



NEW MEXICO
LEGISLATIVE
FINANCE
COMMITTEE

Higher Education Issues & Trends

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Legislative Finance Committee

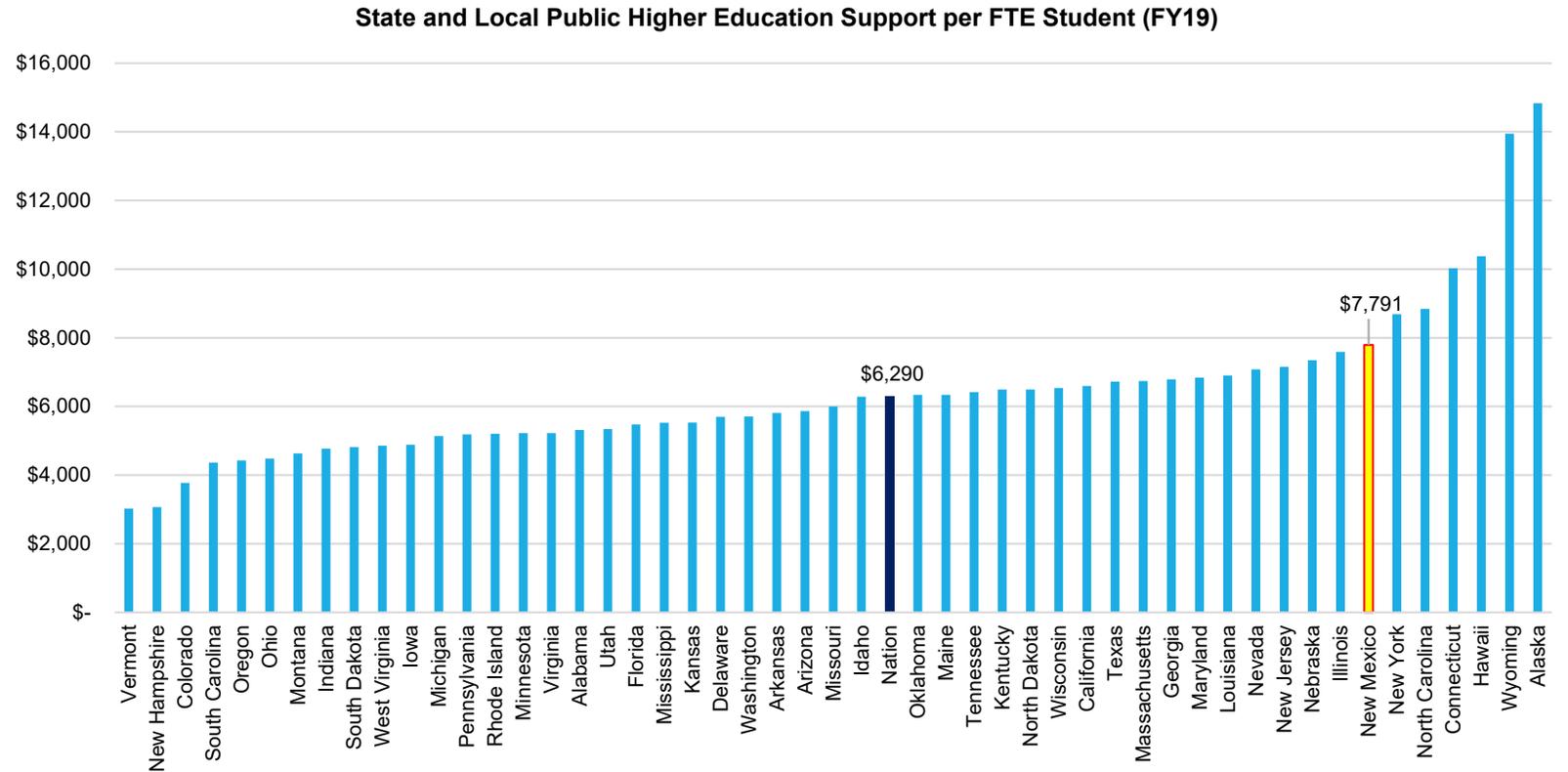
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Tuesday, June 22, 2021

HIGHER EDUCATION FINANCE

Tremendous State Support: 7th Highest Nationally

- New Mexico provides the seventh highest level of state financial support in the country to higher education institutions.
- Tuition and fees remain the fifth lowest in the country.
- Institutions less sensitive to declining enrollments, given the strength of state support offsetting the revenue impact of lost tuition/fees.



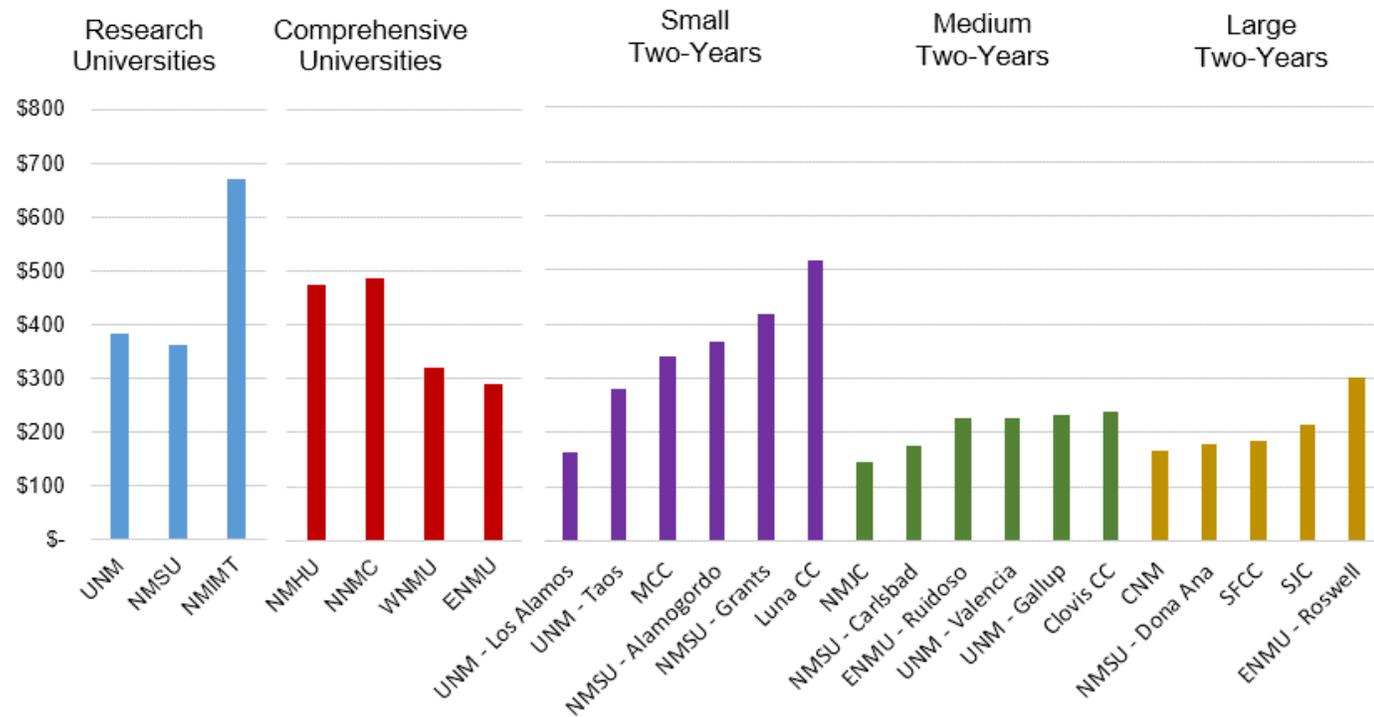
Source: SHEEO, 2020 Annual Report



Tremendous State Support: 7th Highest Nationally But could be allocated . . . unevenly

- Funding formula might allocate state unevenly:
 - Started at FY12 base budgets, which may have been uneven already
 - Declines in enrollment will amplify state funding per student FTE
 - Compares small schools against large schools
 - Seeks to allocate to institutions with very different missions:
 - Research universities compared with a career and technical college
 - Locally-created community colleges with constitutionally-created state universities
 - Only allocates state funding, silent on other revenue sources funding instruction and general operations

Funding per FTE varies between colleges due to past inequities of funding between institutions and changes in enrollment



