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June 15, 2010 (revised 2)

MEMORANDUM

TO: Legislative Education Study Committee

FR: Ally Hudson

RE: STAFF REPORT: LEGISLATIVE LOTTERY SCHOLARSHIP

INTRODUCTION

The Higher Education Department (HED) has described the Legislative Lottery Scholarship as "one of the most effective policy tools for providing access to quality postsecondary education to students throughout New Mexico."

Created by legislation enacted in 1996, the Legislative Lottery Scholarship is a renewable, full-tuition award granted to qualifying students beginning in their second semester at a public postsecondary institution in New Mexico and continuing for seven more consecutive semesters. The scholarship covers the cost of tuition only. Students are responsible for additional educational expenses such as student fees, course materials, and housing.

To qualify for the Legislative Lottery Scholarship a student must:

- be a New Mexico resident;
- have graduated from a New Mexico public or accredited private school or have obtained a New Mexico GED;
- enroll full-time (in at least 12 credit hours) at an eligible New Mexico public college or university, in the first regular semester immediately following high school graduation; and
- obtain and maintain a cumulative grade point average (GPA) of at least 2.5.

State law also provides for specific accommodations with regard to:

- students with disabilities;
- students whose parents are in the military; and
- individuals that either immediately enlist in, or have recently departed from, the US Armed Forces.

Since its inception, the New Mexico Lottery has raised \$417 million for education, and more than 61,000 students have attended college on lottery scholarships.

This staff report to the Legislative Education Study Committee (LESC) will begin with a review of the amendments to the original legislation. Then it will address the following issues that have come to the attention of the committee or its staff:

- dissemination of information at the secondary level;
- demographic characteristics of scholarship recipients;
- educational outcomes of scholarship recipients;
- the current status of the Lottery Tuition Fund;
- unique challenges for schools operated by the Children, Youth and Families Department;
- emerging data concerns; and
- perceived issues and changes suggested by the academic community.

The report will conclude with two policy options for the committee to consider.

REVIEW OF AMENDMENTS

The original legislation has been amended three times:

- In 1999, the Legislature amended the eligibility provisions to apply to full-time resident students who either:
 - within 120 days of completing a high school curriculum begin service in the US Armed Forces; or
 - within 120 days of completion of honorable service or medical discharge from the service are accepted for entrance to and attend one of New Mexico's eligible postsecondary institutions.
- In 2007, LESC-endorsed legislation was enacted to amend the eligibility provisions to apply to students with disabilities and allow for the review of "full time" and the maximum number of consecutive semesters of eligibility. Upon review of certain criteria by HED, the law allows a disabled student to take less than 12 credit hours and remain eligible for lottery funds. The legislation adjustments in the definition of the term "full time" and the maximum number of consecutive semesters of eligibility for students with disabilities clarify that, in no case, shall "full time" mean fewer than six credit hours per semester and in no case shall eligibility extend beyond 14 consecutive semesters. This bill also changed the name of the scholarship from 'tuition scholarship' to the 'legislative lottery scholarship.'

- In 2010, the eligibility provisions for military veterans were amended to extend the timeline for enrollment to one year from 120 days.

Also noteworthy is 2007 legislation that amended the *Public School Code* to allow a New Mexico resident high school student whose military parents are transferred out of state to receive a New Mexico high school diploma, under certain conditions, and thereby become eligible for state-funded financial aid, including the Legislative Lottery Scholarship.

DISSEMINATION OF INFORMATION AT THE SECONDARY LEVEL

To examine the process of disseminating lottery scholarship information to students in the K-12 system, LESC staff sent a brief questionnaire to all superintendents and asked that it be passed along to high school counselors representing the 128 high schools statewide¹. A total of 24 high schools responded to the request, resulting in an approximate 19 percent response rate. As a result, responses to this questionnaire are not offered as a scientific survey, but merely as an indication of the variety of ways in which Legislative Lottery Scholarship information is disseminated throughout New Mexico high schools. Outcomes from the questionnaire include:

- Virtually all of the respondents indicated that their high schools inform all juniors and seniors of the Legislative Lottery Scholarship program, with some adding that information was focused on the senior student population.
- Over 75 percent of the respondents indicated that their high school provides hard copy information on the lottery scholarship at the school site. In such cases, hard copy information was distributed in a variety of settings, including:
 - Next Step Plan meetings;
 - financial aid workshops for students and parents;
 - availability through the high school's counseling office; and
 - parent newsletters distributed via mail and email.
- Approximately 75 percent of the respondents indicated that they involve parents in the process of educating students on scholarship opportunities, including the Legislative Lottery Scholarship by:
 - inviting parents to all senior meetings;
 - assisting in the completion of financial aid forms such as the Free Application for Federal Student Aid (FAFSA) and Pell Grant;
 - sending out emails from the principals about scholarships and related deadlines;
 - providing information in the Next Step Plan meetings;
 - hosting a Senior Parent Coffee event; and
 - communicating through online programs such as www.teacherease.com.

