

Best Practices for Results Focused Government:

Results-Focused Leadership:

- Articulating a results focused strategy,
- Asking for and acting on evidence,
- Maintaining accountability for performance.

Evidence-Related Strategies:

- Developing learning agendas,
- Creating an evaluation policy,
- Using rapid experimentation.

Performance Management:

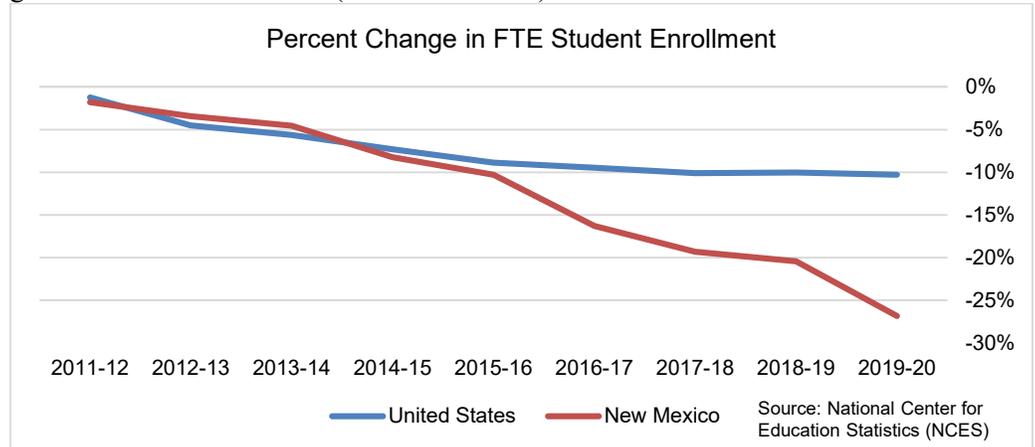
- Using performance information,
- Implementing strategic planning,
- Weaving a performance focus into budgeting, and
- Collaboration.

Using Data:

- Data sharing

Background

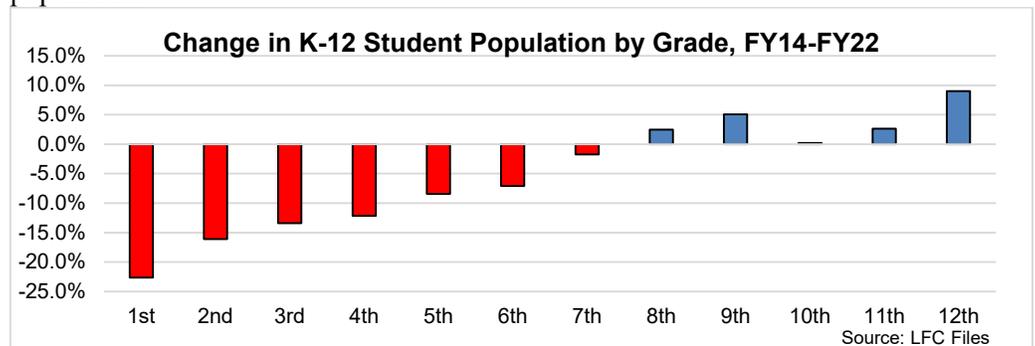
While the rest of the nation faces an acute labor shortage, New Mexico has fewer job openings than available workers despite strong economic conditions. Additionally, New Mexico’s labor force participation rate lags the U.S. average and median income ranks among the lowest in the nation. However, despite the need, New Mexico higher education institutions have faced steeply declining enrollment even as high school graduations have increased (see attachment 1).