Source: LFC files



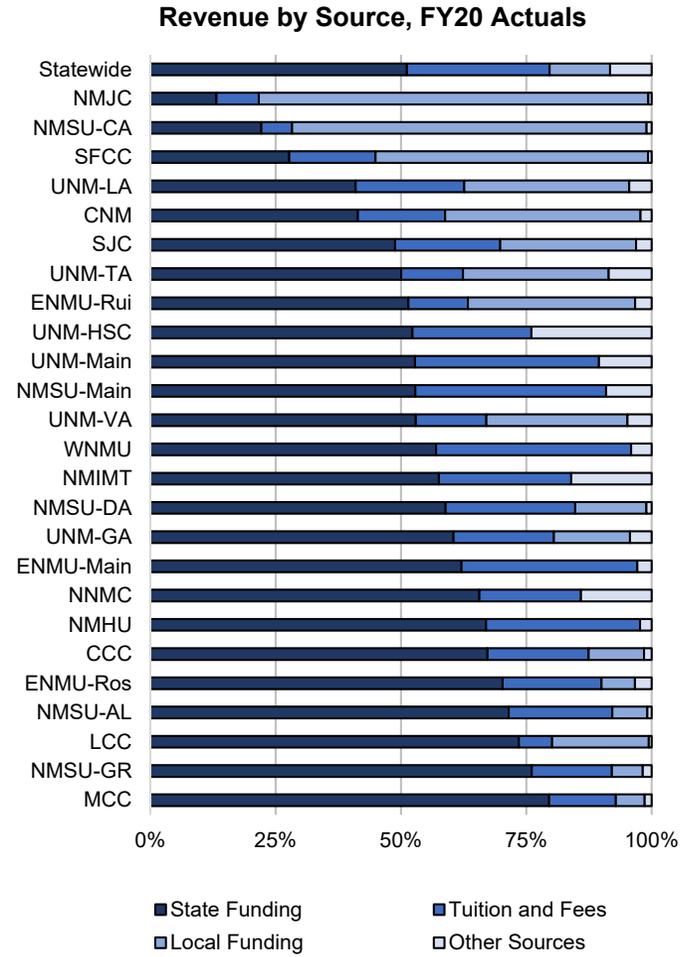
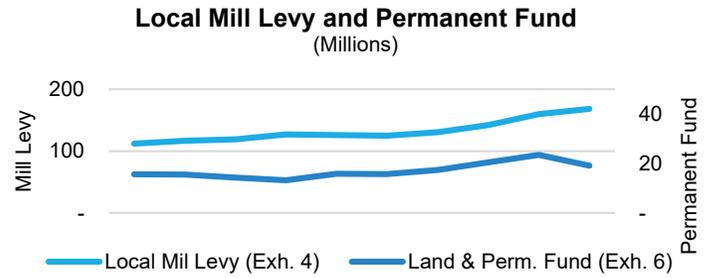
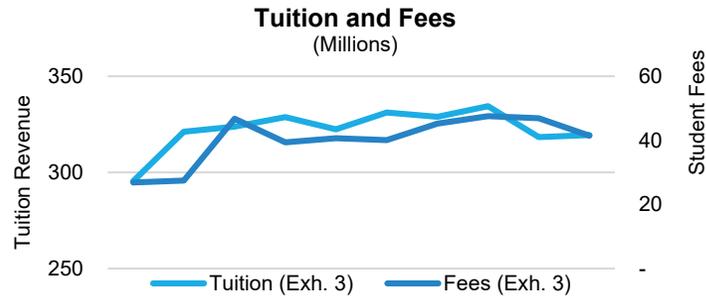
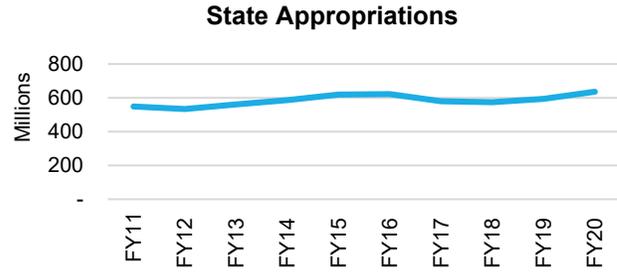
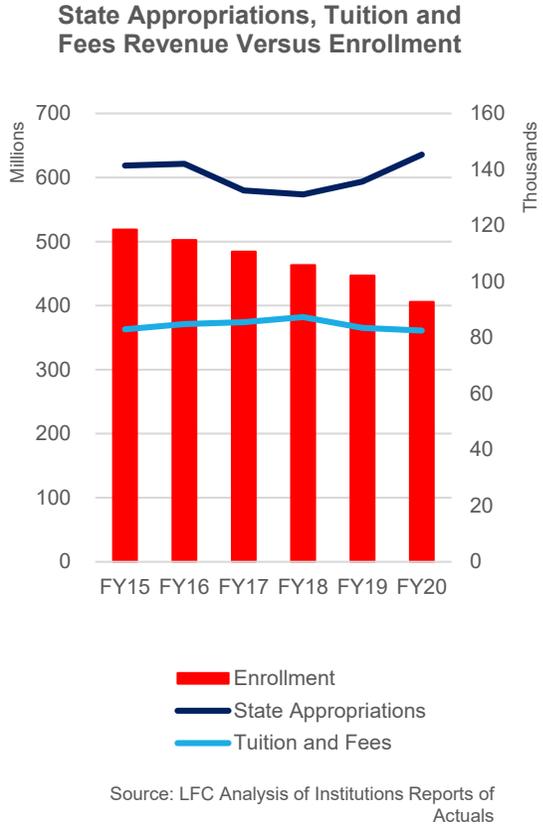
Complete look at state support: \$1.2 billion/annually

Institution	Share of Students	Funding Formula		Non-Formula Appropriations					Total State Investment - Annual Appropriations (does not include annual student financial aid)	
		State I&G Appropriation	Share	Categorical	RPSP	State Agency Embedded within Institution	Avg Annual Capital Outlay (2012 to 2020)	Student Financial Aid	\$	Share
Grand Total		\$ 679,999,300		\$ 39,389,400	\$ 69,799,700	\$ 29,941,100	\$ 94,568,100	\$ 102,305,476	\$ 1,016,003,076	
University of New Mexico	23.3%	192,166,300	28.3%	5,179,200	6,403,100	-	15,113,910	37,764,731	256,627,241	25.3%
University of New Mexico HSC (Non-formula I&G)	0.5%	61,826,700	9.1%	20,046,600	14,189,900	6,934,600	9,880,077	-	112,877,877	11.1%
University of New Mexico-Gallup	1.7%	8,643,100	1.3%	-	363,000	-	990,000	665,140	10,661,240	1.0%
University of New Mexico-Los Alamos	0.9%	1,875,000	0.3%	-	-	-	555,556	230,851	2,661,407	0.3%
University of New Mexico-Taos	0.9%	5,711,000	0.8%	-	210,400	-	2,499,444	273,426	8,694,270	0.9%
University of New Mexico-Valencia	1.4%	3,768,900	0.6%	-	146,500	-	605,555	714,724	5,235,679	0.5%
Subtotal UNM and Branches	28.5%	\$ 273,991,000	40.3%	\$ 25,225,800	\$ 21,312,900	\$ 6,934,600	\$ 29,644,542	\$ 39,648,871	\$ 396,757,713	39.1%
New Mexico State University	15.1%	117,941,500	17.3%	5,062,100	6,504,100	-	13,509,332	28,913,199	171,930,231	16.9%
AES/CES/NMDA (Non-formula I&G)	-	-	0.0%	-	27,727,600	12,001,000	4,250,000	-	43,978,600	4.3%
New Mexico State University-Alamogordo	0.9%	7,112,400	1.0%	-	-	-	851,977	521,004	8,485,381	0.8%
New Mexico State University-Carlsbad	0.9%	4,247,400	0.6%	-	314,800	-	1,077,778	543,195	6,183,173	0.6%
New Mexico State University-Dona Ana	6.6%	23,332,200	3.4%	-	554,900	-	1,223,333	4,389,794	29,500,227	2.9%
New Mexico State University-Grants	0.5%	3,473,300	0.5%	-	-	-	1,079,722	332,085	4,885,107	0.5%
Subtotal NMSU and Branches	23.9%	\$ 156,106,800	23.0%	\$ 5,062,100	\$ 35,101,400	\$ 12,001,000	\$ 21,992,142	\$ 34,699,277	\$ 264,962,719	26.1%
Eastern New Mexico University	4.9%	29,958,900	4.4%	3,121,800	1,381,400	-	6,554,667	3,921,776	44,938,543	4.4%
Eastern New Mexico University-Roswell	1.3%	11,743,700	1.7%	-	521,600	-	1,803,215	464,966	14,533,481	1.4%
Eastern New Mexico University-Ruidoso	0.4%	2,077,600	0.3%	-	178,600	-	589,556	375,261	3,221,017	0.3%
Subtotal ENMU and Branches	6.6%	\$ 43,780,200	6.4%	\$ 3,121,800	\$ 2,081,600	\$ -	\$ 8,947,438	\$ 4,762,004	\$ 62,693,042	6.2%
New Mexico Institute of Mining and Technology	1.8%	28,027,100	4.1%	-	4,177,900	7,211,200	7,917,956	4,285,408	51,619,564	5.1%
New Mexico Highlands University	3.0%	28,403,200	4.2%	2,167,300	1,678,900	-	3,744,444	3,074,570	39,068,414	3.8%
Northern New Mexico College	1.0%	10,156,900	1.5%	520,400	663,100	-	1,352,507	770,715	13,463,622	1.3%
Western New Mexico University	2.8%	18,693,500	2.7%	2,109,800	1,735,600	-	4,345,700	3,359,434	30,244,034	3.0%
Subtotal non-branch Universities	8.6%	\$ 85,280,700	13.2%	\$ 4,797,500	\$ 8,255,500	\$ 7,211,200	\$ 17,360,607	\$ 11,490,127	\$ 134,395,634	13.2%
Central New Mexico Community College	19.7%	60,070,400	8.8%	-	168,800	-	6,893,577	7,471,009	74,603,786	7.3%
Clovis Community College	1.9%	9,714,900	1.4%	-	256,500	-	780,000	612,422	11,363,822	1.1%
Luna Community College	0.6%	6,801,300	1.0%	453,200	734,800	-	1,096,500	223,798	9,309,598	0.9%
Mesalands Community College	0.2%	4,100,300	0.6%	209,500	103,400	-	775,555	217,170	5,405,925	0.5%
New Mexico Junior College	1.6%	5,663,900	0.8%	519,500	464,700	-	3,028,555	622,043	10,298,698	1.0%
San Juan College	4.7%	24,129,600	3.5%	-	622,600	-	2,254,422	1,549,340	28,555,962	2.8%
Santa Fe Community College	3.3%	10,360,200	1.5%	-	697,500	3,794,300	1,794,762	1,009,415	17,656,177	1.7%
Independent Community College Total	32%	\$ 120,840,600	11.9%	\$ 1,182,200	\$ 3,048,300	\$ 3,794,300	\$ 16,623,371	\$ 11,705,197	\$ 157,193,968	15.5%