¹ Questions included in the survey were: (1) Does your high school inform all juniors and seniors of the Legislative Lottery Scholarship program? (2) How is lottery scholarship information disseminated to the student population? (3) Are hard copies of lottery scholarship information available at the school site? (4) Are parents involved in the process of educating students on scholarship opportunities such as the Legislative Lottery Scholarship?

- Although a variety of methods were identified to present lottery scholarship information to high school juniors and seniors, several seemed to emerge as common practice throughout the state, among them:
 - Next Step Plan meetings;
 - group assemblies; and
 - individual meetings with school personnel such as the counselor.
- Other less frequently cited methods include college and career fairs, college site visits, and presentations from visiting college personnel.

DEMOGRAPHIC CHARACTERISTICS OF SCHOLARSHIP RECIPIENTS

According to HED, excluding ethnicity, it is difficult to describe the demographic characteristics of lottery scholarship recipients. The majority of New Mexico's postsecondary institutions do not require a student to fill out the FAFSA form in order to qualify for the Legislative Lottery Scholarship². In addition, less than two-thirds of lottery recipients choose to complete the FAFSA. Consequently, information such as socioeconomic status, parental educational attainment, median household income, and other data are not consistently collected. Ethnic data, HED reports, is available primarily because the department requests this information from the state's postsecondary institutions.

Provided by HED, Attachment 1, *Lottery Attainment by Ethnicity*, provides an overview of Legislative Lottery Scholarship recipients by ethnicity for academic years 2004-2008. The table illustrates the following:

- at approximately 44 percent, white, non-Hispanic individuals make up the largest group of lottery recipients;
- at approximately 42 percent, Hispanic individuals are the second largest recipient group;
- at approximately 5.0 percent, the number of Native American recipients has remained constant; and
- at approximately 2.0 percent, the smallest recipient groups are Asian or Pacific Islanders and African-Americans.

While Attachment 1 suggests that the *percentage* of lottery recipients from each ethnic group has remained relatively constant over time, the *number* of individual lottery recipients has increased each year within each ethnic group. Although this student growth can be seen more dramatically at the two-year institutions, with the exception of academic year 2000, student populations receiving the Legislative Lottery Scholarship have increased *every year across all institutions* dating back to 1997.

Attachment 2, *Lottery Awards Since Inception*, provides the total lottery recipient headcount and Legislative Lottery Fund disbursements from 1997-2008 and illustrates that:

² The Free Application for Federal Student Aid (FAFSA) is the form the US Department of Education (USDE) requires to determine your Expected Family Contribution (EFC). The FAFSA is the application most colleges use to determine eligibility for federal, state, and college-sponsored financial aid, including grants, educational loans, and work-study programs. <http://www.fafsa.com/forms/ajax/fafsa/fafsa-help.aspx?rf=:pku3at=aa001001>

- total lottery headcount has increased from 133 students in 1997 to 18,426 students in 2008; and
- total lottery disbursements have increased from \$76,901 in 1997 to \$43,236,870 in 2008.

Finally, as previously noted, LESC-endorsed legislation from the 2007 session amended the eligibility provisions of the lottery scholarship to include students with disabilities. The amended law allows a disabled student to request to take less than 12 credit hours while remaining eligible for lottery funds. In no case however, are these students allowed to take fewer than six credit hours or extend their eligibility beyond 14 consecutive semesters. To remain eligible these students are still required to maintain a 2.5 GPA.

In response to these amendments, HED has included a request for data on lottery students with disabilities in their annual reporting requirements for New Mexico's public postsecondary institutions. According to the initial year of data collection, 13 students with disabilities received lottery scholarships in academic year 2008.

HED will continue to collect data on lottery students with disabilities. In the future, the department will also be able to track retention and graduation rates for this student population.

EDUCATIONAL OUTCOMES OF SCHOLARSHIP RECIPIENTS

Graduation Rate

Data suggest that lottery scholarship recipients graduate at a rate higher than those students from the same four-year cohort who do not receive the lottery. In Attachment 4, *Lottery Graduation Rate*, HED calculates that out of a four-year cohort³ of 5,061 students, approximately 3,185 (or 63 percent) qualified to receive the Legislative Lottery Scholarship. Of those lottery recipients, approximately 1,860 individuals (or 58 percent) graduated within six years with a bachelor's degree. This degree attainment rate is in direct contrast to that of the 2,130 individuals (or 42 percent) that graduated within six years with a bachelor's degree, regardless of the lottery scholarship.