Problem Statement

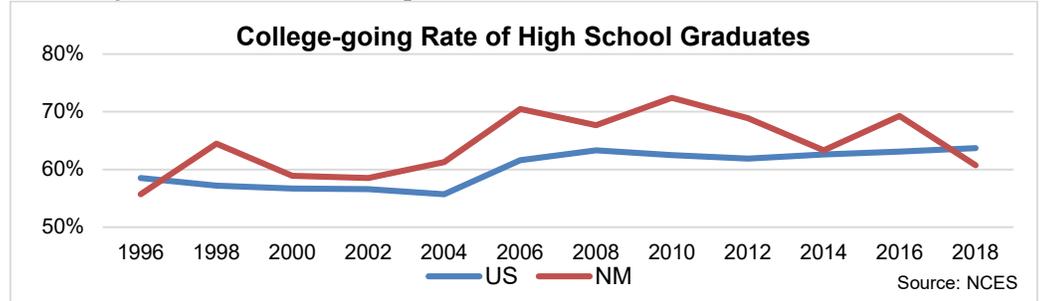
Higher education institutions nationwide have faced declining enrollment over the past decade and the decline in New Mexico is particularly acute; despite a relatively generous financial aid package, the college enrollment rate of New Mexicans has fallen more than twice the rate of the national average. In addition to declining college-going rates, New Mexico’s demographic trends suggest that the number of potential students will fall for the foreseeable future as birth rates decline. Higher education institutions will be challenged to determine what barriers are preventing high school graduates from pursuing higher education, what level of programming is necessary to meet the needs of students, and how to support current students so they can successfully complete their studies.

Enrollment. Already low enrollment will be compounded by low birth rates. Demographic trends suggest New Mexico’s falling birth rates will lead to falling 12th grade enrollment by FY25 (see attachment 2). The reduction in public school participation will further challenge higher education institutions to increase their populations.

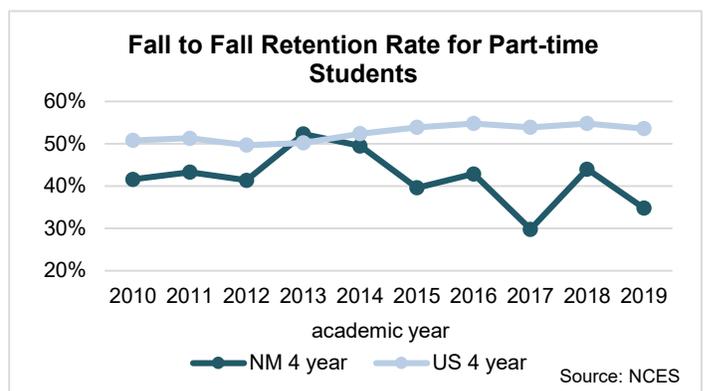
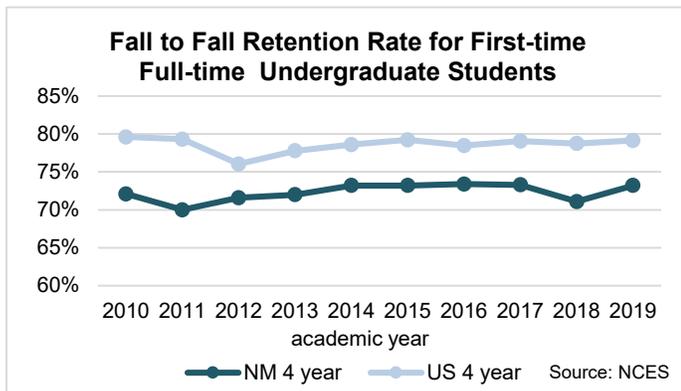


College-going rate. New Mexico’s college-going rate has trended down in recent years and now lags the nation. In 2018, the most recent year for which national data are

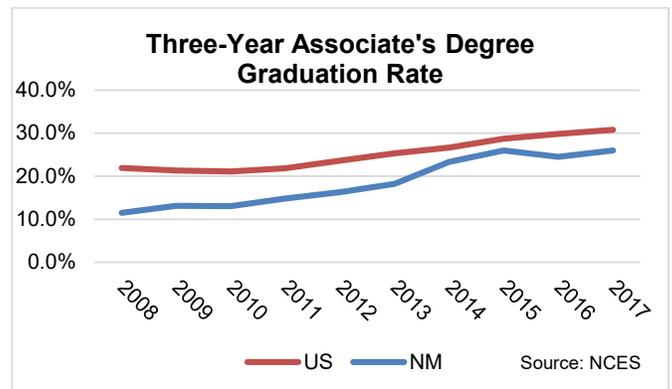
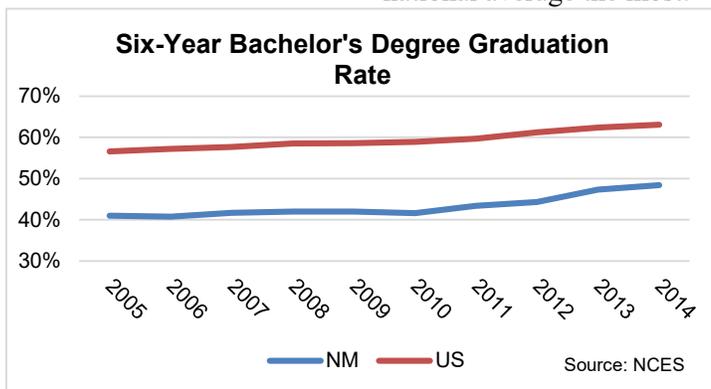
available, New Mexico's college-going rate fell below the national average for the first time since 1998. In 2020, New Mexico's college-going rate fell further to 54 percent according to Public Education Department data.