Source: LFC Files

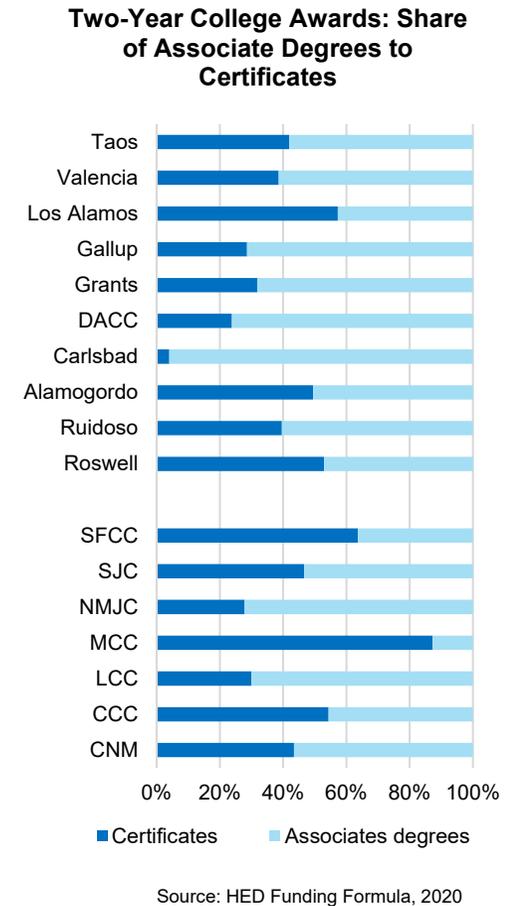
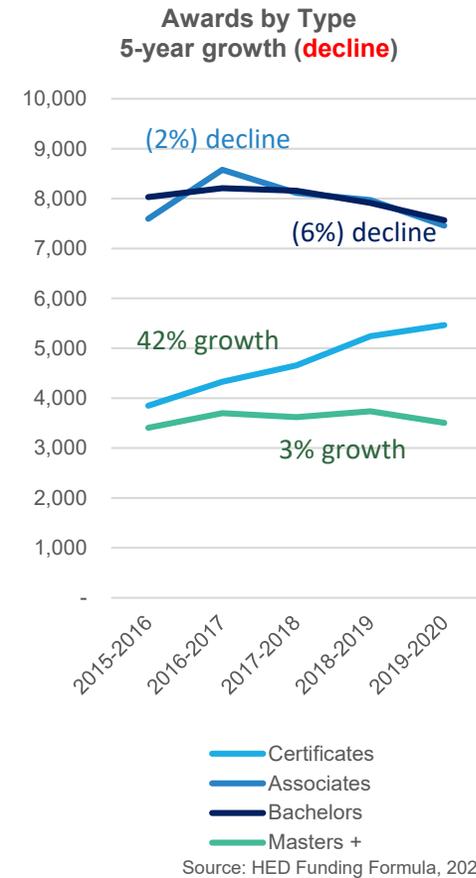
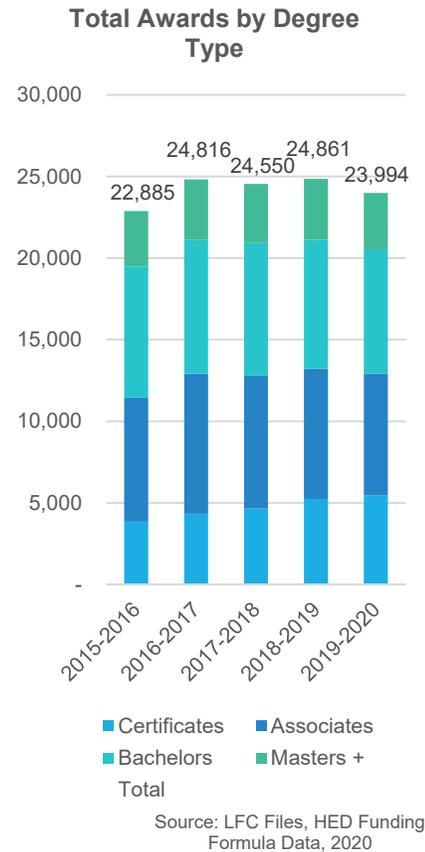


Instruction Revenues in Higher Education



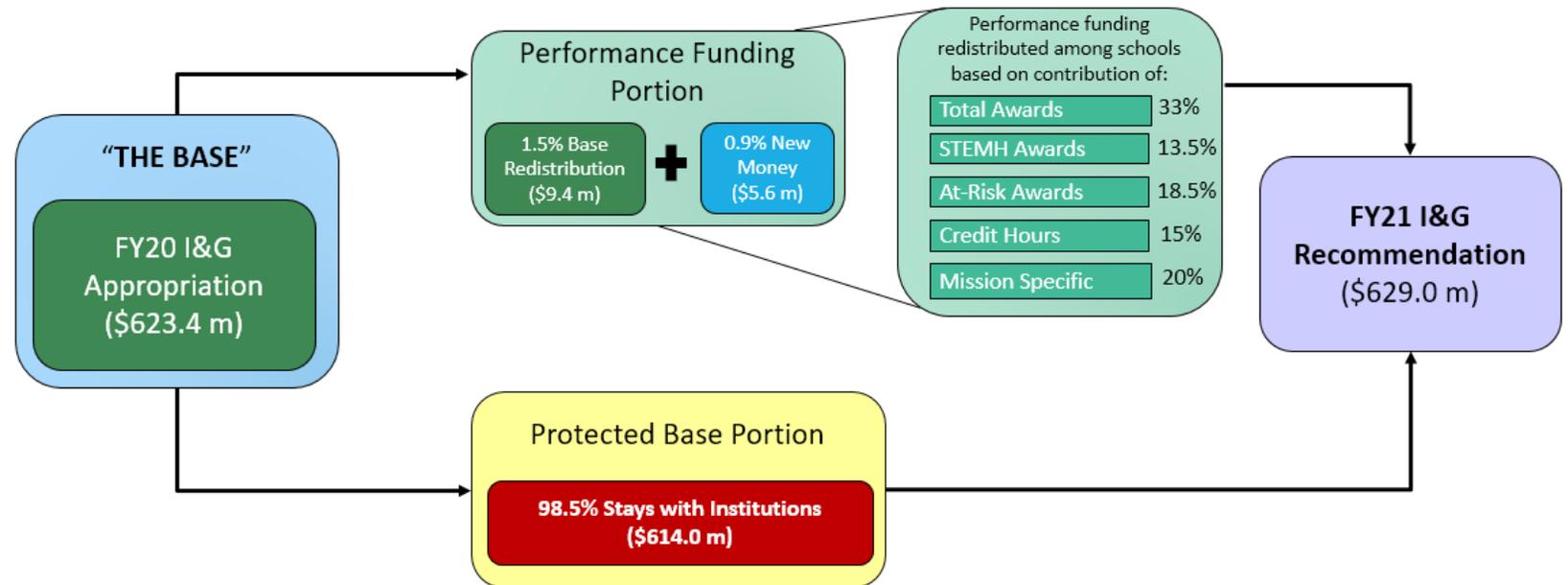
Funding Formula: I&G Only, State Funding Only

- A process to allocate funding to 24 colleges and universities.
- A process to incentivize institutions to help students succeed.
- Pay for performance
 - Awards (degrees or certificates)
 - Workload, defined by completed courses (called end-of-course student credit hours)



Funding Formula: I&G Only, State Funding Only

- Formula is driven by two primary variables:
 - Base redistribution (also commonly referred to as the “base shave”)
 - New money
- Protected base budget, the formula only focusing on a minor amount of funding.
- Performance metrics
 - Completion – 80%
 - Mission – 20%
- Data sources
 - eDear database – HED
 - Completed degrees
 - Completed certificates
 - Completed courses



Funding Formula: Data Sources & Normalization

		2016-17 Raw Awards Data									
		Certificates			Assoc	Bach	Master	Doctoral		Grad Cert	
		<1 Year	1-2 Years	2-4 Years	Degree	Degree	Degree	Doctorate	1st Prof	Post Bach	Post MA
InstAbbr	Tier	2016-17 1-01	2016-16 1-02	2016-17 1-04	2016-17 2-03	2016-17 3-05	2016-17 4-07	2016-17 5-17	2015-16 5-18	2016-17 6-06	2016-17 6-08
UNM	1	0	0	0	0	2,876	626	85	107	39	22
UNM	2	0	0	0	0	681	396	42	139	4	2
UNM	3	0	4	0	0	344	186	68	0	0	0
ENMU	1	0	0	0	256	504	229	0	0	30	0
ENMU	2	0	0	0	0	223	68	0	0	0	0
ENMU	3	0	0	0	0	8	4	0	0	0	0
NMHU	1	0	0	0	0	315	279	0	0	13	0
NMHU	2	0	0	0	0	222	146	0	0	4	0
NMHU	3	0	0	0	0	8	0	0	0	2	0
ENMU-RU	1	1	6	0	39	0	0	0	0	0	0
ENMU-RU	2	0	6	0	4	0	0	0	0	0	0
ENMU-RU	3	30	0	0	0	0	0	0	0	0	0
UNM-GA	1	0	18	0	121	0	0	0	0	0	0
UNM-GA	2	0	38	0	22	0	0	0	0	0	0
UNM-GA	3	0	10	0	42	0	0	0	0	0	0
CNM	1	0	2,627	37	3,300	0	0	0	0	0	0
CNM	2	1	378	22	303	0	0	0	0	0	0
CNM	3	557	215	33	563	0	0	0	0	0	0

End of Course Student Credit Hours (2016-17)				
Institution	tier	Lower	Upper	Grad
UNM	1	117,096	101,378	34,257
UNM	2	20,311	24,415	27,889
UNM	3	12,215	13,481	8,726
ENMU	1	36,457	24,505	11,393
ENMU	2	9,876	15,032	4,031
ENMU	3	1,291	1,228	77
NMHU	1	13,446	15,019	10,321
NMHU	2	3,137	8,588	9,084
NMHU	3	39	620	207
ENMU - Ruidc	1	7,572	-	-
ENMU - Ruidc	2	1,480	-	-
ENMU - Ruidc	3	260	-	-
UNM - Gallup	1	19,281	-	-
UNM - Gallup	2	6,816	-	-
UNM - Gallup	3	3,269	-	-
CNM	1	279,335	-	-
CNM	2	50,097	-	-
CNM	3	29,856	-	-



Funding Formula: Data Sources & Normalization

- Formula normalizes awards and workload among the institutions:
 - An effort to associate the cost of producing an academic degree, i.e., graduate
 - The principle assumes a four-year academic degree costs more to produce than a one-year certificate.
 - The principle assumes that as the credential escalates post bachelor's degree, the costs to an institution increase because the specialization required and smaller class sizes.
 - The costs shown were from an older cost study that may not be applicable today.