When comparing Attachment 3, *General Graduation Rate*, and Attachment 4, *Lottery Graduation Rate*, both provided by HED, data illustrate that for each of the state's four-year institutions the graduation rate for lottery students is higher than the institutions' general graduation rate. The table below provides some examples of these comparisons:

³ The four-year cohort group contains first-time, full-time, degree-seeking New Mexico residents, who have graduated from a New Mexico high school or attained a GED, and attended a postsecondary public institution immediately after graduation/GED attainment.

Institution	General Graduation Rate	Lottery Graduation Rate
Eastern New Mexico University	31%	49%
New Mexico Highlands University	21%	39%
New Mexico State University	42%	63%
University of New Mexico	44%	58%

According to HED, comparable data on the graduation rate of two-year, open-enrollment postsecondary institutions is available. However, comparing the graduation rates of four-year and two-year institutions is inappropriate because of a number of factors, including distinct institutional missions, the high rate of student transfer; and student populations who frequently pursue part-time study, stop-out for one or more semesters, or pursue alternative educational pathways.

Developmental Credit

To examine the issues of developmental credit earnings, failure to complete a degree or certificate, and rationale for student withdrawal, LESC staff sent a brief questionnaire to all 18 institutional researchers at the state’s postsecondary colleges and universities⁴. A total of 13 institutions responded to the request, resulting in an approximate 72 percent response rate. Responses to this questionnaire are not offered as a scientific survey, merely an indication of what is happening throughout New Mexico postsecondary institutions. Results from the questionnaire include the following points:

- Throughout their postsecondary education, lottery students earn approximately 5.64 developmental credits, or slightly less than two courses.
 - Of all the developmental credit earnings reported for lottery students, the minimum number of credits earned was zero, and the maximum number of credits earned was 34.
- One of the state’s four-year institutions acknowledged that “remediation is a long-standing, pervasive issue in New Mexico.” However, because “65% of all remedial credits [taken at that institution]...[are] taken prior to being awarded lottery funds, primarily during the qualification semester or the preceding summer...the vast majority of those courses are covered by funds from sources other than the lottery.”
- A representative from the New Mexico State University main campus stated that “more than three-fourths of Lottery Scholarship recipients (who enter NMSU-Las Cruces directly from high school) do NOT take any development courses. Of those who do, more than half only take one course.” Institutional data shows that the

⁴ Questions included in the survey were: (1) Approximately how many development credit hours are earned, on average, by an individual lottery recipient at your institution? (2) For those lottery students that stop pursuing a degree/certificate, approximately how many credit hours remain for completion? (3) For lottery students that drop-out of your institution of higher education (IHE) prior to graduation, what are their reasons for not completing a degree or certificate?

average number of developmental credits earned at NMSU-Main is 1.36 credits and that only 4.0 percent of lottery students at the NMSU main campus had to enroll in three or more developmental courses.

- Data received from Western New Mexico University (WNMU) illustrate that “lottery recipients require less remediation than other similar students.”
 - Approximately 59 percent of WNMU lottery students require an average of 4.5 remedial credits.
 - Approximately 70 percent of WNMU non-lottery students require an average of 6.3 remedial credits.

Failure to Complete a Degree or Certificate

According to the Higher Education Department (HED) rule, one of the objectives of the Legislative Lottery Scholarship is “to encourage New Mexico high school students to pursue a postsecondary education in New Mexico [and] to complete a first four-year degree within a maximum of nine semesters or a first two-year degree within a maximum of five semesters.” In an effort to determine the extent to which this objective is being realized, the LESC questionnaire captured the following information:

- As noted by both HED and a number of postsecondary institutions, of those lottery recipients who drop out, over 75 percent do so in their freshman or sophomore year.
 - While a number of these dropouts correspond with ineligible grades and/or credit hour earnings, a number of other students drop out while they are still lottery-eligible.
 - One institution noted that “it is not known at this time if these students enrolled elsewhere in New Mexico or at another university out of state.”
- The number of credits remaining to degree completion varies widely across postsecondary institutions. Preliminary data suggest that dropouts are generally within 30 to 80 credits of earning a degree or certificate. Among the issues outlined by institutions in accurately capturing degree incompleteness are:
 - the inability of institutions to successfully track student transfers vs. student drop outs;
 - the difficulty in identifying student drop outs vs. student stop-outs (a classification of students who withdraw from an institution and return in the future); and
 - the complexity in correlating drop outs to the loss of the Legislative Lottery Scholarship vs. personal, medical, or other extenuating circumstances.

Student Withdrawal

- Exit interview policies do not appear to be consistent across the state’s postsecondary institutions.