Retention. Students in New Mexico are more likely to begin college, but less likely to complete. Despite high college-going rates, the proportion of the workforce with a bachelor's degree ranks 39th in the nation pointing to challenges in student retention. Data show persistence of students at 2-year colleges is roughly the same as the U.S. average, but students at 4-year institutions are much less likely to persist. Additionally, part-time students are significantly less likely than full-time students to persist from one semester to the next.



Completion. Degree and certificate awards fell by 19 percent between the 2016-2017 academic year and the 2020-2021 academic year, and there was a 18 percent enrollment decline during this time. While degree production seemed relatively stable given enrollment declines, completion rates within 150 percent of the normal time lagged the nation for both bachelor's and associate's degrees with bachelor's degrees lagging the national average the most.



Enrollment Management Plans

- The Legislature recognized the enrollment challenges facing New Mexico higher education institutions and required all institutions to submit an enrollment management plan or forfeit 1 percent of the new money distributed through the funding formula.
- Guidance on enrollment management plans was produced by the Higher Education Department in consultation with LFC staff and will include: analysis of the current student body; identification of student populations offering the greatest potential for growth; identification of specific recruitment and marketing strategies; performance measures to identify progress, and specific 3- and 5-year enrollment targets.
 - Data such as the number of high school graduates attending various New Mexico HEI's are currently available (see attachment 3). This data can be used as an action plan item to help institutions target recruitment efforts at high schools based on student population and college selection trends.
 - Action plans could also include strategies for recruitment of out-of-state students and how tuition could be set in a way to limit state subsidy and improve HEI finances.
- The enrollment management plans are due to HED and LFC on June 15th.

Suggested Questions

Enrollment.

- Are applications up or down for the coming year?
- What is contributing to enrollment declines at your institutions?
- What programs, if any, are growing?
- What are the major barriers to college enrollment?
- What groups offer the best chance for your institution to boost enrollment?
- What performance measures do you use to track recruitment success?

College-going Rate.

- What high schools provide the majority of your students?
- What are you doing to strengthen links between feeder schools and your institution?

Retention and Completion.

- What measures of student success do you track?
- How does your institution identify students at risk of dropping out or stopping out?
- What interventions does your institution offer to students at risk of dropping out or stopping out?
- How does your institution plan on improving these services?

Next Steps: Discussion of options to right size staffing and building space.