Dollars per Award Level by Award Program Tier Level											
	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert		
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA	
Research	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08	
Tier 1	4,950	7,260	14,455	14,455	33,000	32,888	108,659	108,659	7,819	19,256	Research
Tier 2	7,143	10,477	20,860	20,860	47,623	47,461	156,808	156,808	11,284	27,788	Scale Factor
Tier 3	10,469	15,354	30,570	30,570	69,792	69,555	229,805	229,805	16,537	40,723	264168.31
All Others											
Tier 1	100	200	200	250	500	1,000	2,500	2,500	250	500	All Others
Tier 2	100	200	200	250	500	1,000	2,500	2,500	250	500	Scale Factor
Tier 3	100	200	200	250	500	1,000	2,500	2,500	250	500	4150.58

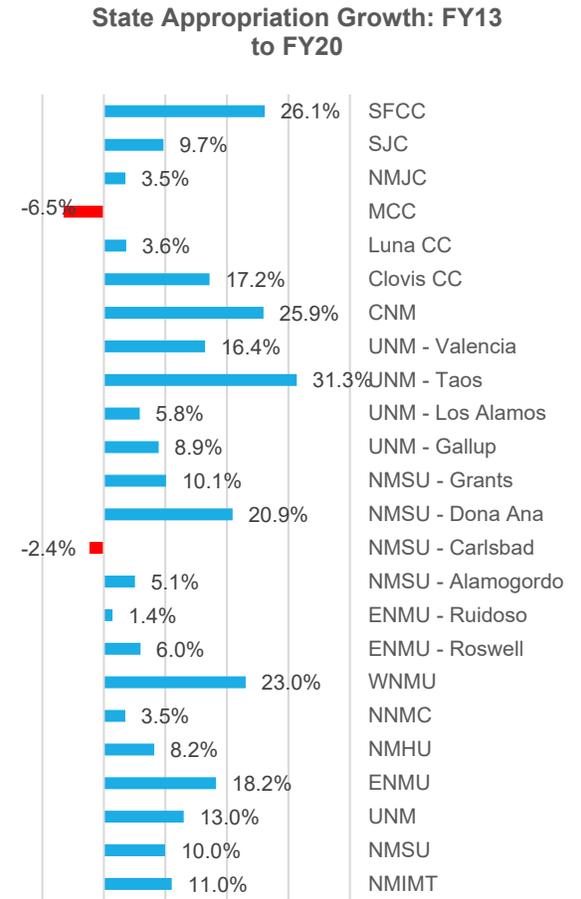
Awards Matrix for the End of Course Student Credit Hours Outcome Measure				
	Weighted Value	100.00%		
	Original Formula Cost Factors			
	Formula Cost Factors			
	Tier	Lower	Upper	Graduate
	1	\$133.34	\$293.44	\$635.09
	2	\$199.20	\$459.40	\$873.81
	3	\$321.16	\$527.84	\$1,396.77
	Support Services per Credit Hour:			\$20.33



Funding Formula Result

- Since inception, the funding formula has not shifted funding substantially among institutions:
 - Most institutions have increased state funding, despite workload reductions and enrollment declines
 - Several institutions have grown faster than the statewide average.

	I&G Appropriations		Growth From FY13 to FY20	
	FY13	FY20	Dollar Incr/Dcrs	Percent Incr/Dcrs
NMIMT	\$ 25,806,584	\$ 28,656,334	2,849,750	11.0%
NMSU	110,375,095	121,364,760	10,989,665	10.0%
UNM	173,817,000	196,372,464	22,555,464	13.0%
ENMU	25,492,500	30,142,900	4,650,400	18.2%
NMHU	26,500,000	28,669,100	2,169,100	8.2%
NNMC	10,328,500	10,687,200	358,700	3.5%
WNMU	15,903,576	19,567,939	3,664,363	23.0%
ENMU - Roswell	11,461,176	12,143,500	682,324	6.0%
ENMU - Ruidoso	2,077,054	2,106,500	29,446	1.4%
NMSU - Alamogordo	7,102,258	7,461,545	359,287	5.1%
NMSU - Carlsbad	4,488,532	4,382,319	(106,213)	-2.4%
NMSU - Dona Ana	19,905,282	24,069,622	4,164,340	20.9%
NMSU - Grants	3,435,500	3,783,100	347,600	10.1%
UNM - Gallup	8,703,700	9,479,000	775,300	8.9%
UNM - Los Alamos	1,783,500	1,887,600	104,100	5.8%
UNM - Taos	3,036,600	3,988,500	951,900	31.3%
UNM - Valencia	5,054,733	5,885,700	830,967	16.4%
CNM	47,750,400	60,141,000	12,390,600	25.9%
Clovis CC	8,753,083	10,256,262	1,503,179	17.2%
Luna CC	7,549,392	7,822,825	273,433	3.6%
MCC	4,230,200	3,956,200	(274,000)	-6.5%
NMJC	5,989,296	6,198,932	209,636	3.5%
SJC	23,200,388	25,448,604	2,248,216	9.7%
SFCC	8,582,004	10,825,700	2,243,696	26.1%
Total State I&G Funding	\$ 561,326,353	\$ 635,297,606	\$ 73,971,253	13.2%



Federal Stimulus: Higher Education Institutions

- Federal stimulus provides a remarkable opportunity to institutions to address student outcomes.
- Funding required equal share to students directly.
- USED encouraging colleges to use fed funds to pay off existing student debt “so students can reenroll, continue their education, or obtain their official transcript to transfer to another institution or secure employment.”
 - UNM: \$16.7 million in student tuition and fees accounts receivable
 - NMSU: \$52.1 million

HEER Budget / Expenditures as Reported by Higher Education Institutions to LFC Staff June, 2021					
	A	B	A-B		
	Total HEERF Awards	Minimum Portion of Awards to Students	Maximum Amount of Institutional Funding	Institutional Budget or Expenditures as of 06/21	Top three Institutional Expenditures
University Of NM	\$104,743,153	\$45,079,215	\$59,663,938	\$34,326,334	\$14.9 million for lost ticket, parking, housing and other revenues, \$12.5 million for athletics, and \$1.2 million for student affairs (e.g. lost revenue from the student union, the Daily Lobo, and student health and counseling clinic)
NM State University	\$92,419,589	\$39,152,009	\$53,267,580	\$19,540,396	\$5.7 million to support facilities and auxiliaries and another \$5.4 million for lost revenue from auxiliaries like housing, \$3.5 million from lost athletics revenues.
NM Institute of Mining and Tech.	\$7,323,112	\$3,226,863	\$4,096,249	\$2,362,476	\$1 million for general administration, \$360 thousand for remote classroom technology, and \$251 thousand for lost auxiliary revenues
Eastern NM University	\$20,805,569	\$8,808,002	\$11,997,567	\$1,311,383	\$596 thousand for student housing reimbursement and lost revenues, \$248 thousand for lost food service revenues, and \$83 thousand for computers for the Roswell branch.
NM Highlands University	\$10,899,255	\$4,725,260	\$6,173,995	\$1,825,500	NM-HU did not provide details about expenditures to LFC
Western NM University	\$10,618,999	\$4,494,448	\$6,124,551	\$3,255,595	\$948 thousand for indirect costs (general administration), \$519 thousand to replace lost state appropriations revenue, and \$322 thousand for Covid supplies and cleaning.
Northern NM College*	\$6,619,518	\$2,768,439	\$3,851,079	\$3,856,631	\$1.6 million for IT expenses, \$133 thousand for lost auxiliary revenue (from the bookstore, cafeteria, and facility rentals), and \$46 thousand for lost revenue from continuing education
Central NM Community College	\$69,073,501	\$28,439,762	\$40,633,739	\$9,689,424	\$4.5 million for lost tuition and fee revenue, \$2.2 million for classroom technology, \$1.4 million for indirect costs (general administration)
Clovis Community College*	\$7,672,827	\$3,090,458	\$4,582,369	\$4,381,576	\$652 thousand for indirect costs (general administration), \$550 thousand for HVAC systems, and \$498 thousand to replace lost tuition revenues.
Luna Community College	\$3,486,151	\$1,224,613	\$2,261,538		Luna did not provide a report of expenditures to LFC
Mesalands Community College	\$2,482,946	\$792,333	\$1,690,613	\$532,291	\$199 thousand in additional aid to students, \$195 thousand for lost auxiliary revenue (housing, bookstore, café, and museum), \$79 thousand for student chromebooks.
NM Junior College*	\$7,519,736	\$3,207,099	\$4,312,637	\$4,267,819	\$985 thousand for indirect costs (general administration) \$569 thousand for IT, and \$388 thousand to cover lost housing revenue.
San Juan College	\$20,201,740	\$8,351,169	\$11,850,571	\$5,268,357	\$2.5 million in indirect costs (general administration), \$2.0 million in general lost revenue, and \$349 thousand in IT equipment.
Santa Fe Community College	\$10,020,335	\$4,052,813	\$5,967,522	\$3,342,143	\$1.1 million in emergency student aid, \$888 thousand for lost tuition revenue, and \$787 thousand for IT
Total	\$373,886,431	\$157,412,483	\$216,473,948	\$93,959,926	

*Northern, CCC, and NMJC provided budgeted amounts, not actual expenditures.