- Even for those institutions with such a policy, obtaining realistic data for student withdrawal can pose a number of challenges. As one institution noted, “Exit interviews are completed when the student is in the office to withdraw. We do not have this information for students that complete a semester and do not return for the next semester, or those [that] withdraw themselves [electronically] via Loboweb.”
 - Another challenge lies in how exit-survey results are compiled. At a number of institutions the results are collated in aggregate form, thus making it difficult to disaggregate lottery students from the cumulative results.
- For those students for whom data do exist, the most common reasons for withdrawal are (*Note: this information is representative of all withdrawing students, not just those receiving the lottery scholarship*):
 - moving to another location;
 - transferring to another institution;
 - issues with transportation and money;
 - medical/personal issues;
 - academic reasons; and
 - scheduling and class load issues.
 - One institution emphasized that “many of [withdrawal] students may return in the future and thus, have left [the college] only temporarily.” This classification of students is commonly referred to as ‘stop-outs’ by the academic community.
 - As noted by one institutional researcher, comparing non degree-completing lottery students with graduates can be difficult. Approximately 125 semester hours is the institutional minimum for a bachelor’s degree. While it may appear that a lottery student dropped out lacking 25-40 credit hours to degree completion, this number can be misleading due to remediation, changes in major, and specific program requirements that often extend that number.

THE STATUS OF THE LOTTERY TUITION FUND

To assess perceived tuition increases around New Mexico, HED has drafted three models that project the impact of tuition rates, lottery income, interest income, and the number of scholarship recipients on the Lottery Tuition Fund (see Attachment 5, *Lottery Scholarship Sustainability*). As the models and graphs indicate, HED data shows that expenditures from the Legislative Lottery Fund already exceed incoming revenue.

Although rule indicates that the amount of the scholarship “may vary dependent upon the amount of funds received from the lottery tuition fund and the number of eligible recipients,” 100 percent of tuition has been subsidized by the Legislative Lottery Scholarship since its enactment in 1996. HED has indicated that they would like to continue full subsidization of lottery recipient’s tuition.

To that end, HED has been working with key stakeholders to assemble a lottery task force that includes:

- directors of financial aid from two-year colleges;
- directors of financial aid from four-year colleges;
- the Director of Financial Aid at HED;
- the Director of the Lottery Authority; and
- superintendents from school districts around the state.

The mission of the Lottery Task Force will be to consider long-term strategies to retain the integrity of the Legislative Lottery Scholarship over the course of rising tuition and increasing enrollments. The task force plans to host its first meeting in summer 2010.

UNIQUE CHALLENGES FOR SCHOOLS OPERATED BY THE CHILDREN, YOUTH AND FAMILIES DEPARTMENT

The schools operated by the Children, Youth and Families Department (CYFD) have encountered some unique issues with the Legislative Lottery Scholarship program. As the Superintendent of Education for CYFD explains:

Lottery [representatives] have assured us that our [students] can, in fact, access these dollars. We have been told, however, by some postsecondary institutions that our clients must apply for these dollars by completing a FAFSA application while they are still with us. We have learned the hard way that our clients cannot do this because it is illegal to receive any federal dollars while incarcerated in the US.

This issue is further complicated by the fact that students of CYFD schools are wards of either the court or the department; no question on the current FAFSA form directly addresses the issue of incarcerated minors. As a result, the CYFD Superintendent of Education notes, “the institutions are not clear on FAFSA and how to determine neediness for bridge for our students.” Consequently, the superintendent continues, “some of our students have been denied access to both the Bridge scholarship and the lottery dollars in the past.”

Although completion of the FAFSA is not a statutory requirement to qualify for lottery funds, the HED website encourages students to contact a postsecondary institution’s scholarship or financial aid office because some colleges require students to complete either the FAFSA or a supplementary application. This is particularly true for Bridge to Success funds that are used to supplement a student’s qualifying first semester at a postsecondary institution. The Director of Financial Aid for HED explains that “most schools require a FAFSA for bridge funds as they are institutional funds and they are awarded to the neediest [students].” However, upon meeting the qualification criteria, students will receive lottery funds regardless of the completion of a FAFSA form.

EMERGING DATA CONCERN

Statute states that “if a student exits from the school system at the end of grade 12 without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed.” This certificate,

commonly referred to as a certificate of completion, is not equivalent to a high school diploma.

Although PED is not required to regulate transcripting because it is the responsibility of the district, a department representative stated that a student's official high school transcript should clarify if he or she received a diploma or a certificate of completion. However, both HED and a number of postsecondary institutions have encountered transcripts that do not contain this information. Consequently, decisions regarding acceptance into the college and scholarship eligibility can be difficult. For those institutions that are not open-enrollment, a certificate would not be sufficient for college acceptance. Furthermore, a certificate would not qualify a student for bridge or lottery funds. However, without having this information on the student's high school transcript, the institution's decision-making process can be opaque.

