residents in New Mexico.



Average Total Program Costs

The chart below shows the average total program cost by New Mexico State Authorized institutions. The cost of a Bachelor Degree obtained from a New Mexico State authorized private post-secondary institution was \$66,587 in AY2020.



Implementation of House Bill 17 for AY 2020 (*effective on January 1 2021*)

House Bill 17 was enacted in January 2020, leading to a new section (21-23-16. Disclosure agreements) in the Post-secondary Educational Institution Act.

- A. *Every private post-secondary educational institution shall disclose the total estimated cost of attendance.*
- B. *Every private post-secondary educational institution shall disclose to every prospective student prior to enrollment, the information regarding the program performance and outcome.*
- C. *The disclosure information shall be transmitted to the department and prominently displayed on the publicly available website of each private post-secondary educational institution.*
- D. *The private post-secondary educational institution shall maintain records of the institution's efforts to provide the information to a prospective student for at least five years after the student enrolls at the institution.*

Below are the resulting new requirements for all New Mexico private post-secondary State authorized institutions operating pursuant to NMAC 5.100.6 or NMAC 5.100.7:

Information for the total cost of attendance

- room, board and transportation expenses incurred by a student
- reasonable costs associated with a program of study abroad approved for credit by a student's home institution, if applicable

- expenses related to a student’s disability, including special services, personal assistance, transportation, equipment and supplies

These requirements will be included in State Authorization renewal application. NMHED will look for institutions’ effort to remind prospective students for the above financial obligation involved in the total cost of attendance

Information for program performance and outcome

- median combined loan debt for federal loans, institutional loans and private loans certified by the institution, for all students who completed the most recently completed award year
- placement rates
- median earnings at ten years after entering the institution of former students of the institution who received federal financial aid, if available

Below are the resulting new requirements for all New Mexico private post-secondary State authorized institutions operating pursuant to NMAC 5.100.6 or NMAC 5.100.7:

Information for the total cost of attendance

- room, board and transportation expenses incurred by a student
- reasonable costs associated with a program of study abroad approved for credit by a student’s home institution, if applicable
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These requirements will be included in State Authorization renewal application. NMHED will look for institutions’ effort to remind prospective students for the above financial obligation involved in the total cost of attendance

Information for program performance and outcome

- median combined loan debt for federal loans, institutional loans and private loans certified by the institution, for all students who completed the most recently completed award year
- placement rates
- median earnings at ten years after entering the institution of former students of the institution who received federal financial aid, if available

These requirements will be included in Annual Reporting.

Schools that obtained first-time State authorization in New Mexico in AY2020

The Division issued first-time State authorization certificates to the following listed institutions. A comprehensive list of all current State authorized institutions is available on the [Departments website](#).

- National American University, Rapid City SD (Distance Education, none NC-SARA)
- Gallup CDL Training Center, Gallup NM
- New Mexico Dental Institute, Socorro NM

Schools that closed or postponed educational activities in AY2020

The Division works closely with schools as they close their doors to ensure there is a long-term plan in place for maintenance and access of records and to ensure the enrollment agreements are fulfilled. During the AY2020, the following schools with on ground operations in New Mexico have either completely closed or ceased operations in New Mexico:

- International Schools, Sunland Park NM (closed in February of 2020)
- Matrix School, Albuquerque NM (postponed all educational activities in AY2021)
- Southwest Institute of Montessori Studies, Albuquerque NM (postponed all educational activities in AY2021)
- Universal Therapeutic Massage Institute (closed in November of 2020)
- Wayland Baptist University, Clovis NM (closed in September of 2020)
- Southwest University of Visual Arts, Albuquerque NM (closed in March of 2020)
- University of Phoenix, Albuquerque NM (closed in April of 2020)

A comprehensive list of all previously closed schools with information about the custodian of records can be found under the [Student Transcript requests](#).