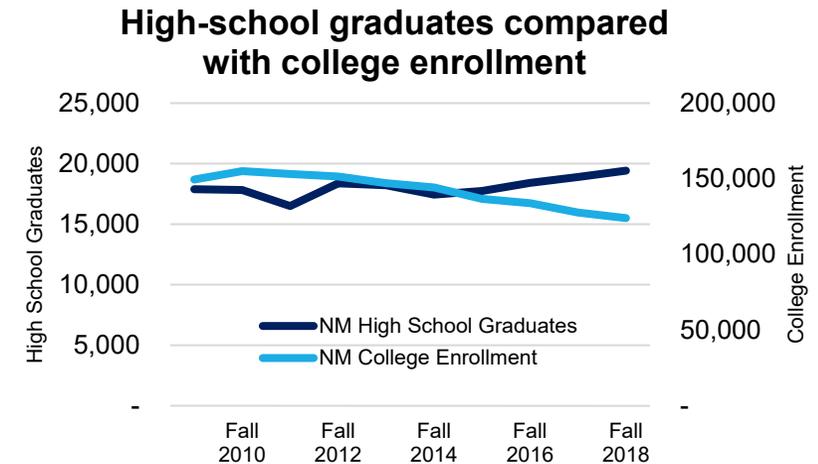
Source: Higher Education Institutions



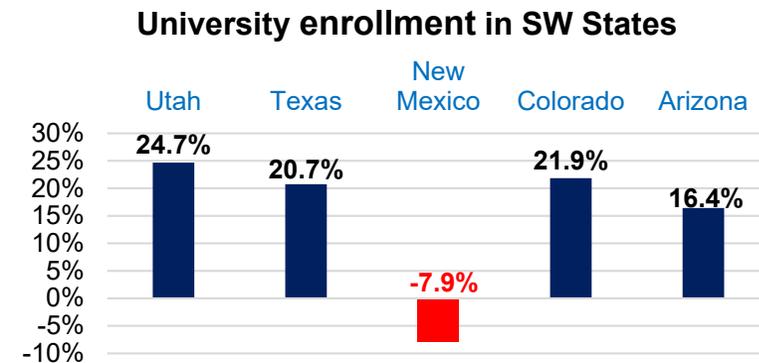
STUDENT OUTCOMES

Low-Cost Tuition Not Attracting Students

- Despite this, fewer college-bound students are choosing to attend New Mexico's colleges or universities.
- Pre Covid-19, New Mexico college enrollment declined by 13 percent over a five-year period.
- During the same period, the number of high-school graduates increased by 10 percent.
- Neighboring states enjoyed increased enrollment at their public four-year universities.
- Post Covid-19, enrollment dropped another 10,000 in fall 2020 semester.



Source: High-school graduation data, NM PED
College enrollment, NM HED



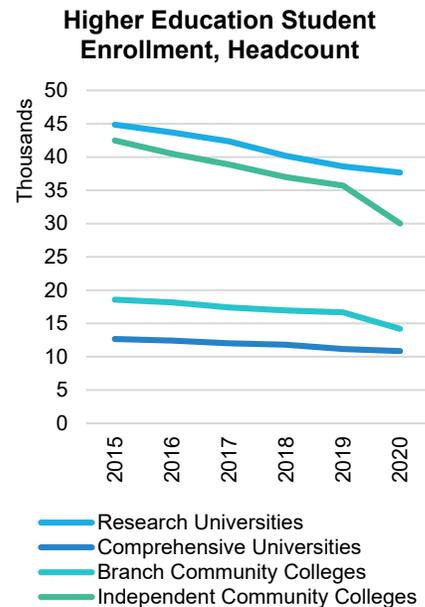
Source: 5-year Growth Rate in four-year university freshman enrollment, US Department of Education, Integrated Postsecondary Education Data Systems



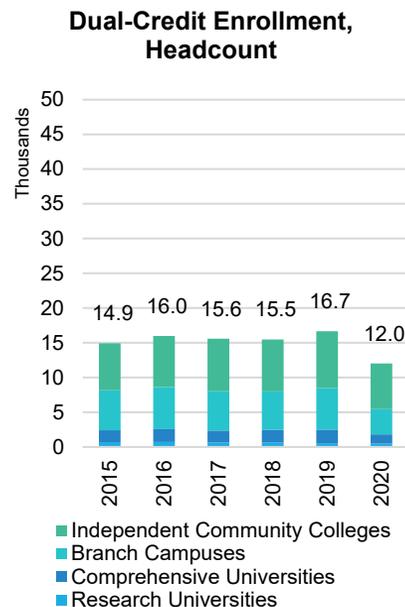
College Enrollment Declines

- Fewer college-going students are seeking an education at New Mexico.
- Pre Covid-19, enrollment declined 13 percent in prior five years. This fall, enrollment declined by an additional 10 thousand students.

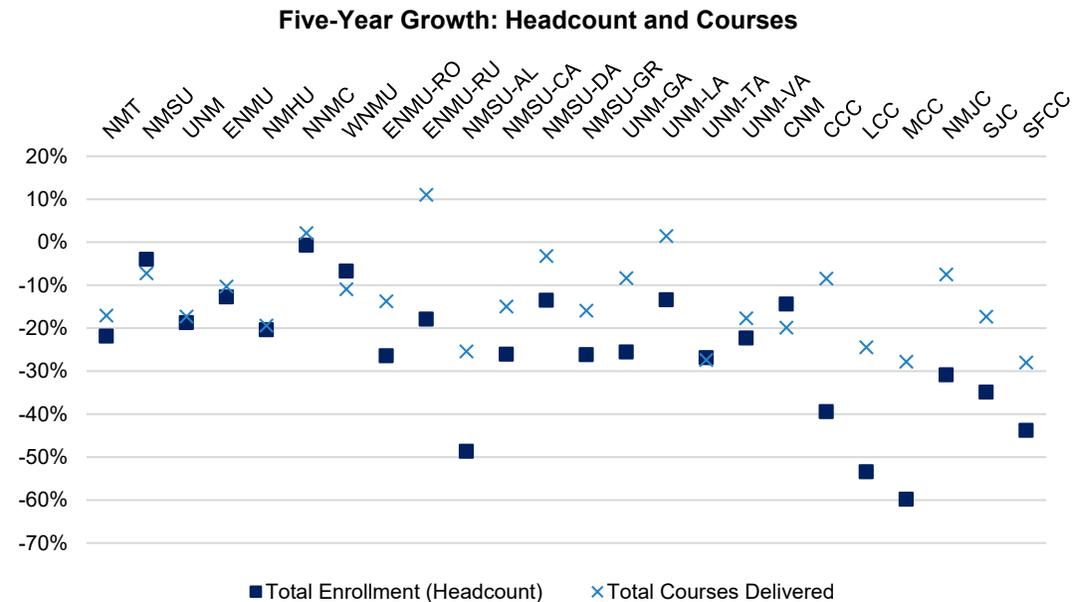
- Institutions shifted to online learning at the onset of the coronavirus pandemic.
- Two-year colleges absorbed 87 percent of the enrollment losses from Covid-19.



Source: HED eDear reports from Institutions

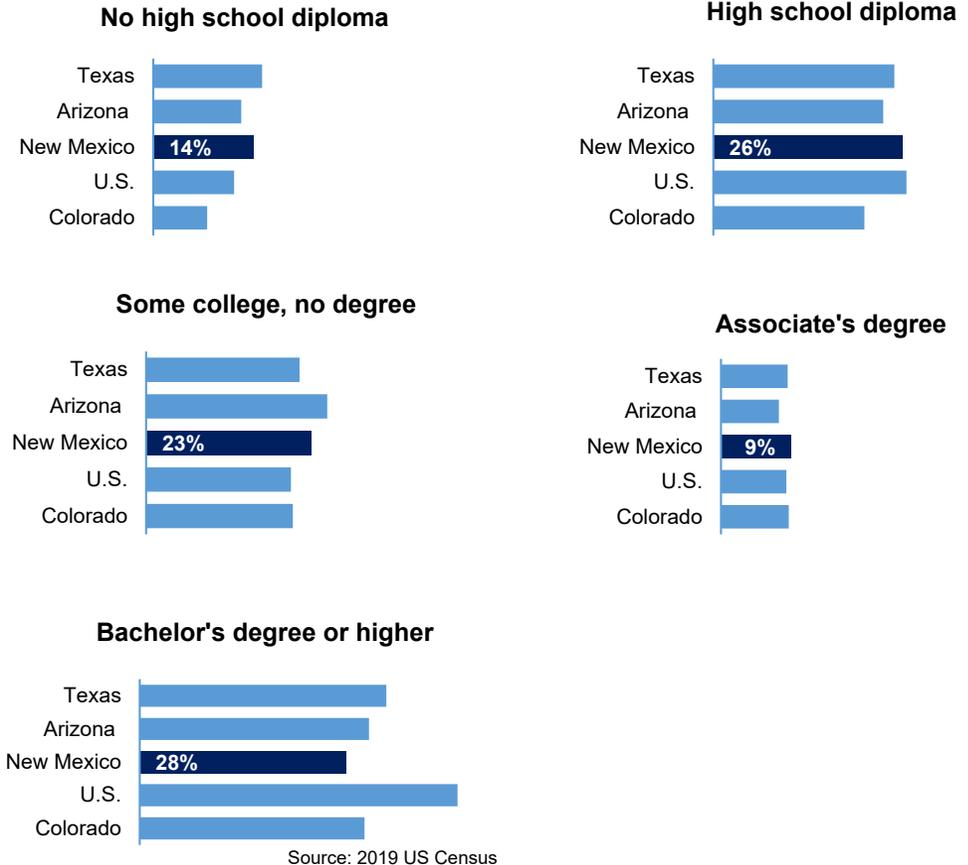


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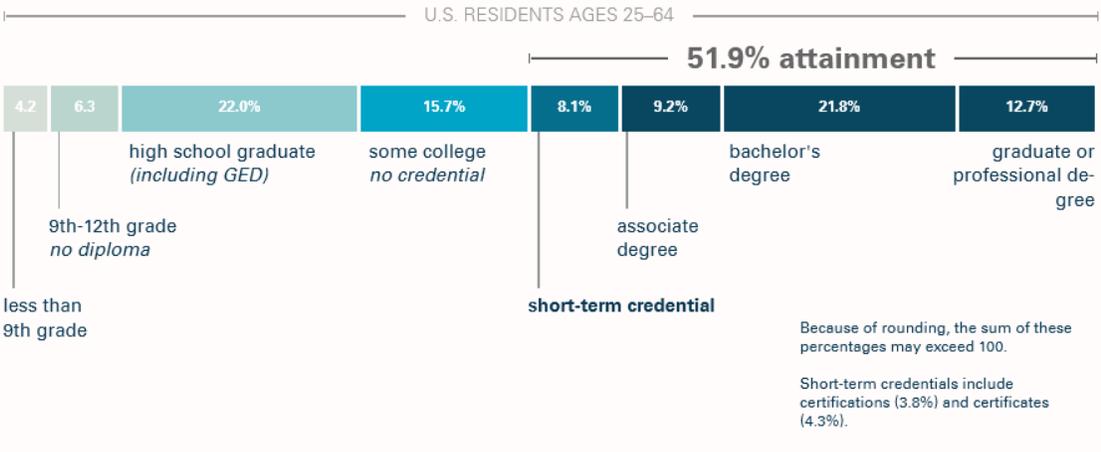
Declining Enrollment Exacerbates Inequality

- A widening postsecondary attainment gap contributes to growing economic inequality.
- Household income has an outsized influence on student success.
- Top performing low- and middle-income students earn bachelor's degrees at the same rate as low performing high-income students.
- Economic mobility, without education, can be hampered.