As an emerging issue, the LESC staff will continue to research the implications and possible solutions of this matter.

PERCEIVED ISSUES AND CHANGES SUGGESTED BY THE ACADEMIC COMMUNITY

In gathering information for the State Master Plan for Higher Education, HED sent an inquiry to all the state's postsecondary education stakeholders regarding the strengths and weaknesses of the state's higher education system. In response, many of the state's postsecondary institutions raised concerns about the fiscal impact of the Legislative Lottery Scholarship and about the eligibility requirements. On the first point, one respondent suggested that the scholarship encourages institutions to raise tuition to support projects and services that would not have been funded otherwise; and another suggested that the Legislative Lottery Scholarship benefits families that could pay tuition on their own. On the second point, one respondent noted that many students need time between high school and college to determine the best postsecondary experience to pursue; and another suggested that the 2.5 GPA is a low bar that admits students who are academically unable to complete their degree programs in the time provided.

Along with these concerns, respondents to HED's inquiry suggested a number of changes to the program, several of which are summarized below:

- Eligibility for the Lottery Success Scholarship should be determined in the senior year of high school and include an acceptable GPA and taking the ACT or SAT exam.
- Students who qualify should have an approved program of study by the end of the second semester for community college students and the fifth semester for university students.
- Students should be required to meet with an advisor at least once per year.
- One stop-out should be allowed for hardship.

- The Bridge should come at the end of the program as a bridge-to-completion: 50 percent tuition for two semesters or 100 percent tuition for one semester. The minimum number of credits taken should be 12 per semester and 27 in an academic year, and the GPA should be calculated at the end of each year, rather than each semester, so that students can be more ambitious in the areas of course selection and credit load.

POLICY OPTIONS

Given the aforementioned issues and suggested changes to the Legislative Lottery Scholarship Program, the committee may wish to consider the following policy options:

- Increase the merit-based requirements.
 - An example might be found in legislation that Alaska Governor Sean Parnell recently signed into law to create the Alaska Merit Scholarship Program. To qualify, students will be required to take a more rigorous high school curriculum including four years each of mathematics, language arts, and science.
 - The amount of the Alaska Merit Scholarship award increases in proportion to the student's GPA.
- Establish a Scholarship-for-Service Program.
 - At present, the state of New Mexico has identified several professions in high demand, especially in the rural communities. In an attempt to attract teachers, doctors, allied health professionals, nurses, and pharmacists to provide service in the state's neediest areas, the Financial Aid Division of HED administers over half a dozen loan-for-service programs.
 - Although the eligibility requirements for a scholarship-for-service program would need to be addressed, the existing loan-for-service program could serve as a model for such a plan.

Attachment 1

Lottery Attainment by Ethnicity			
Academic Year	Ethnicity	Head Count	Ratio
2004	Asian or Pacific Islander	342	2%
2004	Black, non-Hispanic	274	2%
2004	Hispanic	6,270	41%
2004	Native American	650	4%
2004	No response	979	6%
2004	White, non-Hispanic	6,765	44%
2005	Asian or Pacific Islander	353	2%
2005	Black, non-Hispanic	270	2%
2005	Hispanic	6,681	42%
2005	Native American	698	4%
2005	No response	874	5%
2005	Non-resident Alien	11	0%
2005	White, non-Hispanic	7,080	44%
2006	Asian or Pacific Islander	405	2%
2006	Black, non-Hispanic	288	2%
2006	Hispanic	6,907	41%
2006	Native American	741	4%
2006	No response	825	5%
2006	Non-resident Alien	95	1%
2006	White, non-Hispanic	7,386	44%
2007	Asian or Pacific Islander	439	3%
2007	Black, non-Hispanic	327	2%
2007	Hispanic	7,063	42%
2007	Native American	776	5%
2007	No response	822	5%
2007	Non-resident Alien	161	1%
2007	White, non-Hispanic	7,430	44%
2008	Asian or Pacific Islander	482	3%
2008	Black, non-Hispanic	352	2%
2008	Hispanic	7,777	43%
2008	Native American	845	5%
2008	No response	872	5%
2008	Non-resident Alien	117	1%
2008	White, non-Hispanic	7,789	43%

SOURCE: Higher Education Department

Lottery Awards Since Inception		
	Total Lottery HC	Total Lottery Disbursement
Since Inception	61,244	\$ 283,097,718