**Full-time Equivalent Student Enrollment
10-Year History**

INSTITUTION	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	10-Year % Change	5-Year % Change	YoY % Change
NMIMT	1,694	1,766	1,805	1,818	1,809	1,665	1,614	1,517	1,482	1,514	-10.6%	-9%	2.2%
NMSU	14,139	13,608	13,036	12,724	12,301	12,017	11,910	11,852	11,908	11,510	-18.6%	-4%	-3.3%
UNM	23,942	24,073	23,632	23,465	23,016	20,924	19,246	18,832	18,119	17,574	-26.6%	-16%	-3.0%
UNM Med	373	403	434	424	418	421	423	425	419	429	15.0%	2%	2.4%
ENMU	4,111	4,039	4,133	4,110	4,049	4,039	3,905	3,761	3,609	3,319	-19.3%	-18%	-8.0%
NMHU	2,758	2,742	2,626	2,653	2,645	2,454	2,350	2,169	2,161	2,010	-27.1%	-18%	-7.0%
NNMC	1,186	1,061	870	707	783	778	804	768	761	727	-38.7%	-7%	-4.5%
WNMU	2,153	2,223	2,222	2,169	2,147	1,974	1,989	1,974	1,872	1,922	-10.7%	-3%	2.7%
ENMU-ROS	2,252	2,014	1,798	1,516	1,636	1,601	1,464	1,415	1,043	1,070	-52.5%	-33%	2.6%
ENMU-RUI	499	436	396	310	293	301	288	343	306	312	-37.5%	4%	2.0%
NMSU-A	1,586	1,291	1,082	894	800	761	739	682	430	423	-73.3%	-44%	-1.6%
NMSU-C	945	886	863	892	917	946	820	834	612	668	-29.3%	-29%	9.2%
NMSU-DA	5,528	5,437	5,208	4,978	5,017	4,826	4,740	4,772	4,314	3,882	-29.8%	-20%	-10.0%
NMSU-GR	558	530	441	387	389	396	383	318	254	285	-48.9%	-28%	12.2%
UNM-GA	1,827	1,737	1,600	1,651	1,632	1,355	1,329	1,445	1,190	1,090	-40.3%	-20%	-8.4%
UNM-LA	304	363	381	434	434	353	344	378	363	324	6.6%	-8%	-10.7%
UNM-T	981	972	960	911	829	646	538	531	449	451	-54.0%	-30%	0.4%
UNM-V	1,450	1,332	1,270	1,200	1,137	989	933	957	733	728	-49.8%	-26%	-0.7%
CNM	15,498	15,626	14,492	13,684	12,913	12,520	12,000	11,612	10,600	9,217	-40.5%	-26%	-13.0%
CCC	1,684	1,589	1,548	1,500	1,556	1,510	1,509	1,461	1,291	1,136	-32.5%	-25%	-12.0%
LCC	925	856	757	709	689	617	513	526	420	449	-51.5%	-27%	6.9%
MCC	652	423	428	469	414	405	413	346	280	271	-58.4%	-33%	-3.2%
NMJC	1,626	1,651	1,698	1,651	1,704	1,601	1,464	1,591	1,352	1,286	-20.9%	-20%	-4.9%
NMMI	613	588	550	511	502	491	487	459	471	445	-27.4%	-9%	-5.5%
SJC	4,948	4,901	4,619	4,409	4,392	4,082	3,873	3,914	3,216	3,077	-37.8%	-25%	-4.3%
SFCC	2,883	3,003	2,899	2,648	2,546	2,473	2,229	2,175	1,716	1,639	-43.1%	-34%	-4.5%
DINE			233	202	168	174	155	163	113	249		43%	120.4%
IAIA			293	329	374	413	385	404	379	397		-4%	4.7%
SIPI			413	345	310	331	337	410	345	267		-19%	-22.6%
NTU			1,614	1,181	1,061	1,168	945	1,037	662	716		-39%	8.2%
Total FTE	95,115	93,550	92,300	88,881	86,881	82,231	78,129	77,071	70,870	67,387	-29.2%	-18%	-4.9%

Source: Higher Education Department

Note: Figures may differ from those provided through the Integrated Postsecondary Education Data System (IPEDS). Enrollment figures in this table provide a snapshot based on the fall census and are calculated on a 15 credit-hour full-time definition.