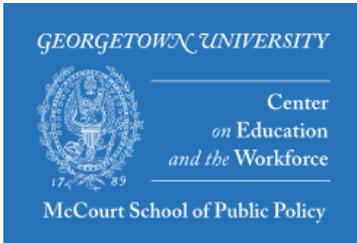
Need: More emphasis on BA and BS production

U.S. education levels



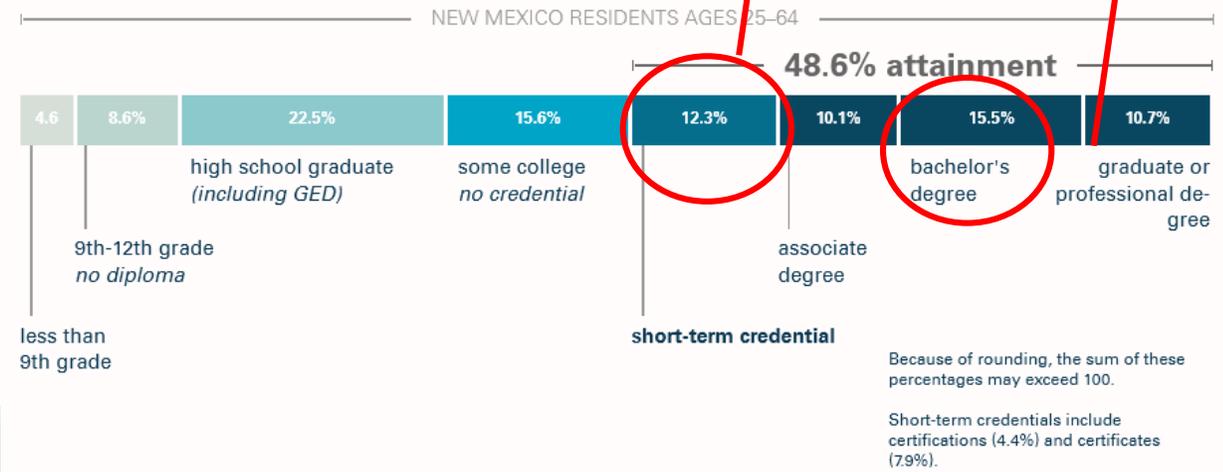
More than enough certificates...

...but underperforming in bachelor's degrees



While it is good news that Blacks and Latinos are earning postsecondary credentials, the bad news is that, on average, lifetime earnings of workers with certificates fall far below those of workers with bachelor's degrees.

New Mexico education levels

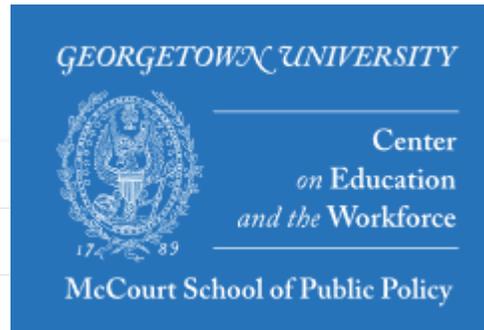


Need: Increased success of transfer students



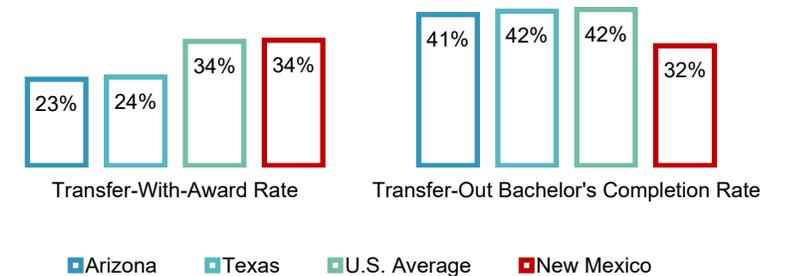
Five Largest Fields of Study at CNM

Field of Study	Graduates
Liberal Arts and Sciences, General Studies and Humanities - Associate's Degree	2,474
Liberal Arts and Sciences, General Studies and Humanities - Undergraduate Certificate or Diploma	2,436
Practical Nursing, Vocational Nursing and Nursing Assistants - Undergraduate Certificate or Diploma	280
Allied Health Diagnostic, Intervention, and Treatment Professions - Undergraduate Certificate or Diploma	261
Human Development, Family Studies, and Related Services - Undergraduate Certificate or Diploma	261



“Not all associate’s degrees are the same. Field of study also matters for workers with associate’s degrees. [...] Workers with associate’s degrees in liberal arts and general studies typically earn less than those in career-oriented fields, such as business and health. In addition, liberal arts and general studies associate’s degrees—which are often geared toward transfer to the bachelor’s degree—do not place among the top five fields for earnings in any of the 10 states analyzed. **This suggests that the real value of a transfer-oriented degree comes with attainment of a bachelor’s degree.**”

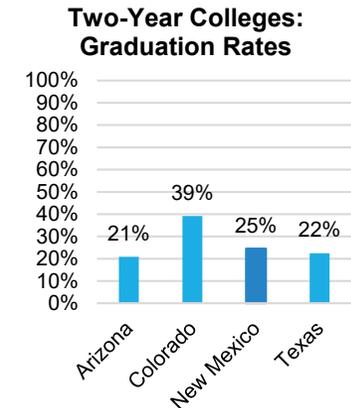
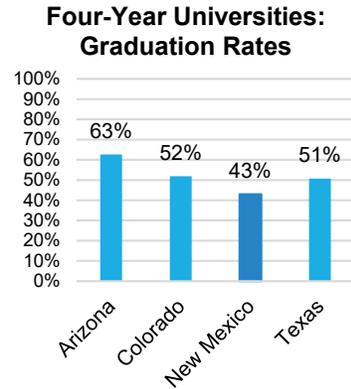
Transfer Student Rates and Bachelor's Success Levels



Source: Shapiro, D., Dunder, A., Huie, F., Wakhungu, P.K., Yuan, X., Nathan, A. & Hwang, Y. (2017, September). Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center. <https://nscresearchcenter.org/signaturereport13/>

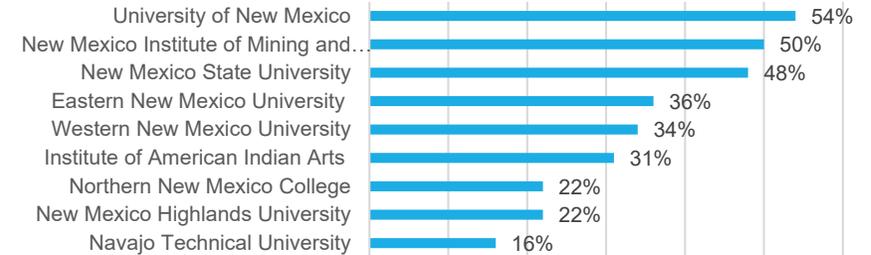
Student Outcomes: NM Lags Region, But Improving

- Student retention and graduation rates trail regionally.
- Some evidence shows students are graduating more quickly within four years.
 - Legislative changes to lottery scholarship appear to have contributed to these gains.
 - Students maintaining lottery eligibility have greater momentum to the finish line.



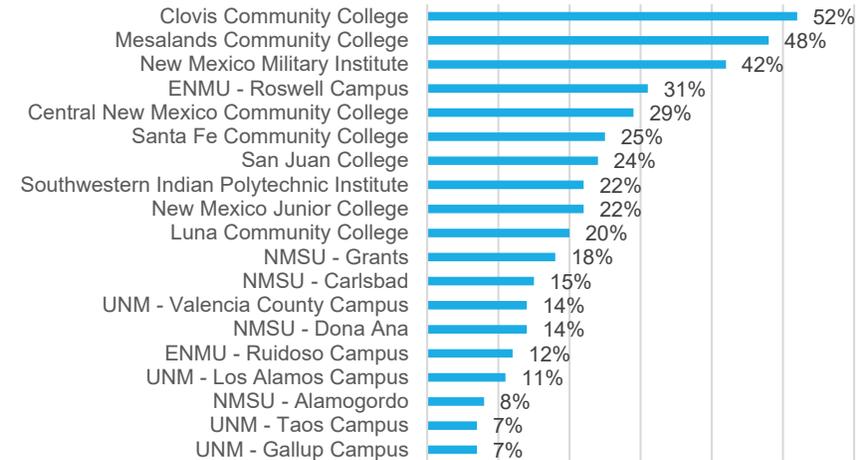
Source: IPEDS, FY18 Graduation Data, Public Institutions