AY	HC per AY	Award amount per AY
1997	133	\$ 76,901
1998	5,254	\$ 4,338,702
1999	12,602	\$ 20,758,091
2000	11,710	\$ 15,526,590
2001	12,598	\$ 18,752,037
2002	13,590	\$ 21,277,690
2003	14,563	\$ 23,985,428
2004	15,332	\$ 28,311,464
2005	15,988	\$ 32,151,286
2006	16,664	\$ 35,823,448
2007	17,218	\$ 38,859,211
2008	18,426	\$ 43,236,870

SOURCE: Higher Education Department

General Graduation Rate					
Institution	Total Cohort	4 YEAR	5 YEAR	6 YEAR	TOTAL
UNM	2,847	297	679	268	1,244
Ratio		10%	24%	9%	44%
NMSU	2,135	248	490	169	907
Ratio		12%	23%	8%	42%
NMIMT	290	59	60	30	149
Ratio		20%	21%	10%	51%
ENMU	543	53	77	36	166
Ratio		10%	14%	7%	31%
NMHU	221	14	22	11	47
Ratio		6%	10%	5%	21%
WNMU	305	12	22	9	43
Ratio		4%	7%	3%	14%
TOTAL	6,341	683	1,350	523	2,556
Ratio		11%	21%	8%	40.3%

WNMU has a dual purpose both as a 4 year and 2 year institution. Therefore, the method below also includes AA and Certificates as a measure for completion.					
Alternative	COHORT	4 YEAR	5 YEAR	6 YEAR	TOTAL
WNMU	305	31	25	13	69
		10%	8%	4%	23%

Graduation Rates reported by NMHED are slightly higher than that of what is reported by institutions for a number of reasons; including cohort selection as well as availability of statewide data.

The cohort includes First Time, Full time, (12 credit min at a single institution) Undergraduate students (regardless of degree seeking status)in the fall of 2003.

Institution	Hispanic Cohort	4 YEAR	5 YEAR	6 YEAR	TOTAL
UNM	1,068	72	237	116	425
Ratio		7%	22%	11%	40%
NMSU	974	86	206	76	368
Ratio		9%	21%	8%	38%
NMIMT	62	7	10	9	26
Ratio		11%	16%	15%	42%
ENMU	193	14	31	15	60
Ratio		7%	16%	8%	31%
NMHU	148	12	13	8	33
Ratio		8%	9%	5%	22%
WNMU	161	3	13	7	23
Ratio		2%	8%	4%	14%
TOTAL	2,606	194	510	231	935
Ratio		7%	20%	9%	36%

WNMU has a dual purpose both as a 4 year and 2 year institution. Therefore, the method below also includes AA and Certificates as a measure for completion.

Alternative	COHORT	4 YEAR	5 YEAR	6 YEAR	TOTAL
WNMU	161	16	16	9	41
		10%	10%	6%	25%