LFC Projection of 40-day student population by grade level and fiscal year

Year	GRADE 01	GRADE 02	GRADE 03	GRADE 04	GRADE 05	GRADE 06	GRADE 07	GRADE 08	GRADE 09	GRADE 10	GRADE 11	GRADE 12
FY14	27,504	26,251	25,779	25,597	25,275	25,284	25,543	25,062	29,729	25,491	22,363	20,133
FY15	27,194	26,922	25,900	25,641	25,351	24,954	25,207	25,272	29,222	26,301	22,590	21,147
FY16	26,613	26,829	26,572	25,830	25,579	25,148	25,038	25,202	29,506	26,074	23,161	21,209
FY17	24,777	26,181	26,622	26,453	25,776	25,466	25,059	24,982	29,300	26,199	23,201	21,654
FY18	24,250	24,383	25,964	26,483	26,376	25,571	25,466	25,010	29,034	26,099	23,279	22,030
FY19	23,813	23,925	24,390	25,853	26,400	26,226	25,599	25,314	29,159	25,770	23,001	21,817
FY20	23,488	23,403	23,825	24,365	25,917	26,255	26,205	25,557	28,933	25,917	22,979	21,911
FY21	21,845	22,103	22,257	22,835	23,576	25,054	25,617	25,750	28,319	26,399	23,480	22,200
FY22	21,282	22,029	22,321	22,481	23,141	23,494	25,098	25,682	31,230	25,549	22,957	21,948
FY23 proj					22,666	23,147	23,637	25,004	29,916	27,753	22,730	21,714
FY24 Proj						22,672	23,288	23,548	29,126	26,585	24,691	21,499
FY25 Proj							22,809	23,200	27,430	25,883	23,652	23,354
FY26 Proj								22,724	27,025	24,376	23,027	22,371
FY27 proj									26,470	24,016	21,686	21,780
FY28 proj										23,523	21,366	20,512
FY29 proj											20,927	20,209
FY30 Proj												19,794

**FY23 Recruitment of New Mexico High School Graduates
Three-Year History (Fall 2019 to Fall 2021)**

University of New Mexico- Top Feeder High Schools to Freshman Class - Fall Semester				New Mexico State University Top Feeder High Schools to Freshman Class - Fall Semester				Central New Mexico Community College - Top Feeder High Schools to Freshman Class - Fall Semester			
High School	2019	2020	2021	High School	2019	2020	2021	High School	2019	2020	2021*
1 La Cueva HS	114	141	112	1 Centennial HS	116	98	116	1 Albuquerque HS	95	70	56
2 V. Sue Cleveland HS	93	93	116	2 Onate HS	91	101	75	2 Atrisco Heritage Academy HS	177	142	99
3 Volcano Vista HS	96	103	129	3 Las Cruces HS	81	125	77	3 Bernalillo HS	31	17	15
4 Cibola HS	69	84	78	4 Gadsden HS	58	65	71	4 Cibola HS	106	108	58
5 Eldorado HS	81	103	109	5 Mayfield HS	80	68	59	5 Charter Vocational HS	21	18	12
6 Rio Rancho HS	95	73	91	6 Santa Teresa HS	42	57	47	6 Del Norte HS	59	22	33
7 Albuquerque HS	80	74	94	7 Chaparral HS	48	26	43	7 Eldorado HS	101	79	72
8 Sandia HS	76	70	117	8 Arrowhead Park Early College HS	51	80	57	8 Highland HS	48	50	42
9 Atrisco Heritage Academy HS	84	102	97	9 Deming HS	40	50	36	9 La Cueva HS	55	44	39
10 Saint Pius X HS	57	55	62	10 Students from International HSs	30	25	27	10 Los Lunas HS	40	22	20
11 Manzano HS	56	67	55	11 Irwin HS (El Paso, TX)	*	*		11 Manzano HS	80	58	48
12 Santa Fe HS	-	-	32	12 Alamogordo HS		36	31	12 Moriarty HS	26	16	22
13 Highland HS	46	-	31	13 Alta Vista Early College HS	*		31	13 Nex-Gen Academy	26		17
14 Hope Christian School	41	-	-	14 Franklin HS (El Paso, TX)		32	37	14 Rio Grande HS	66	55	56
15 Los Alamos HS	45	-	50	15 Artesia HS		51	24	15 Rio Rancho HS	159	126	73
16 Rio Grande HS	40	42	33	16 Los Alamos HS		43	24 *	16 Sandia HS	80	82	74
17 Cottonwood Classical Prep	-	-	33	17 Canutillo HS (El Paso, TX)		24	33	17 South Valley Academy	22	19	13
18 Valley HS	41	-	49	18 V. Sue Cleveland HS		25	27	18 V. Sue Cleveland HS	129	111	89
19 West Mesa HS	-	45	41	19	-	-	-	19 Valencia HS	29	13	13
20 GED - Other	44	-	26	20	-	-	-	20 Valley HS	55	45	36
21 East Mountain HS	-	-	26	21	-	-	-	21 Volcano Vista HS	148	127	85
22 Los Lunas HS	-	-	40	22	-	-	-	22 West Mesa HS	85	63	55
23 Del Norte HS	-	-	43	23	-	-	-	23 GED - Other	112	55	60
Top High School Totals	1,158	1,052	1,464	Top High School Totals	848	902	812	Top High School Totals	1,750	1,350	1,087
Freshman Class: NM Resident Total	2,106	2,147	2,201	Freshman Class: NM Resident Total	1,564	1,551	1,409	Freshman Class: NM Resident Total	1,562	1,223	963
Freshman Class: Out-of-state total	488	643	876	Freshman Class: Out-of-state total	614	618	604	Freshman Class: Out-of-state total	155	91	93
Total Freshman Class	2,594	2,790	3,077	Total Freshman Class	2,178	2,169	2,013	Total Freshman Class	2,502	1,883	1,586
Top High School as % of NM Residents	55%	49%	67%	Top High School as % of NM Residents	54%	58%	58%	Top High School as % of NM Residents	89%	91%	89%
Top High School as % of Total Freshman	45%	38%	48%	Top High School as % of Total Freshman	39%	42%	40%	Top High School as % of Total Freshman	9%	7%	9%