Graduation Rates: Four-Year Universities



Source: Integrated Postsecondary Education Data System, 2019

Graduation Rate: Two-Year Colleges

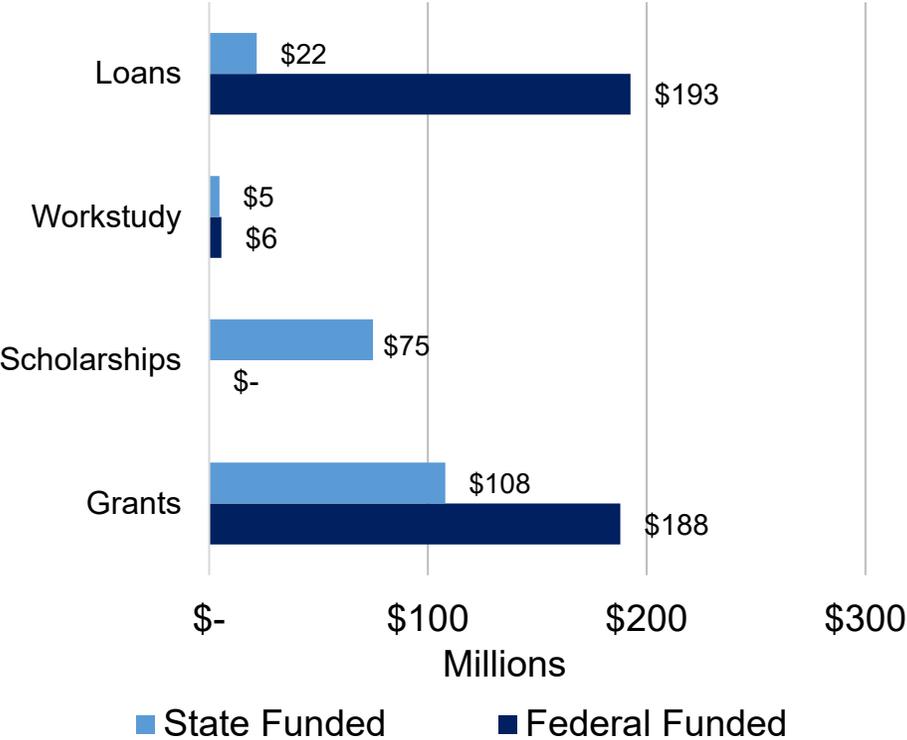


Source: Integrated Postsecondary Education Data System, 2019



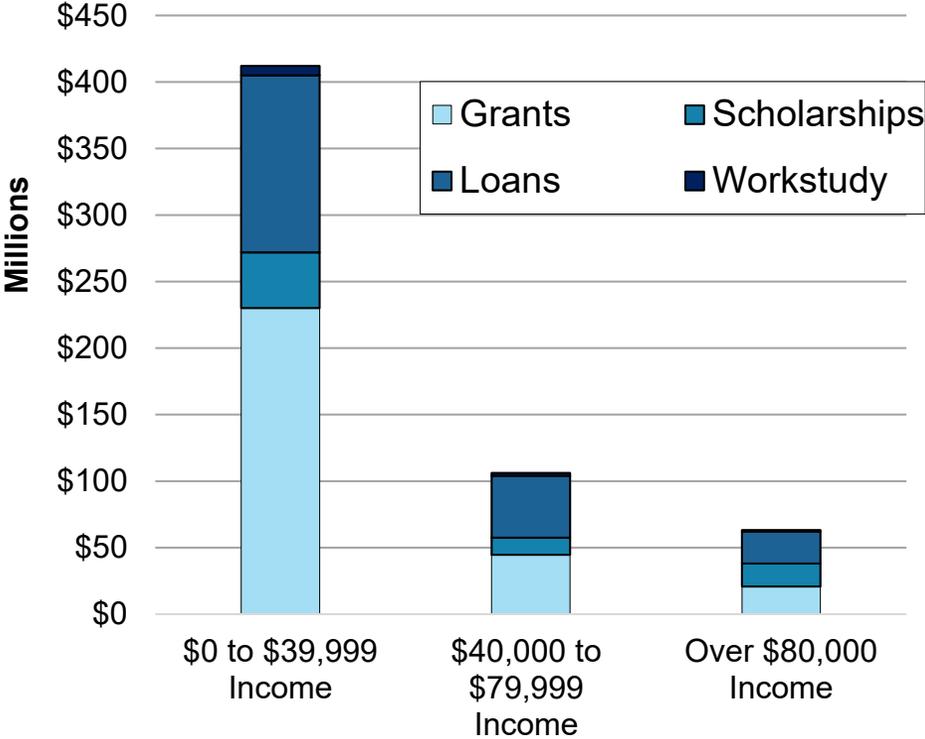
Exceptional State Support: Closing the Achievement Gap

Student Financial Aid in New Mexico: \$600 million, FY19



Source: FY19 NASSGAP Student Aid File, HED

\$600 million NM Student Financial Aid, Distribution by Income



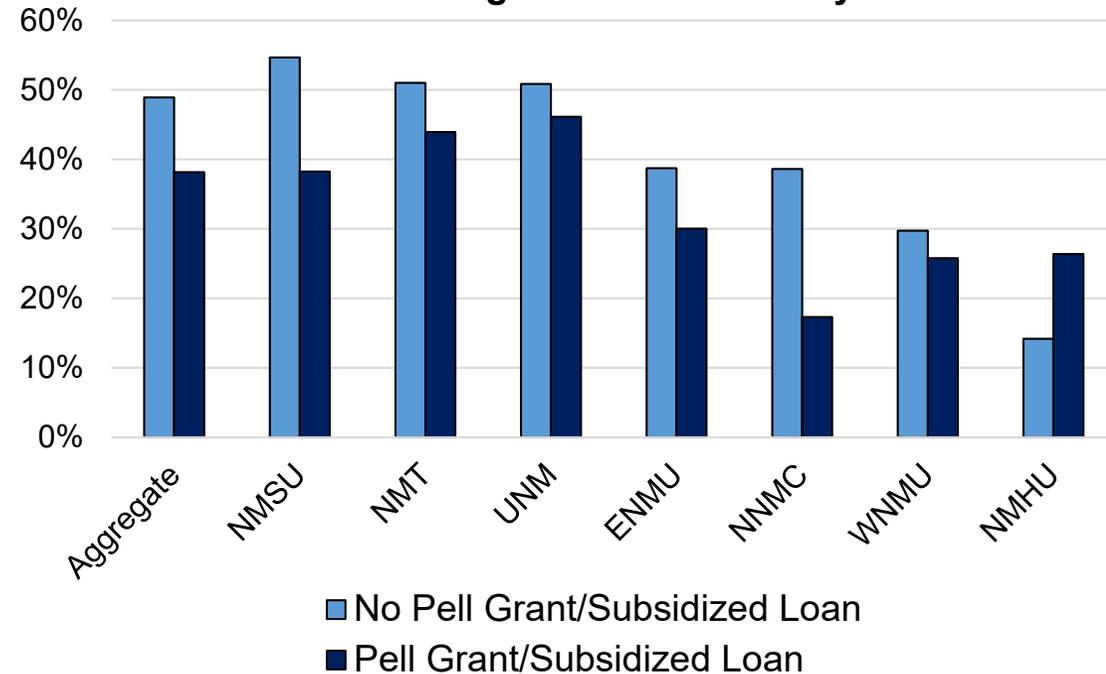
Source: NASSGAP Student Aid File, HED data



Closing the Achievement Gap: Exceptional State Support . . . *not Translating to Improved Student Outcomes*

- Low-income students receive the most grant aid, but also take out the most student loans.
- New Mexico's average student debt amount is the second lowest in the nation.
- Despite low tuition and loan balances, New Mexico has the third highest default rate on federal student loans in the country.
- New Mexico students receiving needs-based Pell grants have lower graduation rates than their peers not receiving Pell grants.

Percent of 2011 First-Time, Full-Time Freshmen Graduating within Six Years by 2017

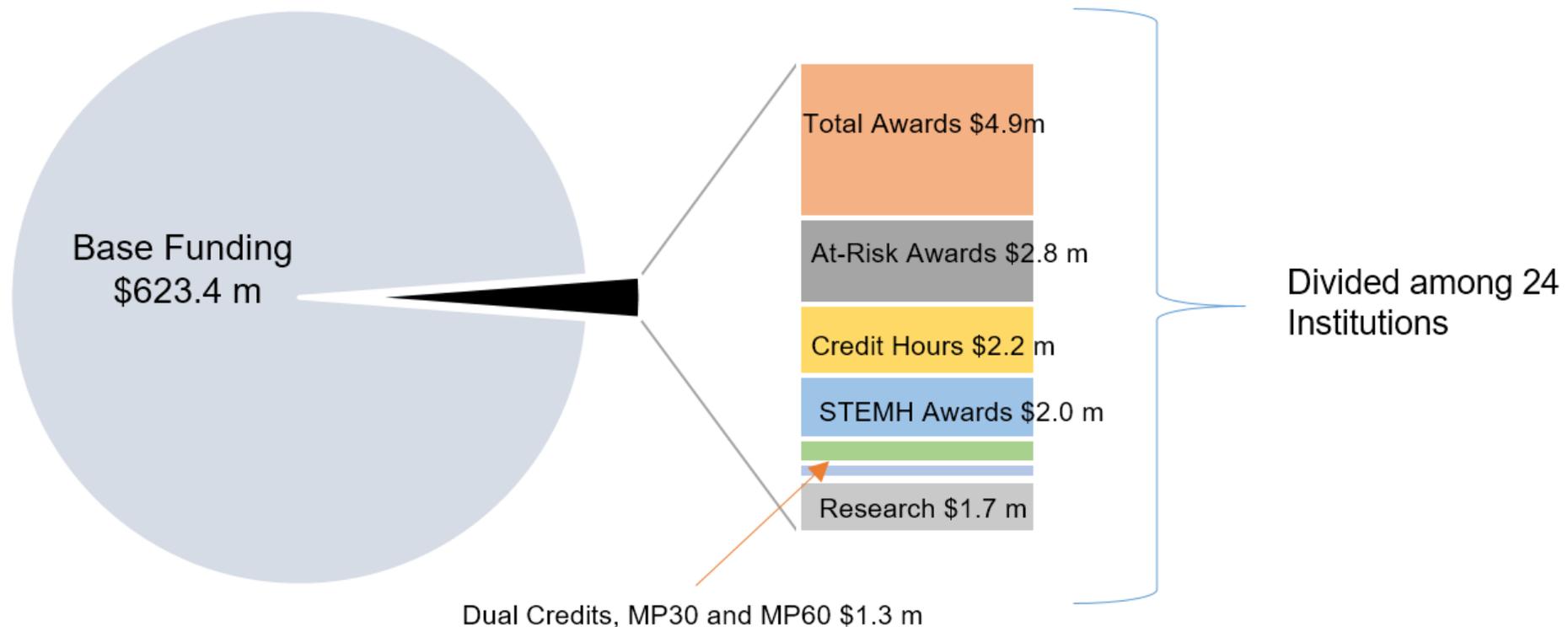


Source: LFC analysis of U.S. Integrated Postsecondary Education Data System data



Too many metrics dilute formula incentives

Performance is a very small part of college funding, and that performance is split among eight metrics and then split again among 24 institutions, all of which dilutes the incentive amount

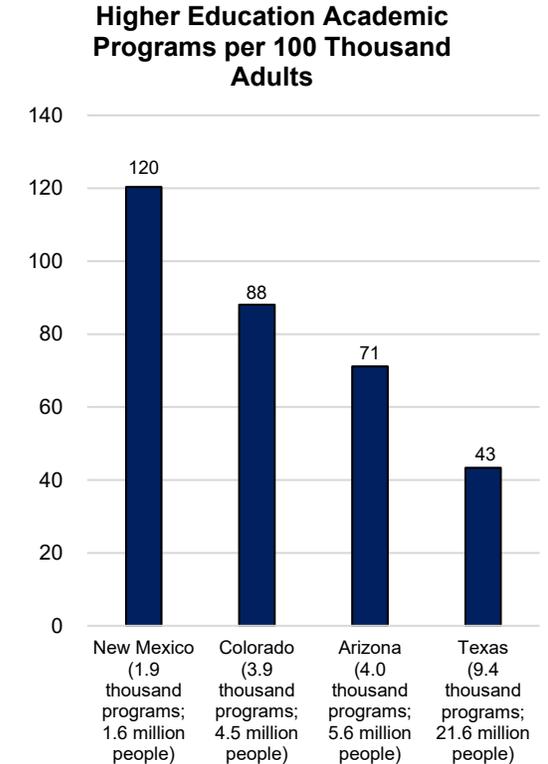


Trifecta of Reforms: Simplifying Higher Education

- Students enjoy significant access to higher education in New Mexico.
- Academic programs offer students remarkable selection.
- But outcomes lag within region.