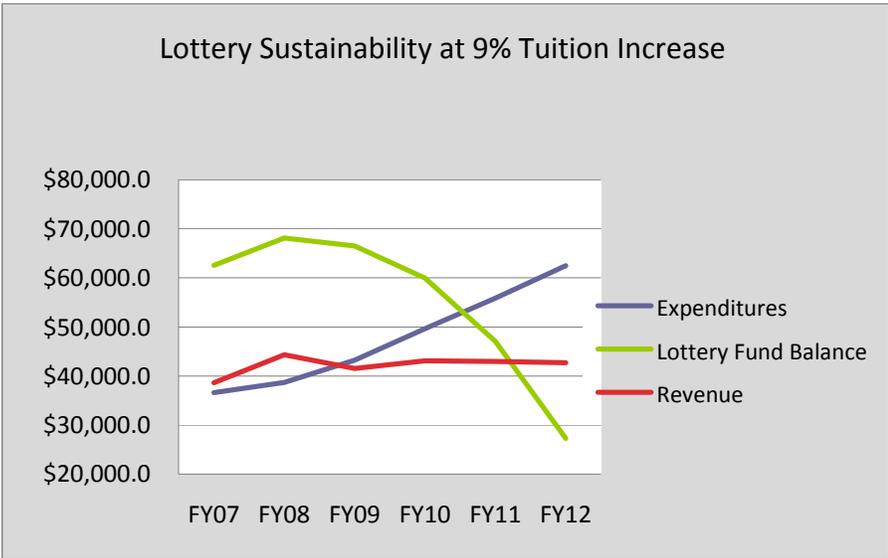
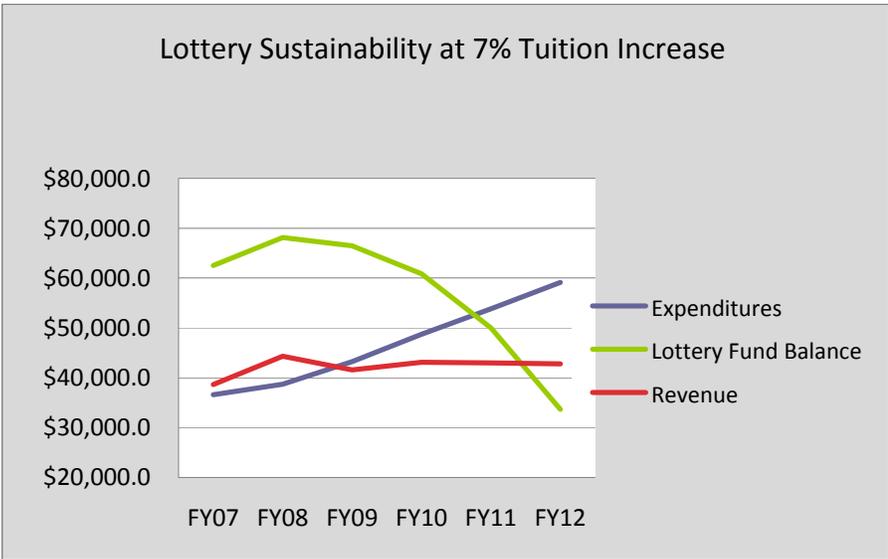
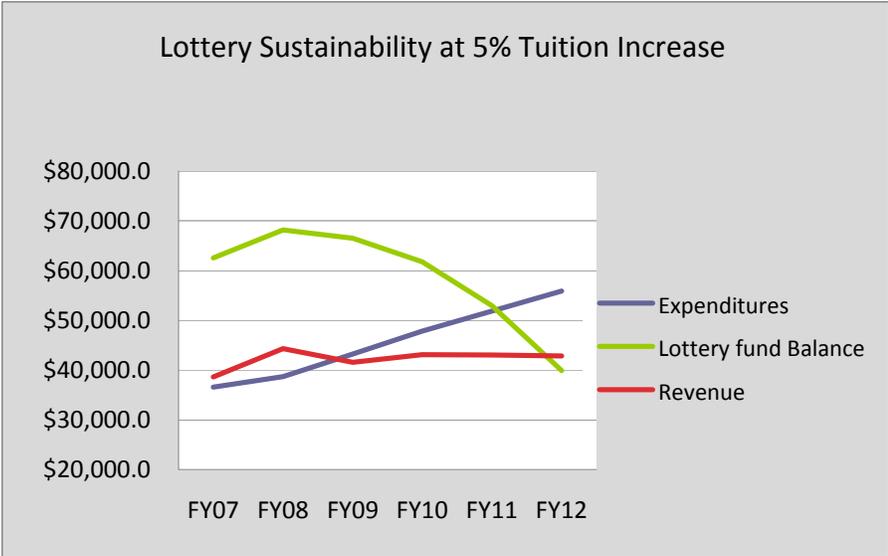
Graduation Rates reported by NMHED are slightly higher than that of what is reported by institutions for a number of reasons; including cohort selection as well as availability of statewide data.

The cohort includes First Time, Full time, (12 credit min at a single institution) Undergraduate students (regardless of degree seeking status)in the fall of 2003.

Lottery Graduation Rate			
Institution	Description	Head Count	Ratio
Total	4 year cohort	5,061	
Total	4 year cohort who received the lottery	3,185	63%
Total	4 year cohort who received the lottery and graduated within 6 years with a BA	1,861	58%
Total	4 year cohort who have graduated within 6 years with a BA regardless of Lottery	2,130	42%
UNM	4 year cohort	2,485	
UNM	4 year cohort who received the lottery	1,738	70%
UNM	4 year cohort who received the lottery and graduated within 6 years with a BA	1,010	58%
NMSU	4 year cohort	1,641	
NMSU	4 year cohort who received the lottery	959	58%
NMSU	4 year cohort who received the lottery and graduated within 6 years with a BA	605	63%
NM TECH	4 year cohort	216	
NM TECH	4 year cohort who received the lottery	116	54%
NM TECH	4 year cohort who received the lottery and graduated within 6 years with a BA	90	78%
ENMU	4 year cohort	393	
ENMU	4 year cohort who received the lottery	239	61%
ENMU	4 year cohort who received the lottery and graduated within 6 years with a BA	117	49%
NMHU	4 year cohort	154	
NMHU	4 year cohort who received the lottery	80	52%
NMHU	4 year cohort who received the lottery and graduated within 6 years with a BA	31	39%
WNMU	4 year cohort	151	
WNMU	4 year cohort who received the lottery	47	31%
WNMU	4 year cohort who received the lottery and graduated within 6 years with a BA	7	15%

The 4 year cohort group contains First-time, Full-time, Degree seeking New Mexico Residents, who have graduated from a New Mexico High School or attained a GED , and attended a postsecondary public institution immediately after graduation/GED attainment.