Source: UNM Office of Institutional Analytics, Official Fall Enrollment Reports
* Counts less than 40 have been masked

Source: NMSU Office of Institutional Analytics, Official Fall Enrollment Reports
* Counts less than 10 have been masked

Source: CNM
* 2021 are unofficial numbers

What is LegisSTAT?

- LegisSTAT is an **initiative of the LFC** designed to help us become a more effective partner with New Mexico state agencies in continually improving agency programs and policies.
- It is based on a leadership strategy known as **PerformanceStat** that uses ongoing, data-driven conversations between leadership—typically a mayor, governor, or agency head—and senior agency managers to identify and address important organizational challenges. A well-known example is CitiStat in Baltimore.
- LegisSTAT **adapts the PerformanceStat approach to a legislative context**. It involves ongoing meetings with agencies throughout the year, either woven into budget hearings or by carving out time for LegisSTAT sessions or through separate LegisSTAT meetings.
- The goal is to ensure **focused conversations** between the LFC (as a committee or subcommittee) and agency leaders about addressing high-priority agency performance challenges and opportunities. Questions by members often include:
 - ✓ What do we know about this challenge or trend (understanding the facts)
 - ✓ Why is that trend occurring? (understanding the dynamics and root causes)
 - ✓ What is the agency doing to proactively tackle this challenge? (understanding planned actions)
 - ✓ What could we expect by the next meeting? (understanding the timeline)

What are the principles of LegisSTAT?

1. **Focused:** LegisSTAT meetings focus on the most important challenges facing agencies, identified ahead of time by the committee and its staff.
2. **Committee-driven:** LegisSTAT meetings are driven by the committee (or sub-committee) chair and by LFC members' questions, with only short agency presentations.
3. **Emphasizing deeper dives:** LegisSTAT meetings use follow-up questions by members to ask agencies to be more specific and get to the root causes of problems. This is sometimes referred to as the “five whys,” since it often takes multiple “why” questions to get to root causes. LegisSTAT meeting agendas are structured to focus on one issue at a time for that reason.
4. **Action-oriented:** LegisSTAT meetings are designed to encourage agencies to commit to specific actions by the next meeting, since even long-term challenges require near-term actions to generate progress.
5. **Strong on accountability:** LegisSTAT meetings start with agency updates on action items from the previous meeting. After a LegisSTAT meeting, a summary of action items committed to by the agency is distributed. That is important because most of the value of LegisSTAT occurs *between* meetings, when agencies work to achieve action items.
6. **Collaborative:** LegisSTAT meetings require ongoing collaboration between legislators and agency leaders, so meetings have a spirit of respect and collegiality, even as agencies are pushed to achieve better outcomes.
7. **Aiming for impact:** LegisSTAT meetings are the most visible part of any LegisSTAT initiative, yet an important part of the initiative's impact occurs between meetings, when agencies work to achieve action items committed to during the meetings. It is why identifying specific action items is so important.