Higher Education Institutions	Doctoral Degrees	Masters Degrees	Bachelors Degrees	Associates Degrees	Certificate Programs	Total
NMT	10	19	23	2	5	59
UNM System	47	89	104	92	113	445
NMSU System	31	63	96	108	76	374
ENMU System	-	13	55	32	53	153
NMHU	-	20	37	4	24	85
NNMC	-	-	10	21	15	46
WNMU	-	12	43	16	42	113
CNM	-	-	-	76	105	181
CCC	-	-	-	22	44	66
LCC	-	-	-	16	17	33
MCC	-	-	-	16	11	27
NMJC	-	-	-	13	26	39
SJC	-	-	-	72	60	132
SFCC	-	-	-	59	90	149
Total	88	216	368	549	681	1,902
2020 AWARDS	562	2,779	7,565	7,459	5,629	23,994

Source: LFC analysis of Higher Learning Commission accreditation profiles (compiled July 2020). Awards data provided by HED funding formula, 2020.

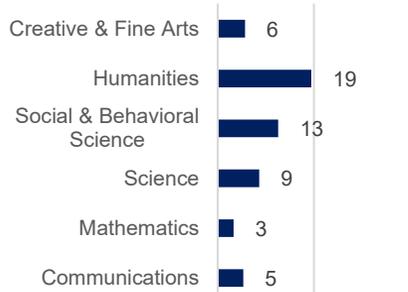


Source: LFC analysis of U.S. Census, IPEDS, Higher Learning Commission, Texas Higher Education Coordinating Board, and HEI information.



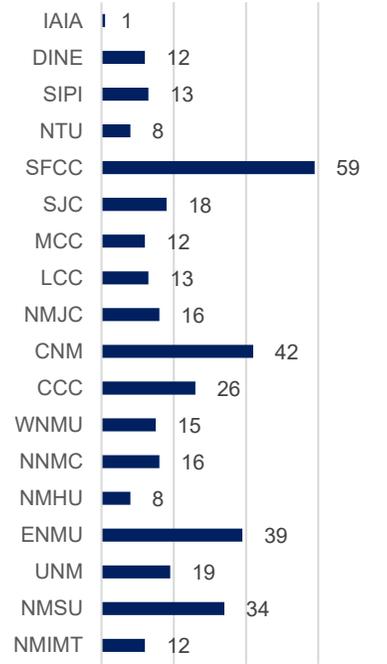
Trifecta of Reforms: Common Courses and Gen Ed

Average Number of Courses Per Institution, Six Pillars of General Ed Curriculum



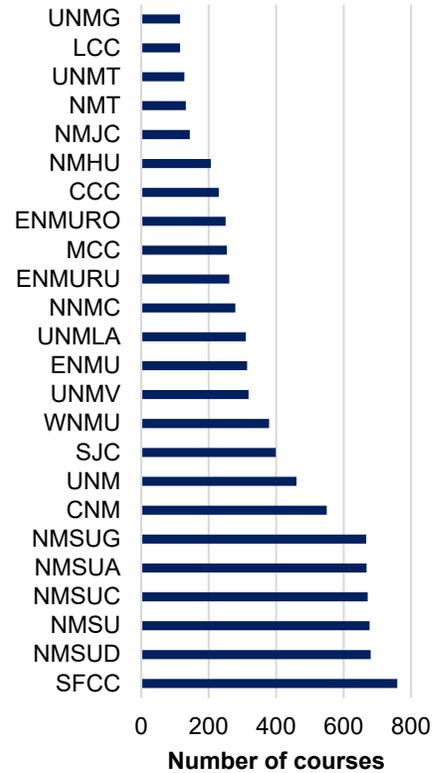
Source: HED Files

Humanities Pillar General Ed Courses by Institution



Source: HED Files

Common Course Numbering System by HEI, 2020



Source: LFC analysis of HED common course matrix (September 2020)

New Mexico Common Courses Offered and Accepted Across All State HEIs

HEIs Offering/Accepting Common Course	Common Courses	
	Number of Courses	Percent
24 All HEIs	6	0%
19 to 23 HEIs	46	2%
13 to 18 HEIs	76	3%
7 to 12 HEIs	194	7%
4 to 6 HEIs	546	21%
1 to 3 HEIs	1,775	67%
Total	2,643	100%

Source: LFC analysis of HED Common Course Matrix (September 2020)



Low Performing Programs:

Top Ten Producing Bachelor's Degree Programs

2016-17 Graduates		2017-18 Graduates		2018-19 Graduates		2019-20 Graduates	
BS Psychology	91	BS Psychology	94	BA Political Science	83	BSME Mechanical Engineering	75
BSME Mechanical Engineering	94	BSME Mechanical Engineering	97	BS Biochemistry	83	BA Political Science	84
BSED Elementary Education	101	BSED Elementary Education	98	BSME Mechanical Engineering	102	BLA Liberal Arts	86
BA Communication	104	BA Communication	131	BA Criminology	110	BA Criminology	90
BA Criminology	152	BA Criminology	136	BA Communication	118	BA Communication	99
BLA Liberal Arts	209	BLA Liberal Arts	204	BS Biology	192	BA Liberal Arts	109
BSN Nursing	212	BS Biology	229	BLA Liberal Arts	194	BS Biology	211
BS Biology	214	BSN Nursing	301	BA Psychology	315	BA Psychology	330
BA Psychology	379	BA Psychology	346	BSN Nursing	432	BSN Nursing	397
BBA Business Admin	<u>619</u>	BBA Business Admin	<u>633</u>	BBA Business Admin	<u>572</u>	BBA Business Administration	<u>595</u>
	2,175		2,269		2,201		2,076

Bottom Ten Producing Bachelor's Degree Programs

2016-17 Graduates		2017-18 Graduates		2018-19 Graduates		2019-20 Graduates	
BA Comp Lit & Cultural Studies	1	BFA Art Studio	1	BA Family Studies	1	BA Africana Studies	1
BA Portuguese	1	BSCNE Construction Engineering	1	BA French	1	BA East Asian Studies	1
BFA Design & Tech Performance	1	BA German	2	BA Geography	1	BA Women Studies	1
BA Family & Child Studies	2	BA Hon Interdisc Liberal Arts	2	BA Hon Interdisc Liberal Arts	1	BS Family Studies	1
BA French	2	BFA Design & Tech Performance	2	BA Interdisciplinary Arts	1	BS Health Education	1
BA Physics & Astrophysics	2	BS Population Health	2	BA Physics & Astrophysics	1	BSCNE Construction Engineering	1
BA Russian	2	BA Africana Studies	3	BA Portuguese	1	BA American Studies	2
BS Community Health Education	2	BA Biochemistry	3	BS Health Education	1	BA Art Education	2
BA Classical Studies	3	BA Design for Performance	3	BA Biochemistry	2	BA Earth & Planetary Sciences	2
BA Journal & Mass Comm	<u>3</u>	BA Russian	<u>3</u>	BA Russian	<u>2</u>	BA Family & Child Studies	<u>2</u>
	19		22		12		14



Student Success: Wraparound Support Systems

- Robust data systems, delivering real-time information on student performance.
- System informs administrators and advisors on potential challenges faced by student: academic, personal, financial, health
- Real-time information allows administrators to act immediately in a targeted way to help students.
- Georgia State University began an academic advising program using real-time data, improving its student retention and graduation rates.
- System uses existing student information with a predictive analytics software system to better advise students.
- Example: when a student enrolls for a class that will not meet degree requirements, an alert is triggered and student advisors check in with the student.
- Example: when a student performs poorly on a pre-requisite course, an advisor is alerted and helps the student obtain tutoring support.

800+

ANALYTICS-BASED
ALERTS

10 YEARS | **2.5 MILLION**
OF DATA | GRADES

144,000
STUDENT RECORDS

30,000 DAILY
STUDENTS TRACKED





Next steps: Higher Education Subcommittee

Subcommittee Meeting, July LFC

- Deep dive into specific formula mechanics, or incentives.
 - Focus on core student outcomes: recruitment, retention, transfer, and completion
- A look at student transfer within the state.
- Examining certificate programs at two-year community colleges.
- Enrollment and developing systems to better track student choices for higher education.
- Examining student retention, ensuring wraparound services to keep students on track.
- Continued tracking of HEER federal funds use

HED Workgroup

- Expected to begin similar study in July.
- HED will engage an expert on the funding formula.

Ideas for Consideration:

Slim Down Performance Metrics

- Confine use to clear, state-wide goals – recruitment, retention, transfer and graduation

Eliminating Base Shave

- Instead, make “new” money for institutions contingent on meeting predefined goals of slimmed-down metrics
 - e.g. making at least x percentage point gains toward meeting the national benchmark for retention / graduation
 - Details to be defined based on committee, HED input