SOURCE: Higher Education Department



SOURCE: Higher Education Department

Lottery Projection
FY10 - FY12

Lottery Scholarship Sustainability						
Revenues and Expenditures (\$1000)						
Current Tuition	FY07	FY08	FY09	FY10	FY11	FY12
July 1 Balance	\$ 60,574.7	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 64,044.0	\$ 60,059.4
Lottery Income	\$ 34,830.1	\$ 40,810.5	\$ 41,007.6	\$ 41,768.0	\$ 41,768.0	\$ 41,768.0
Interest Income	\$ 3,791.1	\$ 3,499.7	\$ 553.3	\$ 1,329.6	\$ 1,280.9	\$ 1,201.2
Average cost per award	\$ 2,193.0	\$ 2,209.0	\$ 2,346.5	\$ 2,346.5	\$ 2,346.5	\$ 2,346.5
Number of Students	16,683	17,517	18,426	19,404	20,044	20,565
Current Expenditures	\$ 36,654.4	\$ 38,697.5	\$ 43,236.9	\$ 45,531.8	\$ 47,033.5	\$ 48,256.1
June 30 Balance	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 64,044.0	\$ 60,059.4	\$ 54,772.5
Tuition at 5% Increase						
July 1 Balance	\$ 60,574.7	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 61,767.4	\$ 52,916.3
Lottery Income	\$ 34,830.1	\$ 40,810.5	\$ 41,007.6	\$ 41,768.0	\$ 41,768.0	\$ 41,768.0
Interest Income	\$ 3,791.1	\$ 3,499.7	\$ 553.3	\$ 1,329.6	\$ 1,235.3	\$ 1,058.3
Revenue	\$ 38,621.2	\$ 44,310.2	\$ 41,560.9	\$ 43,097.6	\$ 43,003.3	\$ 42,826.3
Average cost per award +5%	\$ 2,193.0	\$ 2,209.0	\$ 2,346.5	\$ 2,463.8	\$ 2,587.0	\$ 2,716.4
Number of Students	16,683	17,517	18,426	19,404	20,044	20,565
Expenditures	\$ 36,585.8	\$ 38,697.5	\$ 43,236.9	\$ 47,808.3	\$ 51,854.5	\$ 55,862.4
June 30 Balance	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 61,767.4	\$ 52,916.3	\$ 39,880.2
Tuition at 7% Increase						
July 1 Balance	\$ 60,574.7	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 60,856.8	\$ 49,993.2
Lottery Income	\$ 34,830.1	\$ 40,810.5	\$ 41,007.6	\$ 41,768.0	\$ 41,768.0	\$ 41,768.0
Interest Income	\$ 3,791.1	\$ 3,499.7	\$ 553.3	\$ 1,329.6	\$ 1,217.1	\$ 999.9
Revenue	\$ 38,621.2	\$ 44,310.2	\$ 41,560.9	\$ 43,097.6	\$ 42,985.1	\$ 42,767.9
Average cost per award +7%	\$ 2,193.0	\$ 2,209.0	\$ 2,346.5	\$ 2,510.8	\$ 2,686.5	\$ 2,874.6
Number of Students	16,683	17,517	18,426	19,404	20,044	20,565
Expenditures	\$ 36,585.8	\$ 38,697.5	\$ 43,236.9	\$ 48,719.0	\$ 53,848.7	\$ 59,115.8
June 30 Balance	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 60,856.8	\$ 49,993.2	\$ 33,645.3
Tuition at 9% Increase						
July 1 Balance	\$ 60,574.7	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 59,946.1	\$ 47,032.5
Lottery Income	\$ 34,830.1	\$ 40,810.5	\$ 41,007.6	\$ 41,768.0	\$ 41,768.0	\$ 41,768.0
Interest Income	\$ 3,791.1	\$ 3,499.7	\$ 553.3	\$ 1,329.6	\$ 1,198.9	\$ 940.7
Revenue	\$ 38,621.2	\$ 44,310.2	\$ 41,560.9	\$ 43,097.6	\$ 42,966.9	\$ 42,708.7
Average cost per award +9%	\$ 2,193.0	\$ 2,209.0	\$ 2,346.5	\$ 2,557.7	\$ 2,787.9	\$ 3,038.8
Number of Students	16,683	17,517	18,426	19,404	20,044	20,565
Expenditures	\$ 36,585.8	\$ 38,697.5	\$ 43,236.9	\$ 49,629.6	\$ 55,880.5	\$ 62,493.0
June 30 Balance	\$ 62,541.5	\$ 68,154.2	\$ 66,478.2	\$ 59,946.1	\$ 47,032.5	\$ 27,248.2